



SNAP TO READ

NEED ANALYSIS OF NON-ENGLISH DEPARTMENT STUDENTS IN ENGLISH FOR SPECIFIC PURPOSE (ESP)

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Abstract:

This research investigates the need analysis of the non-English students in ESP (English for Specific) courses. The findings show from 348 students as respondents, most students graduated from Vocational High School. Most students have a 'Basic' level. They can use simple English vocabulary/expressions, but know a little grammar and make lots of pronunciation errors. Most students are motivated to learn English to have the ability in communicating orally in English and to get a good job after graduating from study. But, most students have difficulty understanding grammar'. Most students want to have reading abilities such as looking for information on English text, writing skills such as writing English sentences properly and correctly, listening skills such as understanding English presentations from the lecturer, and speaking abilities such as pronouncing English words correctly. Related to English language material needs for specific purposes required by students, most students want the material of vocabulary, especially English-specific terms in several references such as books, journal articles, textbooks, modules, or other sources according to their study program in the fields of Accounting, Taxation, Engineering and Information Systems, and Islamic Economics.

Keywords: Need analysis, general English (GE), English For Specific Purpose (ESP)

INTRODUCTION

In the field of education, English is the language studied by every level of education, including certain kindergarten and elementary school levels. At the tertiary level, the English subject is a compulsory General Basic Course (MKDU) that must be taken by every student who is programmed in their first or second year of education. At the Institute of Business Technology (ITB) AAS Indonesia, English courses have an average Semester Credit System (SKS) load of 2 or 3 credits and are programmed in a certain semester. This English course is for all majors or study programs on campus. The purpose of learning this course is so that non-English students know and can use English related to their field of study. “English 2” or “English for Specific Purposes (ESP)” is a subject that has become a compulsory subject that all study programs have to take in every second semester of the study. In one semester, the provision of material tends to be more towards the English teacher's discretion. Therefore, it is not unusual to be more general (General English) in the content collection for teaching and not in the area of science being researched. As a result, the desire for students to study English is diminished. On average, since it does not help the advancement of their interests or science areas, they regard English as a complementary course.

In English courses, students in Accounting, Economics, Taxation, Islamic economics, or other study programs, students can know and be able to use English terms that are directly and specifically related to these fields and so on in the context of listening, speaking, reading, and writing both formally and informally. English courses for specific students with specific purposes can also be referred to as English for Specific Purposes (ESP).

ESP is studying, more precisely in the academic and technical fields, that is directed towards clear objectives. The material of ESP, meanwhile, is planned and built based on the principle of the required

analysis. In both the academic and technical sectors, this definition aims to relate to what the learners need. Therefore, at the academic or higher education level and the technical or workplace level, ESP puts more emphasis on learners. The goal of performing a need analysis in ESP is to ensure that the language being learned is the language expected by the learners in the area to be studied. In other words, it implies that the use of English is specific, and connected to professions, institutional procedures, and occupational requirements (Fitria, 2019).

Hutchinson & Waters (1987, p. 53) defined English for Specific Purposes as a course design approach that begins with the question "Why do students need to study English?". It may be argued that this should be the starting issue for any course for particular reasons, including General English (GE) and English (ESP). Both of them are based on a supposed need of some kind for all courses. English, for instance, should be determined depending on the need for it. While on the surface of ESP, it may be important. The course is differentiated by its content related to the study such as Science, Medicine, Tourism, economics, Maritime, Law, Accounting, Information Technology, etc. So, it differentiates the ESP from the General course which is related to the awareness of a need (Hutchinson & Waters, 1987, p. 53).

According to Paltridge & Starfield (2012), the main feature of the ESP course is that the course's curriculum and expectations are tailored to the learner's individual needs. Then, in English, the emphasis on vocabulary, abilities, and gender-relevant to the basic tasks that the learners need to do. English for Specific Purposes (ESP) refers to the teaching and study of English as a second or foreign language in which the learners aim to use English in a specific area. The most critical aim of learning English for learners is to engage with technical skills and fulfill their particular job-related roles (Fitria, 2020).

