

ANALYSIS OF INSTRUCTIONAL MATERIAL BASED ON ENGLISH FOR SPECIFIC PURPOSES ON THE NEEDS OF MANAGEMENT STUDENTS AT STIE TRI DHARMA NUSANTARA

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ABSTRACT

The difficulty of finding textbooks that fit the needs of students in Management studies makes researchers interested in analysing English material for teaching at the tertiary level. Needs analysis is the first step in developing and improving teaching materials and improving learning activities. In addition, needs analysis is very effective in evaluating students' needs in relation to English for academic, specific, and general purpose. Musdalifa and Syarifuddin (2017) state that needs analysis is very important and as a guideline for designing syllabi, subject matter, and class activities. This study is entitled "Analysis of Instructional Material Based on English for Specific Purposes on the Needs of Management Students at STIE Tri Dharma Nusantara." Participants in the study were 56 students in the Management study program, 2 English lecturers, 1 Management lecturer and the Head of the Management department. This research method is a descriptive qualitative research. The instruments used in data collection are participant observation, questionnaire, and interview. Data were analysed based on Miles and Huberman's model (2012: 129-136) which included reduction data, display data, and conclusion. The results of this study are the topic of English II material based on the analysis of the needs of students majoring in Management based on English for Specific Purpose. Topics of the material are Asking and Giving Direction, Describing Job, Application Letters and Curriculum Vitae, Job Interviews, Writing E-mails, Management Technical Terms, Pronunciation, Talking to A Foreigner, Business Proposals, and Presentation Skills. Furthermore, the skills most needed by students in Management study programs are speaking skills, followed by listening, reading and writing skills. The topic of the material will be arranged into a syllabus and instructional materials in the form of English language modules II. Therefore, this study pays attention to aspects of English for specific purposes in determining topics and formulating teaching materials in order to be able to improve learning activities. Not only English in general but also English based on the needs of management majors both at the academic level and in the world of work in the future.

Keywords: *Material; Instructional; Need Analysis; Kebutuhan; ESP, and EGP*

INTRODUCTION

In this globalization era, the role of management is very important given the intense competition. In the context of economic globalization, Indonesia, which is part of the Asian Economic Community, not only emphasizes the free market but also pays attention to the readiness of Shobikah's human resources

(2013: 85). To be able to move forward requires good communication skills, especially the ability to use international languages, namely English (Reddy, 2016: 182).

The dominant business languages in the world use English. Besides that, English professions such as TOEFL or IELTS have become prerequisites for several institutions or companies. However, English proficiency in students is still low. Lowenberg (1991) in Yassi and Kaharuddin (2018: 11) writes of three factors of the problem of the low English proficiency of students in Indonesia. First, curriculum and syllabus issues. Second, the crowded class situation. Third, there are still many teachers who need language pedagogy training. Furthermore, Alwasilah (2007) also found weaknesses in English language material at the tertiary level, namely the absence of analysis in accordance with the needs, expectations, selection and classification based on student competencies. Students need not only English for General Purpose's knowledge (English for General Purposes) but the importance of paying attention to the scope of English for Specific Purposes (English for Specific Purposes) in teaching material. ESP is divided into two namely English for Academic Purposes (English for Academic Needs) and English for Occupational Purposes (English for Employment and Training).

However, in reality the English textbooks available in the market for the Department of Management are still not appropriate to the needs of students. Al Hamlan (2016: 119) explained that needs analysis is the first step in developing and improving teaching materials and increasing learning activities. In addition, needs analysis is very effective in evaluating students' needs in relation to English for academic, specific, and general purpose. Furthermore, Musdalifa and Syaripuddin (2017) state that needs analysis is very important and as a guideline for designing syllabi, subject matter, and class activities.

Researchers found seven previous researchers who deal with the analysis of English language needs for academic levels in certain majors (Prachanant, 2012; Yazdani, 2012; Ulum, 2015; Musdalifa and Syaripuddin, 2016; Pertiwi, 2016; Nirmasari, 2018; Mognhode, 2018). However, the research focused on nursing, tourism, business and aviation. Therefore, the researcher is interested in

analysing the syllabus for the management department so that it can be developed into teaching material that suits the needs of students.

