ESP Needs-Based Course Design for the Employees of Government Protocol Department

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ABSTRACT
Needs analysis plays an important role in the context of designing the ESP course. Hutchinson and Waters (1989) classify needs into two main categories: learning and target. Learning needs refer to what the student needs to do to learn; target needs include necessities, wants, and lacks. To collect data for those two fundamental aspects of needs, various forms of analysis were used, i.e Target Situation Analysis (TSA), Present Situation Analysis (PSA), Learning Strategy Analysis (LSA), deficiency analysis, and Means Analysis (MA). This article represents the process of designing an ESP course design for the employees of the Protocol Department in the Palembang City Mayor Office, which focuses on the needs analysis gathered through questionnaires, interviews, and observations. The data were analyzed both quantitatively and qualitatively. The results of the needs analysis were used to provide employees with a course design. The proposed course is designated as English for Professional Purposes: Basic level of conversation.

Keywords: ESP, needs-analysis, course design, Target Situation Analysis (TSA), Present Situation Analysis (PSA), Learning Strategy Analysis (LSA), Means Analysis (MA)

INTRODUCTION

As the most commonly spoken official language, English has played a critical role in bridging the gap between people who speak various mother languages. Although English ranks second in terms of speakers, its spread appears to be much broader than that of all other languages spoken. English has now become the de facto lingua franca of diplomacy and the most useful language to travel around the world. The significance of English as a global language is emphasized on television and by politicians from around the world (Crystal, 2003; Lazaro & Medalla, 2004). Furthermore, English has been designated as the official language of

technology and commerce. It produces a new generation of students who understand why they must learn a language (Hutchinson & Waters, 1989). All trades and career paths necessitate multi-talented individuals who not only have a great command of the English language, but also a broad range of highly qualified skills (Lin et al., 2014). In conclusion, many people require English and, more importantly, they understand why to learn it.

The term English for Specific Purposes (ESP) is introduced into the English learning process due to the current various needs in learning English. Dudley-Evans & John (1998) present a redesigned definition of absolute and variable ESP characteristics. The first is the absolute attribute, which consists of three ESP aspects. First, ESP is specified to meet the individual needs of the learner. Second, it brings the central methodology and practices of the proposed discipline into practice. Third, it relies on the language (grammar, lexis, register), skills, discourse, and genres that are most relevant for these practices.

The second is the variable attribute, which includes five different aspects of the ESP variable. First, it could be connected to or generated for a specific field. Second, it can use a different approach than general English in some learning contexts. Third, it is designed primarily for adult students, whether at university or in the workplace. It could be for secondary school students. Fourth, it is designed for students who are in the intermediate or advanced stages of their studies. Fifth, most ESP courses require a basic understanding of the language

structure, but they can also be used for beginners.

The needs analysis, also known as needs assessment, is at the core of the process of designing and implementing an ESP course. It's a data collection instrument that will be used to establish a useful and effective language course (Genc, 2013; Petrus, 2012, 2014). ESP is a method focused on the needs of the learner. A formulation of the problem encompasses all ESPs: "Why does this student need to learn another language?" A similar number of questions are often asked, such as about the students' individual needs, the nature of the language, and the learning context (Hutchinson & Waters, 1989). As a function, the ESP is a language learning method based on the student's learning reasoning for both material and method decisions. The entire analysis, however, is focused on the student's initial language learning needs.

Hutchinson & Waters (1989) differentiate between target and learning needs. Target needs address the issue of what knowledge and abilities learners would need to perform at the required level of competence in the target situation. The needs of the target situation can be divided into some categories: Necessities, Lacks, and wants. (1) Necessities, these needs are defined by the demands of the target situation. It refers to what the learner needs to know to be successful in a particular situation (Li, 2014). (2) Lacks. To decide which of the needs of the learner lacks, it is important to determine what the learner already knows. One target situation might be by reading texts in a particular subject

field. Whether or not the students need to be taught how to do this is determined by how well they already know-how. The learner's current proficiency must be matched to the target proficiency. (3) Wants. The students have their ideas of what they want. A person's needs are related to his or her perceptions and wants. Hutchinson & Waters (1989) describe target needs as "the opportunity for students to communicate their wants about the needs of their target situation. Needs are a reflection of personal feelings that students convey based on information about their surroundings; they do not exist in reality. As a whole, students' wants are a representation of their perceptions.

