

STUDENTS' NEEDS ON ENGLISH LEARNING TEACHING (ELT) MATERIAL FOR ECONOMY AND BUSINESS DEPARTMENT

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ABSTRACT

This paper aims to find out the students' need of English Course for Economic and Business focused on the teaching and learning need. This study was carried out on the fifth semester students at Faculty of Economy and Business at Institut Agama Islam Nahdlatul Ulama (IAINU) Tuban. The researchers use questionnaire for collecting the data which focus on the students' needs on English Teaching and Learning. The data was calculated quantitatively and analyzed descriptively. The result reveals that (1) students' necessities based English for Economy and Business were for communication purposes related with their field and major in learning process and work need (2) the lacks were the abilities to listen; of language skill and understanding an explanation from lecturer by English language (3) students' wants in English Course were applying ESP approach at their major and faculty. While speaking and listening skills were the most needed skills for communicating. Those can be concluded that the lecturer and curriculum maker should consider each necessities, lacks and want in designing course material. Thus, the learning process can suitable to student needs and work needs.

Keywords: Need Analysis, ESP, Course Design, Economic and

BusinessINTRODUCTION

English is globally recognized as a global or international language. Most people realize that English as compulsory language because it used to communicate with people who used another language. In other word, English frequently is used to bridge one language to another. The concept of English as a global language open the door of the world through which people interact with each other (Basikin, 2018). Regarding to the globalization of English, It becomes important language in the world. English plays important role as media of communication around the world. It is proven through English becomes compulsory subject. The most reasons of the students learn English is not because they realize it or want to, but it is became their compulsory subject that have to be taken in the course. In other word, it has been regulated in their university. It is taught from elementary until university level. It also regarded as second language and foreign language in a lot countries around the world. In Indonesia, English is one of foreign languages which is taught in any level of education. Berns (1990) As cited in Sulistiyo and Jambi (2016, p. 4) define foreign language as a target language learnt in a country but not used as part of speech community. Thus, it seldom used in outside class because not used as a communication language, but his role in the class is essential

(Suryati, 2013).

Nowadays, the needs such as education, trade, economic, business and so on make English also needed to be mastered based on each purposes. According to Rohana (2018) English is an international language use to communicate in every field and international community aspects, communication process also involved some activities such as reading latter, account writing, speaking and listening. In globalization era has not been any limitation anymore in every aspect. according to Roswani siregar (*Strategi Penerjemahan Dokumen Kontrak*, 2017) The two basic characteristic of the globalization era are resolving both of place limitation and information centralization. The free market competition happened today that has urge every countries around the world to be competitiveness. Indonesia has human resources who get opportunities as well as challenges to can survive and compete in the fast-paced era of MEA (Zamroni, 2015). So that Indonesia human resource must be prepared to face the globalization of free market competition by learning English. Yana (2017) stated that English is used as an instrument to access global communication, education, and global marketplace. Because English proficiency is one of compulsory keys for global economic competition. The ability for communicating became the most important thing in MEA era (Kurniawan, 2015).

By looking these phenomenones, universities in Indonesia must be aware and give respond for preparing the students to be proficiencie in English. Thus, the student will be ready to face globalization era. In universty level, teaching English for specific major is called English Specific Purpose (ESP), English learning teaching (ELT) process on this context being suited according students' major in order pursue their learning goals. ESP is aimed mostly at professionals and aims to focus on language used in a specific environment (Basturkmen, 2014). ESP have main objective for giving students language learning based on their purpose (according student' field, work or vocational need). Hutchinson and Waters as cited in Krismayani, Suastra, Suparwa, and Supida (2020) suggested that ESP is an approach of language learning that is all decisions taken, that involve teaching material and the overall learning method is based on the reason learners learn English.

