The Target Situation Analysis for *Bahasa Inggris* Syllabus at Bunda Mulia University

Murniati

Universitas Bunda Mulia

Abstract

This research focused on analyzing the process and results of pre-course needs analysis focusing in the target needs for an academic English subject (*Bahasa Inggris*) for students of Bunda Mulia University. The data comprised the target situation analysis conducted before the course, which was collected from interviews with the head or secretary of each department at Bunda Mulia University as the users. Another is gained from questionnaires, which were delivered to the lecturers who were teaching the subject. The other data is collected by studying relevant university documents. The target situation was analyzed during that pre-course needs analysis. The result of this research will hopefully be used as the basis in devising a syllabus for *Bahasa Inggris* subject at Bunda Mulia University.

Keywords:

Needs analysis, target situation analysis

1.   Background of the Study

It is a well-known fact that English is taught in universities in Indonesia. The English taught is different from one university to another. It depends on the teaching goals which are decided by each university. The teaching goals can be analyzed through the target situation analysis as a part of needs analysis. Some universities are teaching English for Academic Purposes, a part of English for specific purposes. Many other universities teach general English and just use syllabus which is designed based on available books in the bookstore. This research deals with what English skills and abilities are needed by the students of Bunda Mulia University taking *Bahasa Inggris* subject. The result of this research will hopefully bridge the gap in devising a syllabus for *Bahasa Inggris* subject at Bunda Mulia University, by providing the results of pre-course needs analysis.

Devising new syllabus for *Bahasa Inggris* class is important since the available syllabus was not devised by using needs analysis.

There is a main problem to be discussed in this study: What is gained from pre-course needs analysis specifically on the target situation analysis for *Bahasa Inggris* subject at Bunda Mulia University?

This research is limited to needs analysis conducted at Bunda Mulia University. The process and the result of the target situation analysis as a part of needs analysis may not be applicable for other English for academic purposes. The lecturer respondents were those who were actively teaching in the even semester 2010/2011.

2.   Literature Review

Many experts have already defined needs analysis. A short but clear description of needs analysis is quoted From Richards by Jordan (1997). He mentioned that needs analysis is: "The process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities". Jordan (1997) also adds that needs analysis is used before designing a course.

While discussing about the needs, there are some types of information that can be gathered. Dudley-Evans & St John (1998) describe the needs as target situation analysis (TSA), learning situation analysis (LSA), and present situation analysis (PSA). They mention what need analysis establishes: 1) Professional information about the learners; 2) Personal information about the learners; 3) English information about the learners; 4) the learners' lacks; 5) language learning information; 6) Professional Communication Information; 7) What is wanted from the course; 8) environmental situation. The target situation analysis itself is conducted in order to find out the output expected by the students after studying, Dudley-Evans & St John (1998).

There have been some methods in conducting needs analysis in order to find out the data regarding the target situation analysis. They are questionnaires, interviews, observation, and collecting learner language samples. One or more methods can be taken, depending on the purposes and expected results of the need

analysis (Ellis and Johnson (1994), Richards (2001), Graves (1995), Harding (2007), Long (2005), Dudley-Evans & St Johns (1998)). Hutchinson and Waters (1987) argue that one or more methods are possible to be conducted. It really depends on the time and the available resources. It would be great if all of the methods can be conducted by using all of the available resources.

3. Research Methodology

First of all, questions for the questionnaire will be constructed. The questions are adapted from Prabowo (2009). The questionnaires were delivered to ten lecturers who were teaching Bahasa Inggris subject. The questions are mainly about what Universitas Bunda Mulia students need in learning English. The interview, on the other hand, was delivered to the head or secretaries of each department in Bunda Mulia University. There are eleven departments at Bunda Mulia University, namely Management, Accounting, Psychology, Communication Studies, Chinese, English, Industrial Engineering, Information System, Information Engineering, Visual Communication Design, and Hospitality department. Since the heads or secretaries of the departments play an important role in determining this target situation, all of the heads or secretaries whose departments have Bahasa Inggris subject in their curriculum were interviewed. The English and Chinese departments were not interviewed since at that time, there was not Bahasa Inggris subject in their curriculum. The questions found in the interview are mainly about the time when they will use English, what English they need, and the topics they wish to study.

The results of the questionnaires and interview are summarized into one point, namely the target situations analysis. This summary can hopefully be used as the base in devising the *Bahasa Inggris* syllabus used at Bunda Mulia University.