The analysis of the learners' needs, refers to the target needs. Target needs are an important aspect of looking at the target situation

more accurately in terms of demands, weaknesses, and preferences. (Hutchinson & Waters, 1987, p. 55). First, ‘necessities’ is the type of need determined by the demands of the target situation or what the learners have to know to function effectively in the target situation. Second, ‘lacks’ is related to the needs of particular learners. We also need to know what the learners’ already know, so we can decide the necessities of the learners’ lacks. Third, ‘wants’ related to the awareness of needs which characterizes the ESP situation. Awareness is a matter of perception.

Huhta et al., (2013, p. 13) state that needs analysis can make valuable contributions to the design of any language course, it is important to ESP (Woodrow, 2017). Need analysis is the backbone of ESP course design. The need in the learning process is very significant because the need for learning is the foundation on which the distance between the learning goals that students want or the current learning condition is defined. Each student has different needs, this needs to be identified to determine which needs the students to have which will be potential, and ultimately their needs. To achieve the learning process desired by students, the role of educators (teachers) in teaching will make a determining factor for the success or failure of a learning goal. An educator needs to first identify each of his students, this is useful for what has been conveyed by the educator in the learning process can be well received by students.

Related to the findings of the problems above, based on the needs and desires of students, as well as the areas of research they are pursuing, it is important to provide a needs review of learning English so that it is hoped that the outcomes of learning ESP will be implemented and used in the world of work that they will work on later. For English teachers, this review of needs will be the basis for the next level of curriculum creation or syllabus. For students, their learning motivation is influenced by the presence of needs analysis

in this ESP because the course of learning English is simpler, more important, and by their profession. It will also make it easier for learners to learn English, whether in spoken or written language.

Some research has been conducted related to ESP. First, the research entitled “Need Analysis of ESP (English For Specific Purposes) For Physics Students” is written by Sulistio (2016). The goal of this thesis is to explore the language needs of students in physics. Second, a research entitled “Need Analysis for Identifying ESP Materials for Medical Record Students in Apikes Citra Medika Surakarta” is written by Setiawati (2016). The purpose of the study is to classify the ESP materials for medical record students teaching. Third, a research entitled “English for Specific Purposes: A Need Analysis on English Course in Islamic Banking Department” is written by Madkur (2018). This study aimed to analyze the type of English skills required by Islamic Banking students and to find out the materials relevant to their needs. Fourth, a research entitled “Needs Analysis of Mechanical Engineering Students in Learning English for Specific Purposes” is written by Meiristiani & Ekawati (2018). This study aims to recognize the interests of students of Mechanical Engineering in studying English and the method of developing the English subject syllabus. Fifth, research entitled “Needs Analysis English For Specific Purposes (ESP) For Vocational Pharmacy Students” is written by Syakur et al. (2020). The analysis of the needs of ESP for educational students who need to evaluate targets and learning needs.

The previous studies have similarities and differences with this research. In similarity, the previous studies and this research also focus on the need for analysis of English for Specific Purposes (ESP). Indifference, the previous studies have different objects of research. The first research discusses ESP for Physics students, the second research discusses ESP for Medical Record Students, the third research discusses ESP for Islamic Banking students, the fourth

research discusses ESP for Mechanical Engineering, and the fifth research discusses ESP for Vocational Pharmacy students. Based on the explanation above, it is very important to research needs analysis on learning English with special purposes (English For Specific Purposes). Therefore, the researcher is interested to conduct a study about “Need Analysis of English For Specific Purpose (ESP) for students in any various study programs at ITB AAS Indonesia”.

METHOD

This research employs descriptive qualitative research. The researcher gathers, organizes, classifies, or even interprets information obtained from humans or things (Lichtman, 2010, p. 5). It is different from quantitative which relies heavily on hypotheses, testing, cause and effect, and statistical analysis. The respondents consisted of 348 students from the 1st semester from various study programs such as Accounting, Tax Management, Economic Sharia, and Information Technology students at Institute Technology Business (ITB) AAS Indonesia in the academic year 2020/2021.

