NEED ANALYSIS OF BUSINESS ENGLISH FOR ECONOMIC EDUCATION UNDERGRADUATE STUDENTS

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INTRODUCTION

English is a language that most part of the world used as a first or second language that is why English language proficiency is crucial especially for undergraduate students. With the rapidly changes in globalization era, the need of English as the language of communication also increased. The undergraduate students in Indonesia have to prepare themselves in order to be successful member of the global workforce. Furthermore in creating graduates that have global perspective, English is a language which the graduates have to be fluent with because having good English will help them to get a better future.

This also applies to undergraduate students majoring in non-English, especially economic education where it's crucial for them to be able to face various challenges in their professional world. These undergraduate students must also be able to compete with graduates from domestic and foreign universities. This happens because more and more workers from abroad come and work in Indonesia. This is in accordance with research from Yana (2016) which the students' aims for gain English skill will support their academic endeavors and their future professional lives. Learning English is becoming more important as non-English majors are currently required to have proficiency in the language. Learning English is necessary for a variety of goals, not just for fluency in the language in general but also for more specific purposes. That is why English for Specific Purpose (ESP) has a pivotal function in lecturing English at universities.

In the current situation where there is globalization in all sectors makes English as the universal language for communicating with various and increasingly specific purposes based on their respective fields. Therefore the people's need for English is also increasing, not only for general purposes English is becoming more essential among the people, not just for generally use but also for specific purposes (ESP) (Sulistio, 2016). Undergraduate students in particular should study English so that they can communicate in accordance with the scientific fields they select. This is done so that when the undergraduate students graduate later, they can become global workforces.

Ekayati et al., (2020) said that English language instruction for non-English studies strives to help non-English learners understand and utilize English in the context of the scientific area when listening, speaking, reading, and writing in both formal and informal contexts. For higher education level, English learner should have started develop their ability to communicate using their knowledge about the scientific fields that they choose. Kusni (2013) explained that students in colleges and universities need to have been given ESP instead of EGP. Authorities in higher education should assert that EGP which have been taught for a long time in Indonesia's universities should be reinstate by ESP.

ESP represents learners' individual intents in learning the target language as a reaction to their needs and a way to help them learn the language they will need to communicate outside of the classroom, especially for their future careers and academic pursuits. Undergraduate students especially non-English studies are expected to be able to prepare themselves as global workforces by studying ESP. This will help them as an inauguration for their future employment.

English for Specific Purposes (ESP) is a term that arose due to concerns that General English Courses frequently did not meet learners or businesses need. Because of the globalization and rapidly development of technology, English is the language that is widely used in diversified work such as business, media, technology, health and others. The needs of ESP becomes more necessary as a result of this.

Based on Dudley and Evans (cited in Fitria, 2019) ESP is intended to address the learner's individual needs and makes use of underlying technique and activities. They further stated that ESP should be seen as an approach to teaching. English for Specific Purposes (ESP) is explained by Richards & Schmidt (2010) as a language course or program of study where the objectives and content are determined by the specific requirements of a particular set of students.

Paltridge & Starfield (2013) explained how ESP is a learner-centered method of teaching English. ESP helps learners become more fluent in English in academic (students of different fields), professional (people of different professions such as doctors, engineers and nurses), or workplace (technicians for example) settings (Saragih, 2014). English for Specific Purposes refers to a method of teaching English that is centered on a certain type of technical English students with particular objectives, majors, or jobs (Fadel & Rajab, 2017). According to the explanations before it is possible to infer that ESP is a language teaching strategy that is aimed to suit the learner's need and reason for learning English.

General English curriculum usually feature English language needs, but ESP curriculum takes into account both general and specific English in order to achieve the goal of ensuring that learners are competent to utilize English in their particular field or profession (Setiawati, 2016). Ninsiana and Nawa (2019) said that English Specific Purposes (ESP) is one of the fields of applied linguistics that has developed among academics who are engaged in teaching and using English according to the requirements of the academic disciplines and professions that employ English, including those in the fields of economics, law, agriculture, medical and others. Basturkmen (2010) explain that

ESP was notably connected with the concept of a specially designed English subject to satisfy the communication needs by science and technology.

The goal of ESP is to get students ready to use English in academic, professional, and workplace situations. It must be adapted to these students' requirements because it is about specific students (Akbari, 2014)**.** Rahman (2015) explained that ESP more emphasis on context-based language than on grammar and language structure. The important point of ESP is that English is not taught as a subject separate from the everyday life of the learners but it is integrated into their learning. From the preceding statement, it can be inferred that ESP is a method of teaching languages that aids in the development of language learner proficiency that may be applied in a professional or workplace situation.

