Need Analysis to Create a Better Instruction and Material for ESP Management Students

Dwita Laksmita Rachmawati[1], Sri Hastari[2], Joes Dwiharto[3]
[1,2,3]Department of Management, Universitas Merdeka Pasuruan, Indonesia
laksmitadwita@gmail.com[1], sri.hastari@gmail.com[2], joesdwiharto@gmail.com[3]

ABSTRACT

It is pivotal for English for Specific Purposes (ESP) teachers to conduct need analysis before they start to teach ESP students. It is required to portray the needs of the ESP students to learn English to fit with their real life. That is why ESP teachers have to be able to support the student with a fit module, instructions, and many other aspects for the effectiveness and the success of ESP course. This study aims to discover what the students need to gain after learning English and what environment and learning materials can boost their motivation to learn English. This research used quantitative research method in which the researchers administer a questionnaire to the participants of the study. The questionnaire consisted of two categorizes, namely Learning Need Analysis (LNA) and Target Situation Analysis (TSA) that is adapted and modified from (Hutchinson, T. & Waters, 1987). The respondents of the study were 66 first-year students of the Management program. The findings divide into 6 parts. There were students' (1) Goal (2) Competence (3) Problem (4) Expectation (5) Preferred learning activities (6) Preferred classroom setting. The results need to be considered to improve the students' learning environment and receive proper material designated for their major. It can also enhance their awareness of the importance of English for their future career as they still lack motivation.

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A. INTRODUCTION

English could become an international language because most people recognize English as a language that connects everyone from almost every part of the world (Cowling, 2007). The English growth as an international language has made mastering English more crucial, not just for leisure, and also because it is considered as the language of science, technology, and business. In Indonesia's university curriculum, English is a subject that must be offered in all courses (Nimasari, 2018), implying that English is imparted to all learners in all majors in the tertiary level education. It was carried out to improve Indonesians' capacity to be able to participate in the globalization period, as English competency is extremely important for professionals both national and global. So, it is important to be more aware of the importance of learning English. Students might study English for a variety of reasons, including to support their job, to support

their future career, commerce, vacation, and to read references in their academic specialty. To begin with, for instance a secretary has to competent to communicate and interact with the client; an accountant must comprehend the accounting standards terminologies; a receptionist has to be ready to use English to welcome international tourists; and so forth. It highlights the necessity for and provides recommendations for various English resources to assist individuals and students in writing and speaking English in accordance with the occupations or pursuits. It was assumed that it is required for the learners to level up and inquire more than the meeting they had at school.

There are 2 types of English categorizations, they are General English (GE) and English for Specific Purposes (ESP) (Salmani-nodoushan, 2020). General English (GE), according to Far (2008), leads to a condition in that the requirements and goals could not be determined, for example a school. It is much more important to provide a diversity of grounds than detailed as well as selected standards for attaining objectives like ESP. While, English for Specific Purposes (ESP) is designed to meet the requirements and expectations of a wide range of learners. As a result, owing to adequate input in teaching and learning process, individual needs will play a vital part in lesson preparation. In the case of ESP, learners need it to upgrade their skills in English, so they meet with the job recruitment (Bosher & Smalkoski, 2002). Those who learn ESP already know what they wanted to achieve after learning the courses. They know what to expect. It is different from general English that people get during school days because the goal of ESP is for people to understand and deliver well in their work environment. Not only the goals but the material and the terminology that they get to learn are also more specific than learning general vocabulary. As a consequence, studying English is required to meet two sorts of necessities: those of learners who really require English to excel their study in college and those of standards set of future job, settings, or workplaces (Hutchinson, T. & Waters, 1987). However, certain problems occur about the ESP instructors' implementation of the course design of English, namely the teaching resources and materials do not appropriate for the ESP students, the teachers cannot develop the most important talents of the students that can be implemented in the real world, the teachers do not know the students' expectation or the students need to learn English (Boroujeni et al., 2013; Peters & Fernández, 2013; Poedjiastutie & Oliver, 2017; Serafini et al., 2015).