The need to learn is associated with a "route" to the target situation. The need for learning is 'what students have to do to learn to do to acquire the language (Hutchinson & Waters, 1989; Robinson, 1991). In this sense, learning needs to look for information about the learning situation, taking into account the various types of learners and their levels of cultural awareness and English skills, as well as the materials available, current resources, and any other information that can facilitate the learner in providing sufficient knowledge to the learner.

The data for two fundamental components of Hutchinson and Waters needs can be collected in a number of ways, such as (a) Target Situation Analysis (TSA) for the primary purpose for which language will be used at the end of the course (Robinson 1991) (b) Present Situation Analysis (PSA) for student knowledge, strength and weaknesses (Robinson, 1991), (c) Learning Strategy/Situation Analysis (LSA), which establishes preferences of learners with regard to learning methods or strategies (West, 1997), (d) the analysis of deficiencies, which identifies the learning gap between current needs and target needs, i.e. lack of learners (West, 1997), (e) Means Analysis for collecting information on the language course's teaching environment and determining the journey's limitations and opportunities (Petrus, 2012), (f) language audits, which include any major exercise conducted by or for individual companies, professional industries, countries, or regions based on strategic language needs decision-making and educational standards (West, 1994).

The course design could be proposed as a progression and application of the analysis, as the needs were studied. According to Hutchinson & Waters (1989), course design is the process of interpreting raw data on a learning need to create an interconnected series of instructional experiences that will potentially lead students to a relevant experience. In practice, this involves selecting, adapting, and creating materials following the curriculum, designing a framework for teaching those materials, and implementing assessment methods that measure progress toward the objectives set using the theory and empirical information available for a syllabus.

Several researchers have previously conducted studies on the design of ESP courses based on needs analysis, including in the context of future careers by Belkbir (2019), Chan (2018), Chovancová (2014), and Petraki & Khat,

(2020). In line with previous research, Palembang is presently undergoing a situation where English for Specific Purposes is in high demand. Palembang, as one of the cities selected to host the Asian Games 2018, has prepared itself in every way to welcome all of the athletes, officials, and other visitors who will participate in the competition. Palembang's government also had other initiatives, such as the City of Tomorrow project with a French corporate entity (Hallosumsel.com, 2017). The major of Palembang also signed MoU with PT Building & Construction Interchange (BCI) of Australia, which will establish Palembang's tourism sector by building water island tourist attractions on Kerto Island, and PT Clarion Ged of Italy, which will work on a solar power plant (Okezone, 2016).

By having a lot of projects with international companies and even managing an international sports competition, the Palembang government especially Palembang City Mayor Office should be prepared to meet a large number of foreigners. Meetings including agenda items such as binding, negotiation, and discussion of memorandums of understanding would be highly difficult if human resource management is unable to collaborate in international languages. One of the departments that need English the most is Protocol Department. Employees in this department are typically concerned with planning any aspect of Palembang Major's projects, including presentations, scripts, press releases, and even operating as the event's master of ceremony.

Employees are prepared for any event, such as encountering international visitors, as a result of the activities. As a result of these circumstances, employees must be able to communicate in English, the official foreign language. Therefore, an ESP course is the best option for employees, as they must be able to communicate in English in the context of protocol jobs.

RESEARCH METHODOLOGY

The study was conducted in the Protocol Department of the Palembang City Mayor's Office. This department covers a total of 27 employees, including one head of the department. There are 13 female employees, 14 male employees, and one male employee. There are 9 people with no educational degree or who have just graduated from high school, 1 person with a diploma degree, 15 people with a bachelor's degree, 2 people with a master's degree, and 1 person with a doctoral degree. Fortunately, only 17 employees and the department head engaged in the questionnaire session, and only 8 employees and the department head are available for the interview session.

The data was collected through a questionnaire, an interview, and an observation. The questionnaire had a total of 28 questions. There were 8 questions for TSA, 11 for PSA, 3 for DA, 4 for LSA, and 2 for MA. The majority of the questions in this study's questionnaire were closed-ended, and respondents were given ready-made answer options to choose from. The respondent was mainly asked to tick and circle the answer, but two questions asked them to rank the

options and give a percentage for each option.

For this study, there are two types of interview guides: one for the employee and one for the department head. Both of the interview guide questions were divided into three sections: (1) Introduction, which included the study's title, the purpose of the interview, and a request for detailed answers; and Time and Venue, which used the day/date, time, and place of the interview. (2) Questions, that divided into five groups based on the needs analysis: target situational analysis, current situational analysis, deficiency analysis, learning strategy analysis, and means analysis. (3) Formal thanking, in which the researchers thanked the respondent for his or her time and information, proposed the respondent spare his or her time if further information was needed.

