

## Need Analysis of English Presentation Program for Indonesian EFL Learners

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**ABSTRACT:** This study aims at identifying the needs of the Indonesian EFL learners of non-English department as regards giving a presentation. It is essential to find out what aspects they need to improve their language skills toward in speaking in front of the public. The data for this research was taken from five learners who are currently preparing for joining the English Presentation Course as a part of an English for Specific Purpose (ESP). The data was collected through observation, questionnaires, and interview. Non-participatory observation techniques were used together with the note taking and checklist techniques. Structured interview technique was also used in this study. The data were analyzed qualitatively and presented informally and descriptively. The results revealed that the learners wanted to improve their public speaking academically to be more confident and able to speak more effectively and fluently in front of many people.

**KEYWORDS** –English Presentation, English for Specific Purpose, need analysis, target needs.

### I. INTRODUCTION

The academic culture frame, scientific communication consists of two domains of communication, they are written and oral communication. Specifically, English as the uniformity language across any linguistic boundaries. It underpins communication among societies in general and domain. In fact, English has been connecting the individual to the larger network. As a result, English is necessary for those who has focused and worked in the global level.

In Indonesia, there have been an increase for the numbers of Indonesians who learn English. The purpose of learning English is to communicate in English well. However, there is a particular issue that deals with the interaction between written and oral scientific communication, arranging on the importance of scientific communication and the relationship between the two communication formats. In achieving the goal of learning English, learners must involve these three points. Given this rationale, it was considered to find out what the learners need on the oral form of communication considering that it is the main aim of learning English as well as in relation to research among the higher education, such academicians, and presenters.

Oral communication in the form of presentation has been popular nowadays. It also brings a huge impact and global opportunity for Indonesians. Furthermore, these days wider chances have been opened for Indonesians to take part in international events, such as when academicians present their international research to pursue their higher degree, businessmen who hold the partnership with the international companies, and so on.

There are many advantages involving international events. According to Albuquerque (2015:12), it helps the establishment of affective ties, perspective, and conveyance of ideas. From the presentations given, the presenters might share experiences and have influences on the audience. Consequently, it might result in changes of point of view, developing and upgrading the audience's knowledge. Coming from this perspective, the researcher investigated the issue of giving a presentation. To narrow down the study, the researcher has specified for the subjects of non- English background students or practitioners.

Conducting an issue on this topic means taking the initial step. This is fundamental as it is used to set the language learners' goal. The needs analysis should be highly detailed to provide a clear understanding of what and how to teach. In the field of language teaching, the process of identifying the learners' requirements is commonly known as Needs Analysis (Brown, 1995). As emphasized by Richards (2001), the initial step in conducting a needs analysis involves precisely determining the objectives. The objectives of a needs analysis can vary, depending on the intended users. Some key objectives include: 1) Identifying the specific language skills necessary for learners to fulfill a particular role, 2) Assessing whether existing courses adequately meet the needs of potential learners, 3) Gathering information about the challenges learners are facing, 4) Identifying which students within a group require the most training in a specific language skill, and 5) Determining the English language proficiency needed for students to actively participate in school and society.

The need of English is relatively high in Indonesia, especially for the purpose of presentation and public speaking. This has made many language course institutions provide English teaching under the English for Specific Purpose (ESP) scope in English as a foreign language learning (EFL). Unlike the General English (GE) which is designed for learners who aim to acquire foundation in English language skills for daily communication purpose, ESP is designed to meet the specific needs of the learners, such as English Academic Presentation. Therefore, this study aimed to identify the needs of English Presentation for non- English background learners.

## **II. METHOD AND THEORY**

### **2.1 Research Method**

This study used a qualitative method. Data collection methods applied questionnaires, and interviews. The techniques used were non-participatory observation, note-taking techniques, and checklists as well- structured interview techniques. The data were analyzed qualitatively and presented informally and descriptively.

### **2.2 Theoretical Framework**

#### **2.2.1 English Specific Purpose (ESP)**

The important role of English as a means of communication worldwide encourages the emergence of English for Specific Purpose (ESP) courses (Hutchinson & Waters, 1987: 6). ESP is an English language course which is basically designed to fulfill the learners' need. Besides, it is also aimed to learn English for a particular purpose dealing with certain learning content/ materials and skills to meet the specific needs which come from the learners' professional backgrounds. Hence, an ESP offers a more relevant English learning than "General English".

