

## **ESP ANALYSIS ON ENGLISH MATERIALS DESIGN AT HICP**

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### **Abstract**

This study is to analyze the English materials design of Hospitality Industry College of Purwokerto (HICP) from the aspects of need analysis and principles of ESP's contribution to the creation of materials design of HICP. This study uses descriptive qualitative method and interview, documentation, observation and questionnaire delivered to the students, the ESP teacher, and the stakeholder of HICP to collect the data. To analyze the data, three main steps of data analysis, which are data reduction, display and conclusion, are used. The result shows that the English materials design of HICP does not meet all of the need analysis result and the principles of

ESP. The materials design of HICP only covers the students' learning interest, the goal, the English usage and the setting of frequency, as well as the nature of the learning task and a correct language use.

**Keywords:** analysis, English for Specific Purposes, English materials design, Hospitality Industry College of Purwokerto

## **A. Introduction**

Hospitality Industry College of Purwokerto (HICP) is an institution which focuses on tourism industry which producing professional hotel workers. HICP was founded on June 1<sup>st</sup>, 2005 as a work training institution under *Bhakti Bina Persada* foundation. HICP commits to channel their students to work on a cruise ship or a five-star hotel through 5 basic-skills training. It includes front office, housekeeping, bartender, food and beverage service, and food product. Almost all of their classes use English and HICP claims that the English teaching process is using English for Specific Purposes (ESP) approach. That is why this college has their own material design and syllabus for each class season.

In this study, the writers select theory of Hutchinson and Waters (1987). The theory covers the need analysis and principles of ESP to create a qualified materials design. Hutchinson and Waters (1987: 55) state that need analysis is the process of identifying the students' need named as need analysis or target situation analysis. While the principles of materials design of ESP (Hutchinson and Waters, 1987: 107-108) are that the material should meet: provide a stimulus to learning, provide clear and coherent unit structure, embody the language and learning nature, process the nature of the learning task,

broaden the basic of teaching learning, and provide a correct language use.

Looking back to the reality, there are many materials design in ESP classes which do not meet the need analysis and principles of ESP approach. Moreover, the writers find almost all materials used by HICP are very simple. It seems not the same with the materials design by Hutchinson and Waters (1987) theory that the writers learn before. Therefore, a study on the materials design analysis is needed.

## **B. Literature Review**

In this study, the writers use some theories related to English for Specific Purposes (ESP) approach, the need analysis, and the principles of creating materials design appropriate with ESP approach.

### **1. ESP Approach**

ESP is a relatively new discipline within applied linguistics that bids a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner. Hutchinson and Waters (1987: 2) states that ESP, like any form of language teaching, is primarily concerned with learning. It focuses on the questions of how people learn and what people learn.

### **2. Need Analysis**

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out language course. According to Songhori (2008: 2), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

The curriculum has something to do with materials design. It influences the making of materials design.

Based on Hutchinson and Waters (1987: 54), needs analysis has two important parts; they are *target needs* (i.e. what the learner needs to do in the target situation) and *learning needs* (i.e. what the learner needs to do in order to learn).

### 3. The Principles of ESP

According to Hutchinson and Waters (1987: 107), we can identify some principles which will guide us in the actual writing of the materials design. The materials should meet: *stimulate the learner* (i.e. encourage learners to learn through activities, interesting texts, etc), *provide a clear and coherent unit structure* (i.e. clear and systematic, but flexible enough to allow for creativity and variety), *embody the language and learning nature* (i.e. reflect what they think and feel about learning process), *process the nature of learning task* (i.e. create a balanced outlook which both reflects the complexity of the task that manageable), *broaden the basic of teaching learning* (i.e. broaden the basis of teacher training through introducing teachers to new techniques), and *provide a correct language use* (i.e. guide the learner in correct language use).

## C. Method of Investigation

The writers use descriptive qualitative method. The source of data in this research is taken from documentation of materials design of HICP, questionnaire to conduct the need analysis delivered to 23 students of HICP, interview delivered to the ESP teacher and stakeholder of HICP, and observation to

know the implementation of materials design of HICP in the class.

