MANAGEMENT STUDENTS' NEED ANALYSIS FOR ENGLISH FOR SPECIFIC PURPOSES' (ESP) TEACHING DESIGN

Haya Haratikka[1] , Anita Purba [2]

[1]Sekolah Tinggi Ilmu Ekonomi Bina Karya Tebing Tinggi, Indonesia
[2]Universitas Simalungun, Indonesia
Corresponding Email: [1]hayaharatikka@gmail.com, [2]anitapurba555@gmail.com

Abstract

Teaching design that always upgrading are believe will improve learners' achievements. The importance of English mastery for management study program will support their education and also carreer. The students ability in English mastery should be improved through many activities during their study. Therefore, lectures should analyze their needs based on ESP before conducting teaching and learning process to meet their future career, as a business manager. Having a good communication and ability to solve a problem become their main demands. Speaking is one of the most essential skill which learners should master well to bridge them all. However, their speaking skill is still lack. They need exposure to improve it. Thus, from the data, mostly informants want to have more semesters to practice English. This research was a qualitative descriptive. The data were obtainned from the first year of 144 management students through interviews, close-ended questionaire, and observation. As the findings, emphasizing speaking abilities is the best way for management students to improve their English. It ought to be used in dynamic, students-center classroom while the lecturers play the role as facilitator. These components seek to raise students' sense of self-worth and get them ready for the workforce.

Keywords: English teaching-design , ESP, management

1. INTRODUCTION

Teaching design is important for several reasons, as it plays a crucial role in various aspects of personal, professional, and societal lives (Goodyear, 2015). There are several reasons why teaching design is important. The reasons can be as problem solving, encouraging students creativity and innovation, designing user-centered needs, setting communication design, developing individuals aesthetic sensibility, involving interdisciplinary collaboration, adaptability, ethical considerations, adaptability, ethical considerations, technology integration, and supporting valuable various career opportunities (Reigeluth, 1983). Therefore, teaching design is essential for fostering creativity, problem-solving skills, and a holistic approach to addressing challenges. It prepares individuals for success in a rapidly changing world and contributes to the development of a visually literate and innovative society.Teaching design refers to the process of instructing and guiding individuals in the principles, techniques, and skills involved in designing various products, systems, or experiences (Kali, Levin-Peled, & Dori, 2009). Teaching design is not just about imparting knowledge but also nurturing creativity, problem-solving skills, and a design mindset. It involves fostering an environment where students can explore, experiment, and learn from both successes and failures in their design endeavors (Wiggins & McTighe, 2005).

The goal is to equip individuals with the skills and mindset necessary to contribute meaningfully to the field of design (Schank, Fano, Bell, & Jona, 1994), including for management study program. Teaching design within a management study program can provide numerous benefits and is increasingly recognized as a valuable component of business education. Incorporating design education is important for management study programs since it invites innovation and creativity such as design thinking fosters innovation and creativity. For example managers who understand design principles are better equipped to think outside the box, solve complex problems, and generate innovative solutions in a rapidly changing business environment (do Vale, Nunes, & de Carvalho, 2018). Next is, teaching design for management study program is user-centric focus. Design places a strong emphasis on understanding and addressing user needs. This user-centric approach is valuable in management, helping leaders to better understand customers, employees, and stakeholders, leading

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to improved products, services, and organizational processes. Not only that, teaching design for management study program offers problem-solving skills. Design education emphasizes a systematic approach to problem-solving. This can be applied in management roles where the ability to analyze challenges, identify opportunities, and develop effective strategies is crucial. Next is teaching design for management study program involves communication and visualization. Teaching design in management programs can enhance students' abilities to communicate complex ideas and strategies through visual means, which is valuable in fields such as marketing, branding, and strategic planning. Teaching design for management study program is essential because it inherently create cross – disciplinary collaboration.