4. Findings and Discussions

All of the heads or secretaries of departments agreed that the *Bahasa Inggris* class should deal with the delayed needs, meaning that the topics should support or be useful for students while they are working later on. On the other hand, four out of

eleven of them also added that *Bahasa Inggris* class would be excellent if the immediate needs could also be discussed to support the students themselves while reading the textbooks found in their majors. It was suggested, owing to the fact that some textbooks found in the first and second semesters are still in English. In line with the heads or secretaries of departments, twelve *Bahasa Inggris* lecturers also agreed that the class should deal with the delayed needs. From those twelve who agreed with the delayed needs, four of them also think that immediate needs are also important to support their study. The lecturers argue that the students will get nothing if they do not understand the content of their majors. The lecturers, therefore, suggested that reading skills, which most of the topics deal with in the majors are also included in the target situations of the students. The results show that only one lecturer think that it should deal with the immediate needs only. She thinks that it is impossible to teach business English in one semester only, especially when the students' level of English is different from one to another.

After discussing the kind of English needed in *Bahasa Inggris* class, next in the target situation analysis, it was also asked about the topics which were needed by the students. In order to make the topics more specific, the topics which were currently used in *Bahasa Inggris* class was put in the questionnaire. The lecturer's response as well as the heads and secretaries of departments can be seen in the following figures:
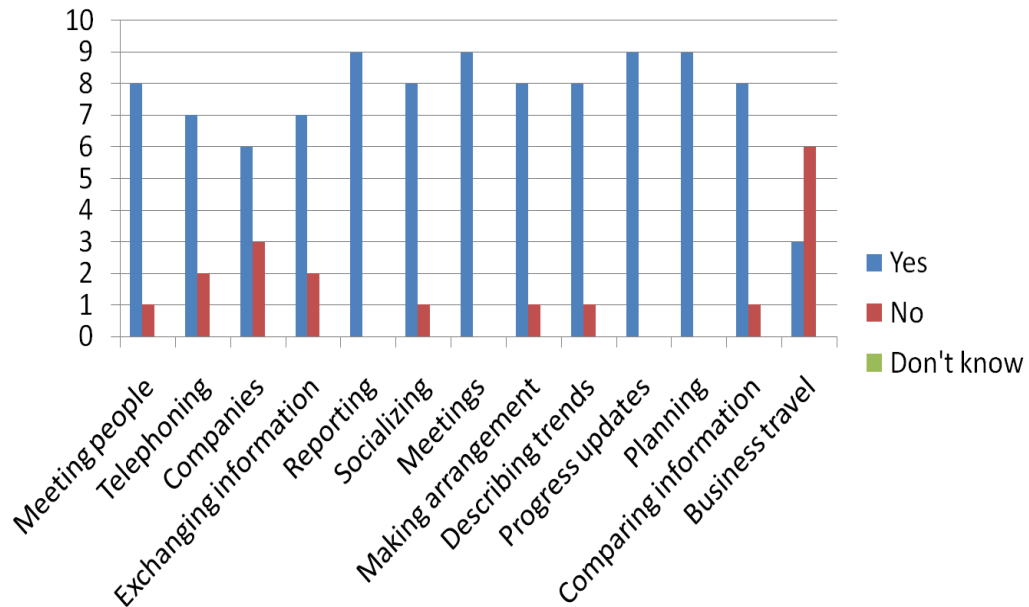
Figure 1. Topics to be learned in class

(heads or secretaries of department response)
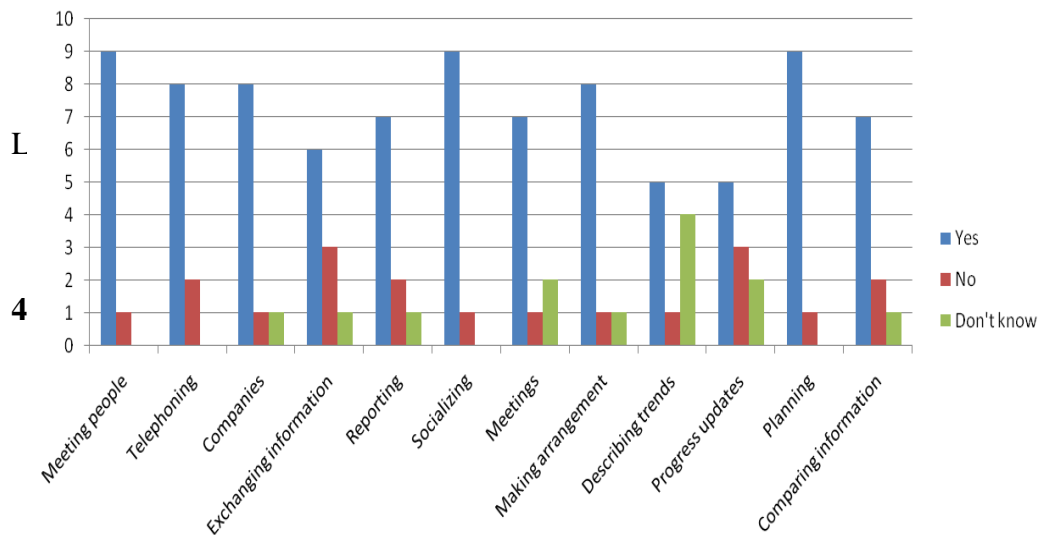
Figure 2. Topics to be learned in class (lecturer's response)