Fitria (2019) said that ESP is more successful in enhancing students' learning motivation because it is relevant to their fields of study and meets their demands. Students learn English for specific purposes, as indicated by subject-matter studies, to acquire and develop necessary information and skills through English. These specific goals represent the purposes for which students learn English. Fitria (2019) also said that. students learn ESP not only because having an interest in English, students also need to use it to complete a task. Their mastery of the English language must be such that they can complete their specialized topic studies at a suitable level. In other words, university students who took English for Specific Purposes would have no trouble adjusting to the workplace and finding work in their field. Based on the previous explanation it was determined that students should study ESP in order to prepare themselves for the challenges of the working world because ESP will help them learn English according to their field of work later.

English for Specific Purposes (ESP) has three main branches, these are English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Studies (ESS). These branches were further divided into sub-branches of two categories: English for Academic Purposes (EAP), English for Occupational Purposes (EOP) and English for Vocational Purposes (EVP) Bastrukmen (in Gözüyeşil, 2014). This branches also mention in Suprayogi (2020) which revealed that ESP may have been subcategorized into many subfield of specially prepared English lesson, such as in Science and Technology, Business and Economics, and Social Science.

A thorough and methodical requirements analysis that strives to identify the learners' needs in learning English is the foundation for the programming of ESP. The needs of the target learner are also taken into consideration while selecting goals or objectives, materials, information, and teaching method Suprayogi (2020). That means the process of identifying English skills and components linked to the students' needs and their subject of study is the major emphasis of teaching ESP (Kusni, 2013).

Techniques and procedures for gathering information for use in syllabus design are referred to as need analysis. Information must be gathered not only on why learners wish to study a given target language, but also on societal expectations and limits, as well as the resources available for implementing the curriculum (Sukarni, 2019). Further, Basturkmen (2010) explains that the identification of language and skills that will be used in defining and refining the content for the ESP course is known as need analysis.. That is why need analysis is required in order to create an ESP-based resource.

Goldsmith. et.al (2013) present that the primary characteristic of an ESP is that its goals and content are tailored to the individual requirements of its students.. The main challenges in teaching ESP are how to recognize student needs, the types of genres that students must be able to produce and participate in, and how to determine whether or not a learner has been successful in doing so. If not, what can the teachers do to support them in learning.

Akbari (2014) emphasized that because it affects the 'what' and 'how' of an ESP course, examining the specific demands of a certain learner group acts as the start to an ESP course design. The majority of researchers agreed that ESP is used to fulfill the particular needs of students in various disciplines. It employs an approach that is different from General English because it focuses on specialized activities within a specific discipline (Setiawati, 2016). Saragih (2014) thought that examining the individual demands of a certain set of learners is a crucial beginning point in ESP course design because it determines the essence and underlying causes of an ESP course.

Balaei & Ahour (2018) also explained that the main purpose of conducting a needs analysis is to obtain information which when followed up makes teaching better. Needs analysis is also always associated with teaching for special needs (English for Specific Purposes/ESP), which is a more focused English teaching and learning process. The design of an ESP course must be properly thought out in order to include goal-oriented materials while keeping the learners' individual needs in mind (Setiawati, 2016). ESP can provide multiple benefits such as academic interest (when studying), non-academic (for everyday purposes) and to prepare students' readiness to enter the workforce in line with their field, where their proficiency in English may be a deciding factor in their ability to compete and succeed in a setting where speaking English is a requirement (Kusumanungputri, 2017).

Fadel & Rajab (2017) said that Need Analysis is the instrument used by ESP/EAP practitioners to identify learners' needs in various fields. "Needs Analysis is a vital stage in designing ESP material" (Belcher, 2009). It serves as a foundation for determining the course's goal and the communicative and linguistic needs of the learners. Setiawati (2016) said that even though researcher define Need Analysis differently but many of them concur that need analysis represents the requirements, preferences, and needs of students in their field.

Wahyono & Puspitasari (2016) defined that the goal of need analysis is to determine the needs of a specific group of individuals, and need analysis is a systematic set of techniques used to set priorities and make program decisions. Setiawati (2016) said that most of the researchers regarded need analysis as the process of identifying the students' English language proficiency, gathering relevant linguistic, genre, and discourse data, figuring out what is expected of them in the course, and then defining how the course will be run and managed. Needs analysis is a technique or strategy for comparing current circumstances (what is) with the desired condition/should/expectations (should be/ought to be) (Ekayati et al., 2020).

