

**ESP Need Analysis: An Analysis of English Language Needs for
Administrative Tasks in Health Administration Program**

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ABSTRACT

English proficiency is increasingly important in health administration, particularly for supporting administrative tasks such as documentation, correspondence, reporting, scheduling, and professional coordination. However, English instruction in health administration programs often focuses on General English rather than the specific language needs required in healthcare administrative contexts. This study aimed to analyze the English language needs and difficulties of fifth-semester students in the Health Administration Program at Universitas Muhammadiyah Sidenreng Rappang in relation to administrative tasks. This research employed a descriptive quantitative design. Data were collected through a structured questionnaire using a Likert-scale format, covering four English language skills: reading, writing, listening, and speaking. The participants consisted of six fifth-semester students, and the data were analyzed using descriptive statistics in the form of frequencies and percentages. The findings showed that students generally expressed neutral perceptions regarding both their English language needs and difficulties across the four skills. This indicates limited exposure to authentic administrative tasks requiring English use. Nevertheless, reading and writing were perceived as relatively more relevant, especially for understanding administrative documents, written procedures, reports, and formal correspondence. Writing tasks also showed slightly higher indications of difficulty compared to other skills. These findings suggest that English for Specific Purposes instruction in health administration should be more context-based and aligned with real administrative tasks to better prepare students for future professional roles.

Keywords: ESP; Needs Analysis, Health Administration

INTRODUCTION

English has become an essential language in professional and academic contexts, including the field of healthcare administration. In the global era, healthcare institutions are increasingly required to communicate, document, and coordinate information across linguistic and cultural boundaries. English is often used in medical documents, administrative reports, institutional correspondence, digital health systems, and professional communication. Therefore, students who are prepared to work in health administration need not only general English competence but also English skills that are relevant to their future workplace responsibilities.

In healthcare administration, administrative staff play an important role in supporting the effectiveness of health services. Their responsibilities may include managing patient data, preparing reports, handling correspondence, organizing schedules, processing administrative documents, and coordinating with medical staff, patients, and external institutions. Many of these tasks require accuracy, clarity, and professionalism in communication. When English is involved in these tasks, students must be able to understand written documents, compose formal messages, follow spoken instructions, and communicate appropriately in administrative situations.

However, English instruction in many higher education programs still tends to focus on General English. General English usually emphasizes basic grammar, vocabulary, reading texts, and general communication skills. Although these components are important, they may not fully address the specific language demands needed in healthcare administrative work. Students in the Health Administration Program may complete English courses without sufficient practice in reading administrative documents, writing reports, composing professional emails, or handling English communication related to healthcare administration.

English for Specific Purposes (ESP) offers a relevant approach to overcome this problem. ESP focuses on the teaching and learning of English based on learners' specific academic or occupational needs. According to Hutchinson and Waters (1987), ESP is designed by identifying why learners need English and what kinds of language skills are required in their target context. In this regard, ESP instruction should be closely connected to students' field of study and future professional tasks. For health administration students, ESP should provide learning materials and activities that reflect real administrative situations in healthcare settings.

A key component in developing ESP instruction is needs analysis. Needs analysis is used to identify the English language skills needed by learners and the difficulties they experience in using English for specific purposes. Through needs analysis, lecturers can obtain clear information about which skills should be prioritized, what types of tasks should be included in the learning materials, and what challenges

students face in learning English. This process is important because effective ESP instruction must be based on empirical data rather than assumptions about students' needs.

Previous studies have shown that English needs in professional and healthcare-related fields are often specific and context-dependent. Administrative workers and health students may need English for report writing, documentation, telephone communication, formal correspondence, and interaction with international stakeholders. However, several studies also indicate that English teaching materials are often too general and do not adequately represent the real communication tasks required in the workplace. This condition creates a gap between what students learn in English classes and what they may need in their future careers.

In the context of the Health Administration Program at Universitas Muhammadiyah Sidenreng Rappang, it is important to investigate students' English language needs and difficulties related to administrative tasks. Fifth-semester students are considered appropriate participants because they have already studied foundational English courses and have begun to engage with subjects related to administration and professional practice. Their perceptions can provide useful information about how English is needed for reading, writing, listening, and speaking in healthcare administrative contexts.