The results have shown a similar response from the lecturers and the head or secretaries of departments. They agree that the topics which were currently available in the syllabus were needed to be put in the syllabus. In short, the topics

regarding meeting, telephoning, companies, exchanging information, reporting, socializing, meeting, making arrangements, describing trends, progress updates, planning, and comparing information were needed to be delivered in class. On the other hand, they thought that business travels was actually not needed to be taught in class.

More to the points of topics needed to be discussed, cultural knowledge was also observed since English is considered as a lingua franca used in many places with their own cultural background.

Besides the topics above, the heads or secretaries of departments also highlighted some other topics as the students' target situations. Basically, those other topics are about business English. They suggested the following topics to be discussed: (1) negotiation / dealing with people, (2) presentation, and (3) handling a meeting. Those topics were suggested due to the fact that later the students will work in the era where English is used as a means of communication.

5. Summary

Based on the data taken from the pre-course needs analysis, the English level which should be given is pre-intermediate, considering that the students have already graduated from Senior High School where they have learned about general English. As a result, it is possible to deliver a General Business English class. Moreover, it might be useful for the students since 23 % of the total respondents have already worked as part timers. The motivation of the students is average, meaning that not all students are interested in learning English. This should be related to the teaching methods used in delivering the topics.

The following topics are highly suggested to be included in the *Bahasa Inggris* syllabus:

No	Topics
1.	Greetings
2.	Telephoning
3.	Presentations
4.	Handling a meeting
5.	Negotiations

6.	Companies
7.	Exchanging information
8.	Reporting
9.	Socializing
10.	Making arrangements
11.	Describing trends
12.	Progress updates
13.	Planning

Table 1. Suggested topics for Bahasa Inggris syllabus

The other three topics which were suggested by the heads and secretaries of the departments — presentation, negotiation, handling a meeting— can also be delivered to Bunda Mulia University students in other subject than *Bahasa Inggris* class. There should be another subject to accommodate those topics such as in Business English subject.

The result also shows that the students need English to support their career after graduating from Bunda Mulia University. In addition, three departments clearly state that English is also needed to support their study. As a result, the syllabus later will be about general business English due to the fact that the English level used in the syllabus is pre-intermediate level.

The target situation also shows that the students need speaking and reading skills more. The reading skill can hopefully support the students' understanding while reading some textbooks in their major. The English grammar and vocabularies are also needed. The vocabularies should be related with the books which the students use in their first and second semester while studying at Bunda Mulia University.

References

Dudley-Evans, T. and St. Johns, M.J. 1998. *Developments in English for Specific Purposes.* Cambridge: Cambridge University Press.

Ellis, Mark and Johnson, Christine. 1994. *Teaching Business English*. Oxford: Oxford University Press.

Graves, Kathleen. 2002. *Designing Language Courses: A Guide for Teachers.* Toronto: Thomson Heinle.

Harding, Keith. 2007. *English for Specific Purposes*. Oxford: Oxford University Press.

Hutchinson, Tom and Waters, Alan. 1987. *English for Specific Purposes*: *A Learning Centered Approach.* Cambridge: Cambridge University Press.

Jordan, R.R. 1997. *English for Academic Purposes*. Cambridge: Cambridge University Press.

Long, Michael, H (ed). 2005. *Second language Needs analysis.* Cambridge: Cambridge University Press.

Prabowo, Irfan H. 2009. *Task-Based Syllabus Design of English for Front Line Hotel Staff*. Master's Thesis. Jakarta: Graduate School Atma Jaya Catholic University of Indonesia.

Richards, Jack C. 2001. *Curriculum Development in Language Teaching.* Cambridge: Cambridge University Press.