Previous research has shown how important it is to carry out a needs analysis to determine the need for materials and teaching methods that really suit the needs of students (Ali & Abdalla Salih, 2013). Haque (2014) also asserts that by conducting a needs analysis, we may adjust the curriculum, methodology, and learning approaches, create learning objectives, and lead the selection of instructional materials. Needs analysis is the foundation for developing curriculum content, teaching materials and teaching methods that can increase student motivation and success (Otilia, 2015). Based on the researchers' statements above it can be said that by conducting a needs analysis, we may adjust the curriculum, methodology, and learning approaches, create learning objectives, and direct the selection of teaching material. The cornerstone for creating curriculum content, teaching materials, and instructional approaches that will boost student motivation and achievement is needs analysis.

Hutchinson & Waters (1987) presented their needs analysis model. Two concepts, target needs and learning needs are proposed in the model. Target needs refer to the knowledge and skills the learners must master in the future working positions. It can be divided into necessities, lacks, and wants. Necessities is shaped by the demands of the

target situations, it was the learner has to know in order to function effectively in the target situation. Lacks refer to the gap between the existing proficiency of learners and the target proficiency of learners. Wants are the subjective perception of learners that they want to learn from the language courses. In order to build a curriculum that meets these objectives, educators should research the target needs and language acquisition requirements. Learners must fulfill their learning requirements in order to acquire the necessary knowledge and abilities. The information about the learners, including as their interests and backgrounds, their knowledge, abilities, and learning styles, as well as their motivation for learning, should be taken into account when identifying the learning needs.

Need analysis is currently a crucial and essential tool (for course guidance and evaluation) in language teaching. The teacher is able to track the information on the students' mastered skills and the skills they desire to upgrade and enhance by using need analysis. A need analysis involves a number of steps, including data collection on the perspectives of students' needs, hopes, and viewpoints (Lee, 2016). Therefore as a result, detailed information such as resources, methods, and the classroom environment are fully obtained for the sake of learning objectives and targets (Boroujeni & Fard, 2013). Stojković (2015) explained that need analysis should be an ongoing process, repeated yearly, before and during the course.

In addition, the need analysis is not a final outcome but rather a specific action taken in an effort to reach a decision. The decisions to be taken is the need to resolve the gap between expectations and reality. Thus, the activity of gathering information on the gap between expectations and reality encountered by learners in a learning process is known as needs analysis (Ekayati et al., 2020). According to the definition given above, need analysis is defined as actions for gathering data regarding the objectives of a language course as well as the needs and wants of the learners. The language competence, genre, and other abilities that the learners will study can be determined using the data from the need analysis.

Many experts have emphasized the importance of learners' perspectives in constructing the ESP curriculum principle. They contend that the learners' perspectives mostly address the areas in which they will use their English skills in the future (Suprayogi, 2020). Ramani & Pushpanathan (2015) in their research found that it is important to understand how students' perspective of their English language needs through identifying students' backgrounds towards their English language needs by determining the circumstances that affect students' changing language demands and their backgrounds. Another study conducted by Boroujeni & Fard (2013) concluded that conducting a needs analysis can assist determine whether the program is appropriate for the learners' aims and objectives to learn a language, and that it can also be utilized to help develop different components of a more advanced program according to their needs.

Hence, to ensure that students can do whatever their discipline requires using English, course objectives and learning outcomes should align with the findings of the need analysis (Fadel & Rajab, 2017). An important point of ESP is that English is not taught as a subject separate from the daily lives of students, but rather integrated into their learning (Rahman, 2015). Saragih (2014) said that in order to create an effective ESP course, it is crucial to analyze the unique needs of a particular set of learners. This analysis identifies the goals and core principles of an ESP course. It will assist in choosing and ranking what students require. Macalister & Nation (2020) defined that analysis of requirements It is critical to ensure that a course contains relevant and helpful information for students to learn. Data obtained from need analysis can become a valuable resources to improve ESP teaching and also for making text books.

Business English is one of the forms of the language used for a Specific Purpose, such as Maritime English, Aviation English, Technical English or Scientific English

(Fitria, 2019). Business success has been a major factor in the drastically increased use of Business English. Business English is becoming more and more crucial as businesses demand that their employees speak multiple languages. The purpose of any business English course is to enable participants to interact with others in a professional setting, whether through written correspondence, in-person meetings, oral presentations, or other activities.

