EXPLORING ENGLISH FOR SPECIFIC PURPOSES NEEDS' FOR UNDERGRADUATE PSYCHOLOGY STUDENTS

Farhah Syaufika[1], Evi Karlina Ambarwati[2]

Universitas Singaperbangsa Karawang, Indonesia
[1] 1910631060167@student.unsika.co.id, [2] evi.karlina@fkip.unsika.ac.id

Abstract

This research was investigated the needs of psychologist students towards English, so that the target context in their respective fields can be achieved well. The aims of this study is to analyze the needs of English for Specific Purpose in psychology students. This study used qualitative descriptive research design to describe the needs of ESP in student psychologists. This research conduct using an Online Questionnaire method with Google Form as tool or media to facilitate the collection of research data to made data collection easier. The questionnaire contained questions divided into five main sections; a) Target Situation Analysis, b) Discourse Analysis, c) Present Situation Analysis, d) Learner Factor Analysis, and e) Teaching Context Analysis. Participants in this study numbered 10 respondents who were undergraduate students of psychology at one of the universities in Jakarta. The result of this study showed that ESP course can affect English proficiency in psychologist students. Most of psychology students need English to communication with their friend nor their lecturer. This research is useful for teachers and ESP students in understanding and creating new teaching materials for English subjects in other fields so that the scope of English material is wider.

Keywords: English for Specific Purpose; Needs Analysis; Psychology Students

INTRODUCTION

From year to year, students need for English learning is increasing in various fields. Students must learn English to reach their goals in different fields. This is also the reason why researchers are interested in analyzing students' needs so that the goals between ESP and the goals to be achieved by students will run smoothly and the distributed material is delivered properly. Previous studies on needs analysis in ESP have been done by many researchers.

English is now being taught at all levels of education, from elementary school to higher education, with varying degrees of proficiency. At the university level, English is being taught to students from various majors in addition to the English Department. English become a mandatory ability to be mastered by all students in various major fields. English for Specific Purposes" (ESP) is the practice of teaching English in different fields. Hutchinson and Waters (1987) stated that ESP is an English learning where the topic of the learning approach and the methods used in learning is made based on the reason why the learner wants to learn English (Robinett et al., 1988)

ESP were intended to identify the individual needs of students from various sectors in learning English by methodology and activities and also to focus not only on language acquisition but also on the abilities, discourses, and genres for those activities. According to Yundayani (2018), students at the pre-tertiary or pre-university level were expected to benefit from using English for educational purposes by forming a solid academic English foundation that will subsequently aid them in the efficient learning process at higher levels. Students ought to acquire as much as they can about the target context and their field, as well as improve their English language

abilities concerning what the target department manager or personnel director requires (Yundayani, 2018).

Students from diverse fields currently require English to accomplish their individual coverage requirements since English is an international language that is spoken by all sectors of society, both learners and non-learners. According to Duddley-Evans and St. John's (1998) definition of needs analysis, it is the process of determining the "what" and "how" of a course (p. 121). Therefore, we, as prospective teachers or educators, must know the needs of students in English for Specific Purposes (ESP). Brown (1995) identifies the term "needs analysis, also known as needs assessment, as the process of gathering data that will be used to create a curriculum that will specifically address the educational requirements of a group of students.

Needs analysis is an approach for developing an accurate and in-depth analysis of the weaknesses and strengths of school groups that can be used to respond to each student's academic needs and courses in order to raise student achievement and reach challenging academic and course standards. A method for collecting, analyzing, and using data on accomplishment problems to identify important goals, design strategies, and manage resources (Kubinski, 1999). Requirements analysis is the process of determining the requirements of a group or population based on the human population.

One type of needs analysis is called Target Situation Analysis (TSA) which concentrates on identifying. Robinson (1991) argues that the TSA refers to the needs analysis that focuses on the student's needs at the end of the language course. While Dudley-Evans & St John (1998) define the TSA as the tasks and activities of learners who will use English for the target situation (Dudley-Evans & St John, 1998).

Discourse analysis is one of the scientific disciplines in linguistics that specifically study discourse. The assessment can be done internally as well as externally. James Paul Gee (1999) in his book entitled "An Introduction to Discourse Analysis: Theory and Method" presents here his unique and integrated approach to discourse analysis: The study of spoken and written language as it is used to express social and cultural viewpoints and identities. He also emphasized that discourse analysis generally concentrates on the language (semiotic) component, it can start with any of these characteristics of a situation (Davies et al., 2002).

Present Situation Analysis is the third factor in ESP. According to Gusti (1999), present situation analysis is an analysis of the present situation in the field of teaching and learning in terms of student identities, materials, curriculum, and educational documents providing data on students' language acquisition. McDonough (1984) stated that present situation analysis (PSA) involves fundamental factors, which must certainly be evaluated before the TSA. In practice, a person will typically look for and find information on TSA and PSA at the same time. As a result, the needs analysis may be viewed as a combination of the TSA and the PSA. Learning Situation Analysis (LSA) refers to subjective, perceived, and process-oriented needs (Rahman, 2015). LSA also directs what learners want to learn. The section contains an analysis of student learning methods and situations in the classroom. Students are instructed to explain what learning methods they prefer so that learning English becomes easier.

