

A Need Analysis in Instructional Material Development: The Quest for a Better English for Economics Students

Nina Fivi Oktavia¹ and Tono Suwartono^{2*}

¹STIE Muhammadiyah Cilacap, Indonesia

²Universitas Muhammadiyah Purwokerto, Indonesia

¹ninafivi95@gmail.com, ^{2*}suwartononewton@gmail.com

Abstract

Need analysis is a very significant factor that differentiate English for Specific Purposes from General English. So, when a course of ESP is conducted, a need analysis should come at the beginning to identify what learners need and want from that course. This study investigates the need of English for Specific Purposes for the students of Economics and Business College in the town of Cilacap, Central Java Province, Indonesia. The data of this study was collected from different sources: questionnaire for students and semi-structured interview for certain stakeholders like ESP lecturer, heads of department and a graduate as practitioner in business. Result of the study shows that there was a big gap between the students' English proficiency at the present which they admitted to be at the level of beginners (80% of the respondents) and the level of advanced English proficiency as what they wished to gain through the subject of English (71%), with speaking as their priority vision of English proficiency, and the expectation that the material has to be fun, exciting and contains many pictures with only short texts and simple discussion. It was also reported from the head of departments that for studying they need to be given academic writing and reading. For working, the graduate recommended speaking to be the priority of ESP. Finally, a quest of challenge came up for both ESP and subject lecturers to design a more qualified and effective ESP material based on the result of this need analysis study.

Keywords: *need analysis, ESP, instructional material development, English for business*

1. Introduction

From the early 1960s ESP has grown to become one of the prominent areas of ELT [1]. It refers to the teaching and learning of English as a second or foreign language where the goal of learners is to use English in a particular domain [2]. As mentioned by Dudley Evans and St. John, 1998, cited in [3] ESP is designed to meet the needs of the learners, it makes use of the methodology and activities of the disciplines it serves and is centered on the language, skills, discourse and genres appropriate to these activities. Thus, ESP prepares the learners to use English in academic (students of different fields), professional (people of different professions such as doctors, engineers, and nurses), or workplace (technicians for example) settings [4]. ESP is also a language teaching approach where content and methods based on students' reason for studying. So ESP's focus is to make English classes more relevant to students [5].

Regarding that point, there are some issues came up to ESP learning and teaching in Indonesia. As more being elaborated in [6], ESP teaching in Indonesia, like many other non-English speaking countries, a number of methodological issues remain. These issues center on: difficulties associated with ESP pedagogy especially but not only related to communicative language teaching and, in relation to teachers' lack of knowledge and skills. She continues that with regard to teaching practice, it is especially difficult for learners when language teachers continue to teach aspects of the language (e.g., vocabulary and grammar) in discrete ways, but then expect students to be able to combine

them independently in order to develop communicative competence. As a result, the students may become less motivated and struggle with communicating in English. A study [7] also may be considered as one of the evidences with the result that ESP program did not exactly match the participant's needs, which implied failure in the context of ESP.

In order to investigate those issues, a study was undertaken. This study was conducted in an economics college in Central Java Province, Indonesia, that has vision to prepare its students to be able to compete for employments and entrepreneurship. English for Specific Purposes subject, in this case was English for Business and Economics subject, was one of the compulsory subjects given to be able to reach that vision. It was given two credits each for the first two semester study time or the freshman year. The expectation to this subject was that students would be able to improve their language skills which support their future career in business and economics area. This subject is also expected to be able to provide added value to them in their future career with such competence and skill of English in order to make them able to compete in the world of business and work place.

However, this compulsory subject of English can hardly reach that expectation. It is only a two credits hour subject among 150 credit hours of all subjects, a subject among many other core subjects of economics and business. This very short time given for learning English make it usually not effective to optimize the students' learning of English, even more with a need to prepare students to have English competence.

Another occurring issue was that it still tended to be general English learning, not English for Specific Purposes. The material delivered was selected without any study of what actually was needed by students. This was similar to what [8] elaborated about ESP in Indonesia tertiary context. It is more focused on academic purposes as students are expected to be able to understand wide range of materials in a certain fields of study. The determination of the material and the syllabus for the course are designed based on the lecturer's personal perspective. As the consequence, the material sometimes was not appropriate to the students and at the end it was not as effective as it was expected to be.

Therefore, there should be a way to tackle this problem, in order to make English learning get more effective and interesting and able to gain an optimal achievement of students. It was urgent to undertake a needs analysis study to be able to develop a good and proper material of English that was based on the most important need of the students. By developing an effective material based on the need, it was expected that within 1 year of once a week time of studying English, students would be more excited and motivated to learn English and finally be able to gain an optimal benefit of English course as expected by themselves in this need analysis.

