



Crafting Effective ESP Writing Instructions: A Comprehensive Need Analysis

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Abstract

Writing is assumed as the most challenging skill for EFL students and teaching writing for ESP and EGP needs different approaches. This preliminary study aims to reveal students' problems and needs to find out effective teaching writing instructions. This descriptive study involved the tenth-grade students of culinary art class at SMK N 2 Godean. 28 students and an English teacher participated in voicing their needs concerning the writing skill instructional materials. The data were collected through a writing test, a close-ended questionnaire survey, and a semi-structured interview. The questionnaire data was analyzed using descriptive statistics, while interview data was transcribed, categorized, and interpreted (Alwasilah, 2002). Additionally, the writing test results were evaluated using Fitriani's (2020) writing rubric assessment. The result showed that students need innovative teaching instructions that are suitable to their major and effective in improving their writing abilities, especially in the aspects of vocabulary, grammar, and structure. Moreover, the teacher also has limited resources in designing specific materials and bringing innovations into the classroom. This problem resulted in poor students' English proficiency and low motivation in writing. Based on that, this study has the potential to bridge the gap by identifying students' needs and providing recommendations for designing effective ESP writing instruction.

Keywords: *ESP; Writing Skills; Teaching Instructions; Need Analysis*

Introduction

Mastering writing skills is essential for English students as it involves generating messages, expressing ideas, describing, discussing, and presenting viewpoints in written form (Ilham, 2024). Writing courses focus on enabling students to share personal meanings and shape their perspectives on topics. Additionally, writing is a complex communicative skill, with instruction ideally seen as a dynamic process that enhances abilities in spelling, grammar, punctuation, vocabulary, composition, and style (Abdelmohsen et al., 2020; Terenin, 2015).

English Language Teaching encompasses two main categories: English for General Purposes and English for Specific Purposes (ESP). ESP focuses on learners' immediate and specific language needs, tailored for academic or professional contexts. Generally, it is defined to meet the specific needs of adult

learners, either at tertiary levels or in professional work situations, emphasizing the reason for the learner's learning (Bhuiyan, 2021). Therefore, ESP is especially recommended for university or vocational-level students and professional learners to make them fit for professional activities.

Even though ESP is recommended for vocational-level students, teaching English at vocational high school is a delicate and challenging matter because it requires concentration on relevant aspects like contents, methods, approaches, classroom techniques, etc. Thus, what distinguishes teaching ESP class from teaching English for General Purposes class is more on the direction toward academic demands, immediate professional, and applicability for global situations (Bhuiyan, 2021). One way to meet the purpose of ESP and increase students' ability is by constructing an appropriate teaching syllabus and instruction. As Hutchinson and Water (1987) stated, a syllabus has to be intended to fulfill the needs of both the investors and the learners as well. Therefore, an ESP syllabus should be purposefully developed based on the student's wants or needs.

However, English teaching in vocational high schools in Indonesia is still based on the syllabus developed by the government which is the same as the syllabus used for Indonesian senior high schools. Not only the syllabus, the textbooks that are used are also designed by the government and intended for both vocational and senior high schools. The textbook and syllabus contain general English material, whereas vocational high school students need English for specific purposes (Fadlia, et al., 2020). From those problems, the writer concludes that there is an incompatibility between what is taught and what students need in vocational high school.

For students, writing English paragraphs presents significant challenges, as established by numerous studies. Elazeez (2019) highlights that many students struggle to identify the components of a paragraph, differentiate between types of paragraphs, and correctly use cohesive devices. Issues such as grammar, clarity, and sentence consistency further complicate the writing process (Tambunan et al., 2022; Emilia et al., 2018). Additionally, Suntara (2021) notes that Thai students face difficulties with capitalization, punctuation, contractions, and other elements of sentence construction. Nasser (2019) observes that common errors include problems with sentence structure, vocabulary, tenses, and subject-verb agreement. Academic writing difficulties are often rooted in limited vocabulary and writing resources (Li & Zeng, 2019). Furthermore, Moses and Mohamad (2019) point out that students' lack of vocabulary, grammar issues, poor spelling, and insufficient exposure to reading materials contribute to these challenges.

