Needs Analysis of English for Specific Purposes
of IAKN Tarutung Students

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ABSTRACT

The purpose of study was to find the needs of IAKN Tarutung students' on English for specific purposes. The needs analysis was done to collect the information deal with students' needs. The study used questionnaire to gather the data from respondents. There were 76 students of IAKN Tarutung who participated in this study. The result of the study showed the majority of students claimed that all four language skills are highly essential and needed, especially reading and speaking skills, followed by listening and writing skills. The students' still have a low proficiency in English. Similarly, almost all sub-skills are difficult for them. The students also need to learn English for specific purposes that related to their field study with various teaching media, learning sources and teaching methods. Based on this result, the present study recommends that students' needs should be considered as one of priorities in designing ESP course.

Keywords: *ESP; Needs Analysis*

INTRODUCTION

IAKN stands for *Institut Agama Kristen Negeri* (State Christian Religious Institute) is one of seminary under the auspices of Ministry of Religious Affairs of the Republic of Indonesia. As an education institution, IAKN conducts teaching learning process where English is one of compulsory subjects should be learnt by students which set in a curriculum. Furthermore, students who are taking English course are expected to have English skills i.e. listening, speaking, reading and writing relates to their field study. They are hoped to be able to communicate in written and spoken English namely; writing and delivering a preaching, reading reference books especially theology books which are written in English as the source of learning in order to develop their knowledge related to their major subjects. In additional, it is important for seminary college students to have ability in speaking, reading, and writing since many biblical, theological, and ministry resources are in English. Therefore, needs analysis is considered a necessary first step in order to meet these goals. Needs analysis can be a vital asset for teachers of English for specific purposes (ESP) to identify learners' key requirements or needs and determine the skills they need to develop. So, this study focused on

IAKN students' needs for English language. For this reason, the researcher tried to find what are students' needs in learning English for Specific Purposes (ESP).

English for Specific Purposes

English for Specific Purposes (ESP) is a branch of English teaching and learning. It had emphasized the learners' abilities to use language as a tool for communication and concerned with the learners' needs. Hutchinson and Waters (1987, 19) define ESP as follows: ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. It is an approach to language learning, which is based on learner need.

Srabua (2007:7) states that:

ESP is an approach to language learning and teaching that is based on learners' needs to use language in specific learning contexts. All decisions for selecting content and teaching methods are based on the learner's reasons for learning. To be more precise, ESP is an approach to organize the contents of the English courses which is relevant to the specific needs of specific groups of learners.

Furthermore, Robinson (1991: 3) defines ESP based on two criteria:

1) ESP is normally 'goal-directed', and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in.

From quotation above, it may say that ESP is as an approach rather than a product. It means that ESP is not a particular kind of language. They explain that students' needs are the foundation of ESP referred to the language required and the learning context. Students' needs are understood as the reason for which students are learning English. ESP is an approach to language teaching. It is concerned the needs of particular learners. It is designed as appropriate courses for various groups of learners based on their needs and their level. It is conducted by ESP teacher who has sufficient knowledge of particular field.

In conclusion, ESP should reflect the ESP teaching that linked to a particular profession or discipline, use a methodology that differs from General Purpose English teaching. It means there is an interaction between the ESP teacher and the learners. All ESP teaching should reflect the methodology of the disciplines and professions it serves. It means specific ESP teaching has its own methodology. ESP should be included as a defining feature of ESP. While the specified needs arising from needs analysis relate to activities that students need to carry out, a key assumption of ESP is that these activities generate and depend on

registers, genres and associated language that students need to be able to manipulate in order to carry out the activity. It is clear that ESP is one of approaches to language teaching which is directed by specific and apparent reasons for learning English. ESP should properly be seen not as any particular language product but as an approach to language teaching.

Needs Analysis

According to Wannapok (2004 cited in Trang, 2015), needs analysis has been one of the key factors and integral part of English for Specific Purposes (ESP) practitioners; i.e. researchers, course designers, material developers, testers, and evaluators as well as classroom teachers for many years.

Furthermore, Iwai (1999) states that:

Needs analysis refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. In the case of language programs, those needs will be language related. Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the precision and accuracy of the original needs assessment. Thus needs assessment is an integral part of systematic curriculum building.

