# The English Material Needs of Economics and Business Students

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**Abstract**

This paper aims to describe the analysis of the English Course for Economics and Business students focus on target needs and learning needs. This study involved 260 students from 4 universities in Bali. Data were obtained from questionnaires and interviews. The data which had been collected were then tabulated and analyzed by using descriptive method. The findings of this study showed that conducting needs analysis to ESP course is important as the basis for designing syllabus and material because there was no material available on the market that could fully fit the students' needs. The economics topic was needed by the students (47%) and (53 %) got difficulty in recognizing core words, and interpret patterns or sequences of words and their meanings systematically. There were 46% of students want to improve their macro skill especially in detecting discourse markers, guessing the meaning of words from context, and activating schemata to interpret the text. The input needed by students was a business text (42 %). Pair work as a procedure desired by the students (35 %). Moreover, having group work as a setting (41%) and (38 %) felt that the lecturer must give an example on the instruction and assignment.

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# 1 Introduction

Students need English for Specific Purposes (ESP) related to their respective fields of study. ESP is commonly known as an English course for non-English students (Latupeirissa & Sayd, 2019). Hutchinson & Waters (1987) argue that ESP is an approach in language learning that is all decisions taken that involve teaching material and the overall learning method is based on the reason learners learn English. ESP's approach to the practice of teaching English, both nationally and internationally, has very strategic positions and roles. Along with the development of the times, namely the era of globalization in all aspects of life, both economic, social, and cultural that cannot be avoided to encourage mastery of foreign languages increasingly important. In the context of higher education, students learn English not only based on their desire to learn English but because they must take this course. Therefore, the task of stakeholders and instructors of English, in particular, is to make this course more meaningful and useful for the students. To find out what is needed by the learner's needs analysis is carried out.

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Need analysis is the first step that needs to be taken in developing the ESP program. The results of the needs analysis are used as a basis in the design of the syllabus, selection and preparation of materials, teaching-learning process, and evaluation. It can be concluded that English for Specific Purposes is a learning-based primarily on the special needs of learners. One of the special needs of these students is then reflected in the development of learning material, including the content of the material, design of activities and exercises contained in the material and also the basis for the development of themes and language skills of students. Hutchinson & Waters (1987), emphasized that the development of ESP-based teaching materials is always based on a needs analysis. Basically, needs analysis is useful to determine the direction of the program more precisely so that the effectiveness of an ESP program increases. In addition to conducting a needs analysis, the process of developing and organizing teaching materials is another important component that must be considered. Hutchinson & Waters (1987), propose two basic needs of ESP students; target needs and learning needs. Hutchinson & Waters (1987) defined needs analysis as target needs refer to what learners are required to do in the aimed situation and learning needs refer to what learners are supposed to comprehend in order to perceive the objective circumstances and what learners need to do in gaining knowledge or skills. They further classify target needs into necessities, lacks and wants. Meanwhile, Nunan (2004), stated learning needs cover the following components: input, procedure, setting, learners'role and teacher's role.

The aim of this research is to analyze the learners' target needs and learning needs for English material in the Faculty of Economics and Business. From the observations at the Faculty of Economics and Management majoring in Management Study Program, Mahasaraswati Denpasar University, English courses is one of the courses offered in the second semester. The purpose of learning English is that students are expected to be able to read any textbooks in the fields of economics, finance and trade. The results of preliminary interviews with stakeholders in the Management Study Program of the Faculty of Economics and Business at Universitas Mahasaraswati Denpasar stated that in its implementation the lecturer developed learning material too broad so that refraction of the goals outlined in the purpose of learning English. The teaching material provided is still general in the form of understanding tenses, speaking skills, and writing. Similarly, the development of material carried out so far is only within the limits of the procurement of printed materials in the form of handouts, material summaries, and handout powerpoint. Other printed materials such as books and modules are still very limited. It is seen that the development of material is merely collecting material that is directly taught to students without analyzing systemic and systematic needs and various processes. This formulation process actually cannot reach the actual needs of students so that the learning material tends not to attract the interest of students. To implement English as a specific goal (English for Specific Purposes) teaching materials that are right on target are needed. It cannot be denied that teaching material plays an important role in determining the success of learning.

