CHAPTER I

INTRODUCTION

1.1. Background

As one of the biggest tires company in the world, Bridgestone Tyre company requires its workers, especially supervisors to use English for their communicative language in order to communicate with foreigners actively, have business presentation, and make reports. This requirement is also applied at Bridgestone Tire company in Karawang, Indonesia. Because of the globalization of trade and economic, the expansion of scientific and technical activities in international scale and the continuing the use of international communication in various fields, the demand of English is growing, especially, in countries where English is taught as a Foreign Language (Hutchinson and Waters, 1987).

The low scores of English test done by them is caused by different education backgrounds of theirs. Not all of them do not have a bachelor degree of universities and it makes their English limited. Therefore, they need suitable learning materials of English for Specific Purposes (ESP) to fulfill their needs of communicative language.

In previous study of Alharby (2005) with the title *ESP Target Situation Needs Analysis: English Language Communicative Needs as Perceived By Health Professionals In The Riyadh Area* showed that most respondents reported that they used English in a high percentage of the time to communicate at the workplace. The average estimation was 77.3%. It is
obvious that the English language plays an important role in their professional life. This research is aimed to provide empirical data for ESP programs intended at the medical field. ESP practitioners can benefit from this study in different areas of Saudi education and in medical education in EFL contexts. This study also contributes to our understanding of how English is used in international workplace settings as a foreign language or lingua franca. Furthermore, the research completed by Masoumpanah and Tahririan (2013) on Target situation needs analysis of hotel receptionists showed that the English language is used at the workplace and plays an important role in the career of tourism professionals. The findings, also, indicated that the receptive skills (e.g. reading and listening) were perceived to be important as well as the productive skills (speaking and writing). The skills of writing and speaking were most frequently and widely used by them in the domain of work. This study is aimed to evaluate the available materials in order to see if they match the learners’ target situation needs. In addition, the research done by Hossain (2013) under the title ESP needs analysis for engineering students: a learner centered approach showed the result that the learners had previous experiences of learning English for about twelve years. Still their level of proficiency in English was not so good. However, they were better in writing than speaking. They need to learn Business Communication for use in their future job profession in their home country mainly. Thereby, focus should be given on both writing business correspondence and speaking skills. Being compared with those
previous researchs that focus on the students of university, this research focus is on the needs of the company workers who are mostly mature. Moreover, the previous researchs focus on the preparation of how the learners implement English before they are involved in the workfield. Whereas this research focuses on how the learners who are mostly mature implement English exactly in their workplace.

This study is actually arisen when the researcher found the scores of basic English test done by engineering supervisors at Bridgestone Tyre company Karawang were mostly in poor category. Therefore, there should be the analysis to find out the lacks, needs and wants of them in order to increase the supervisors’ English skill.

Thus, this research aims to find out the suggestion to kind of activities, strategies, and other important issues, and the way the selected materials meet the needs of engineering supervisors at Bridgestone Tyre Company, Karawang are discussed.

This research is conducted to fulfill learners’ needs in work fields, commonly adults. Lorenzo (2005) stated that “ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions”. Hutchinson and Waters (1987) added three reasons for the emergence of ESP: demand in the new world, revolution in linguistics, and new focus on learners. It means that in
professional world, English is needed as a tool of communication among workers.

By examining some engineering supervisors in that company, using qualitative approaches and involving them as respondents, this research can recognize what English needed by supervisors and what to be implemented on what materials need to learn.

Thus, from the background explanation above, this research intends to find out “Needs Analysis of ESP Target Situation for Engineering Supervisors at PT. Bridgestone Tyre, Karawang”.

1.2. Research Questions

This research focuses on ESP situation target analysis for engineering supervisors of Bridgestone Tire Company. The research questions of this study are:

1. What are necessities, lacks and wants of engineering supervisors in implementing English in the workfield?
2. How do engineering supervisors use their English as a communicative language in the workfield?
3. What do engineering supervisors suggest to improve the English communicative skills?

1.3. Purposes of the Research

This study is aimed to:

1. Figure out what Engineering Supervisors’ lacks, needs, and wants are.
2. Recognize how Engineering Supervisors use their English communicative skills in the workplace.