The difference questions between employee and head of department are one part due to the head of department's needs for the English class. For the observation, many attributes of the office were documented, including the study space that could be used in the office and the working environment. To gain the information, the schedule of employees' city trips was also monitored on the Palembang Government's official website.

During data collection, the writer gathered numbers via a questionnaire, text or words via interviews with participants, and field notes via observations. For data analysis, the data from the questionnaire, interview, and observation were first organized into file folders or computer files. With the sizable amount of data, the transcribing and

organizing of information required a system of organization, which took several forms, including (1) developing a matrix or table of sources that could be used to help organize the material, (2) organizing the materials by type: all questionnaires, all interviews, and all observations, and (3) keeping duplicate copies of all types of data.

Finally, qualitative data were analyzed by hand. The data was read, labeled, and divided into parts. It used to be done by using small numbering to label sections of the text. After organizing and transcribing the data, it was decided to analyze it by hand. Target situation analysis (TSA), present situation analysis (PSA), learning strategy needs analysis (LSA), deficiency analysis (DA), and means analysis (MA) were used to divide the data from the questionnaire into five sections. Hutchinson & Waters (1989) assigned these five data to two categories of needs: target needs and learning needs.

The needs analysis also included data from interviews with employees and the department head to learn more about the answers to the questionnaire and the expectations of the department head for the English course. To help the data obtained quantitatively by the questionnaire, the data obtained from the interviews were provided in descriptive categories by qualitatively in narrative form. The observation results, like the interview, were presented in descriptive categories supplemented by qualitative narratives.

After the needs analysis has been completed and analyzed, the next step is to design a course syllabus. The complete course design was developed and

proposed after conducting a proper need analysis and determining the target and learning needs. The rationale, expectations, and objectives of the course, as well as the syllabus, content, learning experiences, monitoring and assessment, and course evaluation, were all part of the course design.

FINDING AND DISCUSSION

After analyzing and triangulating the data, it was discovered that the language skills, language aspects, and communicative competence are all required for course design. There were only two key skills that the employees needed to learn in terms of language skills: listening and speaking. This is so obvious that the employees and the department head selected these two qualities as the skills that needed to be mastered in both the questionnaire and the interview.

In terms of language aspects, the data indicates that the employees required three types of materials: vocabulary, pronunciation, and grammar. Employees and the department head have indicated that learning is also required to focus on communicative competence. The course should prepare employees to not only understand English in principle but also to apply it in practice, which is why communicative competence is also needed. The class must also cover material on formal and informal English, as well as the English accents of BrE and AmE.

Table 1. Target situation needs in the aspects of employees necessities

Language skills	Speaking Listening

Language Aspects	Vocabulary (*Specific English: Social & Culture, Politic, Education, Business, Economy, Sports*) Pronunciation Grammar
Communicative Competence	Formal and Informal English BrE and AmE

For the lack of employees, there are two main data to be concerned i.e the difficulties and the practice needed by the employees. The data analysis showed that the employees had major problems with vocabulary and language skills. Employees and the department head agreed that they lacked vocabulary in both the interview and the percentage in the questionnaire, especially in specific vocabulary related to their job field.

Meanwhile, the employees and the department's heads agree that speaking and listening are their greatest weaknesses. As a result, the employees' work should concentrate on their ESP vocabulary and English skills. Even though the employees and the department head agreed that speaking and listening were their greatest weaknesses, they still needed to improve their reading and writing skills.

Table 2. Target situation needs in the aspects of employees lacks

Difficulties	ESP vocabulary Speaking Listening
Practice Needs	Vocabulary (*General & ESP*) Speaking Listening Reading Writing

Besides the lack, the other thing that also needs to be accommodated is the learners' wants. Based on the result of the need analysis, the employees also chose and mentioned their wants in joining

English class. Although the finding showed that their wants were still correlated with the necessities and based on the job demand. But personally, some of the employees mentioned that they have personal reasons for joining the class i.e to learn and gain high score in English proficiency test such as TOEFL / IELTS so that is why they wished to have this material in the course. Furthermore, since the questionnaire provided deeper analysis for every skill, the employees and the head of departments were able to choose their wants in every single English skill.

