

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English for Specific Purpose (ESP) plays an essential role in university. ESP is also widely known as an English course for non-based English. ESP is not General English (GE) teaching and learning, but it is specialized English. The important difference between ESP and GE (General English) is the learners and their purposes for learning English. ESP learners have learned the language to communicate a set of professional skills and to perform particular profession-related activities. (Hutchinson and Waters, 1987; Rahman, M. 2015) define ESP as an approach to language learning based on learners' needs. They mean ESP does not involve a particular language, teaching material, or methodology. ESP in any field must have its challenges; a study from Kusumaningputri, R. (2010) mentioned that the challenges of implementing ESP can be seen from various factors, from the teacher to the material aspect. ESP, or English for Specific Purposes, is a term used to describe an English course designed specifically for students majoring in non-English subjects (Hutchinson & Waters, 1987; Meiristiani & Ekawati, 2018).

ESP is an approach to language learning tailored to the learner's specific needs and goals. In a university setting, English is often required for students in every department. This research was conducted in response to a phenomenon observed in the field, where Informatics Engineering students, as ESP students are required to understand international journals, which are used as supporting material for their courses. The purpose of this study is to find out the needs of ESP students. Many previous researches have investigated why ESP students study English in their classes, but few have inquired about the English language learning process they expect. As a result of this research, we may learn about their aims for learning English as well as their expectations for the English learning process. Needs analysis is a process that

cannot be completed at once. However, it is an ongoing process in which the conclusions reached must be checked and re-evaluated repeatedly.

According to Rahman (2015), needs analysis is the process of establishing the *what* and *how* of a course. Thus, the ESP class is determined by the need analysis. The meaning of "what" is what their purpose is for learning English, for work or other needs, while "how" is the method and process of learning English that they hope to make the class interesting. Febriyanti (2018) states that an ESP program must follow several stages, from needs analysis, determining objectives, selecting teaching materials, determining teaching-learning activities, and evaluating. As a result, an ESP class is required to look for their learning needs in order to meet their plans and desires.

The English language is essential because if students lack English language skills, it will be difficult for them to learn more deeply. According to Indrasari (2016), students not studying English as a major often receive an English education that does not cater to their specific needs, as the teaching only covers general English. As a result, students and graduates may not receive the proper training in their field. Learning effectiveness is impacted by the teacher's role in the educational process. Additionally, learning materials in Indonesia are limited, and most advanced learning materials are only available in English.

According to Haque (2017), A lecturer should understand ESP (English for Specific Purpose) to design a syllabus, and the lecturer must understand the conditions of students, such as skills, competencies, and knowledge or student needs in learning English. Knowing the need to learn English is vital because it can make teaching and learning more accessible and practical. The researcher hopes to collect information on informatics engineering students in learning English, what their present of English, what is needed to learn, and what they want to achieve in the future by learning English.

1.2 Formulation of the Problem

The formulation of the problem in this case study is “What are the Target needs and Learning needs of the informatics engineering students in learning English as an ESP student?”

1.3 Operational Definitions

To avoid misconceptions about the research, the researcher provides the operational definitions related to this study as follows:

1. **English for Specific Purposes (ESP)** English for Specific Purposes (ESP) is an approach to language teaching and learning that focuses on the specific language needs and communication skills required for particular fields or professions. Unlike general English language courses that cover a broad range of topics, ESP tailors its content and methodology to meet the specific linguistic and communicative demands of a particular discipline, industry, or occupation. The key characteristic of ESP is its focus on relevance and applicability. The content and language skills taught in ESP courses are directly related to the learners' professional or academic needs, making the language learning process more effective and practical for real-world use.
2. **Needs Analysis** Analyzing student needs generally refers to the activities involved in gathering information that will form the basis for developing a material that will meet the needs, lacks, and wants of a particular student. The study utilized a need analysis to evaluate the needs of informatics engineering students in learning English in two ways. Needs analysis is divided into two categories, namely

target needs are the target's needs for the language they will learn. and learning needs are looking for what kind of learning needs they want. Target needs are divided into three categories, the first is needs, namely the needs of language learners that will be used in the desired situation, in other words, the kind of English language needs they want for current and future situations. the second is lacks, this category is about finding out deficiencies in the context of material that they have not received during English learning. The third is wants, which is what they want to master regarding English language skills. next is learning needs. This analysis finds out what kind of student learning needs they want in order to achieve an interesting class.

1.4 Aims of the Research

The research aims to find out the Target Needs and Learning Needs of informatics engineering students. Furthermore, the results of this study will help the students determine which material is suitable for them so that it interests them. Therefore, students choose material as a reference in learning activities in class. This study focuses on the needs of students in an English course. About these needs, the course materials that will be taught depend on their wishes.

1.5 Significances of the Research

1. Theoretical Uses

Theoretically, this research expands the theory of Hutchinson and Waters (1994), especially regarding the learning-centered approach. The learner-centered approach is based on the principle that the learner determines learning. This is part of the development stage of ESP. The focus of ESP (English for Specific Purposes) is not solely on the use of language but also

on language learning itself. Needs analysis is important in ESP course design, including in the informatics engineering department.

2. Empirical Uses

The results of this research provide information about the content of material that is relevant to students' needs, and the students achieve the target needs.

3. Practical Uses

The practical uses of this research present the result of the need analysis of informatics engineering students in English classes, as a reference for lecturers to design a material development.