There are several previous research in Indonesia concerning how lacking the ESP syllabus is for vocational students. In 2017, there is research on English for tourism vocational school students in Nusa Tenggara Barat (NTB) by Aboe & Ismail (2020). The researchers mention that the ESP teachers give general English materials to the students. The teachers do not conduct need analysis and the specification of the English handbook for vocational school has not been made for several reasons. There is no funding given to enhance the syllabus to be more proper for the students, there is a little time for the instructor to conduct the research, and last but not least is they do not have the knowledge yet to conduct or how to make a proper syllabus and a suitable English material for vocational high school. Moreover, In 2018 there is another research on English for vocational high schools in Jember by Mahbub (2018). The research stated that the school is only focusing on one program study, computer engineering, and networks (TKJ). The problem is that they use the general English textbook which the government makes for state senior high school. It is clear that for a vocational school, the handbook is not suitable for vocational students because they need to know the specific terms, they will face later in the work environment. They need to understand what the terms mean, or they will get confused. They might learn about it all over again even after being accepted at their job, but it is good to

start early when they are still in school. The students also do not have a chance to practice their speaking ability because the textbook requires them to focus only on grammar and reading when they need to balance English skills during their days in school. The researcher also stated that the students need encouragement so they could be motivated to learn English more.

According to the problems elaborated above, it is necessary to conduct research about the need of ESP students to learn English especially in university level of education to provide a suitable materials and instructions for ESP students. This study is different with the previous research in that.

The previous research mentioned above focuses on the need analysis of English subjects in vocational school, while the current study focused on a university, specifically management students. The researchers interested to investigate about need analysis in ESP economic students because it has not been done before, at least in East Java, Indonesia. It has been realized that students need to gain English that fit with their need from ESP course because it can enhance their ability in their work environment later. They can adequately use it fully by learning from what they gain during their years in university. It can also be a good start for the instructor to utilize and maximalise their capability to design the fit curriculum and material on ESP for the students and apply it in their workspace.

B. METHODS

This study was conducted through a survey design. Creswell (2014) stated that a survey design is a procedure in quantitative study in that the researchers have to spread questionnaire to the respondents of the study to identify or get to know about people's opinions on the trending topic or current societal issues. The questionnaire will help the researcher see the majority choices or people's points of view. There are 66 students participated in this study. They were randomly chosen from first-year students of the Management study program of Economic Faculty in one of the private universities in East java who were joining Business English courses. Business English was one of the courses that must be taken by all second-semester students of non-English majors in the university. There are two categories in the questionnaire being used, they are Target Situation Analysis (TSA) and Learning Need Analysis (LNA). TSA is used to know students' English capability through self-assessing, get to know what they are hoping for after learning Business English, and fix what issues or problems concern to them. Meanwhile, what method and environment fit to teach ESP for the students decided in LNA, the percentage that the researchers will get from the questionnaire results will be analysed descriptively. The indicators of the questions in the questionnaire are students' goal in learning English, students' English competence, students' English problems, students' expectation after learning English, students' preferred learning activities, and students' preferred classroom settings.

C. RESULT AND DISCUSSION

Target needs and learning needs are the primary focus of this research. Target Situation Analysis (TSA) dan Learning Need Analysis (LNA) are the two categorises in the questionnaire used in this research. TSA is a self-assessment for the student to identify (1) Student English skill, (2) Problem that the student face during the lesson, and (3) Student goal of learning English. Meanwhile, LNA analyses student activity and class settings that are preferable for them. The first questionnaire shown below is the student's goal or motive to learn English to

begin the research. The questionnaire is used to count on student choices then the researchers will multiply each table as the results.

