

## ENGLISH LEARNING NEEDS FOR THE MANAGEMENT DEPARTMENT

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**Abstract:** *The process of using ESP (English for Specific Purposes) to learn English in universities usually does not achieve the best results. One of the contributing factors is the lack of learning programs that are not related to the scientific field they are engaged in. Therefore, it is necessary to formulate a study plan, first analyzing the needs of students to learn English with specific objectives. Therefore, this study aims to find and describe the needs of ESP English learners. This must be done so that the learning of English received is by the scientific field he masters and the field of work he will be involved in. This study used the descriptive qualitative method. The purpose of this study was to determine the need for learning English for the Management study program. The data collection technique used is a questionnaire survey. The data obtained are then classified to identify and describe the needs of students to learn English. The results of this study will be used as a reference for further research, namely syllabus planning and development of ESP English books or teaching materials.*

**Keywords:** *Needs Analysis, English, Learning, Management*

### INTRODUCTION

In Indonesia, English as a foreign language is essential in many parts of life. English functions as a communication tool in a variety of situations. As an international language, serves an essential function, primarily as a medium of oral and written

communication. In this day and age of globalization, English is the language of teaching in a variety of scientific fields. English is taught both formally and informally in Indonesia. Formally, all schools teach English as a compulsory subject from elementary school through junior high school or vocational school,

and English is a required subject at the higher education level. People learn English formally by enrolling in English classes. For the advancement of English teaching at the higher education level, the English learning model is not only used in conjunction with the General English learning model but is also used exclusively by needs in their respective fields by using the English learning model or English for Specific Purposes (ESP).

At the tertiary level, English has become a compulsory and important subject and has become a general subject that must be taken by students. It is undeniable that English can also equip students with additional skills to face the world of work, especially in the Asian Economic Community. The increasingly fierce job competition demands that every university graduate has more or more skills in their field. *Hard skills* and *soft skills* are areas that are needed. Proficiency in English is a difficult skill, and the ability to communicate in English can be a *soft skill* and an additional skill area for students. To find the right English language needs and enable students to

support their skills when entering the world of work in the future, it is important to conduct a proper English needs analysis. It is a challenge for teachers to teach English in non-English learning projects because, in terms of material, the content taught must meet the objectives of the learning project. The material taught not only focuses on the language itself, but also on the way English is used in the world or the field.

English for Specific Purposes (ESP) is one of the fields of applied linguistics, is one of the fields of applied linguistics developed among academics who are dedicated to the teaching and use of English following the needs of scientific and professional fields that use English. Economics, law, agriculture, and medical fields. Engineering or other fields. According to (Basturkmen, 2010), ESP focuses on when, where, and why learners need the language either for study or workplace context. Decisions about what to teach, and sometimes how to teach. At the same time, the essence of ESP is based on the conceptual design and development of demand analysis. The ESP teacher needs to learn how to

design courses in a conceptual area that one has not mastered and developed the ability to analyze and describe specific texts. (Hyland, 2007) ESP draws its strength from an eclectic theoretical foundation and a commitment to research-based language education which seeks to reveal the constraints of social contexts on language use and the ways learners can gain control over these. In other words, this concept aims to connect the needs of students in academic and professional fields.

The process of using ESP (English for Specific Purposes) to learn English in college usually does not achieve the best results. One of the contributing factors is the lack of learning programs that are not related to the scientific field they are engaged in. (Saragih, 2014) in the research also mentions that majority of the problem comes from the lecturers who did not have the curriculum for teaching ESP. As a consequence, they had to find out the sources from available books which mostly contain general and academic English. To adapt with the objectives of the ESP instructions, sometimes they found out material from medical sites

from internet. (Rasyimah et al., 2018) in the research also revealed that the implementation of ESP is mostly not complete ESP course even though English is taught specifically for the specific department. The teacher in the research implements a course combined mostly with General English and ESP contents. ESP contents are usually given in forms of texts and vocabulary enrichment. This causes students dissatisfaction for joining the ESP course. As mention by (Aliakbari & Boghayeri, 2014) ESP courses are usually designed to serve stakeholders with different learning goals, and aim to train students to use English in a specific discipline or context. Yet, in practice, due to participants' dissatisfaction with their abilities, these courses are often criticized for not fully serving their purposes. For this reason, it is necessary to develop a study plan that begins with an analysis of students' English needs for certain learning purposes.

Students in Management Department of University of Muhammadiyah Pringsewu have to take English course in their fourth semester. In one semester, the provision of

material tends to be more directed at the discretion of the English teacher. So it is not uncommon for the selection of material for teaching materials to be more general (General English), not following the field of science being studied. Consequently, the motivation to learn English for Management students is reduced, on average they consider English courses as complementary because they do not support the development of their interests or scientific fields. In response to those problems, there is necessary to analyze the needs of learning English according to the needs and interests of students and the scientific field in which they are currently involved.

