

THE NEED ANALYSIS OF ESP COURSE FOR EARLY CHILDHOOD EDUCATION MAJOR STUDENTS

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Abstract: Every student of Lambung Mangkurat University (ULM) is required to take English as a course. Students must be provided clear instructions on what materials to study so that they can benefit from this course. To find the right references, a need analysis must be done to get information about what students really need to support their current or future learning process. This study is aimed at identifying and analyzing the needs of Early Childhood Education students taking English for Specific Purposes (ESP) course. This study was conducted using a qualitative approach and descriptive method. The respondent for this study were 10 students at Early Childhood Education study program and a lecturer who taught ESP course in the Early Childhood Education study program at Lambung Mangkurat University. The sampling technique used was a purposive random sampling. The researcher used questionnaire and interview as instruments in this study. The questionnaire as a research instrument was arranged in the form of closed-ended questionnaire. From the results of this study, it can be concluded that the needs of learners in English courses are not the same and varied. Early Childhood Education students considered speaking and listening skills as skills that are needed to be learned. To help students study English now and in the future, they will also need English pronunciation, knowledge of grammar, and general vocabulary related to the subject they are studying. Additionally, it is advised to always conduct a needs analysis because ESP learners' needs are continuously changing.

Keywords: ESP, English, need analysis, Early Childhood Education.

INTRODUCTION

Early childhood education is absolutely crucial. Early childhood is a time when children are typically very curious about unfamiliar things. Early childhood language education is vital to the growth and development of young children. They can converse, tell stories, and sing because of language. That shows English education is also included in the language education that must be given in early childhood. Because they will probably be the ones teaching English to students in the future, students in the early childhood school teacher program should be proficient in English. The reality is that some early childhood school teachers instruct in English even if they did not have their degrees from the English Education Department but rather from the Early Childhood Education Department or another department.

The idea behind English for Specific Purposes (ESP) is that every language instruction ought to be customized to fulfill the specific language learning and usage needs of a specific student population, while also taking into the sociocultural situations in which these English-language learners utilize the language. Since it caters to the requirements of adult students who must learn a foreign language to use it in their particular areas, including science, leisure, medical, economics, technology, and educational learning. ESP is concentrated based on a learner-centered strategy. There is a need for language courses that identify and

incorporate specific knowledge, abilities, motivations, and procedures to specialized courses, which calls for the development of an ESP program. It must be adapted to particular learners' needs because it is about specific learners. This coordination is carried out via a process known as needs analysis. Additionally, they contended that "Need" is determined by the reasons why a student is learning English, which differ based on their learning objectives, such as pursuing their education, attending business meetings, or participating in research in English-speaking nations.

The importance of doing need analysis in ESP aims to ensure that the language taught is really the language needed in the field that the learner will be working on. Like ESP learners at the Early Childhood Education Study Program at Lambung Mangkurat University, Banjarmasin. In the third year of lectures or every sixth semester, all Early Childhood Education students are currently required to take English as a course. In that one semester, the provision of material tends to be more directed at the wisdom of the English teacher. So it is not uncommon for the selection of materials for teaching materials to be more general in nature (General English), not in accordance with the field of knowledge being studied. As a consequence, the motivation to learn English for Early Childhood Education students is reduced, on average they perceive English courses as a complement because they do not support the development of their interests or scientific fields.

The need analysis is a tool that is important to the development of curriculum and materials for language learning, particularly ESP. The reason why conducting the need analysis in ESP course is to make sure that the language being taught is one that is actually required in the industry in which the students will be working. For teachers of the Early Childhood Education Study Program, specifically English lecturers, this needs analysis may serve as the foundation for developing the syllabus in the following stage. The need analysis in ESP course has an impact on students' motivation to learn since it clarifies, makes more sense, and is related to their subject of study. As a result, it might make learning English easier for students, whether they're learning vocabulary, pronunciation, or English grammar.

Responding to the findings of the problems above, it is very necessary to have a need analysis of learning English according to the needs and interests of students, as well as the fields of knowledge they are currently teaching, so it is hoped that the results of learning English with this special purpose (ESP) can be applied and used in the world of work they will pursue. Based on these reasons, it is very important to conduct research on the need analysis of ESP course in the Early Childhood Education Study Program, Lambung Mangkurat University, Banjarmasin.

LITERATURE REVIEW

English for Specific Purposes (ESP)

Teaching and studying foreign or second language English with the aim of using it in a specific field is known as English for Specific Purposes (ESP). Richards and Schmidt (2010) described ESP as "a language course or program of instruction in which the objectives and

particular needs of a given group of learners are fixed". ESP helps students get ready to use English in academic contexts with students from various subjects, in professional settings with members of various professions like doctors, engineers, and nurses, or in workplace settings with technicians, for instance. Hutchinson and Waters (1987) defined ESP as a language teaching methodology where all decisions regarding the method and content are made in light of the objectives of the students. According to Dudley-Evans and St. John (1998), ESP has evolved into a crucial and cutting-edge activity within the Teaching English as a Foreign and Second Language movement since the 1960s.