The results showed that in Listening to the employees and the head of the department wanted to effectively and attentively listen to the information sent by the speaker, in Speaking the employees and the head of the department wanted to form grammatically correct sentence while speaking, in Reading the employees and the head of the department wanted to be able to do skimming and comprehend the general and specific reading text, and in writing the employees and the head of the department wanted to use a wide range of political or public administration vocabulary in meaning. Moreover, the other important thing is the future expectation of the employees and the head of the department who wants to learn more in public speaking, translation, and interpretation, and analyzing.

Table 3. Target situation needs in the aspects of employees wants

English Proficiency Score	TOEFL / IELTS
Skill-based wants	1. Listening *(Effectively and attentively listen to the information sent by the speaker)* 2. Speaking *(to form grammatically correct sentence while speaking)* 3. Reading *(skimming and reading general and specific text)* 4. Writing *(write business letters, write articles, reports, and speech that is related to the job, and use wide range of political/public administration vocabulary in meaning)*
Future Needs	Public Speaking Translation and Interpretation

Besides the target needs, the data also provides the information for the learning needs. This need contains five pieces of information i.e mode, practice and exercises, media, approach, and schedule. The learning needs themselves are linked with the "route" to the destination set by the target situation. four learning modes can be used based on the target needs had set i.e practice-based learning, technology-based learning, pair/group discussion, and video watching. Meanwhile, for the practice and the exercise, the employees can be given vocabulary training and conversation practice such as role-play. The media that should be prepared by the teacher is also related to the mode of learning i.e the computer and LCD.

This media is also supported by the result of the observation which showed the condition of the office. meanwhile, for the learning approach, most of the employees mentioned having a more intimate relationship with the teacher so they are expecting to have a personal approach in the learning

process. the last but the most important is the schedule of the learning. Since most of the employees and even the head of department itself mentioned that the biggest obstacle that might come up in the running of the class is the schedule, so it is important to rule the schedule of the class. The employees and the head of the employees agreed that the learning should take after office hours or during the break and it only takes around one to one and a half hour for every meeting, and it should take place in the office.

Table 4. Learning needs

Mode	Practice-based learning
	Technology-based learning
	Pair / Group Discussion
	Video watching
Practice & Exercise	Conversation practice – role play
	Vocabulary training
Media	Computer-LCD
Approach	Personal Approach
Schedule	After Office Hour (break)
	1 ½ hour/meeting
	In the office meeting room

Proposed Course Design
Rationale

This course is English for Professional Purposes: Basic level of conversation. This course focuses on the conversation and vocabulary building for the employees in the government scope. This course is designed for the employees of the protocol department of Palembang city mayor office in the basic level of conversation which also emphasizes more in the ESP vocabulary building. 6 meetings out of 24 meetings are also provided for reading and writing materials. These materials are also added since some employees mentioned that they also need a little practice for reading and writing even though it is not as

necessary as speaking and listening. This kind, of course, is designed based on the employees' and head of department analysis which mentioned conversation and vocabulary as the main obstacles of English that they faced in their job life. The wants of the employees who mentioned that they need TOEFL / IELTS practice cannot be accommodated since the class is the basic level and it focuses more on conversation, the TOEFL / IELTS class can be accommodated in the next term of the course. By creating this conversation and vocabulary building course, it is hoped that the class will help the employees in reaching the aims of the course.

Course Goals and Objectives

These parts mention the goals and the objective of the course. Goals are broad general statements of the course intent which are expressed in terms of what learners will able to do meanwhile objectives are the statements of what the learners will be expected to do when they have completed a specified course of instruction, stated in terms of observable performances. In general, the employees expected that this course will help them to expand their knowledge and point of view and to fulfill their job demand related to the English use. But in more detail at the end of the course, the employees are expected to be able to

1. Improve fluency through the regular practice of speaking and listening activities
2. Expand specific vocabulary through discussions, role-plays, pair works, and group works on various topics.

3. Understand English grammatical in order to implement it in the practical situation of conversation
4. develop a solid understanding of oral English communication, as well as basic structures, taught through non-explicit conceptual structure teachings, but through communication
5. Develop the reading skill in order to be able to comprehend reading materials in the scope of government issues
6. Identify and write daily documents in the workplace, know how to use formal and informal language, and use correct spelling, punctuations, and grammar about business.

