CHAPTER 2
LITERATURE REVIEW

2.1 English for Specific Purposes

English has become a widely used language for communication in various fields, including law, medicine, business, technology, science, and engineering. It is often used as a common language for international interactions and is prevalent in research journals and conferences. As a result, professionals in these fields need to have proficiency in English in order to effectively communicate with others and stay up-to-date with the latest developments in their field. The work at this time was in the area of English for Science and Technology (EST) and for a time ESP and EST were regarded as almost synonymous. There were studies in other fields too, such as the analysis of doctor-patient communication by Candlin, Bruton, and Leather (1976). According to Hutchinson & Waters (1987), the view gained ground that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. Then, what the learners need English for and how the English that you need became the guiding principle of ESP.

English for specific purposes (ESP) in higher education is a compulsory subject for every major, including in non-English-based majors, ESP can be known as an English course for students majoring in non-English. Hutchinson & Waters (1987, p.19) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. Using this approach, the content and learning methods are tailored to the learner's specific reasons for learning. The goal of ESP is to make language courses more relevant and useful for learners by designing material that emphasizes the forms of language that students will encounter in their specific field or purpose. This way, the language skills learned in the course will be more practical and applicable to the student's real-world needs. While Kardijan and Fatimah (2015) stated ESP (English for

Specific Purposes) is a type of language learning that targets language skills related to a specific field or industry. This approach to language education emphasizes the practical use of English for real-world situations and activities that are relevant to a specific profession or area of study. The goal of ESP is to help learners develop the language skills and knowledge they need to effectively communicate and function in a specific professional or academic context.

Kardijan and Fatimah (2015) identified three types of ESP namely, English as a restricted language, also known as Special English or Controlled English, is a simplified version of the English language used in specific contexts where the use of a more standard form of English may be impractical or inappropriate. Examples of such contexts include air traffic control, aviation, and other technical or professional fields where clear and concise communication is of the utmost importance. In these contexts, restricted English may be used to ensure that communication is unambiguous and easy to understand, even when spoken by non-native speakers or under stress. The use of restricted English helps to reduce the potential for misunderstandings and miscommunications, which can have serious consequences in certain fields. English for academic and occupational purposes is divided into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS). Each branch is further divided into two subcategories: English for Academic Purposes (EAP), such as English for Medical Studies, and English for Occupational Purposes (EOP), such as English for technicians. The last type is English for specific purposes, which emphasizes topics such as postgraduate reading for scientists, attending conferences, and working with foreign institutions.

In other words, based on the theory According to Robinson (1991) The main characteristic of ESP (English for a specific purpose) that distinguishes it from GE (general English) is English learning is aimed at knowing students' needs in learning English. Need analysis is very important

to create a syllabus design. The purpose of need analysis is to allow students to learn English material according to their needs so that the learning process is effective. English teaching will be efficient if students learn English for specific purposes (Kaharuddin, 2018). This relates to the theory by Hutchinson and Water (1987) makes a distinction between "Target Needs" and "Learning Needs". Target needs refer to what the learners need to do in the target situation and learning needs refer to what the learners need to do in order to learn.

2.2 Need Analysis

The first stage in creating English language classes that fulfill learning objectives is understanding the needs of the students. The first step in the English for Specific Purposes strategy should be needs analysis (Kardijan et al., 2015). Before conducting the teaching and learning process, a needs analysis is very important to find out the needs of students according to their desires. Previous research has shown how important it is to carry out a needs analysis to determine the need for teaching materials and methods that truly suit the needs of students. Haque (2014) argues that by conducting a needs analysis we can set learning objectives, guide the selection of teaching content, and modify the syllabus, methodology, and learning approach. By considering several aspects of the demands, such as the objectives and backgrounds of the students, their language proficiency, the reasons they enroll in the course, their preferred methods of teaching and learning, as well as the circumstances in which they must communicate.

