

# ESP Needs Analysis: A Case Study of Communication Science Students, Faculty of Social Science, State University of Gorontalo

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**ESP Needs Analysis: A Case Study of Communication Science Students,  
Faculty of Social Science, State University of Gorontalo**

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**Abstract**

Needs analysis is reflected in an essential first step in designing ESP course. The goal of this study is therefore to analyze the students' needs at Communication Science Program, Faculty of Social Science, State University of Gorontalo. This study adopted the needs analysis framework suggested by Hutchinson and Waters (1994) focusing on target needs and learning needs. It used questionnaire, interview, and documentary protocols as data collection. The participants in this study were 50 students in Communication Science department. All of the students participated in the questionnaire, and 15 represented students in the interview. Effectively, there should be one English lecturer on teaching and learning English for specific purposes, head of the study program, and Dean of Social Science Faculty as a way to support the study. The study indicated that the students of Communication Science need English for

academic study. The students' goal of learning English is to be able to communicate English with other people. It was revealed that the students were of intermediate proficiency. Speaking skill and pronunciation are regarded as being important to the students. On the one hand, the listening skill is difficult for students. The students have a variety of learning needs mostly in small group, using ICT and learning by fun. This study recommended that Communication Science students' English proficiency should be raised. It also contributes to instructional set that consists of syllabus, Semester Learning Plan, students' worksheet, media, assessment, and learning materials.

**Keywords:** *English for Specific Purposes, Needs Analysis, Target Needs, Learning Needs*

### **Introduction**

Learning English at university is recommended to be taught for students intended to explore students' understanding to the content of the textbook and another reference written in English. In National Standard of Education, it is comprehensibly asserted that the focus of graduate competence for a language course is reading and writing skills (Government Regulation of Indonesia, No.19, in 2005 (2005:22)).

Faculty of Social Science as one of the faculties at State University of Gorontalo takes English as a compulsory course which is taught in the first semester. Communication Science program recommends English as a general course that is taught in the first semester with two credits. The students are taught with the focus on the four language skills (listening, speaking, reading, and writing) and English components (vocabularies, grammar, and pronunciation).

Understanding the description of English teaching in this program, it could be assumed that the students' English competence could be qualified in oral and written forms. However, in fact, it reveals that most students have difficulties in learning English. Their difficulties could be seen from the result of learning English that is the average of students' result in Social Science Faculty about 2.97 (B-) (source from SIAT UNG 2015).

The students' difficulties of learning English have a source of problems, either coming from students' performance or another impact such as lecturers and providing an instructional set. Therefore, the role of lecturers is expected to optimize students' competence in English. If the lecturers could not soon scrutinize students' problem, it will give bad impact towards students' quality in the faculty, mainly students are incompetent in understanding the materials, and hardly to explore their skill in English. Therefore, the lecturer's way to help students in learning English optimally is started from students' needs analysis in learning English in the

class. Basturkmen (2010) explains that the need analysis proces involves asking questions about the target situation, discourse analysis, learners factors and information about students' motivation , how they learn and heir perception of theory needs and it includes context analysis. Nation and Macalister (2010, p.25) agree that need analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. Need analysis make sure that he course will contain relevant and useful thinhs to learn. This analysis could be the data bank in designing instructional sets, such as syllabus, Semester Learning Plan, students' worksheet, media, assessment, and learning materials.

### **Literature Review**

English for Specific Purposes (ESP) is known as the one of instructional English course that is constructionally taught in the non-English program at a university. Scholars such as Tomlinson (2007), Hutchinson and Waters (20044), Lorenzo in Salehi, et al. (2015) assume that ESP is an approach to language teaching that all decisions are arranged based on students' needs. It refers to what students' needs to do in the target needs and learning needs. They involve necessities, lacks, and wants (Hutchinson & Waters, 1994). According to Hutchinson and Waters (20044), necessities refer to what students do. Lacks are giving fissure to students' present proficiency and the target needs (what students do not know). Wants represent what students want to feel on necessities and lack. Richards (2005) emphasizes that the goals of students' needs in learning English are 1) to understand what language skill is necessary for students, especially for the sake of performance, 2) to assist what language materials are taught based on students' needs, 3) to submit students' group that still needs a control or trait towards taught language skills, 4) to identify the forms of instructions given to a group that still have guidelines, 5) to identify a gap between what students do and what students need, and 6) to gather information about students' specific problems. The information of student's background is very necessary as suggested by Richards (2005) and Lamb (1996) as cited by Wello and Dollah (2008).