## 2  Materials and Methods

There are several previous studies which are related to the need analysis of students in learning English that was taken by the researcher (Menggo *et al.* 2019; Eshtehardi, 2017; Khalik, 2014; Purwanto, 2014; Ali & Salih, 2013; Suryasa *et al.,* 2017). They agree that learners' needs play an important role in ESP and it must be the first step in the designing process. Menggo *et al.* (2019), analyzed the types of learners' target needs and learning needs for material development in the academic English-speaking course. Based on the finding, the result of students' wants strongly indicates that material design is about 21st-century skills and it should be adapted to help learners' future workplace needs with special emphasis on communication and collaboration skills. While in Eshtehardi (2017), emphasized on highlighting the key role of needs analysis in designing exam courses. Need analysis is the starting point for designing course design and part of a curriculum development that is required in the early stages of developing a syllabus. Ali & Salih (2013), who has also shown how important to do need analysis to find out material requirements and teaching methods that really fits the needs of students. Khalik (2014), in his research about the development of English material with a specific purpose (English for Specific Purposes), provides information that needs analysis is very important as a basis for syllabus design and material adaptation because there is no material available that can fully suit the needs of students. The results of the analysis of the target situation also indicate that the main objective of the Faculty of Economics Student "45" Makassar in ESP learning is to enable them to read and understand economic-related books written in English available in the library. Furthermore, Purwanto (2014), in his journal entitled Need Analysis of English for Specific Purposes (ESP) for the Students of Business and Economics Faculty (FEB) of UNISBANK Semarang aims to investigate the possibility of ESP reconstruction for UNISBANK Semarang FEB students in anticipating English language needs at the Asean Economic Community (AEC) 2015. The findings show that the majority of respondents expressed positive responses to form the competency standards needed by students to be able to survive professionally in the MEA era. The relevance of those studies above shows that the importance of reconstructing syllabus and teaching materials containing ESP. Most economics students need English with the specific purpose of understanding economically related books written in English available in the library. In order to function effectively, the syllabus and teaching materials must integrate topics, reading skills, and language structure, so that this will encourage students to develop reading skills. While material adaptation can be done through the selection of various sources, simplification, writing some appropriate exercises and adjusting the focus of grammar.

Basturkmen (2010), defines needs analysis as identifying language and skills used in determining and selecting material in ESP based learning. This analysis can also be used to assess learners and the learning process at the end of the learning period. Munby (1981), states that the syllabus and materials are of the highest analysis of the communication need of the learner. The statement implies that the analysis of needs is an important aspect of compiling a syllabus. With regard to needs analysis, Hutchinson & Waters (1987), have the same opinion as Munby. Hutchinson and Waters stated that the emergence of ESP originated from answers to questions why did the learners need to learn a foreign language? The answer to that question is who is learning and what language skills will be needed. That answer will later influence the design of English teaching materials. Before carrying out ESP teaching activities, a needs analysis is first carried out. Thus, needs analysis is the first step that needs to be taken in developing the ESP program. The results of the needs analysis are used as the basis for the design of the syllabus, the selection and preparation of materials, the teaching-learning process, and evaluation. This analysis of needs is needed and carried out by ESP instructors to obtain as much information as possible about the needs of their learners in order to provide effective and efficient teaching. In addition, ESP is not just about teaching English, but about teaching specialized English so that learners can get the benefit and succeed in their fields of interest. The benefits and success in question can be in the form of short term success.

