

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher tries to talk about the review of related literature. It consists of related theory taken from many sources which underlie the study, such as English for Specific Purpose (ESP), need analysis in ESP setting, and components of need analysis.

2.1. English for Specific Purpose (ESP)

English for Specific Purpose (ESP) has emerged to become one of the most important areas of TEFL since the early 1960's. Howatt in Miyake and Tremarco (2005: 23) tells that "Since the 1960s, ESP has become a vital and innovative activity within the Teaching of English as a Foreign or Second Language movement (TEFL/TESL)." There are some reasons on the emergence of ESP.

Dudley-Evans and St. John in Rahman (2008: 4) explains:

The growth of ESP resulted from general development in the world economy in the 1950s and 1960s; the increased economic power of certain oil-rich countries; the increased numbers of international students studying in UK, USA, and Australia; development of science and technology; and the increased use of English as the international language of science, technology, and business.

Besides, Hutchinson and Waters (1987:6) state that the influence of the Second World War in 1945 contributed many people want to learn English. They learn it because of the important of English in some fields, such as science, commerce, and technology. So, ESP emerged from the English language needs of the learners for specific purposes comparable with their vocation.

For a long time, there have been many definition of ESP. Many people interested in the question what ESP is. However, there has been little agreement

achieved on the definitions. Widdowson in Ying Lee (1987:3) states that ESP has meaning “Professional- oriented teaching or learning of English”. Also, Robinson said that “ESP is essentially a means for achieving the necessary competence”. Meanwhile, Hutchinson and Waters (1987: 19) define that ESP is “An approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”. In 1980, Strevens shortens a definition of ESP, which makes classification between four absolute characteristics and two variable characteristics. The absolute characteristics are that ESP consists of English Language Teaching, which is: created to meet learners’ specified needs; related in themes and topics to particular occupations or areas of study; focused on language content and discourse analysis; in contrast with ‘General English’. The variable characteristics are that ESP: may be limited on the learning skills that want to be learned (for example: speaking only); may not be taught based on the sequence methodology.

In the other hand, Robinson determines the important of need analysis in defining ESP. The definition is based on two key defining criteria and a number of characteristics that are important aspects of ESP. The key criteria are that “ESP is normally goal-directed and that ESP course develop from need analysis, which aim to specify as closely as possible what exactly it is that students have to do through the medium of English” (Robinson, 1991: 3).

Dudley-Evans and St John (1998) also use absolute and variable characteristics as Strevens focuses on defining of ESP. The absolute characteristics are: it is designed to meet specific needs of the learner; it produces the use of basic methodology and activities of the disciplines; it is focused on the

language, skills, discourse and genres that appropriate to the activities. The variable characteristics are: it may be designed for specific disciplines; it may use in specific teaching situations by using a different methodology from 'General English'; it is likely to be designed for adult learners in professional work situation; it is generally designed for intermediate and advanced students.

Their definition is clearly influenced by Strevens' own and they have covered more variable characteristics. Their classification into absolute and variable characteristics is very useful in resolving arguments about what ESP is.

2.2. Need Analysis in ESP Setting

A basic principle of ESP is need analysis. According to Dudley-Evans and St. John (1998:120), "Need is defined by the reasons for which the student is learning English, which will vary from study purposes such as following a postgraduate course in an English speaking country to work purposes such as participating in business meeting or taking hotel bookings". One way of assessing the needs of students is to carry out a need analysis. According to Robinson (1991: 7), "Need analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it". Hutchinson and Waters (1987: 53) argue that any language course should be based on need analysis. Dudley-Evans and St. John (1998: 121) state that "Need analysis as the process of establishing *what* and *how* of a course". They argue that "Need analysis is neither unique to language teaching-needs assessment, for example, is the basis of teaching programmed and aid-development programmed-nor, within language

training, is it unique to LSP and thus to ESP”. They also emphasize three aspects of need analysis. Dudley-Evans and St John (1998: 126) state as:

First, need analysis aims to know learners as people, as language users and as language learners. Second, need analysis study also aims to know how language learning and skills learning can be maximized for a given learner group. Third, need analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted.

It is clear that need analysis is vital for designing a language course. In the ESP context, need analysis is vital in deciding the aspects of language that are important for a certain area of teaching. As Robinson (1991: 8) suggests that need analysis is not only for deciding “*what and how of a language of teaching*”, but it also should be repeated so that it can be built into the formative process.