Considering the problem gap and the important roles of ESP, it is necessary to do a needs analysis as the first step for designing an appropriate teaching instruction that meets learners' needs and learners' characteristics for both academic demands and occupational demands as the basis of ESP (Huhta et al., 2013; Arroyani, et al., 2022; Ilham et al., 2023). Conducting a needs analysis is crucial for ESP teachers, as it helps them to thoroughly understand their learners' specific needs and pinpoint the areas where skill development is required (Alsamadani, 2017). This process allows educators to tailor their instruction to address the exact deficiencies and requirements of their students, thereby enhancing the effectiveness of their teaching strategies and ensuring that the educational content is relevant and beneficial to the learners' professional goals (Alsamadani, 2017). It helps the learners to act effectively in the facing context. To determine the specifics of the learning process, need analysis serves as a crucial tool (Padmadewi et al., 2023). It involves evaluating various factors such as students' current proficiency in the language and their specific objectives for learning English. This comprehensive assessment helps tailor educational strategies to meet students' needs effectively.

Therefore, this research aims to describe the students' need for constructing teaching instruction to learn expository text writing. Thus, the research questions of this study are formulated as follows: (1) How are the student's English writing proficiency and challenges? (2) What are the student's needs and learning needs, and (3) What are the appropriate teaching instructions based on the student's needs?

Method

This study aims to determine students' needs related to writing skills and instructional materials. This descriptive study involved the tenth-grade students of culinary art class at SMK N 2 Godean. 28 students and an English teacher participated in voicing their needs concerning the writing skill instructional materials. The data were collected through a writing test, a close-ended questionnaire survey, and a semi-structured interview.

Research Design

This study aims to determine students' needs related to writing skills and instructional materials. The design of this research is a descriptive study. Three instruments were utilized in conducting the study: a writing test, a close-ended questionnaire, and a semi-structured interview. The questionnaire and the writing test are the primary sources of data collection. The writing test was distributed to identify the students' writing proficiency level and their challenges. It was done by asking the students to write an expository text. Then, the test results were analyzed and scored using the writing scoring rubric by Fitriani (2020). Meanwhile, the questionnaire was distributed to gain data about students' target and learning needs. The researcher adapted the theory from Hutchinson and Waters (1987) and Nunan (2004). The questionnaire of this study is divided into 2 parts. The first part covered the objective of student's necessities, lacks, and wants. Then, part 2 consisted of input, procedure, setting, and teachers' role.

The Subject of the Study

The subjects of this study were 28 students of culinary art students at class X Boga 4. Purposive sampling was applied to choose the participants. They are the tenth-grade students of culinary art major of SMK N 2 Godean. The 28 samples were determined based on the total number of students who took the English class studying the expository text. This sample was representative of the intended student population at SMK N 2 Godean. The other subject is an English teacher who teaches the students. The teacher was involved in the interview.

Instruments

In collecting the data, the researcher utilized three instruments: a writing test, a close-ended questionnaire, and a semi-structured interview. The writing test and questionnaire were used as the main instrument to get the needed analysis data, while the interview was used to clarify the information gained from the questionnaire and test. All students were involved in the writing test and filled out the questionnaire. The respondents were asked to follow the paper test. They were asked to fill out the questionnaire through Google Forms. To control the respondents, the researchers accompanied the respondents during all the activities.

Data Analysis

The data from the questionnaire was analyzed using descriptive statistics while the data from the interview was transcribed and subsequently categorized and interpreted in a condensed body of information (Alwasilah, 2002). Moreover, interviews are arranged to serve as supplementary sources and correlate the collected data. In addition, the writing test results were analyzed based on the writing rubric assessment from Fitriani (2020).

Table 1. Writing rubric assessment from Fitriani (2020).