Most people think that ESP is essentially a language-centered technique for providing professional English language skills to specialized language learners through context-based education. Although the English-learning activities in ESP classes are not much different from those in ordinary English classes, ESP classes stand out for their variety of instructional resources. Additionally, ESP can serve as a foundation for learning any level of English. Kusni (2013) stated topics in ESP should be specially designed to meet the core competencies of the students. According to Paltridge and Starfield (2012), ESP is a learner-centered approach of teaching English. Therefore, "ESP should be seen as a method/approach and not as a product" in this instance.

Need Analysis in ESP

Need analysis (NA) is a method that must be carried out as part of the effort to design language learning curriculum and materials, particularly ESP. According to Basturkmen (2010:17), conducting a needs analysis identifies the language and abilities needed to choose ESP-based learning resources. The initial step in creating an ESP course is to ascertain "what" and "how" of the course, a needs analysis is being conducted. The next step is design of the curriculum, content selection, method, assessment, and evaluation. According to Hyland (2006: 73), in order to decide the "how" and "what" of a course, "needs analysis" refers to techniques for acquiring and analyzing data relevant to course design. Because we modify our instruction as we discover more about our students, it is a continuous process. In this way, it actually combines with evaluation, the procedure for deciding whether a course is beneficial. The term "needs" is a general term that covers a variety of elements, such as learner goals and backgrounds, language competency, reasons for enrolling in the course, preferred delivery modalities, and the circumstances that they will have to communicate in. Identifying and evaluating needs could be done in a variety of ways depending on the knowledge that students already, lack, or want to know.

Need analysis in ESP has an extensive background and is continually changing and renewing itself. According to West (1994) in his fundamental state-of-the-art article, prior to the 1970s, needs analysis was often dependent on intuitions of the teacher and informal analysis of students' needs. Needs analysis originally appeared in the literature on ESP in the 1970s, and during this time it was primarily described in relation to target situation analysis (TSA), which is an evaluation of the language skills that students must utilize in the intended setting. Additionally, as West (1994) notes, needs analysis have a foundation, in concept

(McDonough 1984), as well as in essence, "The type of information searched throughout a needs analysis is usually closely connected to the approach to teaching and learning and to the design of the syllabus followed by the analysts" (Robinson 1991:11–12). The Council of Europe created the first model for expressing the fluency of the language of individuals whose occupations required them to travel to other countries of the past, the European Economic Community, which introduced the idea of needs analysis together with an underlying theory.

The fact that the word "needs" can signify so many different things to various people and in different settings is a common early issue when practicing NA. Anyone conducting a NA should consider this issue early on because different stakeholder groups or even individuals within those groupings may have different definitions or conceptualizations of needs. Needs seem to be defined or conceptualized in at least four different ways: (a) the democratic view: whatever the most people want, (b) discrepancy view: whatever is missing, (c) analytic view: whatever logically comes next, and (d) diagnostic view: whatever will do most harm if missing.

a. The democratic view: Whatever the most people want

According to the limited interpretation of the democratic view of needs, what the majority of students desire from their ESP constitutes their needs. This means that from the students' point of view, needs analyzers should be curious about their goals, desires, expectations, demands, and possibly even their self-described motivation. There are three main advantages to the democratic understanding of needs. First, it includes significant stakeholder groups in identifying the needs that will be met by the ESP program. Second, it's typically a good idea to collect as many fantastic ideas as you can because any program will undoubtedly include a number of diverse points of view. Third, conducting a NA successfully and producing a curriculum that can be defended often depends heavily on understanding what people believe about the English language, ESP, language acquisition, and language teaching. Whether or whether those people concur, the last statement is true. In fact, it might be more crucial than ever to comprehend the various stakeholder groups' points of view when there is conflict in order to facilitate quick and effective talks between them.

b. Discrepancy view: Whatever is missing

According to the discrepancy view of needs, a student's needs are the gap between what they ought to be able to do in the ESP and what they can actually do. From this angle, needs analyzers are often concerned with the shortcomings, gaps, and needs of the students. The discrepancy view frequently prompts needs analysts to look at and describe the gaps between students' current learning and where the program wants them to be in terms of their ESP knowledge and skills. Three advantages are offered by this need's discrepancy viewpoint. The first benefit of this perspective is that it pushes needs analysts to develop early goals and student learning outcomes (also known as instructional objectives) for their programs.

