Need Analysis Course Design: Esp Textbook Evaluation In The Psychology Faculty

by Yulis Setyowati

NEED ANALYSIS COURSE DESIGN: ESP TEXTBOOK EVALUATION IN THE PSYCHOLOGY FACULTY

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ABSTRACT This study aims to describe the 'need analysis' of English for Psychology courses and evaluate the ESP textbook from the point of view of the textbook users at the Faculty of Psychology. A need analysis survey in learning ESP and ESP textbook evaluation was conducted and then analyzed quantitively. The data sources of this research were students of the Faculty of Psychology who were taken by purposive sampling, which amounted to 20 people already in the 4th, 6th, and 8th semesters, the head of the Psychology department, and three lecturers in the Psychology Faculty. The data collection used was a questionnaire and documentation. The data is in the form of questionnaire results and interviews. Documentation technique is used in collecting data, while analysis technique is used in analyzing data, namely reduction, data display, and drawing conclusions and verification. The study results show that language skill materials are crucial for future Psychology students. Regarding to speaking skills, students primarily require resources for conversing with current issues that are up-to-date. Regarding the students' need to access psychology journals and textbooks, writing and skills in composing scientific articles, reports, and lab documents are essential. However, the study reveals dissatisfaction among Psychology students with the current ESP textbook, particularly in appearance, visuals, design, layout, and writing materials. Despite some elements meeting their needs, such as layout, content, exercises, and speaking resources, improvements are needed in certain areas. Consequently, it is recommended that the ESP textbook be enhanced to better cater to these requirements, and future researchers undertaking similar studies should consider this focus on English for Specific Purposes (ESP).

Keywords: ESP; need analysis, ESP textbook, English for Psychology

INTRODUCTION

English has emerged as a universally recognized language for communication, extensively employed in numerous countries and across various professional domains. Consequently, English is deemed crucial in fostering practical communication skills within the realm of work. The purpose of incorporating English into higher education is to fulfill the Indonesian National Framework Qualification Curriculum (NFQC) requirements, which mandates English as a subject at the tertiary level (Setyowati, 2023; Aldebarant et al., 2023; Elias, 2022). The English education approach employs not only a broad spectrum but also a targeted approach. ESP, which stands for English for Specific Purposes, is a tailored approach designed to cater to the specific needs of learners in various professional fields. The main objective of ESP is to provide a targeted and efficient learning experience for individuals seeking to develop their English language skills. By focusing on industry-specific vocabulary, terminology, and communication strategies, ESP ensures that learners acquire the necessary language proficiency to excel in their respective domains. This specialized learning model aims to streamline language acquisition, making it more accessible and practical for learners pursuing professional growth. Chostelidou (2011), Aghajani and Adloo (2018), Rachman et al., (2022), and Setyowati (2023) assert that English for Specific Purposes (ESP) facilitates English language learning tailored to students' respective fields of knowledge. One of the critical advantages of ESP is the direct application of English within the context of students' academic and non-academic interests (Chostelidou, 2011; Aghajani & Adloo, 2018; Rachman et al., 2022; Setyowati, 2023).

ESP is developed based on the concept of needs analysis, which ensures that the content of the program addresses the specific requirements of students in their academic and professional domains. This analysis is essential as learners have distinct needs when learning

English. Consequently, individual learners or study groups will have varying requirements (Chostelidou, 2011; Aghajani & Adloo, 2018; Rachman et al., 2022; Setyowati, 2023).

Chostelidou (2011), Asti (2020), and Rachman et al. (2022) developed an analysis model encompassing various components, including Need Analysis which identifies the specific tasks and skills learners need to acquire, encompassing necessities, lacks, and wants (Hutchinson & Water, 1987). Necessities pertain to essential knowledge students must possess, lacks refer to the gap between students' existing skills and what they do not know, while wants to represent the areas of learning students desire.