## RESEARCH METHOD

The research method is based on descriptive methods and refers to qualitative methods. On this basis, this research will use:

1. Collecting data obtained from a questionnaire given to Management students regarding the students' need to learn English.
2. Determine the need to learn English at ESP from these data

3. Categorize (group) the data in the questionnaire results.

This research was conducted in the Department of Management, the data used are;

1. Original data, namely data extracted from the results of questionnaires in the form of questionnaires and interviews. These data will later be used as a reference to determine whether or not learning English is needed in management courses with the ESP concept.
2. Secondary data are documents in the form of existing theories, journals, reference books, and other sources of information related to or related to this research.

The subjects of this study were 97 students of the Department of Management, Muhammadiyah University of Pringsewu. The research tool for data collection is a questionnaire or questionnaire in the form of a Google form considering that currently, Pringsewu is still in the red zone. When collecting data, the researcher will distribute a questionnaire about the need to learn English in the Management department.

The assessment does not only cover the four basic language skills, namely listening, speaking, reading, and writing.

The data analysis technique in this study was divided into two stages. The first stage is the demand scale analysis stage. Data analysis uses the introduction and classification of data techniques according to the needs of students. The introduction stage is the stage where scores are generated on the scale.

After the scores appear, the information is averaged in the form of numbers, then sorted by category on a scale. The next data technology is the data description stage which has been classified. Then, the data is explained further with explanations. The final step is concluding.

## **FINDING AND DISCUSSION**

The collection of student data was carried out in July 2021 after students took English courses. This needs analysis uses a scaled questionnaire covering language skills. The language skills included in the questionnaire are listening, speaking, writing, and

reading. The following is an analysis of student questionnaires based on the skills they need to have in learning English.

### ***Analysis of the need for listening skills (Listening English Instruction)***

The following is an explanation of the importance of using listening skills. Need to learn how to listen comprehensively to my superior's instructions in English. Scores on a scale based on student perceptions are 4.3 points including a high level of need or the sense that it is important to learn. The need for listening skills in listening to lectures and discussions in meetings, seminars, or conferences has 4.3 points and is included in the important category. In brief, as an English lecturer for the Management program, the listening material based on students' needs is about:

1. The material that encourages the students to learn about how to listen and comprehend the English office instruction, especially the instruction forms superior in the office.
2. The material that encourages the students to listen and comprehend the presentation and discussion in a

meeting where English is the language for communication.

The finding also support related research conducted by (Bidabadi & Yamat, 2011) lecturers should make their students aware of using listening strategies. More importantly, lecturers should encourage their students of different listening proficiency levels to utilize listening strategies which are essential in their learning process in general and listening process in particular to develop their listening skills while learning a new language. It is also the lecturers' role to provide learners with the use of listening strategies in their teaching. The students need to be trained how to use specific strategies to improve their listening skills. Listening skills for management students should use the strategies of simulation by listening to the presenter who is doing presentation in discussion in meetings, seminars, or conferences.

#### ***Analysis of the need for speaking skills (Speaking English Instruction)***

The speaking ability is also one of the important skills for Management students because it can add value when they are working in an office The

following is the result of the need analysis on the importance of speaking skills. Due to the need for English, especially when giving oral presentations, the item gets a score of 4.3 which is an important category. Speak skills in delivering material on business projects rates ed 4.3 and are an important learning requirement for Management students. The skill to carry out professional conversations is a demand in the world of work so Management students place a high need, namely 4.3 points to study it in English courses. Being a student must be active in every scientific activity, it is appropriate for students to be able to participate and convey ideas orally in seminars that use English as the language of communication so that this point occupies a high point, namely 4.11. In the scientific field, students feel that it is very important, point 4.11, to learn English about how to give opinions, ask for clarification and let the discussion run smoothly. Management students are students whose literacy is closely related to diagrams, curves, and histograms in economics. The ability to know and convey information in the

form of diagrams occupies a high point of 4.15 to be studied. A point of 4.4 is close to a very high point for learning English in conducting interviews in English. In carrying out daily conversations about daily tasks it is necessary to learn and get a high point of 4.16. As for the ability to talk about everyday life, it occupies 4.0 points or high to be learned. In brief, as an English lecturer for the Management program, the speaking material based on students' needs is about:

1. The simulation of seminars or business forums in order the students can play the simulation as speakers in presenting the material in front of the audience. It is believed that the simulation can persuade the students to deliver or share the ideas for the business project.
2. The material that forces the students to have conversations formally and informally with their classmates.

