NEEDS ANALYSIS OF ESC (ENGLISH SHORT COURSE) PROGRAM FOR ADMINISTRATORS IN STATE POLYTECHNIC AMBON

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Abstract

English for Specific Purpose (ESP) refers to teaching and learning English as a foreign language for the purpose in using it in the certain domain. The aimed of this study to wholly analyse the cornerstone of ESP focusing on needs analysis; necessities, wants and lacks. The study was conducted by using Research and Development (R&D), see Richey and Klein (2015). The data were obtained from questionnaires and interviews. Additionally, the results of needs analysis shown that English language needs of administrators majoring in daily conversation and English for profession (90 %) with various topics, then (20%) focusing on academic field. Furthermore, it was found that, there were 70% students as C2 (Basic-upper level) and 30% were C1 (Basic-lower level). Furthermore, schedule and difficulties in understanding materials were found as lacks for the administrators. In conclusion, the results of this study with suggestion for ESC program frequently instructors or teachers to design the syllabi and develop teaching materials related to the findings, and institution to issue the policy. It is strongly required do be done as soon as possible in order to support the State of Polytechnic Ambon becomes the best university in eastern Indonesia and can be a reference campus.

Keywords: ESP, ESC, Need Analysis

INTRODUCTION

Globalization accompanied by Asian Economic Community (AEC) has intensively impacted to workplaces especially in university. Universities should provide lecturers, administrators and students to be able to keep up with the changing needs of the world, especially in English language. To be part of the reality, English language grows into crucial skill that needs to be mastered by administrators who work in educational services in university. It becomes important to improve themselves and career development. To respond this issue, university, for instance is highlighted to facilitate the academics, staffs and administrators to have sufficient ability in English language. They are required to follow the world demands about English language so that they can fully work professionally.

In fact, it is generally known that administrators in Indonesia has no sufficient about English language in the meantime, administrators have to go along with it as soon as possible. State Polytechnic Ambon is one of the institutions that has required the administrators to learn English by issuing regulation namely "English Day" in every Friday. This is the first step to stimulate them to be aware of learning English as a necessity. On the other hand, The ESC program is a continuation step to support the administrators regularly to learn English in accordance with their field of work.

In fact, a number of administrators are found have several problems in learning English in ESC program. They have difficulties in following learning method, understanding the material and also in practicing it. These problems are associated to their lacks of learning English and one of implication that needs analysis is a vital study to be done as soon as possible. This is a way to identify their particular needs and determine the areas in which they are lacking in English.

Regarding to the previous studies, first, Yufrizal, Hery (2005) stated that English is not taught as a subject separated from the students' real world (wishes); instead, it is integrated into a subject matter area important to the learner. It completely implies that needs analysis is

designed different from general English or known as ESL (English as a Second Language). It can be useful to find out what language skill a learner needs and determine if an existing ESC program adequately addresses the needs of potential learners. Furthermore, needs analysis is fundametally important in considering students' needs in ESP course and has given them a forum to express thier voices in relation to their English language proficiensy and course requirements, see Nguyen, Huan and Thu (2017). This study emphasized three aspects why needs analysis is needed to be done; to identify a change of direction that learners in a reference group feel is important, to identify a gap between what learners are able to do and what they need to be able to do and to collect information about a particular problem learners are experiencing.

Related to the problems and the important of needs analysis, this study is conducted to analyse the administrators' needs based on the methodology of ESP focusing on needs analysis; necessities, wants and lacks. This study is the first step in a series of future study in the process of developing and evaluating teaching materials in the ESC program for the administrators in State Polytechnic Ambon. To the end, the results of this study can be used as a reference in teaching content and learning strategies (teaching modules, techniques and other applications).

Literature Review
Overview: English for Specific Purpose (ESP)
It is really crucial to overview about the brief explanation about ESP. The first concept of ESP proposed by Hutchinson et al declares that ESP is an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning. The same idea is supported by Strevens because as he says, the ESP is particular case of general category of special-purpose language training. The same principles apply no matter which language is being learnt and taught. Ten years later, Duddley – Evans et al gives a similar definition of ESP and both authors cooperated to offer absolute and variable characteristics of ESP. Most researchers seem to agree on two characteristics:
a) ESP is based on a particular context;
b) ESP is based on the learners' specific needs.

