ENGLISH FOR BUSINESS MANAGEMENT' STUDENTS: NEED ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES (ESP)

Mega Fitri Wulandari[*1]
[1]Politeknik Negeri Manado, Manado, Indonesia
*Corresponding Author Email: wulandarimegafitri@polimdo.ac.id

Abstract

The purpose of this research is to investigate the students need in learning English for specific purposes (ESP) of the students in Business Management Study Program. This research employs descriptive and qualitative approach. The questionnaire and interview are the only instrument used in this research. The questionnaire distributed to the student that has an answer which can be directly selected and the interview aims to collect more information related to the questionnaire. The participants of this study are the fourth semester of business management students in the Politeknik Negeri Manado in the academic year 2022-2023. The total of the business management students are 60 students who were or had completed general Basic English. The result indicate that students' main purpose in learning English are for study/education and students' needs of language proficiency skill are speaking. The students' needs of the English sub-skills materials are related to the job vacancy, listening to the movies/songs/drama/role play, present a business plan for the speaking material and chose business letter/ job application letter for writing material. In the other hand, grammar knowledge and vocabulary mastery also needed by the student.

Keywords: Need Analysis, English for Specific Purposes, Business English

INTRODUCTION

English materials in business management program are divided into several level. The level here mean English materials were made as English For Specific Purposes (ESP). English For Specific Purposes (ESP) aims to provide students with English that is important in their majors so that the materials is expected to provide students with competence in English language. Hutchinson et al (1993) said that ESP is a language teaching' approach that is the content and method are based on what learner reason to learn language. In addition, Duddley – Evans et al (1998) defined ESP is based on the learners" specific needs. In conclusion, ESP is English learning material developed based on the need/reason of the English learners.

Business management students are prepared to be able in four skills of English. Those skills are listening, reading, speaking and writing which will need to prepare their career in the future. Due to meet the students subject, it is necessary to design English subject materials that suit for the students' needs. But, before carrying out the analysis, the difference between target needs and learning needs must be first identified (Hutchinson & Waters,1993). Target needs means three useful terms that is

necessities, lacks, and wants. Learning needs is what knowledge and abilities which will be needed by the learners in target situation. In addition, West (1994) said that that needs analysis is focused on specific situations such as the nature of language and curriculum.

Need analysis is the activity of collecting information from the learner about what they expected for the teaching and learning process. s. By carried out the need analysis, we will find the learners' needs in language learning in the target situation and the learner's needs in language acquisition. The result of the need analysis can be helpful for the lecturers and the study program/university to achieve the successful of English teaching. As Richards (2001) stated that need analysis as a procedure to collect information about learners' needs. Furthermore, Basturkmen (2010) said that need analysis can support to design effective ESP courses or programs by curriculum designers.

Several studies have been conducted by some researchers on the need analysis of ESP materials. First is Jitpanich et al (2022) explored the English writing needs of Thai undergraduate business administration students as an initial step of ESP writing course development, highlighting four areas: their perceived writing abilities, writing challenges, required writing skills, and learning preferences. This study employed an interpretivist approach with a qualitative design, drawing on data from semi-structured interviews with 12 business administration students and 16 stakeholders, including employers, employees, entrepreneurs, ESP lecturers, and business lecturers. The findings reflect the learning experiences and insufficient English writing abilities of business administration students and graduates with problematic areas in grammar and vocabulary.

Ponce (2020) entitled Needs Analysis to Enhance English Language Proficiency. Ponce examined the perceptions of employers, university authorities, English teachers and students. The relevance of this study is that it shows how needs analysis can be used in higher education as a tool to identify needs and formulate context-sensitive solutions for enhancing English achievement. Ahmed (2017) entitled Needs Analysis in ESP Context: Saudi Engineering Students as a Case Study. He investigated define the English language needs of civil engineering and industrial engineering. The study revealed that receptive skills (i.e., reading and listening) were mostly focused on in ESP classes. It has been also reported that writing and reading along with speaking skills were needed more than others. The data analysis helped to determine the most important language tasks in the context of engineering studies. Course taught to engineering students by offering relevant suggestions.

