ADDRESSING THE NEEDS OF ENGLISH FOR NON-FORMAL STUDENTS IN TEACHER TRAINING AND EDUCATION: AN ESP ANALYSIS

**Siti Nur Utami[1], Rafi'ah Nur[1], Salasiah Ammade[1], Ammang Latifa[1],
Siti Hajar Larekeng[1], Shakira B. Herman[2]**
[1]Universitas Muhammadiyah Parepare, Indonesia
[2]Benguet State University- Bokod Campus, Philippines
Email Correspondence: nurutamisitti9@gmail.com[1]

Abstract: English for Specific Purposes (ESP) is one of the key courses in several faculties at the Muhammadiyah University of Parepare. ESP is important because it collects data related to student interest in non-formal majors in the Faculty of Education and Sciences. The study used quantitative descriptive designs to analyze students' needs in English for Specific Purposes (ESP) courses. The study involved eight non-formal education students from semester one to semester six. Using the questionnaire as the main instrument, the study collected relevant student data. According to the data from the questionnaires that have been disseminated, students can enhance their English language skills by learning English for Specific Purposes, and there are some opinions among students that in ESP teaching, the use of Indonesian as an introductory language has a considerable influence on their understanding of the language. Comprehensive analysis that uses TSA (target situation analysis), LSA (learning situation analysis), and PSA (present situation analysis) is a diagnostic process to assess the current condition, learning environment, and future needs of an organization or group to inform strategic planning and decision-making. The results of data analysis will provide valuable insights to develop a more effective curriculum and teaching methods that fit the needs of students at Muhammadiyah University of Parepare, and the results of learning English for Specific Purposes will have a lot of influence on the survival of the English language skills of students for application in their scientific field. It is possible to conclude that it offers a thorough strategy for enhancing their learning experiences and results based on the research's findings. Through a concentrated effort on curriculum development, teaching strategies, assessment tactics, teacher preparation, resource distribution, policy implications, and ongoing research, educational establishments can more effectively address the varied requirements of non-formal learners, guaranteeing their triumph and assimilation into the academic framework.

Keywords: *English for specific purposes, Need Analysis, TSA (target situation analysis), LSA (learning situation analysis), PSA (present situation analysis*

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INTRODUCTION

In the 20th century, education programs should provide many new advances in terms of language education, one of which is continuing the development of English for Special Purposes (ESP), where this is not general English (GE) teaching and learning but an English specialty. (Rahman M. 2015) explains that ESP has evolved as a separate discipline since the 1960s. ESP is the focus of English learning and teaching situations where teaching methods and learning environments differ from general English. The most important difference between ESP and GE is the students' purpose for learning English. Therefore, the ESP course is developed based on the assessment objectives and the needs and activities required for the English language. ESP focuses more on language in context than on grammatical teaching and language structure.

However, on application in the English teaching process, ESP has yet to gain widespread acceptance among Indonesian English instructors, especially at the college or university level. This is demonstrated by non-English departments only allocating 2-4 credits for English courses in the first or second semester. This may be one of the reasons why English instructors don't want to teach ESP. However, more EOP-ESP workplaces are in great demand. The university requires graduates to obtain a certificate after completing the course and a graduate diploma proving their competence. This means universities and professional and polytechnic colleges must recognize ESP (Syakur et al., 2020).

In the learning process of students in the non-English Studies Program, the concept of learning English is required, and it is intended for specific students with specific purposes as well. This concept is offered in this study, namely the concept of learning English for a specific purpose, or what is called English for Specific Purposes (ESP). ESP can provide many benefits to students (experienced students), namely: 1) academic interests (when studying) and non-academic (for everyday purposes); and 2) students' readiness to enter the world of work according to their field, where their English language skills can be the capital for competing in the workplace that requires the ability to speak English. (Kusumaningputri (2016) in Rini Ekayanti (2020).

