

NEED ANALYSIS OF MANAGEMENT STUDENTS TOWARDS THE ENGLISH LEARNING MATERIAL

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ABSTRACT

To achieve effectiveness and alignment between the needs and the ability of students, it is necessary to conduct a research about the needs of management students in learning English, especially English for Specific Purposes. Before designing the material for language teaching, the teacher need to understand the nature of the material development and the process that is typically involved if quality materials are to be created. This research was designed as a descriptive qualitative design. In collecting the data, researchers gave questionnaires and interview the first semester of Management students at the University of Pasir Pengaraian. There are 80 students as a sample to conduct this research. The finding of this research there is six topics that students need to study in English there was an introduction about ourselves, introducing people, how to be a presentation, how to make the application letter, how to explain something, how to make something

Keyword: Need Analysis, Learning Material, Management, ESP.



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INTRODUCTION

In an era of globalization and information, the Indonesian nations in demand can compete with other nations in various fields of life. In that era, the mastery of science becomes a necessity because it will determine the ability of a nation to win the competition. In addition, individuals from various countries will compete to dominate employment or business areas with conditions where English is needed in education and employment aspects.

In this case, English becomes one of the most important subjects of language education for students in Indonesia because they learn English from elementary level up to university level. Specifically, a major that makes English as a requirement subject is Management department. Although the department does not have a direct relationship with the English language the demands of the profession that will be faced in the future become the prominent stuff. Also, they are demanded able to understand and transfer knowledge in their departments by using English language. The ability of English language in college

students is very important to increase students' competence in the teaching and learning process as well as to prepare themselves for working after graduation (Agustina, 2014).

Therefore, before learning, keep in mind that the material studied is already following the students' needs. To achieve effectiveness and alignment between the needs and the ability of students, it is necessary to research the needs of students in learning English in college, especially students of management class in the first semester. For a student to accept something that is taught gladly would have to be known beforehand needs which similar with the usual teaching. Thus, the material prepared and taught will be studied with great interest and concern by learners. Then, the need analysis is required. Need analysis is closely related to the teaching language for specific purposes or English for Specific Purposes (ESP) which is an approach to design a curriculum that starts with the question of why the students need to learn English for all departments in the University.

The purpose of need analysis is to provide a mechanism to obtain a broad enough range that the input material, design and dissemination of a language with the involvement of students, teachers, administrators and the head (projects) in the planning process (Richard, 2001). On the other hand, language needs, in general, are identified that why in particular will be incorporated in the development of the identification of objectives and the development of material in a language program. In addition, the data are provided will use as a reference for evaluating language programs (Sujana, 2005).

Besides the purpose of it, Hutchinson and Waters (1987: 54) suggest two types of needs namely target needs and learning needs. Need destination (target needs) is the needs of the students of language that will be used in a desirable situation. There are terms in respect of the target needs are necessities which the determined by the type of requirement which demands a desirable situation and what should be known by learners to function it effectively in a desirable situation, lacks is the chasm or gap between ability that belongs to the desired abilities or shortcomings that must be perfected, and also wants which are felt needs of learners and the priority, must be met. The next type of target needs is learning needs which is how learners from the beginning to the intended target.

There are some challenges to preparing the English course materials, such as identifying, investigating, selecting, creating, modifying and developing the materials that are suitable for the learners. One of the most challenging issues concerning the English

course materials preparation is that the materials should be exclusively or essentially subject-specific. It is also difficult to identify subjects that learners need, want and are ready to learn based on their knowledge and experiences they have. Most of them have different needs, wants and interests, and those things could influence their motivation in the learning activity. Therefore, conducting the need analysis has an essential role in preparing the English course materials (Hariyadi & Yanti, 2019). It aims to specify the learners' needs and what they have to do through the medium of English based on some perspectives.

From the explanation above, it argued that analysing learning needs in Management class is important to do to get the information according to the students' needs. It must do to material given following the goals and target needs. On the other hand, it provided material interests to the learners. By mastering the English teaching materials for management well, it is also expected that students used English as a tool to develop and improve the quality of science not only in management but also the ability to speak English. The problem of research can be formulated as follow: What was the content material that was needed by students of Management class in the first semester?

METHOD

The research method in this study is the descriptive method which explains the fact, circumstances, variables and phenomena that occur in the situation. This research was designed as a descriptive qualitative design. According to Sugiyono (2017:8) qualitative research methods are often called naturalistic research methods because their research is carried out in a natural setting. A qualitative descriptive study is a part of qualitative research. The purpose of descriptive qualitative research was to find the result of the analysis. In this research, the researcher wants to analyze students' needs for English materials. This research was conducted to the first semester students of Management students at the University of Pasir Pengaraian. They are 80students. Consist of two classes; class A and Class B. In this research, researchers used two research instruments; questionnaire and interview draft. The questionnaire and interview of this research were to know the students' environment toward habit.

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from the respondent.

Table 1. List of Questions

No	Questionnaire	Very Useful	Useful	Not Useful
1	Buying Ticket Plane			
2	Go to Abroad			
3	Watching Hollywood movies			
4	Teaching and learning in the class			
5	Communication with friend			
6	Buying Something in Indomaret			
7	Guidance Tourism in Tourism Place			
8	Listening Music			
9	Reading Instruction in Cosmetic product			
10	Visiting Bali			
11	Reading in Jakarta Post			

Besides from questionnaire, data were also collected through interview. The interview is a conversation in which the interviewer and interviewee, which goal is to verify the quality and accuracy of information obtained through form and test.