Pradana et al (2021) investigated the needs of English for Specific Purposes materials for nursing students at the Dehasen University of Bengkulu. It focused on the existing materials used by English lecturers, target situation (the purpose of learning English, materials needed, and topics needed), and the activities needed by nursing students from students' and stakeholders' perception. The results of the study revealed that the existing materials used by the English teachers tended to general English materials. In addition, the analysis results of target situation show that; 1) most students learn English for looking for jobs; 2) the most needed language proficiency components were vocabulary mastery, speaking and listening skill; 3) the materials needed in each language skill and knowledge were the

materials that were related to nursing activities and job; 4) almost all of the topics were needed by nursing students such as giving information on treatment plans or diagnosis

Based on the previous studies above, need analysis is the important part in teaching learning process, especially to find out the important skill, target materials and students activities needed by the students. By doing this study, the contribution in English teaching and learning especially in developing the material of English for business management study program based on 2 components of need analysis that are analyzed in this research, which are necessity and want's wants. Thus, this research was investigated the following questions:

1. What are the main purposes of students in learning English and which skill should be focus on?
2. What are the English materials which include listening, speaking, reading, writing, including grammar and vocabulary needed by the students?
3. What are the class and teaching activities needed by the students?

METHOD

The method used in this research is a descriptive and qualitative approach. The data analysis was conducted through data collecting, data reduction, data display, and conclusion drawing by following Sugiyono, (2010). The participants of this research were the fourth semester of business management students in the Politeknik Negeri Manado in the academic year 2022-2023. The total of the business management students are 60 students who were or had completed general Basic English courses and now they are in the fourth semester. The instrument of this research were questionnaire and interview. Questionnaire has an answer which can be directly selected by the participant. A brief explanation to complete the questionnaire to the students was explained by the researcher to avoid students' misunderstanding. And interview was used to collect more information from the questionnaire.

FINDINGS AND DISCUSSION

1. Students' Main Purpose in learning English

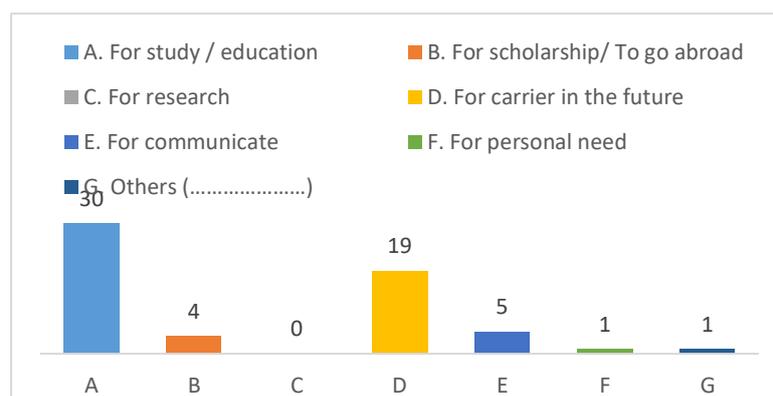The data of students' main purpose in learning English could be seen in the following figure.

Figure 1. Students' main purpose in learning English

The figure above shows that 30 students' main purpose in learning English are for study/education, 19 students' main purpose in learning English are carrier in the future, 5 students' main purpose in learning English are for communicate, 4 students' main purpose in learning English are for scholarship/go abroad, the rest of students were chose learning English for personal need and others. The most answer could be connected to the students' background that learning English For Specific Purposes will help them to prepare their future job/ carrier.

