

The Role of English for Forestry Students: A Needs Analysis in East Borneo

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Abstract

In the context of globalization, this research emphasizes the crucial relevance of solid English abilities, highlighting the function that English plays as a core discipline in higher education. In order to achieve learning objectives and aims, the research is primarily concerned with resolving difficulties that are relevant to students. The purpose of this research is to specifically explore the function that English plays in the area of forestry by exploring Need Analysis among Forestry students in Mulawarman University. The study reveals key findings by employing tools such as questionnaires and observation checklists. These findings include a high level of motivation and persistence among Forestry students in the process of learning English, proficient grammar skills, a future emphasis on communication skills, and the prevalence of English usage in international conferences and workshops within the forestry domain. Not only do these findings offer to a more nuanced understanding of the role of English in forestry education, but they also influence efficient methods of teaching English for Specific Purpose.

Keywords: ESP, Need Analysis, Forestry Students

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INTRODUCTION

Mulawarman University, situated in East Kalimantan, Indonesia, is acknowledged as a leading higher education school in the region. The Faculty of Forestry is renowned as the oldest faculty and a center of academic quality, attracting researchers from numerous countries (Mulawarman University, 2024). The institution positions itself as "The Center of Excellence for Tropical Studies," highlighting its preeminent role in tropical forest research and education (Mulawarman institution Profile, 2023).

In order to accomplish a favorable objectives scenario and goals of learning achievements, the student's factor problem and its factors should be the most important topics to focus on. Related to the problems, it depended to the selecting and applying of English Language Teaching methods by lecturers in the classrooms, those were sure would be related to the identification of students' need, want and lack. Therefore, the researchers formulated one research question 'What is the role of English in the field of forestry from the perspective of Forestry students' need analysis?

Forestry is a multidisciplinary domain that involves the management, protection, and sustainable use of forest ecosystems and resources. In global forestry, effective communication and collaboration among professionals, academics, policymakers, and other stakeholders are crucial, especially due to the transnational nature of environmental issues like deforestation, climate change, and biodiversity loss (FAO, 2020). A common language that promotes knowledge sharing, effort coordination, and the execution of global initiatives is necessary to address these intricate, cross-border issues. Professionals from different linguistic and cultural backgrounds can communicate more effectively because to this linguistic change in forestry.

English has emerged as the lingua franca of scientific discourse, functioning as the principal vehicle for research dissemination, the formation of worldwide networks, and the orchestration of global policy initiatives (Crystal, 2003; Hyland, 2009). This linguistic shift in forestry enhances communication among professionals from various linguistic and cultural backgrounds. It facilitates the dissemination of research findings, the discourse on new practices, and collaboration on international initiatives concerning forest governance and conservation (Evans & Morrison, 2011). The utilization of English substantially expands the accessibility of scientific papers and conferences, guaranteeing that novel approaches and essential insights in forestry are available to a worldwide audience (Ammon, 2001). Academics and professionals disseminate their work in English-language journals and participate at global conferences, promoting sustainable forestry practices and enhancing discipline knowledge.

A proficient grasp of English is sometimes a prerequisite for forestry professionals involved in international research projects, standard-setting activities, and worldwide environmental agreements (Graddol, 2006). Proficient communication in English facilitates consensus-building and the sharing of best practices, essential for tackling intricate challenges including carbon sequestration, forest degradation, and indigenous land rights (UNEP, 2022).

In today's globalized world, strong English proficiency is increasingly vital for students to engage in international academic and professional arenas. Within higher education, English is a foundational discipline across all majors, including forestry, where global collaboration and access to scientific literature are essential. At Mulawarman University, forestry students face challenges such as limited access to basic learning materials, which hinders the implementation of active learning strategies (Tesfanesh, 2023). Moreover, the growing demand for occupation-specific language skills, driven by globalization and the widespread use of English in the forestry sector, highlights the need for targeted language instruction that prepares students for workplace communication and international engagement (Marra, 2013).

English For Specific Purposes

According to Mackay and Mountford (1978), this is the teaching of English for "obviously utilitarian purposes." English for specific purposes has been defined as a "approach" rather than a "product" by Hutchinson and Waters (1987). The reason why this learner needs to study a foreign language is the fundamental function of ESP. Thus, the purpose of studying English became the focal point of English for Specific Purpose.

