


THE STUDENTS NEED FOR ENGLISH FOR PSYCHOLOGY LEARNING IN ESP CONTEXT

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: March 21, 2024 Revised: April 11, 2024 Accepted: June 10, 2024 Published: June 12, 2024</p> <p>Keywords: English For Specific Purposes, Need Analysis, Psychology Students</p>	<p>This research aims to find the needs of students in English and find the importance of learning English in the Faculty of Psychology. This research conducted a qualitative descriptive approach. The object of this research is the students of the Faculty of Psychology from 4th semester and 8th semester psychology students. The researcher took 10 students. The sample was taken by using purposive sampling technique. Data collection techniques used are semi-interview and documentation. The researcher found that there were some learning materials that wasn't not related with the needs of Psychology students in learning English. Psychology students generally need four English skills in learning English where they are required to read international journals, articles, and textbooks that are indeed used by the Faculty of Psychology, Makassar State University. In addition, the researcher found that Psychology students had not been able to understand the importance of using English for them.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

English has become an international communication tool that is almost used in various countries, even in all aspects of the work profession. Therefore, English is considered to play a role in building communication skills in the world of work. According to Harmer in (Risan et al., 2020), English is an international language where English is a language used in all areas of life like art, sciences, humanities, travel, and social sciences. International trade and diplomatic relations also use English as a means of communication.

The English learning model is not only done in general but also uses a specific approach, that is, English for Specific Purposes. This learning model aims to meet the needs of English in its respective fields. In addition, ESP is an English learning model that makes it easy for learners. According to Robinson in (Aju, 2015), the main characteristic of ESP that

distinguishes it from GE (General English) is learning that is oriented to specific goals, more specific in the academic and professional fields. In other words, the ESP learning model in English can support students' knowledge of English material according to the profession they are studying.

The substance of the ESP is designed and developed based on the concept of needs analysis. The benefit is that it answers questions about needs that are always specific to the students themselves in the academic and professional fields. Needs analysis in ESP is necessary because learners have specific needs in learning English itself. Therefore, each learner or study group will have different needs from other groups. Adhabiyyah et. al cited in Syamsul Rizal developed Graves' analysis model (2000) summarizes needs analysis as a construct consisting of several components, one of the summaries is Target situation analysis (TNA) which refers to what the learner needs to do which includes necessities, lacks and wants (Hutchinson & Waters, 1987). Necessities mean what students need to know, lacks is used to refer to the gap between students' current skills and what students don't know, and wants represents what students want to learn.

The current problem is that use of the English teaching material at the Faculty of Psychology State University of Makassar is still far from the English for Specific Purposes. In other words, the materials listed in the RPS are still general and not based on the field of science in the students' study program. So, the skills and language components contained in it are still general and aren't able to meet the needs of students according to their chosen study program.

For these reasons, it is deemed necessary to analyze the need for the use of English for students majoring in psychology at the State University of Makassar and analyze the gap between the lesson or model learning that the Psychology students receive and the material that the Psychology students is supposed to study. Needs analysis is conducted to determine the accuracy and suitability of the learning program with the curriculum and the situations where English will be used. That is very influential on learning motivation because ESP will be considered a serious subject for the students (Alwasilah, 2000). The results of this research will be able to provide a reference in determining the topics of learning English in the Faculty of Psychology and also develop teaching materials and a syllabus according to the needs of students to assist lecturers in the learning process in the classroom.

RESEARCH METHOD

The method that the researcher used is descriptive qualitative because this study wants to find out what are the needs of psychology students in learning English by using interview and documentation as the instruments. The researcher using semi-interview for make the atmosphere more relaxed and pleasant, so the students feel comfortable and open during the interview. This research conducted at the State University of Makassar. Students involved in this study is students from the Faculty of Psychology. The researcher used purposive sampling in taking the sample because the researcher wanted to find the needs of psychology students in learning English. In addition, purposive sampling supports researcher taking samples according to predetermined criteria, that is psychology students who are temporarily taking English classes and are still in the middle of the semester, 4th semester and 8th semester psychology students. The researcher took 10 students.

There are several steps that has been carried out by the researcher when collecting data from interview and documentation, such as data reduction for resume the data, selecting main

points, focusing on the significant points, and searching for the research aims. After data reduction, the next step was data display for display the main statements or main problems that the researcher found in data reduction and the last is drawing conclusion and verification all of the main problems that the researcher found. In this step, the researcher concluded what the students need to study English.

RESULT AND DISCUSSION

The collection of instruments was carried out online and offline, due to some circumstances that did not allow the researcher to interview some students due to time and place limitations, the researcher took the initiative to adjust to the willingness of the students. The researcher also used documentation as an instrument to collected data. The documentation used by the researcher is the RPS obtained from the Faculty of Psychology, State University of Makassar.