Aspect	Criteria	Score	Level
Content (C)	Following the topic	30-27	Excellent
	Mostly following the topic	26-22	Good
	Inadequate with the topic	21-17	Fair
	Not enough following the topic	16-13	Poor
Organization/focus (O)	Well-organized logical sequencing, proper connectives, and ideas clearly stated.	20-18	Excellent
	Logical but incomplete sequencing	17-14	Good
	Lack of logical sequencing and development	13-10	Fair
	Not enough to evaluate, does not communicate	9-7	Poor
Vocabulary (V)	Appropriate vocabulary choice	20-18	Excellent
	Few errors in vocabulary choice	17-14	Good
	Errors in vocabulary choice <u>are frequently</u>	13-10	Fair
	Little knowledge of English vocabulary choice, not enough to be evaluated	9-7	Poor
Grammar (G)	Virtually no errors in grammar usage	25-22	Excellent
	Few errors in grammatical usage	21-19	Good
	Frequently errors in grammatical usage	17-11	Fair
	Numerous errors in grammatical usage	10-5	Poor
Mechanic (M)	No errors in spelling, punctuation, and capitalization	5	Excellent
	Few errors in spelling, punctuation, and capitalization	4	Good
	Frequently errors in spelling, punctuation, and capitalization	3	Fair
	Dominated by errors in spelling, punctuation, and capitalization	2	Poor

After getting the total mean score, the researchers categorize the data using the criteria of score interpretation proposed by Harris (1969).

Table 2. Score interpretation by Harris (1969)

Percentage	Category	Level
85%-100%	A= Excellent	Outstanding
75%-84%	B=Good	Above Average
60%-74%	C=Fair	Need Improvement
40%-59%	D=Less	Below Average
0%-35%	E=Poor	Insufficient

Findings

In this study, data processing was based on the results of the writing test, questionnaire, and interview.

Student's Writing Test Results

In assessing the test, the authors adopted the writing assessment rubric from Fitriani (2020).

Table 3. Student's writing test results

Name	Aspect					Total	Ket
	Content 13-30	Organizational 7-20	Vocabulary 7-20	Grammar 5-25	Mechanics 2-5		
S1	25	10	15	17	5	72	Fair
S2	27	15	17	19	4	82	Good
S3	25	15	15	21	4	80	Good
S4	24	15	17	19	4	79	Good
S5	24	17	17	19	4	81	Good
S6	26	9	15	25	2	77	Good
S7	26	10	17	22	3	78	Good
S8	17	10	13	15	4	59	Less
S9	22	13	17	17	4	73	Fair
S10	22	14	17	17	4	74	Fair
S11	22	15	16	12	4	69	Fair
S12	22	15	16	12	4	69	Fair
S13	17	10	7	5	2	41	Less
S14	17	10	14	15	4	60	Fair
S15	22	9	10	9	3	53	Less
S16	22	10	13	10	4	59	Less
S17	22	10	13	19	4	68	Fair
S18	22	13	14	17	4	70	Fair
S19	22	13	14	17	4	70	Fair
S20	22	10	10	7	2	51	Less

S21	0	0	0	0	0	0	Poor
S22	22	12	14	17	3	68	Fair
S23	25	13	14	18	3	73	Fair
S24	25	14	17	14	2	72	Fair
S25	25	14	7	5	4	55	Less
S26	27	17	10	12	4	70	Fair
S27	14	10	7	5	3	39	Poor
S28	22	13	7	5	2	49	Less
Average	21,714	12	12,964	13,928	3,3571	63,9	
	28571		28571	57143	42857	6428	
						571	
Description	Fair	Poor	Poor	Poor	Fair	Fair	

According to Table 3, the researchers concluded that in the content aspect, the average score of content is 21.71 which means that the average level of 28 culinary arts students is fair for writing content. Then, in the organization aspect, the average score of the organization is 12 which means that the average level of 28 culinary arts students is poor for the organization of writing. Additionally, in the vocabulary aspect, the average score of vocabulary is 12.96 which means that the average level of 28 culinary arts students is poor for the vocabulary aspect. In the grammar aspect, the average score of grammar is 13.92 which means that the average level of 28 culinary arts students is poor for the grammar aspect. Last, in the mechanic's aspect, the average score of mechanics is 3.35 which means that the average level of 28 culinary arts students is fair for the mechanics aspect.

