

NEED ANALYSIS IN TEACHING ESP FOR STAFF OF KETUT BAGONG RENTAL

Gek Wulan Novi Utami¹, Putu Chris Susanto², and I Made Dwi Ardiada³

Dhyana Pura University

¹wulannoviutami@undhirabali.ac.id; ²chris.susanto@undhirabali.ac.id;

³dwiardiada@undhirabali.ac.id

Abstract: This research aims to describe the need analysis in teaching ESP (English Specific Purposes) for staff of Ketut Bagong Rental in Bali. Ketut Bagong Rental is Small and Medium-sized Enterprises (SMEs) in Bali that engage in vehicle rental services, especially motorcycles and cars since 2008. Most of the customers are foreigners, so that the improvement of the communication skills in English is needed. A prior process in teaching is conducting the need analysis. The need analysis is a much-needed process in teaching ESP to determine the learners' wants, needs, and concepts before organizing and developing the teaching materials. The need analysis also helps to consider the learners' background and culture so that the materials will be specific according to the learners' profession and their culture. A structured questionnaire is used to get numerical data of need analysis and be displayed in the form of diagram in this research. An interview of the owner is also conducted in addition to questionnaire. The findings suggested that the learners needed to improve their communication skills in English in taking reservation, handling pick-up service, handling complaint, and taking feedback of customers, and also the media use in learning vocabularies.

Keywords: English Specific Purposes, Ketut Bagong Rental, need analysis, SMEs

INTRODUCTION

Teaching English Specific Purposes (ESP) is different with teaching General English (GE). Both characteristics are different, ESP is learnt to meet the specific needs of the learners while EG is learnt generally (Rahman, 2015). ESP is an approach in language learning based on the learning objectives of the learners including the contents and the method (Hutchinson and Waters, 1987). As Duddley-Evans (1998) stated there are four characteristics of ESP: a) ESP may be planned for a specific specification, b) Varied technology of EG may be applied, c) ESP could be designed for adult learners (at University level or in job situation), d) it is also learned by a higher language level student (at intermediate or advance level).

ESP itself has two branches as Duddley Evans – ST John (1998) proposed, they are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) [2]. EAP are popular because the English become the medium of instruction so that many international students enrol the EAP course to meet standard required for the university entry (Hyland, 2006).

To design ESP learning is usually started with need analysis like assessment that focus on the learners. Belcher (2006) stated that need analysis as foundation of whatever decided to prepare for ESP teaching. Berwick argues the importance of need analysis in ESP learning to determine the gaps or differences what has been learnt and what should be learnt (1989). Through the need analysis, too the teacher can determine the limits of the material needed by the learner. As Richard (2001) said, different types of learners have different language needs so what is taught needs to be limited to what they need. As Anwar (2018) researched about the need analysis of English Academic for Purposes, the EAP that learnt tend to shift into two poles, English for General Academic Purposes (EGAP) and English for Specific Academic Purposes

(ESAP), they are developed and varied depending on the need and the characteristics of the learners.

Need analysis is divided into two categories, namely goal oriented that relates to learners' need based on their ability and material required, and process-oriented assessment that relates to pattern and ESP learning process (Widowson, 1981). As explained about the goal and the importance of need analysis in learning ESP, so it also makes this research raise it as the topic to observe the learners' need in learning ESP so that the material, method, media, and evaluation method appropriate and right on the target. Relating to ESP branches, this course can be categorized as EOP because the goal is improving the speaking skills of the staffs to support their job performance.

