An Analysis of ESP Syllabus at SMK Nusatama Padang Based on Needs Analysis Result

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ABSTRACT

English for Specific Purposes (ESP) is related to the effort in fulfilling the needs of language learners who learn English for their specific disciplines or field where they will use the language. An appropriate ESP syllabus contains what the learners need to be learned for the use of English in their specific field. It is also important to make sure that the ESP syllabus meets the current needs of not only the learners but also the stakeholder of the field where the ESP learner will use their English skills. Thus, this research was aimed to analyze whether the ESP syllabus had met recent students' and stakeholder' needs or not and also to find out the teacher's perception toward the need analysis result. The data was taken from documents, need analysis questionnaires, and interviews report. Needs analysis was conducted and analyzed to collect the data about the needs of hospitality students of SMK Nusatama Padang, and stakeholder. Based on the syllabus and need analysis result, it was found that more materials related to all of the language four skills need to be added to the current syllabus and also to be specified with hospitality major.

Keywords: ESP, needs analysis, syllabus, hospitality

1. INTRODUCTION

There are so many languages in this world, and one of the most popular among the languages that interest worldwide is English. It is because English is a language that is accepted as a standard and globally used in the world to help people in their personal and professional life and also to keep the international relationship in science, technology, business, education, entertainment, travel, tourism, and others [1], [2]. Thus, English becomes one of the most-studied languages in this world since almost every country puts English as one of the compulsory language courses, besides their national language courses, for school, college, and university level of education.

Concerning English as a language course, the purpose is about teaching people to be able to communicate using English with other English language users. It is, of course, not an easy task to do since it requires appropriate planning to reach the best results at the end of the English teaching-learning process. Regarding planning for teaching English, having a well-designed syllabus is a must.

In English language teaching, the syllabus must contain specific information about what will be taught, related to English language mastery, to the students. McKay in Brown [3] states that a syllabus comes up with an emphasis on what should be learned, as well as the reason for how that content should be decided and ordered. In other words, along with what content that

will be given for the students, the order of the content itself must be clearly arranged in the syllabus. Moreover, Richards [4] states that a syllabus serves the substantial elements that will be used in planning a course of language and perform as the basis for its instructional focus and content. The course objectives and material that will be taught to the language learners are combined and turned into a language course syllabus. In other words, a syllabus is the basic planning of a course, before it is developed into a more specific teaching plan, that contains the course objectives and things that related to the materials. Furthermore, the key to a proper syllabus is that a syllabus must be designed to fulfill the learners' needs. As stated by Tomlinson [5] that syllabus development should be based on the group of learners' specific needs and wants. It means that a syllabus is a summary of the whole topic that follows the needs of the learners, which then will be given or taught to the students during the teaching and learning process.

Moreover, before designing an appropriate English course syllabus, the designer needs to know the students' needs of where they will use the language. In other words, it is really important to know whether English will be taught for general purposes or for specific purposes. General English (GE) course itself is different with English for Specific Purpose (ESP) that GE only focuses on English for general communication purpose when ESP focus on the use of language in context. As stated stated by Basturkmen [6] that the

focus of ESP courses is narrower than general English courses as they concentrate on the specific needs of language learners. Thus, ESP becomes more complex in terms of course planning because it requires a well-designed plan that must fulfill the variety of needs of the language learners depends on the field where they will use the English language. The focus of ESP courses is narrower than general English courses as they concentrate on the specific needs of language learners. As also stated by Hutchinson and Waters that ESP is an approach to language instruction that intends to fulfill the specific needs of specific students [7]. The same statement also comes from Paltridge that English for Specific Purposes relates to the English language teaching and learning as a second or foreign language with the intention of the use of English in a specific field [8]. It means that ESP is strongly related to the effort in fulfilling the needs of learners for using English in the specific field instead of only for the general communication purpose. In order to fulfil the needs in ESP, a needs analysis must be conducted to ensure that the course will include relevant and valuable things to learn related to the learners' field [9]. For example, an ESP syllabus for hospitality students who will use English in their job field as hospitality workers in the future must contain as specific material as possible that is related to the hospitality field.