Nurakhir and Palupi (2018) studied the needs of English for Special Purpose (ESP) nursing students at a university in Semarang, Indonesia, in prior research. To interpret the findings of their study, they used a descriptive-qualitative research approach. And the result showed that English is highly vital for students' academic interests as well as their future jobs (Nurakhir Graduate Program & Nindya Palupi Graduate Program, 2018). Needs analysis research in ESP is also being conducted in a variety of areas and disciplines. Oanh (2007) investigated two EAP programs at two institutions in New Zealand and Vietnam. Their research attempts to determine whether or not needs analysis is addressed in these two programs, and if so, how needs analysis is carried out and whether or not the approach is effective. The data showed that student

requirements have been recognized in both programs, but there is a difference between the amount of emphasis and practice.(Hoang Oanh, 2007).

In conclusion, the reason the researcher chose the title of this study is to find out the needs of psychology students towards English so that the target context in their respective fields can be achieved well. This research is useful for teachers and ESP students in understanding and creating new teaching materials for English subjects in other fields so that the scope of English material is wider.

METHOD

This study uses qualitative descriptive research design to describe the needs of ESP in student psychologists. Qualitative Research relies on analytical description processes to "identify repeating patterns or them and try to establish a cohesive representation of the data (Tewksbury, 2009). The participants of this study were 10 undergraduate psychology students from one of the universities in Jakarta. This participants includes male (n=5) and female students (n=5). They were at their second semester studying English in the field of psychological science. This data were collected by means of questionnaire and delivered using an Online Questionnaire, i.e. Google Forms. The questionnaire contains questions divided into five main sections i.e. Target Situation, Discourse, Present Situation, Learner Factor, and Teaching Context Analysis. The data derived from the questionnaire were using thematic analysis by Braun and Clarke (2006) to reveal the psychology students' English needs. According to Braun and Clarke, there are six steps in analyzing data, i.e. : (a) understanding the data; (b) generating initial codes; (c) searching for themes; (d) reviewing themes; (e) defining themes; (f) producing the report (Braun & Clarke, 2013).

a. Understanding the Data

In this stage, the researcher will transcribe the data from the online questionnaires.

The data questionnaire of 10 students will be transcribed first in detail without any changes from the recording before being processed further to the next stage.

b. Generating Initial Codes

The second stage is coding. At this stage, the researcher decides which data from the interview transcript will be coded.

c. Searching for Themes

This phase entails categorizing distinct codes into prospective themes and combining all relevant coded data extracts in the identified themes, which refocuses the study at the larger topic level.

d. Reviewing Themes

This stage verifies that the theme fits the existing data, beginning with checking by matching the theme with the categorised data.

e. Defining Themes

Determining what aspects of data are used in each theme.

f. Producing The Report

When writing a report, make sure to include sufficient detail to explain the study's findings. Identify each existing result when writing results, since the reader must be certain of it.

RESULTS AND DISCUSSION

Results

Analysis The Questionnaire of Needs Analysis

Data focuses on learner needs are collected through a survey of undergraduate psychology students' in ESP course. The needs are categorized in five analytical factors in ESP, including; 1) Target Situation Analysis, 2) Discourse Analysis, 3) Present Situation Analysis, 4) Learner Factor Analysis, and 5) Teaching Context Analysis.

Target Situation Analysis

In the Target Situation section, the researcher presents some questions about learner language requirements in a work or academic setting.

Figure 1. Question about daily use of English
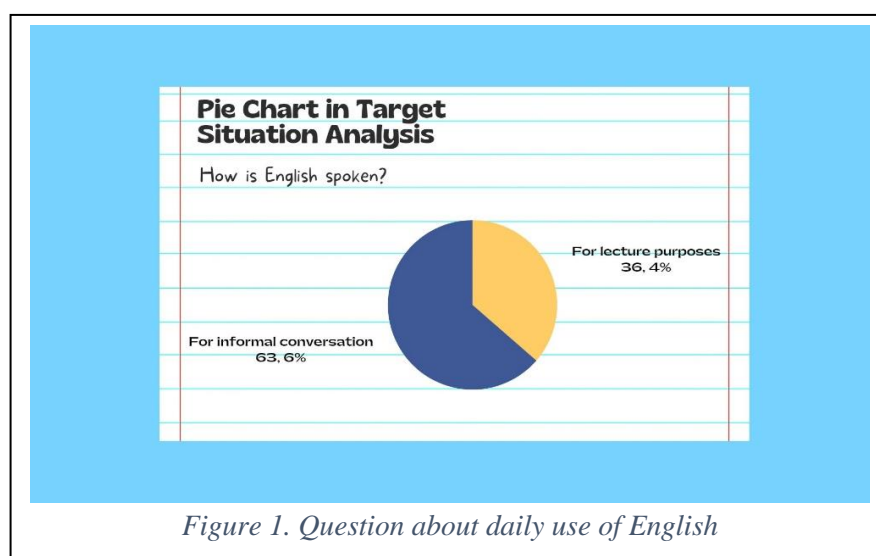
It can be seen in *Figure 1* that 6 out of 10 psychology students (n=63.6%) uses English to communicate informally with their friends. Because as we know English has now begun to be applied to interact daily for some people, it turns out that this also applies to psychology students.
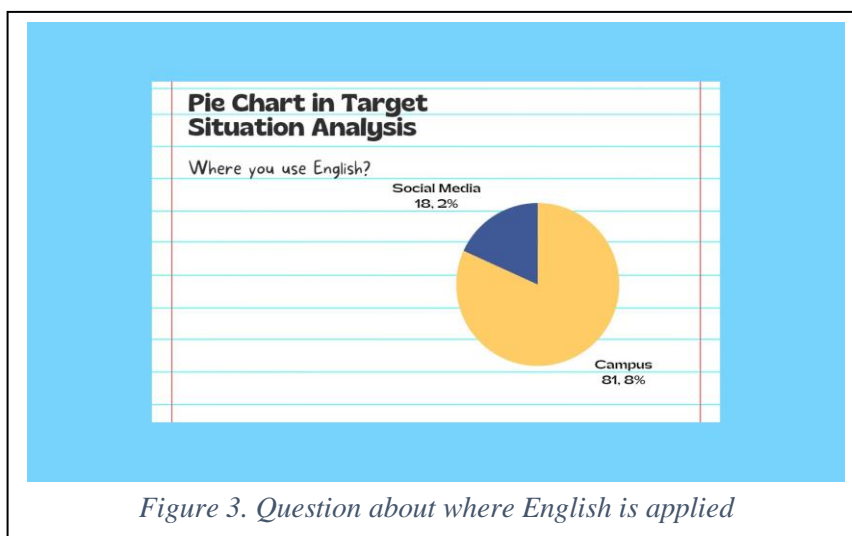