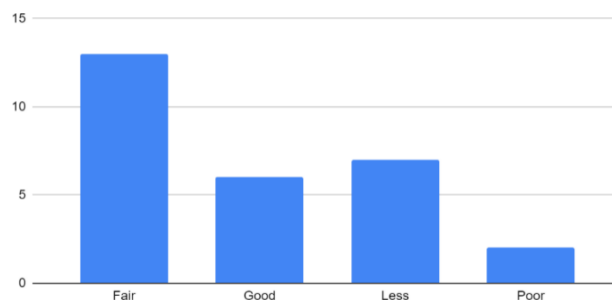


Figure 1. Students' writing proficiency according to the pre-test

According to Table 3 and Figure 1, the students of culinary arts class X have a fair ability in writing exposition text with an average of

63.96. However, the students who have good scores are still in the low. There are only 6 students out of 28 students who have good scores and the rest is at the level of fair, less, and poor. Therefore, it can be said that the culinary arts students' writing exposition text is still low. The teachers should focus on improving students' writing in all aspects, especially organization, vocabulary, and grammar aspects.

Close-Ended Questionnaire Results

This need analysis questionnaire is conducted to gather data about students' needs, present situation, proficiencies, and difficulties in their writing skills. This questionnaire is assigned to 28 tenth-

grade culinary students of SMKN 2 Godean. The level of students' writing skills can be seen in the following table.

Table 4. The level of student's writing skills

Level of students' writing skills	The number of students	Percentage
Very Good	0	0
Good	11	40.6
Fair	14	50
Weak	3	9.4
Very Weak	0	0
Total	32	100

Based on the responses collected from the questionnaire, it is evident that no students self-identified as possessing Very Good or Very Weak writing skills. However, the majority of students perceive their writing skills to be at the Good (40.6%) or Fair (50%) level. This indicates that a significant proportion of students feel moderately confident in their writing abilities. Furthermore, a smaller but notable percentage of students rated their writing skills as Weak (9.4%). While this segment represents a minority of the student population, it highlights the presence of students who may require additional support or interventions to improve their writing proficiency. The following table shows how often students write in English.

Table 5. The frequency of students' writing activity.

How often students write in English	The number of students	Percentage
Always	0	0
Often	2	12.5
Sometimes	4	15.6
Rarely	21	68.8
Never	1	3.1
Total	32	100

The responses show that the majority of students indicated that they rarely engage in writing activities in English, representing 68.8% of the surveyed population. This suggests a significant gap in consistent writing practice in the English language among students. Furthermore, a smaller proportion of students reported writing in English sometimes (15.6%) or often (12.5%). Only one student stated that they never write in English. These findings indicate that while some students do engage in writing

activities to some extent, a considerable portion of the student population lacks regular practice in writing English. The following figure shows the types of writing.

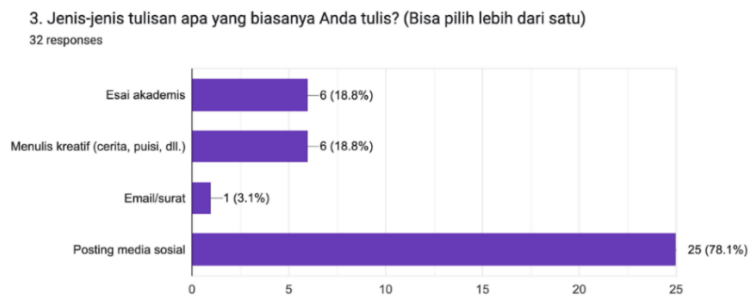


Figure 2. The types of writing

The majority of students (78.1%) indicated that they frequently engage in writing social media posts. This high percentage reflects the pervasive influence of social media platforms on students' writing habits and communication practices. Additionally, a significant portion of students reported participating in essay/academic writing (18.8%) and creative writing (18.8%). These findings suggest that students are actively involved in both academic and creative writing endeavors, indicating a diverse range of writing interests and abilities within the student population. However, a comparatively smaller percentage of students stated that they engage in email/letter writing (3.1%). This indicates a potential area for improvement in formal written communication skills, which are essential for academic and professional contexts. The contexts of writing materials that students need can be seen in Figure 3.