2. The needs of language proficiency included language skills

The data of students' needs of language proficiency included language skills could be seen in the following figure.
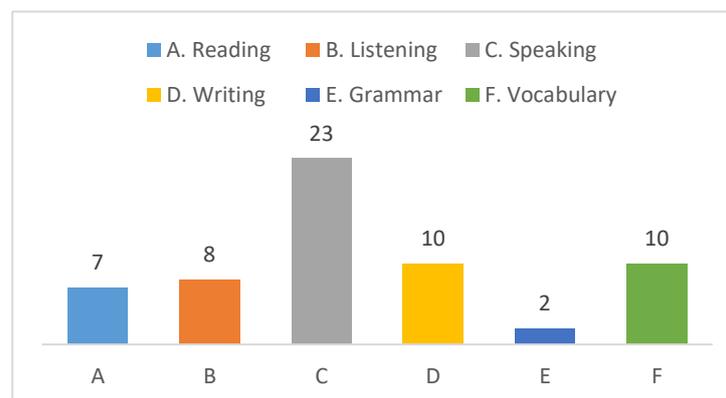

Figure 2. Students' needs of language proficiency

The figure above shows that 23 students' needs of language proficiency skill are speaking, followed by writing skill and vocabulary mastery. Next, 8 students choose listening skill, 7 students choose reading skill and 2 students choose grammar skill as their needs of language proficiency. This finding is in line with Pradana (2021) who found that speaking and listening skill and vocabulary mastery are the most needed language proficiency components in teaching ESP. In addition, Ahmed (2017) found that the receptive skills (i.e., reading and listening) are mostly focused in teaching English for Engineer students in Pakistan whereas the speaking skills are needed more than others.

3. The needs of the reading sub-skills

The data of students' needs of the reading sub-skills could be seen in the following figure.
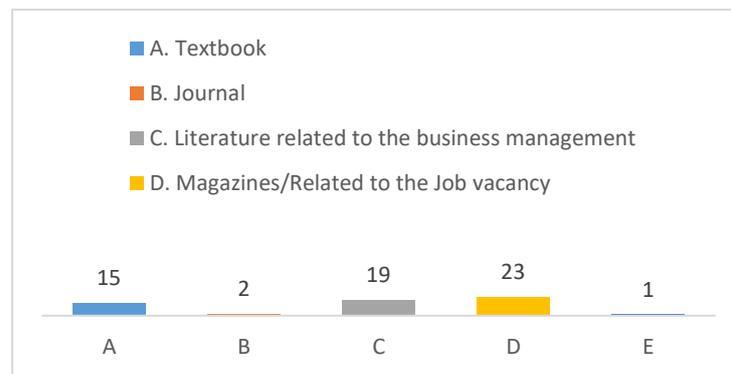
Figure 3. Students' needs of the reading sub-skills

The figure above shows that 23 students' needs of the reading sub-skills are magazines/ related to the job vacancy. The next of students' needs of the reading sub-skills are about literature related to the business management, then followed by English textbook, journals and others materials.

4. The needs of the listening sub-skills

The data of students' needs of the listening sub-skills could be seen in the following figure.
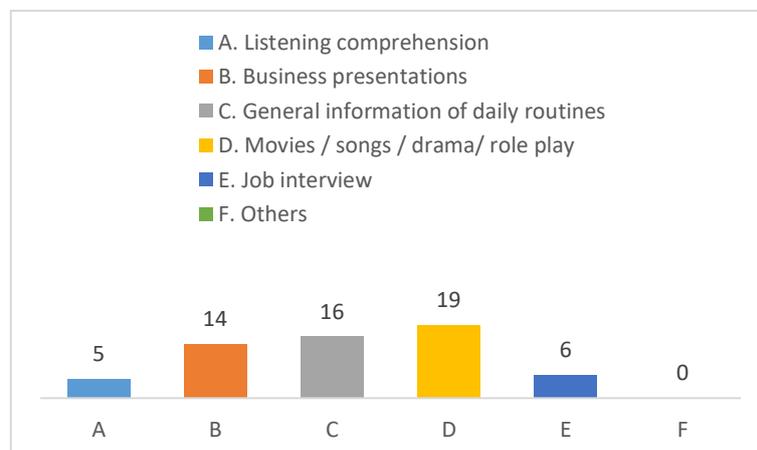

Figure 4. Students' needs of the listening sub-skills

The figure above shows that 19 students' needs of the listening sub-skills are listening to the movies/songs/drama/role play, 16 students choose material about general information of daily routine , 14 students choose business presentation as listening material, 6 students choose job interview for listening material and 5 students choose general listening comprehension to be learner.