Figure 2. Questions about who languages are spoken
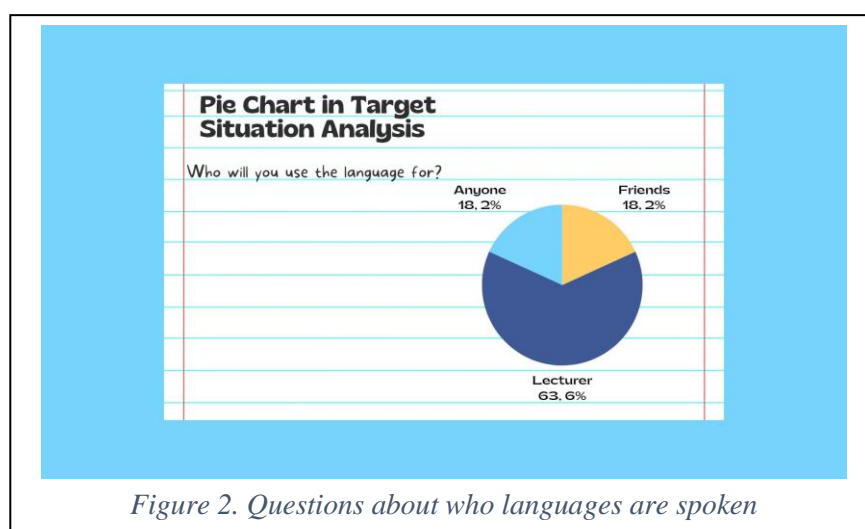
Figure 2 shows that a total of 6 out of 10 psychology students (n=63.6%) uses English within the scope of the campus to communicate with lecturers. While as many as 2 students, with a percentage of 18.2% each, use English to communicate with friends and anyone else.

Figure 3. Question about where English is applied

It can be seen in *Figure 3* that most psychology students uses English only in the campus area (n=81.8%), and as many as 2 psychology students (n=18.2%), only use English on social media.

