English Needs Interpretation An Inquiry of Protocol Department in Palembang City Mayor Office

By Badriyah Ulfah, Ismail Petrus, Soni Mirizon

English Needs Interpretation : An Inquiry of Protocol Department in Palembang City Mayor Office

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Abstract:
Needs analysis has an important role in the process of designing English for Specific Purpose course. This research is trying to analyze English needs based on the Hutchinson and Waters identification (1989) i.e target needs and learning needs. This research is a qualitative case study conducted in Protocol Department of Palembang City Mayor Office as the sampling. The data was obtained through questionnaire. The data was analyzed quantitatively and presented descriptively. The target needs results show that the necessities are in language skills, language aspects, and communicative competence. The lacks are in vocabulary and language skill. The learners want is a better understanding in all language skill. The learning needs results show that the samples agreed that the learning should be held after office hours or during the break and it only takes around one to one and a half hour for every meeting, and it should take place in the office.

I. NTRODUCTION

Needs analysis which is also known as needs assessment has an important role in the process of designing and carrying out both English for Specific Purpose (ESP) and English for General Purpose (EGP) course. It is a device to collect the information that will become the basis for designing an effective and efficient language course (Petrus, 2014). Hutchinson and Waters (1989) emphasize that ESP is an approach to language learning, which is based on learner needs.

Hutchinson and Waters (1989) also identify further divisions under the general heading of need into two namely target needs and learning needs. Target needs deal with the question what knowledge and abilities the learners will require being able to perform to the required degree of competence in the target situation. It consists of necessities, lacks, and wants of the learners. meanwhile learning needs are linked with the "route" to the destination set by target situation. It is what learners need to do in order to learn. In the same vein, Robinson (1991) adds that learning

needs are what the learner needs to do to actually acquire the language

In obtaining the data for two fundamental components of needs by Hutchinson and Waters, needs analysis can take various forms such as (a) Target Situation Analysis (TSA) concerning the main purpose to which the language will be used at the end of a course (Robinson, 1991), (b) Present Situation Analysis (PSA) considering the learners` current knowledge, strengths and weaknesses (Robinson, 1991), (c) Learning Strategy / Situation Analysis (LSA) establishing the learners' preferences in terms of learning styles and strategies or teaching methods (West, 1997), (d) deficiency analysis finding the learning gap between present needs and target needs, i.e. lacks of the learners' (West, 1997), (e) Means Analysis obtaining the teaching environment information in which the language course is to take place and establishing the constraints and opportunities of the course journey (Petrus, 2012), and (f) language audits which include "any large-scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for individual companies, professional sectors, countries or regions" (West, 1994).

II. METHODOLOGY

This study conducted in Protocol Department in Palembang City Mayor Office. The total number of the employees of this department was 27 people along with one head of the department.But unfortunately only 17 employees, along with the head of department, took part of the questionnaire test.

There were 28 questions in total for the questionnaire. There were 8 questions for TSA, 11 Question for PSA, 3 questions for DA, and 4 Questions for LSA, and 2 Questions for MA. This questionnaire was adapted from the questionnaire used by other researches namely Dar (2010), Alfehaid (2011), Petrus (2012), Wikjayanti (2012), Bouabdallah (2014), and Přívorová (2016).

The questionnaire in this study mostly had closes-ended questions in which the respondents were provided by the ready-made response options to choose. The direction mostly asked the respondent to tick and circle the answer but there were two questions that asked the respondents to give their own answer by ranking the choice given and give the percentage of the choice.

The questionnaire data were divided into five parts from five subcategories of needs analysis, namely target situation analysis (TSA), present situation analysis (PSA), learning strategy needs analysis (LSA), deficiency analysis (DA), and means analysis (MA). These five data obtained would be presented quantitatively in the form of number. Descriptive statistics will be used to present the data in the form of percentage through Figures.

III. FINDINGS AND DISCUSSION

Target Situation Analysis (TSA)

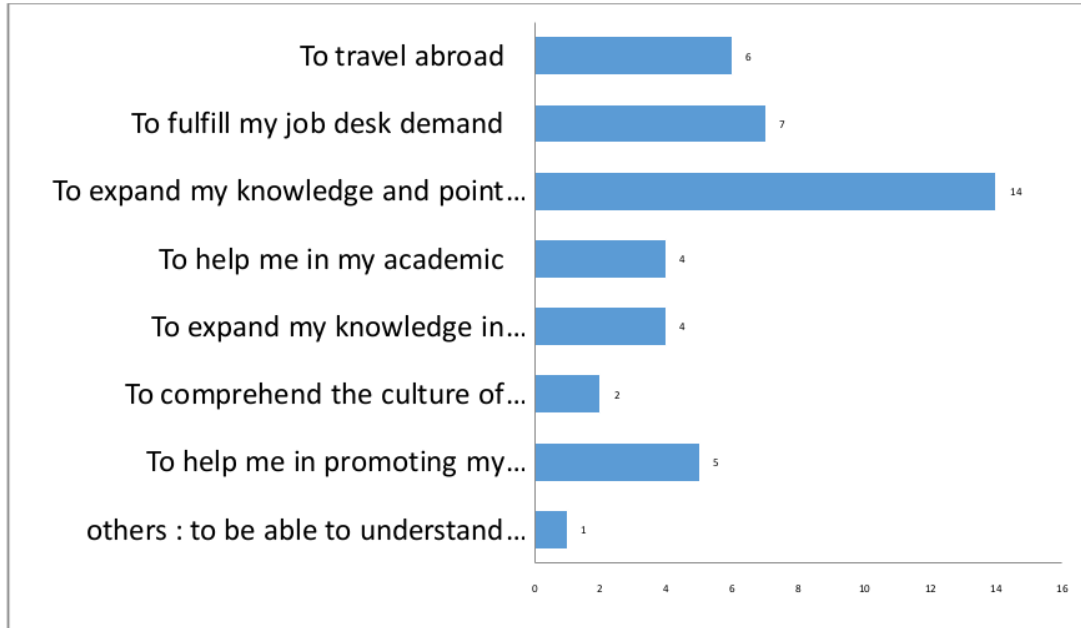The data related to the TSA are presented in the charts below
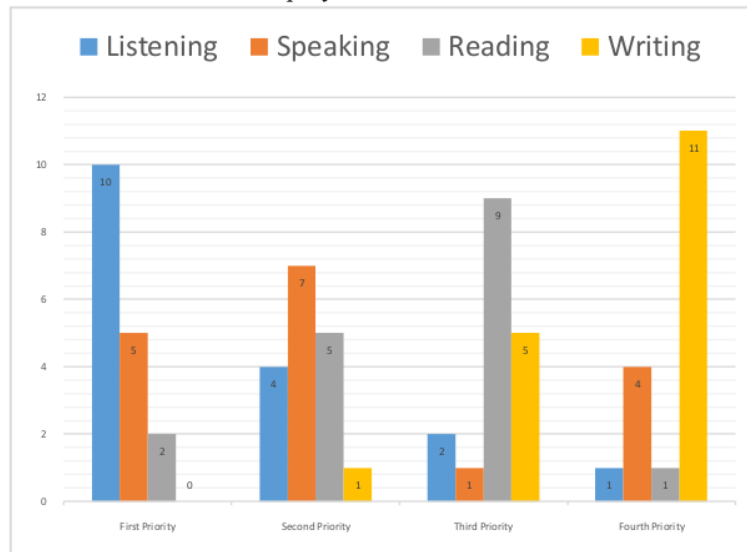
Chart 1