In order to evaluate the necessity of English language usage for psychology students at Universitas Wijaya Putra, it is essential to meet and match the appropriate lesson and learning materials for psychology students to the needed and expected materials. Conducting a needs analysis is crucial to assess the accuracy and suitability of the learning program in relation to the curriculum and real-life situations where English will be utilized. This analysis holds significant importance as it dramatically influences students' motivation to learn since English for Specific Purposes (ESP) is regarded as a significant subject for them (Mustikasari, 2015; Octaberlina et al., 2021; Trujeque-moreno et al., 2021; Miqawati & Sa'diyah, 2023; Muhammad & Utami, 2023).

Over the last few years, research on need analysis in ESP learning materials has significantly increased its presence. Many research on need analysis have conducted in different areas, Todea & Demarcsek (2017) in engineering, Faidah (2022) in nursing, Miqawati and Sa'diyah (2023) in agriculture, Muhammad & Utami (2023) in office administration, Kusuma et al., (2023) in hospitality, while Rachman et al., (2022), conducted research in English for Psychology. Those studies have similar issues, focusing on the design of English Material based on the need analysis with research output learning materials. All the studies did not investigate specific skills in the textbooks for that reason this study focuses on a specific skill which is reading skill.

LITERATURE REVIEW
Need Analysis

Need analysis can be defined as the difference or gap between the current state of affairs and the desired future state. Although this definition appears straightforward when applied to ESP, it becomes more complex due to multiple factors influencing fulfilling a specific gap. These factors include learners' motivations for taking the course, sponsor requirements, underlying conceptual and ideological beliefs associated with the concept of 'needs,' and personal values of those interpreting the data gathered through 'needs analysis.'

Determining needs in general English is challenging, whereas needs in ESP (English for Specific Purposes) can be identified through needs analysis. Being aware of needs, such as understanding and familiarity with the target situation, assists teachers and students in learning English based on the specific requirements of that situation. Needs analysis is crucial in identifying students' English needs in particular fields.

According to Hutchinson and Waters stated that needs analysis is the initial step in preparing an ESP English learning program. It involves analyzing students' English needs to design effective and appropriate learning materials. Creating effective teaching materials enables students to apply English in their chosen professional fields in the future. This theory highlights the significance of needs analysis as the starting point in ESP courses. Teachers must conduct a needs analysis to determine the appropriate instructional design for their students (Hutchinson & Water, 1987; Paltridge & Starfield, 2012)

Need Analysis in ESP for English for the Phycology department.

The initial step in designing language courses for English for Specific Purposes (ESP) is conducting a needs analysis. This analysis is crucial for educational institutions as it helps tailor the courses to be more suitable and adaptable to different contexts and changing times. In the case of this study, the focus is on meeting the needs of psychology students who are learning English. Todea and Demarcsek (2017) describes needs analysis as the procedure of creating and refining course content for ESP (English for Specific Purposes) through the identification of languages and skills. On the other hand, Muhammad and Utami (2023) defines needs analysis as a structured and ongoing process of gathering information about student needs, interpreting the data, and making appropriate teaching decisions to address those needs effectively. Additionally, needs analysis is used to collect data and obtain relevant information to develop a course.

RESEARCH METHODS

This study occurred at Universitas Wijaya Putra, focusing on 20 students and three lecturers from the Faculty of Psychology. The researcher employed purposive sampling. The aim was to identify the learning needs of psychology students and evaluate the existing English Psychology textbook. Purposive sampling facilitated the selection of psychology students who had attended an English course.

This current research employed questionnaires and documentation to collect the data, then analyzed quantitatively to describe the need analysis and evaluate the ESP textbook. The questionnaires' answers were analyzed using a Likert Scale (Strongly not agree -1, Not Agree-2, Agree-3, Strongly Agree-4).

The researchers have completed several steps in the data collection process, which include the researchers visiting the Faculty of Psychology at Universitas Wijaya Putra to seek official permission from the campus administration, specifically the Dean of the Faculty of Psychology and the Head of Psychology department, once permission was granted by the campus administration, the researchers conducted a questionnaire with multiple psychology students.

