

Needs analysis in English specific purposes context: Non-English students as a case study

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Abstract: Globalization, on the other hand, necessitates the use of English scholarly for a multitude of objectives. With the exception of the oral presentation course, which was designed without undertaking needs analysis, English has been taught in traditional ways at universities. As a result, completing a systematic requirements analysis and identifying the challenges faced by Non-English major students necessitates investigation. The qualitative case study approach was used in this study, and the questionnaires were designed to extract information regarding the students' oral presentation demands. The questionnaire was filled out online by 164 people. According to the findings of the investigation, students in the ESP class regard oral presenting as a crucial component of their formal education. Furthermore, oral presentations have proven to be a good means of improving students' communication skills. As a result, student presentations have evolved into key components in providing positive learning experiences. This finding and conclusion, however, are limited to a specific department in a specific location and circumstance. The analysis results may differ depending on the field and circumstances. It is recommended that additional needs analysis research for other disciplines be conducted in greater depth.

Keywords: English Specific Purpose; English; Non-English; Case Study; Need Analysis

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INTRODUCTION

For EFL (English as a Foreign Language) students, mastering oral English communication abilities is always more challenging than other language skills such as reading, listening, and writing. Due to the global adoption of internet of thing as a mode of communication during the Fourth Industrial Revolution, the demand for oral English communication skills will inevitably increase (Seraj & Hadina, 2021). Additionally, it has become an axiom in EFL contexts that a graduate with a strong command of oral English communication skills will have a better chance in life than one who does not (Idrus et al., 2011; Kuniوشي et al., 2012). As a result, graduates' skills must be enhanced in order to prepare for the competitive and explosive nature of market value in both EFL and native contexts (Subramaniam & Harun, 2012).

Globalization, on the other hand, is necessitating the scholarly use of English for a variety of purposes. The capacity to present orally is recognized as a vital employability skill (Fallows & Steven, 2000). As a result, they constitute a critical component of many higher education curricula, and as such, the development and instruction of oral presenting skills must be prioritized. As a result, developing students' oral presentation abilities in higher education is crucial (Murillo-Zamorano & Montanero, 2018; Smith & Sodano, 2011; van Ginkel et al., 2015), and this is true across a wide range of academic fields, including engineering, health, business, and communication (Dunbar et al., 2006).

The importance and use of good oral communication and presentation skills extend far beyond higher education and into one's future career in a range of disciplines (Chan, 2011; Smith & Sodano, 2011).

Numerous university-level studies have been conducted to increase oral ability. To begin, Farabi et al. (2017) evaluated the oral communication abilities of Iranian pre-intermediate students through both free and guided oral presentations. The current study concentrated on students at the pre-intermediate level. Following research examined the effect of guided oral presentation activities on the development of intermediate and advanced level speaking. Students' strategies for using videos to deliver oral presentations (Soto et al., 2017). The purpose of this study is to identify the ways that result in significant differences in use among students enrolled in Technical English I and Technical English II prior to, during, and after the development of video-based oral presentations. In terms of recording procedures, pupils with low skill take longer to accomplish their final product since they repeat their films numerous times. As a result of being urged to compare their performance progress on their own records, these kids are motivated to develop a feeling of self-awareness.

Generally, English has been taught in traditional ways at universities, with the exception of the oral presentation course, which was developed without conducting needs analyses. As a result, conducting a formal requirements analysis and identifying the difficulties encountered by Non-English major students requires inquiry. As such, the goal of this study was to ascertain the English language requirements and difficulties faced by non-English major students at East Kalimantan universities. As a result, needs analysis (NA, hereinafter) is critical, serving as the foundation of ESP. NA is a critical component in developing a set of pedagogical frameworks for the ESP program (Ali & Salih, 2013; Khan, 2007; Mohammed, 2016; Rahman, 2015; Wu, 2012). The term "needs analysis" refers to the process of determining and evaluating what students desire to learn, and the outcomes of this process are incorporated into a set of curriculum frameworks, which include a syllabus, teaching materials, classroom methods, and evaluation (Boakye & Mbong, 2016; Eslami, 2010; Guiyu & Yang, 2016; Rahman, 2015; Zhu & Liu, 2014). Needs analysis is at the heart of ESP, as ESP has distinct qualities that set it apart from standard English. However, more research is needed in analyzing the needs of Non-English Major Program Students in Higher Education particularly in goal, wants, necessity and lacks in oral presentation competence.