The role of needs analysis in material development is very influential, a teacher who is aware of the objective needs of the students such as teaching-learning approaches or subjective needs including student motivation, personal learning preferences or styles, and language needs or desires will be very successful (Darici, A. 2016). Learners need the best curriculum, syllabus design, approach, and the best material. The material should value their engagement, linguistic needs, and motivation that match

their attitudes, aptitude, learning styles, learning strategies, learners' expectations, age, culture, and local needs. Needs analysis has been done informally for many years by teachers or heads of English departments who wanted to find out what language points their learners needed to learn. The new generation of writers and teachers needs to be more aware of the role of decent needs analysis to be able to fulfill the needs of learners (Darici, A. 2016). The information in question is information on students' needs for their English language learning. This means that the role of students in syllabus development is very important. Particularly for ESP programs where language and content are taught in the classroom, an analysis of students' needs and interest in learning is of primary concern and precedes all stages of the syllabus design procedure (Agustina, 2014).

In simple terms, a need analysis includes all activities used to collect information about your student's learning needs, wants, lacks, etc. Analysis of learning needs in an informatics engineering study program is important to get the information according to the student's needs. It must to done in order to material given by the goals and target needs.
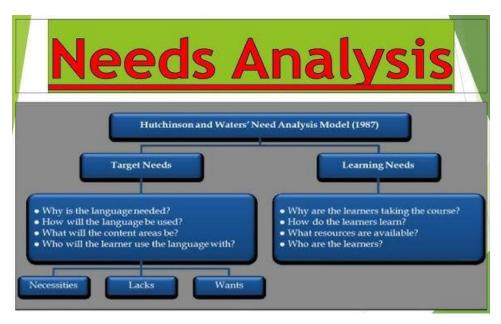

Figure **2.1**

Steps of Needs Analysis adapted by Hutchinson and Waters (1987)

Hutchinson and Waters (1987) suggest two types of needs namely target needs and learning needs. Target needs (Need destination) are the needs of the students of language that will be used in a desirable situation. There are terms concerning the Target Needs are Needs which the determined by the type of requirement that demands a desirable situation and what should be known by learners in order to function effectively in a desirable situation. Lacks is the chasm or gap between ability that belongs to the desired abilities or shortcomings that must be perfected, and also wants which are felt needs of learners and the priority, must be met. The next type of target needs is learning needs which is how learners from the beginning to the intended target.

In simple terms, a fundamental distinction between target needs (i.e. what the learner must do in the target situation) and learning needs (i.e. what the learner must do to learn).

2.2.1 Target Needs

Target needs are something of an umbrella term, which in practice hides several important terms such as needs, lacks, and wants.

1) Needs

Needs are a type of target need, which is determined by the demands of the target situation, that is what the students have to know in order to function effectively in the target situation. For example, a businessman might need to understand business letters, communicate effectively at sales conferences, get the necessary information from sales catalogs, and so on. He or she will also need to know the linguistic features-discourse, functional, structural, and lexical which are commonly used in the situations identified.

2) Lacks

To know what the learners know already so that we can decide which of the necessities the learners lack. The target proficiency needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lack.

3) Wants

Wants means what the learners want or feel they need. Since the target needs only an objective sense with the actual learners playing no active role, the learner also has a view as to what their needs are.

Hutchinson and Waters (1987) argued the analysis of target situation needs is inessence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process. The target situation analysis frameworks are:

a) Why is the language needed?

The answer will be varied such as for study; work; training; or a combination of these for some other purpose, e.g.status, examination, or promotion.

b) How will the language be used?

The answer will be varied such as Medium: speaking, writing, reading, or listening; channel: e.g. telephone, face to face; Types of text discourse; e.g. academic texts, lectures, informal conversation; technical manuals, catalogs.

c) What will the content areas be?

The answer will be such as Subjects: e.g. medicine, biology, law; commerce, engineering; Level: e.g. technician craftsman, postgraduate, secondary school.

d) Who will the learner use the language with?

Native speakers, non-native speakers; level of knowledge of receiver: e.g. expert, layman, students; Relationship: colleague, teacher, customer, superior, subordinate.

e) Where will the language be used?

Such as Physical setting: e.g. office, lecture theater, hotel, workshop, library; Human context: e.g. alone, meeting, demonstrations, on the telephone; Linguistic context: e.g. in one own country, abroad.

f) When will the language be used?

Such as Concurrently with the ESP course or subsequently; frequently,

seldom, in small amounts, or large chunks.

It is necessary to obtain answers to the questions from a variety of sources and then to try and negotiate a satisfactory compromise.