The finding support the result of research conducted by (Ashraf Rizvi, 2005) that mentions as involving students in meaningful classroom experiences through peer response promotes classroom motivation, we

found that our students evaluating the oral performance of their classmates were genuinely interested in communicating their response and comments clearly because they wanted to provide useful feedback. Likewise, the oral presenters eagerly received the peer comments because they wanted to do better on their next assignments and genuinely felt that the comments would highlight their problems and they would be able to improve their performance. In teaching English speaking for management students, it is needed to give them chance in the form of simulation of seminars or business forums presenting and carrying out professional conversations is a demand in the world of work.

#### ***Needs analysis on reading skills (Reading English Instruction)***

The next expected skill is reading skills. In terms of reading skills, the researcher refined these skills into several more specific skills. The skill is necessary to be able to read science books in English or texts. The scale has a score of 4.1 which means it is included in the important category. The next reading skill needed by students is the

ability to read textbooks/articles. The scale score is 4.17, which is an important category. The next reading skill is the ability to read professional texts, such as rules of practice, and contracts. The value for this skill is 4.16 points which means it is important. The next expected English reading skill is to read commands written in English. The scale has a score of 4.25 which is included in the important category.

The next expected English reading skill is English reading practice or test questions. The score on the scale is 4.38 belongs to the important category. The next English reading skill is the ability to read summaries of works written in English. This scale has a total score of 4.21 points and contains major categories. Students' requirements for reading ability or skills can be found in the reading skills of English-language magazines or publications. This skill is very important because the scale score indicates that the number 4.17 belongs to the very important category. The next English reading skill that students need is the ability to read English manuals. The scale score indicates that the number 4.24 is included in the important

category. According to students' perceptions, the next reading skill needed by business students is the ability to read English from Internet sources. This skill score is very important because it has 4.24 points which is a very important category. Currently, learning resources from interns are very much needed, and knowledge is given to as many as people, therefore online reading resources are very much needed for skills needs, which are 4.37 points.

The next skill is the ability to read English office documents. This skill has a score of 4.08 and is included in the high category. The next required skill is the ability to read English symbols. The score of these skills based on the scale is 4.23 which is included in the important category. The next skill needed by students is the skill of guessing unknown words in a text. It got a score of 4.09 on the scale which means it is in an important category. The ability to read English text quickly to get the main idea of a text is also needed. The skill score on the scale is 4.14 which is included in the important category. The next skill that is expected



is the ability to read and understand the structure of the text in English. The score of the scale for these skills is 4.31 which is included in the important category. The ability to read advertisements in English is also required by management students. The score on the scale is 3 which is considered quite important. The average score for reading skills is 4.19 and is in an important category. In brief, as an English lecturer for the Management program, the reading material-based students' need is about:

1. The material that encourages the students in reading is related to their disciplines, the scientific article, the expert files, the thesis about management, guidebook, internet sources, office document, Economics symbols and formulas, and advertisements
2. The material that forces the students to read intensively about the content of the text.

The results proved the result of research from (Sari & Atmanegara, 2018) , the reading material should be enjoyable and interesting for students. The aim is to enhance their success for

academic purposes and particular career. Thus, materials in content courses that trained people for a job and materials used in a job, such as business letters, instructions, telephone conversations.

#### ***Analysis of needs for writing skills (Writing English Instruction)***

Writing ability is a production skill, as well as speaking ability. Since this skill belongs to the production skill, it is very important to master it. Below is a table of needs scale scores on the importance of writing skills. The ability to write is one of the skills that must be possessed to truly master a language. Writing skills here will be converted into several more specific sub-skills.

Being able to write proposals or project designs is very necessary for students who are interested in this skill score is 4.04 which is included in the important category. The next required skill is writing a literature review of the project research plan. This skill has a score of 4.08 which is an important category. Writing a report or project bibliography is also a skill required by students, the score for this skill is 3.93 which means it is quite important. The

next skill is writing articles. This skill has a score of 3.95 on the scale, which means it is included in the category of moderate importance. The next writing skill that a student must have is the English research assignment skill. The scale score is 4.10, which is an important category. The next writing skill is being able to write formal definitions of technical terms and expressions. The skill has a score of 3.95 which means it is included in the important category. The next writing skill that must be possessed by business economics students is the ability to write a cover letter in English. This skill requires points and a score of 4.41 on the scale.

The next skill is the ability to write from recordings. This skill gets a score of 3.94 and is included in the quite important category. The next writing skill that is worth waiting for is the ability to write summaries in English. Abstract writing in English got a fairly high score, points, 4.21 points, including in the important category. The next writing technique is the writing technique a business letter. This skill is very important, it can be seen from the

score of 4.34 that it is included in the important category. The next writing skill is the ability to use English to write letters and communicate via email. The following skills have a score of 4.10 which means it is important. The next desired writing technique is the technique of filling out the application form in English. This skill has a score of 4.14 which is included in the important category. The average of writing, in generalness, is 4.10 which is included in the important category.