Design is inherently interdisciplinary, involving collaboration between various fields. Integrating design education into management studies encourages cross-disciplinary collaboration and helps future managers work effectively with professionals from diverse backgrounds. Teaching design for management study program encourages adaptability and agility in problem-solving. For instance managers trained in design principles are better prepared to navigate uncertainties, pivot strategies when needed, and respond effectively to changes in the business landscape. As the result it fosters a human-centered approach to problem-solving and leadership. Managers who understand the human aspect of business are more likely to create inclusive and engaging work environments, fostering employee satisfaction and loyalty. Therefore, companies plays an important role to present a competitive advantage. Companies that prioritize design often gain a competitive advantage by creating products or services that stand out in the market. Managers with design knowledge can contribute to the development of innovative and aesthetically pleasing offerings that appeal to consumers.

So that teaching design encourages strategic thinking which helping managers consider the long-term impact of their decisions and actions. This is crucial for developing and executing sustainable business strategies. Furthermore, for individuals interested in entrepreneurship or starting their own businesses, design education provides valuable insights into product development, user experience, and branding—essential components of successful entrepreneurial ventures. To sum up, teaching design in a management study program enriches the skill set of future business leaders, providing learners with tools and perspectives that enhance their ability to lead, innovate, and navigate the complexities of the modern business landscape. In higher education, the design of English lesson teaching is adapted to the needs of students. In other words, each institution has the authority to develop an English language curriculum that meets the needs of the students in order to achieve both academic success and language proficiency (Poomarin & Adunyarittigun, 2020). English for Specific Purpose is an approach to teaching English language skills that focuses on providing language instruction tailored to meet the specific needs of learners in particular fields or professions.

Unlike general English language courses, which aim to develop overall language proficiency, ESP courses are designed to address the specific linguistic needs of learners in their professional or academic contexts (Haratikka & Purba, 2023). English subject is taught in first and second semester of the management study program in STIE Bina Karya. They offered for two credits each. The scientific themes of the study program are combined with general English language instruction. Moreover, the English only focuses on speech recognition in economy. However, the preparation for learning English isn't based on learning Need Analysis, which is the basis of the ESP learning design model. The lectures determined the design of English learning material based on the topic that relevant to management field based on the lecture's consideration. Based on this situation, it is necessary to conduct a research on ESP which is relevant to actual issue based on students' need analysis. To take advantage of the benefits learners will receive after graduation or for their future work, ESP students must adhere to the English learning rules in accordance with their needs (Kamaruddin, Fitria, & Patmasari, 2021).

2. METHOD

This was a descriptive qualitative study. This study presented the data by describing the detail of the object of the research. This study wanted to explore and explain the occurance that happened in the ESP learning process and support all aspects as needed in it. There were 144 informants as the representative of each class of semester 1 of management study program. The informants of this study were STIE Bina Karya students who has accomplished their first semester academic year 2023/2024. The researchers distributed online questionaire in form of closed - ended questions to the informants. Beside it, the researchers also did observation and interviews to gain some data. The data of this research was in form of informants' answers about their needs on English learning material. After getting the data, the researchers did the validity process through triangulation data which passed some steps called as coding, data reduction, data display and at last make conclusion (Miles, Huberman, & Saldaña, n.d.).

3. FINDING AND DISCUSSION

This part started to explain the data which obtainned from the informants' response after filling the questionaires regarding to ESP teaching design for management study program based on need analysis. Firstly, the researchers described the level of informants' English proficiency which devided into three levels. Those are beginner, intermediate and proficient. As written in her thesis, she explained there were 5 levels of English proficiency, beginner, early intermediate (developing), intermediate (expanding), early advanced (bridging), and advanced (extending)(Putri, 2015). However, in this research the researchers took 3 levels as they categorized their informants' english proficiency, beginner, intermediate, and proficient. Table 1 described the level of informants' English proficiency.

Table 1. English Level Proficiency

English Level	Percentage
Beginner	53,3%
Intermediate	45,1%
Advance	1,4%

From table 1 it showed that from the total informants 144 informants, mostly the English level proficiency in management study program of STIE Bina Karya categorized as beginner (53,3%). There were 77 informants who categiruzed themselves as beginner. Followed by 45,1% or around 65 informants who put themselves into intermediater, then only 1,4% or 2 informants who were in advance level. These were not bad, since they are still in their first semester. They still have time to upgrade their knowledge on English especially in economy terminology to support their study or their future work later on. Furthermore, the contemporary society nowadays will lead learners to the knowledge economy supported by the globalization and technological revolution (HADAD, 2017). Second, it was about the respondents' time using English. According to Astuti (2020) users will switch their language when their interact with each other socially.