More recent attention has been focused on the provision that the dynamics of English in the context of higher education can be measured from at least two things, namely learning English based on a discipline or study program known as English for Academic Purposes (EAP) and studying English oriented to the professional or professional interests of known English for Jobs (EOP). Both are integrated into English for Special Purposes (ESP) as an approach to learning English and as one of the leading academic learning approaches in higher education (Luo & Garner, 2017). ESP, in this case, is more likely to learn languages in context than issues of language rules (grammar) and language structure. (Nur, 2018). ESP continues to evolve as the ESP profession advances (Widodo, 2016).

A study in this field by Marwan (2017) and Poedjiastutie (2017) acknowledged some of the challenges of ESP teaching: low student learning motivation, disagreement between reality and expectations, teacher workload, and poor resource

quality. (Marwan, 2017). In the Poedjiastutie study (2017), the readiness of teachers and students to teach and learn ESP emerged as a difficult challenge. However, both show weak evidence due to their limited research context. While the Marwan (2017) qualitative study involved only one research participant at a particular university, the Poedjiastutie (2017) research findings were derived from data collected from many participants at one university. Thus, the two studies cannot represent the general conditions regarding ESP teachers' challenges in higher education in the Indonesian context. None of these studies show the latest convincing evidence about the challenge of teaching ESP in various non-British higher education departments.

Based on some previous experts' opinions, it can be concluded that in the reality of the learning process, English in non-English study programs still does not give students many additional English language skills. In practice, it has not been discovered how the real needs of students relate to the treasury of English science and the science they are studying. Based on this, the research is to get some things that will be referenced in learning English for specific purposes on the non-formal study program of the faculty of education and the Muhammadiyah University of Parepare.

In teacher preparation programs, English for Specific Purposes (ESP) is crucial for enhancing the educational outcomes of non-formal students. ESP can boost students' language proficiency, engagement, and job prospects by tailoring language instruction to their needs and circumstances. Successful implementation of ESP requires a thorough needs analysis, a personalized curriculum, interactive teaching methods, and continuous assessment. Integrating ESP effectively into teacher training programs entails addressing challenges such as limited resources and the need for teacher training. (Dudley-Evans & St John, M. (1998), Hutchinson, & Waters, A. (1987), Basturkmen, H. (2010), Belcher, D. (2009))

LITERATURE REVIEW

Need analysis is the process of collecting evidence and information. Mostly, need analysis is conducted in English for specific purposes (ESP). Need analysis is essential for English for Specific Purpose (ESP) because there are specific requirements to meet the goal of English for Specific Purpose (ESP). Need analysis can cover teaching approach, methodology, and strategies. In addition, it also includes material design, topics, and language features. With the needs analysis results, the teachers can also analyze and assess their English for Specific Purpose (ESP) classes. Need analysis aims to evaluate the teaching and learning process and the relationship between the teacher and the student, including attitudes, behaviors, and beliefs. By conducting a need analysis, both the institution and the teachers can determine what should be implemented and improved and what should not. Therefore, need analysis is the preliminary phase to develop, analyze, assess, and evaluate English for Specific Purposes (ESP) class. (Nimasari, 2018)

Needs analysis can help to design a perfect course. Azis and Ghani (2017:65) recommend that the course may fulfill the professional needs of the learners. There are three components of need analysis

in Saieed's article (2012): present situation analysis (PSA) to find what learners' strengths, weaknesses, skills, and experiences in the English language; learning situation analysis (LSA), which is concerned with learners' learning preferences; and target situation analysis (TSA) to analysis more closely to learners' reason for learning. ESP curriculum development must be seen from the needs of students. Theeb & Albakrawi (2013:13-23) conclude that if the learner's needs are more apparent, more goals are expressed, and ESP courses will quickly become successful. Learner needs are more apparent, more goals are expressed, and ESP courses will quickly become successful. This study will discuss how important needs analysis in designing an ESP course.