1. **Target Needs**
    a. **Necessities**

    The lecturer must know what kind of English lesson students need before deciding and arranging a specific syllabus, especially for the Faculty of Economics in Universitas Merdeka Pasuruan, because they have many job choices and opportunities after graduating. It would be nice if the student learns the specific materials and terms that the lecturer design for them through the university. Out of 145 students of Business English from Management, only 66 students are filling out the questionnaire. The table down below is the results that the researchers get from the students:

<p align="center">**Table 1.** Students' Goal in Learning English</p>

Students' Goal	Total	Percentage (%)
Talking to English native speakers	5	7.6
Communicate to NNES/foreigners fluently	23	34.8
Future job/future career/future occupation/to support my job	**30**	**45.45**
Graduation requirement	0	0
It is one of the subjects in my higher education major	0	0
I need English to speak with my friends and family	0	0
Academic support	2	3.03
Continue their study/postgraduate study	3	4.54
Using English accurately	2	3.03
Other goals	1	1.51

It cannot be denied that each student has different reasons why they are eager to learn English. From the table above, most students are learning English because they thought they could enhance their productivity in their work environment by mastering the language. It could be one of the factors that could strengthen their hiring possibility because of the skills they have after learning English. It is expected that through ESP, they could achieve their goal. As we live in a diverse community, it is possible that learners need to work along with a foreigner as the co-workers, client, or higher-ups daily in the workplace environment. So they need to be skilled in English to write and communicate, understand, and connect with people in real life, especially in a work environment. Salmani-nodoushan (2020) stated that for the students to register in their job environment later upon graduating or during their time of internship, ESP is a way for them to apply those specific terms. ESP could motivate them to learn English more, as what they already learn could easily fade if they are not learning by themselves if they entirely rely on ESP to mastered their English proficiency. The most dominant result that researchers receive from the students is they learn English to enhance their skills to work (45.45%). The previous research by Aboe & Ismail (2020) also states that (72.5%) of physics students who fill out the questionnaire English is essential for them to seek a job, for them English is one of the factors that have an enormous contribution to help them in their work environment. It is also stated in 2019 by Waloyo that the most dominant reason why mechanical engineering students are eager to learn English is that it can enhance their future job careers.

b. Lacks

Figure down below is the results of student self-assessment of their English competency. Around 40 students admit they are still at a beginner level, while 16 are intermediate. Meanwhile, 8 of them think they still lack English, and the remaining 2 are advanced. Conveniently, students can tell which level they are in on understanding or mastering the English level. It could help both the researchers and the lecturer design a more suitable syllabus and material for them to learn. Because there could be a possibility that if the lecturer did not know which level of English the students were in when learning ESP, it could be an ineffective lesson for them. Thus, it is a tremendous help for those who design the material, adjust it to fit with the student's level, and gradually improve the difficulty. According to Fitriana & Kusrihandayani (2017) students have a role in ESP class to determine whether the level of difficulty of the material is suitable for them to learn English by doing assessment and evaluation in the class and how the student progress throughout the year even after graduating it could determine which is the best way and whether it is necessary to add and increase the material for the students.
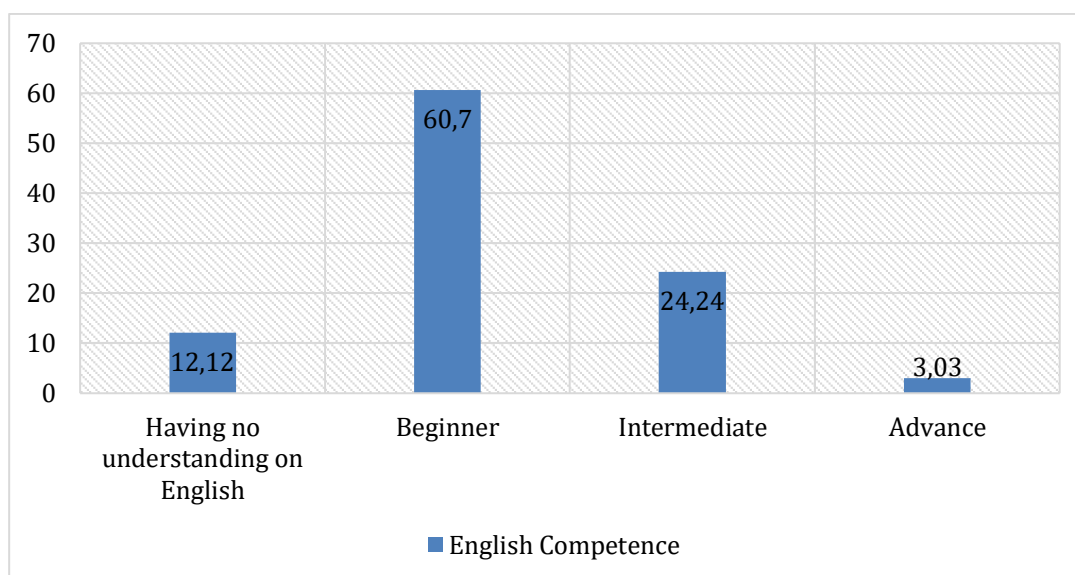

