THE ROLE OF NEED ANALYSIS TO MAKE ENGLISH FOR SPECIFIC PURPOSES EFFECTIVE

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Abstrak

Ada banyak tujuan dan kebutuhan dari pelajar yang berkaitan dengan *English for Specific Purposes* (ESP). ESP adalah satu unit pengetahuan yang menentukan tujuan instruksi bahasa khusus yang berkaitan dengan kelompok pelajar. Dalam mata kuliah ini, bahasa Inggris bisa diklasifikasikan dalam tujuan tertentu, seperti bahasa Inggris untuk kebidanan, bahasa Inggris untuk bisnis, bahasa Inggris untuk pariwisata, dan lain sebagainya. Masalah yang umumnya timbul dalam ESP berkaitan dengan rencana pembelajaran, seperti bagaimana merancang silabus, materi dan evaluasi serta metode yang tepat bagi kebutuhan pelajar. Untuk membuat ESP lebih efektif, dibutuhkan untuk melakukan analisa kebutuhan sebelum mengaplikasikannya dalam instruksi bahasa khusus. Penelitian ini menunjukkan strategi bagaimana melakukan analisa kebutuhan untuk memenuhi target dan kebutuhan pembelajaran sehingga pendekatan yang dilakukan bisa mengembangkan materi dan bisa mencapai tujuan pembelajaran bahasa Inggris.

Kata Kunci : analisa kebutuhan, English for Specific Purposes, efektif

Abstract

There are many purposes and needs from the learners that related with English for Specific Purposes (ESP). ESP is one unit of science that determines the objectives of special language instruction that related with a group of learners. In this special course English can be classified under specific purposes, such as English for midwifery, English for business, English for tourism, etc. The problem that commonly arises in ESP is related with course design, such as how to design the syllabus, material design and evaluation, and methodology that suitable with the learners' need. In order to make the ESP more effective, it is necessary to conduct the need analysis, before apply it in the specific language instruction.This paper is to show the strategy how to do the need analysis to full fill the target need and the learning need, so that the design approach used can develop the material and reaching the students' goal in learning language.

Key words: *need analysis, English for Specific Purposes, effective*

INTRODUCTION

ESP is the method in which the course set out to teach the language and communication skills for specific groups of language learners need and will function effectively in their discipline of study, profession or work places. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. The demand in having good skill in English language is strongly influence by the advances in education, trading, commerce and industry in which acquire people to have

adequate of spoken and written. ESP is focusing in teaching specific language and communication skills in the group of language learners will need. The identification of language and skills is used in determining and refining the content of ESP course. It can also be used to assess learners and learning at the end of the course. This process can be called as the need analysis. In creating the language course based on the students' need (ESP), need analysis has an important part in determining the design and how to carry out any language course, whether it is for the English for Specific purposes (ESP) or general English Course.

1. English for specific Purposes and Its problem

1.1. English for Specific Purposes

There is no differences teaching English in general with teaching English for specific purposes, although there are features that typical in different in specialized subjects and that ESP should be recognize as an approach Hutchinson (1987). Hutchinson and Water (1987) said that the approach used in ESP should be based on the learner's need that concern in specialized subjects. The background in teaching ESP is effective learning and teaching language for general purposes. ESP is part of the language teaching and it cannot separate from the linguistic aspect of the language. Recently, it has change into the development of communication skills and directed by specific learners' need in mastering the language. Hutchinson and Waters stressed that the point of ESP are the importance and the roles of learners whether it is on the course design or the application of teaching

learning process.

On further explanation Hutchinson and water (1987) also stated that in teaching ESP we have to see it as an approach not as a product. It is an approach to the language learning, which based on the learners' need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? From this question will flow a whole host of further questions, some of which will relate to the learner themselves, some to the nature of the language that the learners need to operate, some to the given learning context. But this whole analysis derives from an initial identified need on the part of the learner to learn a language. ESP, then is an approach to language teaching in which all decision as the content and method are based on the learner's reason for learning (p. 19)

The diverse area in teaching ESP illustrate the demand of ESP can pose for the teacher. Teachers may find themselves dealing with content in occupation or subject of study that they themselves have little or no prior knowledge. In ESP the learner is seen as a language learner engaged either in academic, professional or occupational pursuits and who uses English as means to carry out those pursuits (Helen Basturkmen (2010) (p.7-8)

McDonough (1984) states that although the interest and development of ESP has been very rapid since 1960's, the ESP teaching should not be recognize as a separate development which is very much different from language teaching in general. ESP according to McDonough(1984), should be taken as the instructional activity which has its own

emphases and range of activities which are not totally different from other areas of language teaching.

Crooker (1981) recognize ESP as the courses that similar with the general language instruction which emphasized on language. The main difference is on the focus of interest, English of general focusing on language proficiency and ESP stressed on something outside the language that can be transferred through the medium of language.