Based on preliminary observations on Management students at STIE Tri Dharma Nusantara, the background of students is heterogeneous based on age, ethnicity, and race. Besides that, some students work while in college and among them focus on college. Management graduate students must have sufficient professional skills in their fields. Therefore, it is very important to provide students with material that can be practiced according to their needs, in both syllabus design and the development of teaching materials (Pertiwi, 2016). In this case the instructor is aware of the very need to analyse Instructional material based on their needs by paying attention to: What material topics are appropriate to the needs of Management students? What skills are most needed by Management students?

LITERATURE REVIEW

Mognhode (2015) in his research entitled the English Language Needs of Business Students at Adama Science and Technology University found that teaching materials must be integrated with business majors. In this case practical assignments such as projects in English courses must be integrated with the target situation so students have experience. In addition, Pertiwi (2016) conducted a study entitled Needs Analysis of English for Aeronautical Engineering Purposes at STT Adisutjipto Yogyakarta, arguing that it is important to provide highly effective material based on practical needs both in syllabus and teaching material development. Besides that, reading is the skill most needed by students majoring in Aeronautical. Furthermore, Musdalifah and Syaripuddin (2016) in their study entitled English for Specific Purposes for Nursing Students' Based on Need Analysis found that based on preliminary observations in PBM the average lecturer used other material besides the material provided by the department. The results of his research found fourteen relevant topics and speaking were the skills most needed by nursing students.

There are many studies that discuss the analysis of English material, but researchers have not found material analysis that focuses on management majors.

By him the researcher was very interested in carrying out material analysis in accordance with the department of management. What distinguishes it from previous researchers is that research methods and research results will be directly used by students as teaching material based on student needs. In addition, needs analysis has an important role as a guide for instructors to prepare syllabi, teaching materials and class activities (Hutchinson and Waters, 1987; Brindley, 1981; Brown, 1995; Nation and Macalister, 2010). By carrying out a needs analysis, it is expected to be able to design material that is suited to the needs of students.

Need Analysis

Needs analysis is a procedure used to gather information about student needs (Richards, 2008: 51). Besides that, Yalden (2012) explains that needs analysis is the line between student desires (goals and expectations of students) and student needs. In general, these two definitions share the same view of need analysis. The researcher concludes the definition of needs analysis as a step used to gather information about the wants and needs of students and the expectations that must be applied into teaching material.

Needs analysis was first introduced into language teaching through the development of ESP. Since 1960, the demand for language specification programs has grown and is increasingly being applied by linguists using the needs analysis procedure in teaching English.

Purpose of Need Analysis

Richard (2018) explained that the purpose of needs analysis is used for different purposes namely:

1. To determine the language skills needed by students to perform certain roles, such as a sales manager, tour guide or student.
2. To help determine whether the lesson is sufficient to answer the potential needs of students.
3. To determine which group students need the most language skills training.
4. To identify changes in direction that is felt by people in the reference group.

5. To identify changes in direction that ... felt important by the people in the group.
6. To identify gaps between what students can do and what they must do.
7. To gather information about certain problems experienced by learners.

Is ESP different from EGP?

According to Hutchinson and Waters (1987) ESP (English for Specific Purposes) is an approach to language teaching in which all decisions for content and methods are based on students' reasons for learning. Furthermore, Hutchinson et. Al (1987: 53) commented that in theory there was no difference between ESP and EGP. In practice, teachers teaching general English concentrate more on language in general. They aim to give learners lessons that encourage them to know and understand certain languages. However, when discussing ESP, educators pay attention to the more important thing which is needs analysis. Based on these thoughts, the researcher concludes that ESP is a study in learning English that is used in special teaching situations in a methodology that is different from general English and the material that is carried out based on needs analysis.

Business English (Management) and General English

English for business is a subcategory of English for specific purposes (English for specific purpose). In the field of Business and Management Education, English is very important to get success in a good career in business, marketing, sales or banking. According to Rao (2017), Business English and general English require the development of basic skills ranging from listening, speaking, reading, and write. In addition, business English requires specific vocabulary, topics and skills used at work to communicate accurately. English for Business focuses on the English skills needed to communicate globally the business environment. In general, Business English relates to the skills most people must possess in writing e-mails and reports, making presentations, negotiating, using the telephone, attending and actively participating in meetings or telephone conferences, receiving visitors, etc. Therefore, the difference is that

English focuses on the work of the delegation while the goal of General English is to improve all four-language skills.

Instructional Material

This process includes reviewing, evaluating, selecting, testing, and adopting teaching materials to support curriculum implementation in certain areas. The material selection team collects the material, examines the written curriculum using an established evaluation form, and develops a summary of the data from the review. Teaching materials are identified according to goals, objectives, and methodology. If piloting is part of the design process, temporary materials are selected, ranked, and tested.