Li (2014) clarified that Despite the fact that Business English training has grown in popularity, for many years it has been limited to a strategy that concentrates solely on the practice of language skills while ignoring social demands and learners' own interests. This frequently causes students to lack interest in studying Business English and to perform poorly when using the language in their future careers. The teaching of Business English at colleges and universities is consequently faced with a number of difficulties, such as improving course design, establishing teaching objectives, modernizing teaching concepts, educating teachers, and compiling textbooks.

Business English is one of the examples of the English for a Specific Purpose. Talking about business English, it is largely used in International trade by many whose primary spoken or written language in English (Fitria, 2019). In a globally connected world, business English is becoming increasingly important as more and more employers need multilingual workers. The goal of any Business English Course is to allow its users to effectively communicate with others in a business environment, whether that communication is in correspondence, face to face meetings, or other methods. Therefore, a Business English language may include topics such as business English reading, letters, resume, business phrases, or terms of sales, administration, presentation, advertising and marketing.

Fitria (2019) pointed out that business English teaching became thus more focused on functional areas-language for recommending, expressing opinion, giving advice, showing agreement, and etc. These advances have persisted as there has been an increasing need to improve such skills, as presentation techniques, negotiating or meeting skills. The practical use of language prevailed over theoretical language study. When it comes to imparting speaking abilities in Business English, job interview is a crucial component of an employment, so students should be taught how to handle one and what advice they should keep in mind when applying for a certain position.

Fitria (2019) clarified that related to the definition of Business English or English for Business Purposes, it shares the important elements of needs analysis, syllabus design, course design, and the selection also development of materials with all ESP fields of work. Li (2014) explained that in the design of Business English courses, need analysis is a vital and essential instrument. It ensures a focused and efficient curriculum design responsive to the learners' needs. Based on the explanation above, it can be understood that because business English has specific content which is different with other ESP branch, a need analysis must be carried out in order for the Business English material to be accordance with what is needed by the learner.

METHODS

If a needs analysis has been performed, it is simple to determine what language course material might enhance the learner's capacity. This is a vital procedure that cannot be overlooked (Jamaluddin et al., 2021). Brown (cited in Li, 2014) said that a need analysis is an activity of information gathering. Agree with that, Nunan (cited in Paksi & Iswari, 2022) believes that before designing an educational program, a need analysis procedure is carried out in order to gather information from and about students. The

conclusion of the above explanation is which indicated that the goal of need analysis is to determine the knowledge the students must gain; hence, analysis can be said to guarantee the success of learning activities.

The method that used in this research is a descriptive and qualitative approach that is natural to present the data in the form of numbers and percentage. It is also belongs to exploratory research as the researcher explored the information about needs, lacks, and wants as it called by need analysis. The data analysis was conducted through data collecting, data reduction, data display and drawing conclusions (Sugiyono, 2013). Questionnaire was used to collect the data about need analysis viewed from the undergraduate students' perceptions. The instrument used is a closed-ended questionnaire. It is a type of questionnaire in which the respondents can directly select an answer. The answer or respond from the questions are limited which predetermined by the researchers (Johnson & Christensen, 2012). The questionnaire analysis is data reduction then the result presented using pie chart. It will be processed to draw the research conclusion.

The population of this research is undergraduate students that majoring in economic education which took business English course. Based on Arikunto (2012), if the population of a research is more than 100 people, it can be taken 10-15 % as a sample. The undergraduate students' total number are 672, so the researcher took 10% from the number. Therefore the sample of this research is 67,2 undergraduate students and then the researcher team round it up to 68 undergraduate students.

The purpose of this research is to identify undergraduate students' needs for business English. The questionnaire includes the undergraduate students' motivation, their learning needs, their self-evaluation of lack and their wants in learning Business English. The aim of the questionnaire is to obtain knowledge on their perception of their language needs, lacks and wants.

RESULTS & DISCUSSION

Results

Need analysis is highly significant to do because from it the students' lack, wants and needs will be known. This research is a qualitative descriptive method in which the researchers became the main instrument of data analysis. Data analysis was started with compiling all the data obtained from the questionnaire.