1.1. ESP and English for Business and Economics

English for Specific Purposes (ESP) is one of the most growing areas of EFL for the last several decades and it is also one of the most active branches of applied linguistics [9]. The definitions of ESP as conceptual term appeared in the literature only in the 1960s [10]. It is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs for identified group of learners [4]. Therefore, ESP is meant to fulfill the needs of the particular learners, based on what purpose they want and expect from the English course that they learn. Usually the course is about their work or study and they are not focused on the personal needs or general interests [11]. The word "particular" is of great importance in ESP as disciplinary study is the main focus of it, and "purpose" why learners learn ESP is especially related to their needs in the workplace, with special emphasis on chunks and pattern of language used in particular disciplines and professions [12].

As explained in [13], the flowering period of ESP has been identified due to many incidents like the second world war in 1945, the rapid expansion in scientific, the growth of science and technology, the increased use of English as the international language of science, technology and business, the increased economics power of certain oil-rich countries and increased numbers of international students studying in English Speaking countries. These incidents increased the need of non-native English speakers to learn English for communication in work and study, specifically on certain disciplines.

Business English had been discussed in the western world in the late 1960s and early 1970s [9]. Up to now, as Li explains, as the world becomes shrinking and the boundaries among countries become there exist three major perspectives to define Business English. (1) Business is a variety of ESP. (2) Business English is a social functional variety of English. (3) Business English is viewed as a major or discipline. Owing to the increasing growth of international business and globalization, Business English has become a major expansion of ESP.

Business English is the foundation of business communication [9]. It mainly focuses on communication under the business environment while business communication is to introduce students to the communication skills and norms required in the daily business activities of enterprises, especially in international business [14].

1.2. Need Analysis in ESP Context

Considering that ESP is unique and can be different from each other depends on the purposes of learners, many different methodologies come to be used in designing the course of ESP and the target of learning. Absolutely, when ESP course has to be conducted, a need analysis becomes the key, an important and basic part of ESP, because it plays as major source of information about the students' wants, needs and job needs.

An undoubtable fact from ESP is that needs analysis is and always will be an important and fundamental part of ESP. It is needed for planning, training, and developing the material for learners [15]. Brunton elaborates that the need for need analysis in ESP emerged in the 1970's to bridge the learning gap between target language use and current learner's proficiency. It was previously concerned about expert gathering and data driven about learners. Somehow in its way to modern era, it is found out that actually the focus has to be to the learners' subjective needs.

As argued in [2], in assessing the learners' specific needs we come across the term 'need analysis', which has changed over decades. At the initial stages of ESP (the 1960s and early 1970), needs analysis consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives. Nowadays, the tasks of needs analysis are much more complex: it aims at collecting information about the learners and at defining the target situation and environment of studying ESP.

Therefore, the famous classic concept of need analysis for ESP which is used in this research comes from Hutchinson and Walters (1987) as mentioned in [9] which analyzes the target situation from necessities, lacks and wants. Necessities are considered as what learners must recognize to get what they are expected to be in the target situation. Lacks refers to the gap between necessity and what learners already know. Wants identify what learners to all intents and purposes want to learn. This is called Target Situational Analysis with the "target needs" as the product of a target situation analysis [9].

According to Duddley-Evans and St. John as cited by [15] there are eight components in today's concept of needs analysis which have been grouped into five broad areas including: a. target situation analysis and objective needs analysis (e.g. tasks and activities learners will use English for linguistic analysis, discourse analysis, genre analysis, i.e. knowledge of how language and skills are used in the target situations; b. subjective needs

analysis, i.e. learners' wants, means, subjective needs-factors that affect the way they learn (e.g. previous learning experiences, reasons for attending the course expectations) c. present situation analysis for the purpose of identifying learners' current skills and language use means analysis, i.e. information about the environment where the course will run, d. present situation analysis for the purpose of identifying learners' current skills and language use; means analysis, i.e. information about the environment where the course will run.

Needs analysis for the present study considered those two concepts, yet emphasized more on the Target Situational Analysis (TSA) than on Present Situational Analysis (PSA). PSA is about the students' level of language and language use and what the students want to develop from TSA [12]. Within this study, PSA was associated with TSA, and they were carried together, since TSA is not appropriate enough to determine the needs of students without considering their PSA. Therefore, conducted together, TSA and PSA would be able to disclose on what kind of material would be designed and applied to the classroom.