According to Hutchinson and Waters (1987) English for specific purpose has been divided into two categories, English for Academic Purpose and English for Occupational Purposes. ESP is a technique of teaching a language in which all decisions about the content and method of instruction are based on the rationale behind the learners' desire to acquire the language. It is the goal of ESP to cater to the requirements of the learner. As a result of their emphasis on the examination of the learner's needs, ESP courses have a more limited scope of coverage (Basturkmen, 2010).

Need Analysis

It is impossible to separate the need analysis from the resources and curriculum that are used for language learning and language development. The need analysis is a tool that cannot be separated from these. A summary of requirements provides a description of deficiencies or difficulties, as well as suggestions for reasons and potential solutions. It is possible to call it in order to explain the distinctions between what is going to happen and what to take into consideration the reason behind it (Hutchinson and Waters, 1987).

By evaluating the students at the conclusion of the training cycle, it is also possible to measure the learning process and the students themselves. According to Puspitasari (2013), the term "needs analysis" refers to methodology that is utilized for the purpose of obtaining information on the requirements of students.

Furthermore, Hyland in Paltridge and Starfield (2013) state his definition of need analysis as follows :

"Need analysis refers to the techniques for collecting and assessing information relevant to course design; it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation- the means of establishing the effectiveness of a course."

Students' Problems in Learning English

According to Wilson, there are a few issues that are frequently encountered by pupils while they are attempting to learn English. The following categories are used to classify the issues:

Grammar

Because of its complexity, English grammar is difficult to remember, not to master, and not to utilize in a rational manner. Grammar is one of the utmost significance. When someone uses grammar incorrectly, it can cause confusion for the person they are speaking to and even alter the meaning of what they are trying to convey or communicate.

Vocabulary

When it comes to verb variations and comprehending which tense should be used in certain contexts, vocabulary is frequently an obstacle. This is especially true when it comes to verb variants. For those who are not native English speakers, the English language may be extremely challenging to master since it contains one of the largest vocabularies of all languages. The use of terminology that is not accurate is quite

evident to anyone whose first language is English. Although it does not often alter the meaning of your writing, it does diminish it.

Slang and Colloquialism

Despite the fact that the English language has such a large vocabulary and challenging grammar, there is sufficient material to educate students who are eager to study English. However, students are seldom introduced to the slang phrases that are used by English speakers in regular speech.

Pronunciation

Understanding how to pronounce things in English may be quite challenging because it is not always evident what you should be saying. The pronunciation of these is something that English speakers have been taught from a young age, which is how they are aware that the letter 'k' in knife is not pronounced correctly. They are also taught the subtleties of how to say anything in order to convey the appropriate meaning.

Variations in English

Attempting to comprehend the nuances that are present in the many varieties of English may sometimes be challenging. Consider, for instance, the distinctions in the use of formal and informal language, as well as the distinctions between spoken and written language.

Integrating needs analysis with English for Specific Purpose (ESP) is crucial for designing effective language programs that cater to learners' specific needs and goals. Needs analysis involves identifying learners' linguistic, communicative, and situational needs in their target domain or profession.

In the context of ESP, conducting a thorough needs analysis helps determine the language skills, vocabulary and discourse patterns that learners require to succeed in their specific field. This analysis can involve surveys, interviews, or observations to gather information about communication contexts, and language demands.

To conduct this research, the researchers took two previous studies. The first previous study entitled 'Designing an ESP Program for Forestry Students: Insights from a Case Study'. This study was conducted by Garcia,P & Pena,R (2014). This case study focused on designing an ESP program for forestry students. It highlighted the need for integrating subject-specific content with language instruction, addressing both linguistic and pragmatic needs of students. The study also pointed out the importance of collaboration between language instructors and forestry experts to develop a comprehensive curriculum.

The second previous study entitled 'A Needs Analysis Approach to ESP Syllabus Design for Forestry Students in Iran'. This study was conducted by Alavi, S. & Kaivanpanah, S (2013). This study applied a needs analysis approach to design an ESP syllabus for forestry students in Iran. It identified key language skills and competencies required in their academic and future professional careers. The research recommended incorporating field-specific vocabulary, scientific reading and writing skills, and oral communication practices into the ESP syllabus.

Since there is no single research considering the analysis of needs analysis within the context of english for specific purpose in Mulawarman University, the researchers

believed that this research will shed a light to improve and accentuate the role of english in Mulawarman University, specifically in Forestry Faculty.