As mention before, the research is conducted in Ketut Bagong Rental and the participants in this ESP course is Ketut Bagong Rental's staffs. Ketut Bagong Rental is Small and medium-sized Enterprises (SMEs) located in Badung Regency, Bali since 2008. The educational background of the staffs in range Vocational high school and lower. Fortunately, their 2-5 years working experiences in Ketut Bagong Rental improve their communication skills in English even though their conversation limit in frequently ask questions and limited English vocabulary. In their interview, they also share the difficulties during in charge especially as customer service and the delivery and pickup staffs are communication in English. Most of their customers are the foreigners, and the more interesting fact is the customers are Russian and European, which are non-Native English speakers. So, misunderstanding in communication is inventible. Even translate device like google translate is often used because both the customer and the staff are limited in English use. The focus of the paper, using relevant and adequate references. Conclusions should state concisely the most important assertions of the paper, and suggestions need to be relevant to the findings and discussion.

METHOD

The participants in this ESP course is Ketut Bagong Rental's staffs. Ketut Bagong Rental is Small and medium-sized Enterprises (SMEs) located in Badung Regency, Bali since 2008. There are 13 staffs, 10 of delivery and pickup staffs, 1 customer service, and 2 of mechanics.

This research is considered as systematic study to develop and evaluate the process to build empirical basis of instructional and non-instructional product (Richard & Klein, 2005). The data taken by questionnaire as instrument. It contains 5 questions about their interests and 20 pre-test questions about grammar, vocabulary, and customer care. The questions in the questionnaire is a closed-end question to collect quantitative data. The data is also strengthened by interview with staffs and owner. Besides analysing data descriptively, this research also used model of need analysis that proposed by Hutchinson & Waters (1987) namely Target Situation Analysis (TSA) and Present Situation Analysis (PSA).

FINDINGS

Questions about English learning interest

Table 1. English course participation after work

Yes	0%
No	100%

Table 1 shows that all the participants do not take the English course after work to improve their English skills. Their educational background has been informed and we can list English material that they have learnt at school. So that, we can add some new relevant materials. As mention before, the educational background of the staffs in range Vocational high school and

lower. The highest percentage (53.8%) is the staffs with elementary school as the educational background; the second highest percentage (30.8%) is some staffs with Senior high school as their educational background. Whereas, the same percentage (7.7%) for staffs with Junior high school and vocational high school as the educational background. Fortunately, their age is considered as young to adult (21-43 years old) so we can say they have high enthusiasm for learning, moreover, their working experiences in range 2-6 years in Ketut Bagong Rental, which is indirectly they improve their English skills when facing the foreign customers.

Table 2. Learning objectives of joining ESP course

to be active in communication	53.8%
Comprehend chat and conversation in English	30.8%

Table 2 contains the percentage of participants' learning objectives of joining ESP course. The table showed the first and second highest percentages, as well as the explanations. It showed that 53.8% participants have learning objective to be active in communication. Most of staffs are in charge in delivery and pickup position. When the staffs deliver and pick-up the motorcycle or the car, they face to face and speak English with customers. During interview, the staffs told their experiences and admitted that miscommunication often happen because their limitation in English. The second highest percentage, 30.8% participants aim to comprehend chat and conversation in English. Communication between the customer service and the customers of Ketut Bagong Rental almost 100% by online, even they order and send the ID card, passport, and driving licence by online. So that, it can be understood the comprehension of English chat and conversation become the learning objective with the second highest percentage.

Table 3. The most important skills of learning ESP

Speaking skills	53.8%
Listening skills	30.8%

The table showed the first and second highest percentages, as well as the explanations. Table 3 contains the percentage of the most important skills that participants want to improve during ESP course. 53.8% participants aim to improve speaking skills, as mention before; most of staffs are in charge in delivery and pickup position, so they want to improve their speaking skills for facing the foreign customers confidently. 30.8% participants chose listening skills. From the staffs' story, they often find difficult in communication due to customers' unclear speaking.

Table 4. Favourite topic of learning ESP

Music	69.2%
Holiday	46.2%

The table showed the first and second highest percentages, as well as the explanations. Table 4 shows the percentage of the favorite topic of learning ESP. The participants are allowed to choose more than 1 topic. The highest percentage is music as the favorite topic with 69.2% participants. The staffs/participants said that by listening music they can add some related vocabularies. Holiday topic with 46.2% participants is the second highest percentage. Holiday topic also joyful and interesting for the staffs to learn.