Data was obtained by distributing questionnaires. A questionnaire is most often employed data collection device in statistical work...” (Dörnyei, 2014, p. 3). The questionnaire consists of two parts. The first part is a question about the identity of the respondent including a question about the analysis of the students’ study background in high school. while the second part consists of the questions about ‘the importance of learning/studying English’, ‘language proficiency level’, ‘motivation in learning English’, ‘the obstacles to learning English’, ‘the needs of learning English for academic purposes (EAP) which are arranged based on the four basic skills of English such as reading, writing, listening and speaking, and ‘the material needs related to ESP. In analyzing the data in this research, the researcher uses three steps qualitative analysis such as data reduction, data display, and

conclusion (Miles et al., 2018). The researcher chooses the important data, displays the result data in the form of a chart/table then makes a conclusion related to the data description.

FINDINGS AND DISCUSSION

The objective of the research is to know the students' needs in English Courses related to English special purposes (English For Specific Purposes/ESP). Based on the findings from the questionnaire, some findings are found, as follows:

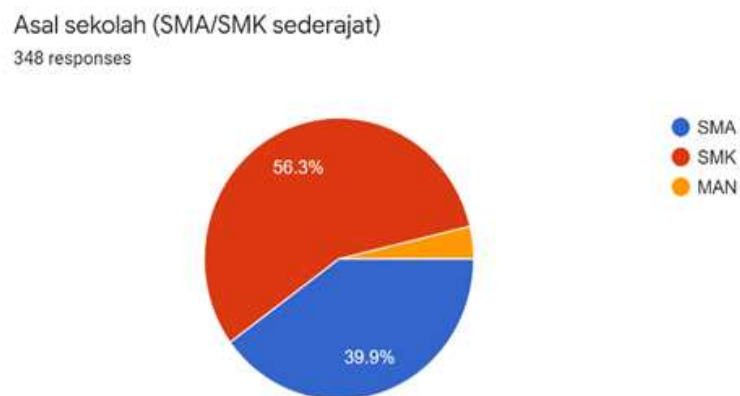


Figure 1. School Graduates During High School

Based on figure 1 above, shows that 348 students as respondents graduated from three different high schools. 196 students (56.3 %) graduated from Vocational High School (SMK). As 139 or 39.9 % graduated from Senior High School (SMA). While 13 students or 3.7 % graduated from State Madrasah Aliyah (MAN).

The next questionnaire, related to English Learning Needs for students of ITB AAS Indonesia in the 2020/2021 Academic Year, is as follows:

1. Question about ‘Learning English is very important for life and education.

1. Mempejari Bahasa Inggris sangat penting untuk kehidupan dan pendidikan

348 responses

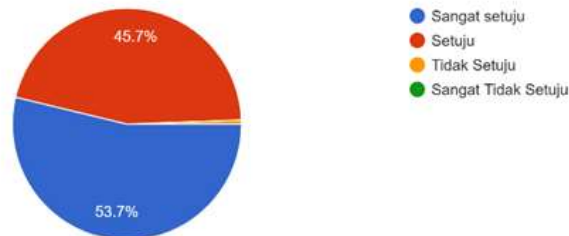


Figure 2. The Importance of English in life and education

Based on figure 2 above, shows that from 348 respondentS, 187 or 53.7 % stated ‘strongly agree’. 159 students or 45.7 % states ‘agree’. While 2 students or 2.06 % states ‘disagree’.

2. Level of English proficiency

2. Tingkat kemampuan Bahasa Inggris

348 responses



Figure 3. Level of English proficiency

Based on the figure above, shows that from 348 respondents, 259 students or 74.4 % choose the ‘Basic’ level, 83 students or 23.9 % choose the ‘Intermediate’ level. While 6 students or 1.7 % choose the ‘Advanced’ level.

3. Motivation to Learn English in Study



Figure 4. Motivation to Learn English in Study

Based on figure 4 above, shows that from 348 respondents, there are 232 students or 66.7 % choose the statement ‘Being able to communicate in writing in English’. 256 students or 76.1 % choose ‘Being able to communicate orally in English’. 214 students or 61.5 % choose the statement ‘Helping to increase academic grades in the study. 104 students or 29.9 % choose the statement ‘Receiving educational scholarships during the study period. 82 students or 23.6 % choose the statement ‘Continuing to study abroad. 232 students or 66.7 % choose ‘Getting a good job after graduating from the study.