Second, as a result, this point of view naturally encourages the development of instructional targets and an understanding of how far the students must advance to reach those targets. Third, this method of viewing needs allows the needs analyzers to consider the entire ESP course as a whole, including all of the phases along the route.

c. Analytic view: Whatever logically comes next

According to the analytic view of needs, students' needs are whatever ESP components they should learn following the best second language acquisition (SLA) theory and practice currently accessible. From this vantage point, needs analysts would typically be curious about the pupils' next move in the hierarchy or method of language learning. The needs analysts should first become more familiar with what is known in the SLA field on the hierarchy of learning English (or the processes involved in the process). Then, they should interpret what that means for mastering the particular ESP in issue, especially for their students, in light of where the latter are currently situated within the hierarchy or process of mastering the ESP.

d. Diagnostic view: Whatever will do most harm if missing

According to the diagnostic view of needs, kids' needs are those ESP components whose absence will have the most negative impact. From this angle, needs analyzers are more likely to be curious about the students' requirements, necessities, and any prerequisites (that they must satisfy before continuing). Based on this view, needs analysts will typically investigate the ESP situations that the students are likely to face. Based on what is known about the students, the needs analysts will then first identify potential student needs, then prioritize those that are most likely to result in negative outcomes if unmet, and if there is enough time, include less important needs as well. In English for Immigrant Survival programs, where students are unlikely to attend regularly or for long periods of time, the diagnostic view of needs is very common, so determining and attending to their most urgent needs first is a matter of efficiency and possibly even of survival. However, the diagnostic view of needs may prove useful in any ESP program where needs must be prioritized for more effective teaching.

Early Childhood Education

Early childhood education is the level of basic education. Education at this time is a coaching effort aimed at children from birth to the age of six, which is carried out through the provision of stimulation. At this time children are in a golden age throughout the age range of human development, because this period is a sensitive period where children specifically receive stimuli from their environment. The educational properties of early childhood education are characterised by interaction with peers and educators, through which children improve their use of language and social skills, start to develop logical and reasoning skills, and talk through their thought processes. They are also introduced to

alphabetical and mathematical concepts, and encouraged to explore their surrounding world and environment.

The importance of early childhood education in people's lives cannot be overstated. This lesson starts when the child reaches the age of two. It creates the framework upon which the child's education is constructed. The importance of early childhood education is widely acknowledged. Everyone in the community is aware of this, regardless of their backgrounds or occupations. The first three years of a person's existence are considered crucial. At this point, children start to create the relationships required for development. Children close to and depend on their mothers to carry out all activities and functions until they are three years old (Warren, 2007).

Around the age of four, children begin to understand that the outer world is larger than their home that they need to explore. Students benefit from early childhood education by developing their aptitudes and abilities as well as their mental ability. The following are listed as Early Childhood Education's objectives by Currie (2001). The growth of the child is one of the primary goals of early childhood education, which concentrates on three areas. Some of these include cognitive abilities, school readiness, and social and emotional development. When thinking about cognitive capabilities, it is essential to focus on intelligence. Since they encourage the development of cognitive and intellectual abilities, people must improve their capacity for logic, problem-solving, and decision-making.

Early Childhood Education Study Program

The Early Childhood Education study program examines methods for instructing, preparing, directing, and educating young children in order to encourage their intellectual, moral, and physical growth. Early Childhood Education is one of the youngest study programs that was established in 2014. Since its establishment until now, this study program is in demand by those who are fresh graduates or those who have worked as teachers and wish to earn a degree. The Early Childhood Education study program is a study program that prepares the profession of early childhood teachers. Profession is defined as a certain position or work that requires special knowledge and skills obtained from intensive academic education (Webstar in Kunandar, 2007:45). Based on this understanding, the Early Childhood Education study program prepares students to assume the profession of early childhood teacher who has specific knowledge and skills to teach early childhood.

METHOD

The researcher employed both a descriptive methodology and a qualitative approach in this study (Fraenkel & Wallen, 2006). Qualitative research is research that is natural, namely describing or depicting all data obtained as it is through words or sentences to obtain conclusions and then the data is analyzed inductively. The data analysis technique used in this research is descriptive analysis in the form of numbers and percentages.

The data collection technique was carried out by distributing questionnaires because it was considered the most appropriate tool for collecting data regarding the needs of ESP students. The constructed questionnaire is in the form of a closed-ended questionnaire, meaning that some of the questions include options that responders can choose from directly. The material in the questionnaire adapted the list of questions mentioned by Emma Rosana Febriyanti (2017) which leads to necessities, wants and lacks coupled with questions about their current English skills.

The population of this study consisted of students from the Lambung Mangkurat University, Banjarmasin class of 2019 who were enrolled in the Early Childhood Education study program and had taken ESP course in the sixth semester of the academic year 2021–2022. The researcher chose to select a sample of 10 Early Childhood Education students to serve as questionnaire respondents using a purposive random sampling technique. Meanwhile for interview section, the researcher chose an English lecturer who teaches ESP at Early Childhood Education study program.

Answers from research respondents regarding their need and desire to learn English were treated as data. The data in the form of answer choices from the several options provided is converted into frequency and rounded percentage forms. The questionnaire percentage results are then analyzed and described as an explanation. Then the answers obtained through interview with lecturer are used as additional data.

