

## A NEED ANALYSIS ENGLISH FOR BUSINESS COURSE

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**Abstract.** English is an effective medium of communication in the world. The learners nowadays must capable of using English for a certain subject area. In academic, the use of English to learn subject area knowledge is increased, especially English for Specific Purposes (ESP). The need for ESP in business is to provide students with English following future professions so that they can become well-known business workers. In this study, needs analysis has been carried out to design ESP courses for management major students at Batam International University. This research study uses questionnaires for students and interviews for teachers and alumni. There are 4 English lecturers, 37 students from second semester students and 7 alumni who voluntarily participated in this study. There are 3 components used in need analysis; present situation analysis (PSA) to find what learners' strengths, weaknesses, skills, and experiences in English language; learning situation analysis (LSA) which concerned with learners' learning preferences; and target situation analysis (TSA) to analyze more closely to learners' reason for learning. ESP curriculum development must be seen from the needs of students. After analyzing the results, the results of the needs analysis help the lecturer to identify students' needs and weaknesses in language skills. After analyzing students' needs to determine the purpose of language courses, the lecturer can choose several materials according to the needs of students.

**Key words:** business management, english for specific purposes (esp), needs analysis.

### A. INTRODUCTION

Academic field, especially at University level. Nowadays, English is an effective medium of communication in the world. The important English determined by the demands of many institution and companies in Indonesian, where is English as a *lingua franca* used for any particular purposes. Furthermore, being a successful profession individual, the citizen must capable of using English for a certain subject area. In academic, the use of English to learn subject area knowledge is increased, especially English for Specific Purposes (ESP), such as English for business, English for management, etc. Thus to ESP, it is a priority in the. According to Hutchinson and Waters (1987:53-64), ESP is an approach to language teaching which is the simple kind of course design process. The ESP course aims to equip learners with a certain English for situations where the language is

going to be used, particularly in the workplace. Therefore, the learning objectives of the English subject in the interdisciplinary course encourage students to be specialized in particular fields.

In need analysis conducted by teachers when designing ESP course such as the set goals, objectives and selecting material to meet the learners' needs in the field. The results of the previous study by Pourshahian et. al. (2012:870) suggested that the needs analysis should be to learn what aspects of language the learners need to study, what degree they need to study and why the learners' study language. Needs analysis can help to design a perfect course according to Azis and Ghani (2017:65) recommend that the course may fulfill the professional needs of the learners.

There are three component of need analysis in Saieed's article (2012): present situation analysis (PSA) to find what learners'

strengths, weaknesses, skills, and experiences in English language; learning situation analysis (LSA) which concerned with learners' learning preferences; and target situation analysis (TSA) to analysis more closely to learners' reason for learning. ESP curriculum development must be seen from the needs of students. As defined by Johns and Dudley-Evans (1991:297-314) can be considered as what field that the learners will practice in the future. The study of student needs is focused on "needs analysis" and "needs assessment, "including surveys about student" backgrounds and goals, such as interviewing faculty based on Johns, (1991:297-314). Theeb & Albakrawi (2013:13-23) conclude that if the learners needs are clearer, more goals are expressed and ESP courses will be easily become successful. Learner needs are clearer, more goals are expressed and ESP courses will easily become successful. This study will discuss how important needs analysis in designing an ESP course.

## B. RESEARCH METHODS

This research was a case study at Batam International University, Indonesia. This study data is accumulated through the quantitative and qualitative method. There are two steps by doing an interview and questionnaire, the information of the demographic part was as follows, 37 students from second semester students who voluntarily participated in this study, the questionnaire was distributed to 250 from 4 classes management major students and collected only 37 respondents, the questionnaire consisted of two parts; one was the demographic part for personal information and the other was questionnaire items for the perceived language skill needs. Their English proficiency level range was between elementary to advanced ones, most of the participants expected English related jobs as their future career.

Before the interview with the lecturers, first when permission was obtained from

Academic and Student Administration Bureau (BAAK) and English Education Faculty, then after obtaining the approval letter, the letter submitted to ask permission interview with 4 English lecturers who teach in management class and 7 students who already graduated or Alumni. therefore, the data well collected from several sources such as management students, English lecturers, Alumni, and ESP experts. Therefore, it is intended to provide a different perspective, which supports this article for analyzing things from many points of view.