Table 2. Time for Using English

Time	Percentage
In the classroom	56,9%
Connect to social media	20,1%
At home	10,4%
While gaming online	6,9%
In the English course	3,5%
In the office	1,4%
In the community	0,7%

As showed in table 2, mostly informants use English when they were in the classroom (56,9%). Commonly some lecturers will utilize some teaching references which were in English language. As the result, the informants should be familiar with the use of English passively. They

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consulted to Google Translate Application whenever they stuck on its meaning. So they can comprehend the learning material without asking the lecturers in detail, because they were asked to be active in the classroom. According to M. Jeno (2015) students should involve in what they are doing and think what they are doing rather than learning passively without passion and meaning. In some case, the informants used English when they connect with their mates in social media (20,1%) like Instagram, Facebook, and Twitter (Kamal, 2021). Social media were as media for users to read and write ideas, thoughts, arguments and comments so others can see and read. People from other countries can do that. To help readers comprehend the meaning, some social media equipped with translate sign at the bottom of the writing. So users were able to compose ideas, thoughts, argument without worrying about no one will understand its meaning and vice versa. Readers were able to comprehend the meaning only by clicking the translate sign. In short, social media offered easiness to improve their English skills (Afiah P, Haryanto, & Geminastiti, 2022). Then, there were 10,4% informants who implement English at home. As the indepth interview result, it found that some lecturers assigned them homework which references are in English as needed.

This situation lead them to learn and use English passively. Beside it, for those who took online class, they have English class at 6 to 7.30 PM. Most of them were at home, some were still in their office. During the class, the lecturer guided them to use English actively to get the daily score without considering the grammar and structure. So informants may use English as they can. This effort was trying to provoke their willingness of using English. It can't be denied that the presence of technology not only hit education field but also gamification world. Many adults also like playing online games, online multiplayers exactly. They play online game whenever they have time or when they have friends to do so. Mostly they play online game in a group. They also familiar with term *"mabar (main bareng)"* playing together. Here they played through online system. They can play even without seeing each other, or without knowing each other before. Mostly the language in that online games were in English. Luckily, they can understand the instruction while playing within English language. They can understand what should they do by guessing through the moving pictures, sounds from inside the game, and they could hear their partner. In short, playing online games can improve players awareness of English language.

This finding was similar to Prihandini et al. (2022) that daily practice on online games can improve English vocabulary spoken and comprehended. Next was 3,5% informants said that they used English in their English course. It meant that five informants took English course when they were asked to fill the questionaire. It was a must for them to use English whenever they are in their English course. The reasons they took English course were because they want to improve their English course, they believed that English would support their carrier later on. Then, some of the informants were an English teacher in one of English course near them. So they have to use English actively during the teaching time in the English course (Arianti, 2021). The next was 1,4% informants said they used English in the office. This answer was relate to the use of English in playing online game. They agreed that they played online game with their office mates whenever they had break or nothing to do. And there was 0,7% informant who used English in his/her community or organization. He added that he used English to talk to certain person in his community for secret thing that not many people in that community may let to know it. As Anggraeni (2016) stated in her thesis that speaker switch into English to talk particular topic. Therefore, informants need to improve their English skills. As seen on table 3, there were four categories of informants' English skill, namely very good, good, fair, and poor. Table 3 described about the informants' English skill.

Table 3. Informants' English Skill

Skills	Very good	Good	Fair	Poor
Listening	6,9%	53,5%	35,4%	4,2%
Speaking	4,2%	37,5%	53,5%	4,9%
Reading	11,8%	57,6%	30,6%	0%
Writing	9%	51,4%	38,2%	1,4%

As seen on table 3,the highest informants' english skill on listening were put in good category (53,5%), followed by fair category (35,4%), then 6,9% informants categorized as very good, and 4,2% were in poor category. The highest informants' speaking skill were in fair category (53,5%). Then, 37,5% informants were in good category. After that 4,9% informants categorized as poor, meanwhile 4,2% informants who categorized as very good. In reading skill, the informants put themselves only in three categories, very good, good and fair. None of them chose poor category. The highest informants' reading skill were in good category (57,6%), then 30,6% informants were in fair category, and 11,8% informants categorized as very good. However, in writing skill, mostly the informants prefer to choose good category (51,4%) followed by fair category (38,2%), 1,4% categorized as poor, and 9% were categorized as very good. As described in table 3, the informants had a less intension in English for Specific Purpose. Even they realize English is a crucial thing to be mastered nowadays. This can be seen in table 4.