METHODS

This study employed a qualitative case study approach to get extensive information about students' real-world experiences (Creswell & Poth, 2016; Merriam & Tisdell, 2016). The transition from offline to online learning may exacerbate concerns about students' competence, which were previously demonstrated in traditional classrooms. As a result, it may raise issues that merit further investigation. Thus, the purpose of this study is to ascertain students' requirements for oral presentations. To accomplish these objectives, a triangulation of multiple methods was used.

The questionnaires are designed to elicit information about the students' oral presentation needs. Additionally, the aspects of goal, deficiency, necessities, and desires of university students. The questionnaires used in this study are classified into five levels based on their content (strongly disagree to strongly agree). The questionnaire data will be analyzed using statistics such as Means and Standard Deviation (SD.) The study enrolled 164 non English students. The students volunteered to participate in the study. Between November and December 2021, data were collected. The questionnaire was completed online by the participants. The instrument was validated by three independent researchers. They revised it and evaluated each item's effectiveness. Items were removed or rearranged in accordance with expert recommendations. The data were analyzed using the IBM statistical software.

Prior to conducting this study, we submitted a proposal to the Institutional Review Board, which included a proposal, consent letter, and interview protocol, as this study involved human subjects. After obtaining Institutional Review Board approval, we approached the site. To begin, permission was sought by contacting the head of department via phone calls. Following that, the lecturer of a class was contacted to inform the students about the study and to explain the benefits and risks. This class was chosen because the lecturer was a member of the research team, which provided easy access to the students. The participants were then chosen based on several criteria, including (1) participation in an online presentation class as part of a full course and; (2) recalling all activities and experiences associated with course implementation. To safeguard the participants' confidential information, they were

given pseudonyms composed of numbers and letters, such as S (student), F (female), and M (male). Thus, S1M, S2F, S3M, S4F, S5F, S6M, S7M, S8F, S9M, and S10F were the ten interviewees.

RESULT AND DISCUSSION

To accomplish the study's aims, data were processed and analyzed quantitatively using SPSS. Following data collection, replies were supplied as an excel sheet for the purpose of preparing and analyzing the results using SPSS for descriptive and inferential statistics. The quantitative findings are addressed in greater detail in Table 1.

Table 1. The Goals of Oral Presentation in English

| No. | Statement | Percentage | Mean | SD |
|-----|---|------------|------|-------|
| 1. | I am experienced with oral presentations in English. | 38.2% | 2.70 | 1.116 |
| 2. | I frequently deliver oral presentations in English. | 38.2% | 2.01 | 1.014 |
| 3. | My enthusiasm to design English presentations will increase as I investigate ideas and material for projects. | 36.8% | 3.01 | 1.162 |
| 4. | I know how to speak in English so I can understand what people say. | 38.9% | 2.81 | 1.051 |
| 5. | Gain feedback and answer questions raised by my teacher during the Q&A session | 31.3% | 3.25 | 1.168 |
| 6. | Gain feedback and answer questions raised by my classmates during the Q&A session | 38.9% | 3.26 | 1.128 |
| 7. | Develop my own voice in my presentations, e.g., sharing insights, interpretations, and stance. | 34.0% | 3.44 | 1.139 |
| 8. | Relate my ideas to trustworthy sources | 35.4% | 3.63 | 1.077 |
| 9. | Be critical of the information and ideas shared by my classmates. | 33.3% | 3.61 | 1.045 |

Table 1 illustrated the goals students want to achieve when they must do English oral presentation in class. To interpret mean scale, the researcher used 3.00 as the midpoint, 6 out of 9 items of the goal domain are higher than the midpoint while there were 3 items which mean values are lower than the midpoint. The item 3 (3.01) show that the students did explore topics and content for their presentation but according to item 1 (2.70), 2 (2.01), and 4 (2.81), they were still having problem in designing their presentation due to the lack of giving oral presentation in English and because of that they still faced problem understanding the language whenever they did oral presentation in English.

However, item 5(3.25), 6 (2.6), and 7 (3.44), described that despite having the struggles in English oral presentation, they wanted to gain feedback both from their teacher and peers so they could develop their opinion in front of the class. This also supported by item 8 (3.63), and 9 (3.61) where they agreed about using trustworthy sources for their presentation material and they could be critical of what had been shared by their classmates during the presentation. To summarize, the Table 1 showed that the students knew what they wanted to achieve to give good English oral presentation although they were not familiar yet with the language used in an English oral presentation.

