CHAPTER II

REVIEW OF RELATED LITERATURE

Based on the introduction in chapter I, this chapter describes some theories related to needs analysis in English for Specific Purpose.

2.1 ESP

The definition of English for Specific Purposes (ESP) can be described in terms of the 'purposes' and 'specificity' of the purposes. This emphasizes the significance of the 'needs' of the students in learning English to respond particular requirements of the target situation in which they will use a language that cannot be 'contrived' but will have to be 'genuine' and 'authentic' to be able to work its purpose (Salmani, Nodoushan, 2020). Pratami, Rizal, & Haryanto (2021) stated that ESP gives teachers and students specific instructions on determining whether the learning context that is appropriate for meeting their needs.

However, Sukying et al (2023) found that the results of the current study indicated that the majority of participants found assessment-challenging in ESP course, primarily because ESP teachers must take into account various assessment principles, such as test reliability and validity, as well as the purpose of the test, participant characteristic, and context of language use. Furthermore, Iswati (2021) stated that teachers' perceived need for more expertise and competency in their knowledge of the discipline of the learners, as well as their limited proficiency in teaching ESP for the target subject. Their lack of knowledge of the discipline of the students suggest that their diverse educational backgrounds make it difficult for

them to master a new subject. Inadequate topic understanding can cause adverse reactions in teachers and eventually affect the teaching-learning environment. As a result, teachers will feel nervous and unconfident during their instructional performances, which will be a problem. This condition can be seen in the statement, "I had to learn about medical terms and procedures that I had never heard before. Firstly, I was repressed, frightened to make mistakes". Anxiety about insufficient knowledge will be an obstacle during a teacher's lesson. If this problem persists, students will undoubtedly have faith in their teachers. This issue should be avoided by ensuring teachers have adequate content expertise in the relevant field.

2.2 Needs Analysis in Learning ESP

Hutchinson & Waters (1992) and Zuana, M. (2014) define *needs analysis* as the process of distinguishing what learners must know from what they feel they must know based on "necessities" and "wants". According to Basturkmen (2010), the data gathered through this procedure determines whether to enhance the course's method and content. The needs analysis process involves the following:

1. Target situation analysis: identification of tasks, activities, and skills learners are using English for what the learners should ideally know and be able to do.

2. Discourse analysis: description of the language used in the above.

3. Present situation analysis: identification of what the learners do and do not know and can or cannot do about the demands of the target situation.

4. Learners' factor analysis: identification of learners factors such as their motivation.

5. Teaching context analysis: identifying factors related to the environment in which the course will run considering what the ESP course and teachers can offer.

According to Susana and Iswara (2019), needs analysis provides a basis for pinpointing the underlying competencies that enable students to accomplish in the target situation and assists the course designer in identifying the potential knowledge and skills that students may bring to the ESP class. Moreover, Tahang, Manuputty, Uluelang, and Yuliana (2021) stated that needs analysis ensures the validity and relevance of all succeeding course activities. It follows that needs analysis is crucial since it serves as a beginning points for several design processes, including those for curriculum, teaching and learning models, and evaluation. On the other hand, according to Poedjiastutie and Oliver (2017), the utility of needs analysis specifically concerned with learning English for Specific Purposes is limited. Hence, it is essential to investigate this and other potential needs of graduating students from the target institution using empirical data informed by a thorough needs analysis.

2.3 Students' Needs in Learning ESP

Rafiq, Hashim, & Yunus (2021) stated that learners need ESP vocabularies as the primary attribute contributing to language learning. The specificity of ESP vocabularies highlights the context of the learners. Additionally, ESP's language is

designed to help learners do activities quickly and effectively in specific circumstances. Furthermore, according to Lertchalermtipakoon, Wongsubun, & Kawinkoonlasate (2021), the needs of the Tourism (TR) & Hospitality Industry (HI) students were the same when these findings were examined through the perspective of the student's view of their own needs. Students need to work on their grammar the most, followed by writing, speaking, listening, and reading, in that sequence of significance to their studies, as seen through the previously mentioned lens of the student perspective. Kaharuddin, Hikmawati., and Arafah B., (2019) emphasized that students prefer two English skills, namely speaking and writing. Students must enhance their capacity to study English for specific goals to communicate effectively in both spoken and written English. As previously stated by students and graduates, writing skills were required in producing a draft or presentations, and effective writing influences the success of the presentation path. While speaking skills were essential to engage in real-life communication.