The initial task for the researcher prior to data analysis involves a questionnaire. The researcher examines the questionnaire. To perform data analysis following Miles and Huberman's techniques (Lestari, 2019), three steps are involved: reduction, data display, and drawing conclusions and verification. Data reduction involves summarizing the data, selecting key points, focusing on significant aspects, and identifying the research theme. The activities in this step include choosing, focusing on, and simplifying the collected data. The data collected in this study encompass findings and information obtained from the research instrument, such as interviews and documentation. Data Display entails organizing information in a structured manner, enabling the researcher to draw conclusions effectively. Verification refers to the methods employed to address the research question, objectives, and significance of the research.

FINDINGS AND DISCUSSION

This part deals with interpreting the findings based on the relevant theories and previous findings. The first finding deals with the need for psychology students to learn ESP. The second part deals with the Psychology students' satisfaction with their ESP textbook entitled "English for Psychology".

Need Analysis of Psychology students to learn ESP.

The findings on the materials needed by Psychology students in learning ESP include those needed by Psychology students in speaking skills, reading skills, and writing skills in learning ESP.

Table 1: The Psychology Students' Responses on the Need for Listening Skill

No	Need Analysis of Psychology student's need in Listening Skills	Strongly Agree	Agree	Not Agree	Strongly not Agree
1.	Listening and understanding spoken utterances in meetings, academic discussions, conversations, or workplace groups where foreigners speak English.	69%	31%	0%	0%
2.	Understanding the lecturer's oral explanations in English-language courses	78%	22%	0%	0%
3.	Listening to English language learning recordings in class.	75%	25%	0%	0%
4.	Watching movies or TV programs (news) that use the English language	70%	28%	2%	0%

Table 1 presents the need analysis of psychology students on listening skills, revealing four key aspects. First, 69% of the students thought that they must be able to listen and understand spoken utterances in meetings, academic conversations, or workgroups where foreigners are speaking skills. Psychology students considered participation in academic discussions and communication with professionals in real-life settings crucial. Second, they need to understand the lecturer's explanation during the class. Besides, the students must listen to English language learning recordings and watch movies or entertainment, news, and programs in English

Table 2: The Psychology Students' Responses on the Need for Speaking Skill

No	Need Analysis of Psychology student's need in Speaking Skills	Strongly Agree	Agree	Not Agree	Strongly not Agree
1.	Participating in academic conversations (conferences, meetings)	65%	30%	5%	0%
2.	Discussing in professional talks	67%	31%	2%	0%
3.	Performing academic topics in the presentation.	75%	25%	0%	0%
4.	Giving counselling in English	70%	28%	2%	0%

Table 2 presents the need analysis of speaking skills of Psychology students in learning English for Specific purposes (ESP) covers participating in academic conversations (conferences, meetings), discussing professional talks, performing academic topics in the presentation, and giving counseling in English.

Table 3: The Psychology Students' Responses on the Need for Reading Skill

No	Need Analysis of Psychology student's need in Reading Skills	Strongly Agree	Agree	Not Agree	Strongly not Agree
1.	Reading articles in the professional academic journals	80%	17%	3%	0%
2.	Reading academic textbooks in the Psychology field	77%	21%	2%	0%
3.	Reading Written Reports in the Psychology field	70%	25%	5%	0%
4.	Reading for pleasure in English for example, reading movie subtitles, novels, news	84%	15%	1%	0%

Table 3 presented findings on reading skills, with 80% of Psychology students expressing a need to read articles in professional academic journals. Academic textbooks in the Psychology field are needed by 77%, while the need to read written Reports in the Psychology field is 70%

Table 4: The Psychology Students' Responses on the Need for Writing Skill

No	Need Analysis of Psychology student's need in Writing Skills	Strongly Agree	Agree	Not Agree	Strongly not Agree
1.	Writing term papers and scientific articles in the Psychology field in English	73%	26%	1%	0%
2.	Writing a counseling report in English	80%	20%	1%	0%
3.	Writing a document in English dealing with tests and counselling	75%	25%	0%	0%
4.	Writing correspondence in English	72%	26%	2%	0%