Employees' Course Goal
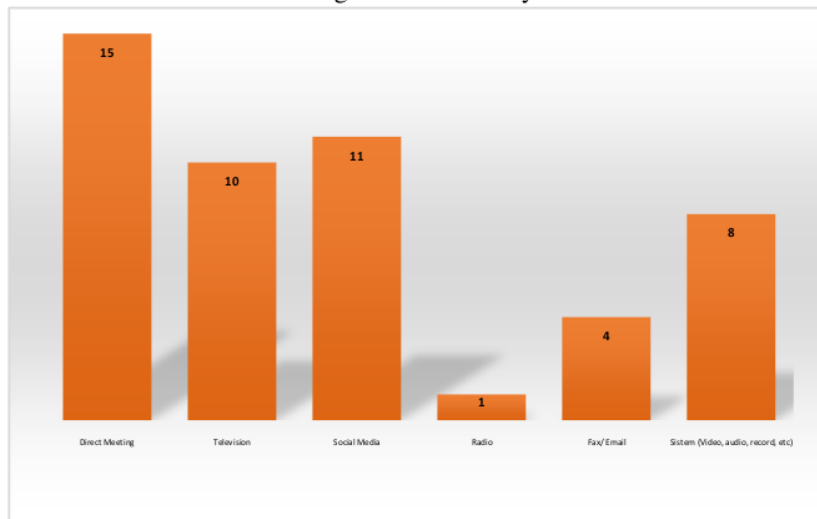

Chart 2

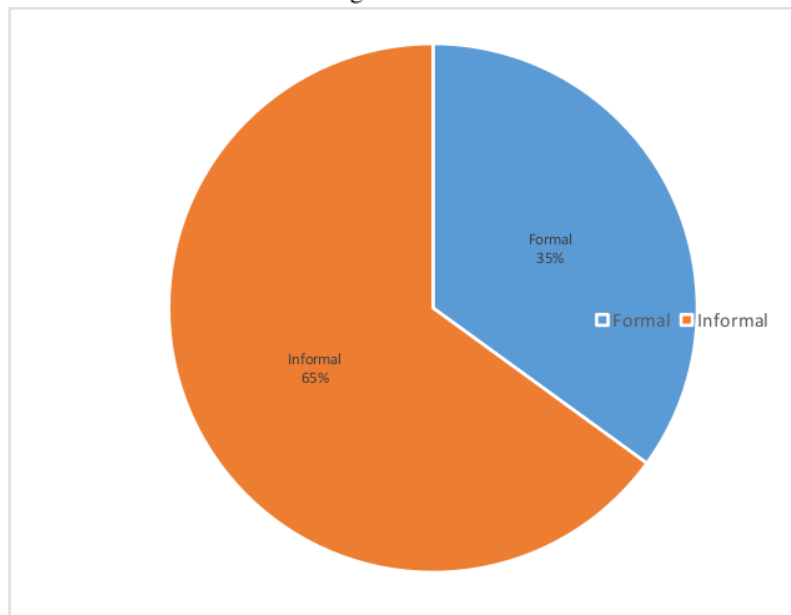English Skill Priority

Chart 3

English channel

Chart 4

Language Setting
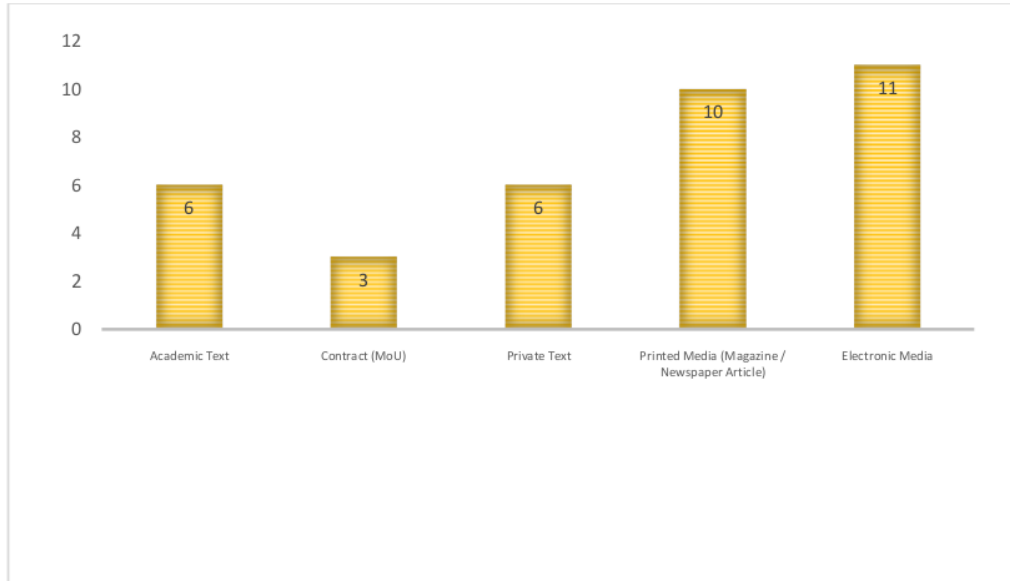
Chart 5

English Text Resources

Chart 6

ESP Content Area

Often ◼ Sometimes ◼ Rarely ◼ Never
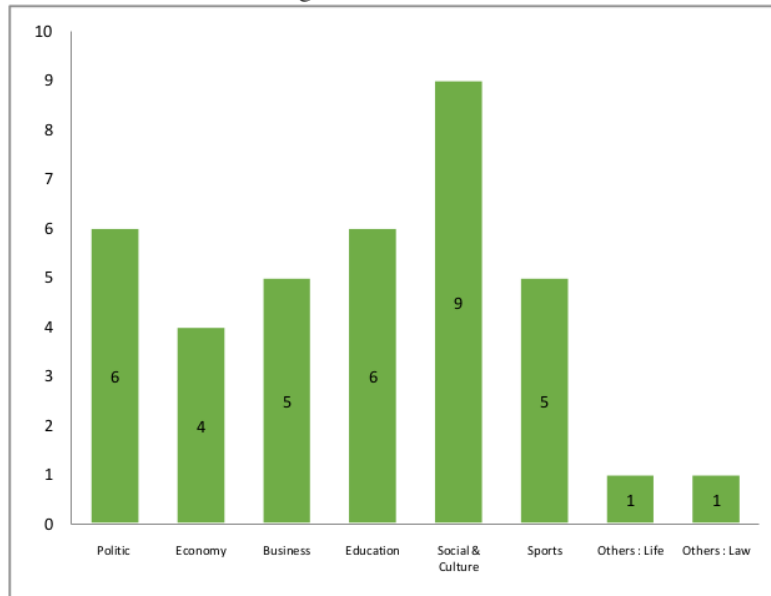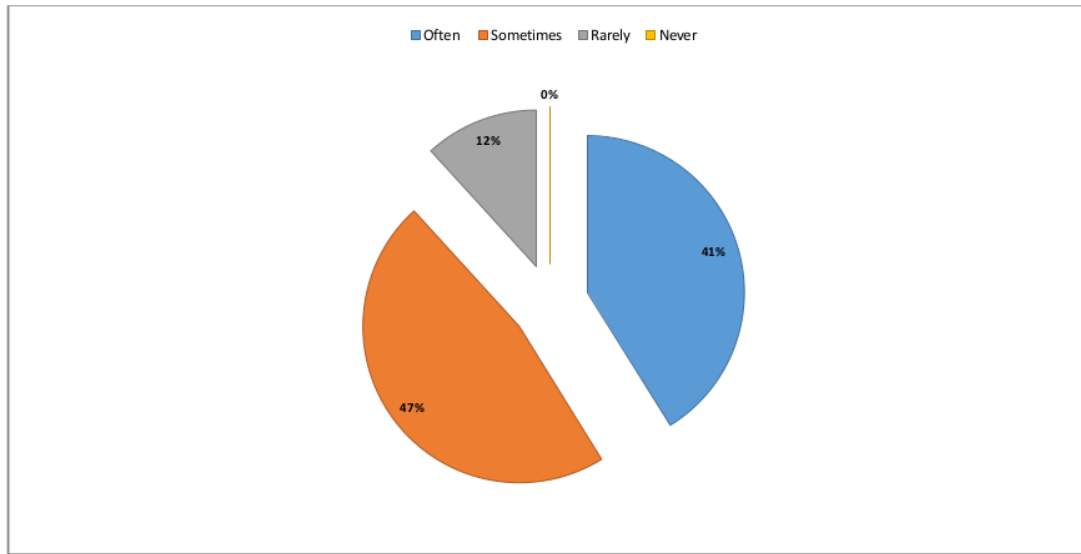

Chart 7

English Use Frequency
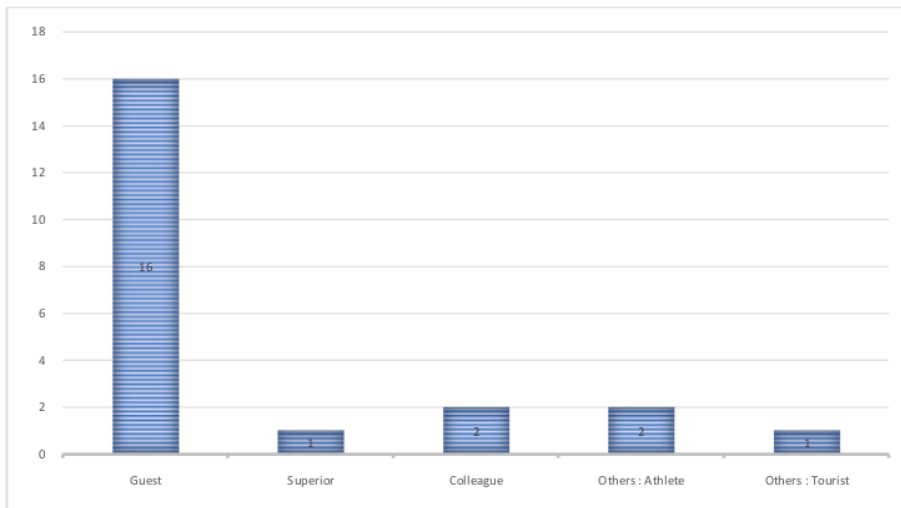
Chart 8

English Speaking Partner

Based on all the data above, there are three points of information that can be gained from the questionnaire results namely course goal,language skill, andlanguage aspect. The data of language skill

and aspect can be useful for the information of necessities in Target Needs.

The result in the questionnaire put four important goals to the course design. The goals are the employees are able to use English in order to expand knowledge & point of