Another theory that language practitioners should take into account is that a comprehensive need analysis should determine the content of any ESP course. Dudley-Evans et al. (1998) state that it includes target situation analysis, which concerns what the learners will be required to do through English; present situation analysis, which concerns what learners already know and what their strengths and weaknesses in language skills and also what they lack to target language needs, and learning situation analysis; refers to subjective, felt needs and wants that will affect motivation and participation.

The objectives of this study are to Determine Students' Current Proficiency Levels (Target Situation Analysis), Identify Preferred Learning Methods and Resources (Learning Situation Analysis), and Identify Specific English Language Skills Needed (Present Situation Analysis). Which is This research aims to answer the following questions: What specific English language skills required by students in the Non-formal Education Studies program to participate in their academics effectively?, What are the current English language proficiency levels of students in the Non-formal Education Studies program?, What are the preferred learning methods and resources among students for improving their English for Specific Purposes (ESP)?

METHOD

Design and Samples

This study used a quantitative descriptive design to analyze students' needs in the Non-formal Education Studies program of the Faculty of Teacher Training and Education. This design was chosen because it allows researchers to collect diverse data from many respondents and provide a clear picture of students' needs and preferences. This study involved eight Non-formal Education students from the first semester to the sixth semester.

For conducting a Learning Needs Analysis of English for Specific Purposes (ESP) in students of the Non-formal Education Studies program, a component of research instruments can be utilized to collect comprehensive data:

a. Demographic Information: Name, student ID, and semester.

b. Current Proficiency: Self-assessment of how to interest the students in English for specific purposes.

c. Specific Language Needs: English skills are important in academic and professional contexts, such as listening, speaking, reading, writing, grammar, and vocabulary.

d. Learning Preferences: Preferred learning methods (e.g., lectures, group work, presentation).

Data Collection

The researchers took quite a while to capture the data because they felt it was unusual with the total number of respondents who filled out the survey. And after making a confirmation to the ESP lecturer, it was finally discovered that the number of students who responded to the lift was the total number of non-formal education students. The methodology used in this study was designed to provide a comprehensive picture of students' needs in English for specific purposes at the college level. The study collected relevant data from students using questionnaires as the main instrument. The results of the data analysis will provide valuable insights to develop more effective curricula and teaching methods that suit the students' needs, and the result from the study on English for specific purposes can give a good insight into the working level of the students.

FINDINGS

Needs analysis has four components to assess the language needs of learners (Momtazour, 2015, p. 26-27): (1) Target Situation Analysis (TSA) refers to task and activities learners that will be used for the target situation in the occupational and academic setting, (2) Learning Situation Analysis (LSA) clarify what and why learners want to learn. LSA is to identify the effective ways related to cognitive and affective factors of learners which focus on the process-oriented needs, and (3) Present Situation Analysis (PSA)

estimates strengths and weaknesses in language skills and learning experiences. By perceiving student's requirements, curriculum designers will be easier to choose suitable learning materials and techniques to be applied in the learning process. In the area of English for specific purposes, present situation analysis should be done together with target and learning context analysis (Yundayani, 2018, p. 124)

Target Situation Analysis (TSA)

Target situation analysis (TSA) is a systematic approach used to identify and understand the specific needs, goals, and constraints of a particular target group or context, commonly applied in fields like language teaching, business planning, and project management. TSA involves identifying the target group, determining their goals, analyzing their context and environment, and assessing their specific needs and required skills. It also includes evaluating available resources and constraints, analyzing stakeholders, conducting gap analysis, and collecting data through various methods like surveys and interviews. The collected data is then analyzed to draw insights, which are summarized in a detailed report with actionable recommendations. TSA is beneficial for focused planning, efficient resource allocation, improved outcomes, and stakeholder alignment, ensuring that strategies and plans are tailored to the specific needs and context of the target group, thereby enhancing collaboration and support. Target Situation Analysis (TSA) refers to task and activities learners that will be used for target situation in the occupational and academic setting.

Table 1. Target Situation Analysis Result.