The Result of Interview

There were 13 questions given to 10 Psychology students. Based on the results of interviews between researcher and the respondents, the researcher got several statements from respondents stating what they need in learning English at the Faculty of Psychology, including:

- a. The students of Psychology need practice in developing their writing skill and their grammar.
- b. The students of Psychology need learning English in specific and relevant to their field.
- c. The students of Psychology need to learning vocabulary in more specific and improve their public speaking.
- d. The students of Psychology need varied materials and effective learning methods.
- e. The students need to improve reading skills.
- f. The students of Psychology need good communication between lecturer and the students so that students.

The Result of Documentation (Based on RPS)

Researcher has used documentation as an instrument in analyzing the problem of this research. The researcher uses RPS because the lecturer didn't have syllabus in Faculty of Psychology. This instrument was given by an English lecturer who teaches at the Faculty of Psychology to researcher.

The researcher focus on the final ability section of each learning stage (Sub-CPMK) below, there are several points that the researcher highlighted, that is Students are able to master textbook reading skills, write essays, provide reviews of international Psychology journals. Researcher focus on these points because it is related to the students need in previous interviews who want to focus on improving their reading skills in English in order to make it easier for them to study their journals or Psychology learning materials, which mostly use English.

Table 1. Learning Output (CPMK)

Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	
Sub-CPMK1	Mahasiswa mampu menguasai keterampilan dasar dalam berbahasa Inggris.
Sub-CPMK2	Mahasiswa mampu menguasai keterampilan membaca <i>textbook</i> dan membuat esai
Sub-CPMK3	Mahasiswa mampu menguasai keterampilan membaca dan memberikan <i>review</i> jurnal psikologi internasional sesuai standar APA.
Sub-CPMK4	Mahasiswa mampu menguasai keterampilan membuat abstrak penelitian dalam bahasa Inggris sesuai dengan standar APA.
Sub-CPMK5	Mahasiswa mampu mendemonstrasikan keterampilan presentasi dalam bahasa Inggris.

Source: Lesson Plan (Ridfah, 2021)

Next is the learning materials used by lecturers of the Psychology faculty while teaching English learning materials used by lecturer consist of 14 materials for 1 semester of learning English, from some of the points below of the material there are only 7 that focus on developing reading, listening and writing skills which is related with the students need. The researcher didn't find other materials that the students need in learning English like speaking, vocabulary, grammar and etc.

Table 2. Teaching Material from Lesson Plan

Bahan Kajian: Materi Pembelajaran	
1.	Reading
2.	Listening
3.	Writing
4.	Reading Textbook Effectively
5.	How To Make an Essay
6.	Reading And Making an Essay
7.	How To Read A Journal
8.	How To Resume/Review A Journal
9.	Reading And Resuming/Reviewing A Journal
10.	Introduction to An Abstract of Research
11.	Making An Abstract of Research
12.	Preparing Presentation In English
13.	Making Presentation Slides
14.	Presentation Skills

Source: Lesson Plan (Ridfah, 2021)

Table 3. The Result of Comparison Interview And Documentation

No.	The Students Need in Learning English	The English Material was Provided by Faculty of Psychology (Based on RPS)
1.	Reading	Reading
2.	Listening	Listening
3.	Writing	Writing
4.	Speaking	Reading Textbook Effectively
5.	Grammar	Reading And Making an Essay
6.	Learning English in specific and relevant to their field	Reading And Resuming/Reviewing A Journal
7.	Vocabulary	
8.	Effective English Method	
9.	Good Communication Between the Students and the Lecturer	

The table above shows the results of student needs during interviews and learning materials provided by the lecturer. It can be seen that there were materials that were some materials needed by the students that weren't in the list of RPS materials provided by the Faculty of Psychology.

Based on the result of the documentation or RPS used in the Psychology Faculty, it is necessary to there is a revision in the teaching material section, ESP is defined as learning English that focuses on the needs of its users can be seen in the teaching materials used are quite dense and not in accordance with the needs of students in learning the language English, it is feared that it will be more difficult than easy for Psychology students. The researcher got 7 materials which is related with the students need in RPS that the lecturer using in teaching English.

CONCLUSION

In higher education, the method of learning English using ESP (English for Specific Purposes) is often underused. One of the contributing factors is the lack of preparation for learning which results in learning that is not relevant to the field of science that is its competence. Therefore, a lesson plan is needed that begins by assessing the needs of students to learn English with a specific target. Therefore, this study aims to find the needs of students in English. This needs to be done so that the English Specific Purpose learning materials (ESP) received by students are following the field of science they are capable of and the field of work they will be engaged in.

Based on the results of the study, the researcher concluded that there was a discrepancy between the documentation of the RPS for the English course and the learning conditions that occurred during the learning process at the Psychology faculty. Even ESP and English for Psychology materials are not used during English lessons. Furthermore, based on the interview, the researcher concluded the needs of Psychology students mostly needed was reading skills where they were required to read international journals, articles, and textbooks that are indeed used by the Faculty of Psychology, Makassar State University. But, other students also stated other learning needs that they thought could help them during their studies in Faculty of Psychology.

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