

A Need Analysis for Curriculum Design of Business English Class in Batam International University

Destrin*, Leil Badrah Zaki
Batam International University
mokdestrin@hotmail.com

***Abstract.** The increasing of foreign companies and technologies nowadays, makes many people work in this technology development which must use technologies on their business so that they can connect to other countries to have a partnership in business, that make the people who want to find a job or running a business must have the requirement of English proficiency and ESP must be learned to make the learners easily understand what they want to learn and what they lack in English. This study will be helpful for designing the ESP course to the students based on the needs analysis that filled from the students regarding the students' English score data and skills knowledge that related to the business English.*

Keywords: *ESP, General English (GE), Needs Analysis*

A. BACKGROUND

The development of technology in Indonesia creates many foreign companies that run in Indonesia so that various businesses are also built with many new ideas and innovations from the younger generation, but unfortunately, in Indonesia, the younger generation or learners are still lacking in English. English is very important to learn because it is an international language and very often to be used, especially at work or business fields. Therefore, ESP, an approach to teaching English for career requirement's, plays a significant role to learn. ESP is different from GE (General English). According to Dudley-Evans and St. John (1998), ESP is designed to meet the specific needs of students or learners. Besides GE (General English) learning about the basics of grammar and also for covered all skills. Learning about ESP for business most effective than General English because in business, ESP is used for increasing communication, negotiation, or other skills to improve their work performance based on what the learners needs.

Nowadays, the currents trend is a technology used for business tools that can help customers to buy or find their needs. Some big companies use websites or social media for promoting and sell their brands so that they can gather more customers from foreign

countries too, also as the seller, they need to be fluent in English to reply to customers on their website or social media. As in Indonesia, learners still lack in speaking, reading, writing, and listening skills. Moreover, this study discusses of how students or learners can become proficient in these four skills. This study aims to investigate the ESP targets that will enter the work environment in the future. “Necessities” are the type of needs determined by the demands of the target situation; that is, what the students or learners have to learn from the curriculum in order to meet the job requirement and to function effectively in the target situation (Hutchinson & Waters, 1987).

Needs could involve what learners know, do not know or want to know, and can be collected and analyzed in a variety of ways. (Hyland, 2006) based on this motivation, needs analysis is the key to conducting this research and followed by an integrated, efficient ESP curriculum design. Hutchinson and Waters divide needs into target needs and learning needs. Target needs means to know which the learner lacks, needs, and wants; otherwise learning needs means the learners process in learning ESP for business. Kuo (2016: 51-52) stated that ESP is important for prospect employees’ verbal ability to make a strong first impression or achieve success in their works. It is also important for recruiters to tend to require English proficiency certificate to evaluate English applicant level, the most recognized ESP certificate is TOEIC. Moreover, ESP writing abilities also should be reinforced. In addition, This study will explain how important to learn about ESP for business in work circles and analyze ESP skills that learners need in the workplace.

B. RESEARCH METHODS

In this study, based on the previous study, there are a few steps followed.

First, 40 students of UIB Management department were requested to fill in the questionnaire. The requested students are in their 1st and 2nd year that had already taken English I and II in their 1st and 2nd semester.

Second, the interview was accomplished to those students for confirming the data from the questionnaire that did not match well with other answers. There were more than 5 students were asked for an interview. Also, there had 4 English teachers that joined the interview about how good the students in English class and more than 5 alumni from UIB Management Department had joined the interview about learning English topic. The use of the questionnaire & interview will make it is clear and easy to understand.

Last, in analyzing the data that had been collected, resending graphs and tables is helpful to explain the results of the study from the chart and table is shown that the majority answer given by the participant of this study.

C. FINDING & DISCUSSION

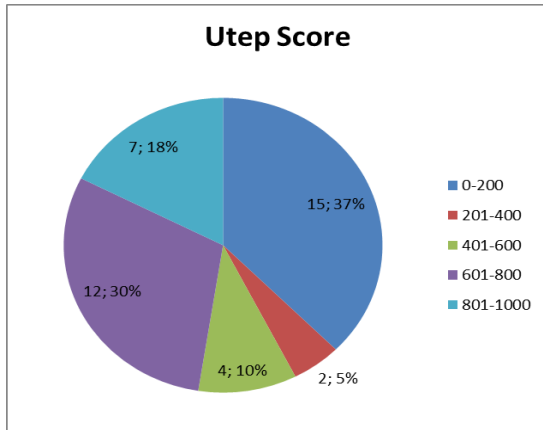
Present Situation Analysis (PSA)