Figure 1. Students' English Competence

Most of the students on the interview phase say that at their school level (elementary through high school level), the teachers only focusing on the grammar and sentence structure rather than make students get used to speaking English. Even though students already got English since elementary school, it still feels awkward for them to talk in English because they are not getting used to it. The other reason is that English is not a second language but merely a foreign language in Indonesia. Also, the intensity of English lessons also not that frequent, they learn English to pass the exam, or it is the requirement that they have to take from school (Alqunayeer & Zamir, 2016). AL-Qahtani (2015) stated that in 2013 there is an amendment on English lessons in Indonesia. The government thinks that it is too hard for kids to understand or learn English at such a young age. One year later, English was erased from elementary school. The lesson has been reduced in senior high because they fear that English will take over Bahasa Indonesia as the mother tongue. It will be challenging for students in the future when they are receiving ESP because the intensity

of the learning time will be more frequent than what they are receiving on school days. Also, the university will teach each skill more intense from reading, writing, speaking, and listening. Each lesson will be given separately, not like what they have back in middle school or during senior high. The third questionnaire that is being shown is the problem that students face during the lesson. The results are shown down below in Table 2:

Table 2. Students' English Problems

Language Skills/Aspects	Total	Percentage (%)
Listening	20	30.30
Speaking	**39**	**59.09**
Writing	3	4.54
Reading	2	3.03
Others (grammar, vocabulary, etc.)	2	3.03

The table above clearly shows that most of the students face problems or difficulty in speaking (59.09%) confess that besides listening, they still lack speaking skills. There are so many factors that could influence students' capability to speak English. Salam (2017) stated that lack of vocabulary could be the most significant disadvantage. If students did not know what word to say towards the person they speak with, it could hinder them from creating a conversation. But sometimes, even though the students already gain and know a lot of vocabulary, they somehow forget all of it when they direct conversation with others. (2) Sometimes, even though the students get a lot of grammar drilling during elementary school until high school, there is a possibility that they are still not good at it and stick with their intuition. (3) Students are afraid of the negative response from their classmates or the teacher after speaking English. That is why teachers need to create a suitable environment for students to get the confidence to speak English. (4) For the student to be confident to speak English the teacher need to remind them that it is okay to make a mistake because English is not our mother tongue, that is why they have accent still even during speaking in English, and that is fine because they did not use English when having a daily conversation that makes them not confidence when the teacher was pointing them to speak. Esfandiari (2015) stated that student's mother tongue can also influence student pronunciation. There is a possibility that we do not have a way of saying particular syllables, so we cannot imitate how the English word is supposed to sound.

During the interview, most of the students think that they are still at the beginner level. It happens because English is not for us to use in our daily life. English is a foreign language, which is mandatory to learn in school but not applicable in everyday situations. Hence, they rarely get exposure and are not trained to speak English. So they feel uncomfortable and awkward during the lesson where they need to have a conversation using English. Following the relevancies of the ESP material given to the student, the lecturer states that it was still too general for them to learn. They need to know technical terms in Business English class for management students to familiarize themselves with them. They need to know what they need to say in the future if the students face such scenarios in their workplace. Hence, they can be ready to handle that because they already learn. That is why the lecturer often tries to get the material from other resources that fit with the student's needs and compile it for them as a module for them to learn. Atai & Shoja (2011) stated that communication skills such as writing, speaking, and listening should be more emphasized in ESP class. The material should be designed according to how the workplace situation that

students will face in the future. The students also need to be facilitated with audio recordings such as business negotiation, effective phone calls, etc., for the student to get used to the workplace environment. It is better to give the students the material through video, audio, and the internet as another source for learning. They did not have to always learn through the book, but the lecturer can utilize other resources.

