

Needs Analysis for Security Guards English Program**¹Raphita Lestari Manulang, Susilowaty****^{1,2}Sampoerna University**raphitalestari@yahoo.comsusilowaty@sampoernauniversity.ac.id**ABSTRACT**

Mastery of English has become one of the significant requirements for interacting with other individuals, especially in the work environment. This has become a necessity for almost all employees who work in various sectors to use English as a means of communication. The expectation to use English has also been noticed by security officers, especially those who work in busy business areas. This study focused on needs analysis to identify the demand for security guards for English. The Design and Development Research approach was used in this investigation. A survey was conducted to determine the security guards' linguistic requirements. Following that, the statistical data were examined and used to create a syllabus that centered on resources and activities for the students. A semi-structured interview was also done to provide adequate understanding and comments on the materials and activities chosen. The importance of English in the workplace has been discovered. The most important skills they employ to support their profession as security guards are listening and speaking. Roleplaying and text-based language instructions are recommended as stimulating and meaningful strategies for learners to acquire the target language.

Keywords: communicative language teaching (CLT), English for Specific Purposes (ESP), English for security guards, needs analysis, task-based language instruction

ABSTRAK

Penguasaan bahasa Inggris telah menjadi salah satu syarat yang penting dalam berinteraksi dengan individu lain, khususnya di lingkungan kerja. Hal ini menjadi suatu kebutuhan bagi hampir seluruh karyawan yang bekerja di berbagai sektor untuk menjadikan bahasa Inggris sebagai alat komunikasi. Ekspektasi untuk menggunakan bahasa Inggris juga telah dirasakan oleh para petugas keamanan (*security*), khususnya mereka yang bertugas di wilayah padat bisnis. Studi ini fokus kepada analisis kebutuhan (*needs analysis*) terhadap kebutuhan bahasa Inggris untuk para *security*. Pendekatan Penelitian Desain dan Pengembangan digunakan dalam penelitian ini. Sebuah survei dilakukan untuk menentukan persyaratan linguistik penjaga keamanan. Setelah itu, data statistik diperiksa dan digunakan untuk membuat silabus yang berpusat pada sumber daya dan kegiatan untuk siswa. Wawancara semi terstruktur juga dilakukan untuk memberikan pemahaman dan masukan tentang materi dan kegiatan yang dipilih. Hasil analisis kebutuhan mengkonfirmasi pentingnya penguasaan bahasa Inggris di lingkungan kerja *security*. Keterampilan paling penting yang mereka gunakan untuk mendukung profesi mereka sebagai petugas keamanan adalah mendengarkan dan berbicara. Roleplaying dan instruksi bahasa berbasis teks direkomendasikan sebagai strategi yang merangsang dan bermakna bagi *security* untuk menguasai bahasa target.

Kata Kunci: communicative language teaching (CLT), English for Specific Purposes (ESP), English for security guards, Analisa kebutuhan, task-based language instruction

I. INTRODUCTION

Communication in English, in addition to one's native language (L1), plays a significant role in everyday life. It can occur anywhere, including at home, in schools, in public areas, at work, and in

a business setting. Those with poor communication skills will struggle to get an education, get work, and manage a family or business (Gribble, et al, 2015; Zumbur, 2006). People with language abilities may be able to communicate and interact with their organizations and cultures more effectively (Olajide, 2002). There has been a considerable increase in the demand for communication among individuals all over the world in several domains of international contacts, such as politics, economics, academics, technology, and culture. People have been adopting a common lingua franca to enhance communication for global engagement for many years. This occurrence has led to the demand for an international language, with English being designated as the worldwide communication language (Boroujeni & Fard, 2013).

Furthermore, English is regarded as a window into the rapid growth of technology and research in the current day (Hingne, 2013). This can be seen in areas such as medicine, transportation, telecommunications, education, and business, particularly in economic matters like trade and so on. And in this day of globalization, those activities are carried out by people from all over the world, as well as the planet itself. Bilateral agreements between countries, such as the implementation of the ASEAN Free Trade Area) that eliminates tariff barriers among ASEAN countries (Van Tho,2002) As a result of the rule allowing the independence of trade regions, people from the neighborhood and other cross-border countries will be able to freely come and go. As a result, people of various nationalities, ethnicities, languages, education, and other backgrounds will interact with one another. This engagement will include people from many walks of life, including engineers, teachers, business people, and even security guards.