The researcher handed out the questionnaire and continued to interview an English lecturer who teaches ESP to Early Childhood Education students. The outcome allowed lecturers to choose what kind of syllabus is best to employ to satisfy the demands of students majoring in Early Childhood Education Study Program at Lambung Mangkurat University by assessing the students' need in ESP for each ability.

FINDINGS AND DISCUSSION

The needs analysis conducted in this study was a phase in the process of doing research to build teaching skills for Early Childhood Education students of English. Needs analysis is very useful for finding information on language components needed by students, in this case, namely Early Childhood Education students, which will later be used to construct teaching materials. Knowing the needs of Early Childhood Education students will make it easier to build or create teaching materials that will effectively fulfill learning objectives.

Needs analysis in this study was conducted to determine the English language skill needs of Early Childhood Education Study Program students. The following section outlines from the data collection process which is classified into two sections. The first section is questionnaire and the second section is interview. The researcher shared the questionnaires to 10 Early Childhood Education students and continue to interview an English lecturer in Early Childhood Education Study Program.

Findings

Present Situation of Students' Perceived Their English Ability

Presents situation of students' perceived their English ability was identified using a questionnaire on questions number 1 and 2 which contained specific questions regarding the issues discussed. Below is a figure of the results of student answers to question number 1.

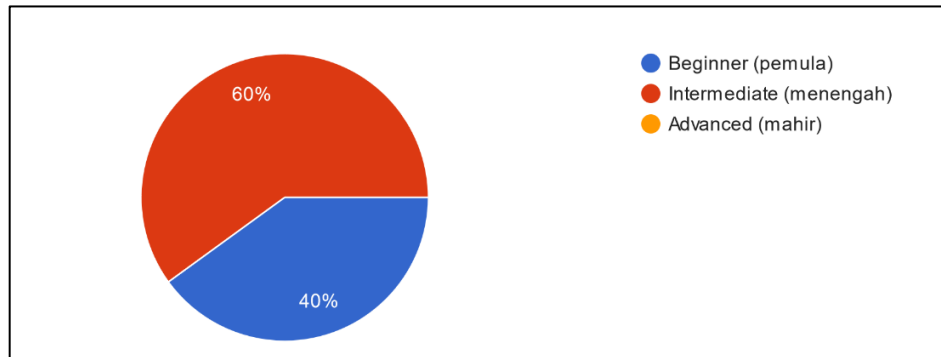


Figure 1. Students' perceived their English ability

Based on the figure above, we can see that out of 10 students, 4 students (40%) consider themselves to be beginners and 6 students (60%) are at the intermediate level, while no one considers themselves to be at the advanced level. To learn more about the present situation of ESP course students in Early Childhood Education, the first question is posed. However, as other, more reliable tools are required to ascertain the true degree of English competence, the data gathered from this question may not accurately reflect the abilities of ESP course students.

Whereas the second question is to find out the English language skills of ESP course students in each English skill. Table I below demonstrates the range of skills among the students enrolled in English courses, which is consistent with figure 1's assertion that they are at the intermediate and beginner levels.

Table I. Students' English ability in each skills

Skills	Very Good	Good	Pretty Good	Weak	Very Weak
Speaking skill	-	30%	60%	10%	-
Listening skill	-	60%	30%	10%	-
Reading skill	-	70%	30%	-	-
Writing skill	-	50%	40%	10%	-

According to the table above, it can be concluded that students feel they have good abilities in speaking skill (30%), listening skill (60%), reading skill (70%), and writing skill (50%). While some students feel they have pretty good abilities in speaking skill (60%), listening skill (30%), reading skill (30%), and writing skill (40%). However, there are also students who feel they are weak in speaking skill (10%), listening skill (10%), and writing skill (10%).

The Importance of ESP Course

The third question is to find out the importance of ESP course for Early Childhood Education students. The results show that that 5 (50%) students consider the ESP course very important, 4 (40%) students consider it important, while the remaining (10%) consider it quite important. Below is the figure of the results of student answers to question number 3.