Mc Donough (1984) states that teaching ESP is quite different with teaching English in general, ESP should have instructional activities that has its own range and emphasize which are different with another area of language teaching.

Swales (1980) the program flexibility and the application of ESP are important toward the institutional and socio-cultural levels. On the other hand because ESP is a non degree program, it receives a low status in the community. There should be a collaborative effort between the teachers, learners and course design.

1.2. The Problem in ESP

The ESP teachers will face common problem that also faced by the teacher of general English such as the learner factors and methodology. Abbot (1978) stated that there are three main problems that the teacher should confront during teaching ESP; materials, students' motivation, and responsibility of content. Material has an important role in defining what the students' need and motivation. Students will get bored when they got the material which cannot provide what the students' need and the effect they will have low motivation

during the learning process. The other problem is about the teacher of ESP. Crocker (1981) looks the role of ESP teacher from the methodological point of view. He propose that the learning's objective should be negotiate between the subject and language specialist and that learning objectives regarding methodology and resources necessary to achieve the objective should be taken by the teacher. The teacher here should feel free in writing the material; they should be familiar with the subject's discipline, and having the skills of classroom management, so that they will be able in transferring the language specialist to the learner and they will arrive at the desire goals. The third problem is how to perform an appropriate course design. The suitable course design will help the teacher in determining what the students' need. Hutchinson (1987) suggests that there are 3 points that involve the course design, (1) ways in describing language, (2) models of learning and (3) Need analysis. Furthermore, designing the ESP program need a careful need analysis. The need analysis is not only to the students' themselves but also the institution where the program is being planned as well as any aspect pertaining in language.

2. Need analysis, Theoretical basis and Approaches

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by several scholars and authors (Mehdi haseli 2008)

There are various definition of need analysis, it depending on the purpose of the need analysis. Lawson (1979) defines "need' as "something" that is recognized but it is not in any sense of discover and existence de-rives from whatever criteria are thought to be relevant in making diagnosis (p.37) it means if we want to identify "needs" an assessment and evaluation of the existing situation is necessary to be applied. The diagnosis of assessment result would reveal some deficiency. According to Iwai et al. (1999) the term of need analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing curriculum that will meet the needs of a particular group of students.

When we are talking about NEED in ESP, we can consider it from three point of view; (1) as the target situation analysis, which related to objective, perceived, and product oriented needs (2) learning situation analysis, which is related to subjective, felt and process oriented needs (3) present situation analysis, in which estimates strengths and weaknesses in language, skills, and learning experience. (Khoshima, 2014).

2.1. Target need

Hutchinson and waters (1987) make distinction between target needs and learning needs. The target needs refers to what the learner need to do in the target situation. They further categorize target need into (1) necessities; what the learner has to know in order to function effectively in the target situation (2) lacks; the discrepancy between necessity and what the learner already know, (3) wants; what actually the learner wants to learn or what they feel they

need. The learner's want, may or may not confirm those perceived by the teachers or course designers (p.55-57) There are many stages in doing need analysis, but based on the publication of Munby's Communicative Syllabus design in 1978, the situation and function were set with the frame of need analysis. Munby introduced that the communication needs is the basic approach to need analysis. Here Munby placing the learners' purpose in the central position within the framework of need analysis. The target needs and target level performance are implemented through the investigation of target situation. Munby's overall model is made up of the following elements:

1. **Participants** : Information about the identify and language of the learners: age, sex, nationality, present command of target language, other language known and extend of command.

2. **Communication Needs Processor**: investigate the particular communication needs according to socio-cultural and stylistic variables which interact to determine a profile such needs.

3. **Profile needs** : is established through the processing data in Communication need processor.

4. In the Meaning **Processor** "parts of the socio culturally determined profile of communication needs are converted into semantic categories of a predominantly pragmatic kind and marked with attitudinal tone " (Munby, 1978)

5. **The language need selector**: identifies " the

specific language skills that are required to realize the events or activities that have been identified in the CNP.

6. **The Linguistic Encoder** : considers " the dimension of contextual appropriacy"

7. **The Communication Competence Specification** : Indicates the target communicative competence of the participant and is the translated profile of needs.

The basic of Munby's approach toward need analysis is the Communicative Need Processor (CNP) and processing through eight parameters, which give us a details description of particular communication needs. The parameters are:

1. **The purposive domain**: this cathegory establishes the type of ESP, and then the purpose which the target language will be used for at the end of the course

2. **Setting**: the physical setting specifying the spatial and temporal aspects of the situation where English will be used, and the psychological setting specifying the different environment in which English will be used.

3. **Interaction**: identifies the learners' interlocutors and predict relationship between them.

4. **Instrumentality**: specifies the medium ie. Whether the language to be used is written, spoken, or both, whether the language used in the form of monologue, dialogue, or any other, and channel of communication ie. Radio, television, or any other.