Present Situation Analysis refers to identify students learning experience, source of information about students

Age	Frequency	Percentage
18	1	2.50%
19	15	37.50%
20	15	37.50%
21-30	9	22.50%
other	0	0.00%
	40	100.00%
Sex		
Female	20	50.00%
Male	20	50.00%
	40	100.00%
Nationality		
Indonesia	40	100%

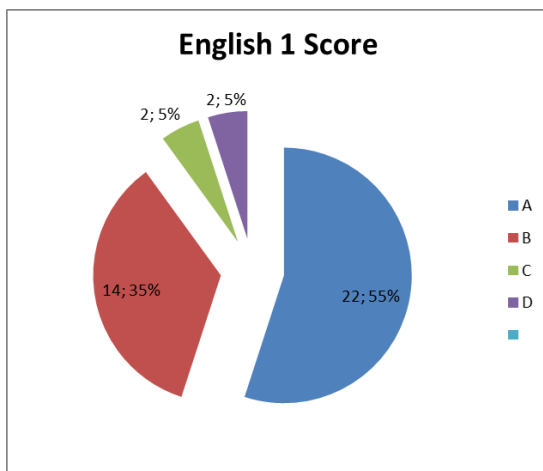
Table 1. Students Background

Based on gathering the data from the questionnaire, the students who filled in the questionnaire consist of the age ranging from 18-30. Most of the students are 19 & 20 years old. The questionnaire was mostly filled by about 50% of male which are 20 of them and 50% of female which are 20 of them. For nationality, all of them are from Indonesia. About 45%, 18 students have learned English for more than 10 years, 35%, 14 students have learned English for about 3-7 years, and 20%, 8 students have learned English for 1-2 years.



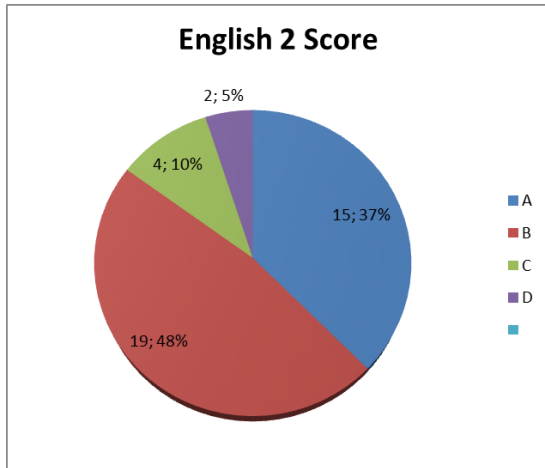
Pie Chart 1. Student Utep Score

Based on the data in the Pie Chart above, the utep score of students got from range 0-200 had 38% which had 15 students, then the students who got a score from range 201-400 had 5% which had 2 students, from range 401-600 had 10% which had 4 students, from range 601-800 had 30% which had 12 students, and range from 801-1000 had 18% which had 7 students.



Pie Chart 2. Student English 1 Score

After got the data from students that filled the questionnaire based on the pie chart in the pie chart 2 said that about 22 students (55%) got A for their English Score 1, then 14 students (35%) got B for their English Score 1, also 2 students (5%) got C for their English Score 1, the last 2 students (5%) got D for English Score 1. Between English Scores 1 and 2, the students who got a decreased 7 students so total 15 students who got A in English 1 and 2. Then the students who got B in English Score 2 got increased 19 students, based in the pie chart below.



Pie Chart 3. Student English 2 Score

There is more questions about PSA (Present Situation Analysis) such as which students like the most when it comes to English? Most of the students' answer is Reading, which is the students' like is reading a book like Novel, Comics, Magazine, or Stories Book. Besides of reading, the most chosen also Writing, which means the students like to write what on their mind to book and then writing also can make them got more broaden knowledge. The students that filled in the questionnaire, some of them have been asked about why they choose reading rather that Writing, Listening, and Speaking based on their answer, reading can be easier to get some new vocabulary to learn, and because of that, they can know about the meaning of the hard vocabulary based on the book they read.