Input can be text, dialogue, video recording, diagrams, or any data communication, visual or non-visual. Content as a means to convey information and feelings about the subject matter. Language enables learners to analyse and synthesize material, i.e. give students pieces, learn how they work and practice reassembling together. The task is the purpose of learning the language used. Instructional materials must be designed to lead to communication tasks where learners use the content of language knowledge they have built through units or lessons.

Design teaching curriculum

The experts whose work serves as a reference framework in designing teaching curricula are the Hutchinson and Waters (1987).

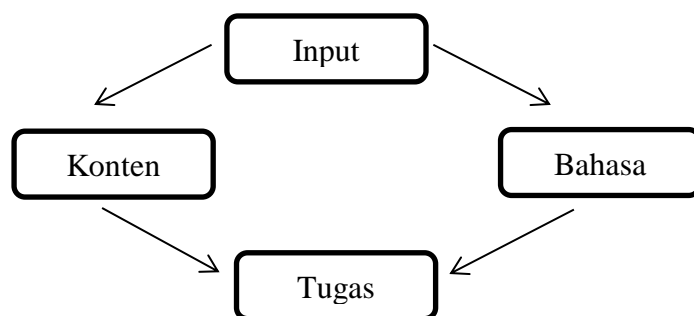


Figure 1. Model Hutchinson and Water

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METHODS

This research method was a qualitative research with a descriptive analytical approach. According to Sugiyono (2008: 15) stated that descriptive qualitative research was a research method based on the philosophy of post positivism which was usually used to examine objective conditions naturally and researchers play a key instrument. Furthermore, information taken from the results of this study was used to analyse the topics of English material in Semester II based on the needs of the Management study program and then compiled into the syllabus.

Participants

In determining the population, researchers used a purposive sampling technique. According to Sugiyono (2013: 218-219) purposive sampling technique is a sampling technique at the data source with certain considerations. The population in the study were Management students at STIE Tri Dharma Nusantara, namely students from M-B2, M-A1, and M-A2 classes. The number of students from the M-B2 class consisted of 45 students, M-A1 consists of 46 students, and M-A2 consists of 44 students. However, there were only 56 students who were considered to represent as objects in this study. The background of heterogeneous STIE Tri Dharma students was seen from their age, ethnicity and culture, as well as the field of work. Besides that, there were supporting participants in the study, namely 2 English language lecturers who had more than two years of teaching experience at STIE Tri Dharma, 1 Management lecturer in the curriculum section, and Chair of the Management Department.

Data Collection

1. Observation (Observation) Researchers use participant observation to students. During the lecture process, it was found that students generally listened when the lecturer explained, but they were less critical in responding to the material presented. In doing conversation assignments, students use 'Google Translate' rather than using a dictionary. Most students responded well to product presentation assignments, group presentations, and interviews with strangers.
2. Questionnaire; in this instrument, questionnaires were distributed to Management study program students, English language lecturers, Management lecturers of quality assurance and head of departments. Pana (2009) adapted the questionnaire. There were two types of questionnaire distributed to students, namely closed-ended questionnaire and open-ended questionnaire. A closed questionnaire asked about students' English abilities and needs. Student abilities included skills in English, problems found in learning, and ability to use English. The need for language learning includes learning methods and material topics needed by the Management Study Program both for academic purposes and for the field of work. Meanwhile, an open questionnaire asked about suggestions for improving the quality of learning English courses. The questionnaire for English lecturers, management lecturers in the quality assurance department and the chair of the Management department covered the needs of students in English courses, which covered topics of relevant material, and skills that need to be improved.
3. Interview; the type of interview used in this study was a structured interview. This instrument was carried out on 4 students who asked about students' opinions about semester II English teaching materials. Furthermore, interviews were conducted with 2 English lecturers, 1 Management lecturer and the Head of Management, which contained suggestions for improving the quality of learning English courses aimed specifically at English lecturers and teaching materials.

Data Analysis

Gay, et al (2006) states that there are two types of data analysis in qualitative research, namely data analysis during data collection and after data collection. During data collection, data was analysed to avoid unnecessary data. Data from the questionnaire was analysed by recapitulation. Recapitulation of the questionnaire divided by the number of participants then multiplied by 100 to get a percentage value. In addition, the results of the interviews were analysed based on Miles and Hubermans' model in Emzir (2012: 129-136) which included data reduction, data display, conclusion, and verification.