METHOD

This study was conducted in the faculty of Forestry Mulawarman University. The researcher analyzed the first year students which distributed in ten different class. The number of participants in this study was about 250 students (2023/2024) .

Instruments

The researcher used various kind of instruments which included the questionnaire and observation checklist. According to Lowe (2009), need analysis consisted of several aspects such as Target situation analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis, Constraint Analysis, Pedagogic Need Analysis, and Subjective Need Analysis. In this study, the questionnaire contained three of those aspects, such as target situation analysis, present situation analysis, and Pedagogic Need Analysis. For example : *How often do you expect to use English in your future job? In what situations will you need to speak, write, read, or listen in English (e.g., meetings, emails, reports)?*

The observation was conducted over a six-month period in the Faculty of Forestry, enhancing the robustness of the methodology. Observations were carried out weekly, focusing on specific classroom behaviors and indicators such as student engagement, language difficulties, interaction patterns, and responsiveness to ESP instructional materials, in order to better understand the challenges faced in learning ESP and the students' needs regarding the ESP class.

Procedure

The researchers have undergone several steps to answer the research question 'What is the role of English in the field of forestry from the perspective of Forestry students' need analysis ?'

To make this section more understandable, the researcher elaborated the procedure of data collection and the procedure of data analysis.

Data Collection's Technique

1. The researcher conducted some meticulous observations during 6 months.
2. The researcher develop a questionnaire to gather information from forestry's students such as their language needs, specific challenges they face when using English and the areas of English language proficiency they consider important for their field.
3. The researcher distributed the questionnaire via google form.
4. The researcher developed a series of test including, grammar test, listening test and speaking test
5. The researcher distributed the test twice during 6 months.

Data Analysis Technique

1. The researcher analyzed the questionnaire collected from 250 students
2. The researcher analyzed the test which included grammar test, listening test and speaking test.

RESULTS AND DISCUSSION

In order to better understand the results of the questionnaire, it is possible to divide them into two separate parts. The first portion contains information about the students' personal life, while the second piece contains information about the students' requirements and preferences in connection to the English course. Both sections are provided in the same order.

Students' Personal Information

The students enrolled in English classes are predominantly aged between 17 and 20 years, with a mean age of 18.5 years (SD = 1.1). The majority are forestry students, reflecting the program's academic focus. Questionnaire results indicate that 91.3% of participants reported very high motivation to learn English, while 8.7% expressed very low motivation. Among these, 60% of highly motivated students had prior exposure to English through extracurricular courses or media, whereas only 15% of the low-motivation group reported similar experiences. Gender distribution was relatively balanced, with 52% male and 48% female respondents. Furthermore, 92% of students believe English is essential for future employment, while 8% consider it insignificant. The following tables provide a summary of the students' personal information as well as their respective levels of English proficiency:

Table 1. Students Attitude Toward English

Concern	High	Moderate	Low
Engagement and Enthusiasm	67%	18%	15%
Motivation and Persistence	73%	14%	13%
Respect and Collaboration	42%	20%	38%
Self Reflection and Goal Setting	29%	29%	42%

Based on the table above, it can be seen that there are 67% who actively participates in class discussions, ask questions, and seeks opportunities to practice English outside of the classroom. While 15% of students rarely participates in classroom discussions, shows disinterest in English activities, and does not take advantage of opportunities to improve language skills. From the aspect of motivation and persistence, 73% of students are indicated of having a strong desire to learn English, consistently puts effort into assignments, and seeks additional resources to enhance language proficiency. On the other side, 13% of students frequently fails to complete assignments, exhibits a lack of interest in improving English skills, and displays minimal effort in class activities. From the perspective of respect and collaboration, 42% students showing respects for peers and the teacher, actively listens and values others' opinions, engages in cooperative activities, and offers constructive feedback to peers. However, 40% of students were disrespectful and uncooperative. They frequently displayed disrespectful behavior towards peers and the teacher, shows little interest in collaboration, and often disrupts group activities.