In other side, ESP learning process in indonesia does not consider or take into account the language purpose and need of the students. It could be proven from the fact that some commercial textbooks are unsuitable for the various learning needs of each colleges, schools year, and classes (Kusumaningputri, 2014). Furthermore, Mountforg Mackay, and A.J cited in Roza (2013) found that so far English learning teaching process in university level is not studying of using English for communication purposes, but studying of how to use syntactic and lexical rules in English. They also opine, if the teacher or lecturer still emphasize on teaching structural grammar at the higher education level students will feel disappointed and more be skeptical of English language skills especially using English for communication language. Whereas, lecturer or curriculum maker must be capable, precise, prudence when desaign a course and English material subject more relevant and suitable for students' need as state by Sari, Wienanda, and Nugraheni (2020) 'English Program needs to map the teaching material needs for the English language courses'.

In conducting ESP course, identifying students' need or purposes is the first step that have to be taken, conducting need analysis is preceding step for designing effective learning and teaching process based on the students need. It is the first step that should be taken in order to successfully develop an effective training program (Bleich, 2018). The need analysis is have play vital role in designing ESP course. need analysis is the core of language teaching at the creation or evaluation of precious curricula (Dudley-Evans & John, 1998). The output of the needs analysis are utilized to

know what is students' need. Nunan in Sukarni (2018) states that 'needs analysis is the process of gathering information related to learners' needs. The needs analysis itself will be related to the target needs (what students need to communicate in the target situation) and learning needs (what students need to learn). Target needs themselves are divided into necessities, lacks, and wants'. Necessities are abilities that are deemed necessary to be mastered. Lacks are what abilities are not mastered yet while wants are what abilities to be mastered (Hutchinson and Alan Waters, 1987). Dudley Evan and St. John (1998) offer 'a current concept of need analysis' by following (A) Professional information about learner. (B) Personal information about learner. (C) English language information about the learner. (D) The learner lacks. (E) Language learner information. (F) Professional communication information about knowledge of how language and skills used in target situation. (G) what is wanted form the course. (H) Information about how the course will be run (p. 125). Thus, it is urgently to do need analysis because. First, the curriculum maker or teacher can considered analysis of need and the situation deterred teacher to set up academic discussion skill course. Second, the information gleaned from need analysis could help them focus instruction on key written genres important to registration exam. Third, finding of the observations may have led for developing course with a very different focus such as interaction skill (Basturkmen H. , 2010). So that, the English course can meet the learning objective as well as student needs.

Economy and business are two fields that strongly affected by global free market. Consequently, the students who concern with these field have to be able use English as communication language. Because as an ASEAN Economic Community member, Indonesia should be ready urged its stakeholders, specifically in the economic sector to equip their employees with global skills to encounter global demands (Dewi and Indriani, 2021). English have significant role in economy and business According to Hermayawati (2017) as the businessman presentation, promoting, negotiation will be routine activities. it is speaking for explaining information or others as well as asking to the presenter who convey information. Using English as communicative language become important thing which the student have to be able skilled it. English for economy and business also as the one of the category of the language used for specific purposes. In this context, It is broadly used as language for trade communication purpose in international community whose primary language is not English and In a globally connected world English for economy and business become increasingly significant as well needed by companies to their staff who must to be multi- lingual (Fitria, 2019).

The importance role English in economy and business fields also has discussed in many previous study. Many researcher such as (Dewi & Indriani, 2021; Fitria, 2019; Hermayawati, 2017; Krismayani et al., 2020; Sarmiento & Bocorny, 2018; Setiawati, 2016) agreed that communication skills in target situations have become the most prior skill and strongly needed to be developed in English for economic purposes.

METHOD

The Participants of this research is twenty-one student at fifth semester, researchers choose these participants of economy and business in academic year 2022/2003 at faculty at Institute Agama Islam Nahdlatul Ulama (IAINU) Tuban as sample represented all learners need because the students in fifth semester will be an apprentice students in next semester and in this time student will apply their sciences which was learnt at course.

The researchers use both quantitative and qualitative methods for investigating english skill to focus in learners-centered based on need analysis for students in Faculty of Economy and Business at Institute Agama Islam Nahdlatul Ulama (IAINU) Tuban. Quantitative method used for

calculating data and qualitative method used for describing data. The data were collected from the students. It was intended to provide students' perspective which will support the researcher to concluded their need in English course. in then analyzed and concluded in accordance research objective, based on the student need for economy and business purpose. For knowing all of student' necessities, lacks and wants, the researchers comparing the result among a table to other table and conclude it.