Table

Question	Strongly Disagree	Disagree	Neutral	Agreed	Totally Agreed
1. The learning material was very helpful to me in understanding what my opponent said. (Listening)	-	-	44,4%	55,6 %	-
2. The learning material was very helpful to me in understanding the content of reading English texts.(Reading)	-	-	33,3 %	66,7 %	-
3. The learning material was very helpful to me in assembling words when I was going to write in English. (Writing)	-	-	37,5%	62,5 %	-
4. When I had to put words or sentences together to talk in English, the learning materials in the classroom really helped. (Speaking)	-	-	22,2%	66,7%	11,1%
5. I discovered the learning materials useful for my grammatical studies in English. (grammar)	-	-	55,6%	44,4%	-
6. The learning materials have helped me improve my English vocabulary. (vocabulary)	-	2,5%	25%	62,5%	-

Based on the analysis of the data presented in the table above, it can be explained that in the six questions that asked four skills and two advocates of English speaking skills, it was concluded that almost all the answers showed agreement on the question on the scattered number set, as in the point of question number one in getting the answer that as much as 55.6% of students agreed that the learning material English for Specific Purposes (ESP) was very helpful in understanding the speaking opponent. (Listening Skill). It was also explained that 66.7% of students in question number two felt that the ESP learning material they learned was very helpful in reading English-language texts. (Reading Skill).

On the third question point, 62.5% of students agreed that ESP learning helped in the preparation of words when students were going to write in English. (Writing Skill). Switch to question number four, where it was found that 11.1% of students agreed strongly that the ESP learning material was very helpful in composing words or phrases when speaking in English. (Speaking Skill). In question number five, it can be explained in the table above that it was found that 55.6% of students gave neutral answers related to the ESP material that facilitated the learning of English grammar. (Grammar). The six-question point is the final question point on the assessment section of Target Situation Analysis (TSA), which gives results if 62.5% of students agree that the learning material helps in improving their English vocabulary. (Vocabulary).

Learning Situation Analysis (LSA)

Learning Situation Analysis (LSA) is a comprehensive approach used to understand the conditions and factors that influence learning in a particular educational setting. It involves identifying student characteristics, defining learning objectives, analyzing the context and environment, evaluating teaching methods and resources, assessing assessment practices, and identifying barriers to learning. LSA also considers stakeholder engagement, technology integration, and feedback mechanisms to ensure continuous improvement. Knowledge gained from LSAs can inform curriculum design, instructional strategies, professional development, policy-making, and program evaluation, leading to tailored instruction, informed decision-making, resource optimization, and improved learning outcomes. Learning situation analysis (LSA) evaluates students' preferences regarding teaching methods and learning media that can be used with students in the process of learning English.

Table 2. Learning Situation Analysis Result

Question	Strongly Disagree	Disagree	Neutral	Agreed	Totally Agreed
1. How much educational media—such as textbooks, social media, movies, games, and music in the English language assize in learning the language:	11,1%	-	22,2%	44.4%	22.2%

Question	Strongly Disagree	Disagree	Neutral	Agreed	Totally Agreed
2. How much do lectures, presentations, and conversations, as well as task assignments, aid in the study of English?	12,5%	-	50%	25%	12,5%

The table above shows that with learning media such as textbooks, social media, movies, English songs, and games used by lecturers as learning media, 22.2% of students strongly agree, 44.4% of students agree, and 22.2% of students have a neutral assessment. The results of the students' assessment show that the learning media is enough to influence students' interest and ability development, although it cannot be denied that there is a fact that 11.1% of students feel that they do not get much help from the use of the media mentioned above.

Turning to statement number two, the statement wants to be related to how students assess learning methods in the form of presentations, discussions, and task allocation, which are expected to influence students' ability to absorb English learning. The results obtained according to the table show that 50% of students give a neutral score, which shows that the learning methods mentioned above have an impact on only 50% of students' ability to learn English.

In addition to the neutral assessment, there is also an agreed assessment of 25% by students, which means that there are two people out of eight students majoring in non-formal education who agree that the learning methods contained in statement number one are successful in helping students learn English.