5. The needs of the speaking sub-skills

The data of students' needs of the speaking sub-skills could be seen in the following figure.
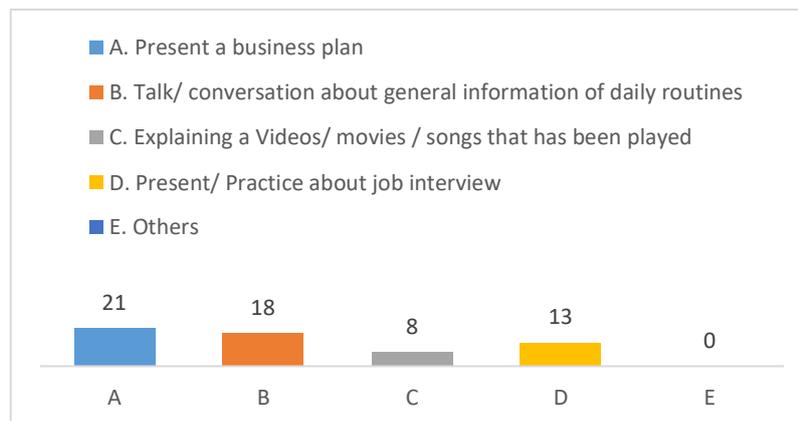
Figure 5. Students' needs of the speaking sub-skills

The figure above shows that 21 students' needs of the speaking sub-skills material are present a business plan, 18 students choose material about talk /conversation about general information of daily routines , 13 students choose material about present/practice about job interview and 8 students chose material about explaining a videos/movies/songs that has been played.

6. The needs of the writing sub-skills

The data of students' needs of the writing sub-skills could be seen in the following figure.
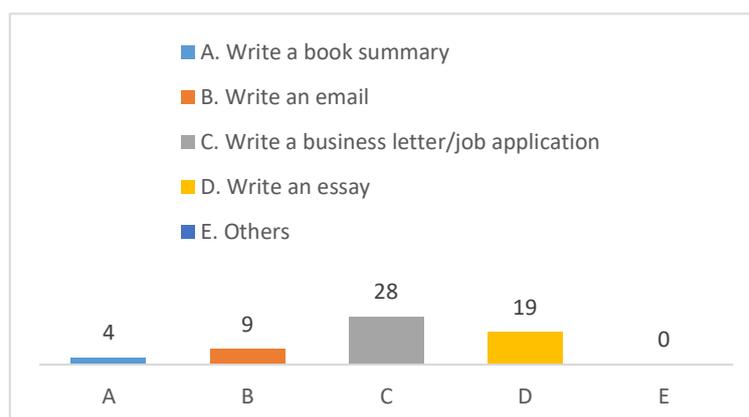

Figure 6. Students' needs of the writing sub-skills

The figure above shows that 28 students' needs of the writing sub-skills material are writing about a business letter/ job application letter, 19 students choose material about writing essay, 9 students choose material about writing email and 4 students chose material about writing a book summary. Write a business letter/ job application already include in curriculum for Business Management students in the level of English for Business Practice 1 and English

for Business Practice 2. It means that the curriculum that has been made by the department is already meet the students need.