The objectives of the courses are formulated based on that three focus as below

1. The employees can form the sentence in the function of

Speaking:
- Asking and giving personal information
- Asking about and expressing likes and dislikes
- Asking for and giving personal information about people
- Asking if something is true
- Saying whether things are true or not
- Asking about and expressing personal preferences
- Offering alternatives
- Asking questions
- Talking about a photograph
- Showing a polite interest in what somebody tells you
- Description of places-towns/holiday resorts/ foreign countries
- Asking and answering questions
- Giving details
- Giving and following directions
- Talking about places in town
- Explaining what certain things mean and refer to

- Asking a variety of questions to find out further information
- Ranking items in order of importance
- Making and listening for order
- Asking for missing information
- Giving details about item
- Understanding newspaper advertisements
- Describing an object
- Saying what something is for
- Speculating
- Describing a person-physical features
- Describing clothes
- Asking about somebody's appearance
- Talking about an incident
- Giving and understanding information
- Problem- solving
- Making guesses and suppositions
- giving and processing information
- drawing conclusion
- Giving and following instructions
- Asking for repetition and clarification
- Expressing your own opinion
- Asking another opinion
- Making comparison
- Discussing human relationship
- Making choices and explaining them
- Planning an event with other

2. The employees can use the language function in the conversation situation

Listening:
1. The employees can comprehend short and long conversation on everyday social & routine job-related themes in the function of introduction and greetings, names, countries and continent, personal information, opinion, comparisons, human relationship, scene description, agreement, and disagreement, speculation, information, conclusion, repetition, direction, discussion, instructions, clarification, procedure, thoughts, and reactions.

Vocabulary:
1. The employees can expand vocabulary related to the government issues related theme: Office Object, Works, Sports, Education, Crime, Law, people, approval and disapproval, and actions
2. The employees can form the sentence in the conversation related to the vocabulary theme

Grammar:
1. The employees can develop a solid understanding of basic grammar structures:
   - Where's the ....?, it's+ place prepositions, would
   - Simple present tense
   - Simple past tense
   - Passive form – simple present and past
   - Time clauses with as, when and while, could / couldn't have
   - Compound adjective
   - Question tag
   - Present continuous tense

Reading:
1. The employees can identify the main idea of the passage and paragraphs,
2. The employees can find explicit and implicit details in the passage through scanning and skimming

Writing:
1. The employees can Identify and write:
   - Leaflet
   - Handbill
   - Pamphlet
   - Simple message
   - Correspondence
   - E-mails
   - Notes for guests
   - Memos
2. The employees can use formal and informal English based on the situation.
3. The employees can use correct spelling, punctuations, and grammar about business.

Teaching Method

As the result of the interview, the employees described that the implementation of the language is much more important than just the theory. The result of the questionnaire also proved that the highest option chosen by the employees is conversation practice so that is why in every meeting of the course the method will use roleplay. The second highest result of teaching and learning method preference is the vocabulary exploration so the other important thing of the method is that in every meeting the course should also focus on the exploration of the word which can be implemented through games such as memorizing, personalizing, and communicating. The game will also give a fun learning process which is also mentioned by some employees who emphasized that as the worker their daily routine has put them in a tough situation so the course should make them fun and relax. The use of technology is also considered to be important so that is why the teacher can use the internet, laptop, and projector as the media for listening skill which is used to show the video that related to the materials given.

Assessment

The purposes of classroom assessment are grouped as being diagnostic, formative, and summative ones which are assumed to shape the classroom assessment by taking into account all assessment users' views in the decision-making process (Black & Wiliam, 1998). The Diagnostic assessment is taken to examine what the employees know and can do before the learning program being implemented. Formative assessment is also done in every meeting undertaken by teachers who continuously monitor the levels of success of students based on learning objectives. The test will be done at the end of the class. Four kinds of tests can give to the employees i.e role-playing, multiple-choice, gap filling, and essay. The role-playing will assess the speaking ability of the students meanwhile multiple choice, gap filling, and essay will be used to assess the listening, vocabulary, structure, reading, and writing of the employees.