After compiling the data the next steps are data reduction and data display. The data from the questionnaire result is explained below:
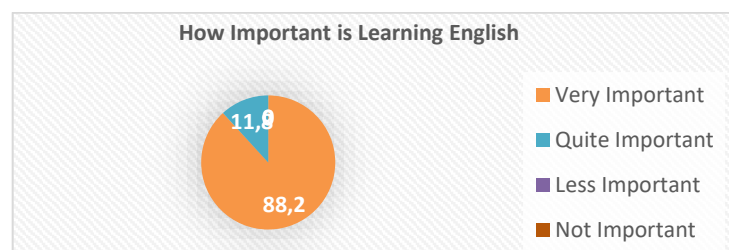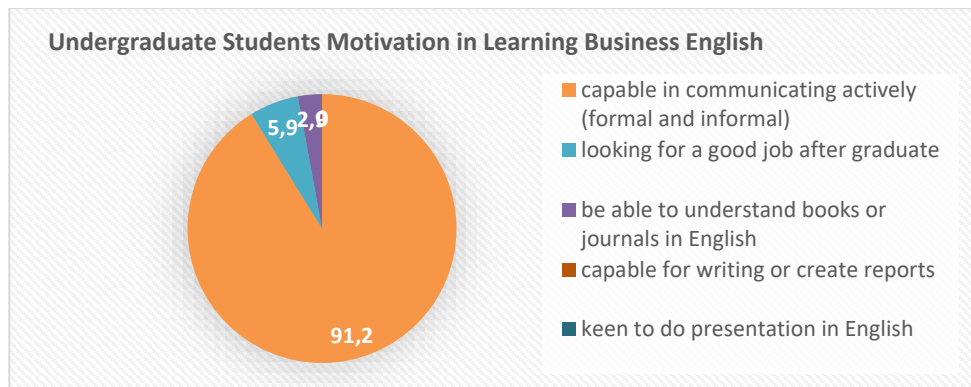

Picture 1.
How Important is Learning English Questionnaire Result
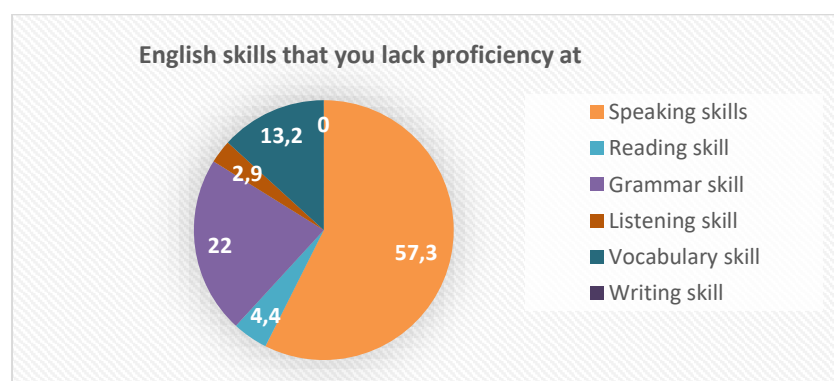*Source: Researcher's Data (2022)*

The questionnaire result for statement 1, according to you how important is learning English which the research team obtained from 68 respondents, there are 88,2 % or 60 undergraduate students that answered it is very important. 8 undergraduate students or 11,8% it is quite important. There is no undergraduate students or 0% that answer learning English is less important or not important.

Picture 2.
Undergraduate Students Motivation in Learning Business English Questionnaire Result
Source: Researcher's Data (2022)

While for the statement 2, the undergraduate students motivation in learning business English, there are 62 undergraduate students (91,2%) answered capable in communicating actively (formal and informal), 4 undergraduate students (5,9%) answered looking for a good job after graduate, 2 undergraduate students (2,9%) answered to be able to understand books or journals in English. There is no undergraduate students or 0% that answered capable for writing or create reports and keen to do presentation in English.
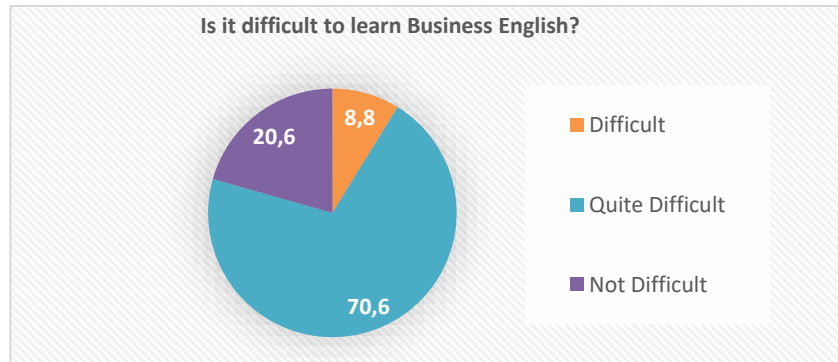