7. The needs of the grammar knowledge

The data of students' needs of the grammar knowledge could be seen in the following figure.
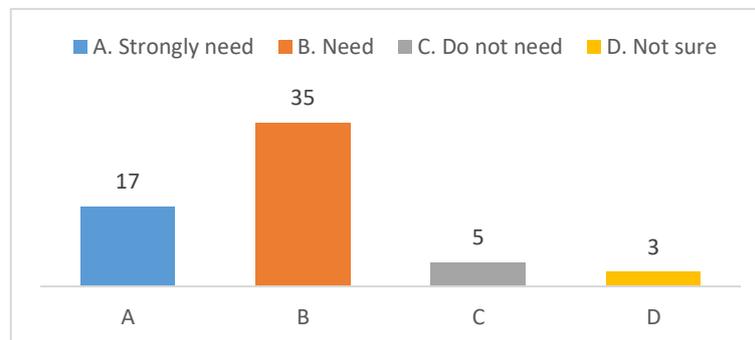

Figure 7. Students' needs of the grammar knowledge

The figure above shows that 35 students choose they need grammar knowledge, 17 students choose strongly need grammar knowledge and the rest of students choose do not need and not sure about the needs of the grammar knowledge in teaching learning process. In language learning, grammar has a power in combining words to make particular meaning (Yunita, 2016). It means that, learner will hard to speak or write without constructing the words. The grammar in the curriculum are present in each topic, in the other word the lecturer must be teach grammar knowledge in line with existing material.

8. The needs of the vocabulary mastery

The data of students' needs of the vocabulary mastery could be seen in the following figure.
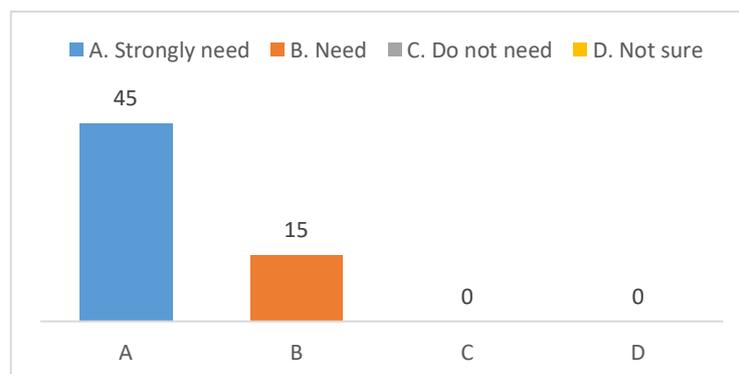

Figure 8. Students' needs of the vocabulary mastery

The figure above shows that the vocabulary mastery is strongly needed by the students. Based on the data from interview, the lack of vocabulary mastery is the reason of their performance in speaking and writing are low. In line with Nation (2006) which said that language learners are need to have up to 7.000 words vocabulary for speaking skill and up to 9.000 words vocabulary for writing skill in order to perform English without any tools. Furthermore, Jitpanich et al (2022) found that business administration students and graduates have problem in grammar and vocabulary. In conclusion, teaching vocabulary should be taken the main part in teaching English in the class.

9. Kind of English activities

The data of students' wants of the English activities could be seen in the following figure.
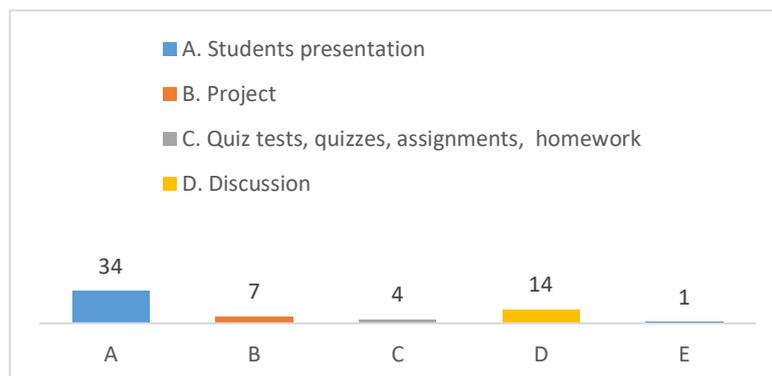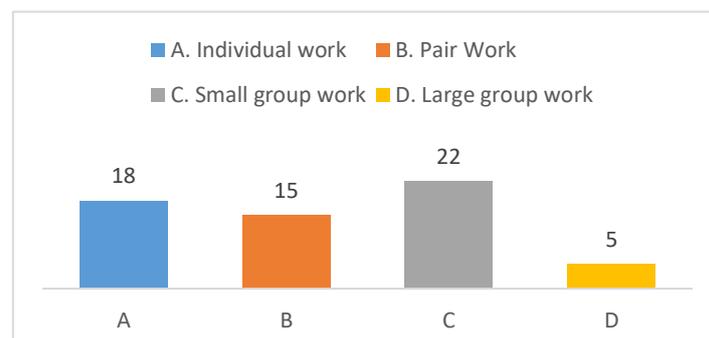