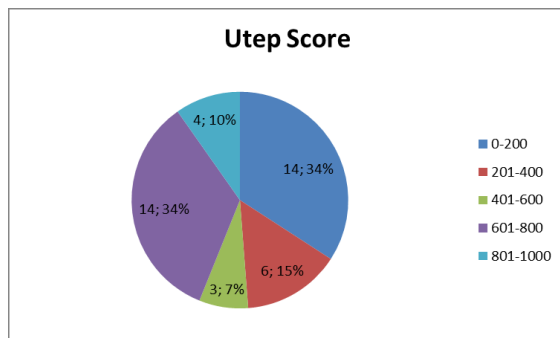
## C. FINDING

### *Present Situation Analysis (PSA)*

Present situation analysis in Romanowski's article (2017:150) to find out what they were like in the beginning. Based on Sobkowiak (2008:60) notice that PSA estimates strengths and weaknesses in language, skills and learning experience.

Based on the data that have been collected, the students who filled the questionnaire consist of the age ranging from 17-30. Most of the students are 18 years old and some students (50% or above) studied English for about 10 years. The questionnaire was mostly filled by about 54.02% of the male which are 20 male students and 46% of the female which are 13 female students. For nationality, all of them are from Indonesia. Most of the students still live with their parents and some students live alone. About 54.4%, 20 students have learned English for more than 10 years, 27.03%, 10 students have learned English for about 3-7 years and 16.22%, 6 students have learned English for 1-2 years.

Pie 1 Score of English Proficiency Test



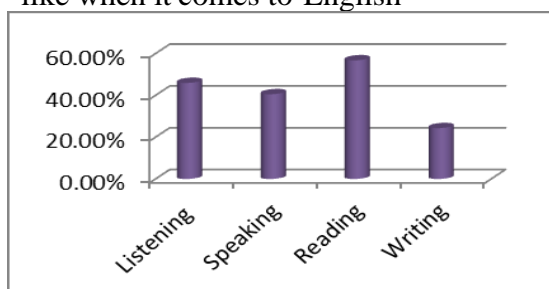
Based on the Pie Chart above, the UTEP score that the students got ranging from 0-200 had 14.34% which contains 14 students, 6.15 or 2 students get 201-400 score, for 401-600 had 3.7% which has 3 students, from 601-800 had 14.34% which consists of 14 students, and from 801-1000 had 4.1% consists of 4 students.

The information that collected from the lecturers' answer, some students are fast learners and some are not, it depends on the student class, so there are 3 levels based on their UIB Test of English Proficiency (UTEP), which is categorized into proficient, advanced and beginner.

### Learning Situation Analysis (LSA)

The learning situation analysis (LSA) to find an answer to the question who the learners are, why they have decided to take up the course, what their preferences are in terms of learning styles, strategies and techniques (Hutchinson and Waters 1987:53-64).

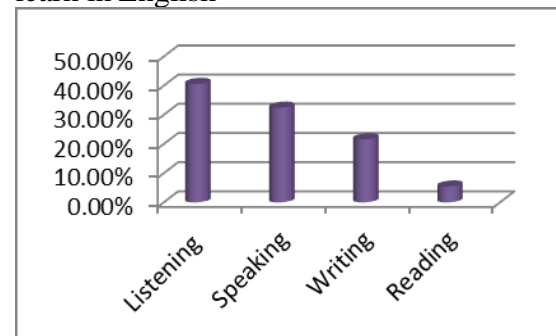
There is questionnaire for students, there are 3 questions to find out learner' background English. Graphic 2 Which one the learners like when it comes to English



Question 1 from the graphic shows the analysis of the question about which one

the learners like when it comes to English. The students in management UIB is interested with listening, speaking, writing and reading. 21 (56,76%) students prefer reading when it comes to English.

Graphic 3 The most difficult course to learn in English

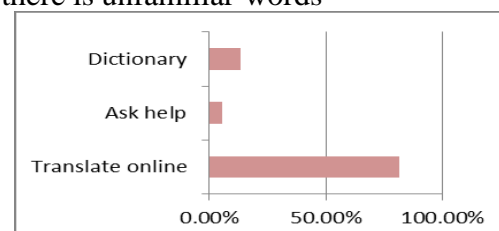


Question 2 from the graphic shows the analysis of the question about the most difficult course to learn in English. About 15 students (40.54%) choose listening, then 12 students (32.43%) choose speaking, 8 students (21.62%) choose writing and 2 students (5.41%) choose reading as the most difficult course to learn in English.