3. Recognize what Engineering Supervisors suggest to improve the English communicative skills?

1.4. Significances of the research

Theoretically, this study figures out what the English language necessities, lacks, and wants of Bridgestone Tire Company engineering supervisors are.

Practically, this study helps the learners implement English for their profession and gives some recommendations of how English learning should be evaluated and developed in the working area.

1.5. Framework of Thinking

1.5.1. ESP

The history of ESP dates back to the 1960s. Notably, there are three reasons for its emergence, the demands of a brave new world, a revolution in linguistics, and a new focus on the learners. ESP is a technical name that denotes English for Specific Purposes. Basically, it means teaching a specific variety of technical English to students with specific goals, majors, or jobs. In fact ESP as a phenomenon, as with most developments in human activity, grew out of a number of converging trends (Hutchinson and Waters, 1987).
1.5.2. Needs Analysis

Generally the term needs analysis refers to the activities that are conducted and involved in collecting information that will serve as the basis for developing a curriculum that meets a particular group of students’ needs (Iwai et al., 1999).

Initially, needs were classified by Hutchinson and Waters (1987) into target needs (i.e. what the learner needs to do in the target situation) and leaning needs (i.e. what the learner needs to do in order to learn). Target needs were made up of necessities, lacks and wants and learning needs were used by Hutchinson and Waters as general term comprising all factors that influenced language learning such as attitude and motivation. Hutchinson and Waters argue that the needs, potential and constraints of the learning situation must be taken into account if the process of needs analysis was going to be useful.

1.5.3. Necessity for Needs Analysis

Richards (2001) states that needs analysis in language teaching can be used for a number of different purposes, for example:

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student
- To help determine if an existing course adequately addresses the needs of potential students
• To determine which students from a group are most in need of training in particular language skills

• To identify a change of direction that people in a reference group feel is important

• To identify a gap between what students are able to do and what they need to be able to do To collect information about a particular problem learners are experiencing” (p.52)

In addition, Richards (2001) added that A needs analysis provides information to the instructor and learner about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next.

1.5.4. Steps in Needs Analysis

There are certain kinds of models with different steps suggested for needs analysis. To begin with, models in needs analysis are stated as the following.

Richards (2001) proposes that decisions on the practical procedures involved in collecting, organizing, analyzing and reporting the information collected should be made. He states that there are needs to be a clear reason for collecting different kinds of information and so as to ensure that only information that will actually be used is collected. Gravatt, Richards, and Lewis (1997, as cited in Richards, 2001) state the following procedures which have been used in
investigating the language needs of non-English-background students at New Zealand University:

- Literature survey
- Analysis of wide range of survey questionnaires
- Contact with others who had conducted similar surveys
- Interviews with teachers to determine goals
- Identification of participating departments
- Presentation of project proposal to participating departments and identification of liaison person in each department
- Development of a pilot student and staff questionnaire
- Review of the questionnaires by colleagues
- Piloting of the questionnaires
- Selection of staff and student subjects
- Developing a schedule for collecting data
- Administration of questionnaires
- Follow-up interviews with selected participants
- Tabulation of responses
- Analysis of responses
- Writing up of report and recommendations

The Steps in needs analysis are stated by McKillip (1987, as cited in Ekici, 2003) are identifying users and the uses of the needs assessment, describing the target population and the service environment, identifying needs (describing problems and describing
solutions), assessing the importance of the needs, and communicating results.

1.5.5. Target Situation Analysis

Mumby's model of needs analysis (1978, as cited in Hutchinson and Waters, 1987) clearly established the place of needs as central to ESP. As Hutchinson and Waters (1987) say: “With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it.”

1.6. Research Methodology

1.6.1. Research Method

This study employs qualitative research method. It is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (Creswell, 1998).

1.6.2. Research Design

A descriptive study design is employed in this study. It is one in which information is collected without changing the environment (Trochim, 2005). This design also allows the researcher to concentrate on identifying ESP for the respondent.

This section discusses the data collecting techniques in conducting this study including research site, participants, and research instruments.
1.6.3. Research Site

This research will be conducted in Bridgestone Tyre company Karawang, Indonesia. This company requires its superiors to use English for their communicative language. In fact, the superiors’ English skill is not proper yet.