Based on the background above, this study aims to analyze the English language needs and difficulties of fifth-semester students in the Health Administration Program at Universitas Muhammadiyah Sidenreng Rappang. The study focuses on four English language skills: reading, writing, listening, and speaking as they relate to administrative tasks. The findings of this study are expected to contribute to the development of more relevant ESP instruction, especially in designing learning materials that prepare health administration students for future professional responsibilities in healthcare settings.

LITERATURE REVIEW

English has become an important language in professional communication, especially in fields that require interaction with global information, institutional documents, and international standards. In healthcare administration, English is not only used for general communication but also for understanding documents, preparing reports, handling correspondence, and coordinating administrative activities. Crystal (2003) explains that English functions as a global language that supports communication across professional and academic settings. Therefore, students in health administration programs need English competence that is relevant to their future professional tasks.

Healthcare administration involves various duties that require accurate and effective communication. Administrative personnel in healthcare settings are responsible for managing documents, scheduling services, preparing reports,

organizing records, and communicating with different stakeholders. Brieger (1997) emphasizes that administrative communication requires clarity and efficiency because it supports the smooth operation of institutions. In this context, English skills can help students understand administrative information, respond to written messages, and participate in professional communication when English is needed. English for Specific Purposes (ESP) is a language teaching approach that focuses on learners' specific needs in academic or occupational contexts. Hutchinson and Waters (1987) state that ESP begins with the question of why learners need English. This means that ESP instruction should be designed based on the target situations in which learners will use English. For health administration students, ESP should not only teach grammar and general vocabulary but also provide language practice related to administrative tasks in healthcare environments.

Needs analysis is a central element in ESP because it helps identify what learners need to learn and what difficulties they experience. According to Jordan (1997), needs analysis provides information about the skills, language forms, and communicative functions required in a particular context. Similarly, Dudley-Evans and St. John (1998) explain that ESP course design should be based on target needs and learning needs. Through needs analysis, lecturers can develop materials that are more relevant to students' academic background and future professional roles. In health administration, English needs can be examined through four language skills: reading, writing, listening, and speaking. Reading skills are needed to understand administrative documents, written procedures, forms, and institutional guidelines. Writing skills are required for composing reports, emails, letters, and other administrative texts. Listening skills are useful for understanding instructions, telephone conversations, and spoken information, while speaking skills support oral coordination, meetings, and administrative interactions. Nation and Macalister (2010) argue that language curriculum design should consider learners' real communication needs so that learning activities can reflect practical language use.

Reading and writing are often considered important skills in administrative contexts because many administrative tasks are document-based. Students may need to read regulations, patient-related administrative forms, office procedures, and official announcements. They may also need to write reports, formal emails, summaries, and correspondence. Cunningsworth (1995) highlights that teaching materials should match learners' needs and the situations in which they will use the language. Therefore, ESP materials for health administration students should include authentic or contextualized administrative texts.

Previous studies have shown that there is often a mismatch between English instruction and workplace language demands. Mat Husin and Radzuan (2021) found that administrative support staff needed English for report writing, telephone interaction, and international correspondence. Suryani (2023) also reported that health students required English skills related to documentation and professional communication. Meanwhile, Alhaq and Wirza (2021) indicated that some English textbooks used in specific fields were still too general and did not fully address

students' occupational needs. These studies show the importance of conducting needs analysis before designing ESP instruction.

Based on the literature, ESP instruction for health administration students should be developed according to their specific administrative tasks and language difficulties. General English alone may not be sufficient to prepare students for professional communication in healthcare administrative settings. Therefore, analyzing students' English needs and difficulties is necessary to identify which skills should be prioritized and what kinds of learning materials should be developed. This study contributes to ESP research by focusing on fifth-semester students of the Health Administration Program and examining their needs and difficulties in using English for administrative tasks.