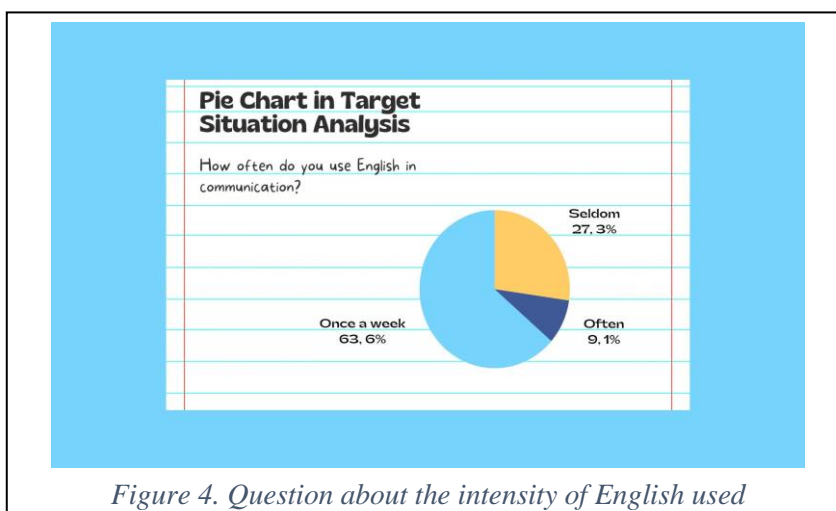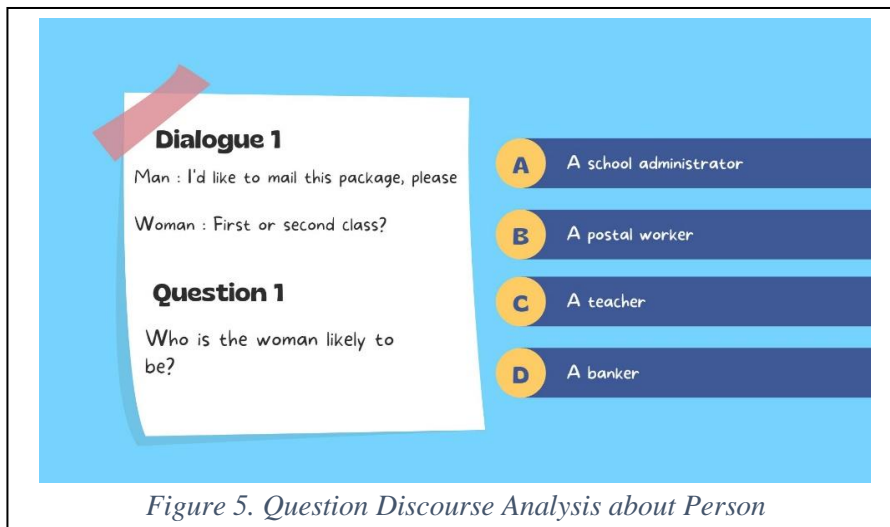

Figure 4. Question about the intensity of English used

Figure 4 shows that as many as 9 out of 10 psychology students (n=63.6%) rarely use English in daily activities, the frequency of use of English in communicating only once a week. This indicates that psychology students only use English in lectures if there are English courses in class.

Discourse Analysis
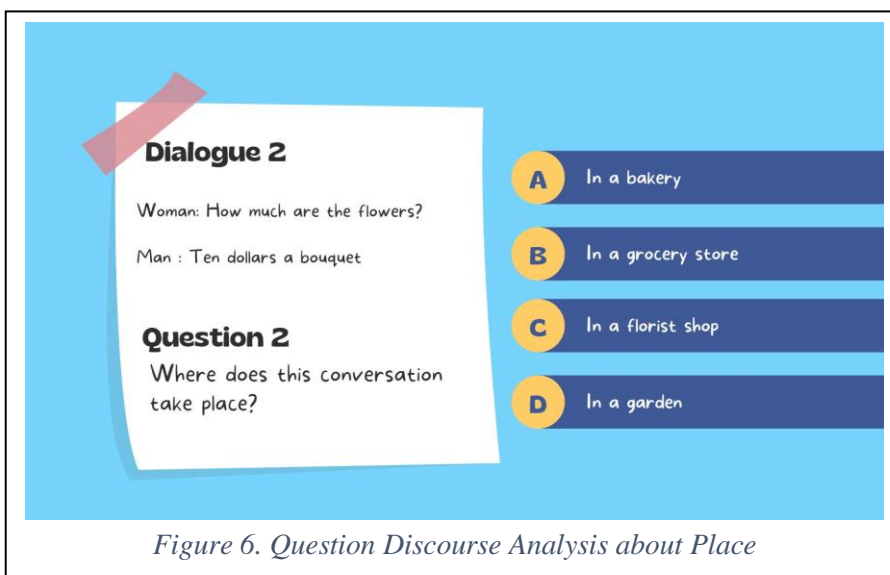
Figure 5. Question Discourse Analysis about Person
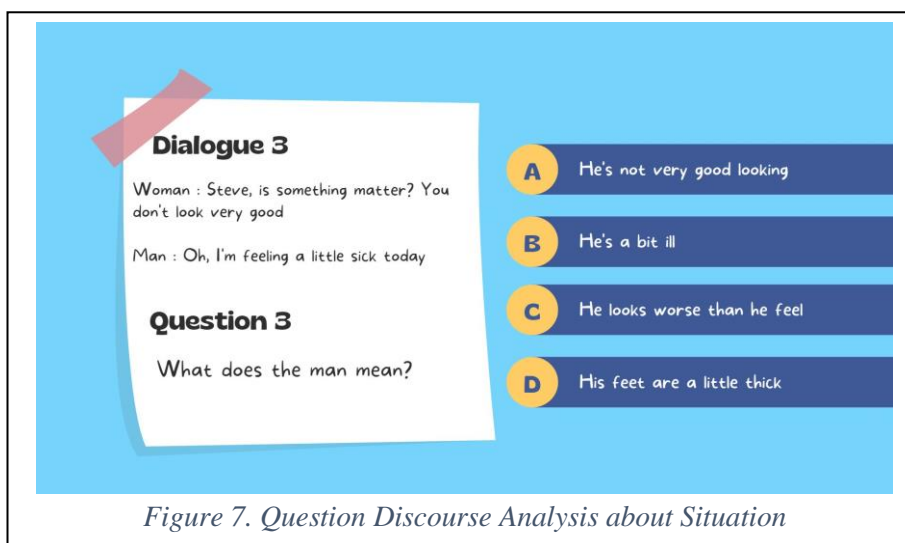
Figure 6. Question Discourse Analysis about Place