ESP has been a need these days. It is due to the field of ESP is the existence of English as a Lingua Franca (ELF) related to many life domains, such as: academic, business, science, and technology, etc. Thus, ESP is the coverage of the need to learn English in life communication fulfillment.

The emergence of ESP as the part of the English Language Teaching (ELT) which can branch from the ELT in general or English Second Language (ESL)/ English Foreign Language (EFL) has its distinguished characteristics which is more particular than General English. As stated by Basturkmen (2010:13), the

characteristics of ESP includes absolute characteristics and variable characteristics as explains as follows; absolute characteristics, (1) ESP is designed to meet specific needs of the learner; (2) ESP makes use of the underlying methodology and the activities of the discipline it serves; (3) ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. While the variable characteristics are, (1) ESP may be related to or designed for specific disciplines; (2) ESP may use, in specific teaching situations, a different methodology from that of general English; (3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level; (4) ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

### **2.2.2 Need Analysis**

In designing an EAP course, the initial step conducted is need analysis. This is completed to meet the learners' needs. The approach to an ESP above describes that needs analysis is the base of its development. It is the prominent factor that determines the course like. According to Basturkmen (2010: 17), needs analysis is the main consideration of designing an ESP course. It is a process of revealing the learners' needs in the attempt to identify the goals of the course. The needs analysis results will lead the course developer to develop the content of the course and all learning stuff required, such as method, media, and assessment/ evaluation.

In addition, Brown (1995) state needs should be stated in goals and objectives. This is aimed to serve as the basis for the development of tests, materials, teaching activities, and evaluation strategies, among others. The two are interrelated in needs analysis, which focuses on proficiency goals (which refers to mastering the four language skills: reading, writing, listening, and speaking), and material evaluation goes hand in hand in needs analysis determining the needs of a defined group of people and evaluation of helpful materials. Teachers determine the extent to which materials, tests, or the entire program meets these needs.

Needs analysis plays a crucial role in assisting teachers in identifying suitable teaching techniques, strategies, or methods to enhance language learning. Furthermore, the data collected from this analysis informs the curriculum designer, leading to improved learning outcomes and increased engagement (Brown, 2001). During the needs analysis stage, several steps need to be followed: 1) Making essential decisions about the needs analysis, 2) Gathering information, and 3) Utilizing the acquired information. Before conducting the needs analysis, curriculum planners must make key decisions regarding the program's learners, targeted teachers, administrators, assistant teachers, the needs analyst, and other sources of information like the community, parents of learners, and financial sponsors (Brown, 1995).

### **2.2.3 Target Need Analysis**

Target needs are what the learner needs to do in the target situation. As proposed by Hutchison and Waters, (1987), target needs include three categories: necessities, lacks, and wants. Necessities are considered as what the learners must know to function effectively. In short, to understand the learner's purpose for language learning, it is crucial to ascertain their specific language learning objectives. Consequently, the learner should possess a certain level of knowledge regarding language components to attain their desired goal. Lacks, it refers to the gaps between what the learners know and the necessities. Wants, it is described as what the learners think they need.

Essentially, the analysis of target situation needs involves posing questions about the target situation and the perspectives of the different participants involved in the learning process. There are several methods available for gathering information about these needs. Hutchison and Waters (1987) mentioned the following basic

framework provides an outline of the type of information that the course designer should collect through an analysis of target needs as follows.

1. Why is the language needed?
2. How is the language used?
3. What will the content areas be?
4. Who will the learner use the language with?
5. Where will the language be used?
6. When will the language be used?

It is evident that perspectives on needs can differ depending on the viewpoint of the individual respondent. Like other educational endeavors, ESP is concerned with the intricacies and idiosyncrasies of human behavior. For instance, when examining the needs of students, it is customary to seek input from both the instructors and the students themselves regarding their English language requirements.

### III. RESULT AND DISCUSSION

Needs analysis was the first step which was conducted to dig up the information from the learners. The information was dealing with the learners' necessities, lacks, and wants. This prior information played an essential role in this research because this research aimed at designing an English for Specific Purpose (ESP) course.

First, the needs analysis of this research was conducted through observation toward the oral English presentation practice of the participants accompanied by note taking and checklist as well as interview. The result of the observation reveals into some parts, including how the presentation performance in delivering presentation in terms of presentation skills and language skills. These were conducted to find out the necessities of the learners. It is explained as follows.