c.   Want

This part of the questionnaire is going to show student expectations after learning English. It is helpful for the researchers to determine student motivation in learning the language. The results down below are shown in Table 3:

Table 3. Students' Expectation after Learning English

Students' Wants	Types of English Competence	Total	Percentage (%)
English level expectation for supporting job career	No need to develop	0	0
	Beginner	2	3.03
	Intermediate	27	40.9
	Advance	37	56.1
English competence expectation when having English lesson	Having good verbal communication	35	53.03
	Having good writing skills	2	3.03
	Vocabulary enrichment related to the field of study	24	36.4
	Having good language structure	5	7.6
Possible use of English in future job activities	Negotiating/other business communication purposes fluently	24	36.4
	Writing business letters, announcements, memos, etc	21	31.8
	Reading English texts to deepen the ability in the Management field	12	18.2
	Translating company documents	9	13.6

From the table above, it could be seen that the students hope that they could be at an advanced level through ESP. They have a high motivation to be better at English, especially in how the students communicate and deliver things in English. Learning English to fit into job requirements or hoping that they could get a good opportunity for a job is a good start because they need to find something that motivates them to learn. After all, the learning process could be challenging, and they might get bored. That is why they also need to find their way of learning English too besides learning from ESP lessons. ESP is just a way for them to recognize and understand what kind of vocabulary what sort of possible conversation that they will be having in a work environment. As the student learning motivation is high, the lecturer needs to encourage the students more that they also need to learn outside the class to enhance their skills. As they only took ESP in the first semester and for a limited time, they need to maximize the opportunity to ask and gather a lot of information regarding what they wanted to know. It is expected that even after the students finish their ESP class, they still learn by themselves and get motivated by the ESP lesson they are getting. Students state that they wanted the material to consist of the possible conversation in the work environment, how they should respond to it, and what kind of

word to say that fits with the situation. Following Rao (2007), he also states that the critical material for the students in Business English is to include material such as take part in meetings, giving the presentation, telephoning, socializing, negotiating, etc. to enhance their ability on speaking and listening. Because the more they practice and familiarize themselves with it, the easier it is for them to learn and be motivated to be better.

2. Learning Needs

The following section or part of the questionnaire is the student Learning Need Situation (LNS). It contains student preference on the activities and class setting that they wanted to do during class.

a. Learning Input

Table 4 is shown what material that students wanted to learn for each of the English skills that they are going to learn:

Table 4. Students' Preferred Learning Activities

Language Skills/Aspects	Learning Activities	Total	Percentage (%)
Listening	Analysing particular information in the monologue/dialogue	20	30.30
	Analysing expression in the monologue/dialogue	5	7.6
	Giving answers to questions orally toward the monologue/dialogue	11	16.7
	Providing answers to questions written toward the monologue/dialogue	4	6.1
	Practicing dialogue in pairs	26	39.4
Speaking	Roleplaying	23	34.9
	Daily life expressions, particularly in the office	21	31.9
	Discussing specific topics/problems/ Exchanging information among friends in groups	10	15.15
	Individual/Group Presentation	12	18.18
Reading	Reading aloud with the correct pronunciation, intonation, and stress	19	28.8
	Reading a text and answer the questions	4	6.1
	Discussing and comprehending a text	8	12.12
	Identifying/Guessing the meanings of a new vocabulary/terminology in the text	20	30.3
	Arranging sentences into a good paragraph	15	22.7
Writing	Identifying and revising some sentence structure errors	-	-
	Identifying and revising some punctuation errors	15	22.7
	Writing similar text given by the lecturer	34	51.5
	Matching words and their meaning	17	25.8
Vocabulary	Matching words and pictures	4	6.1
	Completing sentence/paragraph with suitable words in context	6	9.1
	Completing sentence/paragraph with his/her own words	28	42.4
	Relevant terminology list with meaning and	28	42.4

	example in a dialogue		
Grammar	Revising sentence structure errors	12	18.18
	Writing some sentences based on a given pattern	15	22.72
	Completing some sentences with the suitable form	27	41
	Imitating lecturer's pronunciation	12	18.18
Pronunciation	Reading aloud help by phonetic transcription	23	34.9
	Discussing with friends in groups/pairs about the proper pronunciation	18	27.3
	Imitating how to pronounce the words from the video given by lecturers	25	37.9