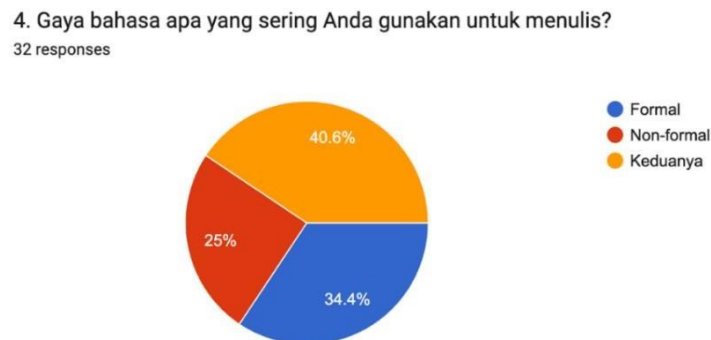


Figure 3. The contexts of writing

According to the responses collected from the questionnaire, a significant percentage of students (40.6%) indicated a need for writing materials in both formal and non-formal contexts. This suggests that students recognize the importance of being proficient in writing across various settings, including academic, professional, and personal domains. Furthermore, a considerable proportion of students (34.4%) expressed a preference for writing materials tailored to formal contexts. This indicates the need for resources and support geared towards developing skills in formal writing styles, such as academic papers, reports, and professional correspondence. On the other hand, a notable percentage of students (25%) identified a requirement for writing materials specific to non-formal contexts. This may include creative writing projects, personal journals, or informal communication channels like social media. The contents of the writing materials that students need can be seen in the following figure.

5. Apa saja konten materi untuk yang Anda butuhkan untuk belajar menulis (Writing)? (Bisa pilih lebih dari satu)
32 responses

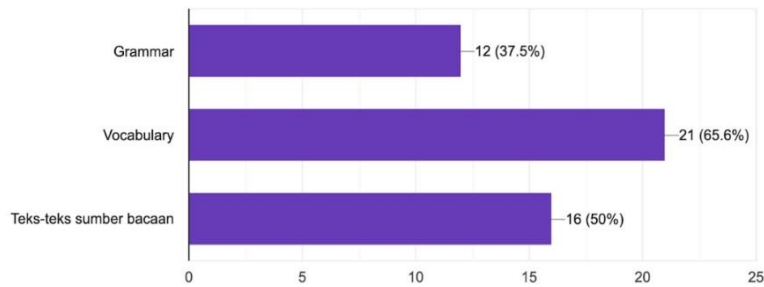


Figure 4. The contents of writing

Most students identified vocabulary (65.6%) as a crucial component of writing materials. This suggests that students recognize the importance of building and expanding their vocabulary to effectively express themselves in writing across various contexts. Additionally, a notable proportion of students (50%) expressed a need for writing materials that incorporate authentic texts. Authentic texts provide students with real-life examples of language usage, allowing them to contextualize their learning and apply language skills in authentic situations. Furthermore, only 37.5% of students emphasized grammar as a key area of focus within writing materials. The results of the writing level that students expect to learn can be seen in Figure 5.

7. Pembelajaran writing pada level apa yang Anda harapkan akan diajarkan di sekolah?
32 responses

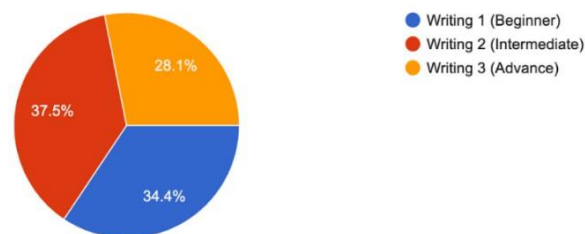


Figure 5. The writing level that students expect to learn

The majority of students expressed an expectation to attain an intermediate level of writing proficiency, with 37.5% of respondents identifying Writing 2 (Intermediate) as their desired level. This suggests that students aspire to achieve a level of competence that enables them to communicate effectively in written form across various contexts. Furthermore, a significant proportion of students (34.4%) indicated a preference for learning at the beginner level, represented by Writing 1. This suggests that there is a subset of students who may require foundational instruction and support to develop their writing skills from a basic level. Additionally, 28.1% of students expressed an interest in advancing to a higher level of writing proficiency, as indicated by Writing 3 (Advanced). This highlights the ambition of students to further refine their writing abilities and tackle more complex writing tasks. The aspects of writing that students find most challenging can be seen in Figure 6