**Table 1.1**  
**The Observation Description of the Learners' Presentation Performances**

General Description		
Presentation Structures	Opening	All learners' presentation openings were not well organized. The opening structures which were done were greeting, self-introduction, stating the presentation title (not explored yet). All learners were in rush and unconfident.
	Main Parts	Most learners were note oriented. Less exploration toward the presentation materials
	Closing	The closing part consisted of thanking expression and greeting
English Speaking Elements	Language Focus	No exploration on the use of vocabulary since they were note oriented. Some grammatical and pronunciation errors occurred

Source: Observation Guidelines (2023)

Based on the observation guide which focused on the presentation structures and the English competence of the learners, there were eight points of description resulted. The researcher would like to state the details of the general descriptions above in the following points.

#### 3.1 Presentation Structures

##### 3.1.1 Opening

The overall presentation opening of the learners was not well organized. The opening part did not carry the important introduction information well. Based on the observation, there was a similarity among the learners' opening part. All of them used 'good afternoon, hello, hi and/ *orsalam* at the beginning. Three of five learners introduced themselves by telling the names and stating the presentation titles. The rest only mentioned their names without introducing their presentation topics. Regarding these findings, it was necessarily underlined that the components of the learners' presentation openings were greeting the audience, giving self-introductions, and telling the presentation title (Rai, 2010).

Introducing the presentation topic was done by telling the titles of the presentation but there was no further explanation or description related to the topic they were going to have in their presentations. Most participants were in a rush and unconfident. They looked doubtful and awkward to speak in English. The lack of confidence shown by the learners was observed from several indicators: (1) the greeting expressions; (2) voice and tone; and (3) non-verbal communication (body language and eye contact). In short, the observation result on the learners' opening practices showed that all the learners had not explored this beginning part well.

### 3.1.2 Main Parts

The observation toward the main parts of the learners' presentations were seen from how the materials were delivered. The learners were allowed to bring notes during their presentations. All participants were very much note oriented. Thus, their language competence was not well observed in detail because they had not explored their presentation skills.

In delivering the main parts of their presentation, most of the learners used the words "next" and "then". These two expressions were signposting expressions used to move from one point to another point or from one sentence to another sentence. However, the use of these expressions was still monotone. In conclusion, the learners' overall performance in delivering the main parts still needed some improvements. Their presentation delivery did not show a presentation, rather read notes. There was no contact with the audience (other participants). Hence, the learners had not explored their presentation materials, presentation skill and English communication skill. They merely showed their reading aloud skill.

### 3.1.3 Closing

All the learners closed their presentation by thanking the audience and closing (e.g.: good afternoon/ good evening). Besides, they also used the expression "that's all my presentation" prior to the gratitude and greeting parts and closed their presentations.

### 3.1.4 English Speaking Elements

The learners' communication skill was not yet explored well. They were very much note oriented while giving presentations. It did not give them chances to explore their English knowledge and skills. Since they just read their notes, they did not use many other vocabularies out of their notes. It might be because they lacked vocabulary, and they were influenced by the notes. Grammatical and pronunciation errors occurred frequently. This language error influences the meaning created using the language which might affect the understanding toward the presented materials. The samples of the errors are presented below.

**Table 1.2**  
**Samples of Errors in Learners' Presentations**

Language focus	Types of Error	Error Samples	Correct Forms
Vocabulary	Incorrect diction (verb should be used instead of noun)	Presentation I want to presentation the product or research	Present I want to present my product or research
	Incorrect diction	Thanks you	Thank you
Grammar	Subject and verb	My names is ...	My name is

	agreement/ plural forms		
	Subject and verb agreement/ Singular and plural forms	I am agree	I agree
	Tenses	I conduct the study	I conducted the study
Pronunciation	Incorrect pronunciation related to the part of speech	Present (which means giving a presentation)	Present (which means now)
	Thanks/ thank you was pronounced t' not 'θ'	Thanks/ thank you	Thanks/ thank you

Source: Observation Guidelines (2023)

Therefore, from the observations above, the interview was also conducted to find out the target needs as follows.