Some definitions above, concisely, viewed that ESP is a course designed regarding to the specific needs, wants, requirements, purposes, and specificity. It concerns on determining which students from a group are most in need of training in particular language skills based on the certain context. Correspondingly, all the contents and method that will be used in course are based on the students' reason for learning. For instance, English for Academic and Occupational purposes (medical students, civil engineering and technicians). Next example, English for Specific Topics (scientists requiring English for postgraduate, or students attending the seminar).

Needs Analysis
According to the concept of needs analysis proposed by Hutchinson and Waters in Sabah and Salih (2018), there are two types of needs. The first one is target needs, which refers to what students are required to do in the target situation. In specifics, target needs categories into three domains. The final objectivities that represent the students' need which is known as necessities. Next, wants defined by answering the questions what the students wish to learn. Moreover, lacks refer to the gap between what learners are able to do and what they need to be able to do. The second type of needs analysis is learning need. This type encompasses taking into consideration how learners learn. Furthermore, it involves of information about learners, reasons for learning the language, and the ESC program time and location. The methodology of needs analysis above must be adapted in developing of teaching material. In this aspect, lecturers together with students as users, and other parties is required to apprehend and use these concepts.

Correspondingly, Prachanat, Nawamin (2012) and Barovac, Ida (2013) discusses that needs analysis specifically analyzes the students' objectives and subjective needs. It supports the teachers to ease the difficulties in teaching, likewise, diagnoses the students' personal data related to their wants. In this point, analyzing the needs of students, teaching material will be more easily adapted, developed, and used. In doing need analysis, the researcher should cover all students' objective needs for instance, there are some standards stated in one institution or campus and school needs fulfilling. In detail, in State of Polytechnic Ambon, the English lecturers should provide the students about English related to their major. In civil engineering department, the students should learn about objective needs in curriculum the topic can be measurements, basic match, safety roles, shape-angles, describing tools, and engineering materials. Besides that, for management project construction major, they students are required to learn stages of getting job (CV, cover letter, communicating personality traits, technical skills and interview). For students' subjective needs, campus provides them with TOIEC and some lecturers are needed to be trained for English for International Conference.

Furthermore Kaewpet (2009), Need analysis purposes can b; first, to find out what language skill a learner needs. In this point, the administrators are the target learners. Need analysis will reveal what the administrators specific language skills for instance speaking, writing, reading or listening to thier profession. It also determine in what topics the shlould be trained. Second, to help determine if an existing course adequately addresses the needs of potential students. The researcher designs the course topic related to the specific topics. It covers some questions, what skills are most dominants, what specific topics are being taught, and in what strategies the topics will be delivered. Third, to determine which students from a group are most in need of training in particular language skills. A number of analysis can be divided into 3 aspects; planning, collecting data, and putting information into the analysis (Jeczelewiski 2016). The planning refers to the instrument writing of questionnaires. It involves lacks, wants and necessities. It also covers some questions related to needs analysis components. Furthermore, the questioner will be use to collect the data of the students' needs. Finally, the data in the form of information of the students need is analyzed as the consideration for designing a teaching syllabus. Fourth, to identify a change of direction that people in a reference group feel is important and to identify a gap between what students are able to do and what they need to be able to do. Finally, need analysis done to collect information about a particular problem learners are experiencing.

METHOD

This study is deal with the methodology of needs analysis focusing on necessities, wants and lacks, so that Research and Development (R&D) method used by the researcher. Richey and Klein (2005) define that research and development is intended to determine an empirical basis, so that it can create a learning model innovation that leads to development. In addition, there were some steps and procedures in this study by Dick, Carey & Carey's (1990) Instructional Development Model. The procedures and steps were ADDIE (Analysis, Design, Development, Implementation, and Evaluation). In relation to this study, this was the first step of ADDIE, analysis, focusing on needs analysis.

Respondents

The participants were 10 staff administrators at State Polytechnic Ambon who agreed to follow the ESC program.

Instruments

The instruments were questionnaires answer sheet that has already reviewed by professional person and interview sheet.

Procedures

The data were gained through questionnaires and interview with 15 participants in ESC Program. The purpose of using questionnaires and interview were to collect a huge amount of information from the participants with three main parts, namely, necessities, wants and lacks. The results of the study are offered in detail in the form of descriptive statistics, by displaying statistical data and providing an explanation of the data.