1.1 Related Studies

Recently, some researchers have already studied the ESP course and students' needs analysis. For example, a pragmatic study from Liton [10] that studies the gaps between what ESP students get in their classroom and what they need in the work field. He finds that the current ESP of Business Administration at several universities in South-East Asia fails to meet the needs of learners and workplace communication skills. Morevoer, a research by Khoshhal et al. [11] who studies the effectiveness of an ESP course in Psychology major of Islamic Azad University of Tonekabon. They find that the current ESP textbook appears to be inadequate and not compatible with the needs of students even though the teacher's presentation was complete. Similarly, Alduais [12] also analyses the course book that used in ESP class at private and public universities of Yemeni and Saudi Arabian and also tests the course book suitability for the learners needs. He finds that the syllabus did not meet the ESP learners' level of the private and public universities because of the wrong interpretation and misuse of the ESP term amid English teachers, specialists in English language field and decision-makers. Beides, a research by Madkur [13] who conducts a need analysis to find out what type of skills that Islamic Banking students need to

learn at the Islamic Banking Department of IAIN Metro. The research is an effort of knowing the students' needs and helping the course plan design.

It can be seen that all of the research above are conducted in order to analyse students' needs and also as some efforts to help teacher fulfilling the students needs. It is also shown that ESP is not only about the effort in fulfilling the needs of English learners' but also the stakeholder of the field where the students will work. Thus, it was important to be aware with both students and stakeholder needs in ESP.

2. METHODOLOGY

This research is a descriptive research with qualitative approach. In this research, a document in form of an ESP syllabus that was used by a vocational school was analyzed to find out whether it meets the students and stakeholder needs or not. The syllabus was for 2nd-grade students of hospitality major at SMK Nusatama Padang, a vocational high school with the specialty field of tourism, accounting, and office administration.

In order to see the suitability of the syllabus with the needs of students, a needs analysis was conducted and the result was analyzed to find out whether the syllabus meets the students' and stakeholder's needs or not. As stated by Hyland [14] that needs analysis is about the techniques for collecting and assessing the needs of learners in order to create a suitable planning of a course. Moreover, Brown [15] defines needs analysis as well-organized process of collecting and analyzing all data required to create the best planning to fulfill the needs and requirements in language learning for students, teachers, and stakeholders. In collecting the data of students' and stakeholders' needs, a questionnaire was chosen as the instrument. For the stakeholder questionnaire, it contained several topics that the stakeholder had to categorize whether the topics were for academic purpose or occupational purpose.

The result of students' needs analysis was analyzed by using a 5-points Likert scale with five options such as "Unimportant", "Rarely Important", "Sometimes Important", "Important", and "Very Important".

The means intervals for the Likert scale and the category can be seen as follows:

Table 1 *Likert Scale Interval*

Scale	Means Interval	Category
1	1.00-1.50	U
2	1.51-2.50	RI
3	2.51-3.50	SI
4	3.51-4.50	I
5	4.51-5.00	VI

3. RESULTS AND DISCUSSION

This part contains the result of needs analysis for students' expectation on how often they will use the four skills in the job field, the category of topics related to the four skills, and also the purpose of each topic, academic or occupational purpose, according to the stakeholder.

Table 2 Expected skills to be used in job field

	Topics	Mean Value	Category
1	Speaking	4.80	Very Often
2	Listening	4.80	Very Often
3	Writing	4.73	Very Often
4	Reading	4.73	Very Often

According to the data of the table, all of the four skills were expected to be used very often by students in their job field. Thus, it can be considered to teach students in using all of these skills for their future careers.

Moreover, some topics that related to the skills were also needed to be analyzed. The result of the analysis for each skill can be seen as follows:

Table 3 The category of topics related to speaking skill in the ESP syllabus

	Topics	Mean Value	Category	Purpose	
				Academic	Occu-pational
1	Job interview	4.93	VI		√
2	Giving direction	4.80	VI		√
3	Asking and giving suggestion	4.70	VI	√	√
4	Giving a spoken report	4.60	VI		√
5	Giving opinion	4.37	I	√	√
6	Expressing hope and wish	4.10	I	√	√
7	Having a phone call	3.87	I		√

From the data above, it can be seen that the topics in speaking skill fall into two categories, very important and important. Several topics that did not exist in the current ESP syllabus even belong to the category of very important such as, job interview, giving direction, giving a spoken report, and having a phone call (categorized as important). Moreover, these topics were also considered by the stakeholder as topics that only belong to the occupational purpose. Thus, the result of this analysis then can be used as consideration for the topics that have to be in the current ESP syllabus.