Table 2. Students Strengths and Weaknesses towards English proficiency

Skills	Very Weak	Weak	Good	Very Good
Grammar	16%	22%	54%	8%
Reading	9%	25%	46%	20%
Listening	20%	47,5%	27,5%	5%
Writing	18%	40%	32%	10%
Speaking	30%	28%	44%	8%

The table above describes that grammar ability among forestry students were indicated as good, this statement was proved by 54% students had good grades. Furthermore, 46% of students had good ability in reading, 47,5% students indicated of having weak skills in listening, and 40% students had weak skills in writing. This table also showed that 30% forestry students performed very weak in speaking skill. This is in line with the previous research which said that students' self-confidence is contributing factors to students' anxiety in the teaching-learning process (Budayanti,2023). Furthermore, the challenges generally EFL students face in speaking English are almost similar. These obstacles include a lack of confidence, difficulty retaining vocabulary, difficulties with English pronunciation and syntax, difficulty digesting or translating spoken English, and a lack of peers who can engage in two-way (Kurniarizki,2023).

The Needs and Desires of the Students in relation to the ESP class

Forestry students may have specific needs and wants when it comes to an English course. The results of the research concerning the needs and wants of students in forestry faculty were described in the following tables :

Table 3. Language Skills that are the most needed in future job

Skills	Very Needed	Needed	Unneeded	Very Unneeded
Communication skills	67%	30%	3%	0%
Vocabulary specific to forestry	46%	34%	12%	8%
Academic writing	44%	27%	19%	10%
Presentation skills	55%	35%	7%	3%
Reading comprehension	27%	58%	15%	0%
Grammar and language proficiency	48%	32%	20%	0%

Based on the table above, 67% of thought that communication skills are very needed. Forestry students need to effectively communicate in English, both orally and in writing. They want to develop strong language skills to communicate their research, ideas, and findings with colleagues, stakeholders, and the broader community. Regarding to vocabulary specific to forestry, 46% students believed that it is very needed. Forestry students may want to learn vocabulary and terminology specific to their field. They need to understand and use technical terms related to forest ecology and environmental management. On the other hand, 44% stated that academic writing was very needed and 10% of forestry students thought that academic writing was very unneeded. Presentation skills was chosen by 55% forestry students as a very needed skill. Forestry students often need to give presentations during their studies and professional careers. They want to develop effective presentation skills using English to create strong impression for audiences. From the point of view of reading comprehension and grammar, there is not a single student in the forestry program who believes that this is extremely unnecessary. In various contexts, the English language is extensively used in the forestry sector. This statement was elaborated in the table below:

Table 4. The Usage of English in forestry

Aspect	Very Often	Often	Seldom	Very Seldom
Research and academic communication	44 ⁰ %	23 ⁰ %	20 ⁰ %	17 ⁰ %
International conferences and workshops	79 ⁰ %	11 ⁰ %	10 ⁰ %	0 ⁰ %
Technical reports and documentation	15 ⁰ %	37 ⁰ %	25 ⁰ %	23 ⁰ %
International job opportunities	56 ⁰ %	24 ⁰ %	17 ⁰ %	3 ⁰ %

According to the table that was shown earlier, 44% students of faculty forestry realized that English is very often used in Research and academic communication, on the other side, 17% of them stated that English is very seldom used in research and academic communication. It is undeniable that English is very often used in International conferences and workshop. It was proved by 79% students who stated English is very often used and 0% believed it was very seldom. According to forestry's students, the occurrence of English usage in technical reports and documentation 15% is very often used and 23% is very seldom. Based on the international job opportunities, 56% believed that English is very often used, and 3% of them stated that English is very seldom used.

Results of The Test

The researchers conducted grammar test, listening test and speaking test twice during 6 months. The grammar test and listening test were in the form of multiple-choice

questions. Speaking test was conducted in the form of oral test. Below, the researcher presented the result in the form of table.

Table 5. Grammar Test, Listening Test and Speaking Test 1

Type of The Test	Average Score
Grammar Test	80.8
Listening Test	72
Speaking Test	70.7

With an average score of 80.8, the results suggest that students generally perform well in grammar. This could indicate a strong understanding of language structure and rules among the test takers. The average score is 72.0, which is lower than the grammar test. This might suggest that students find listening tasks more challenging, possibly due to various factors such as accents, speech rate, or the complexity of audio content. The average score is 70.7, the lowest among the three tests. This suggests that speaking may be the most challenging area for forestry students. Several factors could contribute to this, including hesitation, pronunciation difficulties, vocabulary limitations, or lack of confidence in spoken communication.