Data Analysis

In analysing data, researchers will analysis the questionnaires that have been responded by the samples. Besides that, researcher also analysed the interview that has been given to the students.
1) Reading, becoming familiar with the data and identifying the main themes.
2) Describing, examining the data in depth to provide detail description of setting, participants, and activities.
3) Classifying, categorizing and coding pieces of data and physically grouping them into themes.
4) Interpreting, interpreting and synthesizing the organized data into general understanding.

FINDINGS AND DISCUSSION

Findings

ESC Program is a new program designed for administrators in State Polytechnic Ambon in order to train their about English. This program is set out in three meetings in a week. A number of students were around 15 students. Based on the data collection, there were 70% students as C2 (Basic-upper level); wrong pronunciation, short conversation on a few predictable topics; survival level knowledge of vocabulary, grammar, and idiom. and 30% were C1 (Basic-lower level); very limited vocabulary, grammar, and pronunciation heavily influenced by mother tongue. Most of the students in EFL Program were basic-upper because they never use English in their daily activities.

Discussion

Regarding to the questionnaires, first part of sixteen questions were about the necessities of ESC Program for the administrators in what situation English (or would English be) useful for and what are their main reasons for taking the ESC Program. Most answers were about the ability to master English in the scope of conversational English (daily activities) which is the main reason for self-development. the second most answer is that they are able to master the English language related to their profession with the intention is very amenable to career development. Additionally, none of the students who answered EAP (English for Academic Purpose) with the main reason, they are not presently in the plan to administer the scholarship and continue their studies. In addition, interviews were carried out to strengthen the reasons why none of them answered AEP because they more focused on personal development especially the presence of an active "English Day" reinforced by the spoken invitation by the vice-director to participate in the ESC program.

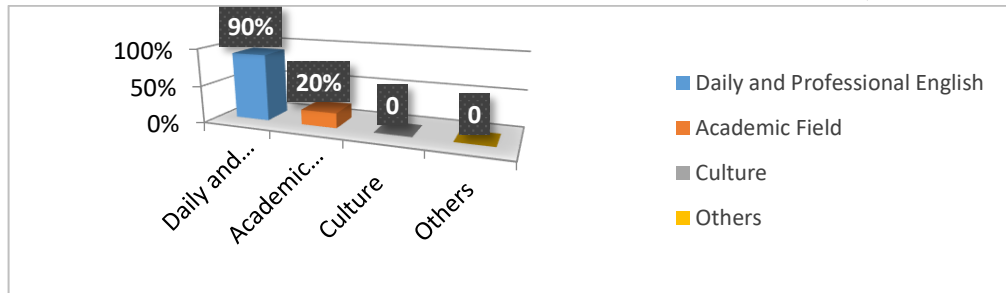The percentages can be seen as follows.

Figure 1. Nessesities Learning English

Referring to the diagram above, it can be seen obviously that most of the students considered mastering English skills related to daily activities and profession were the most important one (90%). This indicated that students already knew that the basic abilities to be learnt immediately are daily conversation. The second position was followed by learning English related to the academic field (20%). Furthermore, the English ability for culture is 0%. The inference that can be drawn from the diagram above is the ability of English in daily life (daily conversation) is very important for them. The percentage of the wants section related to questions what activities or experiences were most helpful in studying English as below.
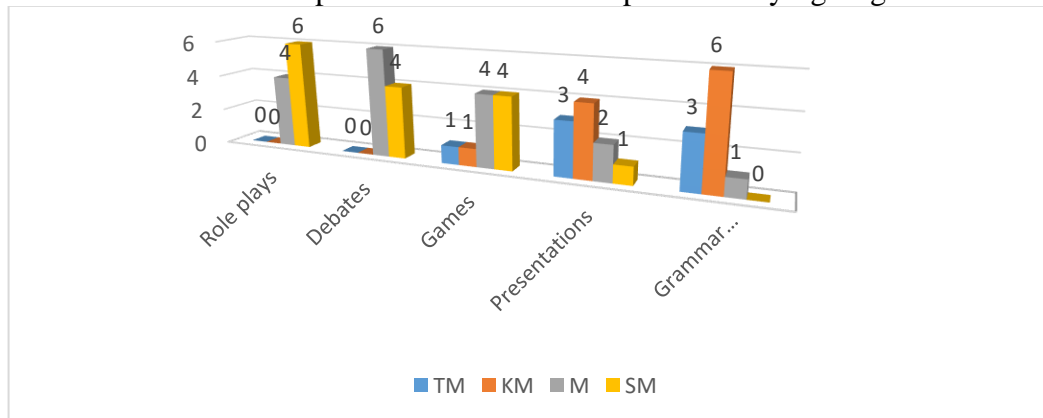