view, travel abroad, fulfil job demand, and help in promoting position in the office. For the language skill the employees agreed that all the English skills are necessary for them, but still these skills are different in priority.

The employees ranked the skill into (1)Listening, (2) Speaking, (3) Reading, (4) Writing. There are fiveinformation to be highlighted for language aspects namely (1) English is mostly used for direct meeting, (2) informal English is oftentimes used by the employees, (3) the most common text consumed by the employees is in electronic and printed media, (4) the uppermost content area that need to be mastered in English are social and culture, politic, education, business, and sport, (5) mostly use of English is for communicating with foreigner guest.

Present Situational Analysis (PSA)

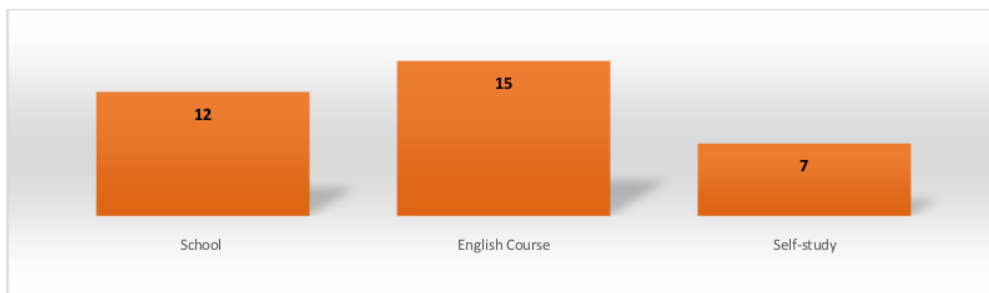The data related to the PSA are presented in the charts below
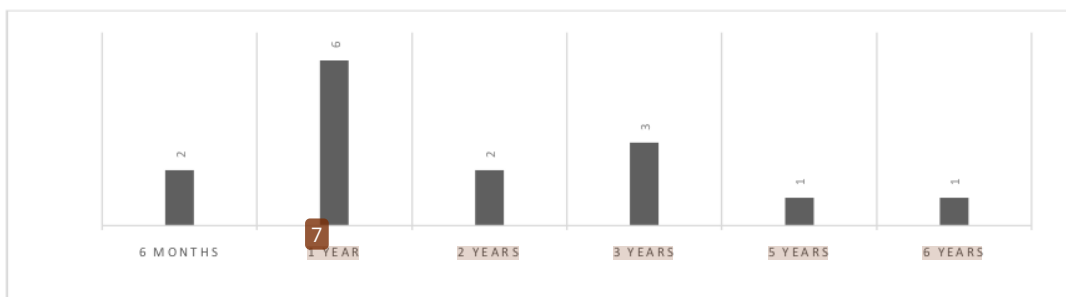