Hutchinson & Waters (1987), defined needs analysis as target needs refers to what learners are required to do in the aimed situation and learning needs refer to what learners are supposed to comprehend in order to perceive the objective circumstances and what learners need to do in gaining knowledge or skills. The target need refers to what the learner needs to do in the target situation and the learning need refers to what the learner needs to do in order to learn. They further classify target needs into (1) necessities; what learners have to know to function effectively in the target situation, (2) lacks; refer to the learners' difficulties to cope with their target situation, (3) wants; what learners really want to learn or what they feel they need after taking the course. Meanwhile, Nunan (2004), states that learning needs cover the following components; (1) input; any data in spoken as well as in written that learners work within the course of completing a task, (2) procedure; activities of what learners should do with the input. (3) setting; informs the learners where they should do the task, (4) learners' role and teacher's role; refer to parts of them to

carry out the tasks as well as the interpersonal and social relationship between the teacher and learners in doing a task.

The method used in this research is qualitative descriptive. The purpose of this design is to measure community needs of educational services as they relate to programs, courses, school or involvement in the school (Creswell, 2002). The participants of this study were 260 students from the Faculty of Economics and Business majoring in Management from 4 universities in Bali; Universitas Udayana, Universitas Mahasaraswati, Universitas Pendidikan Nasional and Universitas Warmadewa. The participants were selected as a sample by using a multistage cluster random sampling technique. Students were asked to choose one of the four options provided, whereas, for the fifth option, students might offer communicative needs on material design. Moreover, this research used three instruments to get the data; observation, questionnaire and interview. Observation used to find out the preliminary data about the pre-condition in the teaching process of English subject which is done by the lecturer. Then the questionnaire used to gather the data of the students' needs in learning English and contains such questions or statements written given to students. The questionnaire used referred to the needs analysis instrument proposed by Hutchinson & Waters (1987). The interview was done by interviewing the lecturer and stakeholders as data to be analyzed qualitatively. Furthermore, the available data were analyzed according to the problems and objectives of this research. While the documentation was in the form of data about student lists, notes from study program about learning English, input from students, as well as the purpose of teaching English in the Faculty of Economic and Business. The analysis is presented regarding needs analysis based on the recapitulation of questionnaire results.

## 3   Results and Discussions

The purpose of this research is to find out the target needs and learning needs of the students of Economic and Business proposed by Hutchinson & Waters (1987) and Nunan (2004). Target needs covers (1) necessities; what learners have to know to function effectively in the target situation, (2) lacks; refer to the learners' difficulties to cope with their target situation, (3) wants; what learners really want to learn or what they feel they need after taking the course. While learning needs cover the following components; (1) input; any data in spoken as well as in written that learners work within the course of completing a task, (2) procedure; activities of what learners should do with the input. (3) setting; informs the learners where they should do the task, (4) learners' role and teacher's role; refer to parts of them to carry out the tasks as well as the interpersonal and social relationship between the teacher and learners in doing a task.

*3.1 Analysis of students' target needs*

This section discusses the analysis of the students' target needs those cover necessities, lacks and wants.

*Necessities*

The findings of students' necessities were the types of topic that the students need to be learned, which can be seen through the following chart



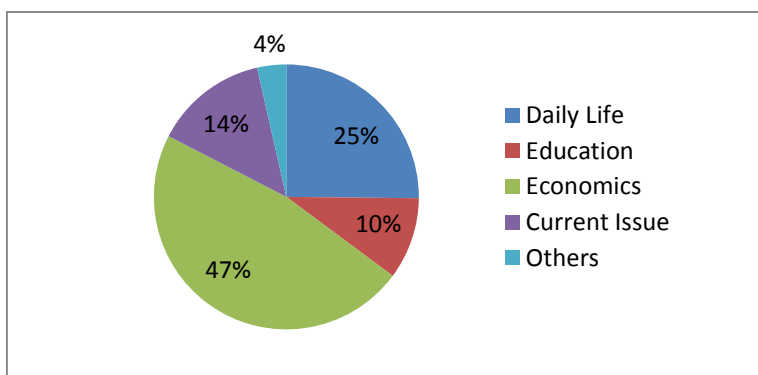Chart 1.The topic that the students need to be learned