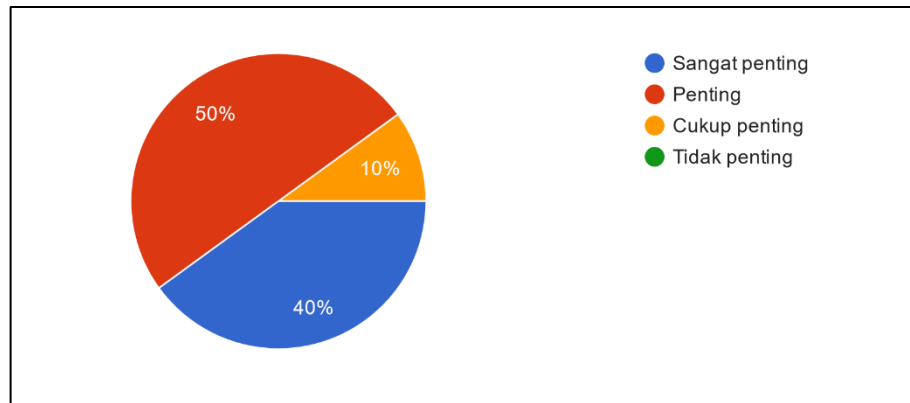


Figure 2. The importance of ESP course for Early Childhood Education Students

ESP Course Learning Activity

The ESP course learning activity was identified using questionnaire on question number 4 to 6. The question number 4 is to find out what activities do the students have to carry out in English. Based on the figure 3 below, we can see that out of the 10 students, none of them chose writing as the activity that they have to carry out in English. However, 5 (50%) of them chose speaking as the activity that they have to carry out in English. Meanwhile, 3 (30%) students chose listening and the rest (20%) chose reading.

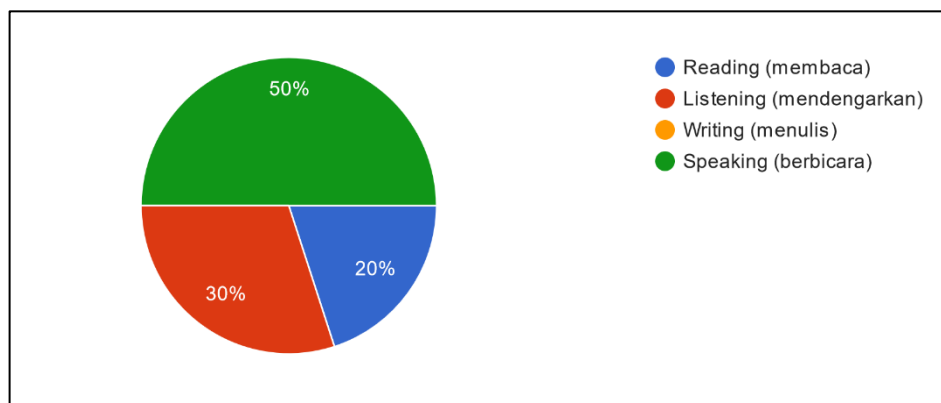


Figure 3. Activities that have to carry out in English

The fifth question divided into 4 parts, namely a, b, c, and d. This question aimed to discover more information about activities related to each English skill (reading, listening, writing, and speaking). The first part (a) is aimed at knowing what Early Childhood Education students should read in English and the reasons why they should read the reading material. According to the table 2, it can be seen that these students chose textbooks (30%), the reason they chose textbooks was because textbooks were used in lectures to find learning materials and assignments. The other students chose exam questions (30%), the reason they chose the exam questions was because they had to read the exam questions in order to be able to answer the exam questions well, another reason was because the learning method using exam questions was easier to understand. Meanwhile one of them chose magazines or newspaper articles (10%), the reason is because magazines or newspaper articles are easier to understand reading material. In addition, 30% of students choose other reading activities such as reading subtitles in a film and reading comics as their English reading material because it's fun and not boring. Meanwhile, none of the students chose journal articles as their English reading material.

Table 2. Students' reading activities

Reading Activities	Amount	Percentage
<i>Textbooks</i>	3	30%
<i>Journal articles</i>	-	-
<i>Magazines or newspaper articles</i>	1	10%
<i>Exam questions</i>	3	30%
<i>Other reading activities (please specify)</i>	3	30%

The second part (b) aimed to find out aims to find out what Early Childhood Education students should listen to in English and the reasons why they should listen to it. From table 3 it can be said that 40% of the students chose understanding instruction as their listening activity, the reason is because instruction is an activity that always exists in lecture activities, apart from that it is important to understand the instructions given by the lecturer and it is very necessary to have good accuracy and understanding to understand the instructions given. Meanwhile 30% of the students chose understanding videos, the reason is because learning becomes more interactive and exciting when using video. Other students chose understanding lectures (10%) and understanding oral presentation (10%), the reason being that with these 2 things students can assess themselves whether they have mastered listening skill or not. There was also a student who chose other listening activities (10%), namely understanding dialogue as their listening activity. None of the students chose understanding English speech, conferences, and professional speech as their listening activity.

Table 3. Students' listening activities

Listening Activities	Amount	Percentage
<i>Understanding instruction</i>	4	40%
<i>Understanding videos</i>	3	30%
<i>Understanding English speech</i>	-	-

<i>Understanding conferences</i>	-	-
<i>Understanding professional speech</i>	-	-
<i>Understanding lectures</i>	1	10%
<i>Understanding oral presentation</i>	1	10%
<i>Other listening activities (please specify)</i>	1	10%

The third point (c) aims to find out what Early Childhood Education students should write in English along with the reasons. Based on table 4 below, it can be seen that 20% of students chose essay-type assignments, the reason is because assignments that are often given in lectures and can practice the use of sentences in English. Another 20% of students chose research papers, the reason is research paper is one of their materials and methods in learning English. The other students chose exam papers (20%) because this is necessary to answer a given question with the right answer and understanding, the exam will always be held at a certain time so the answer to the exam is something that really has to be written down and to answer a question that is given in a variety of ways, they need the right answer and understanding. Meanwhile, there were also students who choose translating from and to English as their writing activity (20%) so that their English learning activities become more effective and efficient. Other students chose writing application letters (10%), the reason is because it could be an added value if learning to write application letters in English. Another 10% of students chose other writing activities, namely captions on photos or videos as his/her writing activity.