2.4 The Compatibility of Curriculum with Students' Learning Needs

According to Vongvilay, Kartika, and Laila (2020), the curriculum is the most crucial component of the teaching and learning process. Specific learning and teaching objectives will accompany every subject's curriculum. Thus, the curriculum material motivates all academic activities, especially classrooms ones. A successful curriculum must modify its educational activities and offerings to serve a dynamic community. Moreover, a curriculum must be suitable or relevant. It must be compatible with society's demands, needs, conditions, and progress. According to Hidayani (2017), the curriculum is designed to accomplish national

educational goals by taking into account student development stages and environmental suitability, needs for national development, advancement in science, technology and the arts, the nature, and level of each educational unit.

Nevertheless. Dewi, Rukmini, and Samanhudi (2022) found that the most recent curriculum used in Indonesia, which is meant to encourage and support learning to achieve educational goals, implies otherwise. Regarding basic skills, the 2013 English curriculum makes no distinction between general and vocational schools despite each having a different educational focus. According to the National Education System Constitution No. 20 of 2003, vocational education prepares students for a job in their future workplace, whereas general education prepares them to seek additional studies. Given that primary and fundamental skills are the same for general and vocational schools, it is not surprising that the curriculum in vocational high schools must completely match a particular major's needs.

2.4.1 Students' Learning Needs

Learning needs are the gaps information, ability, and attitude students must fill to achieve a specific learning result. The student's prior knowledge, motivation, interest, strength, weakness, and background all influence what they need to learn. Identifying students' learning needs is vital because it allows us to personalize the instruction to match their unique and specific needs. Planning and presenting relevant, engaging, and practical lesson can offer students relevant feedback, assistance, and differentiation to help them overcome learning problems and reach their learning objectives.

Based on (Ayutami, Harahap, and., 2018) survey results, several specific requirements were identified, namely:

1. Culinary students require materials that include more vocabulary and grammar related to culinary terms and activities that require them to be more active

2. Students also need to be able to explain the recipe in detail to their cook helper or station chef. To achieve these two goals, students must be fluent in the language and thoroughly understand culinary terminology

2.4.2 School Curriculum

The curriculum is a set of plans and arrangements for content and learning materials and the method used to direct the teaching and learning process to attain educational goals. The curriculum plays a significant role in education because it organizes and directs to meet educational goals while remaining on track. Furthermore, the execution of the curriculum must be supervised and evaluated to determine the level of the curriculum's effectiveness and success. It is also hopes to improve the curriculum in the future. From this, the significance of having a curriculum in an educational setting can be seen (Martin & Simanjorang, 2022).

According to Maulinda (2022), most educational units at all levels now follow the Kurikulum Merdeka. The production of teaching modules, previously known as RPP (Learning Implementation Plan), is one of the contracts between Kurikulum Merdeka and the prior curriculum. The independent climate teaching

viewpoint module includes the Pancasila student profile and can be customized to meet the needs of students, teachers, and schools. Before developing independent curriculum teaching modules, teachers must consider the following criteria, such as important, entertaining, meaningful, challenging, relevant, contextual, and durable about the student's learning phase. After establishing ther criteria, teachers can design open modules that adhere to the existing component framework while tailored to the needs of students, teachers, and schools.

Moreover, each subject's learning activities in Kurikulum Merdeka are designed to help students acquire the abilities outlined in the learning outcomes. According to Minister of Education and Culture Regulation No. 50 of 2020, internship aims to develop professional character and work culture, improve student competency according to curriculum and needs work, and prepare students' independence for work and entrepreneurship. Kemendikbud Ristek (2022), stated that by the end of phase F, students are expected to use English to communicate with teachers, peers, and others in various situations and for various purposes. They ask and react to open-ended question and employ tactics to establish, sustain, and complete conversations and discussion. They comprehend and recognize the essential ideas and pertinent details of discussion or presentations on various topics. They use English to convey their views on social issues and to explore youth-related interests, behaviors, and values across cultural contexts. They express and justify their thoughts, make comparisons, and assess different point of view.

2.4.3 Compatibility of The School Curriculum with Students Learning Needs

According to Hastahasi (2022), there are several steps in determining the compatibility of the school curriculum with students learning needs. Operational curriculum development principles education units that are student-centered include:

1. Learning must fulfill the diversity of potential, development needs, phases of learning, and students' interests.

2. Contextual demonstrate distinctiveness and its consistent with educational unit features, socio-cultural context, environment, and the world of labor and industry, and demonstrate the qualities of specialties of students with special needs.

3. Essential, encompassing all significant knowledge required and applied in educational units. The language is clear, brief, and simple to comprehend.

4. Accountable because it is grounded in actual data.

5. Involve a variety of stakeholders. The education unit curriculum involves a unit committee education and various stakeholders, including parents, organizations, various centers, as well as industry and the world work for vocational school.