As previously mentioned, necessities refer to what learners have to know to function effectively in the target situation. Dealing with the target needs in terms of necessities, it is shown in chart 1 that 47 % of students choose the topic related to economics since it will help them in the reading textbook in English. It is in line with the interview conducted with the students. 25 % chose daily life, 14 % chose the current issue and 10 % chose an education topic. MacKay (1978), says that the purpose of learning English must be adapted to academic goals. The teaching material must be in accordance with their professional needs. Analyzing the language needs of the student is the basis for designing syllabus and teaching material. Hutchinson & Waters (1987), also state syllabus design and teaching material should be based on learning objectives, needs, wants and talents of students. This is in line with the principle of relevance. Relevance to the demands of the world of work and the potential of students (psychological relevance). This means that what is taught must be able to meet the needs of the work field.

*Lack*

The chart below shows that students still got difficulty in learning English courses as presented in the following.
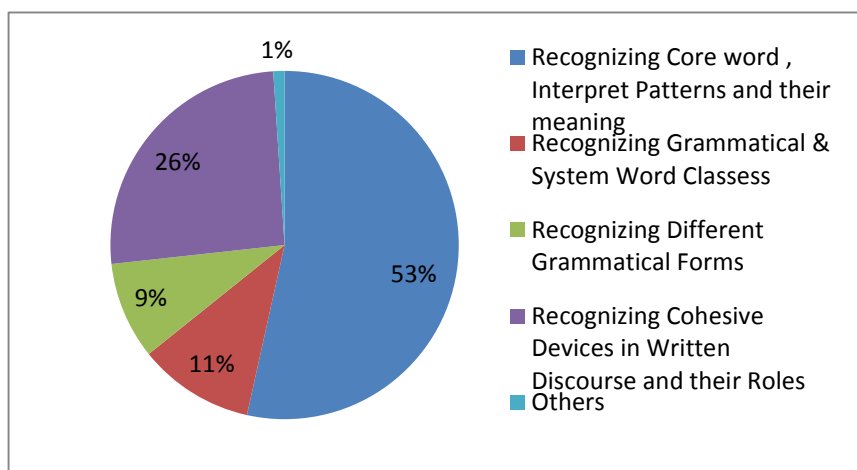


Chart 2. The students' difficulty in a reading activity

As shown in chart 2,53% of students got difficulty in this micro skill namely in recognizing core words and interpret patterns or sequences of words and their meanings systematically. Around 26% students got difficulty in recognizing cohesive devices in written discourse and their roles. 11% students got difficulty in recognizing grammatical & system word classes and 9 % got difficulty in recognizing different grammatical forms. Dealing with the target needs in terms of lack, it was clear that the majority of the students got difficulty in recognizing core words and interpret patterns or sequences of words and their meanings systematically. Each student has their own way of reading that suits their abilities. A lecturer must be able to teach students to comprehend the text easily. As stated by Brown (2004), there are two main reading skills, namely micro-skills and macro skills. In the reading activity, especially micro-skills, the student's must-have skills when they deal with graphemes and orthographic patterns and linguistic signals.

*Wants*
Wants are related to the learners' expectation which is presented in the following chart
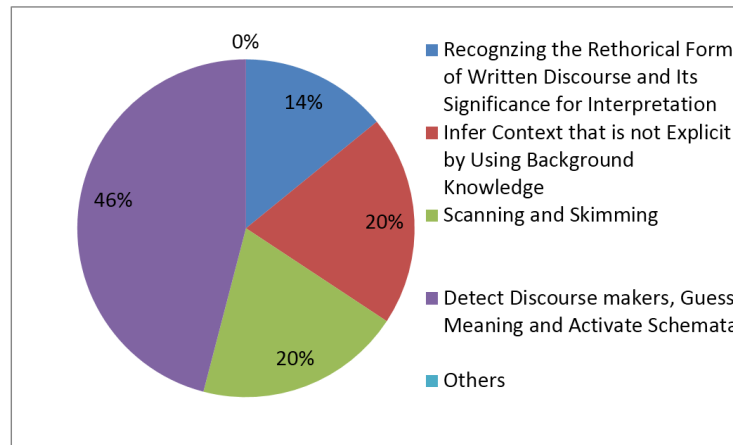
Chart 3. The reading activity that students want to study