Security guards are one of the vocations that every organization or institution requires nowadays. Their primary responsibilities are to ensure the safety and security of persons and property. As society evolves, they must now engage and interact with individuals in order to maintain order, receive guests, and accompany guests and employees. To be able to function better in carrying out their tasks as security guards in light of the AFTA implementation, it is necessary to be able to communicate in English. Because in the future, individuals will engage not only with locals but also with foreigners whose first language is not Bahasa Indonesia. This type of engagement would be particularly intense in businesses, hotels, and schools located in the heart of a large city, where workers may come from all over the world. When it comes to security guard responsibilities and the AFTA implementation vision, security personnel must be able to speak with individuals in English.

This study took place in one of the offices in a business district in South Jakarta, one of the city's most critical locations for conducting business, to investigate the demands of security guards in terms of their English skills. To better service the foreign visitors, this office requires its security officers to speak English. However, when it comes to supporting the businesses in which security

guards work, a lack of or limited English language remains one of their most important competitive disadvantages.

Therefore, in order to prepare and support persons who are involved in interactions that demand the ability to communicate in a language other than their mother tongue, a program that can assist them in learning that language should be available. Because English is an international language, knowing and being able to utilize it is critical. English for specific purposes (ESP) is an English program that helps learners, particularly adults, acquire and master the use of English in a specific subject, such as the workplace. The results of that requirements analysis were used to create a syllabus that includes program objectives that align with the demands of security guards, as well as materials and activities appropriate for the security environment.

ESP concept and definition

Since the 1960s, it has drawn scholars' attention to research trends, challenges, and debates (Pradhan, 2013). The origins and development of ESP have been extensively documented in the literature. ESP is defined as an English Language Teaching (ELT) strategy that focuses on unique communicative needs, objectives, and practices in a specific setting utilized by a specific community or group of learners, and in which material and pedagogy are employed based on the learners' needs (Pradhan, 2013; Belcher, 2004).

Nowadays, trends in ESP research are more focused on the teacher training program, program description, genre analysis and needs analysis (Gecikli, 2013; Bathia, Anthony and Noguchi, 2011). Those trends grow increasingly because of some major reasons. The reasons for the increase in ESP research, according to Bojovic (2006), are: 1.) the high demand for English in specific needs of careers and professions, 2.) the development in linguistic fields such as register, use, and use of that language, and 3.) educational psychology involved in ESP learning courses that relate to the learner's motivation and interest toward the course. Knowing the current trends, issues, and controversies in research and instruction has an impact on the development and improvement of ESP courses, as well as their teaching implications, particularly in designing appropriate ESP programs for teacher training and ESP courses in specific fields such as engineering, law, hospitality, and health (Hossain, 2013; Gass, 2012; Lo, 2012; Rahimpour, 2010).

As a result, the current study defines ESP as a component of English Language Teaching (ELT) in which the approach is tailored to the needs of a specific set of students.

Needs analysis in designing ESP course

English for particular purposes (ESP) is an approach to teaching and learning in which the requirements of the students are prioritized (Bojovic, 2006). The pedagogy implications will be affected because this method is oriented on the learners' needs and the use of language teaching for communicative purposes. The consequence has an impact on teaching style, instruction, and

material design, all of which should be tailored to the requirements and goals of the students (Mahapatra, 2011). According to Streven (1988), as cited in Bojovic (2006), ESP characteristics are divided into two categories: 1) absolute characteristics that focus on language teaching based on learners' specific needs and the content used in the classroom, and 2) variable characteristics that relate to language skills to be learned and how to deliver them using specific methodologies.

These ESP features provide insight into how to provide an appropriate ESP program for a specific field. They are used as a guideline by ESP practitioners and researchers when planning and designing ESP syllabuses and courses, as well as when conducting needs analyses. Needs analysis (NA) is a method of gathering data on what students desire and need to study in order to build a curriculum (Songhori, 2008). Needs analysis, in the context of ESP, is the process of determining what target circumstances expect learners to be able to do by conducting a thorough examination of language elements in a given situation (Hutchinson & Waters, 1987). Needs analysis is classified into several categories based on terminological domains. Hutchinson and Waters (1987) divide needs into target needs and learning needs.