Table 2. The Necessity of English Oral Presentation

| No. | Statement | Percentage | mean | SD |
|-----|---|------------|------|-------|
| 10. | A mobile online education system will assist me in improving my English presenting language and design. | 36.1% | 3.43 | 1.022 |
| 11. | I am capable of creating English presentation slides. | 38.2% | 3.01 | 1.156 |
| 12. | I understand how to structure and organize the content of English presentations. | 41.7% | 2.63 | .953 |
| 13. | Critically respond to information from a variety of trustworthy sources. | 41.0% | 2.64 | 1.186 |

The result showed that most of the students were neutral about the necessity related to English oral presentation. The item 10 (3.43) described that the students need both offline and online learning system to help them in designing and delivering the presentation. Item and 11 (3.01) also showed that they knew how to design the English presentation slides, but they still needed help from the teacher too. On the other hand, item 12 (2.63) is lower than the midpoint, this means students really need their teacher's input in how to organize the content and structure before they presented their material in front of the class as most of them were not confident about it. Item 13 (2.64) also showed that they could be critical to the information they got from a trustworthy source, but they would have problems

once they got a variety of information from various trustworthy sources. In conclusion, the students were aware of what they need to do an English oral presentation, however, teacher’s input and guidance both online and offline would be a big help to them.

Table 3. The Students’ Preference in English Oral Presentation Project

| Aspect | Statement | Percentage | mean | SD |
|--------|---|------------|------|-------|
| 14. | I frequently collaborate with classmates on English oral presentation tasks. | 32.6% | 3.55 | 1.096 |
| 15. | Collaborating with peers on an English presentation assignment will strengthen my grasp of presentation structure and language. | 31.9% | 3.81 | 1.274 |
| 16. | I want the teacher to teach students in the classroom how to do effective presentations in English. | 40.3% | 2.70 | 1.153 |
| 17. | I prefer to create English presentations using a mobile device. | 36.1% | 2.58 | 1.197 |
| 18. | I prefer to design English presentations on a Tablet. | 31.9% | 3.28 | 1.298 |
| 19. | I prefer to design English presentations on a laptop. | 27.1% | 2.87 | 1.339 |
| 20. | I prefer to design English presentations on a desktop computer. | 22.2% | 3.22 | 1.271 |
| 21. | I prefer to design English presentations at home. | 27.1% | 3.28 | 1.163 |
| 22. | I prefer to work with my peers to design English presentations. | 36.8% | 4.24 | .998 |
| 23. | I need to improve my English presentation design skills. | 53.5% | 4.40 | 1.020 |
| 24. | I need to sharpen up on my knowledge of the English presentation language. | 67.4% | 4.37 | .981 |
| 25. | I would like to improve my knowledge of the content and structure of English presentations. | 63.2% | 4.22 | 1.106 |
| 26. | I need to brush up on my body language skills for English presentations. | 58.3% | 4.30 | 1.032 |
| 27. | I need to improve my knowledge of the English presentation speaking style. | 58.3% | 3.50 | 1.097 |
| 28. | Help my classmates to understand my interpretations and stance in presentations. | 32.6% | 4.11 | 1.116 |
| 29. | Apply and acknowledging information from a variety of trustworthy sources. | 50.7% | 2.87 | 1.339 |

Table 3 illustrated students’ preferences in doing their English oral presentation project throughout the process until they delivered the presentation in front of the class. Item 14 (3.55) and 15 (3.81) showed that the students liked it when they did the project with their classmates because it would increase their understanding of the presentation material. the structure. and the language. Item 16 (2.70) is lower than the midpoint which means although the students strongly agree that they want the teacher to teach them English oral presentation skills in the classroom. they would still face problems if the skills were taught using traditional teaching method. In regards of their preferences of tools used in designing the presentation. most of the students were neutral about items 17 (2.58). 18(3.28). 19 (2.87). and 20 (3.22) but they would work slower when they used smartphone due to its small screen and only small numbers had laptop for the project. The students agreed on item 21 (3.28) that they preferred to work on their presentation project at home although some also did not mind if they had to work outside. Many of the students answered neutral on item 22 (4.24) regarding working with peers to design English oral presentation. they could work alone or in peers.