Therefore, the present study was designed to answer the following research questions:

1. What is the students of Economics College's need for ESP learning?
2. What is the ESP lecturer's point of view about the students' need for ESP learning?
3. What is the Head of Departments' point of view about the students' need for ESP learning?
4. What is the graduate's point of view about the students' needs for ESP learning?
5. What should the material be designed based on the answer of the previous four questions?

2. Methodology

This research used the questionnaire and interview to investigate the learners' need of studying English in the course of ESP – English of Business. The data were collected from certain source persons in order to gain different perspectives of the need of students. The questionnaire focused on target needs, learning needs, setting and the role of lecturer and students. Participants of this study were 66 students of the first semester, 1 English Lecturer, 3 heads of departments and also 1 graduate who worked as a businesswoman at the present. The writer completed the information of ESP materials for these economics students by interviewing 1 English lecturers, 3 heads of departments and 1 graduate. The questionnaire data were analyzed using descriptive statistics whereas the interview was analyzed qualitatively.

3. Results and Discussion

The needs analysis was conducted by distributing questionnaire to the first semester students of STIE Muhammadiyah Cilacap, in Central Java Province, Indonesia. The questions included in the questionnaire consisted of two parts: The first part contained questions about target needs of the students and the second one consisted of learning need questions.

3.1. The Students of Economics College's Need for ESP Learning

Table 1 shows the highest percentage of students' choice of questionnaire as follows:

Table 1: The students of Economics College's need analysis result for ESP learning

	A. Necessities		
--	----------------	--	--

Target Needs	1. The purpose of learning English	To be able to communicate in English fluently both orally and in writing (79%)	79%
	2. Students' perspective about their use of English at the present	Now, I use English to read texts in English course book, worksheet and other learning sources	38%
	3. Students' vision of their use of English in the future	After graduating from school, either in higher education or in workplace, I will use English to communicate with friends, lectures, work partners, clients, and boss in spoken language.	48%
	4. Students' view about mostly used skill and knowledge	When later I have a job, the skills probably the skill I use the most is Speaking	47%
	B. Lacks		
	1. Students' proficiency level	So far, my English proficiency is at the level of beginner, being able to communicate in English simply	80%
	2. Students' perspective about difficulties in using English	In communicating using English, I find difficulties when 1. Comprehending the texts being read. 2. Expressing the idea in form of written texts.	26% 26%
	7. The English proficiency expected to be	Advanced, being able to communicate in English in all situations fluently.	71%
	C. Wants		
	8. Students' wants about the result of English learning	Able to master vocabulary including the meaning and the way to pronounce it.	73%
9. Students' preferred materials presentation	For the performance of the English material, I want the material to be interesting and colourful lay out	52%	
Learning Needs	A. Input		
	10. The theme of materials	In learning English, I want theme about daily life	48%
	11. The importance of pictures availability	In my opinion, the availability of picture in materials is very helpful	92%
	12. Listening input	In listening , the texts that I want for input is monologue and dialogue text with pictures	50%
	13. The length of listening input	I want the text as listening input with the length of < 100 words	47%
	14. Preferred listening activity	I prefer listening activity of Identifying certain information in	41%

		monologue / dialogue text	
	15. Speaking input	Input text that I want for speaking is pictures of people, places, and situations	38%
	16. Speaking Activity Input	Input of activities that I want for speaking is Role Play	35%
	17. Reading Input	Text that I want as reading input is short functional texts such as advertisement, memo, announcement, etc.	50%
	18. The length of reading input	I want reading input texts with the length of < 100 words	47%
	19. Reading Input	What I like in reading activity is understanding the text and translating it into Indonesia language	42%
	20. Writing Input	The writing text that I like is about general information about people, places, as well as events.	42%
	21. Writing learning activity	The writing activity that I like is composing short and simple text	42%
	22. Vocabulary Learning Activity	translating the words based on the context of the text	32%
	23. Pronunciation learning activity	In learning pronunciation, I would rather imitating the teacher's way of pronouncing words	62%
Setting	24. Setting	In the teaching and learning process, the tasks are better completed in small groups (4-6 people)	46%
Learners' Role	25. Learners' role	In the teaching and learning process, the students are better to actively participate in learning process	80%
Teacher's Role	26. Teacher's role	In the teaching and learning process, the teacher are better to read the text and translate it directly with student	52%

3.2. The ESP Lecturer's Point of View About the Students' Need for ESP Learning

Since there are only two lecturers of English subject at STIE Muhammadiyah Cilacap, and one of them is the researcher of this study, then an interview was conducted only to the only one left of English subject lecturer. The interview conducted was semi-structured interview, in which the interviewer had some guidelines in doing the interview, yet the conversation was flown freely as long as it was still connected to the big picture of the topic and guidelines. A pseudonym is used for the lecturer that is L, standing for Lecturer.