Figure 6. The aspects of writing that students find most challenging

A significant majority of students (71.9%) identified developing a thesis statement as the most challenging aspect of writing. This indicates that students struggle with formulating a concise and focused central argument to guide their writing effectively. Furthermore, organizing thoughts emerged as a significant challenge for 53.1% of students. This suggests that students encounter difficulties in structuring their ideas coherently and logically within their written compositions. Supporting arguments with evidence was another notable challenge identified by 46.9% of students. This indicates that students may face obstacles in gathering and presenting relevant evidence to substantiate their claims and assertions effectively. Additionally, generating ideas (37.5%) and mastering grammar and punctuation (31.3%) were identified as areas of difficulty for a substantial proportion of students, highlighting the diverse range of challenges encountered in the writing process. The result of students' wants to receive feedback can be seen in Figure 7.

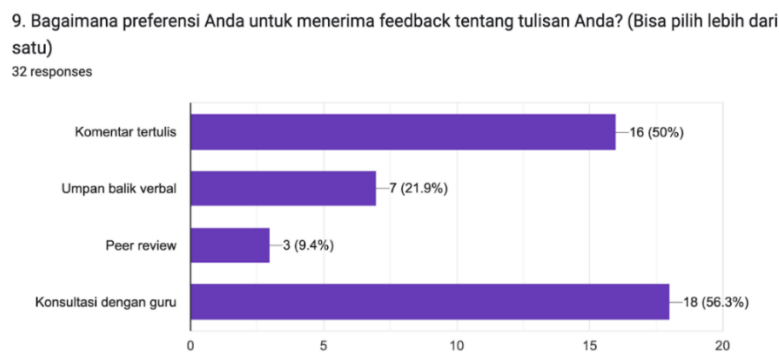


Figure 7. The result of students' wants to receive feedback

According to the responses obtained from the questionnaire, a majority of students (56.3%) expressed a preference for receiving feedback through teacher consultation. This indicates that students value direct interaction with their teachers to discuss their writing, seek clarification, and receive personalized feedback tailored to their individual needs. Furthermore, written comments were identified as the preferred feedback mechanism by 50% of students. This suggests that students appreciate detailed written feedback that provides specific comments and suggestions for improvement on their written compositions. Additionally, verbal feedback was preferred by 21.9% of students, highlighting a smaller but notable proportion of students who value oral communication as a means of receiving feedback on their writing. Peer review emerged as the least preferred feedback mechanism, with only 9.4% of students indicating a preference for this method. This suggests that while peer collaboration and feedback

can be valuable, students may have reservations about relying solely on peer review for feedback in writing. In the process of learning writing, the input that students want can be seen in Figure 8.



Figure 8. The input of learning writing

The majority of students (37.1%) expressed a desire to learn vocabulary related to the texts they will write. This indicates that students value expanding their vocabulary to effectively express ideas in their writing. Additionally, 31.4% of students expressed a desire to have example texts or writings that they will study. Meanwhile, also 31.4% of students indicated a need for explanations of sentence structure related to the texts they will write. This finding highlights students' desires for concrete and relevant input in the writing learning process. The topic that students prefer in writing can be seen in Figure 9.