1.6.4. Participants

The participants of this study are 3 supervisors of the company. The selected participants are those who are rich of information about English. As adapted from what Patton (1990) believed that the standard used in choosing participants and sites is whether they are “information rich”. In addition, 30 engineering supervisors are chosen as the sample, the researcher decides to use a purposive sampling by Sugiyono (2001), he states that Purposive sampling is a technique of determining samples with certain considerations. Margono (2004) added The selection of a group of subjects in purposive sampling is based on certain characteristics which are deemed to have a close relation to the characteristics of previously known populations. In other words, the sample units chosen are adapted to the specific criteria applied based on the research objectives.
1.6.5. Research Instruments

This study collects data from two instruments; questionnaire and interview

1.6.5.1. Questionnaire

Brown (2001) stated that questionnaires are any written instruments that present respondents with a series of question or statements to which they are to react either by writing out their answers or by selecting from among existing answers. To generate the respondents’ needs towards English, this instrument is meant to generate the information about the respondents’ needs toward english. Open (unstructured) and close (structured) questionnaire is implemented in this study. As Richard (2001) suggested, questionnaires have a set structure (in which the participants choose from a limited number of responses) or unstructured (in which open-ended questions are given that the participants can answer as he or she chooses). For this study, the researcher tries to combine both types. The questionnaires try to reveal what engineering supervisors’ needs in the workplace.

In this study, the questionnaire is based on six criteria. Those are personal informations about respondents, respondents’ necessities, lacks, wants, english implemented in the company,
and respondents’ suggestions to improve their English in the workplace.

1.6.5.2. Interviews

Thomas (2003) stated that interviews usually involve a researcher orally asking questions for individuals to answer orally. Whereas according to McNamara (1999), interviews are particularly useful getting the story behind a participant’s experiences.

The unstructured interview is implemented in this study. As Sugiyono (2001) stated, unstructured interview is an interview in which questions are not prearranged. This kind of interview is considered to be the opposite of a structured interview which offers a set amount of standardized questions.

1.6.6. Data Analysis

Data collection of qualitative descriptive studies focuses on discovering the nature of the specific events under study. Thus, data collection involves minimal to moderate structure, open-ended, individual or focus group interviews. Furthermore, qualitative descriptive research is purely data-derived in that codes are generated from the data in the course of the study (Lambert, 2012)

1.6.7. Interpreting Data

Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on
personal views, comparisons with past studies, or both (Creswell, 2009). This includes:

- A review of the major findings and how the research questions were answered
- Personal reflections of the researcher about the meaning of the data
- Personal views compared or contrasted with the literature
- Limitations of the study
- Suggestions for future research

1.6.8. Steps of Analyzing Data

The six steps employed in this study in analyzing and interpreting qualitative data are engaging in an initial exploration of the data through the process of coding it, using the codes to develop a more general picture of the data—descriptions and themes, representing the findings through narratives and visuals, making an interpretation of the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings, and finally, conducting strategies to validate the accuracy of the findings (Creswell, 2009).

The researcher can visualize the first major steps in this process by examining the “bottom-up” approach to analysis in the figure below. As shown in the figure, qualitative researchers first collect data and then prepare it for data analysis. This analysis initially consists of developing
a general sense of the data, and then coding description and themes about the central phenomenon.

Figure 1.1. The Qualitative Process of Data Analysis
Going from the particular or the detailed data (e.g., transcriptions or typed notes from interviews) to the general codes and themes, the researcher can understand how qualitative researchers produce broad themes or categories from diverse detailed databases.

While the researcher is also collecting data, this research involves a simultaneous process of analyzing. In this research, the data collection and analysis (and perhaps the report writing) are simultaneous activities. When the researcher is collecting data, the result may also be analyzed with other information previously collected, looking for major ideas.

The phases are also iterative, it means that the researcher cycles back and forth between data collection and analysis. Furthermore, the researcher might collect stories from individuals and return for more information to fill in gaps in their stories as the analysis of their stories proceeds.

Then the researcher analyzes their data by reading it several times and conducting an analysis each time. Each time the researcher reads the database, there must be a development of a deeper understanding about the information supplied by the participants.

In this research, the researcher makes a personal assessment that fits the situation or themes that capture the major categories of information.

After collecting, preparing, and reading data several times, the researcher codes the data found or locates text segments into a description and themes used in the research report.