Table 6. Grammar Test, Listening Test and Speaking Test 2

Type of The Test	Average Score
Grammar Test	85.2
Listening Test	77
Speaking Test	73.7

The average score for the grammar test is 85.2, indicating that students generally have a strong grasp of grammar concepts. This suggests that students are able to understand and apply language rules effectively. With an average score of 77.0, listening is slightly lower than grammar but still demonstrates a reasonable proficiency. The drop in this score compared to the grammar test could indicate some challenges with comprehension or audio-based tasks. The speaking test has the lowest average score, at 73.7. Although this is an increase compared to previous data, it still indicates that speaking is the most challenging skill for the students.

Compared to the previous table, all test scores have improved. This might suggest that the overall quality of teaching or student effort has increased. The gap between grammar and other skills (listening and speaking) has narrowed slightly, which could indicate an improvement in teaching methods or additional practice in those areas.

The relatively high grammar score indicates that students excel in understanding language rules. However, the lower listening and speaking scores suggest a need for more focus on these areas. From the perspective of Curriculum Development, the lecturers should continue to build on successful strategies while providing additional support for listening and speaking. These could include more interactive activities, listening exercises, and speaking practice. The increase in scores across the board could point to successful teaching methods or strategies. It would be beneficial to identify these methods to continue improving student performance.

Despite the improvement, listening and speaking skills remain lower than grammar. Implementing more activities that encourage active listening and speaking can help bridge this gap. Continuous assessment and feedback in listening and speaking areas can help identify specific challenges that forestry students face, allowing for targeted intervention. Providing students with opportunities to practice listening and speaking outside the classroom, such as through language exchange programs or conversational clubs, could help improve these skills.

Based on the explanation above, needs analysis is a critical process in language education that helps identify the specific needs, goals, and challenges of learners. When aiming to improve English skills, particularly speaking, conducting a thorough needs analysis can guide curriculum design, teaching methods, and resource allocation. Here's a discussion on how needs analysis can correlate with improving English speaking skills.

1. Identifying Specific Objectives

Needs analysis helps determine the primary reasons students need to improve their English speaking skills. This could include academic, professional, social, or travel-related goals. Understanding these objectives allows lecturers to tailor speaking activities to meet learners' real-world needs.

2. Assessing Current Skill Levels

A comprehensive needs analysis assesses students' current speaking abilities. This includes pronunciation, fluency, vocabulary, grammar, and coherence. By identifying areas of weakness, lecturers can develop targeted strategies to address these gaps.

3. Understanding Learning Preferences

Students have different learning styles and preferences. Needs analysis identifies whether learners benefit more from visual, auditory, kinesthetic, or mixed approaches. This insight can influence the choice of teaching materials and activities for speaking practice.

4. Identifying Barriers and Constraints

Needs analysis can uncover obstacles that hinder speaking skill development, such as lack of confidence, limited practice opportunities, or anxiety about making mistakes. Addressing these barriers is key to creating a supportive learning environment.

5. Determining Resource Availability

Needs analysis also examines available resources, such as technology, native speakers, or conversational opportunities. Knowing what resources are accessible helps educators plan activities that enhance speaking skills.

6. Tailoring Curriculum Design

Based on the insights gained from needs analysis, lecturers can contribute in designing a curriculum that focuses on the specific needs of learners. This might involve integrating more speaking activities, creating task-based learning experiences, or emphasizing communicative language teaching.

7. Continuous Feedback and Adjustment

Needs analysis is not a one-time event; it should be an ongoing process. Continuous feedback from students allows educators to adjust the curriculum and teaching methods to ensure effective improvement in speaking skills.

In summary, needs analysis plays a crucial role in understanding what students require to improve their English speaking skills. By using this information, educators can create targeted, effective, and engaging language-learning experiences that support students' specific goals and challenges.

Discussion

This study's results offer significant insights into the English language requirements, competencies, and preferences of Forestry students at Mulawarman University. Analysis of the data collected from surveys and language assessments reveals significant trends that elucidate the present condition of English language acquisition among these pupils and provide areas for curricular improvement.