Table 4. The Importance of English for Management Study Program

Not important	Quite Important	Important	Very Important
1,4%	3,5%	18,1%	77,1%

Table 4 showed how important English for Management Study Program. There were 77,1% informants who agreed how important English for their study. This was the highest percentage informants' answer. This meant that the informants realized that English was very essential to be mastered. Therefore, they need to improve the duration of producing English written and even spoken. This finding was similar to Silitonga & Haratikka (2023) research result that classroom activities will invite ESP learners to engage in English learning process which gave impact in learning outcomes. Nevertheless, their speaking and writing skills focusing were still low. This can be seen in table 5.

Table 5. ESP Learners' Skill Focusing in the Classroom

Material	Percentage
Listening	25,7%
Speaking	22,9%
Reading	21,5%
Writing	7,6%
Grammar	13,2%
Vocabulary	9%

Table 5 showed that listening skill become the highest focus in the classroom (25,7%) compared with speaking skill (22,9%) and reading skill (21,5%). While writing skill was put at the lowest percentage (7,6%). On the other hand, grammar and vocabulary were become their focus too even at 13,2% for grammar and 9 % for vocabulary. From this table it concluded that mostly the informants were treated more for receptive skills; listening (25,7%) and reading (21,5%) rather than productive skills speaking (22,9%) and writing (7,6%). The next table, table 6 described the English learning material appropriateness that have been obtained with the learners' expectation.

Table 6. English Learning Material Appropriateness that have been Obtained with the Learners Expectation

Appropriateness	Percentage
Very Appropriate	41%
Appropriate	45,1%
Fair	13,2%
Not Appropriate	0,7%

The informants agreed that the English learning material they had already appropriate (45,1%) which had been obtained with their expectation. And the English learning material were very appropriate (41%) which had been obtained their expectation. It means that the English material for ESP class in STIE Bina Karya was already obtained with learners' expectation on their needs in

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English learning material. Even though the number of informants who chose fair (13,2%) and not appropriate (0,7%) were still there.

Table 7. The Purpose of Learning English

Objective	Percentage
Education	36,8%
Occupation	6,9%
Going abroad	1,4%
communication	19,4%
Self development	34,7%
Learning English Literature	0,7%
International test	0%

Table 7 described the purpose of learning English for the informants. The highest answer of the purpose of learning English was for education (36,8%). Since the informants were still early in their higher education, they believe that they would meet English easily whenever they were assigned by the lecture. Then, the informants agreed that learning English would affect their self-development (34,7%). The next was the informants need to learn English in order to have communication (19,4%) written or spoken with whom are able to. In another occasion, the informants learn English in order to go abroad (1,4%). It cannot be denied that English is a lingua francha. It is as an international communication tool (Zikmundová, 2016), people from different country would be able to communicate each other using it. And there was 0,7% who applied English to learn English literature. Unfortunately, none of the informant learn English due to an international test (0%). Eventually, international test was taken in order to pass certain requirements and support particular needs, such as scholarship, job promotion and the things which support a career opportunity (Sulistyo, 2009).

Table 8. The Most Important Skill to Master English

Skill	Percentage
Speaking	77,8%
Reading	8,3%
Writing	3,5%
Listening	10,4%

Table 8 showed which English skills that the most important to be mastered by management study program students. As we know that speaking is the primary language form. The result was speaking skill was the most important in order to master English. There were 77,8% informants who agreed that speaking skill is the most important skill to master English. Followed by listening skill (10,4%), then reading skill (8,3%) and writing (3,5%) was the lowest choice compared with other skills. It cannot be denied that ESP learners prefer to master speaking and listening skills because these two skills were daily implemented as they work. They do it simultaneously in communication. This finding was inline as Oprandy (1994) stated that listening and speaking have integrated network. However, reading skill was essential to have. In the context of education, national growth, career advancement, personal branding, and self-improvement, reading is crucial. As seen from the table that 8,3% informants choose reading skill was important to master.