Figure 7. Question Discourse Analysis about Situation

In the Discourse Analysis section, there were 3 multiple choice questions listed on the Google Form (as you can see in the Figure 5, 6, and 7), each questions are presented in the form of conversations about the identification of people, places and situations.
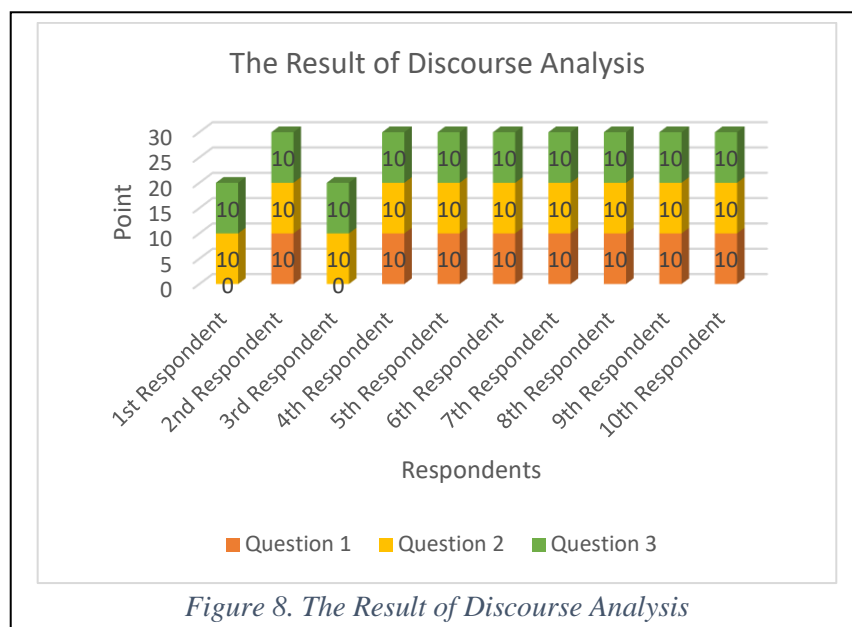

Figure 8. The Result of Discourse Analysis

It can be seen in *Figure 8*. The chart above is the result of discourse analysis, for each questions the researcher gave 10 points. There are 3 questions are presented in the form of conversations about the identification of people, places and situations. Based on the result of diagram data above, the 1st and 3rd respondents were able to answer 2 questions given from 3 questions and each one gets 20 points. While the eight respondents were able to answer all questions and get 30 points. In other words, most psychology students can understand and answer this English discourse question.

Present Situation Analysis

Present Situation Analysis serves to analyze current teaching and learning activities related to student characteristics, materials, syllabuses and identify students' problems in English learning and how they solve the problems.

Table 1. Questions about problems experienced by psychology students when studying English

Present Situation Analysis	
Question 1	*Do you struggle when learning English in your field? Can you explain it?*

In the present situation analysis section, researcher provide questions about the problems faced by psychology students while learning English in the field of psychology science. Based on the results of the questionnaire data, most psychology students experience the same problem, namely in understanding vocabulary that tends to be unfamiliar, especially in terms commonly encountered in psychology journals. To overcome this problem, they try to increase their

reading of books or psychological journals in English while translating the journal and paying attention to the new vocabulary they encounter in the reading.

*Table 2. Question about the English material they like the most*

Present Situation Analysis	
Question 2	*What material do you like the most about learning English?*

Figure 9. The result of question the English material they like the most
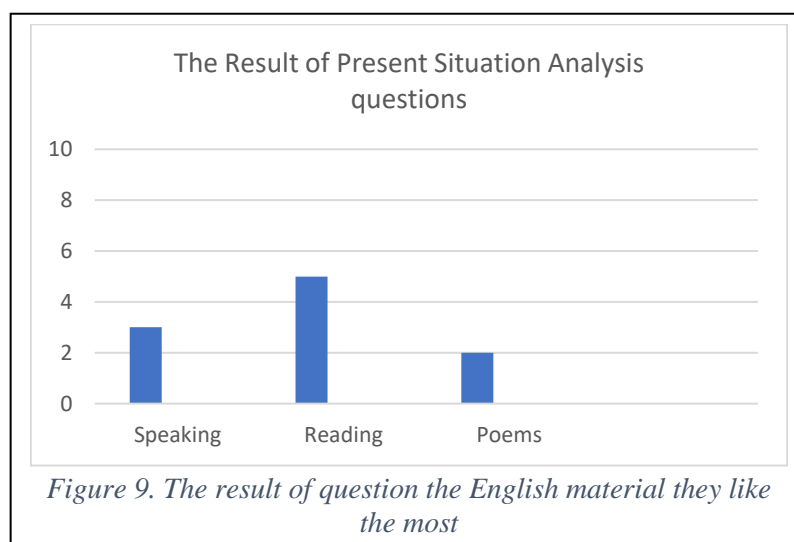
From figure 9, in the next question about the English material they like the most, there are various answers they gave because the level of understanding of each student is different. There were 3 students out of 10 answering the preferred material is speaking, 5 out of 10 respondents answered reading, and 2 out of 10 students answered poems as the most preferred material in English learning.

Table 3. Question about the English material they dislike the most

Present Situation Analysis	
Question 3	*What material do you dislike most about learning English?*

Figure 10. The result of question about the English material they dislike the most
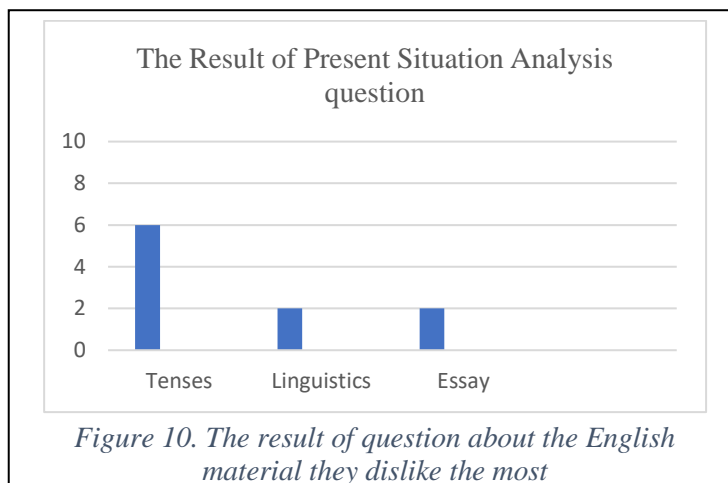
And for the English material they dislike the most, as many as 6 students answered Tenses as the most dislike English material, because they agree that material about grammatical is difficult to learn. 2 out of 10 students answered linguistics, and 2 others answered making essays as the English material they dislike the most.

