

CHAPTER II

LITERATURE REVIEW

2.1 English for Specific Purposes (ESP)

English for specific purposes is a part of English learning, where English as a second language (SL) or foreign language. It is a language learning focuses on developing language competences in a specific course and mainly concerned with the learners' needs since the learning process used is a learner-centered approach. It used for a specific field or domain based on the needs of the receiver or the learner. For instance, the language needs of medical field such as for doctors and nurses is different with the language needs of engineering fields like mechanical engineer or computer engineer. From the explanation about ESP above, it can be concluded that the ESP students are usually adults with some knowledge in English in order to communicate with professional skills and to perform particular job-related purposes (Wu & Huang, 2013).

According to Subandi et al. (2017) in their book, the characteristics of the ESP program are ; ESP designed to find out the specific needs of the learners, the content (themes and topics) in ESP should be related to particular occupations or disciplines, the use of authentic work-specific documents and material is a must, the aim is to promote cultural awareness and seeks in the intercultural competency improvement, the language training delivered is in the intermediate level and advanced level, and the centers on the language appropriate is in terms of grammar, lexis, study skills, register, discourse and genre.

It is obvious that English learning with ESP make the learning process easier. The main center of the ESP class is the learners itself and the teacher or lecturer should understand the students' current needs and abilities regarding the English terms in accordance with the field they are currently working or studying. To know about that, the needs of students' need analysis is important and has a big role here.

2.2 Need Analysis

Need Analysis is a process of identifying the skills and performance requirements, about what performance is required, what is presently exist, and anything in between. Needs itself can be described as the value judgments, problems of the target group that need to be solved (McKillip, 1987). Needs analysis is a systematic process to obtain accurate, through an overview of the strengths and weaknesses of school groups that can used in response to the academic and course needs of all students to improve student achievement and meet challenging academics and course standards (Juliansyah, 2020).

The needs analysis or also known as needs assessment method was created to be able to measure the level of gaps that occur in student learning from what is expected and what has been obtained. In measuring the gap, the lecturer must be able to find out how big the problem is and how to solve it, also consider what kind of English learning that matches the needs of the students.

According to Iwai et al. (1999) as quoted from Songhori (2008), the term needs analysis refers to the activities involved in gathering information that will serves as the basis for developing a curriculum that will meet the needs of a particular group of students. Needs analysis is relatively new in the field of language teaching. However, informal needs analysis has been carried out by teachers to assess what language points their students need to master. In fact, the reason why different approaches are born and then replaced by others is because the teacher intends to meet the needs of the students during learning.

The actual purpose of Need analysis is to ensure that the participants, both individuals and institutions who take part in the training, are really the right targets. Ensure that the knowledge and skills learned during the training are in accordance with the required elements of a particular achievement. Through need analysis, situations and functions were set within the framework of needs analysis (Songhori, 2008).

Five types of analysis has introduced by Chambers in 1980. As cited from Songhori (2008), the types are: Target situation analysis, present situation analysis, deficiency analysis, pedagogic needs analysis, and strategy or learning analysis.

2.2.1 Target Situation Analysis

Target Situation Analysis (TSA) connected to the final goals of language learning, according to the needs of the students (Songhori, 2008). The TSA procedures can be planned using questionnaire. With TSA, the lecturer can determine what the students need to be able to do in English and how they achieve the goals through some activities that represent the target work situation.

According to Chambers, TSA is a way to communicate to the target situations. For this interaction, Hutchinson and Waters (1987:54) stated that it will be easier with the use of Communicative Needs Processor (CNP) which is asset of questions about the characteristics of communication to identify the learners' target need. Later, the questions can be a TSA framework as the reasons of why they need to learn the language, how the language is used, for whom the learners will use the language, the content areas, the context in which the language will be used, and when the language will be used.

2.2.2 Present Situation Analysis

Present situation analysis (PSA) is a complement of the TSA, to make the framework be more complex and valid. The implementation of PSA found by Richterich and Chancerel in 1980s (Songhori, 2008). Not only that, he also elaborate that the needs analysis may be seen as the association of both TSA and PSA, where one must not rely either on PSA or TSA as a credible indicator of what is needed to strengthen and enhance learning and reach the desired goals.

2.2.3 Deficiency Analysis

Deficiency Analysis built in order to take account of the present needs or wants of the learners and how the requirements of the target situation will be.