**Table 1.3**  
**The Interview Results**

Students' Name	Necessities	Lacks	Wants
Aslamabel/ a fresh undergraduate student	To continue study abroad and fluent in delivering presentation	Feeling nervous, lack of presentation technique knowledge and skill.	Able to practice English and assist by the presentation technique skill
Ari Hartono/ Graduate student	To present research in international seminar	Difficult to point out the idea and not communicative enough to use the language	Theory- Practice learning activities to improve the communicative skills to use the language
Bunaiya Rizky/ Undergraduate student	to continue study abroad and fluent in delivering presentation	Feeling lack vocabulary and need to learn English grammar more	Able to practice English and can get more vocabs and good at structure
Nasya Putri/ Undergraduate student	to continue study abroad and fluent in delivering presentation	Feeling nervous and sometimes makes mistakes in pronunciation and grammar	Theory- Practice learning activities to improve the communicative skills to use the language
Gerry Rinaldi/ Graduate Student	To present research in international seminar	Feeling nervous, lack of presentation technique knowledge and skill.	Able to practice English and assist by the presentation technique skill

Source: Students' Interview (2023)

The type of need information above contains three main learners' needs, namely the necessities, lacks, and wants. Each of the neededtypes contains a different amount of information. It depends on the learners' answersthe details of the points of information are presented through the following descriptions.

#### 1. Necessities

The learners' necessities are explained below.

- 1) The learners needed a learning community who shared the same learning purpose to learn English specifically. The emphasis on this point of information was on the learning community and the participants of the learners.
- 2) The learning materials which should be prepared for the ESP course were about the presentation structures and the expressions used for giving a presentation.
- 3) Besides the presentation structures and expressions, the materials should contain the language focus materials, namely about the English grammar, vocabulary, and pronunciation.
- 4) The learning media was required. The learners needed the learning media to make it easy to follow the materials.
- 5) The learners needed a small class which consisted of 5-10 learners. The small class would give them more chances to interact with other learners, practice the materials, a chance to speak and practice their English communication skill, and feedback on their performance.
- 6) The learners needed learning which emphasized on practice. They explained that practices after theory learning would make them understand the materials more easily and better.

## 2. Lacks

The learners' lacks are explained below.

- 1) The learners felt that they lacked presentation technique knowledge and skill. They never learned the presentation techniques and they had no knowledge about the steps, expressions, and specific related techniques. Regarding that, they were not skilled enough in giving academic presentations. This triggered them to feel doubtful and unconfident to deliver a presentation.
- 2) The lack of communicativeness. The problem stated previously influences their communication in the presentation delivery. This communicativeness view was seen from two perspectives, namely the language and audience. The learners did not deliver their presentations well because they were not communicative enough to use the language. They had not either communicated well with the audience because they focused on the materials and the language too much.
- 3) The learners lacked vocabulary. This matter could be one of the vital problems which influenced the learners' presentation performances. They felt that they knew what they should say but they could not communicate their ideas due to the lack of their English competence from this point.
- 4) The learners often made grammatical errors in spoken language. The lack intensity of English use was the influencing factor of their English competence. The less practice decreased their English basic competence, especially their grammar mastery.
- 5) ) Another language problem was their poor pronunciation. The learners often made errors in pronouncing the words. When they were not sure how to pronounce the words, they would read the words in Indonesian pronunciation way. Thus, this problem was seen from the English pronunciation standard.

## 3. Wants

The learners' wants are explained below.

- 1) The learners wanted to have an ESP class which would provide them the integrative learning materials of presentation techniques and language focus.
- 2) The learners wanted the theory-practice learning activities. The theory learning should be followed indirectly by practices.
- 3) The learners wanted the instructor to give them feedback. Learning feedback would help the learners to correct what might be wrong in their learning and maintain what might be correct already.
- 4) The learners wanted to be facilitated with the appropriate learning materials which can provide them the English practice for their speaking skills and English components.
- 5)

#### IV. CONCLUSION

Through this research, it can be simplified that identifying the needs of EAP learners under the scope of ESP program feels rather difficult. There were many steps which must be taken to achieve the learning objectives. The steps include identifying and analyzing the necessity, lacks, and wants of the language learners. Overall, the necessity of most learners is to be able to deliver a presentation fluently. Besides, lack of the learners is mostly they have less practice toward English skills as well as presentation technique. Lastly, the learners' want is a theory- practice of English presentation.

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