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*by* lcels\_2 Abs 176

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**Submission date:** 30-Sep-2020 12:24PM (UTC+0700)

**Submission ID:** 1401064591

**File name:** full\_paper\_abs-176\_7594844535.docx (77.43K)

**Word count:** 5008

**Character count:** 27615

**English for Specific Purposes at  
Department of Geography in the Era of Disruption based on Needs Analysis**

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**English for Specific Purposes**  
**Department of Geography in the Era of Disruption based on Needs Analysis**

**ABSTRACT**

Learning English for the Special Purpose of the Geography Department at Universitas Hazairin Bengkulu has not provided significant benefits to students, as indicated by unsatisfactory learning outcomes. This is partly due to inappropriate teaching materials. This study aims to analyze the needs of lecturers and students for e-learning-based English for Special Purposes (ESP) teaching materials that are suitable for students majoring in Geography in the current era of disruption. This study was conducted in the Geography Department by using a descriptive survey method. The samples are English lecturers who teach English courses in the Geography Department and Geography Department students who take one class of English courses. The data from this study were obtained from the results of questionnaires and observations. This study was conducted to obtain data and recommendations in formulating appropriate English language teaching materials for students of the Geography Department based on e-learning. In this needs analysis, the authors summarize the needs analysis as a construct consisting of three components, namely Target Situation Analysis, Current Situation Analysis, and Learning Situation Analysis. The results of this study indicate that students and lecturers want the appropriate teaching materials, according to the needs of the geography department to support the academic process and for the needs when they have worked and can be used by lecturers to adjust to the era of all-digital disruption with e-learning-based teaching materials. This study recommends the lectures to implement the institutional learning context, face to face and distance mode tuition as well.

Keywords: Teaching Materials, English for Specific Purposes, Era of Disruption

**A. Introduction**

English is the language of instruction in the multidisciplinary scope of science. The use of English in this multidisciplinary field of science creates English for Specific Purpose (ESP) which focuses on acquiring integrated professional expertise with a variety of skills, disciplines and practices. For example, English in the world of education, health, economics, law, religion, and others (Nurindah et al., 2019).

In practice, English courses in tertiary institutions tend to be interpreted and implemented differently. Some consider it a course that contains general English material which contains basic knowledge of general English with its various elements and skills. On the other hand, there are also those who argue that this course is a subject for special purposes that are tailored to the student's field of study; although in practice it tends not to reflect its

essence as a course for a specific purpose. In its implementation, even though it is considered an ESP course, this course does not reflect the proper implementation of ESP theory. This course experiences various problems from many sides, both in its design, implementation, and evaluation (Ali, H. I. H., & Abdalla Salih, A. R. 2013).

In Indonesia, some universities consider English only as a complementary subject to support students in understanding their main subjects and allocate 4-6 credits, and some consider English only as a general basic course, only allocating around 2-4 credits. According to Afriazi, the Teaching and Learning Process of English Language Courses in tertiary institutions has not received serious attention from the "authorities" of the university campus. According to him, in the higher education curriculum, this English course is only used as a complementary course (Afriazi, 2010). This phenomenon is also happen in Universitas Hazairin (Unihaz), department of Geography where this research conducted. The teaching materials are compiled the module as teaching materials for General English (GE) with the main activity emphasizing on Reading Comprehension and Structure and Written Expression which are intended for all departments at UNHAZ.

It can be concluded that the English learning at Unihaz still provides GE materials to all departments, as well as the Geography department. The provision of special material, especially the ESP reading text, only relies on the modification and creativity of each teaching lecturer, which of course has not been evaluated and is not supervised by the department and LB. Meanwhile, we understand that teaching materials play an important role in achieving a teaching goal. So big is the role of teaching materials that (Tomlinson, 1998) in Ramansyah, (2013) states that whatever field is taught within a student-centered teaching framework, teaching material is the most important. As a result, with teaching materials that are not in accordance with their field, the understanding of Geography Education students is very weak, especially in text texts and technical or registries related to Geography when

dealing with English-language articles about Geography. This will cause problems when students take courses in the following semester according to their curriculum but require references in English and the subsequent difficulties they face when they are in a future work field as Geography teachers, airport officers, Meteorology and Geo-physic Board officers and others who require them to have knowledge and register of Geography in English (Markovic & Prnjat, 2018).