There are two main components in the deficiency analysis, an inventory of possible target needs with activity expressions and the scale used to analyze the priority of each activity.

2.2.4 Means Needs Analysis

The means needs analysis is an approach where the research is involving the research of local situation: learners, lecturers, teaching techniques, and resource. By knowing these situations, considering if a language course can be applied or not will get easier. The significance of the means needs analysis begins with an optimistic assumption about what to do with such variables.

2.2.5 Strategy or Learning Analysis

As known by its name, this type of analysis is concerned with the strategies used by learners to learn about another language. This analysis is the most relatable and concerned with the learner's view of learning, if compared to some previous analysis like PSA, TSA, and deficiency.

2.3 Previous Related Studies

To support the writing of this present study, the writer read up some previous related studies. The first study was conducted by Juliansyah (2020). This study described the needs of students of Hajj and umrah management study program at economic and Islamic business faculty of IAIN Bengkulu in, as well as the English teaching materials. The study's design was descriptive qualitative, with questionnaires and interview as the data collection tools. The result of the questionnaire and interview were explained descriptively. The result of the study has revealed that the lecturers have not use the ESP in English learning. However, students' needs in learning English is speaking so later the lecturer must use ESP with speaking as the main skill to learn.

Another related study was about the accounting students of SMKN 1 Palembang, conducted by Lestari (2020). This study analyzed the target needs

and learning needs of the tenth-grade vocational students, accounting. The design of the study was descriptive qualitative and the data were collected from some instruments namely questionnaire, interview, observation, and document review. The result of this study revealed that learning activities should be more practical while the learning process should be provided by the use of technology. Not only that, this study also proposed a syllabus that can be used in the school.

The author also referenced this study with the study conducted by Muharram (2020) about formulating the problems of students constitutional law needs in learning English. The data were collected from questionnaire and interview, with a descriptive qualitative design. This study found out the necessities that the students of constitutional law at IAIN Palopo need to learn EFL, which is specialized in the field of law especially about the government rules, and the biggest problems are in grammar and pronunciation.

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The study by Diana & Mansur (2018) entitled Needs analysis on English Teaching Materials for ICT Students is also being a reference for the author. The data were conducted by mix qualitative and quantitative method, with interview and questionnaire for 30 students and 2 lecturers. The result of this study found out that the students of ICT need two major skills in learning English, which are speaking skill and writing skills.

Another study conducted by Cunningham (2015) is also useful as the author's reference. This study titled Needs Analysis for a Developmental Reading, Writing, and Grammar Course at a Private Language School in Cambodia. This study were conducted by using interviews, questionnaire, observation, material analysis, and utilization-focused evaluation. This study revealed that a literature and text-based approach was an appropriate fit for the course and that including utilization-focused evaluation as a part of the needs analysis.

The author also make a reference from a study conducted by Sihmirmo (2015) entitled The Needs Analysis of English Learning for the Fourth and Fifth Graders, which was using the students of SDN Utan Kayu Utara as the participants. This study used Questionnaires and documents investigations. It was revealed that the needs of English learning needs of SDN Utan Kayu are in terms of some sub chapter in the book they use, and revealed which chapter is important and not.

Not only that, the study entitled Needs analysis of Learning Character Based English by A. R. E. Lestari (2014) was also being a reference to the author. This study aims at analyzing the needs for English lessons based on the character education and conducted by using questionnaires for both students and teachers. The results revealed that the needs of the students in learning character based English is listening and structures as the hardest skills faced by the students.

Last but not least, the study conducted by Rizal (2020) Entitled The Need Analysis for Nursing English Speaking Materials for the First semester's student of Nursing Study Program was also cited by the author as a reference. This study

was conducted with qualitative descriptive research and found out the result that there are three parts of the needs for nursing English speaking materials that are interactive communication with three vital signs; patient bloods, and the endorsement.

Similar to the studies reviewed above, this current research will also explain the importance of English for specific purposes and identify the needs of students in one particular field of study. This current study will also use questionnaire about five types of analysis as the instrument. Those previous related studies conducted research for management program students, constitutional law, medical, accounting, and nursing study programs. To strengthen, this current study has differences to previous study, especially about the specific field study of major of the sample. The researcher will conduct a research in the field of computer and ICT, which is for the students of the faculty of computer science. Later, this study will also find out whether the students' needs is in accordance with the institutional needs, which is Faculty of computer science Sriwijaya University.