5. **Dialect**: dialect learners will have to understand or produce in terms of their spatial, temporal, or social aspect.

6. **Communicative events**: states what the participants will have to do productively or receptively.

7. **Communicative key**: the manner in which participants will have to do the activities comprising an event, eg. Politely or impolitely.

8. **Target level**: level of linguistic proficiency at the end of the ESP course which might be different skills.

The aim of Munby's CNP is to find thoroughly as possible the linguistic form a prospective ESP learners is likely to use in various situations in his target working environment.

According to Iwai *et al.* (1999), formal needs analysis is relatively new to the field of language teaching. However, informal needs analyses have been conducted by teachers in order to assess what language points their students needed to master. In fact, the reason why different approaches were born and then replaced by others is that teachers have intended to meet the needs of their students during their learning. Many researchers in the field of target situation needs analysis followed Munby's CNP. Hutchinson and Waters (1987) provide a comprehensive target situation analysis framework which consist of a list of question that the analyst should find answer to. Here are the Munby's questions that related with CNP:

1. Why is language needed? • For study • For work • For training • For a combination of these • For some others purposes, ie. Examination, promotion, etc	Munbian purposive domain
2. How will the language be used • Medium: Listening, speaking, writing, reading • Channel : telephone, face to face, etc • Type of text or discourse, ie. Academic text, lecturers, catalogue, etc	Munbian instrumentality
3. What will the contents area for? • Subjects ie. Medicine, biology, commerce, etc • Level : technician, craftsmen, postgraduate, etc	Munbiant Communicative event
4. Where will the language be used? • Physical setting : office, lectur theater, hotel,workshop, library, etc • Human context: alone, meeting, demonstration or telephone. • Linguistic context : in own country, abroad	Munbian Setting (physical and Psychologically)
5. When will the language use? • Concurrently with the ESP course or subsequently • Frequently, seldom, in a small amount, in large chunks	

Hutchinson and Waters (1987) the process used for target analysis is doing the framework for analyzing the learning needs which consist of several questions as follows:

1. Why are the learners taking course?

   a Compulsory or optional?

   b Apparent need or not

   c Are status, money, promotion involved?

   d What do learners think they will achieve?

   e What is their attitude toward the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

2. How do the learners learn?

   a What is their learning background?

   b What is their concept of teaching learning?

   c What methodology will appeal to them?

   d What sort of techniques bore/alienate them?

3. What sources are available?

   a Number and professional competence of

the teacher

b   Attitude of the teacher on ESP

c   Teachers' knowledge and attitude to subject content

d   Materials

e   Aids

f   Opportunities for out of the class activities.

4.   Who are the learners?

a   Age/sex/nationality

b   What do they know already about English?

c   What are their interest?

d   What is their socio cultural background?

e   What teaching styles are they used to?

f   What is their attitude to English or to the cultures of the English speaking world?

2.2.   Learning Needs

Hutchinson and Water stated that learning needs is what the learner needs to do in order to learn and perform the competence in the target situation. The information may be recorded in terms of language items, skills, strategies and subject knowledge. (p.54).

It is interesting to know that students' activity will reflect the target situation need and the learning situation. Students' learning need improve the enjoyable, fulfilling, manageable and generative that suitable with the students' background of knowledge. Learning needs stressed on how to make the atmosphere during the learning process interesting. Analyzing the target situation will make us know what people do with language, but in learning need we will know how people learn to do and what they do

with language. In analyzing the learning needs, we can use the similar check list that used for target situation analysis

The other language expert Lowi in Miyake and Tremarco (2005) propose the need analysis as follows :

a.   ***Target situation analysis***: the tasks and activities in which English is used.

b.   ***Wants, means and subjective need analysis:*** personal information about learners including factors that affect the way learners learn such as previous learning experiences, cultural information, reason for learning ESP and its expectations.

c.   ***Present situation analysis:*** information about learners' current skill of language use.

d.   ***Lack analysis :*** the gap between present situation analysis and target situation analysis

e.   ***Learning need analysis :*** language learning information about the effective ways of learning the skills and language.

f.   ***Linguistic analysis, discourse analysis and genre analysis :*** professional communication information about knowledge of how language and skills are used in target situation.

g.   ***Means analysis:*** information about the environment in which the course will be run.

2.3.   The steps in doing Need analysis

Before we are going to discuss about the steps in doing need analysis further, we must know the term of course design. (Hutchinson,

1978) Course design is the process in which the raw data about the learning need is analyzes in order to produce an integrated series of teaching learning experience. The main aim of this activity is to guide the learner in reaching the certain part of knowledge. Practically it require the theoretical and empirical information to produce a syllabus. The syllabus is important in developing a methodology for teaching the materials and to establish the evaluation procedures toward the specific goals that will be measured. There are many different approaches to ESP course design, Hutchinson (1978) define the approaches into three main types; language centered, skills centered and learning centered.