4. Obstacles to learning English



Figure 5. Obstacles to learning English

Based on figure 5 above, shows that from 348 respondents, there are 200 students or 57.6 % choose the statement ‘Having limited English vocabulary’. 231 students or 66.6 % choose the statement ‘Having difficulty understanding good grammar’. 180 students or 46.1 % choose the statement ‘Having difficulty pronouncing English vocabulary’. 96 students or 27.7 % choose the statement ‘Having difficulty in understanding English reading or text’. 105 students or 30.3 % choose the statement ‘Having difficulty writing sentences in English’. 187 students or 53.9 % choose the statement ‘Having difficulty listening to English conversations, and 206 students or 59.4 % choose the statement ‘Having difficulty listening to English conversation’.

5. The students’ want/need for learning English in reading skill



Figure 6. The students’ want/need for learning English in reading skill

Based on figure 6 above, shows that from 348 respondents, there are 250 students or 71.8 % choose the statement ‘Looking for the required information on English text/literature’. 220 students or 63.2 % choose the statement ‘Understanding English text from the internet’. 229 students or 65.8 % choose the statement ‘Understanding the reading in English books, modules, and scientific articles. 104 students or 29.9 % choose the statement ‘Understanding what is read in English newspapers/magazines. 204 students or 58.6 % choose the statement ‘Guessing the meaning of words in the English text’.

6. The students' want/need for learning English in writing skill

2. Kemampuan yang Anda inginkan/butuhkan untuk pembelajaran Bahasa Inggris dalam "WRITING". (Anda bisa memilih lebih dari 1 jawaban)
348 responses

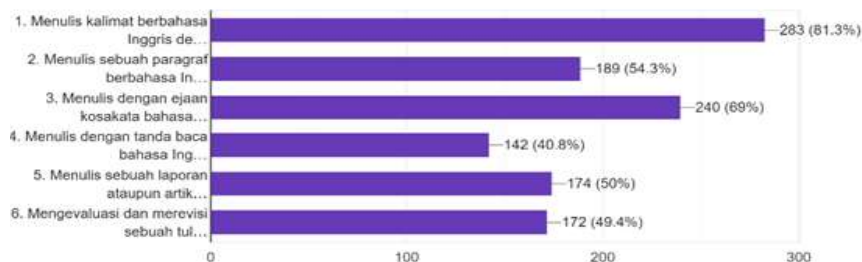


Figure 7. The students' want/need for learning English in writing skill

Based on figure 7 above, shows that from 348 respondents, there are 283 students or 81.3 % choose the statement 'Writing sentences in English properly and correctly'. 189 students or 54.3 % choose the statement 'Writing a paragraph in English properly and correctly'. 240 students or 69 % choose the statement 'Spelling the English vocabulary correctly'. 142 students or 40.8 % choose the statement 'Writing with English punctuation correctly'. 174 students or 50 % choose the statement 'Writing a report or simple English article. 172 students or 49.4 % choose the statement 'Evaluating and revising an English writing'.

7. The students' want/need for learning English in listening skill

3. Kemampuan yang Anda inginkan/butuhkan untuk pembelajaran Bahasa Inggris dalam "LISTENING". (Anda bisa memilih lebih dari 1 jawaban)
348 responses

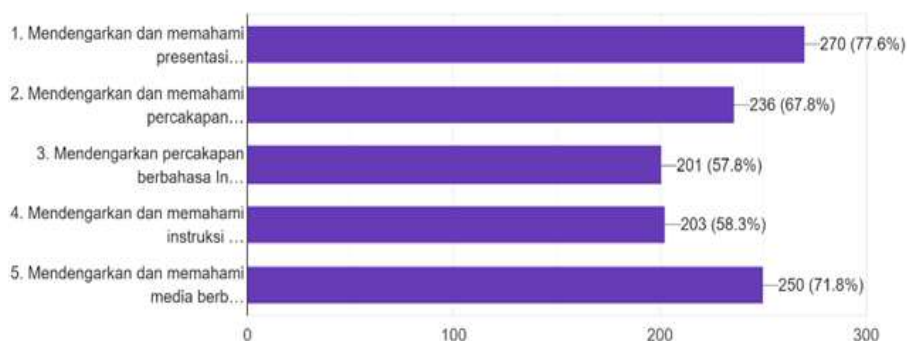


Figure 8. The students' want/need for learning English in listening skill

Based on figure 8 above, shows that from 348 respondents, there are 270 students or 77.6 % choose the statement ‘Listening to and understanding English presentations from the lecturer or lecturer’. 236 students or 67.8 % choose the statement ‘Listening to and understanding daily conversations in English’. 201 students or 57.8 % choose the statement ‘Listening to English conversations to obtain certain information. 203 students or 58.3 % choose the statement ‘Listening to and understanding instructions in English. 250 students or 71.8 % choose the statement ‘Listening to and understanding English media (such as news, movies, songs, etc.’.