Learning Situation Analysis (LSA)

Learning Situation Analysis to know about the students learning process and the factor of what the learners get from learning.

Interested to speak english with foreign people		
	Student	Percentage
Yes	31	77.50%
No	6	15.00%
Neutral	3	0.075
Total	40	100.00%

Table 2. Students LSA

Based on the data above, many of the students answering the question about are they interested in speaking English with foreigners? Moreover, the most of them answering yes, then to know about why they answer yes, a few of them have been asked to explain why they answer yes. According to their answer, it is because talking to foreigners can make them more understand even they had some unfamiliar words when talking with foreigners. Then, students that answer no for the question also have been asked about why they answer no, the answer was they are being shy and not confident to speak with foreigners and afraid if they speak and got wrong pronunciation while talking to foreigners. Moreover, the question about what is the best way for them to study for a test? Most of them answer read the book or their note and review pictures or charts, also a few of them answer have someone ask them a question so that they can answer it out loud. Next, the question about have they used English in the work office, based on their answer some of them have used it in writing, then some of them have used it in speaking, they also did not use English in their work office. Then, the question about do their work always have been involved in using English to send emails? The most answer was no, and when being interviewed, they said that they did not email to foreign customers, but local customers and a few of them have used English while email to the customers because their customers sometimes are foreigners. The question about why they are learning English? The most answer to them was because English is an international language that very important to learn and get more knowledge when learning it also can make better communication in traveling to a foreign country which can know about their cultures when going there. Then, a question about what is the best way for them to learn about how something works (like a computer or video game)? The most answer was read about it or listen to it when someone explaining, based on their interview, it is because it is more comfortable to ask if they have someone to explain it to them so if they do not understand, they can ask someone who explaining to them. Moreover, the second most answer was figured it themselves, based on the interview they said if their figure it themselves they can learn more about it, so it can be helpful to them to know more about unfamiliar vocabulary.

Target Situation Analysis (TSA)

Target Situation Analysis (TSA) is to know about the results after the process of learning English.

The alumni of UIB students Management major also filled in the questionnaire that has been given to them. The question is how much vocabulary they can memorize in a day? The answer is a few of them can memorize it in the range from 1 -10 in a day, the others in the range 11-25 in a day. The next question is, what the most difficult thing to learn in English? The most answer was Speaking and Listening, based on the data 45% of them had difficulty in communicating with foreigners with English and 45% of them sometimes had difficulty in communicating with foreigners with English, and 10% of them did not have any difficulty in communicating with foreigners with English. Do the other questions learn about grammar important? Most of their answer is yes, because if wrong grammar will have wrong meaning and a few of them also had an answer that learning grammar will just be limiting themselves. Therefore, in these findings also had some questions for lectures that teach the students in classes. The question is, how they make students master in English? The lecturer's answer is to introduce them to know many types of reading and have to read a lot, and when it comes to writing, the lectures asked them to write what they learned before so that they can be familiar with text before produce something. For listening and speaking the lectures makes the students speak without thinking about the pronunciation is wrong or right but to let it be so that they can speak with anyone with the right pronunciation. Furthermore, the lectures also asked them to watch videos or movies that can enhance their listening and speaking.

D. DISCUSSION

The findings of TSA (Target Situation Analysis) found the difficulties for alumni of UIB management major to speak with foreigners (45%) because they do not have the confidence to speak with foreigners also because their English speaking skills do not seem that fluent. Have skills in English is common the requirement to find a job because it will be easier for them to communicate with foreigners. Based on researcher Kuo speaking ability is the first impression in their works. Then the question about the importance of grammar the most answer was that grammar is very important to learn because if wrong grammar, then it will have wrong meaning. Also for the lectures that teach the English class said that to help the students master in English is introduced to them to read about many types of reading and when it comes to writing the lecturer asked them to write something they learned so that they are familiar with it. The findings of PSA (Present Situation Analysis) the students learn

about English more than 10 years had (35%), then in the pie chart 1 there is about students' score data of UTEP, pie chart 2 about student's score data of English 1 and pie chart 3 about students' score data of English 2. Then the question about what the students like the most in English, most the students choose reading, because the students like to read the novel, comics, magazines, and storybooks. The findings of LSA (Learning Situation Analysis) the students are interested in speaking English with foreigners because through that, students can know about unfamiliar vocabulary. Also, some students did not get interested in speaking with foreigners because they are shy and not confident with their pronunciation and vocabulary, as the researcher Kuo stated that speaking is the first impression in work and writing abilities should be reinforced. But in this study, the author also added 1 ability to learn based on those students needs which are listening, because based on the data listening also including to that hard skills to learn and that is why in designing ESP course need to learn something that not general and more using technologies in learning, that will make the students easier with the courses that surrounded with technologies. So those students can learn more than before because nowadays students more interesting learn with technology to help them do something.