The target needs analysis tries to figure out the necessities, lacks, and wants of the students and what they need to do in the target situation. The necessities answer what is necessary to be learned by the learners based on the target situation demands. The present situation shows what learners know has not matched or reached the requirements of the target situation. This present situation indicates what learners want and have to do in the learning process to meet the needs of the target situation. That situation is considered what they want. There should be a gap between what the learners have at the present and what the target situation demands them, but they have not achieved yet called learners' lacks. The result of needs analysis might vary because it can be seen from the perspectives of stakeholders who involve in the process of analyzing the needs (Basturkmen, 2006; Huhta, Vogt, Johnson, Tulkki & Hall, 2013).

In defining the target needs, there might be a conflict of interests arises when a learner group of employees perceives their needs to be different from the company that employs them and responsible for the course funding. The learner-employees might lack confidence in their written or reading skills as they think they deal mostly with reading and writing activities and so be mainly interested in developing their ability in reading and writing, whereas the company's focus might be on developing oral communication skills because there has been a massive increase in communicating with society.

Hutchinson and Waters (1987) provide several questions which important to be answered in doing the needs analysis. These questions also can be used as a framework in determining learners' needs of a course, such as:

- a. Why is the language needed?

This question aims to gather information on the purpose of learners to study the language

- b. How will the language be used?

The responses to this question provide information on the medium, channel, and types of text or discourse utilized in the learning process.

- c. What will the content areas will be?

The answer clarifies the subjects/fields matter and also the level of the learners.

- d. Who will the learners use the language with?

The questions give clues on whom the learners interact with, their level of knowledge, and their relationship with the learner.

- e. Where the language will be used?

This question aims to find the context of the target language use which consists of the physical setting, human context, and linguolinguistic context.

- f. When the language will be used?

This question points out the intensity of the language use.

The target needs in ESP were also introduced by Munby's work which is well-known as Communicative Syllabus Design or Communicative Needs Processor (CNP) in 1978. Munby's needs analysis is called Target Situation Analysis (TSA) in which learner needs and purposes are the central frameworks of the needs analysis itself (Songhori, 2008). Krarzia (2013) mentioned the concern of Munby's model are the learners' purposes, the channel of communication, the sociolinguistic aspects, and pragmatics, and this means that culture and communicative purpose. Moreover, in this Communication Needs Processor (CNP), Munby included nine variables that are indispensable for the successful building of the course consisting of the participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key. These variables relate to the language and the learners' communicative requirements. They are organized to be parameters in a dynamic relationship with each other and affect communication needs.

Hutchinson and Waters' framework was employed in this investigation (1987). Stakeholders in the target needs analysis included members of the security team, the head of the security department, the daily operations manager, and expatriates who work in the office that served as the study's setting.

II. RESEARCH METHODOLOGY

This study employed Design and Development Research to gather data on the linguistic demands of security guards. A survey and a semi-structured interview were used to gather information. The primary idea of this research approach is to describe both the problems being investigated and practical answers to educational issues. This is based on Akker et al. (1999) theory of design research, which stems from the observation that 'traditional' research approaches (e.g. experiments, correlational analyses), with their focus on descriptive knowledge, rarely

provide prescriptions with optimal solutions as answers to dynamic and diverse problems in educational contexts. This design was used to address the following research questions:

1. What are the language needs of security guards?
2. What type of syllabus is suitable for security guards?
3. What materials and activities are suitable for the security guards?

Instruments

Data was collected from many sources to ensure the validity and reliability of the results, including security guards, the director of the security department, the daily operation manager, two expats who work in that office, and an ESP trainer. Needs analysis questionnaires, expert evaluations, the use of the Student Oral Language Observation Matrix (SOLOM) to see the progress of oral communication skills performed by security guards in the pilot project of the materials and activities selected, and an interview result were among the instruments used to collect data.

Setting and Participants

This study was carried out in one of the offices in a business district in South Jakarta. Five security guards who worked in that office and have an average of more than five years of experience became the participants. They were chosen based on their availability of time with the norms and regulations of the office.