Chart 9

English Exposure Resources
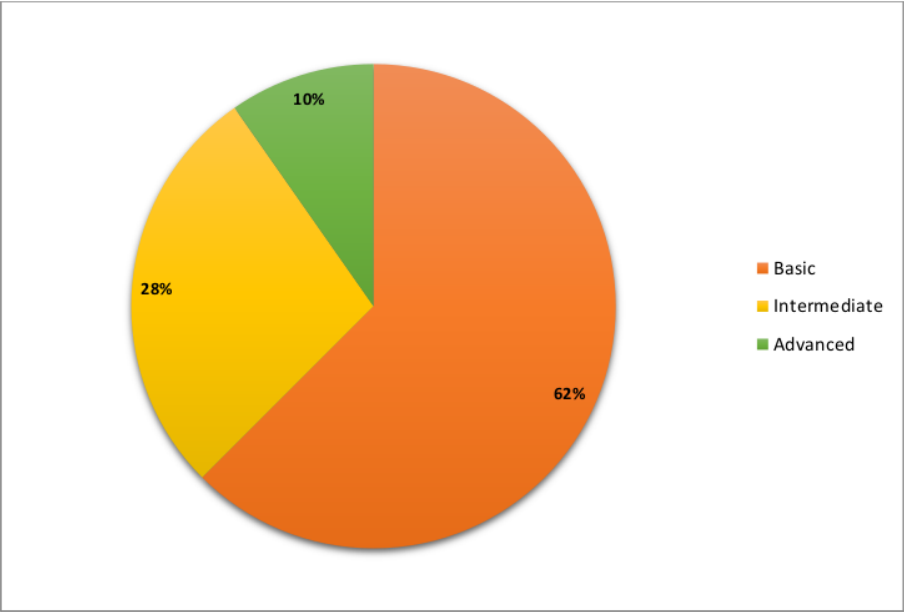

Chart 10

English Courses Exposure Length

Chart 11

English Proficiency
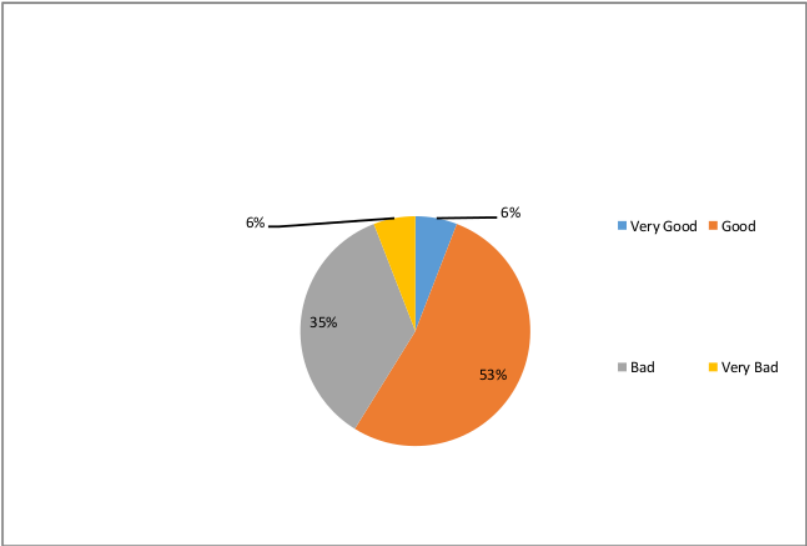
Chart 12

English Ability in Job Demand

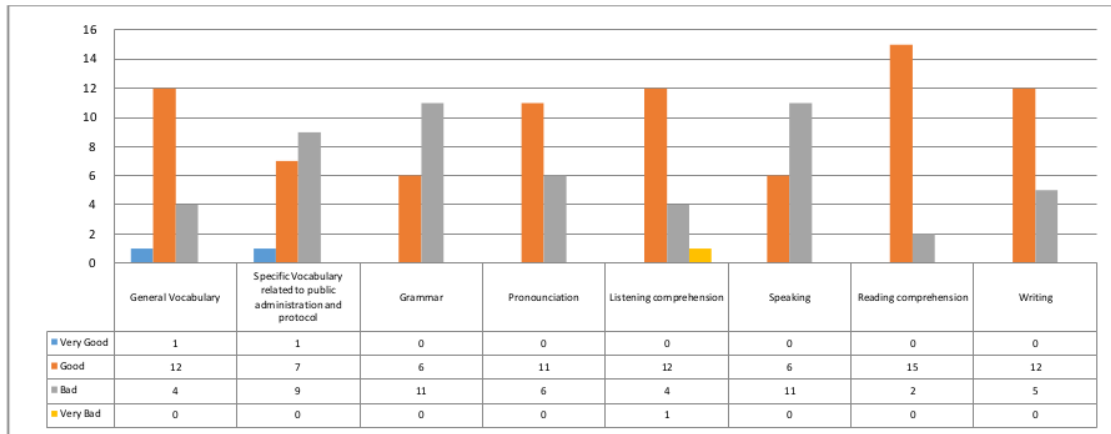|	General Vocabulary	Specific Vocabulary related to public administration and protocol	Grammar	Pronounciation	Listening comprehension	Speaking	Reading comprehension	Writing
Very Good	1	1	0	0	0	0	0	0
Good	12	7	6	11	12	6	15	12
Bad	4	9	11	6	4	11	2	5
Very Bad	0	0	0	0	1	0	0	0

