

NEEDS ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSE FOR SHARIA BUSINESS MANAGEMENT STUDENTS

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Abstract

This development research is specifically carried out in order to compile an English learning material for students of Sharia Business Management study program, but focus on the conventional economic terminologies. The research method used is the adoption of product development steps by Sugiyono. Analysis of two aspects, namely target needs and learning needs, was developed into a research instrument in the form of a questionnaire to measure listening, speaking, reading, and writing skills. The results of the data analysis indicate that in the preparation of a language development learning material, it is necessary to emphasize direct practice of the ability to use foreign language skills (listening, speaking, reading, and writing). In addition, Cooperative Learning is considered the most effective method.

Keywords: *ESP, Learning Design, Needs Analysis, Sharia BusinessManagement*

1. INTRODUCTION

The widespread use of English in various aspects of life is now making people in developing countries including Indonesia aware of the importance of being able to master the *lingua franca*. And in fact, almost all the most recent important information about science and technology is presented in English. If someone hopes to be involved in a global communication, they cannot escape the unwritten requirement that proper English proficiency is a means of accessing important information conveyed through both print and electronic media.

Indonesians, through their government, adopted a policy of making English the first foreign language taught at every level of education from elementary school to university. This is a form of awareness of the importance of a good English proficiency, both spoken and written. Another government policy aimed at encouraging increased mastery of English for the community is by issuing permits to use English as the language of instruction in education.

The objectives of teaching English in Indonesia have been stated in the Decree of the Minister of Education and Culture No. 096/1967 dated December 12th, 1967, namely 1) developing students' English communicative skills which include listening, reading, writing, and speaking; 2) at the higher level, students are expected to have knowledge of English grammar and then be able to apply it in their life's interaction and communication.

However, the teaching of English that is mostly applied so far is not knowledge of using English for communication purposes, but how to use its syntactic and lexical rules. In fact, if English teaching at a university level is still emphasized on teaching the structural grammar, it will disappoint

students and cause skeptical of their English skill. (Mackay and Mountford, 1978:20).

It is hoped that English teaching at the university level should emphasize the development of communication skills related to the fields of study each student is engaged in. This is based on the assumption that students have properly mastered the English grammar they learned before entering university. The diversity of levels of difficulty in learning English in line with each level of education they have passed will greatly help them understand English in the context of different fields of study (*Ibid*, p.161).

But, the fact is, in most university, each study program uses the same syllabus which still focuses on a general English approach. The English material taught is not oriented towards the study of each study program, even though the suitability of the syllabus with the student's field of study is one of the factors that will succeed or fail the learning process (Stevens Peter, 1987:23).

English for Specific Purposes (ESP) is a field of applied linguistics that has developed among academics who are involved in the teaching and use of English according to the needs of the sciences and professions where English is used in the fields of Economics, Law, Agriculture, Medicine, and others. It provides dual benefits; first, students can learn English in accordance with their respective fields of interest or scientific discipline; and the second is that students can simultaneously prepare themselves to face the challenges of the working world later.

In line with the current development of the global business world, it has become homework for all STAIN Mandailing Natal academicians on how to produce graduates who are able to become young entrepreneurs and can compete in the business world as a form of commitment to

realizing the vision of higher education. In creating young entrepreneurs with global insight, it is necessary to apply a learning system that suits their needs. One of them is the emphasis on international language skills, or English.

So it is necessary to improve English teaching for non-English Study Program students by using a more precise design and teaching approach, namely by placing the needs of learners as a central issue in its design. Meeting the learning needs is a major consideration in determining the process and direction of learning so that the achievement of teaching goals runs effectively and efficiently. Therefore, researchers consider it important to develop a model for strengthening English for the Sharia Business Management Studystudents by using an English for Specific Purpose (ESP) approach.

For students of Sharia Business Management Study Program at STAIN Mandailing Natal, an English mastery is increasingly felt the need to improve. Its urgency is in line with the very rapid development of science and technology and increasingly high job competition. The implementation of ESP courses in universities is basically an attempt to answer the challenges of the demands of the working world.

The main characteristic of ESP is a learning orienting towards the specific goals, more specifically in the academic and professional fields. The substance of ESP is designed and developed based on the concept of needs analysis. This concept tries to connect what the learners need in both the academic and professional fields. Therefore, ESP places more emphasis on learners at the academic and professional or workplace level.