A pilot study was conducted to ensure that the ESP syllabus was developed to meet the demands of security guards. It lasted six hours over two weeks, with one hour of teaching per day. The issues of greeting, extending aid, and providing direction were explored. To choose a task-based syllabus, some factors connected to language classroom theories and practice were used. Materials and activities were gathered from a range of sources, the majority of which were sourcebooks and the internet. Before and after each session, students were expected to complete an exercise. The SOLOM was used to evaluate their oral communication progress. The interview took place as part of the students' class reflection on the materials and activities they had undertaken.

Data Collection and Instruments

In this study, 28 security guards participated in a survey. The purpose of this survey was to determine the linguistic needs of security guards when using English on the job. This survey was conducted as part of the needs analysis process prior to the creation of an ESP course, and it focuses on materials and activity selections for the students. The data from the questionnaire were analyzed and interpreted the results using Microsoft Excel. The data yielded statistical data on the linguistic needs of security guards, which was shown graphically.

The data collected from the questionnaires were then utilized to create a syllabus and choose materials and activities. This is a key step in creating an ESP course. Three months prior to the start of the ESP class, the questionnaires were distributed. The questionnaire was validated by an

assessment expert before being distributed. A specialist in quantitative research and statistics reviewed the content and conducted a pilot test to determine instrument reliability. The questionnaire can be seen in Appendix 1.

The procedures of designing the syllabus are then followed by the selection of materials and activities. A review of the literature relevant to the topic of this study was included. In this step, the researcher established goals and acquired resources from library sourcebooks as well as websites on the internet as primary sources for locating acceptable materials. Because of the materials' availability and time constraints, such materials are more flexible and easier to locate than books. Those materials obtained from the internet, on the other hand, were chosen and customized to meet the demands of the students. www.britishcouncil.org is one of the prospective websites with appropriate material.

The selected materials were then modified and used in accordance with the session's goals. Because the goal of the study is to design a syllabus and determine what materials and activities best meet the needs of the students, the researcher conducted an evaluation at the end of each session by asking students their thoughts on the activities and materials used in the classroom and referring to the matrix records from the pilot class. Learners' responses were taken into account when modifying the material. After the modification was completed, the researcher conducted a brief interview with the participants to obtain their final thoughts on the revised material.

Data Analysis

The data analysis for this study was divided into two parts. The first type of data was descriptive statistical data. This data analysis from survey responses is offered as part of the initial data collection phase. This descriptive analysis seeks to find overall characteristics and trends in the data from the replies generated by the instrument. Trends were identified in the security guards' opinions and attitudes toward the usage of English in the workplace, the need for an ESP course, and what abilities are prioritized in the workplace, as well as themes that they need and want to study related to their line of work. The data were analyzed using SPSS software to determine the questionnaire's reliability prior to distribution and Microsoft Excel to determine the frequency and percentage of each question. The second type of data was analyzed using a qualitative approach as the data were gathered from a semi-structured interview to clarify, validate, and assess the significance of the activities and materials utilized in the ESP pilot class based on the prescribed syllabus. The coding was done to categorize the results of the interview.

III. DISCUSSION

This section presents the data analysis. It starts with the information acquired during the requirements analyses to develop an ESP syllabus that meets the needs of security guards in learning English to assist their security guarding careers.

Three findings that can be described based on the research questions posed in the current study are the language needs of security guards in using English in the workplace context, including the language skills that are most emphasized in the workplace context, the syllabus implementation, and material and activities that are appropriate for the learners.

Language Needs of Security Guards toward The Use of English in The Workplace Context

In this study, there were six questions provided to find out the need and the use of English in the workplace context perceived by the security guards. The need for English used in the workplace context can be seen in Figure 1.