There were some questions asked to the English subject lecturers. The questions were also connected to students' need analysis but in the eyes of the lecturers. The result is as follows.

3.2.1. Necessities

Necessities is about to find out students' expectation and students' needs in terms of target situations, in the eyes of L. Here, L explained that the students still have lots of difficulties in expressing their idea even for daily conversations. As the L gave her opinion about this, she said that most of the students are on the basic level of English competence. It means that they still find it difficult to express their idea even for the need of daily conversation and simple expression of English. Therefore, the need of students for English is the need for basic to low intermediate English, the basic principle of English for the four skills at the same time.

3.2.2. Lacks

Lacks is aimed to find out the gap between students' existing knowledge and required knowledge. As explained before, generally, students of the first year of STIE Muhammadiyah Cilacap are described by L to be at the basic level of English. Although they have been learning English at least for six years at high school, it seems that they still do not have the competence of English even for the basic principle of grammar. Their vocabulary is still very limited under 1000 vocabulary and they cannot express their idea even for the simple things. While at the same time, as the students of economics who are in the future expected to handle business and economics stuff, they are required to be able to communicate in English and deal with many kinds of business documents which have lots of terms in English.

3.2.3. Wants

Wants is aimed to find out what L wants related to the material of English subject. Here, the lecturer wants the material to combine the four skills, speaking, listening, reading and writing, and vocabulary, grammar and pronunciation at the same time, in such the same percentage each. The lecturer's reason was that all the four skills with grammar, vocabulary and pronunciation are needed by the students to be able to deal with English stuff in their future work and business. However, L expected the material to be at the level of Basic English to be easily understood and applied by the students.

3.2.4. Input

Input is meant to find out how the content should be carried out in designing task for listening, speaking, reading and writing. For this part, the lecturer give some points of suggestion as follows:

The material should have pictures and should be colourful as well, since students, somehow, although they have been grown up, they will still like pictorial colourful material more than monochrome with no picture material.

The preferred themes are popular topics, daily life and current issues for subject English for Business A. Whereas, for the subject English for Business B it is better to focus on the themes of economics and business.

The material for listening and reading is better to be from authentic text. For reading, it can be taken from magazine and newspaper both printed and online. As for listening, the material can be taken from VOA, BBC, song and film. The chosen material should be the simple and short text to be easily learned and in order not to make the students bored if it is too long.

The material for grammar is the basic grammar in review to refresh and strengthen their understanding about what it is and how to apply it in their real life conversation.

3.2.5. Procedures

The question to the lecturer concerning about procedure is aimed to find out the lecturer' preferred activities in listening, speaking, reading, and writing. For the procedure, the lecturer preferred to combine all activities spread in all chapters of the book. As for the level of competence, the lecturer said that it would be better if all the activities are made at the level basic to low intermediate, for example: simple activity of speaking and 100-200 word reading as well. For writing, the Lecturer liked to combine all kinds and procedures of writing, but tended to give task of simple writing, such as composing simple and short text. For vocabulary, she preferred to translate the words based on their context from the reading. Whereas for pronunciation, the Lecturer liked to combine the activities such as imitating the teacher's way of pronouncing words, reading aloud based on the phonetic transcription and opening students' peer discussion on the topic how to pronounce certain words or sentences.

3.2.6. Setting

Setting is aimed to find out the Lecturer's preference on learners' learning mode. From her explanation, it is found out that she did not like the idea to form the same setting in every meeting. In fact, she liked to combine all settings to make variation and not to make the students get bored with the class. So, sometimes the tasks would be conducted individually, or in pairs, or in small groups consisting of four to six people, or even in big groups consisting of five people or more.

3.2.7. Learner and teacher's role

This part is aimed to find out learners and teacher's preferred role in classroom. The Lecturer in this case wanted the learners to actively participate in the classroom, not only listening to teacher's explanation. As for her role, she wanted herself to explore all the roles of a teacher, such as explaining the formula and asking students to do the exercise, reading the text and translating it directly with students, walking around the class, controlling students' task and giving comments, and also guiding students in discussing text.

3.3. The Head of Departments' Point of View About the Students' Need for ESP Learning

The interview is conducted to the heads of Diploma 3 of Accounting department, Department of Strata 1 Management and Strata 1 Accounting in STIE Muhammadiyah Cilacap, who are at the same time also the subject teachers in the economics science (management and accounting). They were asked to participate in the research because they have already had teaching experience for years in this area and they also have links to the business people. Furthermore, they also become the supervisors for the students within the students' study time and apprentice program. By these roles, it is expected that they know the need of students and business people of ESP required to be successful both academically and professionally.