Table 5 Learning English style

By listening music	69.2%
By doing grammatical exercise	46.2%

The table showed the first and second highest percentages, as well as the explanations. Table 5 contains the percentage of participants' learning English style. In questionnaire is provided 9 options to choose. The highest percentage chosen is by listening music with 69.2% participants. 46.2% participants by doing grammatical exercise.

Table 6 Pre-test score

Questions about grammar	69.2%
Questions about Vocabulary	46.2%
Questions about Customer service	15.4%

Besides providing 5 questions to know their interest, a pre-test with 20 questions are also attached. Table 6 show that 69.2% participants got right answer. The questions of grammar are about present tense, past tense, present continues tense, future tense, and some modality use. From the result, we can say that they comprehend the grammar use. The second is the result of the questions about vocabulary; the percentage is 46.2%. The vocabularies relate to their job such as part of motorcycle, automotive terms, and common adjectives to express. The last result is the percentage about the questions about customer service; it is 15.4%. It is small score while Ketut Bagong rental is the SMEs in service field moreover in tourism area. So, the customer care that offer service in polite way is a must.

TSA and PSA

Target Situation Analysis

From the interview with the owner and the staffs, the target of the course is able to improve speaking and writing skills when meeting the customers and serving the orders by online chat in polite way. In questionnaire result also showed that, the highest percentage is improving speaking skills and comprehend chat or conversation as learning objectives joining the ESP course. Even though the educational background in range senior high school and lower, but the result from the pre-test about the grammar is more than 69%, which mean their English basic knowledge is not bad or the material that they got at school before still remain and they are ready to get more to improve. From the range of age that considered as young to adult too show their potential and high enthusiasm.

Present Situation Analysis

Considering test results including grammar, vocabulary, and English customer service tests; test results on vocabulary and English customer service need to be improved. That way, the design of the material provided is in the form of adding vocabulary related to the staff's work including how to pronounce it to help improve their English speaking skills, as well as material on speaking skills themselves. The material in learning ESP will be adjusted to their level, of course, but the topics that got highest percentage in questionnaire like music and holiday will be prioritized. From the questionnaire, too we know the staffs tend to learn English by listening music and game. Game will be applied to memorize the part of motorcycle and car in English.

DISCUSSIONS

Aflah and Rahmani's research (2018) about need analysis in English class of Vocational student also showed that the highest percentage gain for improving speaking skills as an English learning objective is 40%. Aflah and Rahmani (2018) stated that the results showed that students knew the needs of the job market where almost all companies place English language skills both oral and written as a requirement in hiring employees. Different situation with the Ketut Bagong Rental staff who are already working, the staff chose to improve their English speaking skills as an English learning objective because almost all of the customers they handled were foreigners who spoke English. Kusnawati's research (2017) also found the participants' objective in English subject is to improve oral communicative competencies. As in Jordan stated that it is common in English Foreign Learners contexts, improving the oral communication competencies is the participants' primary motivation (Al Jamal 2014; Boonkit 2010). Considering the pre-test, the English vocabulary mastered is not enough, so that material on general to specific vocabulary related to staff work such as workshop vocabulary will be prepared and added. Lestari's research also found that the problem of English learners is the lack of vocabulary mastered, therefore the material in the form of learning English words is difficult to use as material. As identified by Carter & McCarty (2014) the difficulty of a word affects the learner's ability to pronounce the word, associating it with a particular context. A also said that the availability of pictures also helps make it easier for students to learn new vocabulary.

CONCLUSION

Based on the findings, the need analysis is important to do before conducting the ESP course. The analysis target and the need analysis of the staff showed that the staffs as participants of the course need and desire to improve their speaking skills so they can be more communicative and minimize the possibility of misunderstanding. The course have to design in accordance to their level, seeing their educational background, but still can meet the standard of English in customer care.

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