Figure 9. The topic of writing

The majority of students (60%) expressed a preference for writing about culinary topics based on their field. This indicates that students have a keen interest in exploring and discussing culinary-related subjects within the context of their academic or professional field. Additionally, a significant proportion of students (25.7%) preferred writing about daily life. This suggests that students are interested in reflecting on personal experiences, observations, and reflections on various aspects of everyday life. On the other hand, a smaller percentage of students (14.3%) expressed an interest in writing about education/school-related topics. The strong preference among students for writing about culinary issues based on their field underscores the relevance and applicability of ESP (English for Specific Purposes) materials in language instruction. By incorporating culinary-related content into the curriculum, teachers can effectively engage students and provide meaningful language practice within their specialized domain. This enhances students' language skills and prepares them for success in their chosen profession or academic pursuits.

Semi-Structured Interview Result

The first part of the need analysis is student's needs. The student's needs include their lacks and necessities. In the interview, the teacher stated that her students faced difficulties in writing and it is the skills they prefer most difficult. The barriers come from their limited vocabularies. The teacher said that the students find it difficult to create a text without a dictionary or translator application.

Teacher: Writing has become the most difficult skill for students. Students are used to being allowed to use smartphones or access Google, so when they are asked to create written texts independently without the help of gadgets, students find it difficult due to limited vocabulary. Memorization techniques are not favored by students.

The interview also captured the necessity for the appropriate teaching materials and documents. The teacher stated that the document and teaching materials available at that time were not appropriate for teaching English to culinary art students.

Teacher: The curriculum documents (CP, syllabus, and textbooks) remain general and are the same as those in English for high school students, and the teacher does not use the textbooks available at school.

The second part of the need analysis is the learning needs. The learning needs include the learning procedure, input, setting, learner's role, and teacher's role. The researcher interviewed the English teacher at SMKN 2 Godean and highlighted some information based on the student's learning needs informed by the teacher.

First, for the learning procedure, the teacher explained that she does not have any specific teaching method or strategy to be applied because she has not explored her students' learning characteristics. However, she explained that her student was enjoying a song during the class.

Teacher: Usually, they are given a song. They will be more relaxed and enjoy. They may request the song. But, they have to work on their tasks while listening to the song.

Besides that, for writing class, she often assigns group work for example in writing descriptive text. In the end, even though she let her students open Google Translate while producing the text, she has her assessment rubric for that.

Teacher: I see whether all is correct or not, and I characterize it based on the rank that I created on my own.

Second, for the learning input related to the media and material, the teacher explained that she built her material instead of using the book that is available in the school. However, she realized that she was not creative enough in designing interesting material even though she knew that her students liked such materials such as playing games using Quizziz or Canva PowerPoint presentations.

Teacher: Just a projector and PowerPoint. I know, I see others use Canva or Quizziz, but I don't have enough time to do that even though I know that my students like that. They have just passed their Junior High School right? Unfortunately, I don't have enough time to innovate.

Last, related to the learning setting, student's and teacher's role, the teacher informed that her students preferred to study in class rather than outside the class. She also explained that her students were active when asking but not in answering the questions.

Discussion

Each instrument in this study is intended to answer research problems related to (1) How are the student's English writing proficiency and challenges? (2) What are the student's needs and learning needs, and (3) What are the appropriate teaching instructions based on the student's needs?

How Are the Student's English Writing Proficiency and Challenges?

According to the results of student's writing tests and the statement from the teacher, the researchers conclude that most students need an innovative treatment to enhance their writing proficiency. The test result shows that most of the students are poor at the aspect of structure, vocabulary, and grammar. This problem is categorized as a cognitive problem. A study by Nurlatifah & Yusuf (2022) explains that this problem includes the problem in the structure of exposition text, and difficulties in sharing ideas because of students' limited vocabulary due to low reading and writing literacy.

The results of the survey reveal that the students are confident in their writing abilities and self-identified in the intermediate level but have a low motivation to write. The survey shows that the students rarely engaged in writing activities especially dealing with writing for academics such as writing essays. Motivation is one of the crucial aspects of writing skills as it impacts the learners' success in learning a foreign language related to achieving objectives; for their academic or professional (Harmer, 2007; Toba et al., 2019).

What Are the Student's Needs and Learning Needs?