Based on the above concepts, the goals of analyzing the students' needs in English learning, especially English is crucial, mainly gathering and investigating students' needs of information about 1) instructional material, particularly related to language skill and components (*speaking, reading, listening, and writing, grammar, vocabulary, and pronunciation*); 2) information findings of students' needs towards language skill that is needed for improvement and instructions. Thus, analysis activity in ESP-based instructional needs is

significant by educators (teacher, lecturer, research, and institution) because this matter will contribute towards instructional quality especially providing work field competitively.

### **Methodology**

Brown (1995) and Richards (2005) states that the need analysis of information has a number of sources. According to Brown (1995), one of the sources of need analysis information is the target group which includes students, teachers and administrators. The participants in this study involved 50 students of Communication Science. The researcher broadened the questionnaire for 50 students and took 15 represented students for the research subjects. This study also employed English lecturer at Communication Science, the head of Communication Science Program, and the Dean of Social Science faculty. The study used three instruments to triangulate data collection. The first was a questionnaire for Communication Science students. The second focused on students' interview related to some questions of students' needs. The third was documentary protocols which related to all supporting documents for the study.

To collect the data, the study used two instrument: questionnaire and interview. Brown (1995) states that the varieties of questions include problems, priorities, abilities, attitude and solutions must be asked in the need analysis. The questionnaire was designed after reviewing curriculum portfolio, students' assessments, and class observations. It was consulted on design, content, and layout. The questionnaire was divided into three sections. Section A focused on participants information background (items 1-7). Section B collected information about target needs (1-8) like lacks, necessities, and wants. The section C presented learning needs (items 1-4) namely students' preferences in learning English, teaching strategies. An interview was used to complete the current information of English language. It was arranged in several questions related to students' needs in learning English. Questions items 1-3 focused on target needs and items 4-5 referred to learning needs. The next interview was to support the data. English lecturer had been the objects of this study. The questions of interview structurally arranged based on six items. All questions had been arranged for their instructional experience. The interview was also intended to the head of Communication Science program and The Dean of Social Science Faculty. All sections of this interview were arranged in accordance with the policy of academic. The selected questions of this interview consisted of eight questions about information of the policy.

Data collection started on 12/7/2017 to 19/7/2017. It started by interviewing the head of Communication Science Program. The head was informed of the goals of the questionnaire

and confidentiality was confirmed. Days of 13/7/2017 to 14/7/14, the researcher interviewed the ESP lecturers related to the questions. Permission was obtained from the Dean of the Faculty, and interviewing the student's needs on 18/7/2017, and lastly focused on the questionnaire for students by asking some questions related to their needs analysis.

## **Findings And Discussion**

This section presents the results and discussion. It is designed to cover students' needs analysis involving target needs and learning needs. All components of students' needs are presented in Communication Science Program at the Faculty of Social Science. This present part also provides interview result of students, ESP lecturers, the head of Communication Science, and the Dean of Social Science Faculty.

### **Questionnaire Analysis**

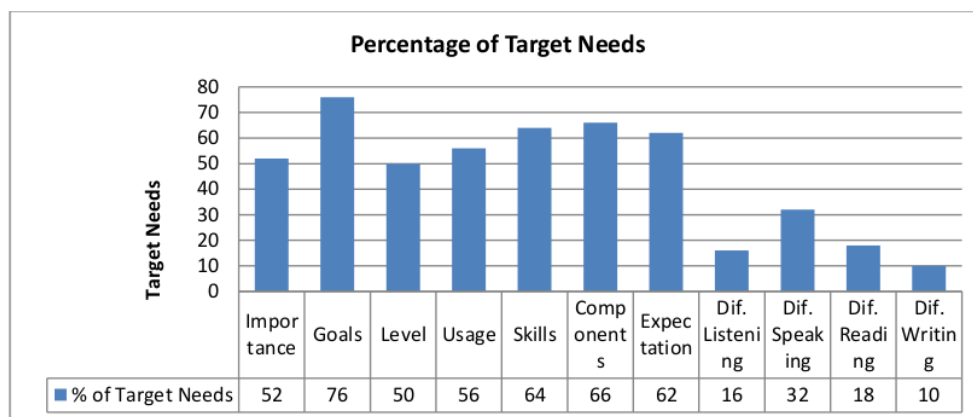
Questionnaire analysis is a process of analysis that is intended to understand the students' needs on learning English. It is provided with three components of questions, including the information background of respondents, target needs, and learning needs