Questions were asked to the subject teachers in relation to the academic and occupational contexts as adapted from [16] that covered general information about their students' academic capacity background, the situations in which their students used their English language skills in their major subjects, their students' difficulties in using English, the English language skills their students need the students to improve upon and their responses illustrated the use of English language skills in both the academic and occupational contexts.

There were three heads of departments who are also the subject lecturers, two females and one male, in STIE Muhammadiyah Cilacap at the time of the research. The result of interview is explained as follows:

3.3.1. Head of Diploma 3 Accounting Department

The pseudonym of it is Head of Diploma 3 Accounting Department, abbreviated as HoD3A.

3.3.1.1. General information about their students' academic capacity background

In general, as explained by HoD3A, the students' academic capacity background is still under capacity. Many of them are not really motivated to go to college and pursue knowledge. Moreover, they are found out to be not having knowledge at all about the economics science, even the basic terminology. For the lecture in general, they are not very enthusiastic in joining the lecture, which at the end make them have only a little initiative to learn and seek sources and knowledge by themselves. It is the lecturers who always have to motivate them and give them relevant task so that they will take action to find the way to finish task.

3.3.1.2. The situations in which their students used their English language skills in their major subjects

English language skills in their major subjects are very much needed. HoD3A explained that there are a lot of terms in the field of accounting which use English terminology and students actually had to be able to understand them.

3.3.1.2. Their students' difficulties in using English

From HoD3A's point of view, based on her experience in being the head of department and at the same time a lecturer of accounting class, the students still had difficulties in understanding two things concerning to accounting subjects and English at the same time, those were the difficulties in understanding and making the English version of financial report task, the difficulties in reading articles in international journal,

3.3.1.4. The English language skills their students need to improve upon.

In HoD3A's statement, the students of Diploma 3 Accounting actually were required to be able to write financial report both in Indonesian language and in English. Usually, the financial report learning in the classroom were presented bilingually, in two versions side by side. Therefore, the skill to write it in English was needed in order to make them become skillful accountants. Then, to be able to write a good English version of financial report, they had to learn a lot by reading. So HoD3A suggested that the skill that they need most is writing, especially in dealing with accounting terminology and accounting or financial report. To be able to master that writing skill, besides training them to write, it is also important to train them to read English accounting text as well.

3.3.1.5. Their responses illustrated the use of English language skills in both the academic and occupational contexts.

As explained before, HoD3A argued that the most needed skill in English for the students of D3 Accounting is the skill of understanding and writing the English version of financial reports. These are applied to both the academic and occupational context. By mastering the skill of understanding, comprehending and writing financial reports in English, the students will be more qualified and competitive outside, in their future job world.

3.3.2. Head of Undergraduate Program Management Department

The pseudonym of it is Head of Undergraduate Program Management Department, abbreviated as HoUM.

3.3.2.1. General information about their students' academic capacity background

In general, as explained by HoUM, the students' academic capacity background is average, like other ordinary students in other universities. Some of them are good students and serious enough in studying at college, and some of them also are not really motivated to go to college and pursue knowledge.

It also can be seen from their background knowledge of economics science, in this case is management. Some of them have already been familiar with management stuffs as they are also employees or even employers (entrepreneurs and business people), although it cannot be denied too that many of them are fresh graduate students of Senior High School.

3.3.2.2. The situations in which their students used their English language skills in their major subjects

English language skills in their major subjects are of course very needed. HoUM explained that there are a lot of terms in the field of management which use English terminology and students actually have to be able to understand them. Moreover, their field of study require them to communicate in English especially in understanding the dialog (listening) and writing managerial documents.

3.3.2.3. Their students' difficulties in using English

From HoUM's point of view, based on her experience in being the head of department and at the same time a lecturer of management class, the students still have difficulties in understanding two things concerning to accounting subjects and English at the same time, those are: (1) the difficulties in understanding the English terminology in management. Some economics subjects are connected so much to English, and it is unavoidable. For example, in the subject of financial management, there are lots of terms in English that have to be mastered by students. The students are also required to be up to date to the current issues and dynamic progress of economics science especially management. Some students are active to search on internet to finish their task, but some of them get difficulties also in doing it, (2) the difficulties in reading articles in international journal. Their limited competence of English reading skill make them get lots of obstacles in understanding the text in English. Therefore, HoD3A cannot push them to read accounting articles in English. Instead, she only can give articles from Indonesian Journal, which of course is different in quality.

3.3.2.4. The English language skills their students need to improve upon

In HoUM's statement, the students of Undergraduate students were required to be able to use English in applying their management in the field. They had to be motivated to learn and master English terminologies of Management science. They also had to be supported to be active and progressive in following the continuing development of management science issues. So ideally there should be many tasks included in English subject material to support the idea of following the rapid progress of management science. Then the idea of students' centered learning would be accomplished by giving lots of tasks concerning English for economics science especially management.