Chart 13
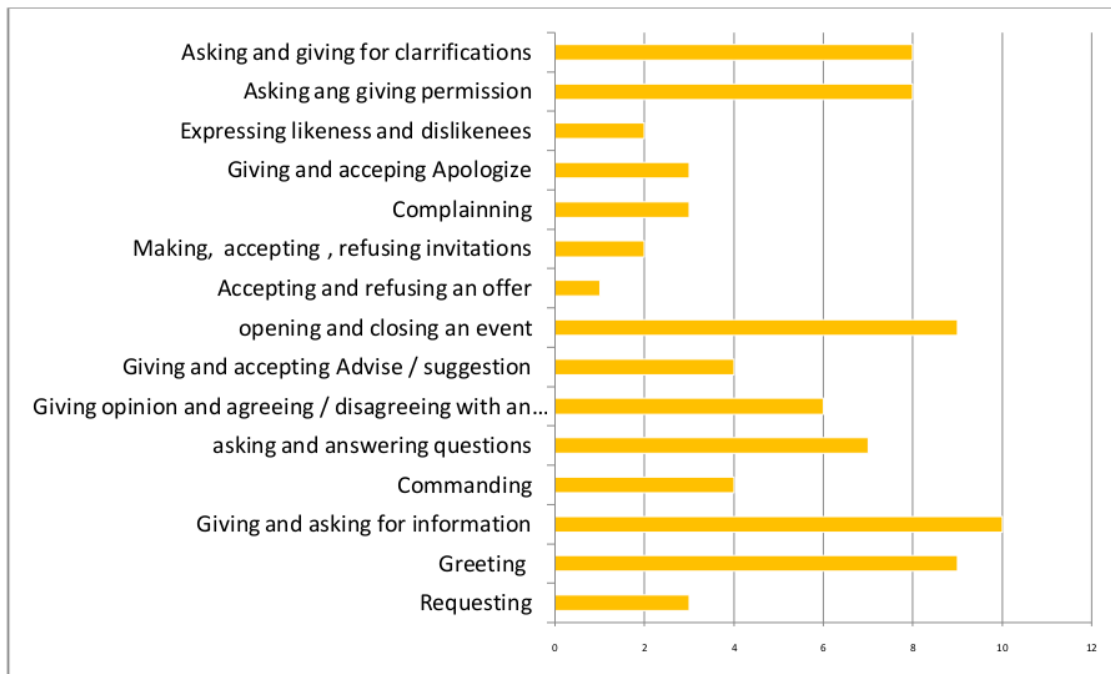
English Proficiency in Detail
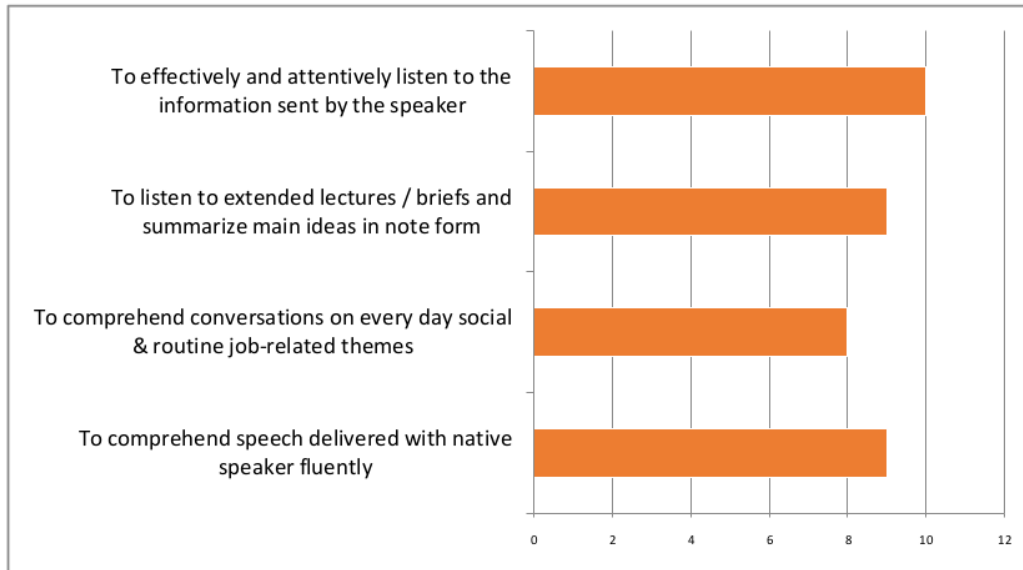