Table 4 presents Psychology students need for materials related to writing term papers, scientific articles in the Psychology field in English, writing a counseling report in English, and writing a document in English dealing with tests and counseling. The open-ended questionnaire results supported the requirement for writing Psychology reports like lab reports. In the exercises or activities of the Psychology ESP textbook

Table 5: The Psychology Students' Responses on satisfaction with their ESP textbook

No	The Psychology Students' Responses on satisfaction with their ESP textbook	Strongly Agree	Agree	Not Agree	Strongly not Agree
1.	The general appearance (cover, size, visual, design, layout) of the textbook is interesting	30%	50%	20%	0%
2.	The textbook enforcement students to more exercises in and outside of the classroom	53%	40%	7%	0%
3.	The topics and the materials are in recent issues which cover a variety of topics in Psychology areas and encourage students to express their views	61%	35%	4%	0%
4.	The textbook offers a range of purposeful and structured exercises and tasks for practising language elements and abilities.	53%	40%	7%	0%
5.	The textbook provides adequate natural dialogues and role-plays in spoken communication, which encourage students to participate more actively	65%	35%	0%	0%
6.	The exercises come with explicit instructions that clarify how to complete each exercise within individual and group work	60%	40%	0%	0%
7.	The textbook provides up-to-date topics and an authentic and actual world at the pertinent level, which reinforces reading students' proficiency cognitively and efficiently	65%	34%	1%	0%
8.	The textbook progressively transitions students from rudimentary, structured writing exercises towards more advanced, instructor-guided writing tasks	50%	15%	35%	0%
9.	The writing exercises enable students to do it in their free time	65%	35%	0%	0%
10.	The textbook provides writing exercises with guided and controlled instructions	60%	30%	0%	0%

Table 5 presents the level of the pychology student satisfaction with the general appearance in the ESP textbook, the average score in the table is 60%. This score is on an interval scale which indicates that the medical students are dissatisfied with the general appearance of the ESP textbook.

The discussion regarding the need analysis of Psychology students in learning English for Specific Purposes (ESP) can be categorized into two sub-categories: the linguistic needs of

Psychology students encompassing listening, speaking, reading, and writing skills, and the Psychology students' responses on satisfaction with their ESP textbook.

The need analysis of Psychology students in learning English for the linguistic needs of Psychology students encompassing listening, speaking, reading, and writing skills

The research findings primarily revolved around the importance of language skills for Psychology students in their future careers. Each language skill was found to have a significant relevance to the Psychology context. For the listening skill, it revealed four key aspects. First, 69% of the students thought that they must be able to listen and understand spoken utterances in meetings, academic conversations, or workgroups where foreigners are speaking skills. Psychology students considered participation in academic discussions and communication with professionals in real-life settings crucial. Second, they need to understand the lecturer's explanation during the class. Besides, the students must listen to English language learning recordings and watch movies or entertainment, news, and programs in English.

The need analysis of speaking skills of Psychology students in learning English for Specific Purposes (ESP) covers participating in academic conversations (conferences, meetings), discussing professional talks, performing academic topics in the presentation, and giving counseling in English. These findings were supported by responses from open-ended questionnaires, emphasizing the necessity of speaking materials related to future Psychology workplace scenarios, such as psychiatric-patient or counselor-nurse interactions and discussions in international Psychology forums. The Psychology ESP textbook was also suggested to incorporate more dialogues on patient-doctor interactions and various mental illness cases. Consistent with the research of Zafarghandi (2017), Hidayati, (2022), Muhammad & Utami, (2023), and Kusuma et al., (2023), the study underscored the importance of practical English communication skills for building trust with patients and delivering high-quality psychological care.