METHOD

Design and Sample

This study employed a descriptive quantitative research design to analyze the English language needs and difficulties of students in performing administrative tasks in the Health Administration Program. This design was considered appropriate because the study focused on describing students' perceptions, needs, and difficulties without manipulating variables or testing causal relationships. The quantitative approach enabled the researcher to present the data systematically in the form of frequencies and percentages.

The research was conducted at Universitas Muhammadiyah Sidenreng Rappang, particularly in the Health Administration Program. The focus of the study was fifth-semester students who had already completed basic English courses and had begun to study subjects related to administration and healthcare services. Therefore, they were considered suitable respondents for identifying English language needs related to healthcare administrative tasks.

The participants of this study consisted of six fifth-semester students of the Health Administration Program. They were selected because they represented learners who were expected to understand the relevance of English to their future professional field. Although the number of participants was limited, their responses provided initial information about students' English needs and difficulties in administrative contexts.

Instruments and Procedures

The instrument used in this study was a structured questionnaire. The questionnaire was designed to collect data about students' English language needs and difficulties in relation to four language skills: reading, writing, listening, and speaking. The items focused on administrative tasks such as reading administrative documents, understanding written procedures, writing reports,

composing emails, understanding spoken instructions, handling telephone communication, speaking during administrative tasks, and participating in coordination or meetings.

The questionnaire used a five-point Likert scale to measure students' responses. For the needs analysis items, the scale ranged from strongly not needed to strongly needed. Meanwhile, for the difficulty analysis items, the scale ranged from strongly disagree to strongly agree. This scale was used to identify the degree to which students perceived English as necessary and difficult in performing administrative tasks.

Data collection was carried out by distributing the questionnaire to the participants. The students were asked to respond to each item based on their own experiences, perceptions, and understanding of English use in healthcare administrative contexts. After the questionnaires were completed, the responses were collected and prepared for analysis.

Data Analysis

The data were analyzed using descriptive statistical techniques. First, the students' responses were organized based on the questionnaire items. Second, the responses were tabulated and calculated to determine the frequency and percentage of each option. Third, the results were grouped according to the four English skills: reading, writing, listening, and speaking. Finally, the findings were interpreted descriptively to identify the patterns of students' English language needs and difficulties in administrative tasks.

RESULTS AND DISCUSSION

This section presents the results of the questionnaire and discusses the findings related to students' English language needs and difficulties in administrative tasks. Items 1–8 of the questionnaire address students' English language needs across four language skills: reading, writing, listening, and speaking. Meanwhile, items 9–16 focus on students' perceived difficulties in using English for the same skills in administrative contexts. Responses were measured using a five-point Likert scale. For the needs analysis, a score of 1 indicates strongly not needed, 2 indicates not needed, 3 indicates neutral, 4 indicates needed, and 5 indicates strongly needed. For the difficulties analysis, a score of 1 represents strongly disagree, 2 represents disagree, 3 represents neutral, 4 represents agree, and 5 represents strongly agree. The results are presented in the form of charts and are followed by descriptive analysis to explain the distribution of responses and the overall patterns observed in each language skill.

Overview of Respondents

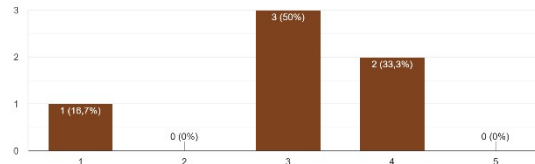
This study involved six respondents from the fifth semester of the Health

Administration Program at Universitas Muhammadiyah Sidenreng Rappang. All respondents completed the questionnaire addressing English language needs and difficulties related to administrative tasks.