From the table above, it could be seen that students wanted to have a different set of materials for every skill. It is a good way for the lecturer to know because they could be prepared to give a lot of variety on the material, so the students will not get bored and excited for the entire lesson. The students also wanted to know the informal vocabulary to have a conversation in their work environment. Indeed, they are not going to talk about work for the whole day. There will be a moment when they have to talk about something unrelated to work at all. In speaking, the dominant result was *roleplaying* (34.9%) and *daily life expression in a work environment* (31.9%). Rather than speaking by themselves in front of the class, it could be a good start to work together to determine the dialogue in a particular work environment. That is why roleplay could be a way for them to practicing together, and it is going to be great if they keep that up outside of the class to speak in English.

For listening, the highest percentage are *analyzing certain information in monologue/dialogue* (30.30%) and *practicing dialogue in pairs are more dominant than the others* (39.4%). For the students to notice essential information in the monologue/dialogue, they need to practice and familiarize themselves with it. The more they practice, the more they practice, the more they get used to the idea and catch the critical point from the dialogue. Not only increasing their speaking skills, but talking in pairs could enhance their listening ability. To have a conversation, the student needs to hear and understand what their partners are saying.

Meanwhile, in the aspect of reading, the highest percentage are *reading aloud with the correct pronunciation, intonation, and stress* (28,8%) and *identifying/guessing the meanings of a new vocabulary/terminology in the text* (30.3%). Reading aloud is one way for students to get used to the English phrase and how it pronounces. They can also hear the correct way to say it by listening to their friends or hearing the correction that the lecturer gives in the middle of the process, so they could correct it immediately if they make an error or mistake. To speak, write and listen, they need to know the meaning of each word, as it could be an issue if they use incorrect or inappropriate words to their co-workers or the higher-ups.

In the aspect of writing, the students prefer to *Write similar text given by the lecturer* (51.5%) and *match the words and their meaning* (25.8%). Both of activities are the dominant ones in writing skills. The student thought maybe after writing the same thing as the lecturer did, they could write more precisely, like pronunciation, punctuation, etc. Matching words and their meaning can also be a good way of practice for the student because the more they do it, the more they get used to the word.

Completing sentence/paragraph with students' own words (42.4%) and *relevant terminology list with meaning and its example in a dialogue* (42.4%) are the most dominant. It was good to check student understanding and how much vocabulary that they acknowledge. Knowing the word's meaning, the students also need to understand how it works in a dialogue or uses it correctly in a sentence. It could be a hint for the lecturer on enhancing students' vocabulary range and how it should start.

b. English Instructional Procedures

The questionnaire is made to know student learning preference on each of the primary skills and hereby is the results. The dominant one from the listening section is practicing dialogue in pairs leading with 39.4%, while the least one provides answers to questions written according to the monologue/dialogue (6.1%). Students find it exciting when they have a partner to work on something, and maybe it is one of the factors why practicing together in pairs is selected by the student. And they are already in an age where the written task is a bit boring, so they need classroom activities rather than answering the question on the paper.

On speaking skills, the dominant one is daily life expression in office (31.9%), and the least one is discussing certain information with friends in a group (15.15%). Students think that not all of their friends can provide or give them the information that they need. So, they might think that this kind of activity does not fit for them. The most dominant one is they wanted to learn about daily life expression in the office because they wanted to know what kind of conversation or which word they can use later to get acquaintance in their workspace.

Students have been reading and answering the text question since they are in elementary or middle school. Identifying the meaning of new terminology (30.3%) and reading a text then answering the question (6.1%) become dominant and most minor from the reading skill. That is why they wanted to encounter it less now and advance into the following material level, like identifying the meaning of new terminology. It will help them understand the unfamiliar word they never cross before and learn from it because they learn new things.

Meanwhile, for writing skills, 51.5% of students wanted to write a similar text given by the lecturer, and 22.7% of students chose to identify and revise some punctuation errors. The students might think that they need to change and write correctly to locate and adjust punctuation errors precisely. That is why they wanted to write similarly to what the lecturer gives.