The skills that had to be improved so much from the students, according to HoUM, were listening first, then followed by writing managerial report and reading or comprehending text or articles in international journal.

3.3.2.5. Their responses illustrated the use of English language skills in both the academic and occupational contexts

As explained before, HoUM argued that the most needed skill in English for the students of Undergraduate program of Management department is the skill of listening first. It is then followed by writing report and reading articles in international journal. These are applied to both the academic and occupational context. By mastering the skill of listening first. It is then followed by writing report and reading articles in international journal in English, the students will be more qualified and competitive outside, in their future job world.

3.3.3. Head of Undergraduate Program of Accounting Department

The pseudonym of it is Head of Undergraduate Program of Accounting Department, abbreviated to HoUA.

3.3.3.1. General information about students' academic capacity background

In general, as explained by HoUA, the students' academic capacity background is average like other ordinary students in other universities. However, generally, they have only a little initiative to learn and seek sources and knowledge by themselves. It is the lecturers who always have to motivate them and give them relevant task so that they will take action to find the way to finish task.

3.3.3.2. The situations in which students used their English language skills in their major subjects

HoUA explained that there are a lot of terms in the field of accounting which use English terminology and students actually have to be able to understand them. English is mostly used in accounting terminology and financial reports that is presented bilingually, in Indonesian language and in English.

3.3.3.3. Students' difficulties in using English

From HoUA's point of view, based on her experience in being the head of department and at the same time a lecturer of accounting class, the students still have difficulties in understanding two things concerning to accounting subjects and English at the same time, those are the difficulties in understanding and making the English version of financial report task and the difficulties in reading articles in international journal.

3.3.3.4. The English language skills their students need to improve

In HoUA's statement, the students of Undergraduate Program of Accounting actually are required to be able to write financial report both in Indonesian language and English. Usually, the financial report learning in the classroom are presented bilingually, in two versions side by side. Therefore, the skill to write it in English is needed in order to make them become skillful accountants. Then, to be able to write a good English version of financial report, they had to learn a lot by reading.

3.3.3.5. Their responses illustrated the use of English language skills in both the academic and occupational contexts

As explained before, HoUA argued that the most needed skill in English for the students of D3 Accounting is the skill of understanding and writing the English version of financial reports. These are applied to both the academic and occupational context. By mastering the skill of understanding, comprehending and writing financial reports in

English, the students will be more qualified and competitive outside, in their future job world.

3.4. The Graduate's Point of View About the Students' Needs for ESP Learning

The next interview was conducted to a graduate representative of STIE Muhammadiyah Cilacap who was of course also the student of ESP program. The graduate's perceptions were expected to reflect her experience of the ESP teaching and learning at the university because she had completed the ESP program and already became business person and worker at the moment the research conducted. Importantly, she could share her perspectives about using their English language skills in occupational contexts because she has own business at the time of the interviews.

The questions of the interview are about:

1. The English language skills they had learnt from the ESP program,
2. The language skills they used in their major subjects and at work,
3. Their difficulties regarding their English language skills,
4. The English language skills they use most at work,
5. The English language skills that the students needed to be prepared for before they work.

There was a graduate who participated in the interview. Pseudonym was used to refer to the former students: Graduate (G). G at the present time is the owner of an MLM of Cilacap main branch. G plays an important role in dealing and communicating with international headquarter. She was also sent many times to foreign countries such as France, Vietnam, Malaysia, Thailand and Singapore for both business and reward trip from the MLM. The result of interview was as follows.

3.4.1. The English language skills G had learnt from the subject of English for Economics and Business

What G could recall from her studying English for Economics and Business in the past was that she was given the material of basic tenses in English, and some readings about international figures of successful businessman. She said that she learnt some vocabularies from it. She also remembered that the lecturer gave the class an inspiring film show at the day she could not attend the class, so she just watched it by herself. Those were the topics she remembered from the subject of English for Business and Economics.

3.4.2. The language skills used in G's major subjects and at work

As the owner of the main branch MLM brand, G explained that she has to do a lot of communication in English with foreigners, especially the staffs of the headquarter in Paris. The fact that she also had to travel overseas a lot made her also deal with communication at many international airports, hotels, and many places abroad.

3.4.3. Difficulties regarding G's English language skills

Although there was someone in the headquarter who spoke adequate Indonesian language, G felt that she actually had to be able to speak English more than what she could do now. She felt that she did not like the fact that she could only communicate to those who speak adequate Indonesian language and could not talk smoothly to those who only speak English, because of her limited skill of English. She also regretted that she had boundaries in speaking English to communicate in many public places when she went abroad, because of her limited competence of English.