Student Perspectives and Motivation Regarding English

The questionnaire results indicate that a majority of students exhibit significant involvement and motivation in learning English, with 73% displaying tenacity and effort in enhancing their language skills. A considerable proportion of pupils (15–13%) remain disengaged, while concerns related to respect and teamwork are particularly pronounced, with 38% of students exhibiting low levels. This indicates that while students acknowledge the significance of English, particularly in professional settings (92% assert that English is crucial for future work), classroom dynamics and learner confidence may necessitate greater focus. These findings corroborate Dörnyei's (2001) assertion on the pivotal role of motivation in second language acquisition and the necessity for inclusive pedagogical practices to enhance involvement and collaboration.

Proficiency in Language Skills and Existing Gaps

Regarding specific English competencies, grammar and reading are the most proficient areas, with 54% and 46% of pupils excelling in these categories, respectively. Listening, writing, and particularly speaking were identified as deficient areas, with 47.5%, 40%, and 30% of students classified as weak or very weak in those skills, respectively. The self-reported inadequacies were validated by test results, which repeatedly showed the lowest average scores in speech evaluations (70.7 and 73.7).

This corresponds with prior research demonstrating that speaking is one of the most anxiety-provoking and inadequately developed skills among EFL learners (Budayanti, 2023; Kurniarizki, 2023). Students frequently encounter obstacles including restricted vocabulary, pronunciation difficulties, and diminished self-assurance—issues also noted by Tuan and Mai (2015) and Ur (1996), who emphasize that worry, inhibition, and insufficient practice opportunities substantially impede speaking performance.

Student Requirements and Future-Ready Competencies

The data also emphasizes the functional objectives of students in acquiring English proficiency. Sixty-seven percent of students deemed communication skills essential, followed by presentation abilities at fifty-five percent and field-specific vocabulary at

forty-six percent. A small yet significant group (10%) perceived academic writing, despite its importance in research and intellectual endeavors, as less essential. This indicates that Forestry students perceive English primarily as a pragmatic instrument for oral and professional communication rather than as a medium for academic writing, aligning with Basturkmen's (2010) findings in ESP contexts, where learners frequently emphasize functional and discipline-specific skills over general academic literacy.

Furthermore, English is seen as a crucial element in international interaction. Table 4 indicates that students recognize the frequent utilization of English in international conferences (79%), employment prospects (56%), and research communication (44%). These numbers corroborate Crystal's (2003) claim that English serves as the global language franca in science and technology, encompassing forestry.

Implications for Curriculum and Pedagogical Approaches

This study highlights the necessity of a needs-based approach in formulating an English for Specific Purposes (ESP) curriculum, given the evident skill gaps and the articulated needs of the students. The robust performance in grammar establishes a basis for developing further communicative skills, especially in speaking and listening. Hutchinson and Waters (1987) assert that good ESP programs should be based on comprehensive needs analysis, ensuring that educational content corresponds with students' academic and occupational environments. The exam improvements over six months particularly in grammar (from 80.8 to 85.2) and modest advancement in speaking (from 70.7 to 73.7) suggest that current instructional practices have had favorable results.

The Significance of Needs Analysis in Curriculum Development

The relationship between learner needs and curriculum design is essential in English for Specific Purposes education. The research validates that comprehensive needs assessment aids in recognizing individual learner problems, favored learning modalities, and prospective objectives. According to Graves (2000), ongoing evaluation and curriculum modification are essential for language programs to fulfill institutional and student expectations. This involves incorporating English into content subjects, promoting interdisciplinary abilities, and facilitating engagement with international forestry discussions for Forestry students.

CONCLUSION

An examination of needs is of utmost importance in the field of English language instruction, particularly in the context of English for Specific Purposes (ESP). The integration of needs analysis with English for individual Purpose (ESP) is essential for developing language programs that are effective in meeting learners' individual needs and objectives. Needs analysis is the identification of learners' linguistic, communicative, and situational requirements within their specific field or occupation.

In conclusion, there are some important aspects that has been revealed through need analysis, such as : (1) Forestry Students have high motivation and persistence in learning English, (2) Forestry students have good ability in grammar, (3) The most needed language skill in the future is communication skill, (4) The highest percentage of English usage in forestry occurs in International Conference and Workshop.

By doing this research, the researchers hope that course designers or lecturers can design ESP course, especially English which emphasizes some important aspect such as Speaking skill. In this case, the forestry students in Mulawarman University need more support to improve their speaking skill. The researchers suggest a course design which could be more effective and the classroom situation needs to be more conducive to achieve a supporting English environment.

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