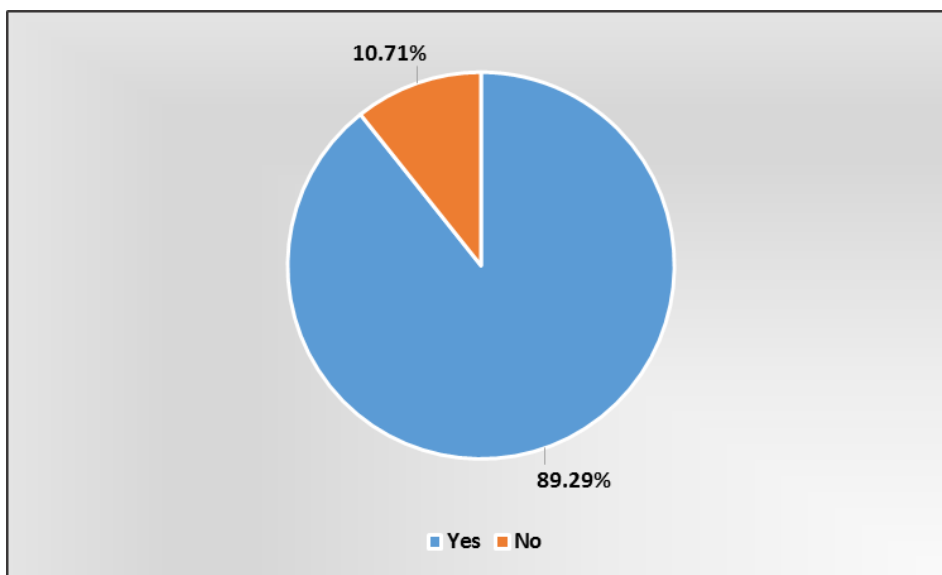


Figure 1. The Need for English in the workplace context

In response to the first question about the need for security guards to use English in the workplace, 25 out of 28 participants (89.29 percent) stated that English is required to support their performance as security guards, while the remaining participants (10.71 percent, 3 out of total of 28 participants) stated that English is not required.

Frequency of the use of English in the workplace context

The following question inquired about the frequency with which English is used daily by security guards in the performance of their duties. The results of the survey suggest that the usage of English in the workplace is not very extensive. None of the respondents stated that they "always" use English at work. The majority of the participants (46,42 percent, 13 out of 28) say "rarely," while 6 out of 28 say "never." However, 9 participants (32.14 percent) claimed that they "often" utilize English in their daily work as security guards. These occurrences are caused by a variety of reasons, including their working hours, their shift, their location, and their responsibility (stay in the office, keep the gates or do the patrol). Those who responded "often" are security

guards who work the first shift (6 a.m.-2 p.m.) and second shift (2 p.m.-10 p.m.) shifts, as well as those who work in offices where the tenants or visitors are largely expatriates. Figure 2 depicts the frequency with which English is used in the workplace.

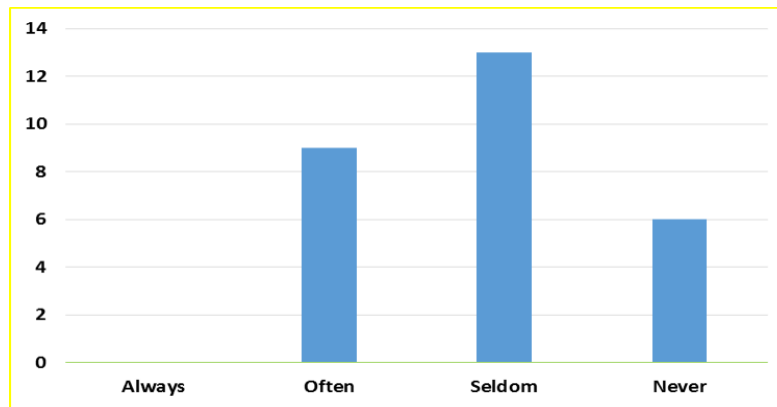


Figure 4.2 Frequency of the use of English in the workplace context

The Most Emphasized Skills in the Workplace Context

The four language abilities that are most emphasized or used in executing their job as security guards are highlighted in the following items of the questionnaire. Speaking and listening are the most crucial abilities in the workplace, according to the study. Listening and speaking are the most crucial talents in the job, according to 21 of the 28 participants (75 percent), followed by writing and listening skills. They mentioned in the interview that each talent was interconnected. They claimed that listening skills are linked to speaking abilities, whereas reading abilities are linked to writing abilities. This is similar to Krashen's (1981) idea, which states that listening abilities will immediately transfer to speaking skills (Hoopingartner, 2007). Figure 3 provides detailed information on the most important talents in the workplace context.