In the last assessment as the summative test, the products are assessed at the end of the period in terms of post-test used as grading and comparing abilities of the employees before the course is started

Table 5. Course design syllabus

Meeting	Learning Focus
1	**Pre-test**
2	**Oral Communication** • Asking and giving personal information • Spelling your name • Asking about and expressing likes and dislikes **Vocabulary & Pronunciation** • Basic personal information • Various nouns to talk about like and dislikes **Structure** • Asking questions, using the verb to be and the auxiliary do with the present tense • Using questions • Using the present simple first person to talk about oneself • Using the present simple third person to talk about another person
3	**Oral Communication** • Asking for and giving personal information about people • Asking if something is true • Saying whether things are true or not **Vocabulary & Pronunciation** • Office Object • Family relationship • Occupations: **Structures** • Present simple + question word + to be /have got
4	**Oral Communication** • Asking about and expressing personal preferences • Offering alternatives **Vocabulary and Pronunciation** • Basic vocabulary on several topic area **Structures** • Asking questions with what and the verb to be
5	**Oral Communication** • Giving information about third person • Asking questions • Talking about a photograph
	• Showing a polite interest in what somebody tells you **Vocabulary and Pronunciation** • Personal information **Structures** • Present tense third person • Asking questions (present tense third person) • Use of would to be polite
6	**Oral Communication** • Description of places-towns/holiday resorts/ foreign countries • Asking and answering questions • Giving details **Vocabulary and Pronunciation** • Holiday **Structures** • Simple present tense • Questions using a variety of question words
7	**Reading** • Identifying main idea of the passage and paragraphs • Finding explicit and implicit details in the passage through scanning and skimming.
8	**Writing** • Identifying and writing: Leaflet, handbill, pamphlet • Knowing when to use formal and informal language • Using correct spelling, punctuations, and grammar about business
9	**Oral Communication** • Giving and following directions • Talking about places in town **Vocabulary and Pronunciation** • Places in a town • Location words **Structure** • Asking Questions • Preposition of place • Ordinal Numbers
10	**Oral Communication** • Explaining what certain things mean and refer to • Asking a variety of questions to find out further information **Vocabulary and Pronunciation** • Numbers- up to millions • Days of week and months of year • Names and Colors\the following could be difficult at this level: approximately, flag, population **Structure** • Understanding a variety of questions

- Expressing times, numbers, days and dates
- Present tense of various verbs

11 **Oral Communication**
- Ranking items in order of importance
- Making and listening for order

Vocabulary & Pronunciation
- Health

Structure
- Should
- Comparisons

12 **Oral Communication**
- Asking for missing information
- Giving details about item
- Understanding newspaper advertisements

Vocabulary and Pronunciation
- Basic vocabulary for small ads – items and conditions, including
- Amounts of money

Structure
- Questions words
- Asking questions (present tense)
- Adjectives
- Number

13 **Oral Communication**
- Describing an object
- Saying what something is for
- speculating

Vocabulary and Pronunciation
- Household items-use / composition / appearances

Structure
- various constructions in the present to describe objects
- future with
- can
- Enough
- Could and Might use to

14 **Oral Communication**
- Describing a person-physical features
- Describing clothes
- Asking about somebody's appearance
- Talking about an incident

Vocabulary and Pronunciation
- Physical descriptions /clothes

Structure
- Past tense in affirmatives, interrogative, and negative
- Past simple
- Past continuous

15 **Reading**
- Identifying main idea of the passage and paragraphs

- Finding explicit and implicit details in the passage through scanning and skimming.

16 **Writing**
- Identifying and writing: simple message, correspondence, e-mails
- Knowing when to use formal and informal language
- Using correct spelling, punctuations, and grammar about business

17 **Oral Communication**
- Giving and understanding information
- Problem- solving
- Making guesses and suppositions

Vocabulary and pronunciation
- Ways of describing something- appearance and function

Structure
- Auxiliary
- Adverb of frequency

18 **Oral Communication**
- giving and processing information
- drawing conclusion

Vocabulary and Pronunciation
- Physical description and age

Structure
- comparatives of adjectives
- superlatives of adjectives

19 **Oral Communication**
- Giving and following instructions
- Asking for repetition and clarification

Vocabulary and Pronunciation
- Basic Directions, verbs (go, draw, write) and objects

Structure
- Imperative
- Adverbs of direction

20 **Oral Communication**
- Expressing your own opinion
- Asking other opinion
- Making comparison
- Discussing human relationship

Vocabulary and Pronunciation
- Friendship and getting to know people-human contact and relationships
- Basic verbs