Picture 3.
English Skills that You Lack Proficiency at Questionnaire Result
Source: Researcher's Data (2022)

The questionnaire result for statement 3, English skills that you lack proficiency at, which the research team obtained from 68 respondents, there are 57,3 % or 39 undergraduate students that answered speaking skills. 3 undergraduate students (4,4%) answered reading skill, 15 undergraduate students (22%) answered grammar, 2 undergraduate students (2,9 %) answered listening skill, 9 undergraduate students
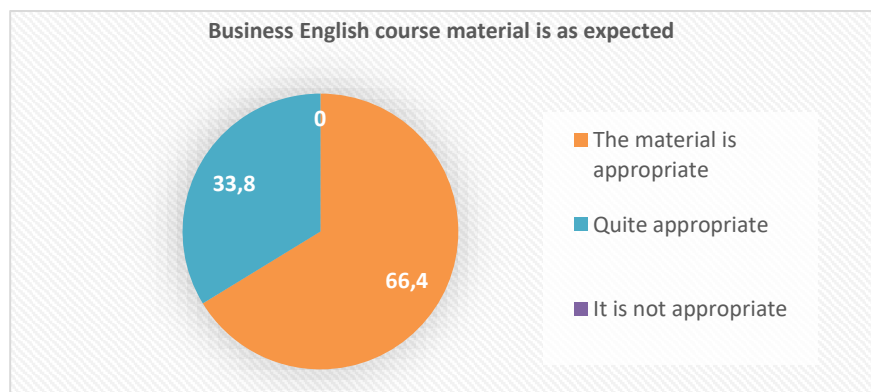
(13,2%) answered vocabulary, but there is no undergraduate students or 0% that answer writing skill.
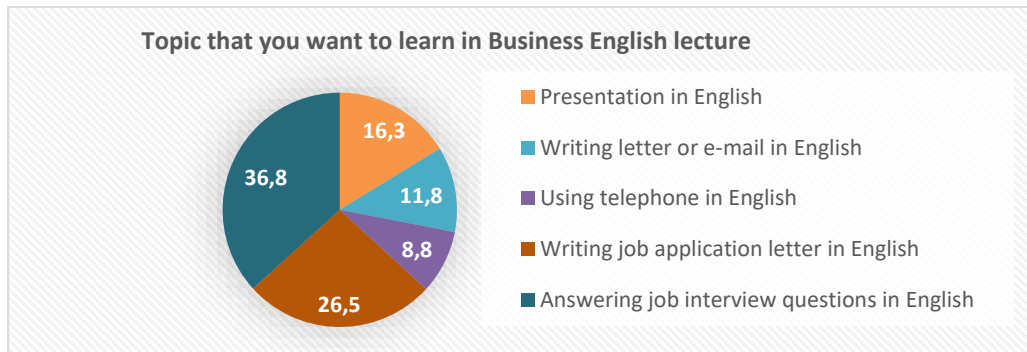

Picture 4.
Questionnaire Result for question, is Business English Difficult to Learn?
Source: Researcher's Data (2022)

The questionnaire result for statement 4, is business English difficult to learn which the research team obtained from 68 respondents, there are 8,8 % or 6 undergraduate students that answered it is difficult to learn business English. There are 48 undergraduate students (70,6%) answered it is quite difficult to learn business English and 14 undergraduate students (20,6%) answered it is not difficult to learn business English.
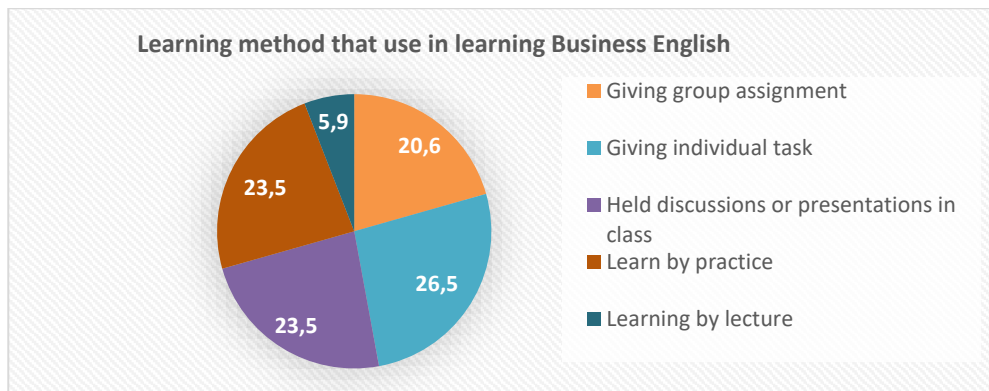