Figure 2. Activities

Role plays method was the supreme method chosen by students in ESC Program because the topics related to daily conversation requires pair to practice. Besides that, debates and games were the alternative learning methods chosen by students rather than presentations and grammar workshops which seen as conventional methods that are very monotonous. Furthermore, there are eight questions related to the topics' interest and the results were very appropriate to the percentage of necessities that was 60% was about daily conversations and profession. The topics were introducing self, alphabet pronouncing, meeting new people, ordering foods, asking direction.

The next topics related to the profession were speaking English with colleagues and using English about job profession.

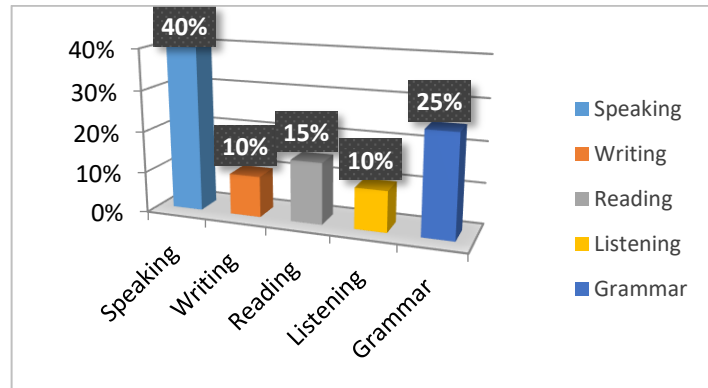The last question section conversed about lacks. The diagram as follows.

Figure 3. Lacks of English skills.

The diagram above showed that the most difficult skills were speaking with 40% and grammar 30%. Next, reading with 15% and 10% for writing and listening. Speaking was considered the most problematic or difficult skill because students are not accustomed to use English, besides that students felt grammar rules make them afraid to speak in English. Moreover, course time also became the lacks for every student. It was a major problem that must be resolved for ESC Program. Most of the students have their own activities which made them unable to follow the course. Non-routine absences made the learning process and learning outcomes were not achieved optimally. In addition, from the results obtained, all topics offered were considered important to study because they are related to their daily activities and professions. This showed that the students desired ESC Program learning material in accordance with what they need; English for daily conversation and English for profession. Both topics' interest and the main difficulty of students in speaking skills, applying appropriate methods would make students' needs met and the difficulties experienced can be set on.

CONCLUSION

Based on the results of the study above, students' needs analysis showed that students primary need on English for daily conversation as the most desirable part before English in accordance with their profession. However, the needs of English for daily conversation and English for profession were not seen as separated part viewed from the topics. Both of them were directly linked to each other. Furthermore, speaking skills turn out to be the first skill to be taught as a learning target. Through appropriate methods and learning media which is integrated in the classroom, the teachers or instructors can provide an atmosphere of learning that is in accordance with ESP in the classroom based on students' needs, learning goals and objectives.

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APPENDIX

Questionnaire (Angket Penelitian)
Needs Analysis of ESC Program for Administrators in Politeknik Negeri Ambon
Reviewed by Dra. Yelliza. M.M.Pd

Nama	:
Status	: ☐ Mahasiswa (Bahasa inggris/ Non Bahasa inggris) ☐ Pegawai ☐ Lainnya (_____)
Instansi Unit Kerja	: Politeknik Negeri Ambon :

A. Needs (Kebutuhan terhadap Bahasa Inggris)
1. Letakkan tanda √ pada situasi dimana bahasa inggris anda gunakan.

No	Pertanyaan	Sangat berguna	Berguna	Kurang Berguna	Tidak berguna
A1.	Memperkenalkan diri	◯	◯	◯	◯
A2.	Memesan makanan di restoran/kantin/kafe	◯	◯	◯	◯
A3.	Mengucapkan abjad dengan benar	◯	◯	◯	◯
A4.	Bertanya arah tujuan	◯	◯	◯	◯
A5.	Bertemu orang baru	◯	◯	◯	◯
A6.	Menerima dan menggunakan telpon	◯	◯	◯	◯
A7.	Menonotn TV dan mendengar music atau radio	◯	◯	◯	◯