To analyze the data, the writers use the techniques offered by Miles and Huberman (1994: 10-12) who define qualitative analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. Through this technique, the writers reduce the data which are taken from data collection covering documentation, the result of interview, observation, and questionnaire that make the data clearer. Then, the writers analyze the information from data reduction then formulate a temporary conclusion. The last step of analyzing, the writers use conclusion to explain this study clearly and try to verify with ESP approach.

#### **D. Findings and Discussion**

The findings discuss about the contribution of need analysis to the English materials design of HICP and the principles of ESP approach applied in the English materials design of HICP.

##### **1. The Contribution of Need Analysis to the English Materials Design of HICP**

To get the data of need analysis, the writers conduct a questionnaire to 23 students of HICP. The need analysis is conducted on May 3<sup>rd</sup> and 4<sup>th</sup>, 2017. It covers the questions about the students' learning interest, the reason why students learn English, to whom English will be used, the setting of English usage and frequency, the function of English, content of materials design, materials design emphasizes, learning sources, teaching techniques, and distasteful techniques.

The student in HICP comes from senior high school and vocational high school. Based on the need analysis conducted, the students have a

pretty good English skill on listening, reading, speaking, and writing area. They are also interested in learning about how to communicate in English. Therefore, HICP makes a rule for all students to use English every time and everywhere. This rule embodies the students' needs where they want to use English frequently and concurrently with the course.

Furthermore, the students have same reason in learning English: to work and to communicate. It is based on wishes of them who want to work in cruise ship and hotel or we can call it as the office. In these places, they should use English to communicate with the guests and the boss.

The students realize the importance of speaking skill in their future working environment. However, the students do not only want to learn communicating through speaking but they also want to learn about listening, reading and writing. The students want the teacher to use a variety of teaching techniques when delivering the materials design. It is because the students tend to feel bored by repeating the same materials or listening to the teacher and reading too much.

A good materials design should be created from a various references sources. However, as we know, the ESP materials design of HICP is made only based on the materials design from MS Nieuw Jakarta. In reality, almost all students want to learn from many resources not only want to learn from the book but also want to learn from various sources that can support their English skills such as video, music, internet, etc.

From the need analysis conducted, the housekeeping materials is the most preferred contents of the student. The need analysis result

also shows that the students' needs are not involved in material focus.

## 2. The Principles of ESP Approach Applied in the English Materials Design of HICP

The data are taken from documentation of materials design of HICP, interview to the ESP teacher and the stakeholder of HICP, and observation of materials design's implementation.

Good materials encourage learners to learn, so it has to *stimulate the learner*. In reality, the writers find that the English materials design of HICP does not encourage the student to learn. It can be seen from the content of English materials design of HICP which only contains dialogs and some simple texts without further instructions of activity. There is no activity which engages the learners' capacities.

The next is the English materials design should *embody the language and learning nature*. In this principle, materials design is a description of the feelings and thoughts of the maker. As we know that the English materials design of HICP is created based on the experiences of the authors when they work in the hotel and the cruise ship.

Moreover, in creating a materials design we must consider to the *process the nature of the learning task*. In this principle, the materials design should provide texts and pattern drills to practice it. In fact, there is no exercise in the English materials design but all of the content is only input.

*Broadening the basic of teaching learning* is closely related to the teaching techniques used by teachers in the classroom. In reality, the English materials design of HICP does not provide any kind of teaching learning.

The last principle in designing the materials is it should *provide a correct language use* is the purpose of the materials. The materials design created should use correct grammatical language and meet the goals of the learners. The writers find that the materials design provides the language used to work in cruise ship appropriate with the students' goals.

## **E. Conclusion**

Based on the facts above, the writer can summarize that the English materials design of HICP does not all meet the need analysis and principles of ESP. From the need analysis conducted, the students' needs which have fulfilled in the English materials design of HICP includes: the students' learning interest; the reason why students learn English; to whom English will be used; the setting of English usage; and frequency. Furthermore, the writer summarized there are two principles of ESP that have been fulfilled by the materials design of HICP i.e. process the nature of the learning task and provide a correct language use.

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