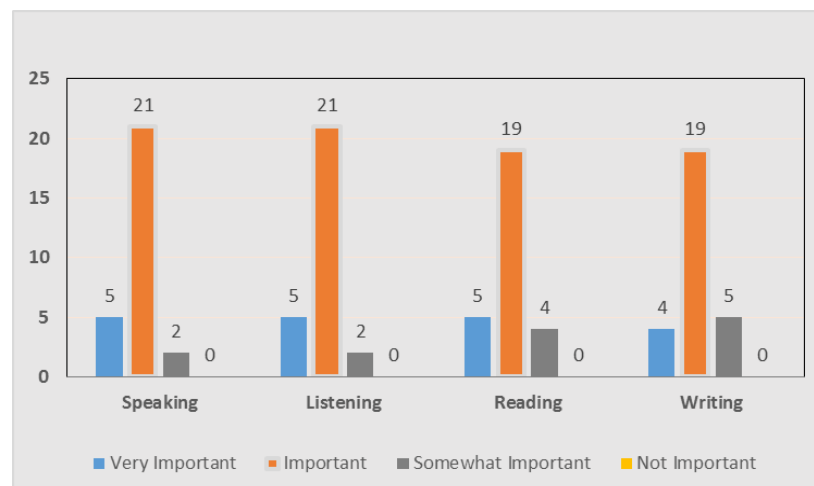


Figure 3. Distribution of frequencies of the importance of language skills in the workplace context

Language Needs of Security Guards toward The Use of English in The Workplace Context

The current study's conclusions have been described as the result of three research topics. The first is regarding security guards' linguistic demands in terms of using English in the workplace. According to reports, the majority of security guards believe that English is required in the workplace to carry out their duties. English is required in the workplace for a variety of reasons, including 1) greeting people, 2) escorting employees, employers, and guests, 3) delivering directions, and 4) as one of the qualifications for better job potential as a lobby guard.

The data demonstrates that when it comes to performing English in the context of security guards, listening and speaking or oral skills are seen as the most important abilities in the work area, even though none of them indicated that they need it all of the time. The findings, which show that participants regard English as a key tool for communication in the workplace, are comparable to those of a previous study conducted in Taiwan by Su (2011) in the hospitality professions, primarily in Western Culinary Arts and Bakery Technology and Management.

Furthermore, this study confirmed that listening and speaking are critical abilities in the workplace. According to the findings of the study, material selection and activities play a significant effect on the success of the ESP teaching/learning process, as indicated by Vii (2011). When designing ESP materials, three main considerations must be addressed to meet the objectives of the course: the criteria for implementing or modifying materials, the subjective criteria on what teachers and students want from that material, and the objective criteria on what the material offers (Hutchinson & Waters, 1987). As a result, those factors were taken into account in this study and contributed to its significance.

These data were then used to create a syllabus and choose appropriate materials and activities that were suited to the security guards' needs and qualities.

The Implementation of a Task-Based Syllabus

The results of the requirements analysis suggest that security guards require English in their fieldwork, with hearing and speaking being the most important abilities. It was also discovered that greeting, offering assistance, and giving direction are themes they need to master to accomplish their professions. The second research question was answered by creating a task-oriented curriculum based on this discovery. This sort of syllabus was chosen since it covers a wide range of oral communication topics, from formal speeches to teamwork and meetings. Furthermore, the topic course's material can be tailored to the circumstance in which the language will be utilized.

Therefore, the themes chosen for this study were tailored to the circumstance in which the security conducts the language. The objectives defined in the process of constructing the syllabus according to each topic are reflected in the assignments designed in each session. For example, in the meeting with the topic offering direction, the following duties were assigned:

Giving direction

- a. Giving direction; using hand gestures in giving direction by producing prepositions such as “turn left”, “turn right”, and “go straight on”.
- b. Stating the right expression in giving direction using well-structured sentences.
- c. Comprehending expressions used in asking directions such as “Where is the nearest toilet?”, “How do I get to the library?”

Those tasks were carried out with the use of some instructional tools such as worksheets, audio, and flashcards to help learners understand the form and rules for using sentences as well as the meaning. The Student Oral Language Observation Matrix was used to evaluate the security guards in the conclusion (SOLOM). The assessment was carried out through role play and simulation tasks that they completed.