8. The students want/need for learning English speaking skills

4. Kemampuan yang Anda inginkan/butuhkan untuk pembelajaran Bahasa Inggris dalam "SPEAKING". (Anda bisa memilih lebih dari 1 jawaban)
348 responses

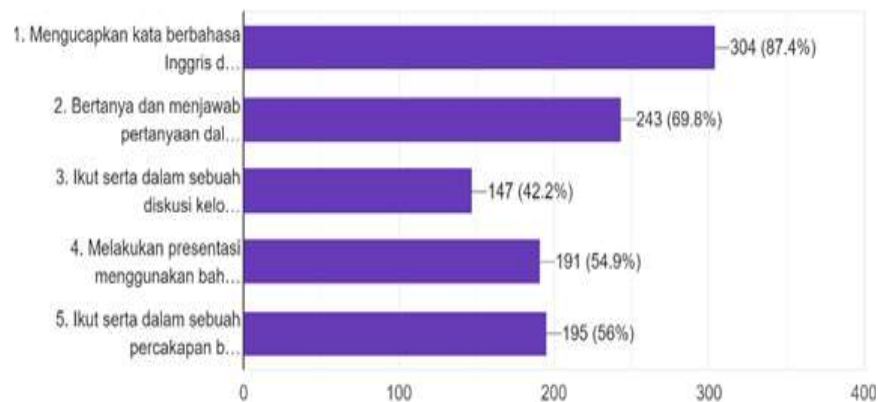


Figure 9. The students want/need for learning English speaking skills

Based on figure 9 above, shows that from 348 respondents, there are 304 students or 87.4 % choose the statement ‘Pronouncing English words properly and correctly’. 243 students or 69.8 % choose the statement ‘Asking and answering questions in English’. 147 students or 42.2 % choose the statement ‘Participating in a group discussion using English’. 191 students or 54.9 % choose the statement ‘Doing presentations using English well’. 195 students or 56 % choose the statement ‘Participating in an English conversation’.

9. English language material needs for specific purposes required by students for the next "English 2" course/English for Specific Purpose (ESP).

Kebutuhan materi bahasa Inggris untuk tujuan khusus yang dibutuhkan mahasiswa untuk mata kuliah "Bahasa Inggris 2" berikutnya (Silahkan beri centang untuk semua pilihan jawaban)
348 responses

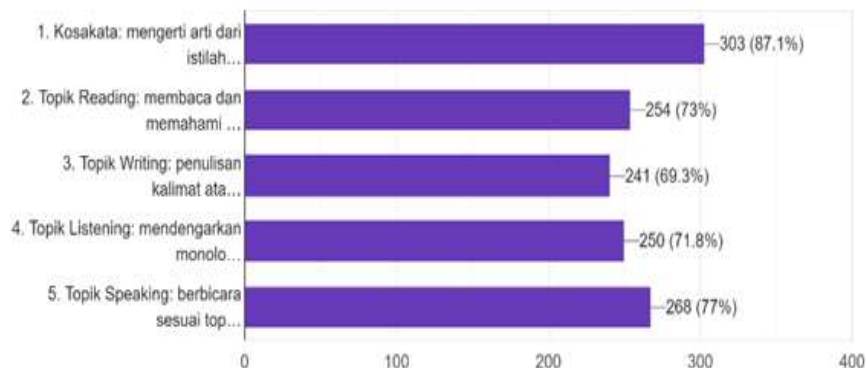


Figure 10. English language material needs for specific purposes required by students for the next "English 2" course/English for Specific Purpose (ESP)

Based on figure 10 above, shows that from 348 respondents, there are 303 students or 87.1 % choose the statement 'Vocabulary: specific terms in several references such as books, journal articles, textbooks, modules or other sources according to their study program'. 254 students or 73 % choose the statement 'Reading topics: reading and understanding English texts or essays related to topics in the field'. 241 students or 69.3 % choose the statement 'Writing topics: writing sentences or simple English text related to topics in the field'. 250 students or 71.8 % choose the statement 'Listening topics: listening to monologues or English dialogues related to topics in the field'. 268 students or 77 % choose the statement 'Speaking topics: speaking according to monologue topics or English dialogues related to topics in the field'.