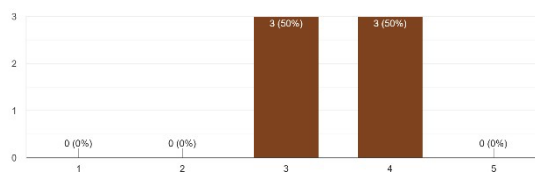
English Language Needs for Administrative Tasks

Reading Skills

1. Saya membutuhkan bahasa Inggris untuk membaca dokumen administrasi seperti surat, formulir, atau berkas kerja di bidang kesehatan.
6 jawaban



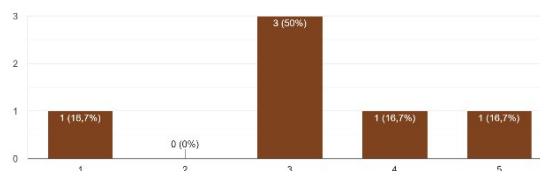
2. Saya membutuhkan bahasa Inggris untuk memahami aturan atau prosedur tertulis yang berkaitan dengan pekerjaan administrasi kesehatan.
6 jawaban



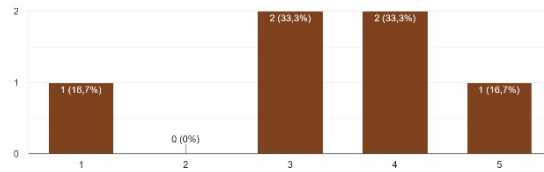
The results indicate that students showed varied perceptions of their English reading needs for administrative purposes. For reading administrative documents, most respondents selected the neutral option, while several respondents indicated that English reading skills were needed. A similar pattern was found in understanding written rules or procedures related to administrative work, with responses distributed between neutral and needed categories. This suggests that students have not fully experienced situations that require extensive use of English reading skills in administrative contexts, resulting in uncertainty regarding their actual needs.

Writing Skills

3. Saya membutuhkan bahasa Inggris untuk menulis laporan administrasi yang berkaitan dengan bidang kesehatan.
6 jawaban



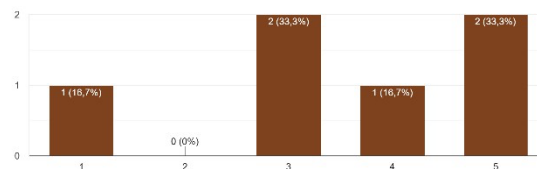
4. Saya membutuhkan bahasa Inggris untuk menulis email atau pesan resmi dalam kegiatan administrasi.
6 jawaban



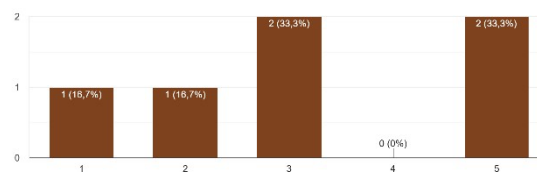
Regarding writing skills, the majority of respondents selected the neutral option for writing administrative reports and emails. However, a small number of students indicated that English writing skills were needed or highly needed, particularly for report writing. This finding implies that while writing is recognized as part of administrative work, students may have limited exposure to writing tasks that require English, leading to neutral responses.

Listening Skills

5. Saya membutuhkan bahasa Inggris untuk memahami instruksi yang berkaitan dengan tugas administrasi.
6 jawaban



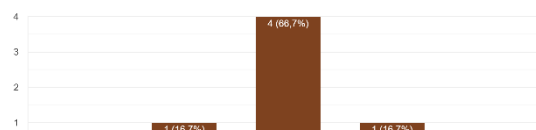
6. Saya membutuhkan bahasa Inggris untuk memahami percakapan melalui telepon yang berhubungan dengan urusan administrasi.
6 jawaban



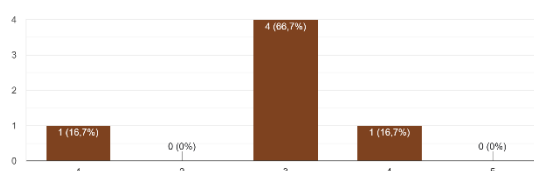
The findings for listening skills show that most respondents selected neutral responses for understanding instructions and telephone conversations in English. Nevertheless, some respondents perceived these skills as needed, especially for understanding spoken instructions. This pattern suggests that listening skills in English may not yet be frequently encountered in students' current academic or administrative experiences.