The average score for reading skills is 4.19 and is in an important category. In brief, as an English lecturer for the Management program, the writing material based on students' needs is about:

1. The material that encourages the students to write the proposal about project design, so the student can learn how to use writing techniques including writing references, summary, operational definitions, etc.
2. The material about writing a job application, from this material the students can also learn about how to write and correspondence through e-

mail, fulfilling the form, and write a business letter.

The findings also related to the findings from research conducted by (Chandra Sekhar Rao, 2019) who states that the learners' essential needs in Business English for listening and speaking skills are telephoning, socializing, giving presentations, taking part in meetings, negotiating and so on, and for the needs in reading and writing are corresponding and report writing.

English taught in universities must be appropriate and by learning objectives, and can help students and prepare them for the world of work. Depending on the objectives of each curriculum, the application of English in learning will be different in each curriculum. Therefore, the use of English for certain purposes requires in-depth investigation. According to (Saragih, 2014), designing teaching material is the process of selecting, adapting and evaluating of teaching based on specific terms of reference. Need Analysis is very important before designing teaching materials for English for Specific Purpose. For example, in an English course in a managerial

economics learning project, then the specific objectives of English in a learning project must be related to the field of management economics, in addition to supporting students to study, but also equipping the world of work. (Rasyimah et al., 2018)

The importance of designing ESP course aims to make the language specifically taught fulfill the language needed in the field to be studied by the learners. Therefore, implementation of ESP is crucial in order to equip students with appropriate language skill. Nevertheless, the implementation may present challenges for the teachers as designing ESP courses require profound research and significant amount of time. (Pranoto & Suprayogi, 2020) also states that needs analysis identifies the learners' characteristics and skills in general; include weaknesses and strengths that are based on the academic context specifically. It is in accordance with the objective of ESP, that English skill is better if suited accurately with the learner's core capabilities.

In brief, needs analysis is a term in English language teaching which means examining what students know,

and what they need to know, and also ensuring that language learning will contain things that are relevant to the learner. The main purpose of conducting a need analysis is, to obtain information that, when acted upon, makes teaching better. Needs Analysis is very useful for determining learning objectives which will later be used to develop materials, activities, and tests. Conducting Needs Analysis on students, making teaching materials easier to adapt, develop, and use. By knowing the needs of students, teachers will find it easier to choose, adapt, and develop teaching materials that suit the needs of students, so that learning objectives will be easier to understand.

Important notes in understanding Needs Analysis are; First, needs analysis is a series of deep and systematic thinking processes to make decisions. Second, the need is the gap between the desired ideal goal and the resulting reality. Related to learning planning at the Management Program needs analysis has a very important role. Because as a lesson, English for management students certainly has goals to be achieved as competencies

that must be possessed by students both the goals of cognitive aspects, psychomotor aspects, especially effective aspects. In this regard, the function of needs analysis in learning according to (Simion Minodora Otila, 2020) the results of the needs analysis help us as teachers to identify the students' prospective professional needs, the students' needs in terms of language skills and the students' deficiencies in the area of language skills. Only after analyzing the students' needs and determining the objectives of the language course, we can select a material that meets the needs of the students. Thus, needs analysis is the foundation on which we can develop curriculum content, teaching materials and methods that can lead to increasing the learners' motivation and success.

## **CONCLUSION**

From the analysis above, it can be concluded that all skills in English are important to master. The material that can be arranged or planned in teaching English for students of the Management Program is well described in table 1:

Table 1: The Result of Need Analysis

No.	English Skill	The Student's English Material Need
	Listening	<ol style="list-style-type: none"> <li>1. The material that encourages the students to learn about how to listen and comprehend the English office instruction, especially the instruction forms superior in the office.</li> <li>2. The material that encourages the students to listen and comprehend the presentation and discussion in a normal meeting was English as the language for communication.</li> </ol>
	Speaking	<ol style="list-style-type: none"> <li>1. The simulation of seminars or business forums in order the students can play the simulation as speakers in presenting the material in front of the AUD. It is believed that the simulation can persuade the students to deliver or share the idea for the other project.</li> <li>2. The material that forces the students' conversations formally and informally with their classmates.</li> </ol>
	Reading	<ol style="list-style-type: none"> <li>1. The material that encourages the students in reading and comprehend-related little disciplines, the scientific article, the expert files, the thesis about management, guidebook, internet sources, office document, Economics symbols, formulas, and formula advertisements.</li> <li>2. The material that forces the students to read intensively about the content of the text.</li> </ol>
	Writing	<ol style="list-style-type: none"> <li>1. The material that encourages the students to write the proposal about project design, so the student can learn how to use writing techniques including writing references, summary, operational definitions, etc.</li> <li>2. The material about writing a job application, from this material the students can also learn about how to write and</li> </ol>

correspondence through e-mail, fulfilling the form, and write a business letter.

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