For the reading skills it found that 80% of Psychology students expressing a need to read articles in professional academic journals. Academic textbooks in the Psychology field are needed by 77%, while the need to read written Reports in the Psychology field is 70%. The last point is the need for reading for pleasure in English; for example, reading movie subtitles, novels, and news reaches 84%. Additionally, 29 out 49 students required access to Psychology textbooks, and 28 sought reading materials related Psychology reports. These results aligned with the open-ended questionnaire responses, which indicated a demand for reading international Psychology journals and textbooks. The exercise or activity section of the Psychology ESP textbook should incorporate more reading materials from international Psychology journals. These findings resonated with previous studies by Zafarghandi (2017), Rama (2020), Namaziandost et al., (2021), and Hidayati, (2022), which emphasized the importance of reading materials to help students achieve their language learning goals. Kurniawan (2021) and Rachman et al. (2022) further concurred that authentic reading materials should align with students' intentions and learning objectives.

Regarding writing skills (as shown in Table 4), Psychology students expressed a need for materials related to writing term papers, scientific articles in the Psychology field in English, writing a counselling report in English, and writing a document in English dealing with tests and counselling. The open-ended questionnaire results supported the requirement for writing Psychology reports like lab reports. In the exercises or activities of the Psychology ESP textbook, Psychology students should be encouraged to write practicum reports and Psychology journals.

Regarding instructional materials for Psychology students, the research demonstrated a need for diverse Psychology vocabulary and authentic materials (Trujeque-moreno et al., 2021; Setyowati, 2023) recommended that ESP materials should encompass seven key elements:

authenticity, topics/themes, texts and contexts, knowledge and language, tasks or activities, representations of participants and social practices, and pedagogical prompts. Therefore, ESP materials should focus on authentic text and vocabulary usage. This approach aligns with the perspective of Paltridge and Starfield (2012), who highlighted the growing popularity of authentic materials in various learning settings, including traditional ESL programs and professional language training

The Satisfaction of the Textbook

In assessing the Psychology ESP textbook, most students were dissatisfied with its content. However, several areas require enhancement to better cater to the students' needs. Based on the findings, students have identified specific areas for improvement, including the overall appearance, visual elements, book objectives, and the quality of reading and writing materials. On the other hand, certain aspects of the textbook already align with the needs of Psychology students, such as its layout and design, subject matter and content, exercises, and materials related to speaking skills.

To delve into these findings, we can break down the discussion as follows: Regarding the textbook's general appearance, it became evident that the external cover lacked informative elements. Concerning the layout and design, there is a need for improvement in diversifying the design elements. Furthermore, the visuals within the textbook could have been more appealing. Concerning the textbook's objectives, there is a need for improvement in generating students' interest in pursuing further English language studies. Consequently, Miqawati and Sa'diyah (2023) suggested that more than just a textbook may be needed. As educators, we should maximize the opportunities offered by the current technological era, leveraging resources such as YouTube or online sources to access materials that provide authenticity that cannot be replicated within the confines of a traditional lesson.

Moving forward, specific trends emerged when assessing Psychology students' responses to the reading and writing materials. Firstly, the results regarding reading materials revealed that Psychology students were dissatisfied with the diversity and interest level of the reading texts. Consequently, there is a demand for more challenging reading materials that can engage students both cognitively and effectively. This entails the incorporation of up-to-date reading materials and the utilization of authentic reading texts.
Secondly, concerning writing skills, the findings indicate a need for improvement in offering a variety of meaningful and mechanical exercises and activities that allow students to practice language elements and skills effectively

CONCLUSION

For ESP teachers instructing psychology students, it is advisable to incorporate a more comprehensive array of supplementary materials and enhance material selection to foster increased motivation for learning.

The coordinators of the ESP program should focus on elevating the quality of the textbook to better cater to the needs of medical students. This can be achieved by integrating superior supplementary resources and introducing new elements that facilitate engaging activities. Adapting and adopting materials from various sources to make teaching and learning more enjoyable is a viable strategy to meet the requirements of medical students as textbook users.

Finally, considering that this research is primarily empirical and focuses on the needs and evaluation of ESP textbooks for medical students, several suggestions are offered for future researchers. Firstly, conducting a content analysis study on ESP textbooks would provide more precise and valuable results. Secondly, further research should explore the development of

instruments for textbook evaluation, particularly in ESP, which could lead to significant advancements in this area.

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