DISCUSSION

In this study, there were 56 students as participants consisting of 30 women and 26 men. About 57.9% of students have taken an English course before. Based on information from the questionnaire, 75.4% of students agreed that English was held in 16 meetings in one semester. All students agreed that English was important for their studies and 98.2% stated that English had an important role to get a better job after graduating from Management Study Program.

Among the four skills (ability) in English, speaking skills are the most choices needed by students, namely 79.6%, followed by listening skills 14.8%, then reading skills 3.7% and the least is writing skills 1, 9%. This information can be seen in Figure 1.

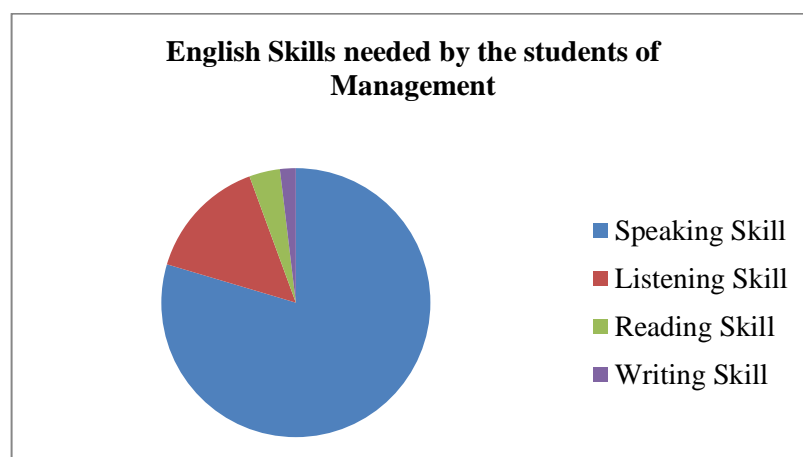


Figure 2. English Skills needed by the students of Management

Furthermore, the difficulties most often found by students in English classes are translating (78.9%), speaking and listening (59.6%), writing (26.3%), and reading (24.6) %. This was proven during observation activities; many students used the help of online translation applications instead of using dictionaries. The method favoured by students in learning English is 43.9% like the method of presentation, 38.6% like the method of speaking, 17.5% of assignments and only 1.8% choose the method of lecture. In addition, additional methods favoured by students are discussion and practice of speaking to foreigners.

Based on the questionnaire related to the material needed by management student in English II is illustrated in figure 2. The results show that 75.4% of students choose material content about English for general purposes (English for general purposes) and English for management (English for specific purposes). This means that they need English in accordance with their majors. Besides that, students' plans after completing their studies 55.4% chose to find work in accordance with their educational background, 37.5% chose to open a business or build their own office, and only 7.1% who wanted to find work abroad.

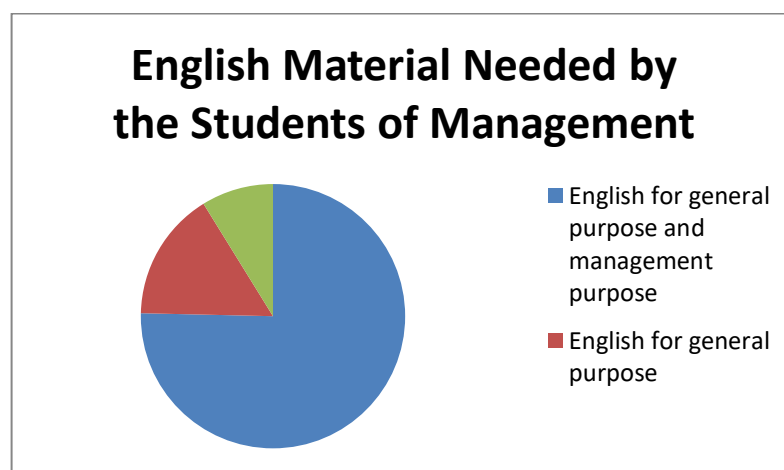


Figure 3. English Material Needed by the Students of Management

The 19 topics of material provided to students on the questionnaire sheet to find out whether the topic is considered very important, important and not important based on their needs. Based on the results of the percentage, the topic chosen is the top 10 of the percentage of topics that are considered very important for students. Selected topics are Job Interview, Business Proposal, Presentation

Skills, Management technical terms, Pronunciation, talking to a foreigner, Asking and giving direction, Application letter and Curriculum Vitae, Describing Job, and Degrees of Comparison. The data is illustrated in figure 3 as follows.

