

## English for Makeup Client Services: An ESP Material Development Study at SMKN 3 Bogor

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### ABSTRAK

Penelitian ini bertujuan untuk mengembangkan bahan ajar English for Specific Purposes (ESP) yang berfokus pada cara untuk melayani pelanggan di bidang kecantikan bagi siswa program keahlian tata kecantikan di SMKN 3 Bogor. Penelitian ini dilatarbelakangi penggunaan buku Bahasa Inggris umum yang digunakan oleh siswa SMA yang belum sepenuhnya sesuai dengan kebutuhan komunikasi profesional siswa SMK. Penelitian ini mengacu pada teori ESP dari Hutchinson dan Waters dengan menggunakan metode Research and Development (R&D). Data diperoleh melalui dua angket, yaitu angket analisis kebutuhan dan angket tanggapan siswa yang melibatkan 30 siswa tata kecantikan. Hasil analisis kebutuhan menunjukkan bahwa siswa lebih membutuhkan kemampuan berbicara dalam Bahasa Inggris, khususnya untuk berkomunikasi dengan klien. Berdasarkan hasil analisis kebutuhan tersebut, dihasilkan sebuah produk berupa buku ajar dengan pendekatan ESP. Evaluasi terhadap penggunaan bahan ajar dilakukan melalui angket tanggapan siswa. Hasilnya menunjukkan bahwa siswa memberikan respons positif terhadap bahan ajar yang dikembangkan. 100% siswa menyatakan bahwa materi yang disajikan relevan dengan program keahlian mereka, dan 66,7% siswa menyatakan bahwa materi mudah dipahami, tersusun dengan baik, serta sesuai dengan kebutuhan pembelajaran. Temuan ini menunjukkan bahwa bahan ajar berbasis ESP untuk layanan klien dapat mendukung pembelajaran Bahasa Inggris siswa SMK dan membantu mempersiapkan mereka menghadapi dunia kerja.

Kata kunci: analisis kebutuhan, tata kecantikan, pengembangan bahan ajar

### ABSTRACT

This study aims to develop English for Specific Purposes (ESP) materials focusing on client services in the beauty field for cosmetology students at SMKN 3 Bogor. The study addresses the use of general English textbooks that do not adequately support vocational students' professional communication needs. Grounded in Hutchinson and Waters' ESP theory, this research employed a Research and Development (R&D) method. Data were collected through two questionnaires: a learning needs analysis and a student feedback questionnaire involving 30 cosmetology students. The results showed that students needed English mainly for speaking, especially for communicating with makeup clients. Based on the needs analysis, an ESP course book was developed. To evaluate the implementation, students' feedback was collected through a questionnaire. The results showed that students gave positive responses to the developed material. 100% of students agreed that the material was relevant to their study program. 66,7% students also stated that the material was easy to understand, well-organized, and suitable. The findings suggest that ESP-based materials for makeup client services are effective in supporting vocational students' English learning and better preparing them for their future professional careers.

Keywords: need analysis, cosmetology, material development

### INTRODUCTION

In today's global and connected world, being proficient in English is no longer just an extra skill but an essential part of professional ability. Since English is widely used in business, science, technology, and online communication, strong English skills are closely linked to better job

opportunities, career growth, and professional success (Wahyudi, 2023). English proficiency has become an essential skill for vocational high school students as they are prepared to enter professional fields that increasingly require international communication. In Indonesian vocational education, English is expected to serve not only as

an academic subject but also as a practical tool to support students' future careers. However, English instruction in many vocational high schools still relies on general English textbooks designed for senior high school students, which do not sufficiently reflect the specific communicative demands of vocational programs (Royyani & Gozali, 2025). This condition often results in a gap between what students learn in the classroom and what they need in real workplace situations.

Previous studies indicate that general English materials are inadequate for vocational learners because they emphasize general grammar and reading skills rather than job-related communication. Vocational students require English that is contextualized, task-oriented, and directly related to their field of expertise (Prabhasanti, 2024). Research in vocational contexts shows that when English materials are not aligned with students' majors, learners tend to experience low motivation and limited improvement in practical language skills, especially speaking (Yildirim & Bal, 2023). This issue is particularly relevant for students in service-based programs where interpersonal communication plays a central role.

In the cosmetology field, English is increasingly needed for client-oriented communication such as greeting customers, explaining beauty treatments, giving professional recommendations, and handling client feedback. Despite this need, English learning materials for cosmetology students are rarely designed to address such specific communicative situations. Studies on English for vocational purposes highlight that service-sector students benefit most from materials that simulate authentic workplace interactions and emphasize spoken communication (Alhusna & Suparmi, 2025). Without such materials, students may graduate without adequate preparation to communicate effectively with international or English-speaking clients.