### **The Information Background of Respondents**

There are 50 represented students that have been the subjects of this research have been identified in the range of age at 18 to 25 years. As result, there are 35 respondents available at the range of 18 to 21, and 15 respondents available at 22 to 25 years. Focusing on English experience, students are mostly familiar with English from Elementary School. Data included 43 respondents who are familiar with English in elementary. In Communication Science, the researcher found that five respondents of 50 represented respondents who have already had the experience to do English competition, such English speech, and English debate. As summary, the basic level of English proficiency has already had been owned by students of Communication Science, especially it is seen from students' skill in answering questions about English

### **Target Needs**

This part becomes a description of English language development in Communication Science Program, especially exploring the students' needs. Overall, the result of the questionnaire could be seen from the following diagram:



The researcher found that the goal of English dominated the percentage of target needs that are obtained at 76%. The goal of learning English in this program refers to helping students to learn English abroad. The second percentage is presently dominated by English component that is focusing on pronunciation at 66%. The third covers the skills that concern on speaking skill with a percentage of 64%. The fourth refers to students' expectation in learning English. The percentage is 62% obtained from students' expectation to communicate directly and fluently. The use of English dominates the next percentage. It refers to 56% of students for using English as a device to be skillful for listening, speaking, reading, and writing skills. In the next percentage, it refers to 52% of respondents responding to English importance. The data result obtained from the percentage is 50% students on intermediate level. In language skills difficulties, the researcher found that students get difficulty at 32% in the anxiety to have a mistake in speaking English. Students' difficulty is 18% of reading skill dominates to read the text with skimming way. 16% of listening proficiency difficulty in understanding the colleague in using English, and the last percentage arrives at 10% of writing skill by concerning on students' difficulty in evaluating and improving the writing.

The result implies that English is very important for Communication Science students. They also indicate that Communication Science students are aware of the needs for the English language. These results are consistent with the findings of data in which most students of Communication Science need English by percentage of 52%. The result of students' interview revealed that students are more interesting to learn English because they consider that it will be easy to look for the job when they can speak English.

### **The Goal of Learning English**

The goal in learning English in Communication Science is dominated by their intention to learn abroad by the numbers of participants are 38 with the percentage of 76%. Then, the goal in learning English is also followed by reasons of helping in promoting culture, and the wealth of nations to head up in the world by the numbers of percentage of 60%. Next, the students' goal in learning English is also referring to help them look for a great job. It refers to the number of percentage of 58%. The next part refers to communicate each other and pass the TOEFL test, available at 60%. Lastly, the goal of students to learn English is placed on understanding English textbook with the percentage of 54%

### **The Level of English Mastery in Career Substance**

From the result of observation, mostly the level of English mastery is dominated by intermediate level, available at 50%. It is then available at advance level (28%), and lastly available at level of a beginner (22%).

### **The Use of English**

The frequency of using English in Communication Science is dominated by English that is used for being a mastering device of understanding the skill of listening, speaking, reading, and writing with the percentage of 56%. Then, the use of English is also referred to the communicative media either formal contextual written forms or informal aspect with the percentage of 28%. The use of English is also used as a communication tool with colleagues and friends with percentage 28%. As result, the frequency of using English is utilized as a tool to master skills in listening, speaking, reading, and writing.

### **The English Skills and Componentes**

English skills components in Communication Science are basically dominated by the skill of speaking with the numbers of percentage of 68%, and it is also then followed by the skill of listening with 60%, and the skill of reading and writing are 56% and 52% respectively. Meanwhile, the component of language has been dominated by the pronunciation with 66%. It is followed by vocabularies with 64%, and grammar about 54%. Therefore, the skill of English that is hugely dominated with speaking, and this component mostly refers to the pronunciation

### **The Expectation of Learning English**

The expectation of learning English in this major is dominated by speaking English fluently in oral form with 62%. Then, it is followed by the students' hope to use english structure significantly with the percentage 58%. The students also escape the English learning; they are be able to master vocabularies related to communication stuff as the study program with 56%. Then, it also follows by communicating English in written form with 54% as the



percentage. Thus, the students of communication science are mostly escaping the ability of speaking becomes the main factor after mastering English.

### **The Difficulties of English Skills**

#### **Reading**

The difficulty of English skill is dominated by guessing words or unknown words with the percentage of 22% in the range of 'always'. The level of reading is also followed by the students' ability in reading text skimmingly and reading critically with the percentage of 18%. Next, the difficulty is also followed by the ability to understand main ideas and author's behavior with the percentage of 16%. Understanding textual structure in the passage and reading the content of passage of 12%. Reading text slowly, make inferences, and differentiating facts and opinions, and reading fastly refer to 10%. If considering all aspects, the level of students difficulties in reading located at 'often' category with the percentage of 56% in which it refers to the component to make an inference.