2.2.2 Learning Needs

Need analysis not only considers the needs of the target but also how are we going to get from our starting point to the destination. This indicates another kind of need: Learning needs Analyzing what the target needs in English language learning (Hutchinson & Waters, 1987) In other words, target situation analysis is not the only reliable indicator of what is needed or useful for the target. The analysis of the target situation can define the destination; it can also act as a compass on a journey to give a general direction, but we must choose the route according to the guide which is the learning need.

A framework for analyzing learning needs:

1) Why are the learners taking the course?

Such as Compulsory or optional; Apparent need or covert; Are status, money, or promotion involved; What learners think they will achieve; What is their attitude towards the ESP or general English course.

2) How do the learners learn?

Such as what their learning background; is their concept of teaching and learning; What methodology will appeal to them; and What sort of techniques are likely to bore/alienate them.

3) What sources are available?

Such as the number and professional competence of teachers; Attitudes of teachers to ESP; Teachers' knowledge of and attitude to the subject content; Materials; Aids; and Opportunities for out-of-class activities.

4) Who are the learners?

As seen from age/sex/nationality; What do they already know about English; What subject knowledge do they have; Whatare their interests; What is their socio-cultural background; What teaching styles are they the culture of the English-speaking world?

5) Where will the ESP or general course take place?

Are the surroundings pleasant, dull, noisy, or cold?

6) When will the ESP or general course take place?

Time of day; everyday/once a week; full-time/part-time; Concurrent with need or pre-need.

2.3 Study of the Relevant Research

A myriad of studies have been undertaken to determine the need for analysis of informatics engineering students in learning English, the results are varied.

The first study comes from Nasution et. al (2020) Based on the findings of the researcher's analysis it can be concluded that the needs analysis of informatics engineering students at a private university in Tangerang. Judging from the needs of students, speaking skill is a key to communicating successfully. This finding seems relevant because they will be involved in working fields that need such skills to survive. while based on student's lack of reading activities must be taken into consideration in developing the materials. Accordingly, texts are needed. and the last is based on students' wants, fluency in communication as what they want the most. Another related study by Tangkelangi et al (2021) The results of this study reveal that the IT students in the institution investigated the need to do listening and reading activities to help them understand learning sources. Furthermore, the topics and the materials discussed in the texts should be related to IT, so the students can be familiar with the terms used in their major. The speaking and writing activities which are needed by the IT students are the basic ones because English is not used as the language instruction in the classroom and the students are not required to write their assignments and their final project in English. Regarding viewing skills, it is uncovered that all activities resembling this skill are needed by IT students because they are frequently required to do such activities in the process of completing their assignments.

Another related study comes from Susana & Iswara (2019) Conclusion of the first question given to the participants of this research is whether teachers should make sure that students get sufficient exposure to English being used in the field of IT as it is the main factor that motivates them to learn English. Then the Student's responses underlined the importance of mastering practical skills both in speaking and writing especially related to IT and language used in the workplace. Regarding the type of material that makes students enthusiastic about learning, students mostly gave answers on the material focusing on practical skills. The result of the last question is questions are given to explore the learning process needed by students in ESP subjects both in the form of teaching methods and the materials.

The results of the questionnaire revealed that a total of 85 students or 60.7% stated that ESP teaching should bring English-speaking guest lectures from companies or agencies. In addition, the study from Meiristiani & Ekawati (2018) result of this research a) that students urgently need an English course that focuses on listening, speaking, reading, and writing, b) an English course is very beneficial in the Engineering Study Program, c) The courses needed are General English and English for Specific Purposes (ESP), d) It is not sufficient to take an English course only in one semester in Engineering Study Program, but it has to be at least two or three semesters, e) All language aspects like listening, speaking, reading, writing, grammar, vocabulary, pronunciation, writing a CV, and presentation are needed by students in learning English, f) Students find difficulties in mastering vocabulary, grammar, pronunciation, speaking, and writing.

The last study that is related to this study comes from Rukmana (2021) The result of this research is quoted from some of the questions given, looking for 'necessities/needs' the priority of students learning English was to improve their quality. the current era requires us to be able to communicate using English. Therefore, improving the quality of self in English was needed

for students. Students chose speaking skills important language to learn for Physics Education Students. 'Lack' is also important to identify in order to find out what students do not know. Students were needed to improve the ability of each speaking component. however, the pronunciation was considered to need attention in learning speaking for Physics Education students. Looking for 'wants' grammar was important to learn even though the average score was not classified in the 'very important' category but still classified in the important category.