Collecting the data

Dudley-Evans and St. John (1998) argue that in doing need analysis, asking the right questions are far more important than the corresponding answers because such questions might lead the analyst to astray. The ground-breaking work was done in 1978 by Munby through proposing Communicative Syllabus Design and Communicative Needs Processor (CNP).

There are various techniques in gathering the data and information about the target need such as

   a. Questionnaire

      Questionnaire is usually use to determine the learners' purpose for learning the language (Nunan, D 1989). Questionnaire are more efficient for gathering information on large scale rather than any other approach (Brown, 1995)

   b. Interviews (with students, administrators, alumnae and stake holder, etc),

   c. Observation

   d. Data collection (gathering text, target profile of language)
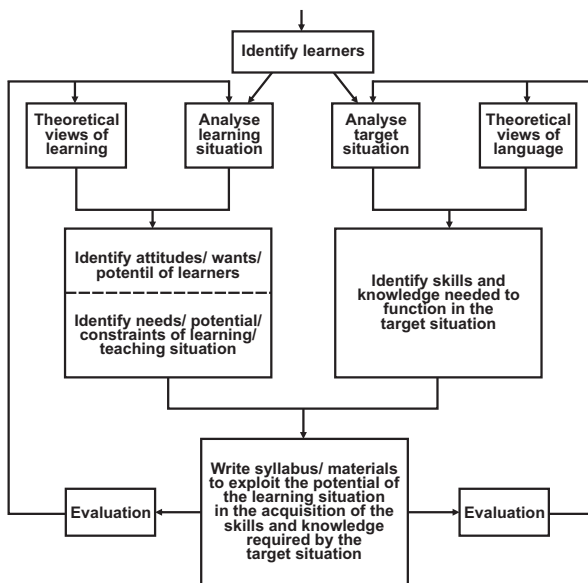
Analyzing the data

Commonly after having the data through the data collection, we analyze our data depend on the type of data that we have gathered. (Brown, 2009, p. 282). Therefore, the quality of the needs analyst is as equal as the quality of the data if not more as that. There is a more effective strategy, if used properly, which leads to more credibility i.e., triangulation borrowed from sea navigation. Broadly speaking, triangulation is using more than one procedure for data collection then cross-checking the results to have an extended perspective.

Hutchinson (1987) analyzes the data into two parts, using target analysis and learning analysis. The target analysis will use to identify the skill and knowledge needed to function in the target situation, meanwhile on the target analysis will apply to identify the attitudes, wants and potential of learners, it will also use to identify the needs potential constrain of learning and teaching situation.

Defining the approach/ course design

This paper will apply the learning centered as the approach, because it is based on the principle that learning is totally determined by the learner. Learning is a process which the learners use their knowledge and skills to get new information. It is also the internal process,

which is crucially dependent upon the learners' knowledge and ability and motivation. Learning center approach is the competence that enables someone to perform, because they really want to discover the competence and how they get the competence. The learning center course design could be shown on this diagram:

Syllabus and material

After analyzing the data, the next steps is writing the syllabus and develop it into the materials to explore the potential of learning situation in the acquisition of the skills and knowledge required by the target situation. A syllabus is a document that contains the material that should be learnt.

Evaluation

In need analysis, evaluation is the process in selecting information and creating the modification of current or future activities based on the integrated data. Evaluation consists of formative and summative aspects. In ESP we are more interested in formative evaluation since it

take place during the life time of an activity (course).

Summative evaluation can be more helpful in durable courses which will be evaluated at the end. Evaluation in ESP is stressing on the effectiveness and efficiency during the learning process to achieve the course objective. The used material, classroom activities, the out of class support, the course design, methodologies or any aspects of teaching learning situation, are the main topics that should be evaluated. The evaluation process can be in a long time period (during the course) by considering some factors, such as (1) audience and purpose, what do you want to evaluate/change from whom (2) criteria for evaluation, pre define objectives and (3) criteria for analysis the result.

CONCLUSION

Needs-analysis should be seen as an indispensable aspect of ESP syllabus design in order to link the present students' academic needs with their needs in their prospective employment. Needs analysis involves not only the students but also all parties in the educational system and relevant user institutions that ultimately employ students. The combination between target analysis and learning analysis will create the answers on what the students need and how the students employ their skill and knowledge in learning language. The target situation analysis had influence on the development of syllabus, material, methodology and tests. There should be a creative perspective and include all the factors that related with the learning situation during the process of making

the course design. It is suggested to use the learning center approach, because the aim of this approach is to maximize the potential of learning situation. By applying the need analysis in building the course design, the syllabus will create a suitable material for the students and reach the aim in learning the language.

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