A8.	Menggunakan Bahasa Inggris dikantor terkait pekerjaan	◯	◯	◯	◯

Dari list situasi di atas pilihlah lima keaadan dimana bahasa inggris sangat penting bagi anda. Tulislah nomernya di bawah ini

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B. *Wants (Ketertarikan)*
   1. *Letakkan tanda √ pada ketertarikan utama dalam mengikuti pelatihan bahasa Inggris*
      1. Topik apa yang ingin anda pelajari dalam belajar bahasa Inggris.
         a) Budaya (Culture)
         b) Topik yang berkaitan dengan pekerjaan dan kebiasaan sehari-hari (Topics specific to the profession and daily activities)
         c) Academic field
         d) Lainnya
      2. Capaian bidang yang paling ingin dikuasai adalah
         a) English for Academic Purpose (Kebutuhan akademik; menulis artikel, seminar dll)
         b) English for Business
         c) Conversational English (Percakapan bahasa Inggris sehari-hari)
      3. Buatlah Rank-1-4 terhadap aktivitas kelas dibawah ini (1: Tidak menarik, 2: Kurang menarik, 3: Menarik, 4: Sangat Menarik)
      (   ) Role plays   (   ) Presentations
      (   ) Debates   (   ) Grammar workshop
      (   ) Games
      4. Jenis penugasan yang paling diminati.
      (   ) Individual work (Perorangan)
      (   ) Small group work (kelompok)
      (   ) Whole class (Menyeluruh)
      (   ) Lainnya
C. Lacks (Kekurangan)
   1. Urutkan keterampilan Bahasa Inggris dibawah ini yang paling mudah sampai ke yang paling sulit. 1: Paling Mudah 2: Mudah 3: Sulit 4: Paling Sulit
      (   ) Speaking (Berbicara)
      (   ) Writing (Menulis)
      (   ) Reading (Membaca)
      (   ) Listening (Mendengar)
      (   ) Grammar (Tata Bahasa)
      (   ) Vocabulary (Kosa kata)
   2. Jika anda sudah bisa berbicara bahasa inggris. Tolong tunjukkan pada level apakah kemampuan anda.

C1. Dasar (Bawah): Mengetahui sedikit kata dan ekspresi; Tidak bisa melakukan percakapan; respon pada pertanyaan dan jawaban pada suatu topic, keterbatasan dalam kosakata, tatabahasa, dan pengetahuan tentang idiom; sulit mempelajari pronunciation (pengucapan) karena dipengaruhi oleh bahasa ibu (bahasa daerah)

C2. Dasar (Atas): Lumayan mengetahui kata dan ekspresi, lumayan bisa melakukan percakapan, percakapan pendek pada topik topik mudah yang berkenaan dengan level pengetahuannya dalam kosakata, tatabahasa, dan idiom akan tetapi pengucapan masih sulit karena masih dipengaruhi oleh bahasa ibu (bahasa daerah)

C3. Menengah (Rendah): Mampu berkomunikasi dengan lancar hanya pada topik topik sulit yang sulit saja dikarenakan adanya banyak masalah pada kata-kata, idiom, tatabahasa dan pengucapan.

C4. Menengah (Atas): Mampu berkomunikasi dengan situasi yang cocok dan familiar dengan topic pembicaraan meskipun terkadang masih terdapat kesulitan kosakata, idiom, tatabahasa dan pengucapan.

C5. Atas: Mampu berkomunikasi dengan lancer dan natural pada setiap topik.sedikit kesulitan pada kosakata, idiom, tatabahasa dan pengucapan.

Tetakkan tanda ini √ Pada bundaran yang mengindikasikan kemampuan anda dalam berbahasa inggris

⬭ C1. Dasar (Bawah)

⬭ C2. Dasar (Atas)

⬭ C3. Menengah (Bawah)

⬭ C4. Menengah (Atas)

⬭ C5. Atas

3. Letakkan tanda √ pada kesulitan utama dalam mengikuti pelatihan bahasa Inggris

No	Pertanyaan	Sangat setuju	Setuju	Kurang Setuju	Tidak setuju
1.	Saya mengalami kesulitan dalam memahami materi	⬭	⬭	⬭	⬭
2.	Saya memiliki kesulitan dalam mengikuti kursus berkaitan dengan schedule / jadwal kursus	⬭	⬭	⬭	⬭
3.	Saya memiliki kesulitan terhadap metode pembelajaran yang dilakukan	⬭	⬭	⬭	⬭