#### **Writing**

The skill of writing also has some components that become a cause of students difficulty in writing skill. The difficulty is dominated by an activity to evaluate and repair the writing with 10%. Then, the students are also having difficulty in writing test with 10%. Next, the numbers of difficulty are also followed by the students' difficulty in writing by the percentage of 8%. Developing great ideas refers to 8%. Expressing what is wanted to say in clear refers to 6%. Using great vocabularies refers to 6%, noting well based on the rule refers to 8%. Adopting the excellent writing style and organize paragraphs in well refer to 4%, and using the punctuation with good spelling refer to 6%. It could be concluded that as a whole, most students choose 'seldom' category with 56% in the component of organizing paragraph in well.

#### **Speaking**

In the whole, the students in communication science have difficulty in speaking English has been dominated by the students' consciousness in doing the mistake to express a thing with the numbers 32%. Then, the high percentage towards speaking English is dominated by often with 48%. The percentage of 'always' category is not far from students reason in learning English.

#### **Listening**

The students' difficulty in listening is basically dominated by 'seldom' category. They refer to the difficulty in understanding descriptive text with 'sometimes' category with 46%. In 'always' category, the difficulty in listening has been dominated by understanding the lecture in using English with 16%.

## Learning Needs

As we know, learning needs refer to what students need to do to learn the language. This part discusses the students' need related to the classroom setting. The data were gathered through the questionnaires. The questionnaire consists of students' method of learning preferences, teaching methods of students' preferences, and students' interesting topics. The result of data that related to them could be seen in the following diagram:

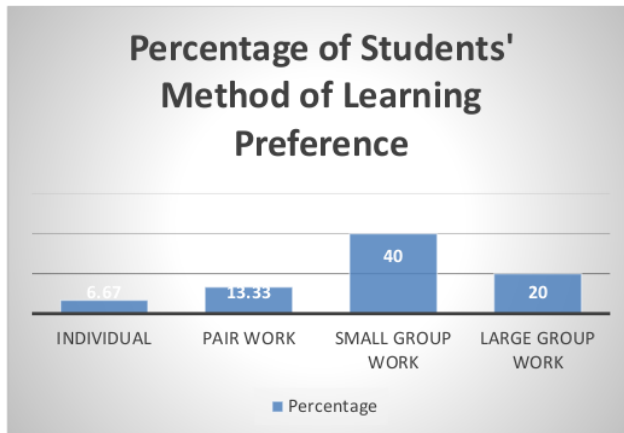


Diagram 1: Percentage of Students' Method of Learning Preference

The diagram showed that 40% of students preferred to do the activities in small group work. However, the other students chose other learning method such as 20% for large group work, 13.33% for pair work, and 6.67% for individual. It can be inferred that students favoured certain method to help them learn English language. It means that they were motivated when using various types of learning activities.

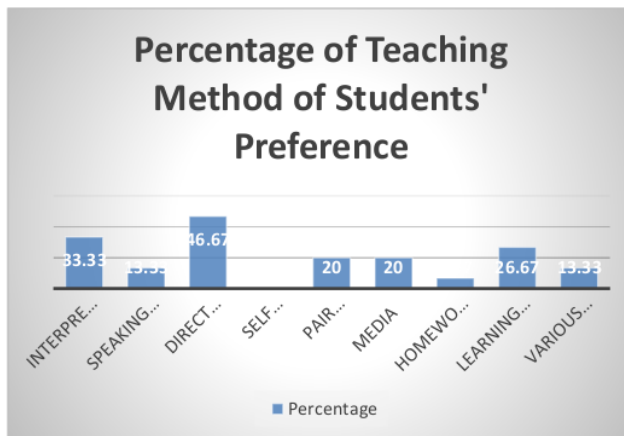


Diagram 2: Percentage of Teaching Method of Students' Preference

The diagram indicated that the priority of students' choices referred to direct correction in teaching method 46.67%. It was followed by interpreting 33.33%, learning journal 26.67%, pair correction and media 20%, speaking practice and various types of reference 13.33%, and self correction was none. The data informed that the students were motivated to learn when the lecturer used direct correction in teaching and learning process.