As we noticed that the era of disruption was marked by the <sup>39</sup> proliferation of computers and automation of records in all fields. As Tjandrawinata in Salehi (2015) stated, <sup>13</sup> one of the unique characteristics of industry 4.0 is the application of artificial intelligence (Salehi, Hadi, 2015). Moreover, the real feature of this Era of disruption is digitization in all fields. One example of this <sup>13</sup> application is the use of robots to replace human labor so that it is cheaper, more effective, and efficient. So that Tjandrawinata concludes that <sup>23</sup> new technologies and approaches that combine the physical, digital, and biological worlds will fundamentally change the pattern of human life and interaction. Another opinion states that the era of industrial disruption 4.0 is a situation in which the industrial world or job competition encourages the process of the digitalization system (Badge, J. L., Cann, A. J., & Scott, 2005). So it can be concluded, in this era of disruption, teaching materials and learning systems cannot be separated from digitization. Online-based teaching materials are the best solution.

Researcher reported several studies have been carried out relate to the topic discussed, specialty related to the NA in ESP issues. Some of them are (Danuta Lesiak, 2015), (Bielousova, 2017), (Nguyen & Nguyen., 2017), Bojovic, M. (2010), Gatehouse, K. (2007), Gholami, J., & Samadi Osalu, M. (2012), Hidayati, D. N., Haryati, S., (2018), e.t.c. Several studies also related to the era of all-digital disruption by utilizing technology, among others, they are (Bielousova, 2017), (Nguyen & Nguyen., 2017), Luzón, M. J. (2007), Sysoyev, P. V. (2000), e.t.c. Although there have been many studies of these studies, researchers have a very

limited report studies in the field of geography. Researcher analyzed the results of the studies above, which in addition to being used as a reference also to find gaps and novelties between the research and the research that the researcher was going to do.

From the problems of teaching materials for English for Special Purposes in the Department of Geography Unihaz above and to anticipate the demands of teaching materials for Special Purposes in this era of disruption which is digitally-based in all sectors, the authors feel the need to conduct this study which essentially aims at <sup>47</sup> to analyze the needs of lecturers and students for e-learning-based English for Special Purpose (ESP) teaching materials that are suitable for students majoring in Geography in the current era of disruption.

### **B. Materials and Methods**

This study was conducted in the Department of Geography, Hazairin University Bengkulu by using a descriptive survey method (Emzir, 2008). The samples are English lecturers who teach English courses in the Geography Department and Geography Department students who take one class of English courses. The data from this study were obtained from the results of questionnaires and observations. This study was conducted to obtain data and recommendations in formulating appropriate English language teaching materials for students of the Department of Geography based on e-learning which is needed in the era of eruption. In this needs analysis, the authors summarize the needs analysis as a construct consisting of three components, namely <sup>42</sup> Target Situation Analysis, Current Situation Analysis, and Learning Situation Analysis.

### **C. Result and Discussion**

The study of English as a Specific Purposes (ESP) cannot be separated from the need analysis (NA) which is the basis of this study both in the design of teaching materials and in the teaching process. There are several approaches to doing NA offered by experts such as Munby which offers needs analysis including a sociolinguistic model in (Basturkmen, H.,

2010), Richterich approach which offers a systemic approach in (Basturkmen, H., 2010), Hutchinson provides a learning-centered approach. (Hutchinson & Waters, 1987), then there is an approach from Berwick which provides a learner-centered approach in (Sysoyev, P. V., 2000)., <sup>46</sup> and a task-based approach from Long (Long 2005a, 2005b in Danuta Lesiak, E., 2015).

From the above approaches, the researcher adopted a learning-centered approach from Hutchinson since in addition to providing guidance in analyzing needs in the ESP study, it is known as the needs analysis construct (Hutchinson & Waters, 1987), <sup>20</sup> they are Target Situation Analysis, Current Situation Analysis, and Learning Situation Analysis. However, this approach is further concerned with <sup>17</sup> how learners learn. They suggest that a learning needs approach is the best route to convey learners from the starting point to the target situation.

