

AN ESP NEEDS ANALYSIS IN BUSINESS ENGLISH

By

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Abstract: *Business students are required to be proficient in English due to the business communication needs that demand English language skills. With this requirement, there is a need for English language learning materials, as part of ESP, which meets the students' needs. This research aims to conduct a needs analysis for Business students to identify their needs, lacks, and wants related to English classes. The findings indicate that their objectives of learning English are for academic purposes as well as future professional preparation. They face challenges in learning English, particularly in public speaking. The desired English language learning experience for them is one that is enjoyable, fun, utilizes various media, and involves active teacher participation to help them understand business English learning materials.*

INTRODUCTION

The current business world requires business and management students to enhance their skills to compete professionally at both national and international levels. Mastering English language proficiency is essential, as it is the most widely used language in international business communication (Djurayeva and Djuraev 2024)engaging with business partners from diverse countries within the framework of agreements, contracts, presentations, and negotiations. Consequently, students who do not speak English must achieve English proficiency to engage in international collaboration (Čapková and Kroupová 2017).

Teaching English for business and management students is part of English for Specific Purposes (ESP) instruction. Different from General English (GE) which emphasizes the pursuit of basic elements and language rules, ESP focuses more on teaching English for specific fields, (Benchennane and Stambouli 2021)related to academic learning and job requirements as well as the work environment (Hutchinson and Waters 1987). ESP may manifest as either English for Academic Purposes (EAP) or English for Occupational Purposes (EOP). EAP is curriculum taught at the university level to facilitate academic pursuits, while EOP is designed for usage in professional settings where English is utilized (Fitria 2019a).

English for Business and Management students (Business English) is an ESP that requires needs analysis, syllabus and course design, as well as selecting and developing

materials (Simaremare, Sinambela, and Manik 2023) to meet their needs (Wulandari 2023). In this matter, teachers play a crucial role where they contribute to improving students' English language skills by preparing teaching materials effectively and using appropriate teaching methods to meet students' need (Maulidar, Gani, and Samad 2019). Teachers must also understand students' mastery of skills in order to achieve success in the teaching and learning process. Additionally, teachers are expected to be aware of each student's unique needs, which will be useful in applying the appropriate teaching methods for them (Simaremare, Sinambela, and Manik 2023).

Not only sufficient learning materials preparation, English for Business as part of ESP meets several challenges such as students' lack of ability and low motivation in learning English. Motivation effects on students' self-confidence, which lead to their learning success. Without motivation, students will become bored in studying English, which will impact their English language proficiency (Purwanto, Umar, and Al Firdaus 2023)

Thus, to achieve the purposes of ESP for business students, conducting a needs analysis is a crucial stage in English for Specific Purposes (ESP) (Saefullah and Nugraha 2020) as the English language prerequisites in one discipline may differ from those in another. Needs analysis also has a significant influence on the development of teaching materials and syllabi. Needs analysis itself is defined as a procedure for gathering information about learners' needs. Needs analysis is conducted in various steps with the same purpose, which is to gather data and information about learners' needs. The results of the needs analysis will be used to develop materials that are suitable for students' needs (Widiyati and Arroyyani 2022), as well as to determine appropriate goals and exercises that represent real-life objectives.

With needs analysis, educators will find it easier to determine the next steps in developing materials and instructional media, where materials and instructional media play a role in student motivation, learning quality, and learning outcomes (Bunari et al. 2024). Various types of instructional media can be provided to achieve that goal. According to Asyhar in Yaumi, there are four types of instructional media including visual media, audio media, audio-visual media, and multimedia. Meanwhile, in Yaumi, Pribadi divides instructional media more comprehensively, including people, objects, text, audio, visual, video, multimedia computers, and computer networks. Heinich, Molenda, Russel and Smaldino provide different categories related to instructional media, namely print materials, visual, audio, video, computer, multimedia, as well as internet and intranet.

There have been several previous studies on needs analysis in Business English including the use of flipped classroom (Chusna, Mukminatien, and Laksmi 2023), needs analysis on management students (Yulia and Agustiani, n.d.), materials need for Economics and Business students (Krismayani et al. 2020) (Saefullah and Nugraha 2020) (Wulandari 2023), needs analysis on Islamic Economy students (Ninsiana and Nawa 2019) (Nurhasana, Nurasik, and Asmawati 2021) (Ridwan et al. 2021). The discussion revolves around the analysis of student needs related to Business English. Therefore, this research aims to conduct a needs analysis on Business and Management students as an initial step in developing a business English syllabus and materials, as well as providing appropriate media for English language instruction for Business and Management students.

LITERATURE REVIEW

English for Specific Purposes

ESP (English for Specific Purposes) is a response to students' need for language proficiency in specific fields of knowledge. ESP emerged after the Second World War as a part of addressing global societal changes, shifts in language and linguistics focus, and emphasis on learners' needs (Hutchinson and Waters 1987). ESP, also known as applied ELT, has various definitions. It is a language learning approach based on the learners' needs, specifically addressing certain learning needs of a particular group of learners during a specific period, where General English is not sufficient (Jande and Ibrahim 2021).

In ESP class, there are fundamental elements that must be considered, namely needs, goals, learner motivation, learner attitudes towards learning, and teaching strategies. The role of the teacher in ESP is not only to teach in the usual classroom setting, but also to serve as a motivator for students, as most ESP students lack enthusiasm in learning English (Fatmawati, Gani, and Samad 2018).