Table 4 The category of topics related to listening skill in the ESP syllabus

	Topics	Mean Value	Category	Purpose	
				Aca-demic	Occu-pational
1	Listening to requests from hotel guests	5.00	VI		√
2	Listening to questions in a Job interview	4.93	VI		√
3	Listening in a telephone conversation	4.47	I		√
4	Catching the meaning of English songs	1.73	RI	√	

The data shows that that every topic in the listening skill was mainly categorized as important with only one topic considered as rarely important. Several topics that did not exist in the current syllabus also belong to the category of very important and important such as, listening to request from hotel guests, listening to questions in a job interview, and listening in a telephone conversation. Those topics were also considered by the stakeholder as several topics related to the occupational purpose. Only one topic belongs to the category of rarely important, based on the needs analysis result, and it was also considered by stakeholder as the topic that was only for academic purposes only. In other words, the ability in understanding the meaning of English songs was considered as a topic that was not compulsory for their occupational needs in the work field.

Table 5 The category of topics related to writing skill in the ESP syllabus

	Topics	Mean Value	Cate-gory	Purpose	
				Aca-demic	Occu-pational
1	Filling form	5.00	VI		√
2	Writing a job application letter	4.93	VI		√
3	Communicating by e-mail	4.93	VI		√
4	Writing a simple formal invitation letter	4.07	I		√
5	Writing procedural text in the form of how to do things and tips	4.07	I	√	√
6	Writing simple factual scientific texts (factual reports) about people, animals, objects, natural and social phenomena	1.97	RI	√	
7	Writing analytical exposition text	1.97	RI	√	
8	Writing short and simple biographical texts about famous people	1.97	RI	√	

According to the analysis result of topics related to writing skill in the ESP syllabus, it can be seen that every topic in for the writing skill varies in term of category. One topic was considered by stakeholder as the topic for both academic and occupational purposes. Writing for procedural text was decided as the topic that the students of hospitality may use in both their academic purpose and their job field or occupational purpose. Three topics even considered by the stakeholder were only for academic purposes. They are writing simple factual scientific texts (factual reports) about people, animals, objects, natural and social phenomena,

writing analytical exposition text, and writing short and simple biographical texts about famous people. Besides, the topics were also categorized, based on the needs analysis result, as some topics that rarely important to be included in ESP syllabus. It means that the topics can be considered for deletion from the current ESP syllabus. There were also some topics that were categorized as very important topics to be learned. These topics did not include yet in the current syllabus. They are, filling a form, writing a job application letter, and communicating by email. These topics can be taken also into consideration to put in the ESP syllabus.

Table 6 The category of topics related to reading skill in the ESP syllabus

	Topics	Mean	Cate-gory	Purpose	
				Aca-demic	Occu-pational
1	Reading books, articles and journals related to Hospitality.	4.93	VI	√	√
2	Reading written instructions/orders	4.93	VI		√
3	Reading forms	4.93	VI		√
4	Reading a simple formal invitation letter	4.90	VI	√	√
5	Understanding procedural texts in the form of how to do things and tips (tips)	4.20	I		√
6	Skimming (skimming text quickly to find main topics)	4.03	I	√	√
7	Scanning (view text quickly to find specific information)	4.03	I	√	√
8	Understanding simple factual scientific texts (factual reports) about people, animals, objects, natural and social phenomena	1.97	RI	√	
9	Understanding analytical exposition text	1.97	RI	√	
10	Understanding short and simple biographical texts about famous people	1.97	RI	√	

The last skill is reading skill. This skill involves the ability of students in finding information from written texts. The result of analysis shows that every topic in the reading skill belongs to several

categories such as very important, important, and rarely important. Almost all of the topics were considered by the stakeholder as topics that existed for both academic

and occupational purposes. Four topics were categorized, based on students' needs analysis result, as very important. Three of them were the topics that actually did not exist in the current syllabus. These topics can be taken into consideration to put in the ESP syllabus. Moreover, three topics were considered by the stakeholder as topics for academic purposes only. They are understanding short and simple biographical texts about famous people, understanding analytical exposition text, and understanding simple factual scientific texts (factual reports). Besides, for those topics, the students' needs analysis result revealed that they belong to the category of rarely important to put in the current ESP syllabus. It means that the topics can be considered for deletion from the current ESP syllabus.

4. CONCLUSION

According to the research findings and discussion in this research, three points can be drawn into the conclusion. First, all of the four skills were expected to be used very often in students' job field. Second, several topics still needed to be put into the current syllabus and to be developed for hospitality majors. It was proven by the result of needs analysis that some topics, which did not exist in the syllabus, were categorized as very important. Third, some topics also can be taken into consideration to delete from the current ESP syllabus, since some materials that existed in it are categorized as rarely important. Hopefully, the result of this research can be considered as the source of information to evaluate the current ESP syllabus to fulfill the needs of the students and stakeholder.

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