Table 4. Question about learning method in learning English

Present Situation Analysis	
Question 4	*What methods that make it easier for you to understand English?*

Figure 11. The result of question about learning methods that make them easier for them to learn English
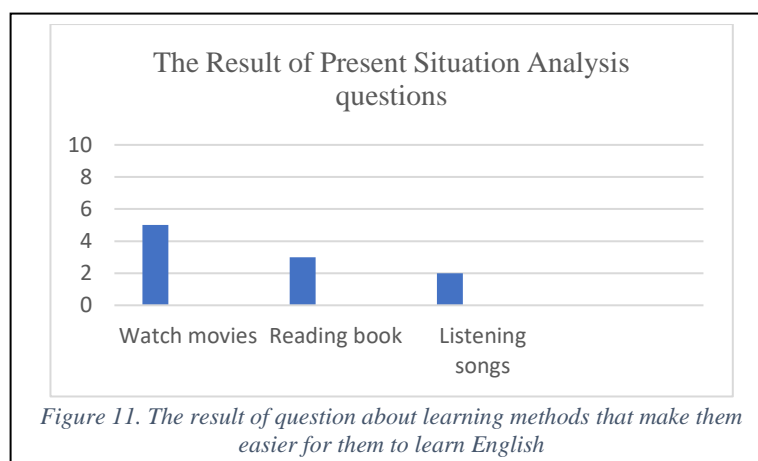
From figure 11, in the questionnaire also researcher asked questions about learning methods that make it easier for them to learn English, and most of them more easily learn English by watching movies with English subtitles, so they are motivated to learn English further and also practice listening skills. And as many as 3 students answered by reading a book can help them make English easier, because by reading they get a lot of new vocabulary. While 2 students answered by listening to songs can make learning English easier. Therefore, most of them more easily learn English by watching movies with English subtitles, so they are motivated to learn English further and also practice listening skills.

Learning Factor Analysis

*Figure 12. Question about background of students learning English*
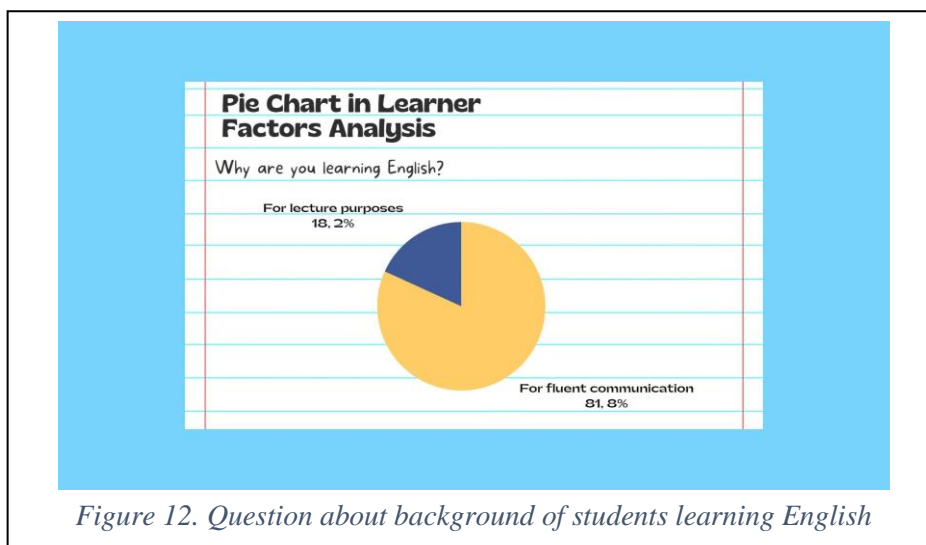
Look at figure 12, from the results obtained from the online questionnaire, as many as 8 students 81.8% admitted to learning English to fluent communication in English, while 2 others with the percentage 18.2% students answered to learn English only for lecture purposes only.