Chart 14

Language Function
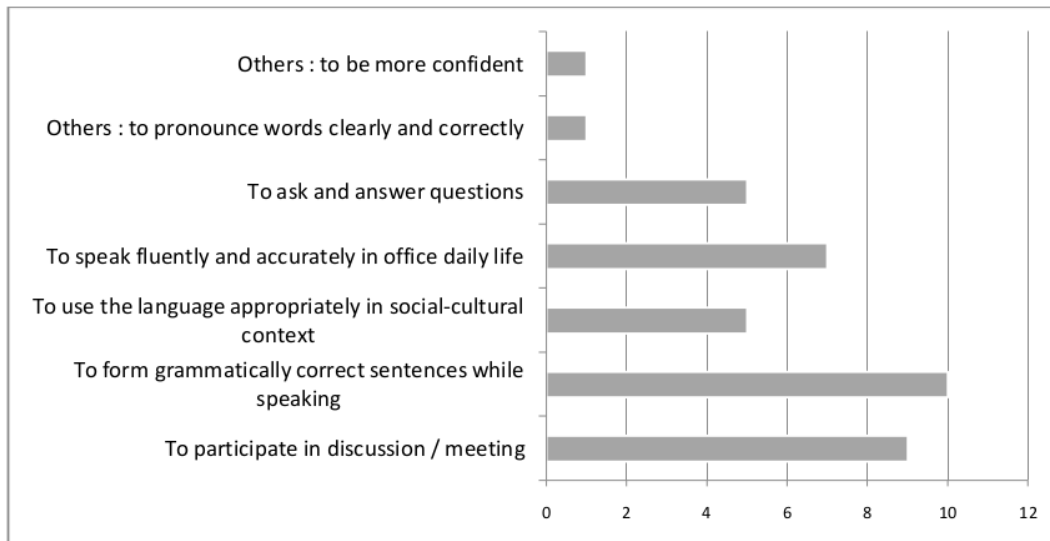
Chart 15

Listening Objective

Chart 16

Speaking Objective
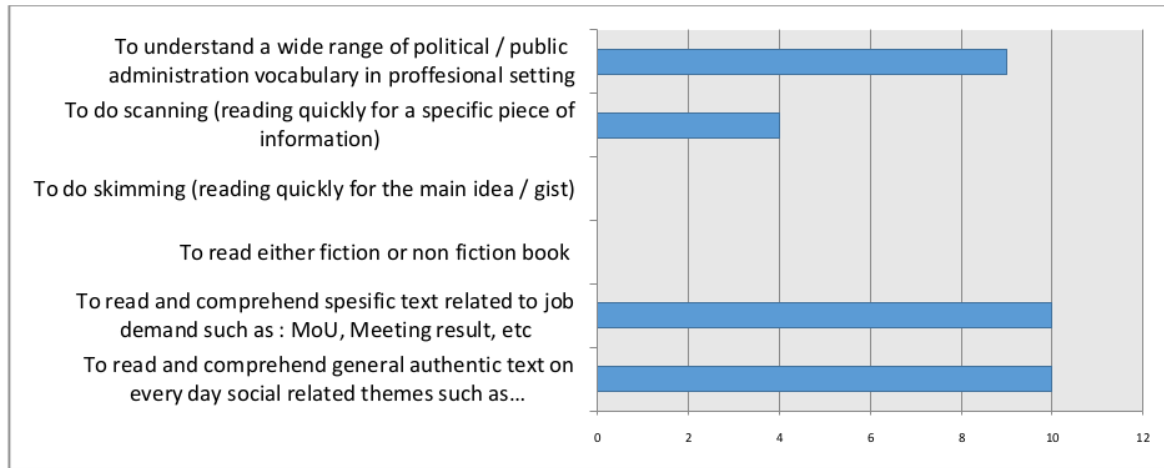
Chart 17

Reading Objective
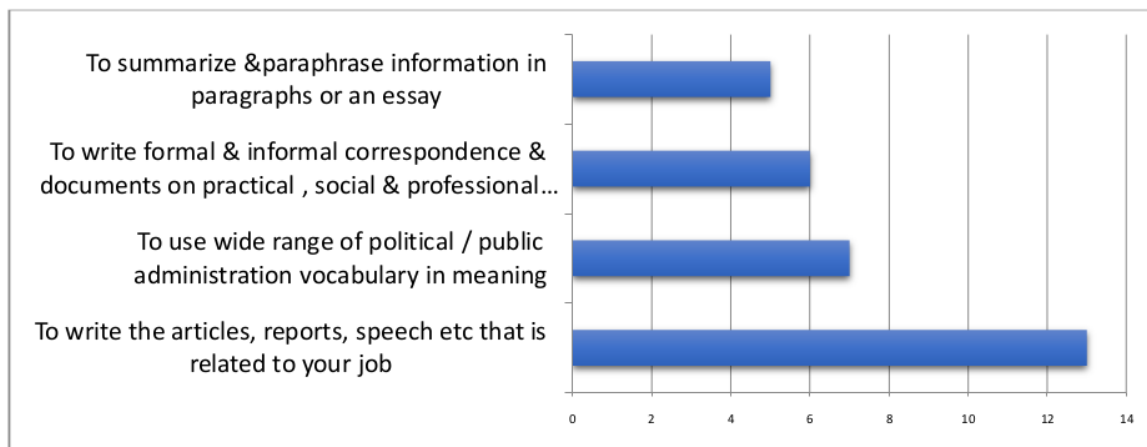
Chart 18

Writing Objective

There were five questions of the questionnaire that can describe the situation of the employees. First, 100% of the employees and head of department had experience in learning English and 88 % of them joined English course with various numbers year of experience. 2 people got experience below 1 year, 8 people in range 1-2 years, and 5 people had 3-6 years experience. Second, 54 % of the employees acknowledged having basic knowledge of English, meanwhile the other 48% were in Intermediate and Advanced. Third, for English ability that related to the job 59

% of the employees acknowledged that there were good on it meanwhile 41% of them were not. Third, there were two English aspect that were acknowledged by the employees in bad level namely grammar and specific Vocabulary related to public administration and protocol. Meanwhile the other two aspects i.e general vocabulary and pronounciation were acknowledge in good grade. Fourth, the employees acknowledged that in English skill they are still weak in speaking only but they are good for the listening, reading, and writing.

The present situation analysis also captured the wants of the employees in the English course. In general the wants were emphasized in speaking ability where they want to speak English accurately, perfecty, and fluently. The employees focused more on the public speaking skill. In detail, the wants were categorized based on the English skills. In listening the employees want them to be able to effectively and attentively listen to the information sent by the speaker, to listen to extended lectures /

Deficiency Analysis (DA)

briefs and summarize main ideas in note form, and to comperehend speech delivered with native speakerf fluently. In speaking the employees expected to be able to form grammatically correct sentence while speaking, to participate in discussion / meetings, to pronounce words clearly and correctly and be confident to do it. In reading the employees expected to be able to do skimming and to read general and specific purpose text. In writing the employees expected to be able to write articles, reports, speech that is related to job and to use wide range of political / public administration vocabulary in meaning.

The last information of this analysis is the language function that can be inserted to the learning material. The six highest option of English function that chose by the employees are (1) giving and asking for information, (2) opening and closing an event, (3) greeting, (4) asking and giving permission, (5) asking & giving clarrification, and (6) asking and answering questions.

The data related to the DA are presented in the charts below

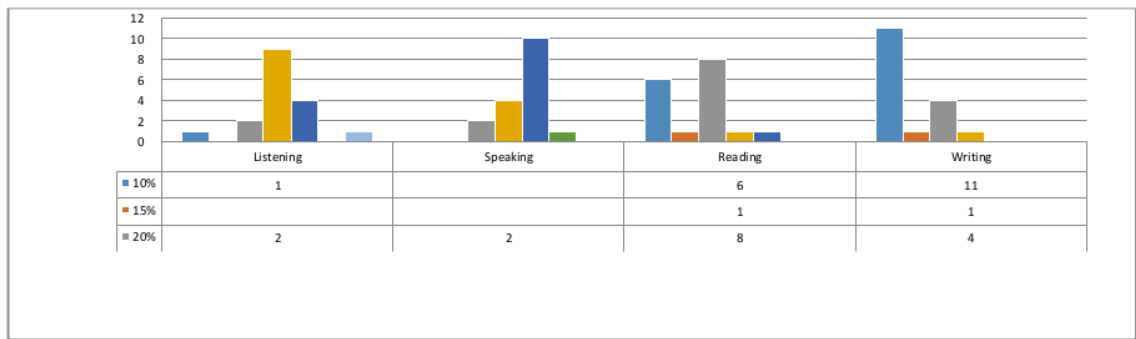|	Listening	Speaking	Reading	Writing
10%	1		6	11
15%			1	1
20%	2	2	8	4

Chart 19

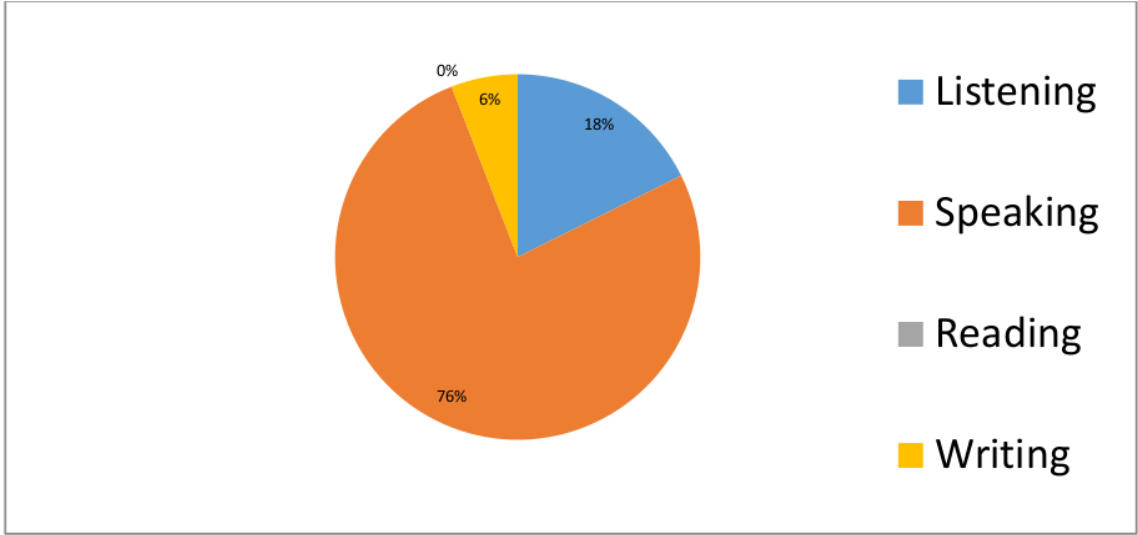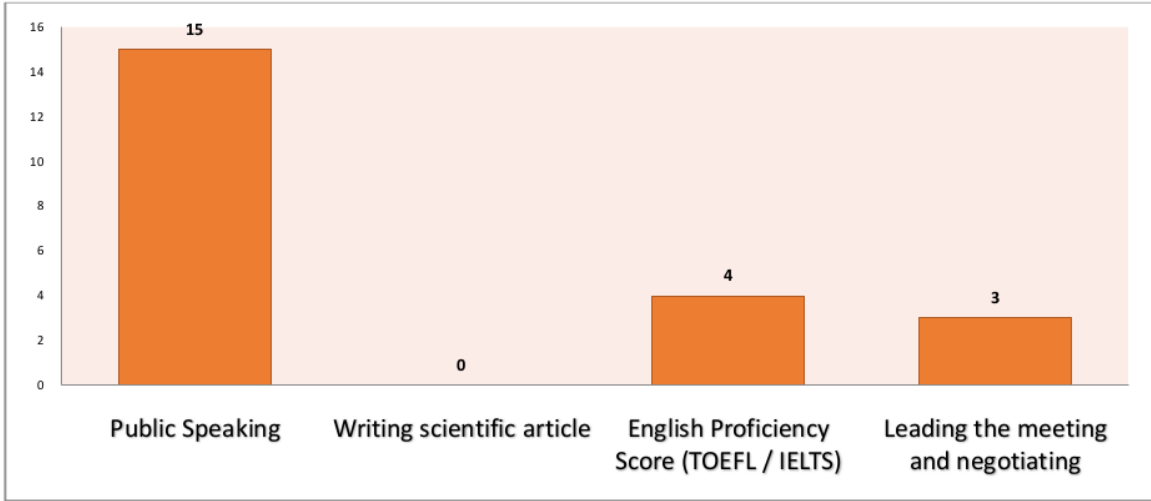English Skill Use Distribution