This present you and employer reliability as the degree to which a test consistently measures search interview there are 6 questions consist of:

1. What resources do you have for studying English?
2. How often that you use the resource for your studying English in management class?
3. Why do you need English?
4. How will you use English in the future?
5. Where will use English?
6. Which professional English topic would interest you most in English class?

Moreover, in collecting the data there were some procedures of the research done by the researchers. First, some literature related to the problem is collected. Second, identification, formulation, purpose, and significance of problem are needed to classify. Third, give the questionnaire to the students. Fourth, given the interview to the students Fifth, The data were gathered and analyzed by using descriptive method. Six, the finding was discussed with the related theories and lined with previous research findings. Finally, stating the conclusion of the research.

In addition, the data were collected from the assessment result of subjects directly. The data were collected through some steps. First, an instrument (Questionnaire) is prepared. The questionnaire has some option answers, very useful, useful, and not useful. It

was appropriate with the topic material the students need. Second, an instrument interview is prepared; the interview was given to students related to about 5 questions. Third, the student's scores were analyzed by comparing the multiple answers. Finally, the students' scores were used as data of this research and conclude. The last, the result of the data interpretation was concluded.

FINDING AND DISCUSSION

The researchers set the instrument to conduct data; the researcher found the finding based on analysis data on instruments.

1. Finding

a. Data Analysis in Questionnaire

There are 11 questions of the questionnaire, Buying Ticket Plane, Go to Abroad, Watching Hollywood movies, Teaching and learning in the class, Communication with a friend, Buying Something in Indomaret, Guidance Tourist in Tourism Place, Listening Music, Reading Instruction in Cosmetic product, Visiting Bali, Reading in Jakarta Post, then the option answer can choose 3 options. In this analysis, the researcher tries to an analysis by three options, very useful, useful and not useful. Then researcher classified that options which of the option most the student chose.

1. The questionnaire of reading the instruction of product and listen to the music was very useful of students there are 75 students said the same option. 3 students choose the Useful and 2 students to choose not useful.
2. The questionnaire of buying ticket plane and go to abroad students answer useful studying English, there are 65 students fill the same option than 10 students choose very useful and 5 students choose not useful.
3. The questionnaire of Buying Something in Indomaret, Guidance Tourist in Tourism Place, Visiting Bali, Reading in Jakarta Post the students answer not useful studying English, there 60 students choose the option. 15 students fill the same question very useful and 5 students choose the useful.

The students need study English to read the instruction of product and listen to the music, the students fell very useful to that point, while useful only buying ticket plane and go abroad. Other options such as guidance tourism in Tourism Place, Visiting Bali, Reading in Jakarta Post was not useful to students studying English. From the various

answers from the students, teacher can decide the material appropriate for their class (Arroyani Lisa, 2019).

b. Data Analysis in Interview

There are 6 questions of the interview, the researchers described and conclude students answer.

1. What resources do you have for studying English?

Based on this question, the students answered that internet resources are a reference for the students to study English, if the lecturer gives the students give the assignment the students choose that to be resources, sometimes the students take the video and bilingual dictionary. In the context of use ICT in ESP lesson, it is believed ICT can facilitate the development of second language abilities (Donal, Antoni, & Kasyulit, 2019). Learning through the internet will make it easier for students to obtain information material. In addition, the implementation of learning becomes more flexible because learning is carried out online

2. How often that you use the resource for your studying English in management class?

Students answered that a few times for students to use the resources to study English, it means that students use resources when the students studying English at class and make the assignment while lecturer has given. Then a little bit students said often use resource for learning English.

3. Why do you need English?

Students answered that students need English for students exams, exams in learning English, 5 students feel need English for work future, and 1 student needs English for education. The students felt that they were more educated by learning English (Yulvi & Aalayina, 2021).

4. How will you use English in the future?

Students answered that they will use English for reading, listening and writing because at the end of the students have to pass the TOEFL test. TOEFL test is usually used by a university as the requirement to its students. General quality competence mainly mastery knowledge of English (TOEFL Prediction) followed by the ability to use the English in the form of speaking and writing (Speaking and writing) (Ras, 2016). Then two students said that they need English to work condition as the receptionist.

5. Where will use English?

To answer this question the students answer valiantly, most students will use English in the class while studying English subject, in a class to get score a the lecturer asks the students to speak English, so for those students use English and 10 students say that the students want to go abroad, the students need to go holiday, travelling abroad so to communication the student need use English, two students use English for office sometimes.

6. Which professional English topic would interest you most in English class?

From the questionnaire shared to students, there are six main topics most interested for students, as follows:

1. introduction about ourselves
2. introduction people
3. how to being presentation
4. how to make the application letter
5. how to explain something
6. how to make something

After knowing the most interesting topics, a teacher can make it as references in constructing learning material for Management students in learning English.

CONCLUSION AND SUGGESTION

Conclusion

Based on data analysis of the result of students' questionnaire and interview there are six some topics the students need to apply in learning English, introduction about ourselves, introduction people, how to be presented, how to make the application letter, how to explain something, how to make something.

Suggestion

After getting the result, the finding is suggested to enrich theories about teaching methods in to engage students' skills in English.

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