Table 4. Students' writing activities

Writing Activities	Amount	Percentage
<i>Essay-type assignments</i>	2	20%
<i>Research papers</i>	2	20%
<i>Exam papers</i>	2	20%
<i>Translating from and to English</i>	2	20%
<i>Writing Emails</i>	-	-
<i>Writing summaries</i>	-	-
<i>Taking notes from an English speech</i>	-	-
<i>Writing application letters</i>	1	10%
<i>Handling written communication with pals</i>	-	-
<i>Other writing activities (please specify)</i>	1	10%

The last point (d) is aimed to discover what types of speaking do the Early Childhood Education students have to do along with the reasons. Based on the students' answer on table 5, it can be seen that 40% students chose asking question in class and the other chose answering question in class (10%), the reason is because this activity is crucial for learning speaking because asking and responding to questions will almost certainly always be a part of classroom learning activities. Meanwhile, the other students chose group discussions (10%), conducting seminars (10%), talking to colleagues from other nations (10%), and managing a conversation with foreigners (10%). Their reasons are same, because it is a demand and they do it to make it easier to interact with other people, especially foreigners.

Table 5. Students' speaking activities

Speaking Activities	Amount	Percentage
<i>Asking question in class</i>	<i>4</i>	<i>40%</i>
<i>Answering question in class</i>	<i>1</i>	<i>10%</i>
<i>Group discussions</i>	<i>1</i>	<i>10%</i>
<i>Presentation to class</i>	<i>-</i>	<i>-</i>
<i>Discussing academic questions with staff</i>	<i>-</i>	<i>-</i>
<i>Oral exams</i>	<i>1</i>	<i>10%</i>
<i>Conducting seminars</i>	<i>1</i>	<i>10%</i>
<i>Lecturing</i>	<i>-</i>	<i>-</i>
<i>Talking to colleagues from other nations</i>	<i>1</i>	<i>10%</i>
<i>Being able to speak about their field in English to others</i>	<i>-</i>	<i>-</i>
<i>Presenting in professional conferences</i>	<i>-</i>	<i>-</i>
<i>Managing a conversation with foreigners</i>	<i>1</i>	<i>10%</i>
<i>Other speaking activities (please specify)</i>	<i>-</i>	<i>-</i>

The sixth question is aimed to know which activity (from question number 5, point a, b, c, and d) is challenging according to the students. From the results obtained, it is known that 8 out of 10 students choose speaking as the most challenging activity to do. For different types of speaking activities, they choose managing a conversation with foreigners, answering questions in class, and presenting to class as challenging speaking activities. While 2 out of 10 students chose listening and reading as challenging activities in ESP learning.

Question number 7 aims to know what difficulties have students experienced in learning English in the past. Based on the figure 4, it can be concluded that all of the students have difficulties in teaching methods used by the teacher when teaching English.

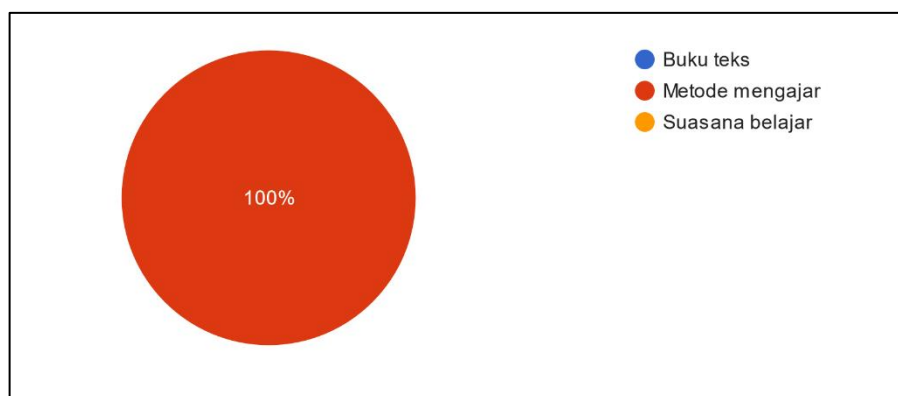


Figure 4. Students' difficulties in learning English in the past

The last question aims to know what aspects would the students like to learn in the ESP course. In this question, the respondent was asked to prioritize the aspects of ESP teaching that the students would do using numbers, the number 1 means the most prioritized aspect. From the result, it can be concluded that the most important aspects that

students want to cover in ESP learning are aspects of pronunciation, general vocabulary, listening and understanding, reading faster and more effectively, and specialized vocabulary. Meanwhile, aspects that students do not want to cover are aspects of speaking with grammatical correctness, spelling, punctuation, creating well organized paragraphs, and fluency in speech.