Picture 5.
Questionnaire Result for question, is business English course material as expected?
Source: Researcher's Data (2022)

The questionnaire result for statement 5, is business English course material is as expected which the research team obtained from 68 respondents, there are 66,2 % or 45 undergraduate students that answered the material is appropriate. There are 23 undergraduate students (33,8%) answered quite appropriate but there is no undergraduate students or 0% that answer it is not appropriate with.
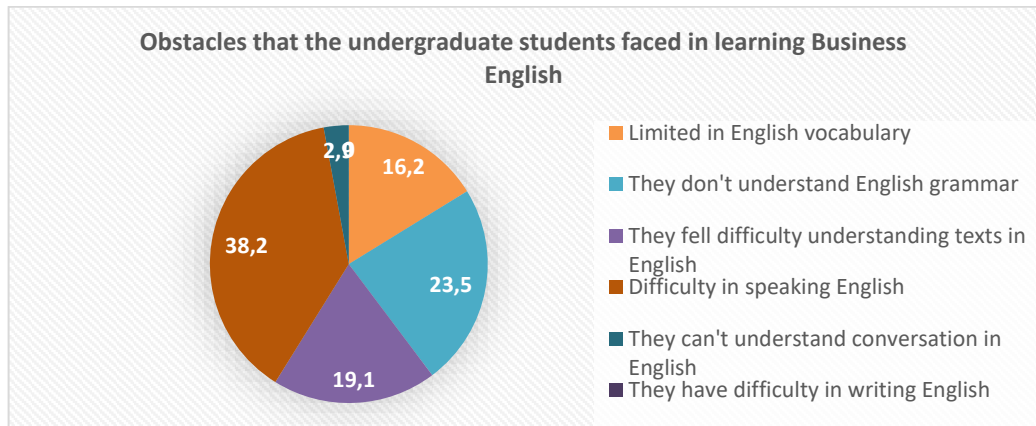
Picture 6.
Topic that You Want to Learn in Business English Lecture Questionnaire Result
Source: Researcher's Data (2022)

The questionnaire result for statement 6, topic that you want to learn in business English lecture which the research team obtained from 68 respondents, there are 16,3 % or 11 undergraduate students answered presentation in English. 8 undergraduate students (11,8%) answered writing letter or e-mail in English, 6 undergraduate students (8,8%) answered using telephone in English, 18 undergraduate students (26,5 %) answered writing job application letter in English, and 25 undergraduate students (36,8%) answered answering job interview questions in English.

Picture 7.
Learning Method that Use in Learning Business English Questionnaire Result
Source: Researcher's Data (2022)

The questionnaire result for statement 7, learning method that use in learning business English which the research team obtained from 68 respondents, there are 20,6 % or 14 undergraduate students answered giving group assignment. 18 undergraduate students (26,5%) answered giving individual task, 16 undergraduate students (23,5%) answered held discussions or presentations in class, 16 undergraduate students (23,5 %) answered learn by practice, and 4 undergraduate students (5,9%) answered learning through lecture.

Picture 8.
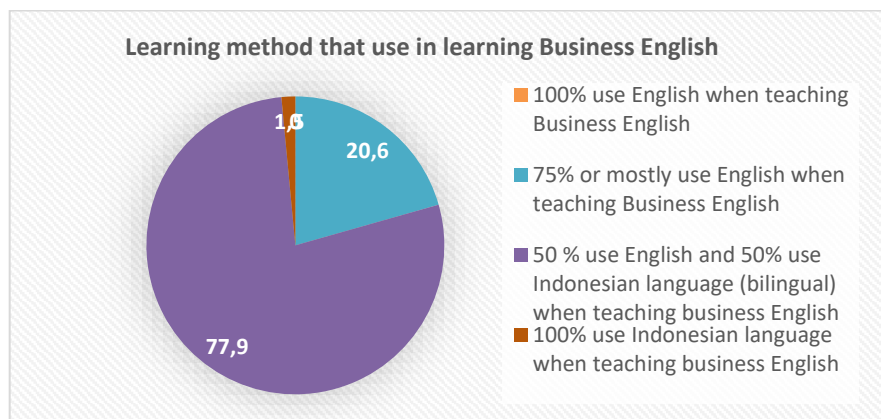Obstacles that the Undergraduate Students Faced in Learning Business English
Questionnaire Result
Source: Researcher's Data (2022)