The importance of conducting a need analysis in ESP aims to ensure that the language being taught is really the language needed in what field the learners will study. In the context of learning English in the higher education, its presence must be able to facilitate the needs of students. What are students needs and expectations when studying English? To answer this question, ideally, a survey or research should be conducted on the needs of students for English courses at universities. The results of the survey or research are then used as the basis for formulating the objectives of studying English in Higher Education.

Based on observation data and interview with English lecturers teaching in Sharia Business Management study program, it is stated that so far, English One and Two have become compulsory subjects for students in the study program. However, the materials provision tends to be more towards the English teacher's discretion.

Responding to the above problems, the researcher sees the need to conduct a need analysis of Sharia Business Management study program students at STAIN Mandailing Natal towards

learning English according to their needs, interests and scientific fields. So that it can provide a scientific reference for developing English that is relevant and in accordance with the scientific field studied by students. In fact, different students will have different needs, therefore, it is very important to apply Common Needs Analysis in conducting this analysis.

In implementing Common Needs Analysis, there are two main elements that must be considered, namely *target needs* and *learning needs*. This is very important to do because good teaching materials must be based on achievement targets of the students needs and conditions.

Language Strengthening Analysis Implementation

Lecturers or educators act as informative intellectuals. As informative intellectuals, educators should be involved in preparing the curriculum according to the cultural and social context of the academic community where they teach. This involvement is intended so that the learning process can run according to the conditions and needs.

In carrying out their roles, educators must have certain competencies (academic, ideological, cultural, spiritual, and anticipatory competence). In addition, they should be able to formulate a social and political function, form the basis for the empowerment of students and expand their practice as intellectuals. This is in line with Giroux's (Giroux Henry, 1988: 16) statement that teachers are the main resources determining the educational conditions regarding critical learning rather than practice.

In compiling the learning design, the raw data regarding learning needs is interpreted to produce the teaching materials that are in accordance with the needs of students and the working world. The main goal is to direct students to reach a specific knowledge by implementing the steps of identifying learners' target and selecting the theoretical views of language which aim to identify the target linguistics feature, create syllabus, design material to exemplify the syllabus and establishing evaluation procedures to test acquisition of syllabus (Hutchinson and Waters, 1991:66).

Target Needs

In target needs, there are three elements that must be considered, namely necessity, lack and wants. What are included for each element in target need can be found by surveying through questions based on each aspect. In *necessities*, questions derived from a main question of *what the learner has to know in order to function effectively in the target situation* can be used. In *lacks*, question of *what the learners already known* can be used to do the measurement. And last, in *wants*, question such as *what do the learners want in their English*

learning? Can be used as an instrument (Hutchinson and Waters, 1991).

Learning Needs

In learning needs, there is one main question which will then be developed into questions such as what kind of knowledge and skills do students need to be able to communicate at certain levels and situations? How do the learners learn? What resources are available? Who are the learners? Where will the ESP course take place? When will the ESP course take place? (*Ibid.*)

Business Management in an English Context

The mastery of English for Sharia Business Management study program students is expected to be able to help them in the professional world of work when they complete their studies later. Accuracy in the use of grammar and pronunciation covering the fields of finance, accounting, marketing, banking, law and others. It is also about the communication skills emphasizing the fluency during discussion and effective socialization during presentations, meetings, phone communication, negotiation and writing; is the ultimate goal of implementing ESP for students of the study program.

Swift (1991) reported the results of her examination of the role of foreign language skills in international marketing which indicate the importance of language as a key to "bringing" markets closer together. Kankaanranta and Louhiala Salminen (2010) stated that as the number of business professionals operating globally increases, knowledge of English succession as the language of instruction has become an important element in overall business knowledge. This study reveals a research project focusing on daily English as the language of instruction in the business context to communicate in the workplace and results in findings that English in today's global business environment is a simple job and its use is very contextual which is closely related to proficiency in English.

2. RESEARCH METHOD

Development Research Model

The type of research used in this research is Research and Development which used to produce certain products by referring to the model developed by Borg and Gall. They had stated that development research will produce a new product or model that is adapted to field conditions, then evaluated so as to produce a product that meets the criteria and is suitable for use (Borg and Gall, 2003:569).