Before describing the entire Hutchinson's needs analysis, the researcher will provide an initial description of the <sup>29</sup> needs analysis in ESP learning proposed by (Hutchinson & Waters, 1987) which is divided into two types of needs which can be briefly seen in the following two tables:

<sup>2</sup> Kinds of NA	Based on Target Analysis
Why is the language needed	- For study; - for work, for - training, for combination of these; - for some other purposes, e.g. status, exam, promotion e.t.c.
How would the Language is used?	- Medium: speaking, writing, reading e.t.c. - Channel: e.g. telephone, face to face; - Types of text or discourse: e.g. academic texts, lecturers, informal conversations, etc.
What would the Content areas are?	- Subjects: e.g. Medicine, biology, architecture etc. - Level: e.g. technician, craftsman, postgraduate, etc.
Who would the Learner uses the language with?	- Native speakers or non-native; - Level of knowledge receive: e.g. expert, layman, student; - Relationship: e.g. colleague, teacher, customer superior, subordinate.
Where would the Language is used?	- Physical setting; e.g. office, lecture theatre, hotel etc. - Human context: e.g. alone, meetings, telephone etc. - Linguistic context: e.g. in own country, abroad

**Table 5 NA Based on Situation of the Target**  
(Adapted from Hutchinson & Waters, 1987 p. 59 and pp.62-63)



4 Kinds of NA	Based on Need of Instruction
Why are the learners Taking the course?	<ul style="list-style-type: none"> <li>- Compulsory or optional;</li> <li>- apparent need or not;</li> <li>- Is status, money promotion involved?</li> <li>- What do learners think they will achieve?</li> <li>- What is their attitude towards the ESP course?</li> <li>- Do they want to improve their English or do they resent the time they have to spend on it?</li> </ul>
How do the learners learn?	<ul style="list-style-type: none"> <li>- What is their learning background?</li> <li>- What <sup>29</sup>their concept of teaching and learning <sup>3</sup></li> <li>- What methodology will appeal to them?</li> <li>- What sort of techniques is likely/alienate to them?</li> </ul>
What resources are available?	<ul style="list-style-type: none"> <li>- Number and professional competence of teachers; Attitude of teachers to ESP Teachers' knowledge of and attitude to the subject content;</li> <li>- Materials; Aids and opportunities out of class activities <sup>3</sup></li> </ul>
Who are the learners?	<ul style="list-style-type: none"> <li>- Age, sex, nationality</li> <li>- What do they know already about English?</li> <li>- What subject knowledge do they have?</li> <li>- What are their interests?</li> <li>- What is their socio-cultural background?</li> <li>- What <sup>37</sup>ing styles are they using to?</li> <li>- <sup>33</sup>at is their attitude to English or to cultures of the English speaking world?</li> </ul>
When will the ESP course take place?	<ul style="list-style-type: none"> <li>- Are the surroundings pleasant, dull, Noisy, cold etc.?</li> </ul>

**Table 2.5 NA Based on the Need of Instruction**  
(Adapted from Hutchinson & Waters, 1987 p. 59 and pp.62-63)

### *Target Situation Analysis*

To analyze this target situation, the <sup>1</sup> need analysis questionnaire shared to get the data about the students' lacks, wants, needs and learning needs. The first question asked the student knowledge about e learning. The result showed that 80% of the students familiar to the internet and know much about e <sup>1</sup> learning. It meant that the website that would be designed and implemented would not be something new for them. In addition, it would help the research process as it could minimize the technical obstacles. Besides, 90% of participants said that the website was also needed to be implemented in the class. So the e learning based material that in designed and planned to be implemented in campus e learning web would be appropriate to their expectations.



It was also important to identify the lacks of the students currently. It will be examined to identify the level proficiency of the students. Questionnaires are spread out in order to know what the current level English proficiency of the students. It has been proved that the gap between target proficiency and existing proficiency of the learners can be referred to the learners' lacks Waters and Breen (in Hutchinson and Waters 1990: 56). After analyzing their lacks, teachers or material developers can modify and adopt the other materials or match the methods in teaching and learning process depended on the situation of the students. From the data related to the English level proficiency of the students, it is indicated that 60% of the students were in level of beginner, 20% intermediate, and only 20% in advanced level.

### *Topic of Learning*

For gaining the data about the learning input that the students need and want, learning topic was firstly analyzed. All topics that would be used in teaching and learning English in geography major was analyzed, and then the researcher also analyze the input of language skill: reading, speaking listening and writing. The result indicated that the most topic of the students most wanted in learning English in Geography major was the topic about the topic relate to their major (60%), the second choice was about terminology of geography field 30%, relate to the work field of geography were 30%. Meanwhile, it was surprised that the type of text that the students wanted to read in learning English was about narrative text 10%, descriptive text 40%, news item 30% and advertisement 20%.