Question 3 why the students taking the course, on the results data the students are admit that 23 students are taking the course optionally and about 14 students are taking the course due to compulsory.

Next, there are 6 questions about how do the learners learn, what their preferences of learning styles, strategies and techniques.

Graphic 4 what will the students do if there is unfamiliar words



Question 1 from the graphic shows the result of the question about what will students do

if they can't understand the words or not familiar with it. 5 students (13.51%) use a dictionary if they are not understood, 2 students (5.41%) ask help to others if they the word that they are not familiar, and most of the students choose to translate online if they do not understand the word.

Question 2 ask about what will the student do when they are not sure how to spell a word, mostly they will write it down to see if the spelling is right, 36% students answered to spell it out loud to see if it sounds right then 1 student answered that they will do fingerspelling, and the others answered to use google if they are not sure about the spelling of the word.

Question 3 about what is the best way for students to study for a test. They have their different way to study for their test. From the result that we found are listening to music, they need help from someone to ask them and can answer loudly. Instead of that, make index cards that they can review. The best way that most students choose is by reading the book or notes and review pictures or charts. Those ways that can help the students to prepare themselves for their test perhaps. Not all students like to read books. They will probably ask someone's help to give them some hint or maybe teach them directly.

Question 4 about what is the most distracting things when they are trying to study, The most distracting things for the students is when their surrounding is making loud noises some of the students feel distracted when they feel the chair is not comfortable for them to sit.

Question 5 about what media the students use to learn English, the media that they use for learning English are mostly by movies and music since they feel that's the easiest way to learn English with movies that use English subtitle and music to search the lyrics and find what the

meaning of the song. Some students also use books and comics to learn English, while reading they can find any unfamiliar vocabulary in the books. Some students also use You-Tube or social media to learn English, like they read the quote in English while opening social media and they think that kind of media can make them learn English easily.

Question 6 What kind of class the students like, most of the students like to learn face to face with the lecturers so they can learn in the class to the schedule that already settled, but some people like to have a blended-learning class, the students thinks that it might easier to study in their way and guide by the lecturers.

Next, the students are asked what is the reason they are learning English, Most of the students learn English, they answered that English is an international language that is used to communicate with foreign people, and others answers, some students answered they learn English since it is very useful and important for self-improvement, the others also answered that they want to deepen their English skills, they enjoy learning English and some wishes to live abroad which is why English is needed to be learned. They think English in the business course is very important, they can learn a different kind of business language that is used in English.

From the interview with the lecturers, there are some questions about students evaluation and teaching styles. They think the most challenging part in teaching English in class is that the students do not use English at home or work or any other subjects so it becomes difficult for those English teachers to motivate them to use English as their daily language. Students are not paying attention to the material and some are busy with their mobile phones, to be more specific they are busy with

themselves. Therefore, it is a common problem.

The next question is about the way that the lecturers, mostly the lecturers teach is not using fully in English or 80 percent using English in class. For explaining, the lecturers using English and for making clear and joke to the learners they will use Bahasa Indonesia. The lecturers assigned the learners to use English outside the class by giving an assignment like make a report, video, interview, and others if necessary.

Some students are not fully participated during the class discussion so what the lecturers do, they will call the student name and asking questions so they can be more actives and paying more attention. Some lecturers may feel hard to teach the student that really can not understand the English lesson, and some might find it challenging. Some students are already proficient but the lecturers are teaching English general not specific purposes for their need. But for the beginner it is challenging for some lecturers, the difficult one is to teach a lazy or unmotivated student. It depends on the students.

### ***Target Situation Analysis (TSA)***

Target situation analysis (TSA) analysis more closely to the students reason for learning. According to Hutchinson and Waters (1987:53-64) say, "What the learner needs to know to function effectively in the target situation". Moreover, analysis of the target situation can tell what students do with the chosen foreign language. Teachers also need to know how students learn to be able to know what material to give.

Based on the data that have been gathered by interview, 5 alumni graduated in 2018 and 3 alumni in 2019, all of them already have a job.