The learners’ preferred learning materials and activities

Based on classroom observations, matrix records, and interviews, printed materials are seen as the most useful medium for learning the target language because learners deal with texts the most. It is founded on the idea that the content presented in language classes should follow the specified curriculum or syllabus (Tomlinson, 2013; McDonough, Shaw & Masuhara, 2013). It establishes a framework for determining how well the resources achieve the learning objectives and meet the learning expectations of students. To achieve such objectives, classroom materials and activities should reflect and be relevant to the teacher's and students' contexts (Hakim, 2013).

In general, in an Indonesian language classroom, teaching materials are chosen based on their availability, and the materials offered are primarily textbooks, some of which may not be customized to the teacher's context or the needs of the students. However, employing a textbook in a language class isn't always a terrible thing. Furthermore, sources for teaching English for specific purposes or sectors are still difficult to come by. It requires the ability to create materials. The resources for this study were acquired from a variety of sources, including sourcebooks and the internet. These materials were gathered and subsequently adjusted based on many characteristics of language classroom practice, as described by Graves (1996):

- a. Effectiveness in achieving the course purposes;
- b. Appropriateness of the materials so that the students will feel comfortable. This means that the material will be relevant to their interests and language level;
- c. Feasibility, so that the material will be by the student’s language and cognitive capabilities and the course will not prove too difficult for them

According to the interview results, all participants stated that using texts and role-plays to learn the target language is extremely beneficial to them in comprehending, practicing, and speaking the language. They responded that the texts utilized had provided them with information that they needed to understand. Those writings were seen as a valuable resource for learning and developing a wide range of abilities, particularly listening and speaking. It has been regarded as a useful

resource for learning the vocabulary, phrases, and expressions that they frequently use in their work. It also includes photos as well as descriptions for each photograph. They also learn the spelling of vocabulary from the texts.

The role-play is seen as an engaging and contextual activity that represents the real-life activities of security guards regularly. This finding is consistent with the findings of a study conducted by Qing (2011), which highlighted some of the advantages of role play in the development and improvement of oral skills:

1. Role plays provide training for both speaking and listening in any language-learning situation.
2. Role plays enable students to build up more confidence while speaking English.
3. Role plays inherently foster a wide range of participatory, communicative activities which require an incredible array of various communication techniques.
4. Content-based role-plays to give students the unique opportunity to explore another culture in detail from a variety of perspectives.

Based on these findings, role plays with materials suited to the needs of certain learners will be beneficial when taking into account the learners' characteristics and the learning setting. There are also some procedures to follow to learn a language successfully.

IV. CONCLUSION

The research questions have already been answered in terms of the linguistic demands of security guards, as evidenced by the findings and discussions. Some inferences can be drawn from the data acquired and analyzed, including:

1. Security guards working in a crucial location are required to communicate in English. They consider English to be a vital language for communication while on the job. To deal with foreigners or expatriates who worked in the business district, to pursue a better career or higher position in the department of security, as a lobby guard, and to anticipate if they will be moved or placed in another building or office under the same group, the use of English is performed in daily working experiences. Listening and speaking are the most important skills. Listening to an instruction, a chat, or a question and answer to it are some of the activities that deal with those skills.
2. Greetings, offering assistance, and giving direction are some of the skills they'll need to learn to help them perform better as security guards. Those themes, as well as the skills, were taught through a task-based approach, in which students were given opportunities to explore the language and its skills by completing projects.
3. Greetings, offering assistance, and giving direction are some of the skills they'll need to learn to help them perform better as security guards. Those themes, as well as the

skills, were taught through a task-based approach, in which students were given opportunities to explore the language and its skills by completing projects.

4. Role play with printed materials is good and useful in assisting security guards in developing their English-speaking abilities. They benefit from printed materials and role play because they are authentic and contextual. Learners are exposed to the use of language in real-life situations in which they must use English. The materials chosen and used in the ESP course should represent the requirements and personalities of the students.

This study has some limitations in terms of the number of participants who took part in the survey. Thus, the results can not be generalized. Additionally, the challenges of selecting materials became a barrier in this study. Hence, further research may select the materials carefully or develop the materials that meet the needs of the participants.

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