Table 9. English Reading Needs

Reading Reference	Percentage
Book	40,3%
Article	20,8%
Lecture Module	18,8%
English literature	12,5%
Laboratory Instructions	6,3%
Magazines/ newspaper	1,4%

Reading is the process of deciphering and understanding written text or other visual symbols. Through reading, a person can access information, broaden their horizons, and increase their understanding of various subjects (Ehri, 2013). Reading can also be a means of entertainment and improving thinking skills. There are several reading sources that people use to read, namely book, article, magazines/newspaper, lecture model, laboratory instructions, and English literature. Table 9 shows ESP learners' percentage in English reading needs. The most reading reference for ESP learners was book (40,3%). The books they have to read was written in English language. The book they commonly read was relate to management or any discussion relate to this topics. They need to read books which written in English in order to deepen their knowledge on certain topic due to their task given by the lectures.

The books were available online or in offline shops or sometimes were free access through certain websites. The second English reading needs for ESP students were articles (20,8%). Commonly, these articles were used to support their assigments which entail references. The students prefered to browse the articles from the internet as the references. Article usually exhibit a problem and the solution based on the obtainned data. In other word it passed through valid process. The third English reading needs was lecture module (18,8%). Lecture module was a kind of a book which used by the lectures when teaching a subject. Usually the lecture will copy the module then share them to classes she has. However not all lecture applied English lecture module in her class. The forth English reading needs for management class was English literature (12,5%). English literature is the collection of written works in the English language, which includes novels, plays, poems, essays, and other literary works. It includes literature from English speaking countries like the United Kingdom, the United States, Canada, and Australia, among others. English literature is noted for its rich tradition, which comprises works from diverse time periods, genres, and styles that reflect the cultural, social, and historical circumstances in which they were created (Alexander, 2017).

Actually English literature was not implemented in management class. But some of the students prefer to enjoy reading or watching any kinds of English literature. The fifth English reading needs for management students were laboratory instructions (6,3%). Laboratory instructions are detailed guidelines or procedures provided to students or researchers to help them conduct experiments or practical work in a laboratory setting. These instructions typically include step-by-step procedures, safety guidelines, equipment lists, and sometimes background information or theoretical concepts related to the experiment. The goal of laboratory instructions is to ensure that experiments are conducted safely, accurately, and with the desired outcomes (Amerine & Bilmes, 1988). Management class has no subject which relates to laboratory. But the students asked that sometimes they need to read the laboratory instructions in English since they worked as an administrative officer in a hospital laboratory.

The last English reading needs for management students was magazines or newspapers (1,4%). Magazines are periodical publications that are printed or digitally published at regular intervals, such as weekly, monthly, or quarterly.

`Magazines typically contain a variety of articles, photographs, and illustrations on various subjects, such as news, entertainment, fashion, lifestyle, and more. Magazines are often targeted at specific audiences or interests, such as sports fans, fashion enthusiasts, or business professionals. They can be purchased at newsstands, bookstores, or through subscription services, and they may be available in print or digital formats. Magazines are distinct from newspapers, which are typically published more frequently and focus more on current events and news. Nowadays, the presence of magazines or newspaper were in online, no more paper. Comparing with the previous era which present them in form of printed and readers should pay a number of money. Now, they can improve their reading literacy through various platforms which serve informations like online newspaper or magazines which were more economical. After knowing the needs of respondents in reading skills, the next item are types of questions that aim to find out the needs of respondents in listening skills. The results describe in the table bellow.