Speaking Skills

7. Saya membutuhkan bahasa Inggris untuk berkomunikasi secara lisan saat menjalankan tugas administrasi.
6 jawaban



8. Saya membutuhkan bahasa Inggris untuk berbicara dalam koordinasi atau pertemuan administrasi.
6 jawaban

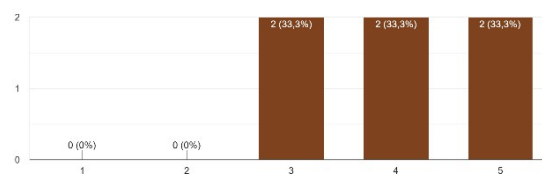


In terms of speaking skills, neutral responses dominated both items related to oral communication during administrative tasks and participation in coordination or meetings. A few respondents indicated that speaking skills were needed or highly needed. These results reflect students' limited engagement in English-speaking administrative interactions, which may contribute to uncertainty in identifying speaking needs.

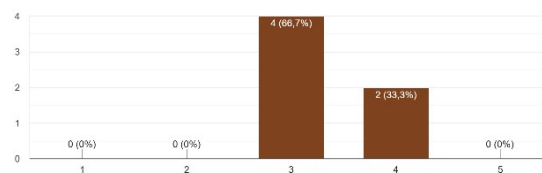
English Language Difficulties for Administrative Tasks

Reading Difficulties

9. Saya mengalami kesulitan memahami dokumen administrasi seperti surat, formulir, atau berkas kerja berbahasa Inggris di bidang kesehatan.
6 jawaban



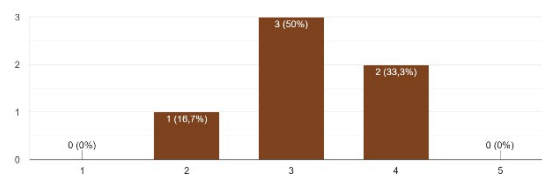
10. Saya mengalami kesulitan memahami aturan atau prosedur tertulis dalam bahasa Inggris yang berkaitan dengan pekerjaan administrasi kesehatan.
6 jawaban



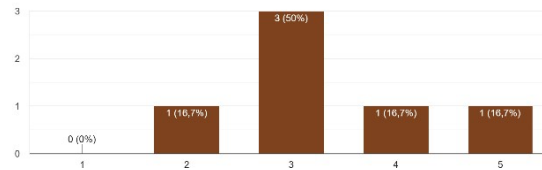
Most respondents reported neutral responses regarding difficulties in reading administrative documents and understanding written procedures in English. Only a small number indicated experiencing significant difficulty. This suggests that students may not frequently encounter English reading tasks in administrative contexts, making it difficult for them to assess their level of difficulty accurately.

Writing Difficulties

11. Saya mengalami kesulitan menulis laporan administrasi dalam bahasa Inggris yang berkaitan dengan bidang kesehatan.
6 jawaban



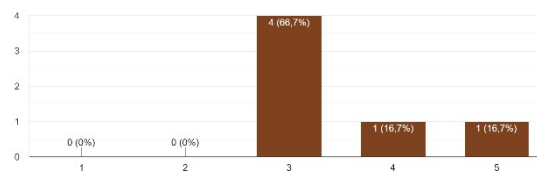
12. Saya mengalami kesulitan menulis email atau pesan resmi dalam bahasa Inggris untuk kegiatan administrasi.
6 jawaban



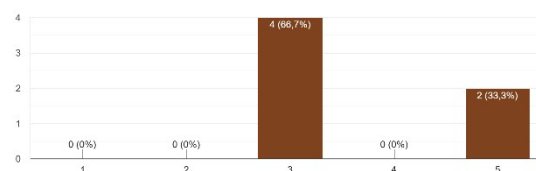
For writing difficulties, the majority of respondents again selected neutral responses for both writing reports and emails in English. A few respondents reported difficulties, particularly in report writing. This finding indicates that writing in English may not yet be a dominant challenge due to limited practical use in students' academic experience.