The survey revealed that the students need both writing for formal and non-formal contexts. According to Johnson and Majewska (2022), formal learning typically corresponds to structured and institutionalized educational models, like those found in schools. In contrast, informal learning encompasses the day-to-day learning experiences that individuals encounter throughout their lives, often without even realizing it. Formal learning may be engaging students with academic papers, reports, and professional correspondents, while non-formal context may include creative writing projects, personal journals, or non-formal communication channels such as social media.

In line with the result of the test, the students also identified that vocabulary is the most crucial component of writing materials as the majority of students identified that developing a thesis statement is the most challenging aspect of writing. This study is in line with Nurlatifah & Yusuf (2022) who revealed students' problems related to vocabulary and grammar. The students claimed that their limited vocabularies made it difficult to write an argument.

In addition, according to the responses obtained from the questionnaire, a majority of students expressed a preference for receiving feedback through teacher consultation. This indicates that students value direct interaction with their teachers to discuss their writing, seek clarification, and receive personalized feedback tailored to their individual needs. This result is also supported by Paulina's (2024) findings that showed the effectiveness of direct written feedback. She assumed that the students who were taught by using direct written corrective feedback in procedure text achieved better than the students who were taught by using indirect written corrective feedback.

Furthermore, the result of the interview revealed an important desire to provide suitable teaching materials that are in line with students' majors. In this case, the materials provided are English for general purposes that do not match the learning goals of culinary art students. Widodo (2016) stated that vocational high school teachers often rely on general English textbooks because they face many challenges in developing specific teaching materials. This study also found that the teacher realized that she was not creative enough in designing interesting material even though she knew that her students

liked such materials such as playing games using Quizziz or Canva PowerPoint presentations because of her limited time.

What Are the Appropriate Teaching Instructions Based on the Student's Needs?

From the result of the data analysis, the researchers conclude that the learning goals that meet the student's needs are "Students are expected to improve their writing skills to effectively organize ideas, opinions, generic structure, and language features of analytical exposition text that integrate language learning with subject matter content related to culinary arts". From the necessities, the researchers proposed Content-Based Instruction (CBI) as the endeavor to improve students' writing proficiency at SMK N 2 Godean.

Brown and Bradford (2016, p. 332) described Content-Based Instruction (CBI) as a language teaching methodology that utilizes content, texts, activities, and tasks from subject-specific topics to provide learners with genuine language exposure and encourage real language use. Villalobos (2013) noted that this approach necessitates active student involvement in the exchange of instructional content. According to Butler (2005), CBI typically focuses on enhancing both students' language skills and their comprehension of content language. This is achieved through strategies such as negotiating meaning, organizing information from authentic reading materials on chosen topics, acquiring subject knowledge, and interpreting and evaluating the information with teacher assistance.

Crandall (1999) suggests that Content-Based Instruction (CBI) can be tailored to the skills being taught, utilizing both traditional methods like grammar instruction and vocabulary building, as well as modern

techniques such as communicative language teaching and humanistic approaches. Krashen (1982) highlighted the importance of reducing learner anxiety through engaging and comprehensible texts and activities. This aligns with the principles of CBI, which emphasize language learning through academic content, active participation, academic discourse proficiency, and the cultivation of effective learning strategies (Crandall, 1999).

The rationale for using content-based instruction in learning language is also that it is very powerful, meaningful, and purposeful, and relies on the social and academic contexts where content learning becomes the way of learning language (Snow et al., 1989). Besides, the aims of content-based instruction are activating and developing language skills and acquiring learning skills and strategies. Since we found a problem regarding students' lack of motivation and engagement there is an urgency to integrate various technology tools or applications to improve students' active participation.

Conclusions

In conclusion, implementing content-based instruction on EFL students' writing through technology-enhanced language teaching is needed since the teacher also stated that her students preferred some innovations to stimulate their motivation and engagement. The technology tool that was suggested by the teacher was Quizziz because it seemed that the students still liked playing games. The innovations also needed to help the teacher due to her limited time in developing a new teaching framework and the media. Finally, based on the interview results, the researcher concluded that developing content-based instruction on EFL students' writing through technology-enhanced language teaching is feasible for the tenth-grade students of SMKN 2 Godean.

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