It is clear that 46% of students want to improve their macro skill especially in detecting discourse markers, guessing the meaning of words from context, and activating schemata to interpret the text. There were 20% students want to have scanning and skimming and inferring context that is not explicit by using background knowledge. While there were 14 % want to recognize the rhetorical form of written discourse and its significance for interpretation as shown in chart 3 above. Dealing with the target needs in terms of wants, most of the students want to improve their macro skill especially in detecting discourse markers, guessing the meaning of words from context, and activating schemata to interpret the text. This is in line with four lecturers' interviews who confirmed that the students tried to guess the meaning of the reading text by using their background knowledge. As stated by Brown (2004), the macro skills will help the reader to comprehend a reading text well.  In macro-skills, the reader needs to use their discourse knowledge, communicative functions of written texts, inference skills, scanning and skimming techniques.

*3.2 Analysis of students' learning needs*

This section discusses the analysis of the students' learning needs cover input, procedure, setting, and learners' role and teacher's role. Input refers to any data in spoken as well as in written that learners work within the course of completing a task. Procedure refers to activities of what learners should do with the input. Setting informs the learners where they should do the task. Then, learners 'role and teacher's role refers to parts of them to carry out the tasks as well as the interpersonal and social relationship between the teacher and learners in doing a task.

*Input*

The input needed by the students are presented in the following chart
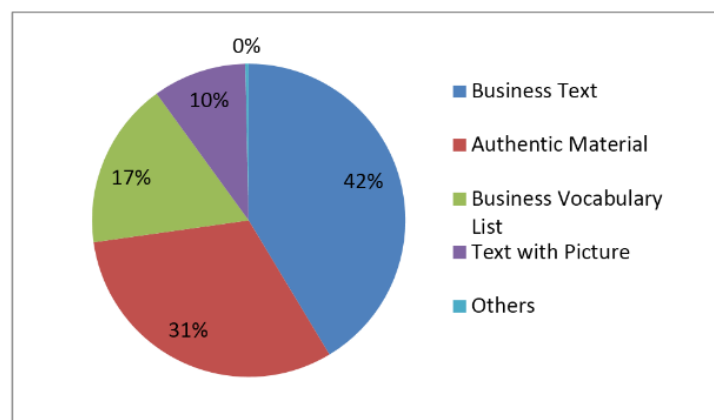


Chart 4. The students' opinion on source material to be included as instructional material in the reading activity

As shown in chart 4 above, 42% students need business text that describes the context relating to their field of work later. Followed by 31% students need authentic material. 17% student need a text accompanied by a new list of related vocabulary and 10 % of student need the text accompanied by pictures. Most of the students need business text as a source material to be included as instructional material in the reading activity. It was also affirmed with the interview conducted with the lecturers who said that business text is closely related to learners' needs in their workplace later. It will enable the students to be active, develop their higher-order thinking, and get information at the expertise level. Therefore, preparing a business text for Economics and Business students are important since it is closely related to the learners' need. Moreover, the lecturers and students also need authentic material to be included in English Material since it has a positive influence in motivating students because it can be more interesting and more motivating than the created material.