One of the most recent need analysis theoretical frameworks was introduced by Dudley-Evans and St John (1998: 125). The theoretical framework of the study is based on this model. The model is illustrated below:

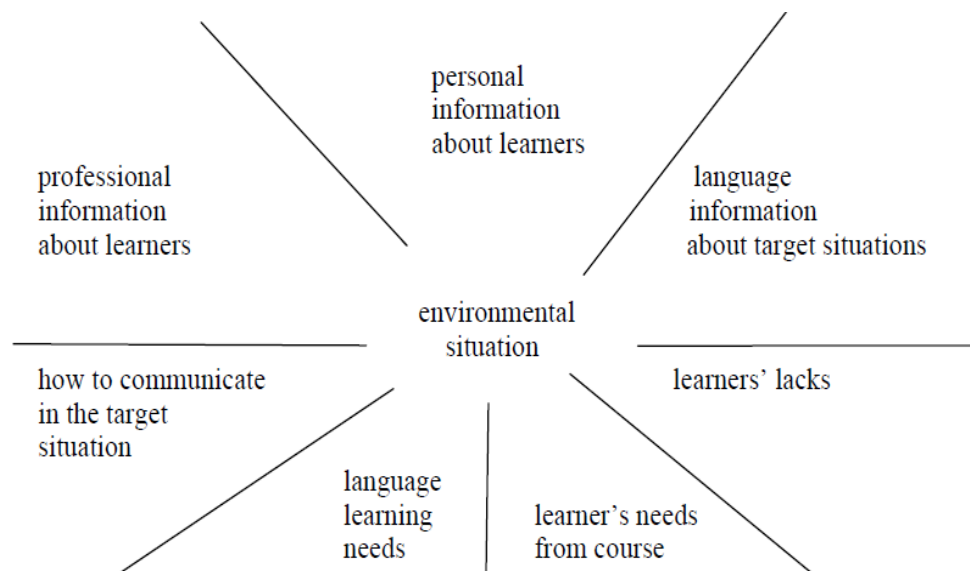


Figure 1: What need analysis establishes (Dudley-Evans and St John, 1998: 125)

Figure 1 illustrates the theoretical framework suggested by Dudley-Evans and St John (1998: 125). This model can be viewed as the most comprehensive model for ESP need analysis.

This model focuses on (1) *learners professional information*, that is the task and activities that will be used or that are using English; (2) *learners' personal information*, that is some reasons that influence the way they learn, such as previous learning experiences, reasons for attending the course and expectations, attitude to English; (3) *learners' language information about the target situations*, that is what their current skill and language use are (strengths and weakness in language skill); (4) *learners' lack*, that is the gap between (1) and (3); (5) *learners' needs from course*, that is what is wanted from the course?; (6) *language learning needs*, that is effective ways of learning skills and language; (7) *communication information in the target situation*, that is knowledge of how language and skills are used in the target situation; (8) *environmental information*, that is information about the environment in which the course will be run (Rahman, 2008: 8-9).

From the Figure 1 above, it can be concluded that some components of need analysis defined by Dudley-Evans and St John consist of (1) target situation analysis (TSA) and objective needs; (2) wants/ means subjective needs; (3) present situation analysis (PSA); (4) lacks; (5) learning needs/ learning situation analysis (LSA); (6) linguistic analysis, discourse analysis, and genre analysis; (7) means analysis (Dudley-Evans and St John, 1998: 125).

2.2.1. Components of Need Analysis

Many ESP scholars have different components of need analysis that they used to investigate different focuses and cases. The terms that have been introduced are *Target Situation Analysis*, *Present Situation Analysis*, *Pedagogic Need Analysis*, *Deficiency Analysis*, *Strategy Analysis* or *Learning Needs Analysis*, *Means Analysis*, *Register analysis*, *Discourse Analysis*, and *Genre Analysis*. West (1994: 1-19) proposed a pedagogic needs analysis as an umbrella

term to describe three elements of need analysis: deficiency analysis, learning needs analysis, and means analysis. But, “most of ESP scholars suggest that Target Situation Analysis and Present Situation Analysis are the basic components for assessing language needs of learners” (Rahman, 2007: 9).