In addition, Richards (2001:51) states that one of the basis assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs. Procedure which is used to collect information about learners' needs are known as needs analysis. It was introduced into language teaching through the ESP movement.

Robinson (1991: 3) explains that an ESP course is based on a needs analysis, which aims to specify it is that students have to do through the medium of English. An ESP course is a purposeful course that is aimed at the successful performance of educational roles. The analysis of learners' needs is the basis of establishing a new course. Learners would learn more easily when they knew what they wanted it for. The learners will have a low motivation which lead to the failure of learning if they do not meet their real needs. It could be claimed that needs analysis is advantageous for ESP practitioners in special purposes program design and is also fundamental to the planning of any language courses.

Brown (1995 cited in Alharby: 16) identifies the term needs analysis (also called needs assessment) as the activities involved in gathering information that will serve as the basis for developing a curriculum which meet the learning needs of a particular group of students. In language programs, the needs are language related. Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the

bases for developing tests, materials, teaching activities, and evaluation strategies. The purpose is to fill the "gap" of what a language program "lacks." This definition draws a line between needs analysis and evaluation. Needs analysis aims at determining the needs for a defined group of people, while an evaluation determines to what extent a program meets these needs.

Hutchinson and Waters (1987: 54) point out, what is meant by needs analysis here is ultimately the analysis of the target situation needs – the kind of language that the learners have to acquire to cope in the target situation. In other words, the analysis of the target situation needs points at a desired final destination of the course. However, before trying to set any objectives as to where one should arrive at the end of the course it seems logical first to determine where one is at the beginning of the course.

It is generally acknowledged that the target situation analysis should be complemented with the learning needs analysis - what the students should do to succeed in the course completion. Thus, both target situation analysis and learning analysis must be considered. In conclusion, needs is what an individual lacks and desires to fulfill. Learners needs refer to what learners want to know and to learn in a particular language course and what they lack in knowledge of the language. Needs analysis serves as a method of gathering data on learners' needs or what learners want to study in a subject. The results of needs analysis studies are important contributions to materials design, as they provide appropriate contents for a particular course.

Richards (2001:52) says that the purposes of needs analysis in language teaching consist of a number of different purposes, namely:

a) to find out what language skills a learner needs in order to perfom a particular role, such as sales manager, tour guide, or university student
b) to help determine if an existing course adequately addresses the needs of potential students
c) to determine which students from a group are most in need of training in particular language skills
d) to identify a change of direction that people in a reference group feel is important
e) to identify a gap between what students are able to do and what they need to be able to do
f) to collect information about a particular problem learners are experiencing.

From the quotation above, it can be concluded that a needs analysis includes all the activities used to collect information about the learners' needs, wants, wishes, and desires. It is also the process of identifying and evaluating needs of learners. The identification of needs is a process of describing "problems" of learners and possible solutions to these problems. It can be very formal, extensive and time consuming, or it can be informal, narrowly focused and quick. Some of resources for conducting a needs analysis may include surveys and questionnaires, test scores, and interviews.

Target Needs

Hutchinson and Waters (1987:55) state that "target needs is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants". 1) Necessities are the type of needs determined by the demands of the target situation, that is, what the learners have to know in order to function effectively in the target situation. In other words, necessities is what the learner has to know in order to function effectively in the target situation, 2) Lacks are the gap between the target proficiency and the existing proficiency of the learners. Lecturer also need to know what the learner knows already, so that s/he can then decide which of the necessities the learner lacks. One target situation necessity might be to read texts in a particular subject area, Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks. 3) Wants are what the learners could be referred to the perception of the need of the learners, which is what the learners wanted or felt they needed.

RESEARCH METHODOLOGY

This study used a survey method. The participants were students of IAKN Tarutung who are taking English subjects from different program. The total numbers of participants were 76 students who filled out needs analysis questionnaire, which revealed the details of their needs. The purposive sampling was used to determine the participants of this study. They are selected according to the need of the study.

The study used a questionnaire as research instrument to gather information from the respondents. The questionnaire was one of the instruments used to collect a needs analysis data. The questionnaire was developed by Balint (2004) and Dar (2009) that adopted by Alqunayer and Zamir (2016) with 4 point scale Likert from strongly disagree, disagree, agree and strongly agree. Then, researcher modified the questionnaire based on the respondents context and

translated them into first language of respondents. The total items of questionnaire were 32 items.