*Procedure*

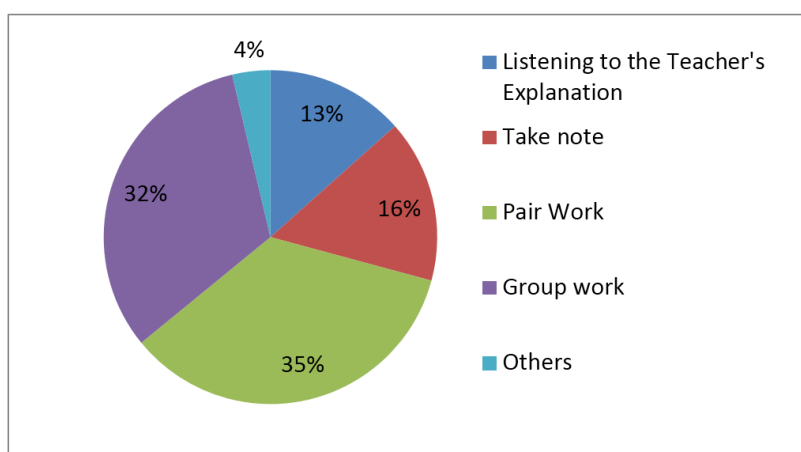The procedure desired in the English course is shown in the following chart.



Chart 5. The procedure that the students' need to have in the reading activity

As shown in chart 5 above, 35% of students preferred to choose pair work then followed by 32% of students consider having group work as their favorite. There were 16% of students prefer to take notes in class. Meanwhile, 13% of students prefer to listen to the teacher's explanation. The procedure desired in class is pair work. Having both pairs and group work would enable the student to be more independent and encourage cooperation (not competition). In reading class, the students would solve the problem in the reading together. From the obtained interview with the lecturer, most of the students like to work in a group in the teaching-learning process. Stahl (1994), argues that having a pair and group activity it will enable students to achieve success in learning, while also being able to train students to have skills, both thinking skills and social skills such as the skills to express opinions, accept suggestions and input from others, work together, feel loyal friends, and reduce the occurrence of deviant behavior in class life (Stahl, 1994). This learning model allows students to develop knowledge, abilities, and skills in full in an open and democratic learning atmosphere. Students are no longer as objects of learning but can also act as tutors for their peers. Furthermore, students who learn through pair work will have high motivation because they are encouraged and supported by peers.

*Setting*

The preferred classroom settings for the English subject are presented in the following chart.
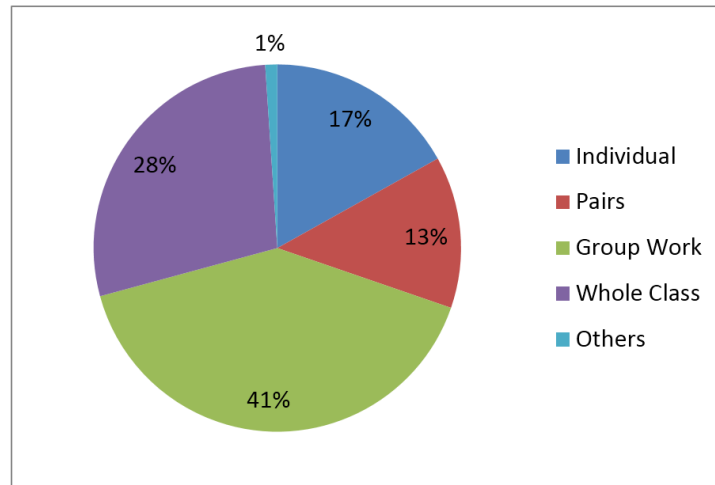
Chart 6. The preferred classroom setting that the students need to have

As shown in chart 6, 41% of students chose group work as a classroom setting, 28 % preferred the whole class and 17 % of them preferred individual. The preferred classroom setting that the students need to have is group work. Group work is the learning process of receiving knowledge carried out by a group of individuals who carry out an activity through increasing knowledge, skills, attitudes, and abilities. It was affirmed by the interview conducted with the lecturer who said that it would be effective using group work in the class. Students' success in learning is largely determined by learning strategies in the classroom. To make the situation in the classroom better, there must be a good collaboration between teachers and students or between students and other students. Some benefits of having group work in the teaching-learning process are developing the skills of students in asking and discussing a problem; providing opportunities for students to be intensive in investigating a problem, and developing leadership and discussion skill.