The instrument used was questionnaire focusing in student need. The data collected from questionnaire and analyzed by focusing on need included necessities, lacks ,and wants of the student (Waters & Hutchinson, 1987). As for the questions are following ; (1) how is important proficiency all English skill? (2) how is important listening skill? (3) how is important speaking skill? (4) how is important reading skill? (5) how is important writing skill (5) how is important proficiency vocabulary (6) how is important proficiency grammar? (7) what your purposes in learning English? (8) which the English skill that you want to improve (9) why you choose it ? (10) are you feel difficult when learning English? (12) what the difficult skill? (11) why you feel difficult in learning English? (12) technique used by lecturer in teaching English? (13) the lecturer' explanation? (14) the material source? (15) relation between the English material with their major (16) the material used by lecturer? (17) how your opinion about English course in your major? (18) your opinion about ESP course? (19) if your campus conducting ESP course?

RESULTS

The results of answering questionnaire are presented from table 1 through 12 as follows. The first context of questions asked about how is important proficiency English skill also completed with the responses of the student at four English skill. As displayed in the table 3 from four English skill both speaking and listening positioned relatively higher. The detail information can be seen in table 1.

Table 1. The students responses about proficiency English skill.

	Proficiency all English skill	Listening	Speaking	Reading	Writing	English equipment	
						Vocabulary	Grammar
Very Important	23,8 %	33,7 %	38,1 %	38,1 %	33,3%	38,1 %	61,9 %
Important	57,1 %	66,7%	69,1 %	57,1 %	57,1 %	61,9 %	23,8 %
Less important	19 %	0 %	0 %	4,8 %	9,5 %	0 %	14,3 %
Un important	0 %	0 %	0 %	0 %	0 %	0 %	0%

Based on the table above, most students positioned all English skills Proficiency as an important skill and at the very important, only several student gave responses, 23,8% at proficiency all

English skills, 33,7 % listening, 38,1% at speaking, 38,1% at reading, and 33,3% at writing. Meanwhile, both reading and writing (57,1 %) have lower position than speaking and listening and at the very important, only several student gave responses, 38,1 % at speaking and 33,3 % at writing. Even , there are student who responses it is as a less important skill for them. Whereas, English equipment also considered as the important subject material by the most students, with 61,9 % at vocabulary even at grammar with 61,9 % considered by the most student as the very important skill. Although there are student who gave less important responses.

This finding can concluded that learning English for economy and business purpose must be taught intensively with extremely emphasizes in increasing speaking and listening as well as completed them by the English equipment. But, no more than the basic subjects in economy and business. English should taught and learnt as the secondary skill needed to be mastered.

After asked about how is important mastering English equipment, the researchers asked about the purposes of student in learning English. The main purposes of the researchers asked this question for knowing relation between the table 1 and 2 by comparing it to the students' purposes. The detail information can be seen in table 2.

Table 2. The students' purpose, need and lack of student in English .

Purposes in learning English		The skills which want to be improved		The difficult skills in English	
For Knowing English by Better	19 %	Speaking	52,4 %	Speaking	24,5 %
Communication	26,6 %	Writing	4,5 %	Writing	9,5 %
Work purposes	4,8 %	Listening	14,3 %	Listening	47 %
English very important for their major	28,6 %	Reading	28,6 %	Reading	19 %
Others	21 %				

The students also realized that English is one of important subjects to be learnt. it is proven by the table above which describe a reason about English very important for their major is relatively highest. After it, Communication purpose was also relatively high choice. But, both of work and knowing English better' purposes actually also have same orientation. Because when English understood better it can be useful for their field or work especially English speaking skill. Of course, every field and work need speaking skill for communication. Then Both communication and because English very important for their major also can definitely simplified the speaking is the most skill needed by the students for communication included negotiation, promoting and others are become common activities in economy and business. This result also strengthened by the data at the skills which want to be improved' column was clearly indicated speaking as the skill which interested mostly by the students. As for the reasons, the student needed this skill for their purposes including it is the favorite skill, for their work need, communication and because it became the important skill related to their field and major.