English for Specific Purposes (ESP) provides an effective framework for addressing learners' needs by concentrating on specific goals and target situations. ESP is described as an approach to language teaching in which both the content and teaching methods are based on learners' reasons for learning English (Hutchinson & Waters, 1987, p. 19). It is a specialized area of language education developed to meet the particular needs of learners in specific academic or

professional fields (Brown, 2016; Mynaryathy & Wijayanti, 2023). Anthony (2015) explains that ESP focuses on supporting students' present or future job-related needs by emphasizing the relevant language, skills, communication types, and text genres required in their field. One of the key elements of ESP is needs analysis, which helps identify learners' necessities, gaps, and preferences related to their future professional environments (Dudley-Evans & St. John, 1998, p. 125). Recent studies continue to highlight the importance of needs analysis in designing effective teaching materials, especially in vocational education contexts (Anthony, 2021).

Several recent studies have highlighted the importance of needs analysis in ESP material development, particularly in vocational education. For example, Prabhasanti et al. (2024) found that beauty students required ESP materials that emphasize speaking skills, field-specific vocabulary, and authentic communication tasks to support their future careers. Their study revealed that most students had low English proficiency but strong motivation to improve job-related communication through tailored ESP instruction. However, much of the existing ESP research has primarily focused on ESP implementation at the university level, while studies that develop ESP materials specifically for vocational high school students remain limited.

Previous studies have mainly adapted existing ESP materials, but this research is based on a systematic needs analysis of cosmetology students at SMKN 3 Bogor. The developed materials are designed to represent the authentic interactions that professional makeup artists commonly experience. Addressing the gap between general English textbooks and the actual communication needs of cosmetology students, this study aims to design ESP-based English materials for make-up client services using a research and development (R&D) approach. Specifically, the objectives are to: identify the English learning needs of cosmetology students at SMKN 3 Bogor; develop ESP materials based on these needs; and analyse students' responses to the developed materials. The objectives of this study are: (1) to identify the English learning needs of cosmetology students at SMKN 3 Bogor, (2) to develop ESP instructional materials based on those needs, and (3) to examine students' responses toward the developed materials.

## METHOD

This study employed a Research and Development (R&D) method to develop English for Specific Purposes (ESP) instructional materials focusing on makeup client services for cosmetology students at SMKN 3 Bogor. The R&D approach was selected to address the gap between general English materials and the specific communicative needs of vocational high school students. The research procedure was adapted from Sugiyono's (2015) Research and Development (R&D) model. It consisted of three main stages: (1) potential and problem identification through data collection (needs analysis), (2) product design and design validation (material development), (3) product trials (one-on-one testing), and (4) product evaluation based on students' feedback. The needs analysis aimed to identify students' target needs and learning needs related to English use in beauty client-service situations. The results of this stage served as the basis for developing an ESP course book emphasizing speaking skills and professional communication in the beauty industry.

The participants of this study were 30 students from the cosmetology (Tata Kecantikan) program of class XI Kecantikan 1 at SMKN 3 Bogor. Total sampling was applied, involving all students in the selected class. Two questionnaires were used as research instruments: a needs analysis questionnaire and a student response questionnaire. The needs analysis questionnaire was designed based on the ESP framework proposed by Hutchinson and Waters (1987), while the student response questionnaire was used to evaluate the relevance, clarity, organization, and suitability of the developed materials.

Data collected from both questionnaires were analyzed using descriptive quantitative analysis. The responses were calculated in percentages to identify students' learning needs and their perceptions of the developed ESP materials. The results of the analysis were used to determine whether the materials effectively met the objectives of the study and supported students' preparation for professional communication in makeup client services.

## RESULT AND DISCUSSION

The questionnaires used in this study examined students' learning needs and feedback on learning English for cosmetology. The instruments

consisted of two categories: Learning Need Analysis and Students' Responses. The Learning Need Analysis questionnaire was administered before the lesson plan was implemented to identify the English skills required by students, their learning difficulties, and their preferred learning activities and materials. These results were used to develop relevant English learning materials for cosmetology students. The Students' Response questionnaire was distributed after the lesson plan had been implemented to evaluate students' perceptions of the learning process, the relevance of the materials, and the effectiveness of the activities.

### Student learning needs analysis

A needs analysis was conducted by distributing a questionnaire to 30 eleventh-grade cosmetology students at SMKN 3 Bogor. The questionnaire explored four main aspects: the students' English proficiency, background, learning goals, challenges, and learning preferences. The results clearly demonstrate the students' needs in learning English for the beauty industry.