Listening Difficulties

13. Saya mengalami kesulitan memahami instruksi dalam bahasa Inggris yang berkaitan dengan tugas administrasi.
6 jawaban



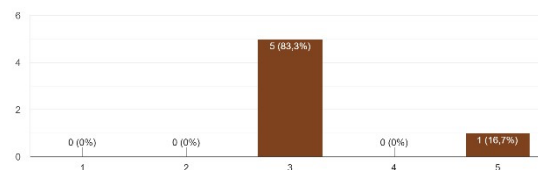
14. Saya mengalami kesulitan memahami percakapan melalui telepon dalam bahasa Inggris yang berhubungan dengan urusan administrasi.
6 jawaban



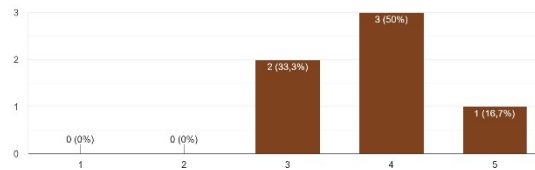
Listening difficulties related to understanding instructions and telephone conversations in English were mostly rated as neutral. However, some respondents reported experiencing difficulty, especially in telephone-based communication. This may reflect the challenges associated with real-time spoken communication, which requires immediate comprehension.

Speaking Difficulties

15. Saya mengalami kesulitan berkomunikasi secara lisan dalam bahasa Inggris saat menjalankan tugas administrasi.
6 jawaban



16. Saya mengalami kesulitan berbicara dalam koordinasi atau pertemuan administrasi yang menggunakan bahasa Inggris.
6 jawaban



Regarding speaking difficulties, most respondents selected the neutral option for both speaking during administrative tasks and participating in meetings conducted in English. A small number of respondents reported difficulties, particularly in coordination or meeting contexts. This suggests that speaking English in formal administrative situations may present challenges, although students' limited exposure prevents strong perceptions of difficulty.

CONCLUSION

This study aimed to analyze the English language needs and difficulties related to administrative tasks among fifth-semester students of the Health Administration Program at Universitas Muhammadiyah Sidenreng Rappang. Employing a descriptive quantitative research design, the study focused on four English language skills, reading, writing, listening, and speaking as they are used in healthcare administrative contexts. Overall, the findings show that students tended to express neutral perceptions regarding both their English language needs and difficulties across the four skills. This pattern indicates that students have limited exposure to real administrative tasks that require the use of English, which may lead to uncertainty in evaluating their actual language requirements and challenges.

Despite the predominance of neutral responses, the results suggest that certain English language skills are perceived as more relevant for administrative tasks than others. Reading and writing skills appear to be relatively more needed, particularly for understanding administrative documents, written procedures, reports, and formal correspondence. These skills are closely associated with routine administrative responsibilities in healthcare settings, where accurate documentation and written communication are essential. In contrast, listening and speaking skills were generally perceived with more neutral responses, which may reflect the limited use of English in oral administrative interactions within students' current academic environment.

In terms of difficulties, the findings similarly reveal that students did not report strong perceptions of difficulty in using English for administrative tasks. However, writing-related tasks, especially report writing and formal email communication, tended to show slightly higher indications of difficulty compared to other skills. Listening and speaking difficulties were mostly perceived as neutral, suggesting that students may not yet encounter frequent situations that require real-time English communication, such as telephone conversations or meetings conducted in English. These results imply that the absence of strong difficulty perceptions does not necessarily indicate high proficiency, but rather limited experience in using

English within authentic administrative contexts.

Based on these findings, this study highlights the importance of conducting needs analysis as a foundation for developing English for Specific Purposes (ESP) instruction in health administration education. Even though students' perceived needs and difficulties were not strongly expressed, English remains a relevant skill for future administrative roles in healthcare, particularly in relation to documentation, correspondence, and professional communication. Therefore, English instruction in health administration programs should be designed to introduce more context-based administrative tasks to help students develop clearer awareness of their actual language needs. Future research is recommended to involve a larger number of respondents and participants with greater exposure to real administrative work environments in order to obtain more comprehensive and representative findings.

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