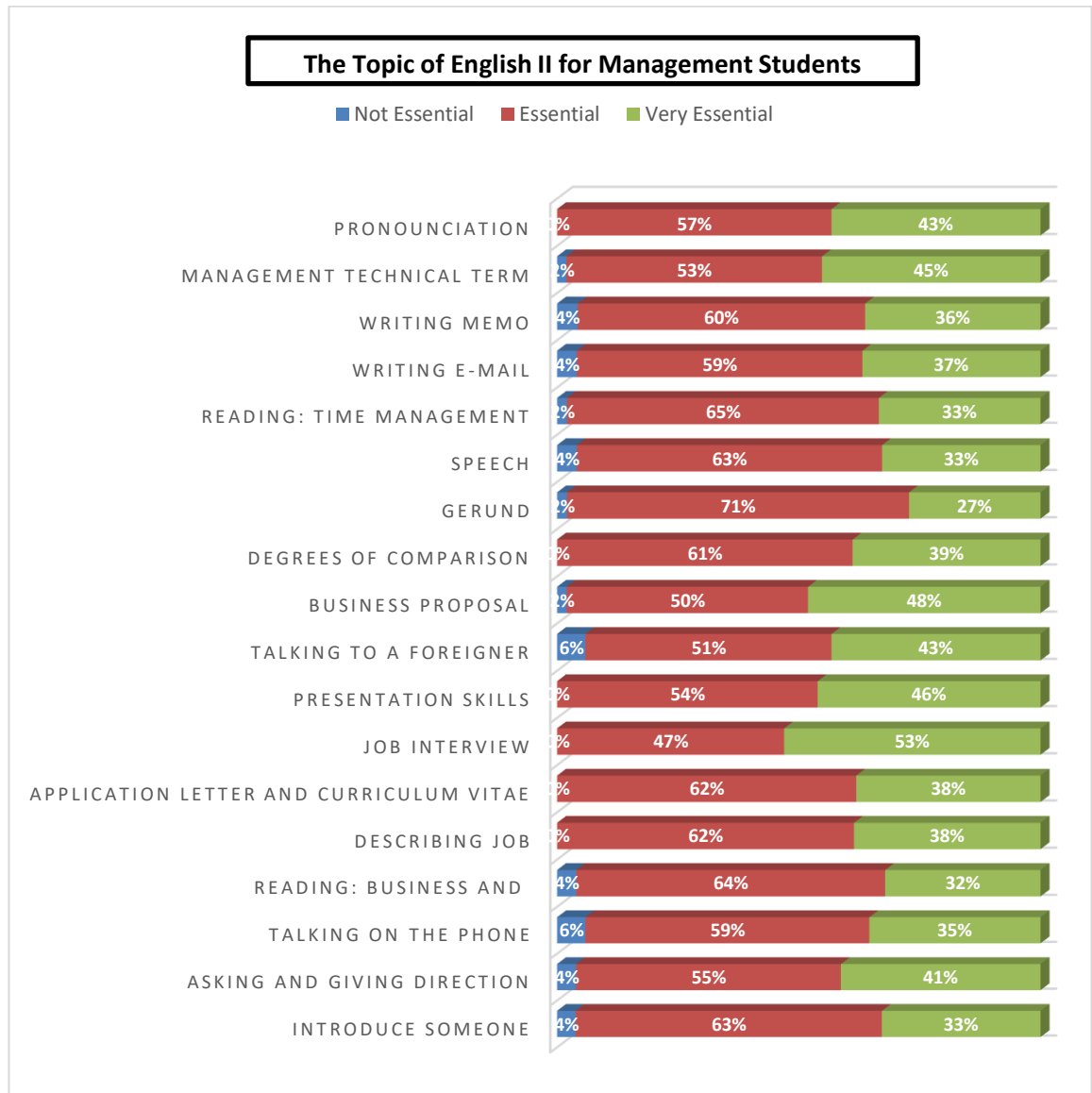


Figure 4. The Topic of English II for Management Students

Furthermore, the results of the data from the open questionnaire (ended-ended questionnaire) about student suggestions to English lecturers is to practice the ability to listen and speak, especially in conversation, multiply presentations, increase vocabulary memorization and terms related to management. in addition, they also suggest using methods to attract student interest. When lecturers explain

in English translation and learning in not only class but also conducting online classes should follow it.