#### 1. Student's English proficiency level

Skill	Elementary (%)	Intermediate (%)	Upper-Intermediate (%)
Listening	29.6	48.1	22.2
Speaking	33.3	63	3.7
Reading	18.5	55.6	25.9
Writing	25.9	51.9	22.2

Table 1. Students' English Proficiency Level

Based on the data in Table 1, it is estimated that around 16 students are at an intermediate level, 9 are beginners, and just 5 demonstrate higher proficiency. These findings suggest that, while most students have a basic ability to use English, a significant proportion still require basic support. This information is essential for designing ESP materials appropriate to students' proficiency levels, and for ensuring learning tasks progress gradually from simple to more complex language use.

#### 2. Frequency of English use outside the classroom

Frequency of use	Percentage (%)
Never	22.2
Rarely	37
Sometimes	29.6
Frequently	11.1

Table 2. Frequency of using English outside the classroom

The majority of students have limited exposure to English outside of school. Around 18 students have minimal opportunities to practise English outside the classroom. Only 11.1% of students frequently use English, which may contribute to greater confidence and fluency. This limited exposure underlines the importance of making the most of speaking opportunities during classroom activities, particularly through communicative and practice-based tasks.

### 3. Importance of English skills for cosmetology

English Skill	Percentage (%)
Speaking	85.2
Listening	55.6
Reading	37
Writing	25.9

Table 3. Importance of English skills for cosmetology

The results show that speaking is considered the most important skill. Around 26 students prioritise speaking due to its direct relevance to communicating with clients in the beauty services industry. Listening is also considered important by more than half of the students, while reading and writing are viewed as less essential. These results confirm that students prioritise oral communication skills that will directly support their future professional needs.

### 4. Learning goals and preferred activities

Learning Aspect	Percentage (%)
More speaking practice	96.3
Role-play activities	81.5

Table 4. Learning goals and preferred activities

The results show that almost all students (96.3%) want more speaking practice. Additionally, 81.5% preferred role-play activities that simulated real beauty service situations. These findings highlight students' expectations of practical, contextualised learning activities that reflect workplace communication.

### 5. Learning preferences

Learning Mode	Percentage (%)
Group work	48.1
Pair work	44.4
Individual work	44.4

Table 5. Learning preferences

The results indicate that group work is slightly preferred to pair work and individual learning. However, the results also show that students are adaptable and benefit from a variety of learning arrangements. Collaborative learning appears to encourage interaction and boost confidence in speaking activities.

### 6. Learning difficulties

Learning Difficulties	Percentage (%)
Pronunciation	66.7
Low speaking confidence	63
Limited vocabulary	55.6
Grammar	48.1

Table 6. Learning difficulties

The results show that pronunciation is the most frequently reported difficulty, followed closely by a lack of confidence when speaking. This suggests that more than half of the students experience issues that directly impact their oral communication. These issues help to explain the reason why, despite recognising the importance of speaking skills, students still struggle to perform confidently in English.

### 7. Preference for visual and practical materials

Response Category	Percentage (%)
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Disagree	3.8
Slightly agree	37
Agree	29.6
Strongly agree	29.6

Table 7. Preference for visual and practical materials

Based on the results, only one student (3.8%) disagreed that visual and practical materials helped learn English. Meanwhile, 11 students (37%) slightly agreed, 9 students (29.6%) agreed and a further 9 students (29.6%) strongly agreed. Overall, 29 out of 30 students responded positively. These findings suggest that visual and practical materials, such as images, videos, demonstrations, and real-life simulations, are highly effective for cosmetology students, supporting the use of visual ESP materials in vocational contexts.

**Students' responses**

The responses of 30 eleventh-grade cosmetology students at SMKN 3 Bogor were collected through a questionnaire after the ESP lesson plan had been implemented. The questionnaire aimed to evaluate students' perceptions of the learning materials and process, with a focus on material relevance and clarity of presentation, learning methods, classroom interaction, and learning outcomes. The results provide valuable insights into how the ESP materials supported students' English learning in a cosmetology context, and form the basis for a discussion about the effectiveness of the materials and instructional strategies developed.