Data Collection Techniques

This analysis of student needs will later be used as a basis for compiling English teaching materials whose content contains skills, where the percentage is adjusted to the analysis of student needs. Needs analysis is concerned with identifying learning

needs that are used to develop goals, objectives and content in the learning program. In other words, this analysis is carried out to find out what students want for their learning achievement, whether professional purpose, personal or community needs, or so on.

In conducting this needs analysis, researchers have compiled a questionnaire containing thirty questions given to fifty-five Sharia Business Management students to investigate the students' *necessities, lacks and wants* in learning English. The results of the investigation are then formulated to find out what types of ability are the students need and what learning methods should be applied to teaching the materials.

The Likert scale will categorize students answers to be Totally Disagree with score of 0-20 and with percentage of 0-20%, Disagree with score of 21-40 and with percentage of 21-40%, Quite Agree with score of 41-60 and with percentage of 41-60%, Agree with score of 61-80 and with percentage of 61-80%, and Totally Agree with score of 81-100 and with percentage of 81-100%.

3. RESULTS AND DISCUSSION

Learning Environment Conditions

Environment has a very important role in helping an English learning process. However, based on the results of the analysis, 73% of students stated that the conditions of the English learning environment were still not supportive. This of course should be the community's main attention to create a supportive learning environment.

Willingness to Learn

Willingness to learn is closely related to learning motivation. The learning motivation of students of the Sharia Business Management study program is good at the level of 75%. This willingness to learn should be supported by all parties responsible for the English language learning program. This support must start from the policy maker down to the implementer. Thus, it is hoped that these related parties can become a motivator for students to be more motivated in learning, especially learning English.

Learning Media

In the English learning process, it cannot be separated from the learning media as it is a guide in carrying out the learning process. The learning media here is referring to syllabus, lesson plan, student books and worksheets. The arrangement of learning media should be adapted to students conditions, market needs and technological developments.

Learning Methods

Based on the data it is found that 82% of students want the applied learning model to be done in groups, 71.4% said that they were happy if the assignment given by the lecturer was done in

groups, and 64.5% stated that they prefer to have discussions and presentations in class at each lecture session.

It can also be calculated that 64,2% tendency towards Assignment Done in Group, 58,7% tendency towards Learning Activity Delivered through a Presentation and Discussion, 49% tendency towards Learning Activity Carried Out by Practice, and 58,1% tendency towards Unconventional Learning Activity. This shows that the tendency of students to study in groups is bigger than individually. Therefore, Cooperative Learning is a method that most meet the students needs.

Cooperative Learning is recognized as a method teaching students to be able to socialize with one another. This method teaches students to work together to achieve common goals or complete tasks that they cannot complete on their own (Gillies, 2016). In addition to working together, cooperative learning can also increase students confidence in being able to express their ideas by discussing with each other. Even so, in its application, the teaching method carried out by the lecturer must also be considered because even though cooperative learning has many advantages, it cannot be separated from those disadvantages, including the amount of time required in the learning process.

Learning Material Design

The teaching materials design is an English textbook which is compiled based on the analysis of student needs by analyzing three main aspects of *necessities, lacks, and wants* of fifty-five Sharia Business Management study program students. The conclusion of these three aspects is the frequency and percentage of student tendencies towards theoretical language indicators (grammar, listening, speaking, reading, writing and vocabulary).

It is found that there is no any significant difference in students highest tendency to the six language aspects in English. In other words, the students' tendencies towards the six aspects studied were at the same level. By order from highest to lowest, the highest tendency is in vocabulary enrichment, followed by listening, speaking, writing, grammar, and then reading.

The data acquisition leads the researcher to draw the percentage for each aspect included in the teaching material. The compiled teaching material must deliver the mastery of four skills in English (speaking, reading, listening and writing) as well as Grammar theory. In addition, vocabulary enrichment related to the major and field of work targeted by Sharia Business Management study program must also be included.

4. CONCLUSION

The discussion above concluded that the English strengthening model that best meets the

students needs of Sharia Business Management study program at STAIN Mandailing Natal, is English for Specific (ESP) approach.

This communicative ESP of Business Management will be a reference for preparing English teaching materials for Sharia Business Management Study program at STAIN Mandailing Natal. In addition, communicative ESP teaching materials for Business Management must include mastery of four language skills (speaking, reading, listening and writing), and be delivered using Cooperative Learning method. The curriculum, syllabus, and English learning design must also contain more content that suits the students needs in the working world later.

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