Perception about Specific and General English

The first question in interview section aims to find out the opinion of respondent regarding ESP courses should be more oriented towards specific or general English. The respondent said: *“I think it's general English first, if general English is good then I'll move on to specific English. This is done so that general English can bridge knowledge of English, from low skills to high skills, and from micro skills to macro skills.”*

Based on the opinion of the respondent, in learning ESP it is important to teach general English first. After the student's general English is good, then learning is focused on specific English. This is done so that the general English knowledge that is taught at the beginning can become a bridge for students in learning ESP, from low skills to higher skills, from micro skills to macro skills.

ESP Lessons for EARLY CHILDHOOD EDUCATION Students

The second question in the interview section aims to find out what important lessons in ESP are needed by Early Childhood Education students to achieve success during their studies or afterwards. The respondent said: *“The most important thing is to know students' need. So, early childhood teachers must know the need analysis of their students. Approximately what will be taught in kindergarten, for example about instructions in simple English, activities with children, light vocabulary, light grammar, the simplest simple sentences. Perhaps, it is also permissible to teach a few idioms, because there are English vocabulary which cannot be introduced separately.”*

Based on the respondent's answer, an important lesson needed by Early Childhood Education students is the ability to know the needs of children in Early Childhood Schools or Kindergartens. One of them is learning topics for early childhood, for example about instructions in English, daily activities carried out with children, easy vocabulary that is familiar to children, easy grammar, some idioms, and also sentences that are very easy for children to accept.

Language Ability

The purpose of the third question in the interview section is to find out which language abilities (listening, speaking, reading, and writing) that should be prioritized over others. The respondent said: *“Listening skill first, it's impossible reading skill first. So, early childhood teachers also need listening skills first and then reading skills, but sometimes you can also use reading-listening. Because to teach kindergarten children listening, the teacher must also learn listening so that he can feel the feelings of the child. After listening, then reading, speaking, then finally writing.”*

Based on the respondent's answer, researcher find out that listening is the ability that should be prioritized over others. It is because listening is the first skill that is taught to children. After listening, then followed by reading, speaking, and the last is writing.

ESP Objectives

Question number 4 in the interview section aims to find out whether the respondent wants Early Childhood Education students to be better in English for other reasons or just for their career. The respondent said: *"For their careers, to accompany them when teaching early childhood students in the future."*

Based on the respondent's answer, the respondents wanted Early Childhood Education students to be better at English for their careers. Because it is the ability of the English language that will accompany Early Childhood Education students later when teaching children at school.

ESP Challenges, Lacks, and Wants

The last question in the interview section is aimed to find out the challenges, lacks, and wants faced by Early Childhood Education students taking ESP course. The respondent said: *"The first challenge is that they are not in an English environment so they feel they don't need to learn English. Because of that they less read, less listen, and less practice. So, there must be 'wants' and that is the task of the lecturer, to be able to access the materials themselves and learn to repeat themselves. Then, they can also learn to evaluate themselves with the progress they face when learning English."*

Based on the respondent's answer, the challenge faced by Early Childhood Education students is that they are not in an English language environment, so they feel lazy and don't need to study. This causes a lack of interest in reading, listening, and also practicing English. Then, they want to learning to become independent learners so that they can access their own English material, learn on their own, and evaluate their own progress in learning English. The important thing to overcome this is the lecturer must know which skill or component of English should be given to students. These components and skills can be considered based on what aspects should be prioritized and also the students' wants, so that learning becomes balanced and students are no longer lazy to learn ESP. In addition, consistent motivation by ESP lecturers also has a significant impact on the academic growth of ESP course students, which might encourage curiosity and learning aspirations. This inspiration supports students in maintaining their attention on their efforts and activities in a particular direction and achieving their particular objectives.

Discussion

As previously mentioned, ESP is an approach that focuses on the needs of the learner (Dudley-Evans and St. John, 1998). According to Borg and Gall (1983), needs are the "difference between the actual and desired conditions." Meanwhile, analysis is to identify the solutions required to solve issues that arise during educational or learning activities. Needs

analysis is very useful for finding information on language components needed by students, in this case, namely Early Childhood Education students, which will later be used to develop teaching materials. Knowing the needs of Early Childhood Education students will make it easier to build or create teaching materials that will effectively fulfill learning objectives. The needs analysis conducted in this study was a phase in the process of doing research to build teaching skills for Early Childhood Education students of English.