No	Questionnaire item	Disagree (%)	Agree (%)	Strongly agree (%)
1	Learning materials are relevant to my major	0	0	100
2	Materials are delivered systematically and are easy to understand	0	66.7	33.3

3	Materials match my needs and English proficiency	3.3	66.7	30
4	Examples and illustrations help me understand the material	3.3	73.3	23.3
5	Materials improve my English knowledge and skills	0	56.7	43.3
6	The teacher explains the material clearly and communicatively	0	73.3	30
7	Learning methods encourage active participation	10	53.3	36.7
8	The teacher provides opportunities for questions and discussion	0	63.3	40
9	Learning time is used effectively	3.3	70	26.7
10	Classroom atmosphere is comfortable and supportive	0	66.7	33.3

Table 8. Summary of students' responses to ESP material and learning process

The results of the students' feedback questionnaire suggest that they had a positive perception of the ESP materials and the learning process overall. Across all closed items, more than 90% of students selected 'Agree' or 'Strongly

Agree', suggesting that the materials and instructional practices were well received.

Regarding material relevance, all students agreed that the learning materials were aligned with their cosmetology major, demonstrating a strong correspondence between the ESP content and the students' vocational needs. Regarding the organisation of the materials, 66.7% of students selected 'Agree,' and 33.3% selected 'Strongly Agree' to indicate that the materials were delivered systematically and were easy to understand. This suggests clear lesson structure and effective sequencing.

Concerning the suitability of the materials for students' proficiency levels, 96.7% of students responded positively, with 66.7% selecting 'Agree' and 30% selecting 'Strongly Agree', while only 3.3% expressed disagreement. Similarly, 96.6% of students agreed that the examples and visual illustrations supported their understanding of the material, with 73.3% selecting 'Agree' and 23.3% selecting 'Strongly Agree'.

In relation to learning outcomes, all students reported improvement in their English knowledge and skills, with 56.7% selecting 'Agree' and 43.3% selecting 'Strongly Agree'. Teacher delivery was also perceived positively: 73.3% of students agreed that the explanations were clear and communicative, and 30% strongly agreed.

Regarding learning methods, 90% of students felt that the activities encouraged active participation, with 53.3% selecting 'Agree' and 36.7% selecting 'Strongly Agree', although 10% disagreed. Classroom interaction was widely supported, with 100% of students agreeing that there were ample opportunities for questioning and discussion. Similarly, 96.7% of students perceived time management as effective, and 100% reported a comfortable and supportive classroom atmosphere.

Feedback Category	Percentage (%)	Number of Students
Material relevance to the beauty field	33	10

## CONCLUSION

Grounded in ESP theory and the needs-based framework proposed by Hutchinson and Waters (1987), this study emphasises the importance of

Interactive activities (discussion, group work)	23	7
Clear and enjoyable teaching methods	23	7
Visual support and vocabulary improvement	13	4
No improvement needed / already sufficient	33	10
More varied media (PPT, videos, visuals)	20	6
Deeper material explanation / practical examples	13	4
Comic/audio improvement	10	3
More vocabulary	7	2
Neutral responses	17	5

Table 9. Students open-ended feedback summary

The open-ended responses provided further support for the findings. Around 33% of students reported that no improvements were necessary, suggesting a high level of satisfaction with the materials and learning process. However, several students provided constructive suggestions, including using more varied learning media (20%), providing a deeper explanation of the material (13%), and improving the pacing and clarity of the instructions (18%). Additionally, a smaller proportion of students suggested enhancing speaking practice and vocabulary development (7–10%). Overall, these responses suggest that, while the ESP materials were generally effective, making specific refinements could optimize student engagement and learning outcomes further.

tailoring English instruction to learners' specific vocational high school environments. The findings reveal that cosmetology students at SMKN 3 Bogor demonstrate a range of English proficiency levels. While most students are at an intermediate level, they

still require structured linguistic support, particularly in oral communication. Their limited use of English outside the classroom further highlights the necessity of purposeful, classroom-based language practice.

The needs analysis indicates that speaking and listening are the most essential skills for students' future professional roles, reflecting the communicative demands of the beauty services industry. Students' strong preference for role play, speaking practice, and collaborative learning is consistent with ESP principles emphasising authentic tasks and contextualised language use. Furthermore, reported difficulties with pronunciation, vocabulary, and speaking confidence highlight the necessity of scaffolding and of progressing gradually from controlled to communicative activities.

Students' feedback following the implementation of the lessons demonstrates that the developed ESP materials were perceived as relevant, appropriate, and effective. The positive responses to visual and practical materials further support ESP theory, which advocates using authentic, multimodal input to enhance comprehension and engagement. Overall, this study confirms that ESP materials designed through systematic needs analysis can effectively address learners' target and learning needs. However, continuous refinement based on student feedback remains essential for optimising learning outcomes.

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