DISCUSSION

The analysis of the needs for teaching English to non-English students is carried out by considering some information related to students. From the finding of the educational students' background in high school. It shows that 348 students as respondents graduated from three different high schools. 196 students (56.3 %) graduated from Vocational High School (SMK). As 139 or 39.9 % graduated from Senior High School (SMA). While 13 students or 3.7 % graduated from State Madrasah Aliyah (MAN). It means that most students graduated from Vocational High School (SMK). They may think that the career opportunities available to tertiary education graduates are much wider and more numerous than that of SMK graduates. In general, the career options available for vocational school graduates only revolve around low-skilled jobs, which require a lot of time and effort to climb a higher career ladder. Besides, career choices for SMK graduates should generally be following the study program they took when they were in school. The world of work requires not only skills taught by schools, but also competitiveness and competence. It makes vocational students need to go to college so they can develop their skills.

The first question is about 'Learning English is very important for life and education. it shows that from 348 respondents, most students (187 students or 53.7 %) strongly agree'. It shows that most students strongly agree that learning English is very important for their life and education. Learning English is very important, especially in terms of education. These statements related to the student's motivation to learn English in the study, it shows that from 348 respondents most students (232 students or 66.7 %) are motivated to learn English in their study to be able to communicate orally in English and to get a good job after graduating from the study. This is related to students who continue their higher education with a greater chance of getting a job. Of course, for now, finding suitable jobs is not easy, but if we

can master 2 languages it is a great opportunity for students to get a job. Well, as already explained, English plays an important role in any case in an increasingly advanced era like this.

In students' level of English proficiency, it shows that from 348 respondents, most students (259 students or 74.4 %) have a 'Basic' level. The students can use simple vocabulary or expressions in English and know a little grammar and make lots of pronunciation errors. It is at this level that students already understand a little English. They understand some basic vocabulary for basic conversation. And can understand English word for word. These statements related to the main obstacle in learning English, most students (231 students or 66.6 %) have difficulty understanding good grammar'. According to them, Grammar is the most difficult part to learn according to most people in several lessons in learning English. At the college level, we will not be separated from the grammar learning material. The assumption that grammar is a measure of whether or not someone can use English makes everyone who learns English inevitably has to understand grammar. Grammar is a sentence structure. By using the correct structure, a sentence will be perfect. This structure is used in all languages, not just English. The term 'grammar' is also used to refer to the full set of rules required in a given language to generate all the standard patterns (Kroeger, 2005, p. 5). Grammar must be learned to master all English skills such as speaking, writing, reading, or listening properly. Without learning and understanding grammar, people will find it difficult to master English in all aspects, therefore to master English well we need the key, namely grammar. Like English, grammar is certainly not an easy thing because English is not our native language, so we need to adjust our way of thinking too. But, by learning English grammar we understand the system of the language itself. Besides, by mastering English grammar we can judge that the use of English that is not following standards does not

mean it is not systematic.

Related to the students' want/need for learning English in four skills. 1) In reading skills, most students (250 students or 71.8 %) want to have the ability in looking for the required information on English text/literature. McShane (2005, p. 72) states that one of the reading purposes is finding specific information. Finding information is like determining what is meant by the text with the appropriate information in the reading text. Detailed information contained in the text is information that can only be known after we read a text in detail or carefully. Sometimes this information is scattered here and there and the reader has to collect or pay attention to the relationship between the information from one sentence to another in the text. Information is useful so that we know or understand something important in reading. This means that when students read books, papers, or journal articles, they have difficulty understanding the information contained in them. It even takes a lot of time to understand the content of the reading. There are not a few that readers do repeatedly but are not yet able to know and understand the contents of the reading contained in it. 2) In writing skills, most students, most students (283 students or 81.3 %) want to have the ability in writing sentences in English properly and correctly. This shows that in practice there are still many students who find it difficult to write English. According to Richards et al., (2002, p. 303), the most challenging skill for L2 learners to master is printing. Writing capabilities are particularly nuanced. L2 authors have to pay attention to higher-level preparation, organization, grammar, punctuation, diction/word choice skills even grammar. 3) In listening skills, most students (270 students or 77.6 %) want to have the ability in listening to and understanding English presentations from the lecturer or lecturer. Listening is an effort to hear something and to pay attention to something (Downs, 2008, p. 1). These statements show that students experience difficulty listening and absorbing what the