In relation to their needs in English oral presentation. the students strongly agreed on item 23 (4.40). 24 (4.37). 25 (4.22). 26 (4.30). and 27 (3.50). They must acquire the ability to create English presentations. to gain a better understanding of the language, content, and structure of English presentations. Additionally, they should gain a better understanding of the body language and speaking style associated with English presentations. The students were neutral on item 28 (4.11), they would help their classmate if they were asked to, and most students would not force their classmates to accept their interpretation and stance in presentation. Lastly, for item 29 (2.87), half of the respondents strongly agreed that they applied and acknowledged information from various trustworthy sources when they did English oral presentation. Again, this showed that the students were aware of the goals, their needs, and what they lacked in English oral presentation. Therefore, the teacher actually could apply more interesting method in teaching the English oral presentation skills and engaged them in collaborative project both online and offline to increase their skills and motivation.

Finding on Semi-structured Interviews

The analysis of ten participants' interviews revealed the entire degree of the students' shifts in their opinions about oral presentations as well as their lack of oral presenting ability.

S2F

"I now feel more secure and at ease, and I am able to recognize when I am in the dark about something".

S5F

"I'm always afraid. I don't know what to do." Even though I've already done everything I could to be ready, I still felt that the anxiety was there".

S9M

"Speaking in public with the pronouns and vocabulary is difficult."

S10F

"Still not confident with the pronunciation and still getting used to the dictionary"

The participants' nervousness or anxiety issues during an oral presentation became one of the most significant difficulties. Recent studies conducted by Basic (2011), Al-Nouh, Abdul-Kareem, and Taqi corroborate this fact (2015). They discovered that anxiety became the most difficult obstacle for the students to overcome. Presentations have a number of difficulties and limitations, including their time-consuming nature and their potential to cause anxiety (De Grez et al., 2009; Nash et al., 2016; Sander et al., 2002) According to Aryadoust (2015) this may be due to the requirement to demonstrate correct (and concurrent) mastery of technical content and visual aids, as well as fluency of expression. When combined with the requirement to master non-verbal communication while submitting to the judgment of an audience, such feelings may be understandable. Many believe that desensitisation through repeated exposure to presentations can help reduce long-term anxiety associated with public speaking (Behnke & Sawyer, 2000). Additionally, valid feedback that promotes learning and self-esteem should be provided. also play a role in increasing confidence in this important skill (Murphy & Barry, 2016).

Memorization also becomes a barrier for students when they are required to give an oral presentation. Rajoo (2010) who conducted research into students' difficulties with public speaking, stated that students frequently became blank in the middle or beginning of their presentation because they forgot what they were going to say.

S1M

"For instance, when I give a presentation, I already have an idea of what I'm going to say, but once I take the stage, I forget what I should say."

S3M

"The limited vocabulary that is known, and the many shortcomings in understanding grammar in English".

S8F

"My English is not fluent and i don't know much vocabulary and also nervous make me forget"

Additionally, the topic plays a significant role in the presentation. In response to participant's statement, one of his difficulties with giving an oral presentation is determining whether he understands the topic or not.

S4F

"When I'm preparing a speech, the materials are usually as follows: I had no idea what the topic was and thus had to start from scratch..."

Tuan and Mai (2015) also argued that it is difficult for learners if the teacher assigns a topic that is unfamiliar to them, as this results in students becoming confused due to a lack of background knowledge on the subject.

CONCLUSION

In today's global, competitive, and fast changing world, young people must be adaptable, proactive, imaginative, and creative in their problem-solving and decision-making, as well as excellent communicators and collaborators. It requires young people to develop their own potential and to be

prepared for the distinctive demands of the twenty-first century. The investigation revealed that students in the ESP class view oral presentation as a necessary component of their formal education. Additionally, oral presentations have proven to be an excellent method of raising students' understanding of communication abilities. As a result, students' presentations become critical components of providing positive learning experiences. They are a necessary component of practically every professional environment, as professionals must interact with one another at meetings, seminars, and conferences. However, this finding and conclusion are limited to a certain department in a specific location and circumstance. Depending on the field and circumstance, the analysis results may vary. It is advised that additional research of needs analysis for other disciplines be considered in greater detail.

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