Based on the absolute characteristics and variable characteristics of ESP which are also mentioned by Dudley-Evans and St. John (1998), namely that ESP is a program designed to meet the specific needs of its learners and ESP is designed for adult learners, namely at the higher education level or those who work, and ESP is usually reserved for those who have English skills at intermediate or advanced levels. According to the statistics gathered, the English proficiency of students enrolled in Early Childhood Education study programs at Lambung Mangkurat University is lower than anticipated, being only at the lower middle level. Because studying English ESP is primarily targeted at students in middle and above, it makes it challenging for English teachers to supply information that should be available to students at the tertiary level, namely middle and above. However, Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998) mentioned that because of the unique characteristics of ESP, namely the ability to modify or change depending on the needs of the learner and the situation, this allows learning of this ESP course to continue. Regarding the skills possessed by students, most of them think that they are good at reading, listening, and writing skills. While the rest think they are pretty good at speaking skills.

The ESP course at FKIP Lambung Mangkurat University is a mandatory course that must be programmed by every non-English language study program student, one of whom is Early Childhood Education students. In this case 50% of Early Childhood Education students answered that ESP course is important subjects to take, while the other 40% thought that ESP course is very important, the rest (10%) students think that ESP course is quite important.

From the results of the students' answers to the need for English for each skill is very basic. They need anything that they think is related or supports their field of knowledge. For example, in reading skills, they need some English reading materials such as books or literature or their lecture materials are in English. For listening skills, they chose to listen to instructions, videos, lectures, oral presentations, and also dialogues as the materials they listened to in learning English. As for writing skills, they chose essay-type assignments, research and exam papers, application letters, and captions on posts such as photos or videos. As for writing skills, they chose essay-type assignments, research and exam papers, application letters, and captions on posts such as photos or videos. From this answer, it can be concluded that they need all English training or teaching which covers all English skills. Then, of all the choices available about what students need in English courses, they mentioned that speaking is the most challenging skill to do, and managing a conversation with foreigners is the speaking activity that students consider the most challenging.

All of the students also express dissatisfaction with the English teaching methods in the past, this is indicating the need for more effective instructional approaches. The fact that all of the student express dissatisfaction with the English teaching methods used in the past shows the need for more efficient teaching strategies.

Meanwhile, skills to be used later when teaching in kindergarten, for example, instructions in English, daily activities carried out with children, easy vocabulary that is familiar to children, easy grammar, some idioms, and also sentences that are very easy for children to accept. This is in accordance with the objectives of ESP learning at Early Childhood Education itself, namely for the benefit of their later careers when they become kindergarten teachers. The English skills they have learned in college will be very useful to them when they teach in kindergarten later.

Then for the challenges faced by students when learning English is a feeling of laziness and a feeling of not having the need to learn ESP. This causes a lack of interest in reading, listening, and also practicing English. Due to their lack of interest, their English skills are still weak and they are still at the beginner level. The important thing to remember is which skill or component of English should be given to students. These components and skills can be considered based on what aspects should be prioritized and also the students' wants, so that learning becomes balanced and students are no longer lazy to learn ESP. In addition, consistent motivation by ESP lecturers also has an important role in the academic development of ESP students, which can increase interest and desire to learn. This motivation helps students to stay focused on their efforts and activities in a certain direction and to achieve their specific goals.

Based on the findings above, ESP English course instructors or interested parties can determine the next step, namely making a syllabus. The important thing to remember is which English skills or components should be prioritized to be given to students. To decide, there are several things that must be kept in mind, including the different characteristics of the needs of each student, learning objectives, learning styles, motivation and learning desires that are not the same. According to Javid (2015), ESP language teachers have a variety of responsibilities in addition to educating and transmitting language-related knowledge and abilities to their students. It turns out that regular encouragement from ESP teachers plays a crucial part in the academic growth of ESP students, particularly in terms of fostering a greater interest in and desire for learning. This motivation helps learners to stay focused on their efforts and activities in a certain direction to achieve their specific goals.

CONCLUSION AND SUGGESTION

From the results of this study, it can be concluded that the needs of learners in English courses are not the same and varied. Speaking and listening skills are considered as skills that are needed to be learned. In addition, English pronunciation skills, knowledge of grammar and general vocabulary related to the field of science are also needed to support them in learning English now and in the future. Early Childhood Education students also need a more effective learning approach because students have expressed dissatisfaction

with English teaching methods in the past. To help students study English now and in the future, they will also need to be familiar with grammar and vocabulary. This data can be used as a reference in selecting teaching materials, teaching, making, and developing syllabuses for ESP course, especially for Early Childhood Education study program.

Not only should needs analysis be thought of as the first step in creating an ESP program, but it may also be utilized to assess an ongoing procedure. This is because needs analysis is a process that must be carried out continuously because ESP students' needs are always evolving. A detailed needs analysis of the needs of students in each study program is very important to do, considering the characteristics possessed by each study program at FKIP Lambung Mangkurat University are each unique and not the same. In addition, research on the problems faced by lecturers in carrying out ESP learning is also important to do so that ESP learning can provide benefits for all parties.

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