Teaching Context Analysis

Figure 13. Question about questions about students' expectations after learning English
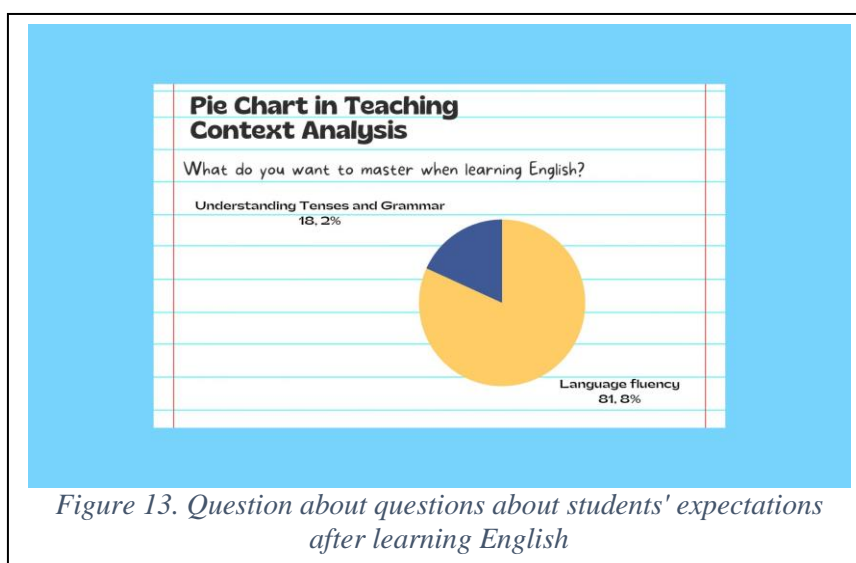
From figure 13 shows that there are 8 out of 10 students with percentage 81.8% wants to be fluent in speaking English. While 2 out of 10 with percentage 18.2% wants to master English in understanding Tenses and Grammatical. That means most psychology students want to be able to speak English fluently. Because, as we know, English is currently an important course in all aspects.

Figure 14. Question about the lecturer's teaching method
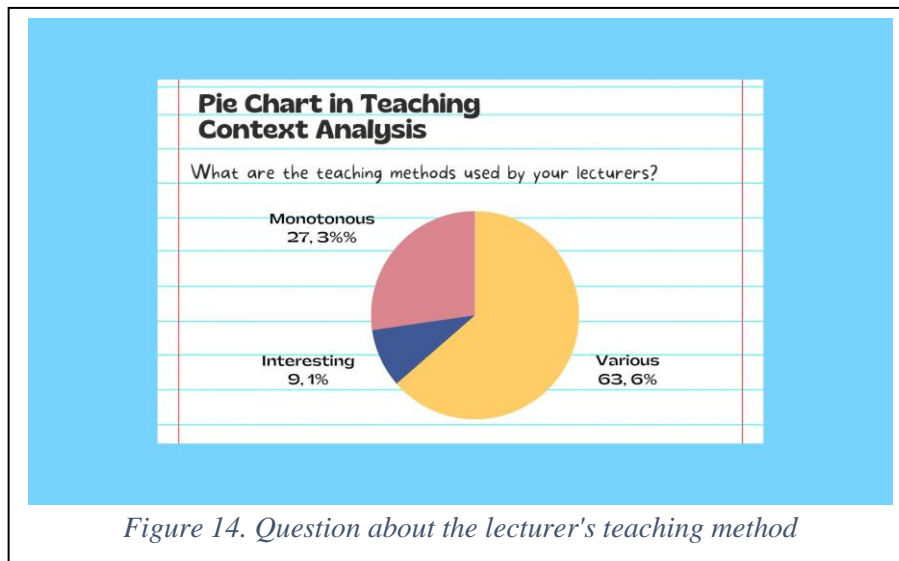
From figure 14 shows that as many as 7 out of 10 participants with the percentage 63.6% admitted that the methods used by lecturers varied greatly, 2 out of 10 students with the percentage 27.3% admitted that the method used by the lecturer was very monotonous so that students felt bored when listening. And only 1 student with the percentage 9.1% answered the methods used by lecturers were very interesting. The number of meetings in English learning is once a week.

Discussion

Target situation analysis is a type of needs analysis that focuses on finding students' language needs in an academic or work context. From the results of the pie chart above, it was found that most psychology students use English for lecture purposes only. However, they also recognize that English is important in all aspects. That is why they also learn to get used to speaking English in everyday conversation. After all, they are psychology students who will need good communication with their clients. Munby's (1978) concept of the Communication Needs Process was the foundation for the Target-Situation Analysis paradigm. This model includes a complete set of techniques for determining the demands of the target situation. In order to generate a communicative needs profile for a particular set of learners, it is based on evaluating language communication in the target situation. The Communication Needs Process model included nine elements (person, purposeful domain, context, interaction, instrumentality, dialect, target level, communicative event, and communicative key, for example). Each component offers questions on how to utilize the target language in order to discover learners' practical communicative needs (Alharby, 2005).

In the discourse analysis section, students are presented with multiple-choice questions that contain basic knowledge of English. It aims to provide a stimulus for students to understand the content of the teaching materials. Based on the results presented in the bar chart above, it is known that 2 out of 10 students have low scores. That means psychology students understand basic English questions. The definitions of discourse analysis also include: "discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used" (McCarthy, 1992). According to McCarthy (1992) discourse analysis is divided into two, consist of British discouse analysis and American discourse analysis. British discourse analysis centers on structural-linguistic standards based on the division of units and sets of rules that

determine an orderly order of discourse. While American discourse analysis is based on an ethnomethodological culture that utilizes close observational research methods on groups of people communicating in natural environments (Poljakovic, 2011).

Present Situation Analysis is the process of assessing and comprehending a specific student's or individual's circumstances needs, and goals as it relates to their English language needs in a certain area or professional environment. In the present situation analysis section, the researcher provides questions related to student characteristics and identifies students' problems in learning English and how they solve problems. Results show that students have their ways of coping with difficulties in learning English. They tend to like fun language learning methods such as watching movies, listening to music, and not fixating on the material in textbooks. They believe that learning English through their hobby will quickly understand it.