As for the reasons, the students feel difficult at listening skill because they felt when they listen materials it so difficult to understand what is being conveyed. As foreign language in Indonesia, English is very difficult to understood when listened. Moreover, when English said by native speaker as well as by American accent or British accent because the way used by them to pronounced it very different with the way used by Indonesia speaker (by Indonesia accent). And then the researcher also asked about English learning process happened in their class. The questions asked about, what interested the technique used by the lecturer to teach English language?, what could be understood the lecturer' explanation?, it is related or not with their major? and it is easy or not the material that taught by the lecturer?. The detail result can be seen in table 3.

Table 3. The English learning process

The technique used by the lecturer		Lecturer' explanation		English material source		Relation English learning process with their major		Material of English learning used by lecturer	
Interested	47,6 %	Could be understood	38,1 %	Teacher/ lecturer	28,6 %	Being related	21,8 %	Easy	81 %
Not interested	9,5 %	Couldn't be understood	38,1 %	Internet	52,4 %	Not being related	0 %	Difficult	19 %
Less interested	38,1 %	Difficult to be understood	23,8 %	Book	19 %	Being less related	78,2 %		
Others	4,8 %								

The technique used by lecturer relatively have good responses, student answered it interested. Consequently it can be understood and only several student can't understood it although still needed enough effort because being felt difficult. Moreover to the student can't understand the lecturer explanation. It also proved and strengthened by the material sources which used by the student is mostly not from teacher but from internet because It could be interpreted that internet used to improved their English that taught by the lecturer or when student cannot understand the material they use internet to help them. But the main mistakes happened in the relation between English learning with their major that relatively high student answered it not related with their major. In this case lecturer and curriculum maker need for more considering it. Actually, the student need conducting ESP program in their major or their faculty, this information obtained by researcher using questionnaire that asked about how the response of the student about if ESP program conducted in their faculty. The result can be seen in the table 6.

Table 4. The students' response about ESP

The student' response about ESP		If ESP conducted by university or faculty	
Very good	23,8 %	Strongly agreed	57,1 %

Good	66,7 %	Agreed	42,9 %
Enough	9,5 %	Not agreed	0 %
Not good	0 %		

DISCUSSION

The students of faculty of economy and business at Institute Nahdlatul Ulama' (IAINU) Tuban realized English as international language have significant role in economy and business. Based on the result above it could be interpreted that the English For Specific Purposes (ESP) is extremely needed by the students. It indicated by the students' answer that ESP got very good and good response from the student totality accumulated totality 90,5%.

Thus can be concluded that the English Learning Teaching (ELT) Process in faculty of economy and business at Institute Agama Islam Nahdlatul Ulama'(IAINU) Tuban must be tended to the purposes of each student by looking their major or vocational. Moreover , The answer English very important for their major in the table 3 got high percentage point (26,8%), which indicated relation between ESP for economy and business strongly related, considered and needed. But communication purposes and for knowing English also can be simplified that both communication and knowing English better will be usefull for the target work. In fact we know every field or work need to communicate. Freihat and Al-Machzoomi in (Pia Patricia P., 2017) said the good oral communication rose the chance of someone for getting work.

Whereas, the need of the student which covers (1) necessities ; what learner must to know to use effectively in certain target situation (target work and learning process), (2) lacks ; the students' difficulties to face the target situation which in this context related with one of four English skills and (3) wants ; what the learners really need to learn have successfully identified. By looking tables 1,3 and 4 indicated the students' response in English speaking skill got very important and important response totality accumulated 100 % and the skill which want to be enhanced or improved with 52,4 % also supported with table 3 which indicated their purpose in learning English is for communication relatively high, has successfully occupied as the second skill mostly. We can understand that is. The learners' necessity is speaking skill, it being students necessity because they are felling have to be able to speak English for communication purpose.