Structure
- Asking questions about opinion
- Comparatives-superlatives

21	**Oral Communication**
	• Making choices and explaining them
	• Planning an event with others
	Vocabulary and Pronunciation
	• Barbecues-arranging an outdoor event food
	Structure
	• Asking questions
	• Preposition of time and location
	• Giving reasons
22	**Reading**
	• Identifying main idea of the passage and paragraphs
	• Finding explicit and implicit details in the passage through scanning and skimming.
23	**Writing**
	• Identifying and writing: Notes for guests, Memos, Facsimile, and Receipt message.
	• Knowing when to use formal and informal language
	• Using correct spelling, punctuations, and grammar about business
24	**Post-Test**

CONCLUSION

The objectives of this study were to find out the target needs and the learning needs of the English course in the Protocol Department of Palembang City Mayor Office and to propose the course design for the Protocol Department of Palembang City Mayor Office based on the needs analysis. The data were collected through questionnaires, interviews, and observation which gave the information about the target needs and learning needs of the employees. The result of the needs then becomes the basis in designing the English course.

The target and learning needs as the results of the research can be described as follows: the employees are necessary to develop their speaking and listening skills to be able to fulfill the job demand that expects them to be able to communicate with foreign guests.

Furthermore, the employees also need more vocabulary exploration especially in some specific scopes that related to their job such as politics, law, education, office, etc. Besides, the employees also have some personal wants to the English class to accommodate TOEFL/IELTS class since they have some plans to study abroad for the master's degree. Unfortunately, this want cannot be accommodated since the result of the data analysis shows that the English class for this department is in the basic level of conversation class. For the learning needs, the employees mentioned that the learning should focus more on practicing English rather than discussing the theory. The learning also needs to be integrated into the technology which makes it easy to be followed. The employees also wished to have pair or group discussion which will help the bonding as a team in the department.

The result of the need analysis becomes the basis for designing the English course. The course design includes some aspects i.e the course rationale, goals and objective, syllabus, materials, teaching methods, references, and the course assessment and evaluation. The course has been confirmed as an ESP course, more specifically EPP (English for Professional Purposes): Conversation class. The level of the course is in basic level. This course will apply a skill-based syllabus. The primary purpose of skill-based instruction is to learn the specific language skill which for this course is speaking and listening skills. The possible secondary purpose of a skill-based syllabus is to develop more general competence in the language. That is why

reading, writing, and the language aspects such as structure and vocabulary are also included in the syllabus.

This study has limitations in some aspects. In terms of the research participants, there are only 17 out of 27 employees and 1 employer who took part in the questionnaire session and there are only 8 available employees for the interview session. There were two main reasons why not all of the employees joined the questionnaire and interview. First, some of the employees are registered as the employees in the protocol department but in fact, some of them moved to help the other departments that have a fewer number of employees. Second, the researcher found out that this department had a very tight schedule since one of their jobs is following the schedule of the Palembang City Mayor Office, so some of them were working outside of the office and just came to the office around five minutes only for the attendance checklist. So the findings of the study do not accommodate all need analysis of the English course participants.

In terms of the data collecting method. This study has a shortage in the observation method. It was planned before that the researcher would follow the field trip of the Palembang mayor and protocol employees, but unfortunately, the researcher was not allowed to do so because of the restricted rules and there is not any single agenda of the Palembang City mayor that related to English needs in the length of the time when the researcher conduct the study. In the end, the researcher only conducted the observation in the office room building

and monitored the Palembang government official website. Another limitation of this study is the practical application of the coarse design as the product of the study.

As discussed in the previous chapter that this study was started with need analysis and resulted in target and learning needs which resulted in a proposed course design, and finally the application of the course design. Unfortunately, one month after the researcher conducted the research, the head of the department has been promoted to a higher position in a different office so this study stops on the proposed course design without any additional data for the effectiveness of the course in practice.

Based on the conclusions, some suggestions are offered as follows: First, need analysis is a necessary thing to do in the process of designing a language course. Every designer, educator, and teacher who is responsible for designing any language course especially for the English course is suggested to conduct a need analysis before designing the course. This step must be done to create a quality course that will meet the real needs of the learners. This analysis will not cost much time and money since it is only conducted once at the beginning of the course term.

Second, the findings of this research are specific to the site where the research was conducted. Since every office and department has its characteristics, similar research conducted in a different department or even office will result in different findings. The course designer, educator, and teacher are not suggested to take this

course design as a whole, but to use it just as the references. This proposed course design is not appropriate for the employees of other departments or offices. Third, the collaboration of the designer, teacher, the head of the department, and the employee itself is so important to take the course right on the target. So that is why in the process of the need analysis all the stakeholders should take a serious part in expressing their needs and expectation toward the course.

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