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Table 10. Material Required for English Listening Practice

Listening Material	Percentage
Following Instructions	30,6%
Understanding movie/song/video	51,4%
Understanding speech	0%
Understanding scientific presentation/ seminar	2,8%
Understanding lectures	15,3%

Besides reading, listening also plays a crucial skill to achieve. Listening is the process of receiving and interpreting spoken or auditory information. It is a crucial communication skill that involves not only hearing the words but also understanding their meaning and context. Effective listening requires focus, attention, and the ability to comprehend and respond appropriately to what is being said. Listening plays a vital role in various aspects of life, including personal relationships, education, and professional settings (Lynch & Mendelsohn, 2013). In education, the instructors should consider the suitable material for learners. Each learner requires different needs of English listening material, such as for management students. As table 10 showed that management students need English listening practice in order to understand movie or song or video (51,4%), following instructions (30,6%), understanding lectures (15,3%), understanding scientific presentation or seminar (2,8%). And unfortunately none (0%) participant who practice their English listening skill through speech.

Table 11. The Needs for English Writing

Writing Needs	Percentage
Translating	52,8%
Lectures notes	21,5%
Essay writing	12,5%
Summaryzing	6,9%
Research Report	4,2%
Business corresspondences	1,4%
Email	0,7%

Table 11 shows the needs for English writing in management class. Writing is as important as other skills. Writing is the process of expressing thoughts, ideas, and information through the use of written words. It is a form of communication that allows individuals to convey their messages to others, whether for personal, academic, or professional purposes. Writing can take many forms, including essays, stories, reports, emails, and more. It is a skill that requires clarity, coherence, and organization to effectively communicate with the intended audience. Writing is essential in various aspects of life, from everyday communication to creative expression and academic or professional success (Cumming, 1998). For management students there are several needs for writing English, namely translating (52,8%), lectures notes (21,5%), essay writing (12,5%), summaryzing (6,9%), research report (4,2%), business correspondences (1,4%), and for creating and answering an email (0,7%).

Table 12. English Speaking Needs

Speaking Needs	Percentage
Classroom interactions	26,4%
Presentations	14,6%
Conference speakers	11,8%
Study Programs Discussion with Foreigners	6,3%
Communicate with Strangers	4,1%

Speaking is as important as other English skills. Speaking is the act of communicating verbally with others using spoken language (Bailey, 2003). It involves the production of sounds from the mouth that convey meaning and can be understood by others. Speaking is a fundamental form of

human communication and is essential for everyday interactions, such as conversations, presentations, and public speaking. Effective speaking requires clarity, coherence, and the ability to convey ideas and emotions effectively to the listener (Bygate, 1987). It is a skill that can be developed and improved through practice and feedback. For management students, there are several English speaking needs. Those are for classroom interactions (26,4%), presentations (14,6%), conference speakers (11,8%), study needs discussion with foreigners (6,3%), and communicate with strangers (4,1%)

Table 13. English Class Expectation

Description	Percentage
Active class (group project, group discussion)	88,2%
Lecture center	11,8%

Table 13 shows the English class expectation expected by the informants. There were 88,2% informants who expected for the active class. The instructors were expected to engage the students in group project or group discussion actively. Through these activities, the students can sharpen their English skills while the instructors can be as the observers and evaluators. At the end of class, instructors can evaluate the students' performances and correct the most mistakes happened in their performances. Then, there were 11,8% students who prefer to lecture center in learning process. This learning method is persumably as a passive class. The students did no action except listening to the instructors along the class. This finding was in the contrary with the research accomplished by Nguyen, Le, & Ngo (2022) who said that the level of accuracy of the knowledge students gain with teacher-centered learning methods can vary depending on various factors, including the quality of teaching, the level of student motivation, and other environmental factors.

However, in general, teacher-centered learning approaches tend to provide higher levels of accuracy because students receive direct guidance and guidance from the teacher. Furthermore, teacher-centered learning methods often involve passing information directly from the teacher to the students, followed by teacher-guided exercises or assignments to ensure proper understanding. In this context, students have direct access to sources of knowledge and can ask questions for clarification. However, keep in mind that teacher-centered learning approaches also have limitations (Radi Afsouran et al., 2018), such as a lack of opportunities to develop independent problem-solving skills or creativity. Therefore, a balanced learning approach, which includes student interaction and independent learning, may be more effective in the long term for the development of deep knowledge and holistic understanding.