One factor to make students interested in learning English is choosing the right topics. The result of interesting topic chosen by student can be seen in the following diagram:

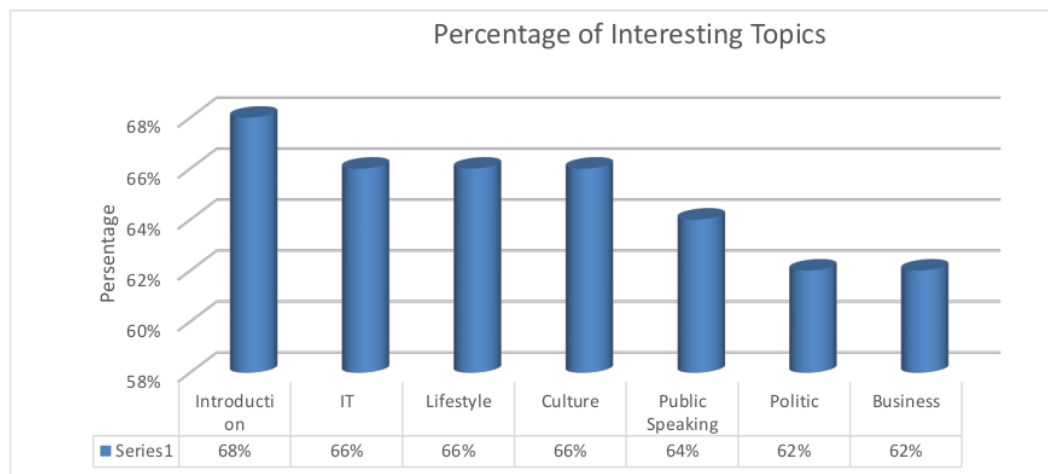


Diagram 3: Percentage of Interesting Topics

It can be seen that introduction dominates on the percentage about 68 %. The next percentage is dominated by IT , lifestyle and culture that are obtained at 66 %. The percentage of 64 % is on public speaking. Two topics have same percentage and also the last topic that mostly favored by the students; they are politic and business with percentage of 62 %.

### The Result of Interview

#### Students as Respondents of Interview

In this part, the result of interview has been conducted to those who got score in General English in the first level. There are 15 respondents who are being representative in interview.

Every questions that are given to students have dominant component more than others. The form of given questions is alternative questions that students choose and being asked for being responded by giving reason on it.

The first question is connected with English skill that is likeable. In this skill, there are four English skills, namely: listening, speaking, reading, and writing. From these skills, there are 40% of students who are more likeable than other skills. The second question refers to likeable English language components. Grammar, vocabulary, and pronunciation are three

English components could be chosen by students. Most students of Communication Science prefer choosing pronunciation to other components. There are 60% of students who are likeable for pronunciation as the language component. The third refers to unlikeable English skill. There are 60% of respondents who are more unlikeable for learning listening skill than other skills. Meanwhile, coming to unlikeable english component as the fourth question, 46.67% of respondents who are more unlikeable for grammar than other components.

The fifth is about students' learning style. In this part, 60% of respondents who prefer learning in small group to individual and large group. Then, the sixth is about likeable learning strategy, and the finding is 66.67% of respondents who prefer doing correction on students' mistake in English, and explicitly presenting games in the class to reduce students' boreness in learning english.

#### **English Lecturers as Respondents of Interview**

The students ability in English of Communication Science have been scored highly in motivation. Informant states that their motivation in learning English is to travell around the world. Meanwhile, he tells that learning English is very important for the program to support their career as a reporter. It will be beneficial for making journal or scientific writing.

While being asked about the difficult English skill, informant states that in general writing and listening skills are English skills that are considerable for difficulty. They still have difficulty to build long sentences. The students consider that their ability to create and conceptualize the ideas still difficult. Informant also expresses that the students are still hard to understand the materials. In learning English,informant usually uses IT such laptop and video as the media that is used in learning class, to asks students for making video as the project.

#### **The Head of Communication Science as Respondent of Interview**

According to the head of Communication Science, the English lesson is really needed to students. They needed it for both compulsory subject and to support their profession to be. The informant expected for teaching English focussing on speaking skill. As a reporter, the English is having important role in daily life. They are asked to talk with the western people to use English. Moreover, the language that is used in international journal intends to English language. Therefore, before designing instructional set, the first step is to identify the students' needs.

## Conclusion

The data from the students' questionnaire and interview have illustrated a number of issues need to be taken into consideration as they play significant implication for designing syllabus for communication science. Firstly, the finding of study revealed that the students' problems in learning English were listening skill. It is because of the lack of vocabularies. Speaking skill was regarded as the necessities of language skills were preferred by students because it was related to their profession after graduating from the university. Also, they want to communicate fluently. However, other skills and language components will be included in designing syllabus. Secondly, there were several students' needs in teaching and learning process, namely they preferred studing in a small group work to others and direct correction.

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