Based on the results of interviews the students said that the material presented was good but needed a deeper explanation. The most preferred material is talking to A Foreigner because this material is considered able to add insight. The next material is the Presentation material because this material trains the ability to speak more smoothly and makes them more confident. Application letter material, Curriculum vitae and Job Interview are very useful for future students. Material that is not liked is cardinal numbers, Reading: Business, Colour, and tenses. The material that needs to be improved is to discuss vocabulary, pronunciation, and speaking because when speaking many students who have less vocabulary and wrong pronunciation and tenses must be deepened.

English Lecturer

Based on the results of the questionnaire given to two English language lecturers, it is argued that students' master all-important skills, but the skill most needed by management students is speaking. However, in the field students sometimes find difficulties in communicating, reading, writing, and listening. In addition, the material needed by Management students is both material for general English and management English material. 10 topics are considered important and very important to learn for management students. These topics are Business and Color, Describing Jobs, Application Letters and Curriculum Vitae, Job Interviews, talking to a Foreigner, Business Proposals, Presentation Skills, Writing E-mails, Management Technical Terms, and Pronunciation. Furthermore, based on the results of interviews with English lecturers stated that English is very useful for future student careers. The advice is the same as students that English should be taught every semester or more than two semesters so they can learn language and management simultaneously.

Head of Department and Lecturer in Management

As well as information from the head of the Department of Management with English lecturers about the skills students need most is to speak. Meanwhile, based on the lecturer of Management, the Quality Assurance Department believes

that reading ability is the most needed skill, especially in understanding articles. Furthermore, material topics that are considered very important to be taught to students are Asking and Giving Direction, Describing Jobs, Application Letters and Curriculum Vitae, Job Interviews, Business Proposals, Presentation Skills, E-mail Writing, Technical Terms Management, and Reading: Time Management.

Besides that, in the interview the head of the department advised English lecturers for the Management study program to improve the quality of the material, teaching techniques and performance. Next, the suggestion from the Management lecturer is the need to train students to speak English-Economic terms and provide material on Commercial English. This is because many of the final students cannot read the English-Economic term. Based on the data above, the topics of Job Interviews, Business Proposals, Presentation Skills, Management Technical Terms, Pronunciation, Application Letters and Curriculum Vitae, and Describing Jobs were selected by students, English lecturers, Management lecturers and Department Heads. While the topic of Asking and Giving Direction was chosen by students, management lecturers and the chair of the management department. Besides that, talking to A foreigner material was also chosen by students and lecturers of English and Writing E-mail material was chosen by English lecturers.

Furthermore, the material chosen by only one type of participant is Degrees of Comparison (by students), Business and Colour (by English lecturers), and Writing Memos (by Management lecturers and Head of Departments). Material selected by only one type of participant is not included as a topic of material required by Management students. In addition, based on interviews, respondents said that Business and Colour material was boring, while the average student said that he was very interested in the Talking to A Foreigner material. Although the percentage degrees of comparison is higher than Writing E-mail based on student choice, the English language lecturer, Management lecturer and head of the department choose the topic of Writing E-mail because it is very important for students in their careers later.

CONCLUSION

Based on a percentage of 56 students found that they agreed that English was important for their studies. Most students consider English courses to have an important role to get a better job in the future. Almost all students choose the material content in Semester II, which contains English for general purposes (English for general purposes) and English for Management study programs (English for specific purposes). It can be concluded that the topics relevant to the analysis of Management student needs based on ESP are asking and Giving Direction, Describing Job, Application Letter and Curriculum Vitae, Job Interview, Writing E-mail, Management Technical Terms, Pronunciation, Talking to A Foreigner, Business Proposal, and Presentation Skills.

Furthermore, among the four skills in English, speaking skills are the most choices needed by students then followed by listening skills, reading skills and writing skills. The most difficult difficulties found by students in the English class are translating then speaking. Nearly half of the students consider the presentation method to be the most popular method, and then the method of speaking specifically when speaking with strangers and only a small percentage prefer the lecture method.

Suggestion

Material that needs to be improved is the material about vocabulary, pronunciation, and speaking because generally students have a vocabulary that is lacking. Suggestions for English lecturers, especially those who teach Management study programs to improve the quality of teaching materials and techniques. In addition, the need for English lecturers to train students to pronounce English-Economic terms.

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