Table 14. The Role of Lecture as Expected

Description	Percentage
As facilitator	66%
Dominant	34%

As seen from table 14, the most informants prefer to have a lecture as a facilitator (66%) rathar then plays a dominant role (34%). As a facilitator in classroom activities, lectures play a crucial role in guiding and supporting students' learning processes (Jagtap, 2016). For examples the lectures set the stage to crate a conducive learning environment, guide discussion by asking thought-provoking questions, encouraging participation from all students, and guide the conversation toward the learning objectives, provide necessary resources to support students understanding and exploration of the topic, encourage students' collaborative learning through group activities or project, offer support and feedback to students as they engage in activity so their undestanding and performances improved, promote critical thinking so students can think critically by challenging assumptions, evaluating information, and considering different perspectives during the activities, and assess learning to see students' understanding and progress during the activity. To sum up, by taking on the role of a facilitator, teachers empower students to take ownership of their learning, develop critical thinking skills, and actively engage in the learning process (Terpollari, 2014). This assumption were constrast to Tinning (1991) which describe the dominant role of a teacher in teaching and learning process. When the teacher takes on a dominat role in the teaching-learning process, they typically lead and

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direct most aspects of the instructional activities. However, this approach would be effective in certain situations, such as when teaching foundational concepts or skills, it creates student engagement limitation, autonomy, and critical thinking. Therefore, many educators advocate for a more student-center approach that emphasizes active learning, collaboration, and student agency in the learning process.

Table 15. Time Allocation for English Class

Quantity	Percentage
2 credits a week	65,3%
3 credits a week	28,5%
4 credits a week	6,3%

English is a cumpolsory subject in every level of education background. In this occasion, English subject was offered in the first year of the semester, 1st and 2nd semester, each was alloted for 2 credits. Each semester was fulfilled with various topic related to management science. Learners were preoccupied with almost two hours per week to have English class. As shows in table 15, mostly the students prefer to two credits a week (65,3%) for Englich class. However, there are 28,5% informants who asked for three credits a week and 6,3% informants asked for four credits a week. The need of English is different each person. Sometimes who think they need English to support their carrer or education level later on, they might improve their English through trainning themselves in English class they have because it will be relevant to their future carrer. They will harness the opportunity and the duration they have to practice English skills. Therefore they asked for more than three credits a week. However, the most informants were enough for two credits a week. And generally they were not really anthusiast with English subject.

Table 16. Semester Allocation for English Subject

Semester	Percentage
1 Semester	26,4%
2 Semesters	27,1%
3 Semesters	18,8%
4 Semesters	27,8%

Table 16 shows the duration of taking English subject. The longer duration they have, the more opportunity they have to practice English. The informants have different choice of the duration in learning English.The informants mostly prefer to have English class for four semesters (27,8%). Some informants prefer to two semesters (27,1%), 26,4% informants prefer to one semester only, and the rest (18,8%) informants prefer to conduct English subject in three semesters.

4. DISCUSSION

English for Specific Purpose is one of learning approach which put learners' need analysis become an essential part in teaching English. The need analysis become the target needs which adapted from the learners occupation realm in the future (Ekayati, Manurung, & Yenni, 2020). The target needs become the focus of teaching and learning English. Therefore, instructors have to know learners' target needs. According to Hutchinson & Waters (1987) there are three components of target needs namely necessities, lacks, and wants. Necessities are the most important aspect of language skills should be mastered by the learners. Meanwhile lacks are language elements that learners actually are still struglling on yet possess. And wants are the learners' mastery expectation to learn on certain language aspects. Based on the research findings, management learners' necessities, lacks, and wants of English were elucidated as follow:
1. Students Necessities in English for Management Learners
   Necessities are the most important aspect of language should be mastered by learners. In ESP for management study program, there are several necessities, namely the importance of English, English implementation in the classroom, speaking skill is the most important skill to