The data above proved that the lecturer and the students of geography department need the material relate to the major of geography and it should be highlighted in the ESP instruction. It is relate to other studies that discussed in ESP issues such as by (Danuta Lesiak, 2015), (Bielousova, 2017), (Nguyen & Nguyen., 2017), (Bojovic, M., 2010),

(Gatchouse, K., 2007), (Gholami, J., & Samadi Osalu, M., 2012), and (Hidayati, D. N., Haryati, S., 2018), e.t.c.

### *Students' Lacks/Difficulties*

Students' difficulties or problems in English should be considered for analyzing in order to create or to implement a revised teaching material. The survey proved that the students faced some difficulties in learning which relates to four skills of English. It is commonly happens for the students who were in the low level or beginner. The data below described that there were some problems that the students face in learning English. The data shows mostly the students (40%) had problem in spelling and pronouncing some English words especially terminology refer to geography major. 30% students had difficulties in grammar when they spoke. The researcher also found that 20% of the students had difficulties in listening because they had difficulties in catching the meaning what the speaker/lecturer were talking about. Since the spelling or the speakers spoke very fast. The data also proved that some students got some difficulties in reading and writing. They explained that in writing they face difficulties because of only (50%) of them had knowledge on grammar and very limited mastered on vocabulary, the percentage is 32.

### *Students' Wants and Needs*

The Student said that speaking is so important to communicate in English especially when they want to find a job. That is why they really want speaking skill to be the main skill in the instruction (60%). The data also proves that (56%) of the students believe that pronunciation was one of the most essential aspects that must be mastered in order be able to speak English fluently and clearly. The data shows 30% students preferred to learn vocabulary and followed by grammar. Simple dialogue is the most students' choice, (55%) of them wants it is their instruction. In reading skill, the data proved that 70% of the students wanted vocabulary and followed by (50%) tended to learn skimming and scanning. Only

30% of the students said that they wanted to learn grammar in reading skill. They also stated that they wanted some vocabulary definition 30%, simple reading text 33% and authentic text 40% as reading input materials with  $\leq 150$  words and 15-20 words should be unveiled in every text given. In writing, the student (40%) wanted to learn vocabulary. The students (30%) also claimed that they wanted to learn kinds of text and the rest (20%) preferred learnt how to organize the texts and grammar. Learning input the students wanted to learn short stories, poem, and legend 60%, pictures (38%) and novel (38%).

For the skill of listening, the students wanted to learn pronunciation (50%), grammar (20%) and pronunciation (30%). They claimed that they wants a simple dialogue (50%) and text with picture 45% as the learning input for listening with the duration  $\geq 5$  minutes (34%). In term of vocabulary, the students preferred to learn pronunciation (45%), words definition and spelling (35%). At last, only 20% of the students tended to learn synonym.

### ***The Activities in Learning***

Learning activities is also essential part in an instruction. Learning activities referred to what the learners do with the input to accomplish the task. The data proved that the activities that students most wanted in listening were identifying key word of the monolog or dialogue (50%), discussing the content of the monolog or dialogue (30%), and 20% of the students wanted to identify time and prominent figure in monolog and dialogue and complete spoken response of the dialogue as listening activities.

Speaking, writing, reading activities is the part that should be paid more attention since the language skill is important in ESP Instruction. Based on the survey, the students want to practice dialogue in pairs (50%); practice the dialogue based on the picture presented by teacher or in book, text, or module (25%), and discuss the certain updated topics (25%). In writing activities, the students chose to complete jumble sentences (40%), Make or write texts based on the text that interested in you (20%) and identify and correct sentence

structures (20%). And at last, in reading activities, the data showed that 70% of the students preferred to analyze meaning of the text with particular vocabulary based on the context, and read the text loudly (30%).

Finding in vocabulary and grammar activities is also need to be a consideration in creating a teaching material for Geography Department Unihaz. For encouraging the students vocabulary mastered and making easy to memorize the vocabulary, they preferred to listen songs (64%) and they wanted to match the English words or expressions to the correct meaning provided (50%) and 26% of the students chose sentence completion and identify the meaning of sentences or paragraphs by using the words provided. And the last, for grammar activities the students preferred to identify grammar error in sentences and write sentences or paragraphs based on the grammar that ever learnt (19%).

The data of topic of learning, students' wants and needs, students' difficulties in learning English and learning activities above should be a valuable data for lecturer to have a new recommended teaching material for his ESP Instruction. Development of teaching materials as desired and needed by students and lecturers absolutely must be done and prepared before conducting a teaching plan. Thus the learning objectives as expected and listed in the RPS document can be maximally achieved.