The last assessment result of statement number two is that 12.5% of students strongly agree that the learning methods used are appropriate and able to improve students' English learning ability.

Present Situation Analysis (PSA)

Present situation analysis (PSA) is a diagnostic process used to assess the current state of an organization, project, or learning environment, aiming to identify strengths, weaknesses, opportunities, and threats (SWOT) to inform strategic planning and decision-making. It involves evaluating current performance, resources, organizational structure, and both internal and external environments. PSA includes stakeholder analysis, problem identification, data collection, and benchmarking against industry standards. This comprehensive assessment supports informed decision-making, resource optimization, risk management, and performance improvement by providing a data-driven basis for understanding the current state and identifying areas for enhancement. Present Situation Analysis (PSA) estimates strengths and weaknesses in language skills and learning experiences.

Table 3. Present Situation Analysis Result

Question	Strongly Disagree	Disagree	Neutral	Agreed	Totally Agreed
1. Using Indonesian as an introduction helps me understand the English topics that I will be learning.	-	-	11,1%	88,9%	-
2. Can studying English help you achieve your present academic learning goals?	-	11,1%	33,3%	22,2%	33,3%

In the table above, the results show that question number one, states whether using Indonesian as an introductory language in learning English for Special Purposes (ESP) helps students understand the new English learning topic to be studied. The results showed that 88.9% of students agreed and 11.1% gave a neutral answer. From the results of the survey above it can be concluded that although in principle learning ESP is the process of teaching English but can not be ignored if students will find it easier to understand the learning material if the learning process inserts Indonesian as the introductory language.

In statement number two, 33,3% of students gave a neutral assessment of English language learning in fulfilling English language needs related to the science that students are currently studying. However, there is also an assessment that 11.1% of students disagree with the statement that learning English can complete the learning objectives in students' current scientific knowledge.

DISCUSSION

Based on data from Target Situation Analysis (TSA), it is concluded that the number of students who feel that the six points of the statement communicated can greatly help students in the development of the English language following their current knowledge. where there are almost all the student's answers to the six attached statements that have received a neutral response depending on the agreement as supporting the statements placed on the statement related to the target situation analysis.

The second is the result of the statement in the learning situation analysis (LSA) section, where it is found that students feel that the use of learning media in the form of textbooks, social media, movies, English songs, and games has a significant impact, where neutral, agree to strongly agree assessment points get a reasonably high survey value. although it can also be seen that some students feel that the use of the media mentioned earlier could help more in developing their English language skills.

On the related part of the present situation analysis, the conclusion can be drawn that most students feel that learning English, in this case, English for specific purposes, can have a significant impact on the development of their English language skills for the application of the English language in the science they are undergoing at present. Although it cannot be denied, we also found the opinions of

students who feel that learning the English language is not helpful in their scientific development.

Based on the brief explanation above, it can be understood that English language learning is very influential in scientific development in non-English programs according to the explanation of (Swales, 1990, p. 45) ESP, by focusing on the specific needs of learners in a particular discipline or profession, can produce more efficient and effective learning outcomes. An emphasis on using relevant, contextually appropriate language helps students develop the skills necessary for a particular field more quickly and with greater relevance."

CONCLUSION

In the field of English Language Teaching (ELT), English for Specific Purposes (ESP) focuses on the specific English language needs of the learners. It has been a distinct field since the 1960s. ESP is goal-oriented and tailored to specific learners' academic and professional needs. The teaching methods and content used in ESP differ from those used in general English. Many ESP writers emphasize the importance of needs analysis in identifying learners' specific needs in academic and professional areas. Although there are different needs analysis models, they all prioritize identifying the specific needs of the learners. Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA) are key components of language needs analysis that should be applied in any ESP needs assessment. In the application of the assessment described above, the researcher has found many new things that ultimately provide an overview of how English for Specific Purposes should be realized in

the teaching and learning process. The results of this study can also provide new knowledge in foreign language teaching that does not necessarily have to be applied without guidance in Indonesian.

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