2.2.1.1. Target Situation Analysis (TSA)

Hutchinson and Waters (1987: 59) state that target situation analysis is “In essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process”. They provide a framework which consists of a list of questions. The questions are: (1) ‘Why is language needed?’ For study, work, for some other purpose, e.g. status, examination, promotion; (2) ‘How will the language be used?’ Medium: speaking, writing, reading, etc; channel: e.g. telephone, face to face; (3) ‘What will be content areas be?’ Subjects: e.g. medicine, biology, engineering, etc.; level: e.g. technician, craftaman, postgraduate; (4) ‘Who will the learner use the language with?’ Native speaker or non native speaker; level of knowledge of receiver: e.g. expert layman, student; relationship: e.g. colleague, teacher, customer, superior, subordinate; and (5) ‘Where will the language be used?’ Physical setting: e.g. office, lecture theatre, hotel, workshop, library; human context: e.g. alone, meetings, demonstration, on telephone; linguistic context: e.g. in own country, abroad.

According to Dudley-Evans and St John (1998: 124-125), TSA refers to task and activities learners are/will be using English for target situation, includes objective, perceived, and product-oriented needs. They explain that the objective and perceived needs derived by outsiders from facts, from what is known, and can

be verified. Meanwhile, product-oriented needs are derived from the goal or target situation. TSA generally uses questionnaire as the instrument.

2.2.1.2. Present Situation Analysis (PSA)

The term PSA was first proposed by Richterich and Chancerel in 1980 (Songhori, 2008: 10). They suggest that there are three basic sources of information: the students themselves; the language-teaching establishment; and the user institution, such as the students' place of work. According to Robinson (1991: 8), "PSA (Present Situation Analysis) seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses". As Dudley-Evans and St. John (1998: 125) state "A PSA estimates strengths and weaknesses in language, skills, learning experiences". In addition, the background information (e.g. years of learning English, level of education) about learners can provide the researcher with enough information about their present abilities.

2.2.1.3. Pedagogic Need Analysis

As the researcher's explanation previously, the term 'pedagogic needs analysis' was proposed by West (1998). He states that deficiency of target needs analysis should be balanced by collecting data about the learner and the learning environment. This term covers deficiency analysis, strategy analysis or learning needs analysis, and means analysis.

1) Deficiency Analysis

Hutchinson and Waters (1987) define deficiency analysis as *lacks*. According to Allwright in Songhori (2008: 11), "The approaches to need analysis that have been developed to consider learner's present needs or wants may be

called analysis of learners' deficiencies or lacks". It is clear that deficiency analysis is the way to involve present situation and target situation. Consequently, deficiency analysis should provide data about both the gap between present and target extra-linguistic knowledge, mastery of general English, language skills, and learning strategies.

2) *Strategy Analysis or Learning Needs Analysis*

All the above-mentioned approaches of needs analysis (TSA, PSA, deficiency analysis) have not been focused on the learners' view of learning. Allwright in Songhori (2008: 12) makes a classification between *needs* (what the learners have to know in order to function effectively in the target situation), *wants* (awareness of need that learners put on high priority in the available and limited time), and *lacks* (the gap between target proficiency and existing proficiency). His concept was adopted by Hutchinson and Waters (1987) who tell learning needs analysis as "what the learner needs to do in order to learn" (Hutchinson and Waters, 1987: 54). Similar to the process used for target needs analysis, they suggest a framework for analyzing learning needs which consists of several questions (Hutchinson and Waters, 1987: 62): why are the learners taking the course?; how do the learners learn?; what source are available?; who are the learners?; where and when will the ESP take place? .

The researcher concludes that learning needs analysis try to determine how the learners wish to learn rather than what they need to learn. What learners should be taught are skills that allow them to reach the target. The process of learning and motivation should be considered as different learners learn in different ways.

3) Means Analysis

Dudley-Evans and St. John (1998:125) state that means analysis provides us “information about the environment in which the course will be run”. Swales in Songhori (2008: 15) write down five factors which relate to the learning environment. These considerations are: classroom culture, EAP Staff, pilot target situation analysis, status of service operations, and study of change agents.

2.3. Previous of the Study

There are some previous studies that are in line with needs analysis for nursing students. One of them is the journal titled “Needs Analysis for Nursing Students Utilizing Questionnaires and Interviews” written by Misuzu Miyake and John Tremarco (2005). They conducted their study in order to explore the needs of their undergraduate, postgraduate, and professional nurses through questionnaires and interviews based on a needs analysis and discuss the implication for EFL teachers. The focus of the investigation was on the balance between ‘Social’ and ‘Technical’ English in terms of syllabus design, classroom activities and professional requirements. An analysis of the results suggested that Social English is more important as it enables nurses to communicate with patients and enriches them as individuals. They also found that classroom activities should promote confidence in using social communicative English throughout a course focusing on speaking and listening. The result also suggested that Technical English should be introduced incrementally and is better limited to basic technical vocabulary.