The questionnaire not only classifying the primary skill but also vocabulary, grammar, and pronunciation. Completing sentence/paragraph with own student word and relevant terminology list with meaning and example dialogue is the most dominant one leading with 42.4% in vocabulary skill. That will be beneficial for both the lecturer and the student because, through this assessment of student filling in the blank paragraph/sentence, the lecturer could determine student vocabulary level. The student was also going to know at what level they are at the moment. It is also necessary for them to recognize or understand the word's meaning and how it is used in a conversation.

Meanwhile, the most dominant grammar section is completing sentences with the suitable form (41%). The students indeed have to practice correcting error sentences

because they might encounter some documents, and when they need to write and arrange it, they can set it in an orderly manner.

Last but not least is pronunciation skill, imitating how to pronounce the words from the video given by lecturer is leading with 37.9%. Learning through media like video could enhance students' learning because it is exciting and does not bore them. That is why it is crucial to blend the learning material, so the student learns from the module and takes advantage of another kind of media as a learning source. It will give them an idea that learning through this media is fun, and it is expected that they could learn by themselves outside of the class.

c. **Classroom Setting**

Table 5 down below shown student preferred classroom setting during the lesson:

Table 5. Students' Preferred Classroom Settings

Classroom Setting	Mode	Total	Percentage (%)
When accomplishing the tasks	Individual	6	9.1
	In pairs	18	27.3
	In groups	32	48.5
	With the teacher's assistance and other students	10	15.15
When learning in the classroom	Discussion	38	57.6
	Presentation	20	30.30
	Lecturing	8	12.12

The setting is in the last section of learning needs. From the table above it can be seen that. When accomplishing the tasks, the students prefer to work in a group (48.5%) it is because they could work together to solve and to answer the assignment, as sometimes prefer like to discuss friends rather than solve it individually, this is why it has the lowest percentage with 9.1%. Meanwhile, the second dominant part is working in pairs (27.3%), as sometimes working in teams is more effective than in a big group. When the students need to work in a big group, just a few students like to dominate the conversation or the workflow. The rest is listening and agreeing to what the others said rather than participate in some cases. The next place is receiving assistance from the lecturer and other students (15.15%). It means that they work individually but still expected help from the lecturer and classmates in solving the task.

Meanwhile, the students prefer to discuss with their friends or the lecturer (57.6%). There is a possibility that the discussion conducted with the whole class needs to participate. The lecturer becomes the person who could arrange the flow of the discussion. The discussion does not mean that the lecturer has to divide students into groups and let them discuss the issues or the matter that arises. In the second place is a presentation with 30.30%. Students might prefer seeing their classmate do the presentation on the material because it is already summarized. They could also take a not on the slide during the presentation and listen to their friend's explanation. Lecturing in the last place with 12.12% could be boring for the student because they only receive one-way communication with the lecturer, which means the student only needs to listen to what the lecturer explains in front of the class. It could be exhausting if they conduct 2-3 hours of a lesson in class.

Aboe & Ismail (2020) stated a positive and negative impact on group work for the English Education Department at the University of Papua. The lecturer has to find a way to make the student feel enjoy during the process of group discussion or working in a group because it cannot be denied that there is also problem arise when the student needs to work in a group. Not all of the students actively participate during the discussion. Even though they discuss with their friends, they have a lot of ideas and inspiration. Still, somehow they feel anxious and shy to communicate with their friends and stay silent, and there is a possibility that only a few people in the group will finish the assignment. That is why the lecturer needs to find strategies that fit the students to find balance and benefit from group work. Zaiturrahmi et al. (2017) stated that there is a positive and negative impact of group work. The positive impact is that students could gain or learn the ability to communicate with others, have a sense of responsibility, leadership ability, share workload fairly, sharpen the sense of judgment, and act. Meanwhile, the negative impact is that students will use their native language instead of the target language because the teacher cannot maintain all of the groups simultaneously.