The data was analyzed by applying several statistical procedures such as percentage, frequency and mean. These tools were used to provide descriptive information related to students' needs.

Findings and Interpretation

The items of the needs analysis questionnaire were analyzed quantitatively by using descriptive statistics. Each item of questionnaire is presented by frequency, percentage and mean. A needs analysis was done to obtain students' target needs-necessities, lacks and wants in English course.

1) Necessities

Table 1. Descriptive statistics of students' attitude toward English Course

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I like English course	1	1,32	4	5,26	42	55,26	29	38,16	3,30

Note. SD=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 1, it can be described that 55,26 % of the total respondents have shown their interest in English, while 1,32% respondents have not shown their interest in English. It means that students have a good attitude on English.

Table 2. Descriptive statistics of students' English competence

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I have a good competence in English	1	1,32	47	61,84	26	34,21	2	2,63	2,38

Note. SD=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 2, it can be described that 61,84% of the total respondents have low competence in English, while 2,63% respondents have a good competence in English. It means that most of students have a low competence in English.

Table 3. Descriptive statistics of students' reason to study English

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I want to enrich my knowledge	0	0	0	0	32	42,11	44	57,89	3,58
2.	I want to continue my study abroad	5	6,58	19	25	25	32,89	27	35,53	2,97
3.	I want to study English because it is a compulsory subjects	2	2,63	17	22,37	28	36,84	29	38,16	3,11

Note. SD=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 3, it can be described that 57,89% of the total respondents want to enrich their knowledge by studying English, 38,16% students study English because it is a compulsory subjects, and 35,53% students want to continue their study abroad. It means that students' reason to study English is to add their knowledge for the future.

Table 4. Descriptive statistics of students' necessities to study English

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I need to master listening skill	0	0	3	3,95	40	52,63	33	43,42	3,39
2.	I need to master speaking skill	0	0	4	5,26	35	46,05	37	48,68	3,43
3.	I need to master reading skill	0	0	3	3,95	34	44,74	39	51,32	3,47
4.	I need to master writing skill	1	1,32	3	3,95	40	52,63	32	42,11	3,36

Note. SD=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 4, it can be described that respondents need to master reading skill with mean score 3,47 then followed by speaking skill, listening skill and writing skill. It can be stated that all the four skills were considered very necessary. Thus, all the four skills were important to IAKN Tarutung students, but priority was for reading and speaking.

2) Lacks

The students' lacks in learning English for Specific Purposes (ESP) will be described in the following tables.

Table 5. Descriptive statistics of students' difficulties to study English

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I have difficulties in listening.	1	1,32	3	3,95	27	35,53	45	59,21	3,53
2.	I have difficulties in speaking.	1	1,32	7	9,21	31	40,79	37	48,68	3,37
3.	I have difficulties in reading.	1	1,32	2	2,63	31	40,79	42	55,26	3,50
4.	I have difficulties in writing.	0	0	0	0	28	36,84	48	63,16	3,63

Note. SDA=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 5, it can be stated that all the four skills were considered difficult. Thus, all the four skills were difficult to IAKN Tarutung students, but priority was for writing and listening. Actually, students' achievement in English are not good. They face many difficulties in mastering four English language skills - listening, speaking, reading and writing.

Table 6. Descriptive statistics of students' difficulties on sub-skill in listening

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I have difficulties in listening fast conversation.	1	1,32	2	2,63	32	42,11	41	53,95	3,49
2.	I have difficulties in listening unfamiliar words.	2	2,63	3	3,95	31	40,79	40	52,63	3,43
3.	I have difficulties in listening long conversation.	3	3,95	8	10,53	57	52,63	8	10,53	2,92

Note. SD=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 6, it can be described most of students have difficult in listening fast conversation with the mean score 3,49. Then followed by listening unfamiliar words with mean score 3,43 and difficulties in listening long conversation with mean score 2,92.

Table 7. Descriptive statistics of students' difficulties on sub-skill in speaking

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I have difficulties to convey my ideas while speaking.	3	3,95	6	7,89	59	77,63	8	10,53	2,95
2.	I have difficulties to construct sentences while speaking.	3	3,95	8	10,53	61	80,26	4	5,26	2,87
3.	I have difficulties to pronounce words correctly while speaking.	5	6,58	13	17,11	54	71,05	4	5,26	2,75
4.	I have difficulties to give response to others	1	1,32	14	18,42	52	68,42	9	11,84	2,91

Note. SD=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 7, it can be stated that most of students have difficulties to convey their idea while speaking with the mean score 2,95 then followed by difficult to give response to others with mean score 2,91.