master, reading English book, translating text, involve in classroom speaking interaction/activities, and understand on movie/song/video English. The learners agreed that English is very important in their field. They realized that English mastery become a necessity to support their education and carrer. They believe that mastering English will support their education and carrer later on. This finding was inline with Mahbub (2018) who argued that English instructors for Vocational High School should improve the quality of English learning material which meet learners' future workplace requirements so learners would be able to achieve better performance in the real working environment later on. In ESP for management students, speaking was the most essential skill for them to master, followed by other skills: listening, reading, and writing. They have to train themselves in speaking more because it is suitable to support their workfield after graduate. After graduate, mostly employers require the workers who have communicative skills. Employers are now expecting more of potential employees since they are hiring fewer workers and expecting them to accomplish more. But when they are able to show their ability in spoken English, they have convinced them about the active skill they have in English. This result is similar to that reported by Sarpparaje (2016) argued that employers still look for workers with excellent communication skills. When it comes to a candidate's must have talents and attributes, communication skills come in front. Therefore, learners and instructors need to upgrade the English implementation in the classroom. English implementation in the classroom becomes a necessity for learners. They can learn through several activities given by the lecturer which depict their workfield situation. Additionally, ESP learners for management are able to improve their English skill through reading English book. English reading needs become necessity for learners to develop. There are some lectures who assigned learners to read a book as reference. Unfortunately the book was written in English. Learners need some efforts to understand the English book. To overcome their obstacles, some learners will translate the points which have important informations. Besides that, learners ever asked to write a short paragraph of a topic from Bahasa into English. Thus, English writing to translate from English to Bahasa and vise versa is also necessary for management students. The next necessities for management class was classroom interaction which involve students in English speaking interactions. These classroom interactions become necessity because there will be a lot of communication involving students in groups or individually. Next, the things that categorized as English necessity in management class was understanding movie, song, or video in English. These things become necessity because in some occasion the lecture will show them a short video or movie which relate to their material. Of course this activities become useful for them to master. And somehow, enjoying the English song was an interesting thing for them. Because some said that English song has a meaningful story within it.

2. Students' Lacks Exposure in English for Management Learner

Language skills that still become learners' weaknesses (lack) in English means that language element that learners actually are still struggling on yet possess. There are two things which categorized as lacks in management class namely speaking skill and vocabulary. As the finding, the highest percentage of speaking skill is categorized as fair, while other skills categorized as good. Since English is still foreign language in Indonesia, mostly students feel awkward whenever they are asked to speak English (Gunantar, 2016). On the other side, the ability of mastering a language is shown through his ability to speak in that language (Abbas, 2014). The reason why English exposure in class was still lack because the quantity of speaking English in class is so limited because their ESP for management is still low. However, sometimes some students use English for General in their social media and playing online games. The limited time to practice speaking English also influence their speaking ability. Moreover, mostly the learners are working while taking course. They work in the morning, and they take course in the evening or conversely. This finding was supported by Yulyani (2022) who said that time managament will affect students' learning achievement.

MANAGEMENT STUDENTS' NEED ANALYSIS FOR ENGLISH FOR SPECIFIC PURPOSES' (ESP) TEACHING DESIGN

Haya Haratikka[1] , Anita Purba [2]

3. Students' Wants in English for Management

The definition of students' wants in English are learners' mastery expectation to learn on certain language aspect. In management class, there are several expectations in English. Mostly they expect to develop their speaking skill. They assume that mastering English speaking skill will support their education and carrer in the future. They expect for two credits a week along four semesters. So they have a long time to practice English in the classroom. They prefer to have short credits to avoid any boredom but they expect to learn English for four semesters. Furthermore, informants prefer to have an active English class with a lot of activities during the class. They also expect to have lecture as fasilitator during the class, motivate them and give a clear guidance in their learning process. Likewise they expect to be treated with games or group projects which invite them to think and learn independently. While the lecture observing and correcting the most mistakes they made at the end of the class. The teacher's feedbacks are also important for them to evaluate their English performance (Santosa, 2017).

5. CONCLUSION

The main goal of the current study was to determine the needs of learners in English are mostly related to academic needs of management study program. Firstly, speaking is the most important skill in management class, in their education or even in their future career. Therefore, lectures are expected as an instructor who guide them through many classroom activities which engage students to learn independently in improving their speaking skill. Lecturers should play their important role as facilitator and motivator who guide learners to the active classroom and use the student-center approach in the classroom. It will be interesting and meaningful for learners. In short, lectures and classroom activities will affect students learning achievements in speaking. The lack exposure of English definitely will affect on learners learning achievement. Speaking and vocabulary are two interrelated part which support each other. However, these lacks will be improved when learners are given additional time to practice English intensively, two credits for four semesters as they expected.

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