*Learners' and Teacher's role*

The role of students and teachers in the process of carrying out tasks that include social and interpersonal relationships between teachers and students and between students. The teacher's role desired by the students can be presented in the following chart.
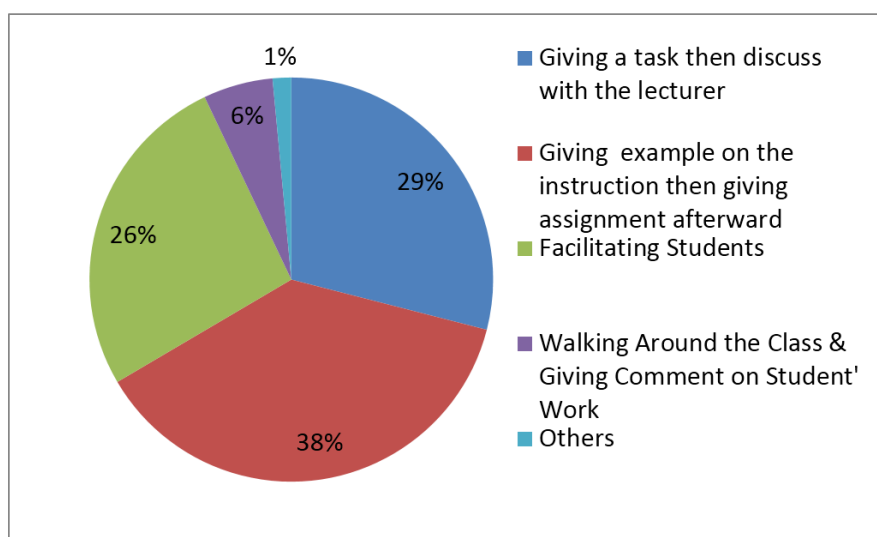


Chart 7. The teacher's role desired by the students in the class

As shown in chart 7, there were 38% of students felt the teacher should give them an example of the instruction and giving assignments afterward. There were 29 % of students felt that the teacher have to give them a task then discuss it together in the class, 26 % of student need the lecturer's guidance during the teaching-learning process with any kind of feedback. Meanwhile, 6% of students need to be supervised by the lecturer and got the comment from the lecturer. The main goal for any reading activity is comprehension. It means that there must be something to do with the strategy to understand a written text. In getting the meaning from the text, the student needs a comprehension strategy. The students who not understand instructions can waste classroom time. That's why the teacher should be able to facilitate the student by giving the example on instruction before the students are asked to do the assignment. It can also have a major impact on confidence. The teacher will be more confident in their teaching and the students' confidence in learning English as something that they can understand. It is also affirmed with an interview conducted with the lecturers. Most of the students need clear instruction from the lecturer to do the assignment given by the teacher.

## 4   Conclusion

This research analyzes the target needs and learning needs of economics and business students for English language subjects. It can be concluded that economics and business students need English for academic studies and future work. Therefore the English language material must be adjusted to suit the needs of the students' workplaces in the future with special emphasis on reading skills. It was also found that all micro and macro skills in reading were considered important to be taught. Students also need to have various learning needs such as studying in pairs and groups. It is expected that the result of this research can be used as a reference in designing syllabus or materials for economics and business students. Thus, learning English on Economic and Business students in the future must consider the needs of students (necessities) so that the fulfillment of student competencies can be achieved. Through methods and appropriate teaching media integrated into the classroom, lecturers can provide an appropriate learning atmosphere for ESP students in the classroom based on students' needs, goals and learning objectives. Furthermore, the concept of this research can also be adapted to analyze students' needs for another department. Yet, the researchers suggest that the specific topics must be included based on what students are being learned.

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