3.4.4. The English language skills G use most at work

G used English especially when she went abroad, and when she went abroad, all skills actually were used simultaneously. She used English for talking and listening to people, writing report of trip, reading all announcements and notices along the trip.

However, in her everyday business at her store in Cilacap, G also needed to use English in communicating online with the bosses at headquarters. She also used English in making and receiving documents, invoices, business report, etc. to the headquarter.

3.4.5. The English language skills that the students needed to be prepared for before they work

In her opinion, G said that all skills had to be prepared before the students work, but somehow more to the practical things. She argued that things like how to communicate with people at the airport, at the hotel, in the market, in business meeting, are the things that student need when they graduate. As the owner of a store also, she expects her employees to be able to communicate, at least passively in English, to deal with business matters like online selling, document and business reports writing to international network.

3.5. Identifying ESP materials from the result of students' questionnaire and stakeholders' interview

The investigation through questionnaire and interview resulted to the detail information about the students' need of English as an important tool to be used in their community of business and economics. This crucial role of English requires those who want to be professional in business and economics, unavoidable, have to be able to possess such skill of English, at least adequate English both in written and spoken expression. The questionnaire of the students showed that although they admitted that they had low and basic capability in English, still they wanted to learn more about it and put their wish to be able to master English at least for communication. They understood of the importance of English as their weapon to run their business and for their career in the future. Questionnaire and interview showed that English has a vital role to play in economics and business community. Therefore, there was such a big gap between their English proficiency at the present which they admitted to be at the level of beginner (80% of the respondents) and the level of advanced English proficiency as what they wished to gain through the subject of English (71%), with speaking as their priority vision of English proficiency.

However, since their time to learn English at the higher level of education was limited and they also had many core subjects of business and economics to learn, there had to be a formula of English material which should be strategically designed to be able to fulfill the gap. The material should be interesting and intensify students' motivation and curiosity in learning English. The students' result of questionnaire reflected their expectation and their tendency of how the material should be conducted and learned interestingly, from the point of target needs, learning needs, setting, and roles. From the point of target needs, the students admitted that they need English to support their career, and they wanted to be fluent in English especially for the need of communication but at the time being they realized that they were still on the level of beginner in English and needed to be improved. To make it come true, they need such material that is interesting, colorful with many pictures in it.

Regarding their learning need, they wanted it to be dominantly about daily life, with a relatively short (less than 100 words) text of listening and reading input. The activities were identifying certain information in monologue or dialogue text for listening, pictures of people, places and situations with role play for speaking and short functional text for reading to be read and translated, and general information about people, places and events

for the writing texts. In short, they wanted the material to fun, exciting and contains many pictures with only short texts and simple discussion.

The interview with heads of departments (who were also subject lecturers), English lecturer and graduate served as a balance to the result of the students' questionnaire. Their perspectives were expected to be more objective and practical as they had been experienced in professional career implementation. It was also expected that based on these stakeholders' job and teaching experience, they would know the real situation of how English was needed and on what aspect English would be needed by the students in their future career and study.

Various comments and opinions were given by heads of departments, English lecturer and graduate. But commonly, they expected that students had to learn English as a tool of general communication for their future job, and at the same time, as the future economists and businessmen/women. The three heads of departments, for example, gave opinion that the students were expected to master the terms concerning their discipline and scientific background of economics at least the basic terms like how to conduct financial reports in English and how to comprehend economics scientific articles of international journal. On the other side, the graduate who had applied English in her professional life, argued that students are better to learn the most practical English daily conversation like how to communicate in many public places such as airport, hotel and market, as she experienced it to be, and how to respond to English speaking customers and business partners.

The interview with English Lecturer was more about her view on how the material should be conducted based on her experience in teaching. The questions were likely similar to questionnaire given to the students but in more general questions. She admitted that the students' English competence were still on the level of beginner. She also liked the idea to make the material exciting, colorful and pictorial. However, differed from most of the students' opinion who chose the light topics like daily life with short range of words, she preferred the material to be more varied and challenging, so that the students would gain the optimal result of learning English once a week within a semester.

4. Conclusion

The results generated by the two instruments: questionnaire and semi-structured interview protocol identify that there is an urgent need to design the material of ESP based on the result of need analysis as follows:

The questionnaire of the students showed that although they admitted that they had low and basic capability in English, still they wanted to learn more about it and put their wish to be able to master English at least for communication. To make it come true, they needed such material that is interesting, colorful with many pictures in it. The focus is on the competence of communication presented in light topics like daily life.