In the fourth stage, there is a Learning Factor Analysis, which focuses on the background of students following English learning in the field of psychology. From the results of the questionnaire above, it can be described that the purpose of psychology students learning English is not only for lecture purposes but also to be fluent in communication. As explained above, English is currently important in all aspects, both academically and in professional contexts.

In teaching context analysis, researchers ask questions about the learning methods their lecturers use when teaching English in class. And the results show that students consider the teaching methods applied by their lecturers to be very varied, thus making English learning in class not boring.

From the findings above, we can conclude that this course helps non-English learners especially psychology students to improve and develop their English language in accordance with their scope or scientific field. It also helps them in improving the quality of communicating English both with friends, teachers and lecturer, and also with foreign friends. Learning English will be very useful for provisions in the future, because later English will be used in all aspects of life, especially for people or groups of people who are ready to enter work. Abbasi and Aftab (2021) covered the same problem in their prior study. Using self-determination theory (SDT), they investigated undergraduate psychology students' attitudes regarding online participation in ESP classes. Psychology students from a public sector university took part in their study. According to the findings of their study, ESP is useful for higher education institutes in measuring the amount of motivation and perspectives that respondents have when taking ESP courses online (Abbasi & Aftab, 2021).

CONCLUSION

ESP is designed to know the specific needs of students from various fields in learning English in accordance with methodology and activities and not only focus on language learning but also the abilities, discourses, and genres for those activities. Currently, students from various fields need English to achieve their respective coverage targets, because English is an international language that must be learned by all groups of society, both learner and non-learner.
The reason researcher chose the title of this study is to find out the needs of psychologist students towards English, so that the target context in their respective fields can be achieved well. This study uses qualitative descriptive research design to describe the needs of ESP. The data collection were collected used Online Questionnaire method with Google Form as tool or media to facilitate the collection of research data to made data collection easier. A total of 10

participants from psychology students at one of the universities in Jakarta are willing to fill out these research questionnaires. The questionnaire contained questions divided into five main sections: a) Target Situation Analysis, b) Discourse Analysis, c) Present Situation Analysis, d) Learner Factor Analysis, and e) Teaching Context Analysis.

The results showed that ESP course can affect English proficiency in psychologist students. This research is useful for teachers and ESP students in understanding and creating new teaching materials for English subjects in other fields so that the scope of English material is wider. ESP helps non-English learners especially psychology students to improve and develop their English language in accordance with their scope or scientific field. It also helps them in improving the quality of communicating English both with friends, teachers and lecturer, and also with foreign friends. Learning English will be very useful for provisions in the future, because later English will be used in all aspects of life, especially for people or groups of people who are ready to enter work. ESP will be the latest innovation for non-English learners in helping them improve their English skills. Innovation to bring English in Education in Indonesia to be better and not in the eyes anymore.

ACKNOWLEDGMENTS

REFERENCES

Abbasi, M. H., & Aftab, M. (2021). Exploring the Perceptions of Undergraduate Psychology students towards Online Engagement in English for Specific Purpose Classes. *Pakistan Journal of Humanities and Social Sciences*, *9*(3). https://doi.org/10.52131/pjhss.2021.0903.0153

Alharby, M. (2005). ESP Target Situation Needs Analysis: The English Language Communicative Needs As Perceived by Health Professionals In The Riyadh Area. *University of Georgia*. https://getd.libs.uga.edu/pdfs/alharby_majid_200505_phd.pdf

Clarke, B. (2013). *Teaching Thematic Analysis: Overcoming Challenges and Developing Strategies for Effective Learning*. *26*(2), 120–123.

Davies, D., Jaworski, A., Coupland, N., & Gee, J. P. (2002). The Discourse ReaderAn Introduction to Discourse Analysis: Theory and Method. In *The Modern Language Review* (Vol. 97, Issue 4).

Dudley-Evans, T., & St John, M. J. (1998). Developments in English for Specific Purposes. A Multi-Disciplinary Approach. *Ibérica*, *0*, 521–59329.

Hoang Oanh, D. T. (2007). Meeting students' needs in two EAP programmes in Vietnam and New Zealand: A comparative study. *RELC Journal*, *38*(3), 324–349. https://doi.org/10.1177/0033688207085850

McCarthy, M. (1992). Discourse Analysis for Language Teachers. *Child Language Teaching and Therapy*, *8*(1), 96–100. https://doi.org/10.1177/026565909200800108

Nurakhir Graduate Program, A., & Nindya Palupi Graduate Program, F. (2018). Exploring Esp Needs of Undergraduate Nursing Students in a University in Indonesia. *Advances in Social Sciences Research Journal*, *5*(7), 77–85. https://doi.org/10.14738/assrj.57.4276

Poljakovic, I. (2011). Discourse analysis in an ESP classroom. *Discouse and Dialogue Studies between Theory, Research Method, and Application*, *January 2011*, 1–12.

Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, *3*(1), 24–31.

https://doi.org/10.13189/ujer.2015.030104

Tewksbury, R. (2009). Qualitative versus Quantitative Methods: Understanding Why Qualitative Methods are Superior for Criminology and Criminal Justice. *Journal of Theoretical and Philosophical Criminology*, *1*(1), 38–58.

Yundayani, A. (2018). Present Situation Analysis: Students� Early Characteristics in Writing for Academic Purposes. *English Review: Journal of English Education*, *6*(2), 119. https://doi.org/10.25134/erjee.v6i2.1262