Table 8. Descriptive statistics of students' difficulties on sub-skill in reading

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I have difficulties to understand reading text.	0	0	9	11,84	51	67,11	16	21,05	3,09
2.	I have difficulties to understand unfamiliar words in reading text.	0	0	8	10,53	53	69,74	15	19,74	3,09
3.	I have difficulties to comprehend the main topic.	1	1,32	7	9,21	57	75	11	14,47	3,03

Note. SD=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 8, it can be stated that students have difficulties to understand reading text and unfamiliar words in reading text with mean score 3,09.

Table 9. Descriptive statistics of students' difficulties on sub-skill in writing

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I have difficulties to develop ideas in writing.	1	1,32	9	11,84	55	72,37	11	14,47	3,00
2.	I have difficulties to use punctuation in writing.	3	3,95	11	14,47	53	69,74	9	11,84	2,89
3.	I have difficulties to write words correctly.	3	3,95	12	15,79	53	69,74	8	10,53	2,87

Note. SD=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 9, it can be stated that students have difficulties to develop their ideas in writing with the mean score 3,00 then followed by difficult to use punctuation and to write words correctly.

3) Wants

The students' wants in learning English for Specific Purposes (ESP) will be described in the following tables.

Table 10. Descriptive statistics of students' wants to study English

No	Statement	SD		DA		A		SA		Mean
		F	%	F	%	F	%	F	%	
1.	I want to have a good competence in English.	2	2,63	12	15,79	52	68,42	10	13,16	2,94
2.	I want instructional materials related to my major.	2	2,63	8	10,53	55	72,37	11	14,47	2,99
3.	I want a various learning resources	2	2,63	14	18,42	49	64,47	11	14,47	2,91
4.	I want an enjoy learning circumstance.	2	2,63	17	22,37	48	63,16	9	11,84	2,84
5.	I want lecture to apply a various teaching method.	3	3,95	25	32,89	41	53,95	7	9,21	2,68

| 6. | I want lecture to use a various teaching media | 3 | 3,95 | 22 | 28,95 | 43 | 9,21 | 8 | 10,53 | 2,74 |

Note. SDA=Strongly Disagree; DA=Disagree; A=Agree; SA=Strongly Agree

From table 10, it can be stated that most of respondents want the instructional materials should be appropriate with their major. Then, the respondents also want to have a good competence in English.

The results of this study indicated that the four language skills-reading, writing, listening and speaking were important for the undergraduate students of IAKN Tarutung. The integration of these skills is necessary. The first part of needs analysis was students' necessities. It was found that most students had an interest to learn English. The students also need to learn English in order to enrich their knowledge. The second part of needs analysis was students' lack. It was found that students had difficulties to master all language skills-listening, speaking, reading and writing, but the most difficult for them is writing. They also had a low level of English proficiency. The third part of needs analysis was students' wants. It was found that students wanted their instructional materials should be appropriate with their major. For example, if their major is theology the instructional material connected to theology domain. They also want to have a good competence in English.

CONCLUSION AND SUGGESTION

This study was carried out to provide an insight into the needs analysis of English on IAKN students. It is hoped to provide input into content, design and implementation of English for specific purposes by conducting a needs analysis. The students' needs should be considered as one of priorities in designing ESP course. The result of the study showed that the majority of students claimed that all four language skills are highly essential and needed, especially reading and speaking skills, followed by listening and writing skills. Moreover, the students also need to learn English for specific purposes that related to their field study with various teaching media, learning sources and teaching methods. The finding of this study can be used by English lecturers as guideline for developing English syllabus, teaching methods and learning materials that match students' needs. Thus, the writer would like to suggest English lecturers conduct needs analysis before they begin to teach students. This will help them to consider and determine what actually students need in learning English especially English for Specific Purposes (ESP). There are some limitations on this study such as the present study only use a questionnaire survey as instrument for collecting data, no time for interviewing the respondents, and the study was carried out in only one college.

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