E. CONCLUSION

Conclusion from this study:

The process of gathering the data about the needs of business English learners are considered and very important for designing Business English courses. Moreover, it gives the lecture the opportunity of helping the student to improve the skills they need in order to meet the requirements of the field that they work in. Because the students are very aware of the importance of English that in the companies, they want to have an opportunity to make themselves able to be competent, useful in the future. Based on the findings & discussion ESP is focused on teaching English skills based on the students' need from what the students want to know.

First, Based on PSA (Present Situation Analysis), it can be concluded that most students are in their 19 & 20 years old and they learn about English for more than 10 years. So that their UTEP Score was good, moreover their English 1 & 2 scores also quite well than their UTEP Score. The question about what the students like when it comes to English? The

students answered reading because it easier for them to find hard vocabulary and search for the meaning of it. Also they enjoyed reading novels, comics, and magazines.

Second, based on LSA (Learning Situation Analysis), it can conclude that the students still found that speaking with the foreigners was interesting. Another question being asked about doing their works always has been involved in using English to send an email? The most answer was no because they did not have to email foreign customers so that English was not involved much in their workplace. Then another question about why are they learning English? They answered that English is an international language, so it is beneficial for them to use English while they went traveling, speaking with foreigners, to add their knowledge for English. The last question about what is the best way for them to learn about how something works (like a computer or video games)? The most answer was read about it or listen to it when someone explaining, also based on their interview, that is because it is more comfortable to ask if they have someone to explain it to them, so if they do not understand can ask who explaining to them.

Last, based on TSA (Target Situation analysis), it can conclude the alumni still need to learn more about English, based on the question about the most challenging thing to learn in English? The most answer was Speaking and Listening because for them speaking to foreigners it is quite hard for alumni to do it. Though, for the listening, because the alumni sometimes did not catch any words of what the foreigners talked about. Furthermore, sometimes, the words had the same pronunciation, but different meanings that makes them more confused. The other questions are learned about grammar important? The answer had yes and no, yes because it is important to learn about it so that they did not give the wrong meaning in the sentences. No because grammar only limiting themselves in learning English.

Therefore, the ESP for Business is created for those needs to learn more or want to know more about English, especially for business classes. For making a design course for the ESP for a business major. This can be seen that for creating the design course for them need something that not general and exciting to learn so that they can enjoy and relax to

learn about English for business also use technologies while teaching the students are demand because it will help them much with using technologies in learning ESP.

F. REFERENCES

Chunling, Geng. 2014. Syllabus Design for Business English Based on Need Analysis. *Studies in Literature and Language. Volume 9* (Issue 2), pp.53- 56. Doi:10.3968/5633.

Kuo, Shiue mei. 2016. Target Needs Analysis of Tertiary-level English for Specific Purposes Curriculum Design from the Perspective of Taiwan's Business Community. *Journal of Applied Linguistics and Language Research. Volume 3* (Issue 1), pp. 36-53. ISSN (2376- 760X).

Liton, Hussain Ahmed. 2012. An Evaluation of the Effectiveness of ESP Course for Business Administration at Community College of Jazan University. *English for Specific Purposes World. Volume 12* (Issue 36). Pp. 1- 14. ISSN (1682- 3257).

Ibrahim, Amal M.a. 2015. Designing An ESP Course for Students of Business Jeddah University Elkamel Branch. *International Journal of English Language, Literature and Translation. Volume 2* (Issue 3), pp. 383- 389. ISSN (2395- 2628).

Rahman, Momtazur. 2015. English for Specific Purposes (ESP) : A Holistic Review. *Universal Journal of Educational Research. Volume 2* (Issue 1). Pp 24- 31. Doi: 10.13189.

Dudley-Evans, T & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learner-centered approach*. Cambridge: Cambridge University Press.