Figure 9. Students' wants of the English activities

The data above shows that student presentation is kind of English activities needed by the students, followed by discussion that choose by 14 students. The others students choose project and quiz as their want as English activities. Students reason who choose A is because presentation will increase their motivation and avoid in getting boring. The students said that presentation can increase their confident to speak in the class and in the other big forum.

10. English class activities analysis

Figure 10. Students' wants of the English class activities

The data above shows the students want in class activities. 22 students choose small group work, 18 students choose individual work, 15 students choose pair work and 5 students chose large group work. It is because they feel free when speaking English with their friends without any feeling anxious and of course it will improve their speaking skills. Supported by Brown (2001) which stated that the efficient activity in language classrooms is group work. In group work, the students have much time and opportunities to practice their English. This

CONCLUSION

This research can be concluded that the main purpose of students in learning English is for study which means that they are well prepared to finish soon. Next is speaking is skill must be emphasized than other skills. The English material in listening, speaking, reading, writing, including grammar and vocabulary needed by the students are related to job vacancy that will be faced by the students after finishing their study. And the last is group work is the most activities needed by the students. This result can be useful for teaching English in Business Management students. However this result is limited to the particular department that is Business Management Study Program at Politeknik Negeri Manado. Different field, situation and the subject of the research may have different results. It is suggested that further research related to the needs analysis in the other situations should be continued.

REFERENCES

Ahmed Alsamadani, Hashem. (2017). Needs Analysis in ESP Context: Saudi Engineering Students as a Case Study. *Advances in Language and Literary Studies*, 8(6), 58-68.

Basturkmen, H. (2010). *Developing courses in English for Specific Purposes.* Palgrave Macmillan.

Brown, H. D. (2001). T*eaching by principles: An interactive approach to language pedagogy*. Addison Wesley Longman.

Dudley-Evans, T. & St John, M. (1998). *Developments in English for Specific Purposes: A Multi- Disciplinary Approach*. Cambridge: Cambridge University Press.

Garcia-Ponce, E. E. (2020). Needs analysis to enhance English language proficiency at a Mexican university. *Profile: Issues in Teachers' Professional Development*, 22(2), 145–162. https://doi.org/10.15446/profile.v22n2.82247.

Hutchinson, T. & Waters, A. (1993). *English for Specific Purposes*. Cambridge: Cambridge University Press.

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-Centred Approach*. Cambridge: Cambridge University Press.

Jitpanich, T., Leong, L.M., & Ismail, S.A.M.M. (2022). Assessing the English writing needs of undergraduate business administration students for ESP writing course development: A case study in Thailand. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 104-128.

Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? How much vocabulary?. *Canadian Modern Language Review*, 63(1), 59–82. https://doi.org/10.3138/cmlr.63.1.59.

Pradana, A., Yunita, W., Diani, I. (2022). What do nursing students need in learning English?. *JOALL (Journal of Applied Linguistics and Literature)*, 7(2), 320-343. https://doi.org/10.33369/joall.v7i2.14819.

Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Sugiyono. (2010). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

West, R. (1994). Needs Analysis in Language Teaching. *Language Teaching*, 27(1), 1–19. https://doi.org/10.1017/S0261444800007527.

Yunita, W. (2016). Best practice in teaching English grammar to university students: Deductive, inductive, or combination of both ?. *Proceedings of the Fourth International Seminar On English Language and Teaching (ISELT4)*, 435–443.