The questionnaire result for statement 8, obstacles that the undergraduate students faced in learning Business English which the research team obtained from 68 respondents, there are 16,2 % or 11 undergraduate students that answered limited in English vocabulary. 16 undergraduate students (23,5%) answered that they don't understand English grammar, 13 undergraduate students (19,1%) answered that they fell difficulty understanding texts in English, 26 undergraduate students (38,2 %) answered difficulty in speaking English, 2 undergraduate students (2,9%) answered that they can't understand conversation in English but there is no undergraduate students or 0% that answer that they have difficulty in writing English.

Picture 9.
The Right Proportion for the Use of English in the Business English Class Questionnaire
Result
Source: Researcher's Data (2022)

The questionnaire result for statement 9, is the right proportion for the use of English in the business English class which the research team obtained from 68 respondents, there is no undergraduate students or 0% that answer 100% use English when teaching Business English. There are 20,6 % or 14 undergraduate students that answered 75% or mostly use English when teaching Business English, there are 53 undergraduate students (77,9%) answered 50 % use English and 50% use Indonesian

language (bilingual) when teaching business English and 1 undergraduate students (1,5%) answered 100% use Indonesian language when teaching Business English.

Discussion

The questionnaire includes the undergraduate students' motivation, their learning needs, their self-evaluation of lack and their wants in learning Business English. The aim of the questionnaire is to acquire information based on undergraduate students' perception of their language needs, lacks and wants.

From the questionnaire, the researcher found out that the undergraduate students said that is very important for learning English. This questions asked because the researchers want to know undergraduate students' mindset towards English. The undergraduate students' motivation in learning English based on the questionnaire is to be able to communicate in English in formal or non-formal situation. This the need of the undergraduate students which is the answers the researcher get from analyzing the questionnaire

For the undergraduate students the English skill that they are lack is speaking skill even though there are other skills but this is the most answered by the undergraduate students. The undergraduate students' obstacle when learning business English is also speaking in English. Therefore the undergraduate students' lack that analyze based on the questionnaire result is speaking skill. It is the lack that the undergraduate students' must overcome with. The undergraduate students also said based on the questionnaire that learning business English is quite difficult but according to them the topics that they are learning in business English in accordance with what they expected.

For the undergraduate students wants, they said that they want to learn how to answer job interview questions as one of the business English topic. They answer like this in the hopes that mastering English speaking will make it easier for them to get employed as stated in Fitria (2019). They also want to be given an individual task as the learning method. They also answered that they would like 50 % use English and 50% use Indonesian language (bilingual) when the lecturer teaching business English. This is supported with the research conducted by Ninsisana & Nawa (2019) which states that undergraduate students' in learning want to use bilingual method in class.

CONCLUSION

Considering on the result of the questionnaire, it can be concluded that learning English is essential for the undergraduate students. Their answer means that the undergraduate students' understand the situation that happening in the work environment where a lot company wants their employee have multilingual language skills. This is mention in the research of Fitria (2019). That is why the undergraduate students' answer that their motivation in learning business English is to be able to communicate in formal or non-formal situation at business environments.

Unfortunately the undergraduate students feel that they lacks in speaking using English. Because of this, students want to learn business English topics that will prepare them for employment interviews in order to get their dream job. They also want the lecture to incorporate 50 % English and 50% Indonesian language (bilingual) when teaching business English. Need analysis is a crucial step that should not be overlooked; after it has been finished, it is feasible to decide what language course material would optimize the learner's potential (Jamaluddin et al., 2021). Based on the result of the questionnaire, the researchers' team made a conclusion that the undergraduate students

need to improve their English speaking skill because this is also their lacks. This is in accordance with the topic they want to learn in Business English, so the researcher team wants to give advice for focusing more attention to speaking skill that the undergraduate wants. Such as giving more speaking practice using video, practicing conversation in pairs and having discussions. The result of this research will be used to develop a new syllabus and textbook which the topic can concentrate in enhancing English speaking skill. The researcher also hope that with learning English for specific Purpose such as Business English could help the undergraduate students easy in adapting to their work conditions and would be easily employed in their field.

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