Chart 20

English Skill Shortage

Chart 21

Expected Developed Ability

There are three points of information in this analysis. There are Practice needs and difficulties for lacks in target needs and future needs for wants in target needs. The employees arranged the English skill based on it distribution of use. Speaking and listening got the highest percentage which then

followed by reading and writing in third and fourth position. It can be conclude that most skill that need to practice are speaking and listening. For the weaknesses or the difficulties in English, the employees arranged it and resulted speaking as the option with highest percentage followed by listening and writing. In the future , the employees were also expecting to develop the ability of public speaking, leading the meeting and negotiation, and increasing their English proficiency score (TOEFL / IELTS)

Learning Strategy Analysis (LSA)
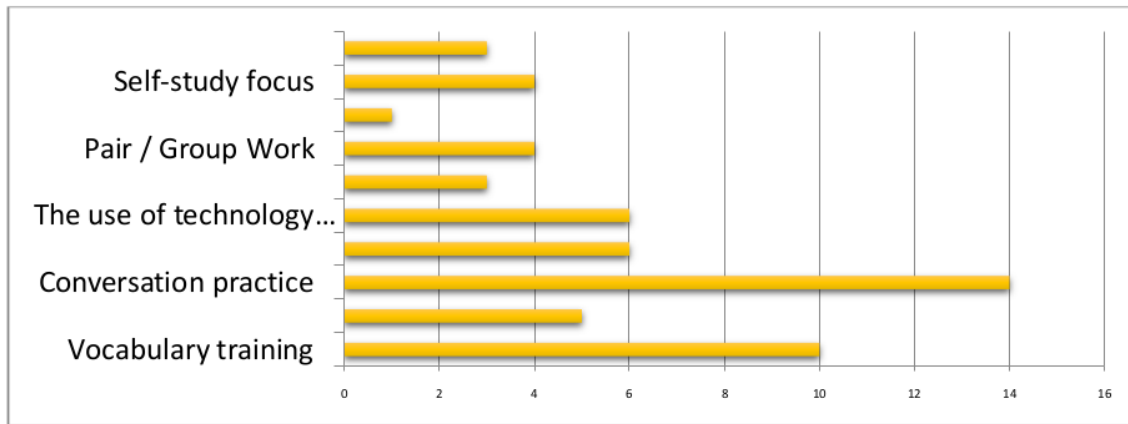The data related to the LSA are presented in the charts below