So far the question asking about their background. next question is about the

vocabularies that the students learned, it is related to a business course or not, 90% of them learn vocabulary not just related to the business course and the other 10% said that they learn vocabulary related to the business course only.

The next question is about what is the difficult thing in learning English, 4 of the alumni find that grammar is the most difficult subject in English. For the others, said that speaking and listening are difficult things in English.

The next question is about speaking, are they feel difficulty in communicating with other people, some answered that it is hard to talk with the other using English through they are not good with it and lack of confidence and some said that they do not find it difficult since they are already good in English.

The next question is about is the grammar important to learn by their opinion, A lot of them agree that grammar is very important to learn but there also who disagree. One of the respondents said that wrong grammar, wrong meaning and the one who disagree said that grammar is just limiting yourself. The alumni responded that they do not always use the grammar correctly.

The next question about why is language is needed by their opinion, language is needed to communicate with others from a different country and language is important for the business. The English language will be used often for communicating with people from other countries and for work. They will use English with their friend, people with a different language, co-worker and everyone.

From the interview with the lecturers, there are some questions to finds out teaching styles to help the student to become a master in English. For example, reading, Lecturers have to introduce the many types of reading and have to read a lot and then when it comes to writing they have to write about

what they have learned before so that they are familiar with the text first before they produce something. For listening and speaking, lecturers will ask them not to be afraid of grammatical error, that is the first thing learner have to do in speaking, that is kind of mindset that limits to know the important to speak with anyone. For listening, Lecturers often ask them to watch videos or movies to enhance their pronunciations and also to enhance their listening to learn from good examples.

### ***Discussion***

First, from the findings Present Situation Analysis (PSA), Most of the students (50% or above) studied English for about 10 years, which means the students learned general English and they like to learn something new that can be helpful for their major example like English for business. The students UTEP score is moderate, they are categorized into proficient, advanced and beginner. Half of the students did not perform well in English based on UTEP test, same in Tadele and Haileleul (2015:150-194) findings results, the students' proficient test pointed out that the students did not perform well in English. This stated that students' poor skills in using English were not because they were not interested in learning and improving, but because the course does not motivate them to do it.

Second, learning situation analysis (LSA) from the findings shows the students interested in reading when it comes to English, and about 15 students (40.54%) choose listening skills as the most difficult in English. The result of the analysis was shown in Chin-Ling's (2016:94-105) findings, the results of her analysis students more interested in listening skills. Listening skills are considered as the most important and needed skills, which might also indicate a deficiency in listening skills.

From the findings of this study, Technology has been used to both help and improve the students learning. Nowadays, there is a lot of students using dictionary online, listening to music and watch movies to improve their language. However, this is different case with Aziz and Ghani (2017:73) findings, in Pakistany University learning, it totally ignores the use of technology which is the latest requirement of language learning and teaching. Even though, there is students' opinion that the use of technology will motivate them and sharpen their learning.

Third, target situation analysis (TSA) by interview results with alumni who are already working. From the results, concluded that English language skills are a general requirement for business graduates even to compete for jobs. English is used by the target situation in various ways such as fax, e-mail, telephone, letter, business activities involving other people, including foreigners, and some activities such as report writing, are required specifically for English language skills. This implies that the target situation requires students to acquire specific English skills for daily activities. This study shows the needs of students to be considered when designing English courses for different students at the university.

Furthermore, need to design ESP Courses to help learners for preparing the future professional communication Ibrahim (2015:383-389), the students should understand telephone and conversation in listening, interact easily with foreigner in workplace in speaking, understand business reports, documents, articles and newspapers in reading and ability to write a letter, faxes and emails in writing.

### **D. CONCLUSION**

In conclusion, this study aims to analyze the needs of four English language skills and interest in learning English from management students at UIB. Students realize that all four English language skills are important and need to be improved to help find work or future job performance. While more than half of the students expect to get jobs related to English after graduation.

The results of the needs analysis help the lecturer to identify students' needs and weaknesses in language skills. After analyzing students' needs to determine the purpose of language courses, the lecturer can choose several materials according to the needs of students. In fact, needs analysis is the foundation on which help to develop curriculum, syllabus, and materials that are appropriate to increase the motivation and success of each student.

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