Various comments and opinions were given by heads of departments, English lecturer and graduate. But commonly, they expected that students had to learn English as a tool of general communication for their future job and study, and at the same time, as the future economists and businessmen/women. The three heads of departments, expected the students to master the terms concerning their discipline and scientific background of economics. The graduate who had applied English in her professional life, argued that students are better to learn the most practical English daily conversation, and finally the English lecturer preferred the material to be more varied and challenging, so that the students would gain the optimal result of learning English once a week within a semester.

The variety in the results eventually become the important considerations in designing the material for ESP course which tends to be based on the communication skill focusing on speaking and vocabulary, to be responsive to the students' needs and wants, and to the

stakeholders' point of view. At the end of the day, all considerations should be combined in such a way that, within the limited time given, will be able to answer the quest to gain the optimal efficacy of ESP learning.

Acknowledgments

The authors gratefully would like to thank STIE Muhammadiyah Cilacap Indonesia for the willingness to be the locus of our research. Their sincere indebtedness is also accorded to all participants who provided valuable comprehensible views, excellent support, and feedback.

References

- [1] Javid, C.Z. English for Specific Purpose: Its Definition, Characteristics, Scope and Purpose. *European Journal of Scientific Research*, vol. 112, no. 1, (2013), pp. 138-151.
- [2] Otilia, S.M. Needs Analysis in English for Specific Purposes. *Annals of the „Constantin Brâncuși” University of Târgu Jiu, Economy Series*, vol. 2, no. 1, (2015), pp. 54-55.
- [3] Medrea, N. Challenges in Teaching ESP: Teaching Resources and Students' Needs. *Procedia Economics and Finance 3* (2012), pp. 1165–1169.
- [4] Saragih, E. Designing ESP Materials for Nursing Students Based on Needs Analysis. *International Journal of Linguistics* vol. 6, no. 4, (2014), pp. 59-70.
- [5] Syakur, A. et.al. Needs Analysis English for Specific Purposes (ESP) For Vocational Pharmacy Students. *BirLE journal, Budapest International Research and Critics in Linguistics and Education*. vol. 3, no. 2, (2020), pp. 724-733.
- [6] Poedjiastuti, D & Oliver, R. English Learning Needs of ESP Learners: Exploring Stakeholder Perceptions at an Indonesian University. *TEFLIN Journal*, vol. 28, no. 1, (2017), pp. 1-21.
- [7] Suwartono. An ESP Program Implementation in the Eyes of the Participants. *Literate: A Journal on Literature, Language and Cultural Studies FSB - UTY* vol. 4, no. 1, (2006), pp. 59-69.
- [8] Gestanti, R. A., Nimasari, E. P., & Mufanti, R. ESP Issue in Indonesian Tertiary Context: What Students Need in Learning English. *PUPIL: International Journal of Teaching, Education and Learning*, vol. 3, no. 1, (2019), pp. 98-117.
- [9] Khan, M.O. Necessity of ESP Courses for Medical and Science Students at Najran University, Saudi Arabia: An Exploratory-cum-remedial Study. *Theory and Practice in Language Studies*, vol. 10, no. 2, (2020), pp. 208-217.
- [10] Li, J. Needs Analysis: An Effective Way in Business English Curriculum Design. *Theory and Practice in Language Studies*, vol. 4, no. 9, (2020), pp. 1869-1874.
- [11] Marcu, N.A. Designing Functional ESP (English for Specific Purposes) Courses. *Proceeding Manufacturing 46* (2020), pp. 308-312.
- [12] Bayram, I. Identifying the Perceived Professional Development Needs of English for Specific Purposes (ESP) Teachers. *Ilkogretim Online – Elementary Education Online*, vol. 19, no. 3, (2020), pp. 1647-1659.
- [13] Rahman, M. English for Specific Purposes (ESP) A Holistic Review. *Universal Journal of Education Research* vol. 3 no. 1, (2015), pp. 24-31.
- [14] Geng, C. On the Teaching Innovation of Business English Teaching: A Study of Multimodal Communicative Competence of Ethnic Universities. *Theory and Practice in Language Studies* vol. 7, no. 4 (2017), pp. 322-326.
- [15] Febriani, L & Andika, R. Need Analysis for Nursing Students: A Step to Design Material of ESP for Nursing. *The 5th International LLTC Proceedings*, (1995), pp. 117-123.
- [16] Chatsungnoen, Paweena. Needs Analysis for an English for Specific Purposes (ESP) Course for Thai Undergraduates in a Food Science and Technology Program. PhD thesis. Massey University, New Zealand. [2015].