Chart 22

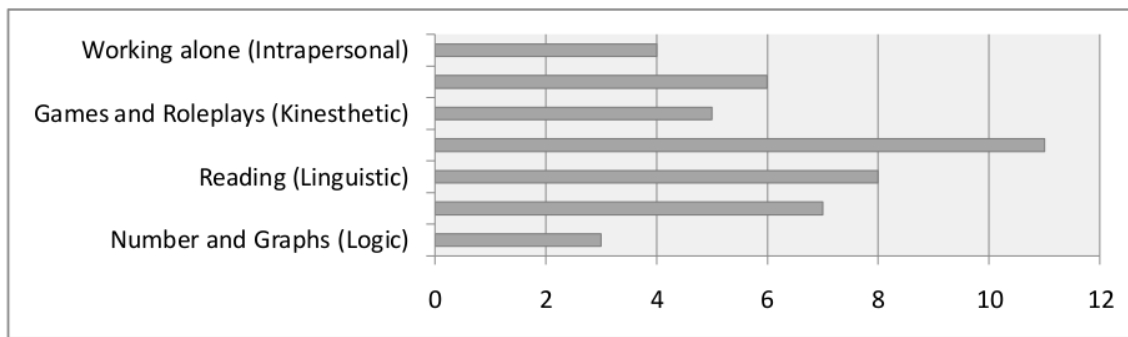Learning Activities Preference

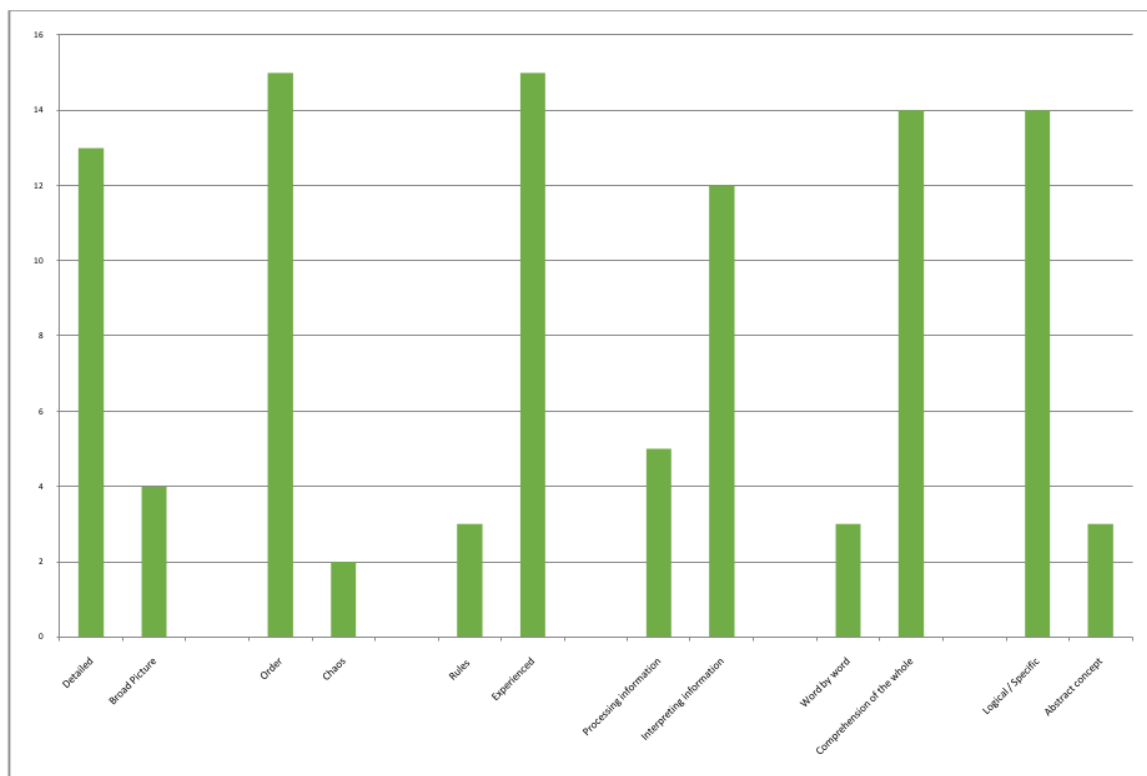Chart 23

Learning Technique Preference

Chart 24

Learning Method Preference

There are three points of information that can be usefull to the course design especially in methodology. There are learning activities, learning technique, and learning method. First, there are several options that were chosen by the employees for leaning activities namely conversation practice, vocabulary trainning, movies and video watching, and the use of technology such as computer, LCD, or interned-based learning, grammar based task, pair / group work, and self study focus. Second, there are also several options that were choosen by the employees for learning techniques. The *Means Analysis (MA)*

arrangement are (1) Listening (musical), (2) reading (linguistic), (3) picture (visual), (4) working with other (interpersonal), (5) games & roleplay (kinesthetic), (6) working alone, and (7) number and graphs (logic). Third, for the learning methods the details that were chosen by the employees are detailed rather than broad picture, order rather than chaos, experience rather than rules, interpreting information rather than processing information, comprehension of the whole rather than word by word,and logical / specific rather than abstract.

The data related to the MA are presented in the charts below
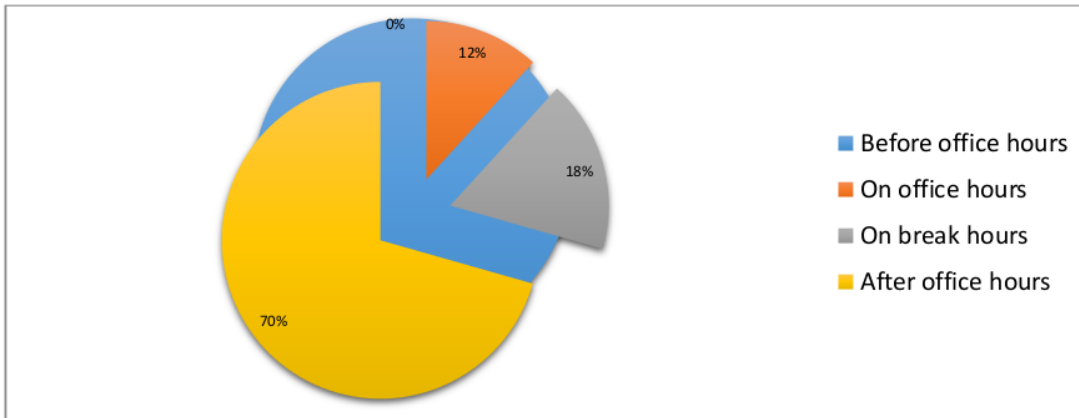
Chart 25

English Class Schedule
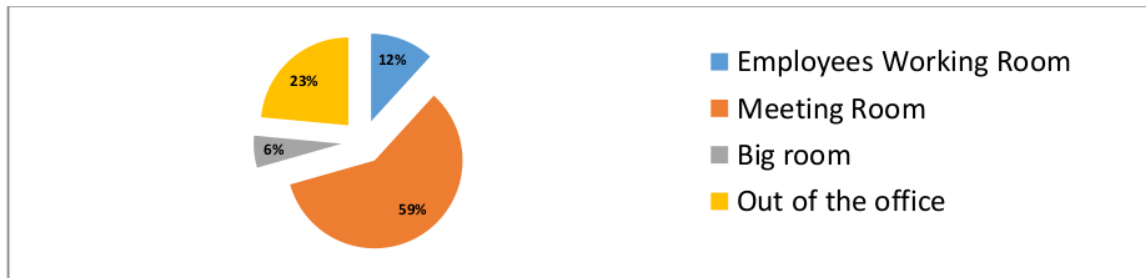
Chart 25

English Class Location

There are two important information that could be obtained namely the time and place in conducting the class. it is better to conduct the class after office hours / during the break and it is better to take place in the meeting room of the office.

IV. CONCLUSION

After the data had analyzed, it could be concluded that the necessities in the analysis were included the language skills, language aspects, and the communicative competence. For the language skills there are two main skills that were necessary to be mastered by the employees i.e listening and speaking. For the language aspects the data shows that there are four focus of materials that were necessary to the employees i.e vocabulary which

included specific vocabulary, pronunciation, and grammar.

For the lacks of the employees, there are two main data to be concerned i.e the difficulties and the practice needed by the employees. As the data provided above, it is known that the employees got a lot of difficulties in vocabulary and language skill. The employees and the head of department acknowledged that they are lacks in vocabulary especially in specific vocabulary related to their job field. Meanwhile for the skill, the employees and the head of the department acknowledge that their biggest weaknesses are speaking and listening. So that is why the practice needed by the employees are focused on the ESP vocabulary and the English skill. Even though the employees and the head of department acknowledged that speaking and listening are the biggest weaknesses but their reading and writing skill are also necessary to be trained.

For the learners wants, the results showed that in Listening the employees and the head of department want to effectively and attentively listen to the information sent by speaker, in Speaking the employees and the head of department want to form grammatically correct sentence while speaking, in Reading the employees and the head of department want to be able to do skimming and comprehend the general and specific reading text, and in writing the employees and the head of department want to use wide range of political or public administration vocabulary in meaning. the other important thing is the future expectation of the employees and the head of department who wants to learn more in public speaking, translation and interpretation, and analyzing.

Besides the target needs, the data also provides the information for the learning needs. The last but the most important is the schedule of the learning. The employees and the head of the employees agreed that the learning should take after office hours or during the break and it only takes around one to one and a half hour for every meeting, and it should take place in the office.

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