d. Teacher's and Learners' Role

The next component to be analyzed is the teacher and learner role. It looks like students prefer the teaching and learning progress to be more student-centered. It is because they can freely express and roaming around the class to searching for information about the material rather than sitting for 1-3 straight hours and listening to the material being given to them. They search for the material by themselves and discuss it with their friends and lecturer later on, so the class participates in the discussion. In those kinds of situations, it is expected that the lecturer could help them find the solution when they are confused or stuck in the middle of the discussion and encourage them to do more research according to the issues and evaluate it with the lecturer after they finish. So, in this case, the lecturer act as a guide for the students. The students also like to explore and having new activities that they have never done before. It is an excellent solution to make the student pay more attention to the lesson and motivate them to do better for each lesson, as they need to be prepared every time. In this case, the role of the lecturer shifting from tutor to facilitator. That is means the lecturer is the one who gets the material designed, take a look at student progress, encourage the students to learn whenever wherever they can because it needs to be highlighted that they also need to know by themselves aside learning from the material that they are getting from ESP class. The lecturer needs to encourage and remind the student that the factor that could help them ace the language is their desire to learn.

Students do not have to stick to the same way of learning things. They each have different strategies and preferences in learning. It is also crucial for them to explore different ways of learning that fit themselves. The teacher as a facilitator means building a bridge between the students and what they need to know regarding the material, what they need to pay attention to, and what the crucial things they need to note. Ali & Abdalla Salih (2013) stated that teacher as a facilitator means the teacher needs to see and develop student ability in the learning and teaching. Still, in the process, the teacher also needs to make the learning situation under control and how it could make the student eager to learn. Even though the students are still in the beginner level of English, they are confident and motivated to be better at it. It is because they are already aware of the importance of English. They expect during the teaching and learning process that, rather than silently

sitting in the class and taking a note at the critical point of the lesson, they wanted to participate more. A discussion with the whole class is preferable, and only a few of them do not matter with them being passive during the lesson.

D. CONCLUSION AND SUGGESTION

To conduct better teaching and the learning situation, especially for management students, need analysis is a crucial part for the researchers and the lecturers to develop and determine what kind of material that they should give to the students, what kind of method and strategies that the lecturers should use for each class because each of them has a different characteristic of the student. Undoubtedly, the lecturer cannot use the same strategic and learning method for the teaching-learning process to run smoothly. That was the component that needs analysis able to find out to help the ESP teachers to create a better learning environment and experience for the students.

According to the finding of this study, student are aware that learning English is essential for their career that is why they have the motivation to learn English. Most students have a strong motivation to learn English because they thought they could enhance their productivity in their work environment by mastering the language. Moreover, from the result of the questionnaire, the students want a lot of activities related to speaking skills to enhance their capability to communicate with both English native speakers and non-native English speakers. They want to enhance their speaking skills in ESP class because most of the students face problems or difficulty in speaking because they have lack of vocabulary bank. If students did not know what word to say towards the person they speak with, it could hinder them from creating a conversation. That is why, they have a high motivation to be better at English, especially in how the students communicate and deliver things in English.

Based on the result of the study, they want speaking activities such as public speaking, presentation, negotiation, and interviews that is accompanied by the practice of pronunciation. They also mention in the questionnaire that it is more useful to improve their speaking skills rather than grammar because they have to be able to communicate to foreigners in their work environment. Furthermore, the students stated that they need to sharpen their communication skills along with economic or business phrases that they can use in the real situation. From this The lesson cannot process effectively because of these factors, which is why the lesson is likely unsucsesfull and cannot fulfill the goal. The syllabus, materials, and instruction to conduct English lessons for Management students need to be better designed to motivate and help students practice their English skills because it is valuable and beneficial for them to apply for their future job and raising their chances of hiring.

From the result of need analysis, ESP teachers can build the teaching materials and design instructions based on the need of their students in workplace. By conducting need analysis, the teachers can provide the content of the teaching and learning process directly to the student's real world and interests because ESP students need specific skills that should be applied in the workspace. That is why, conducting need analysis can make the teachers know about their students' expectations that can help them to support their job or to find a job after graduation. Thus, implementing General English to ESP students seem unsuitable since they require specific materials to suit their interests and needs.

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