According to Hermayawati (2017) as the businessman presentation, promoting, negotiation and other activities will be routine activities. it is speaking for explaining information or others as well as asking to the presenter who convey information. Although the target market of them is only regionally the speaking ability still needed. Along with the development of the times, namely the era of globalization in all aspects of life, both economic, social, and cultural that cannot be avoided to encourage mastery of foreign languages increasingly important (Krismayani et al. 2020). As for if their taget work is not businessman, maybe like economist, the speaking also needed for giving explanation and others. student need to speaking skill because there are also various purposes such as public speaking and speaking become their favorite skill. Such was the case, it is not problem if considered with their major or work purposes, because when speaking skill has successfully mastered by the student it will absolutely help them. While if we try to find out the students lacks. By looking table 4 which indicated to the difficult skill it can be concluded that listening skill became their lacks. The listening skill occupies as the first or the most difficult skill with percentage 47 %. As for their reason why student felt difficult in listening because when they try to

listen native speaker English it extremely difficult to understand what they say, understanding lecturer explanation with English language. It proved by looking table 5 about The English learning process. There several students with percentage 38,1 % have opinion that lecture explanation still could not be understood. Moreover , The human ability to get more information than what comes from one speaker or source creates a barrier to effective listening. according to Hargie (2011) While people speak at a rate of 125 to 175 words per minute, we can process between 400 and 800 words per minute. So, it is common when the student feel listening skill as the most difficult skill especially the student is non English student. But this lack also happend because some reasons such in previous research (Suparyanto and Rosad (2015 2020:Asian EFL Journal) said ‘Many people in the world want to speak English fluently without considering that they have to master other skills of English as well. As a result, much of language-teaching energy is devoted to instruction in mastering English conversation with neglecting the importance to incorporate of numerous other forms of spoken language into a language course, especially in teaching listening comprehension. This may be one of many reasons why people find it difficult to listen in English’.

Then, based on the finding data above the students’ response about ESP in have high good response indicated by very good and good response which accumulated in percentage 90,5% also supported by their opinions about If ESP conducted by university or faculty which get accumulation in percentage 100 % included strongly agree and agree’ response. Those can be seen that the want of the students is applying learning English for Specific Purpose (ESP) based on their major. It appropriate with Latupeirissa and Sayd (2019) state that Students need English for Specific Purposes (ESP) connected with their respective fields of study. Because ESP is commonly known as an English course for non-English students. Consequently, the lecturer and curriculum maker have to be aware and consider the needs of the student ; what is being necessities, lacks and wants. Thus the English Learning Teaching (ELT) materials can appropriate with the major or vocational of the students. If it successfully conducted the student will be more ready for facing globalization era related with their field.

CONCLUSION

This paper aims to find out the students’ need of English Course for Economic and Business focused on the teaching and learning need. It can be concluded, student need English for economy and business for academic and future work. Therefore the English Teaching Learning (ELT) must be adjusted to the need of the student’ workplace in their future especially in speaking which become extremely needed skill in economy and business field and the lecturer also should emphasis listening skill that still become the lack of the student. It was also found that English equipment such as vocabulary and grammar needed by the student for completing their English skill it is speaking or listening. It is expected that the finding of this paper can be applied as a reference in designing syllabus or materials for economics and business students. Thus, English learning Teaching on Economic and Business students in the future must consider the needs of students (necessities, lack and want) so that the fulfillment of student competencies can be achieved. Through methods and appropriate teaching integrated into the student major or vocational, lecturers can give the students an appropriate learning process for ESP students in the classroom based on students' needs, goal, learning objectives or workplace in their future. Furthermore, the concept of this research can also be adapted to analyze and identify students’ needs for another department. Yet, the researchers suggest that the specific topics must be included based on what students are being learned. However, all non –English students still need guidance about how to communicate,

use and understanding English in four of English skill are speaking listening, writing and reading. Furthermore all these skill extremely related with economy and business field.

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