lecturer is conveying. This will certainly affect their level of ability and understanding of certain subjects. Every day, we hear all sorts of information both seeing or without seeing it anywhere and everywhere from radio, television, movies, etc. Listening takes on special value in education, and a lot of studying requires taking proper notes. for the understanding of the certain course material (Housel, 2001, p. 3). Listening ability is critical for success in school and college. 4) In speaking skills, most students (304 students or 87.4 %) want to have the ability in pronouncing English words properly and correctly. A strict collection of rules must regulate the pronunciation of English words, most words have more than one pronunciation, and the choice of which speaker to use depends on a wide variety of factors (Jones, 2006). This shows that the difficulty of students in pronunciation shows a condition that students cannot pronounce the word in English correctly. In English, different sounds will mean different meanings, let alone different writing, and will greatly affect spoken communication.

This research is similar to previous studies from Sulistio (2016) that English skills are important in ESP, such as listening to the radio and songs is the most important need and writing private letters is the least important need in terms of general needs, giving a presentation in front of the class is the most important need and taking notes in lectures is the least important need in terms of academic needs, reading written or printed materials related to the job is the least important need and taking a training course related to the job, and writing application letters are the most important needs in terms of academic needs, and reading written or printed materials related to the job is the least.

While related to the English language material needs for specific purposes required by students for the next "English 2" course/English for Specific Purpose (ESP), most students 303 students or 87.1 % want to get materials, especially in the vocabulary of specific terms in several references such as books, journal articles, textbooks, modules or other

sources according to their study program in the fields of Accounting, Taxation, Engineering and Information Systems and Islamic Economics which mostly use English. A term is one or a combination of words that express a concept, process, state, or characteristic. While, specific terms refer to individual members of a larger class of things (McDill, 2006). This finding is similar to Setiawati's (2016) that learning material in ESP must be related to future jobs. ESP materials for Medical records be created based on the Need Analysis by ESP designers and ESP lecturers who actively recognize the evolving demands of students majoring in medical records. It is also supported by Madkur (2018) that the materials do not currently provide the topic emphasis necessary for students to learn English in the context of study difficulties. So, the curriculum is needed to be updated and English is taught using an integrated method.

Based on the findings of this research, different fields such as Accounting, Taxation, Engineering and Information Systems, and Islamic Economics have different specific terms. Besides vocabulary, the students also want topics and material related to four English skills. In reading, the materials of English texts/essays are related to topics in the specific field. In writing topics, the materials English texts/essays related to topics in the specific field. In listening topics, the materials of English texts/essays are related to topics in the specific field. In speaking topics, the materials of English monologues/dialogues are related to topics in the specific field. These statements mean that all the English language skills are considered important to be learned by the students because all related topics in their study program such as Accounting, Taxation, Engineering and Information Systems, and Islamic Economics.

CONCLUSION

Most students graduated from Vocational High School. They

think that the career opportunities available to tertiary education graduates are much wider and more numerous. Most students have a 'Basic' level. The students can use simple vocabulary/expressions in English, know a little grammar and make lots of pronunciation errors. Most students are motivated to learn English to have the ability in communicating orally in English and to get a good job after graduating from study. But, most students have difficulty understanding grammar'. Most students want to have the reading ability in looking for information on English text, write English sentences properly and correctly, listen to and understand English presentations from the lecturer and have the speaking ability in pronouncing English words correctly. Related to English language material needs for specific purposes required by students, most students want the material of vocabulary, especially English-specific terms in several references such as books, journal articles, textbooks, modules, or other sources according to their study program in the fields.

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