#### ***Current Situation Analysis***

Questionnaires were also distributed to lecturers to collect data about their teaching experiences. the author can conclude the facts that; First, learning English for Special Purposes (ESP) for students of the Geography Department Unihaz only gets 2 credits from the entire Geography Education Department curriculum. The learning time that has been running so far, when compared to the competency demands in RPS, is felt to be less good by both students and lecturers. Students who were mostly millennial age, very familiar with technology, recommend increasing study hours or pairing offline and online learning

systems. This is because according to them the online learning system with internet and computer media can be more flexible, since they can access teaching materials indefinitely and practice questions can be done anywhere without the need to rely on face to face class. Secondly, the modules or teaching materials that have been used so far have not optimally accommodated the needs of English for Special Purposes (ESP) for students of the Geography Department and there is no reading material that appropriate to their major. The reading material that is used by the lecturer as a form of creativity of them for enriching the material without any definite guidance makes their needs remain unfulfilled.

Thus, the lecturers find it difficult to meet the demands of the achievement of learning English in the Department of Geography which is stated in the RPS that students at the end of lectures can master General English and Geography-Specific English well. This in turn results in low English language skills of students based on the results of the final evaluation.

#### ***Learning Situation Analysis***

The data at this stage is carried out by analyzing the documents currently used by English Language Lecturers at the Geography Department. The documents that the authors analyzed were Semester Learning Plans (RPS) (Hazairin University Language Laboratory Documents, 2019) and modules or teaching materials currently used by lecturers in the process of teaching English for Special Purposes (ESP) (Hazairin University Language Laboratory Teaching Team, 2019) ) Department of Geography at Unihaz. From the second analysis of the document, the writer can draw the following conclusions. First, the existing RPS is in accordance with the provisions of the DIKTI by including the learning outcomes of the course, but the material is too dense and makes these achievements cannot be achieved optimally. Second, there is no definite teaching material for reading comprehension material, that is, relying on the creativity of the lecturer who teaches the course cannot guarantee that the teaching material can be provided and provided to the maximum for students, plus the



lack of control from the Language Laboratory and Department to provide supervision to the students. Third, the modules or teaching materials used now accommodate the needs of learning General English rather than English for Special Purposes.

A survey in the form of informal interviews was conducted with alumni who work in the private and government sectors, saying that they are very weak in understanding Geography-related terms or registers when faced with English-language articles in their work. With that, the alumni recommended lecturers to only provide English for Special Purposes related to Geography, so that it is useful for them in the world of work. This is reinforced by Sofendi's opinion that students and lecturers of non-English language Departments at this time already feel that the need for teaching English is increasingly widespread, namely that it is no longer limited to meeting the English needs of students while they are studying in college but also teaching English can meet their needs after completing their studies in college or when they are looking for work and work, (Saragih, E., 2014).

This means that the objectives of teaching English itself should be broadened so that the teaching of English to non-language majors or Departments can meet the English language needs of students while they are studying in college and after they have completed their studies at college or when they are competing for looking for work or when they are working.

#### **D. Conclusion**

It can be concluded that based on the needs analysis carried out on the lecturers and students above, the teaching materials and teaching system of English as a Specific Purposes at the Geography Department Unihaz must undergo changes according to their wants. Teaching materials suitable for students of the Department of Geography are absolutely compiled by the lecturers who will teach. In terms of content, the teaching materials that are compiled must meet the desires of students, both for the needs to support their academic process, as well as for the needs of students when they have entered the world of work. The

content in question will be written on the topic of teaching materials that must adapt and follow the topics in the curriculum of the Department of Geography. Language skills that are used must accommodate all language skills but focus on reading skills to help students understand articles in the field of geography which are strengthened with an emphasis on mastering vocabulary in geography. In terms of form, the teaching materials to be given must adapt to the era of all-digital disruption, both delivery and storage formats as well as evaluation formats which can also be included on the online teaching platform prepared by the campus.

Given that what we face now and in the future is an era of eruption that requires all sides of life to deal with digital, it is no different from the field of education and teaching, especially the teaching of English for Specific Purpose at Geography Department Unihaz. This ultimately relates to the context of teaching. Therefore, his study recommends the lectures to implement the institutional learning context, face to face and distance mode tuition as well.

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