Needs Analysis in ESP

Needs analysis (NA) is an activity to gather information as a basis for developing a curriculum that is appropriate for students' learning needs. Needs analysis is used to achieve the goals of teaching, material development, and testing, as well as to determine the strategies that will be applied in the teaching and learning process (Putrilani 2018). By identifying learning needs, an educator will simultaneously identify strengths and weaknesses in skills that may be used in business and academic contexts. (Ahmed Alsamadani 2017)

There are several approaches to Needs Analysis, namely Deficiency Analysis, Sociolinguistic Model, Learning-Centered Approach, Target Situation Analysis (TSA), and Present Situation Analysis (PSA) (Ahmed Alsamadani 2017). Deficiency Analysis is a type of needs analysis designed to determine what is needed and desired by students, consisting of two main components: an assessment of target needs expressed through a series of learning activities, and a scale used to prioritize the allocation of resources to each activity. The advantage of this approach is that the analysis is based on questionnaire methods to determine learners' actual needs.

Furthermore, the sociolinguistic model is the first structured and detailed model that has an influence on identifying learners' needs. This model emphasizes the learner's target linguistic as the essence of ESP courses. Meanwhile, the Learning-Centered Approach aims to design a model that can easily analyze students' needs from the beginning to the desired situation. The advantage of this approach is to ensure systematic and consistent assessment of learners' needs through various data collection instruments such as surveys, interviews, questionnaires, and observations.

Regarding Target Situation Analysis (TSA) and Present Study Analysis (PSA), both are considered the most appropriate approaches to be used in ESP. PSA is related to the students' language proficiency level, how language is used by students, and what students want to develop from TSA.

In needs analysis, there are two main aspects that need to be identified: target needs and learning needs (Hutchinson Water). Target needs are related to necessities, lacks and

wants, while learning needs are related to the knowledge and abilities that students will need in the target situation. Necessities are essential skills to master, lacks are skills that have not been mastered yet, and wants are skills that one desires to acquire (arroyyani.) Furthermore, (Chusna, Mukminatien, and Laksmi 2023) state eight elements in needs assessment as follows (1) target situation analysis and objective needs to gather as much data as possible regarding professional information about students and the purpose of using English language, (2) wants, means, and subjective needs to understand students' learning experiences, cultural information, and learning motivation, (3) present situation to find out students' language proficiency level, (4) the students lack of aim to investigate the gap between current English proficiency and desired proficiency, (5) learning needs to explore the students' learning preferences in English, (6) linguistics, discourse, and genre analysis to find out how language and skills will be utilized in the target situation, (7) the purpose of students' attendance in the classroom, and (8) means analysis to understand learning environment.

English Needs in Business and Management

In related to English Business, undergraduate students are required to have sufficient English proficiency to support not only their study but also their future professional career (Yana). Besides supporting academic, techniques, and diplomatic goals, English mastery is beneficial in business communication including getting job (Neupane). Compared to General English, ESP is more successful in improving students' motivation in learning English due to the relevancy of ESP for their study field and ESP meets their academic goals (Fitria 2019b). According to (Ekayati, Manurung, and Yenni 2020), English language instruction for non-English majors is aimed at helping non-English speakers understand and use English in the context of their field of study, with skills in listening, speaking, reading, and writing, both in formal and informal contexts. Business English is a combination of specific content related to a particular industry and general content related to effective communication in a business context (Suryaningsih 2021), as well as interaction skills (conversation and presentation in business) (Yulia and Agustiani, n.d.)

However, business English students also face some problems in learning English. According to (Alhassan, Ali, and Ali 2021), there are some problems faced by business English students including lack of relevant business background, medium of instruction, communication problems, teachers' speed of delivering lectures, and lack of writing skills. These problems will impact the difficulty of English language mastery for business students. Thus, the Business English teacher is required to provide sufficient materials to facilitate the students in improving their English skills.

METHODS

This research is a qualitative descriptive study that collects complete and comprehensive data (Nassaji in Chusna) regarding students' needs in Business English. There are three levels of Business English including Business English I, Business English II, and Business English III. In Business English I, the focus is on introducing basic business vocabulary and communication skills, enabling students to engage in simple business interactions, write formal correspondence, and understand cultural aspects of business etiquette. Business English II builds on this foundation by expanding vocabulary and

improving comprehension of more complex business texts, while further developing writing skills for reports and proposals, as well as speaking skills for professional presentations and networking. Finally, Business English III aims to refine advanced business language skills, equipping students to handle specialized business terminology, analyze complex documents, and engage in high-level business discussions, presentations, and cross-cultural negotiations, preparing them for professional success in a global business environment.

There were 94 participants in this study, namely those who took the course Business English I in semester I. This research employed a questionnaire with closed-ended questions as quantitative data and open-ended questions as qualitative data to determine students' needs. The questionnaire is based on adaptations from several sources (Wulandari 2023), (Chusna, Mukminatien, and Laksmi 2023) and is distributed through Google Form. Closed-ended questions were provided to collect data on learning goals, self-rating in four skills and other language skills, difficulty in learning English, learning motivation, learning needs of four skills and other language skills, and learning activity, while open-ended questions were used to gather information on students' wants in learning English. The answers from the closed questionnaire were analyzed using descriptive statistics in the form of percentages, while the open-ended questions were analyzed using coding and categorizing, with the results interpreted descriptively.

The researchers analyzed the qualitative by processing it in the form of coding. The researchers created categories from respondents' answers and then interpreted them. There are six main questions given to the respondents: (1) What is your problem in learning English? (2) What English skills do you need the most, both now and in the future? (3) What classroom settings do you prefer for learning English?, (4) What media do you prefer in learning English?, (5) What topic do you prefer in learning English?

RESULTS AND DISCUSSIONS

Demographic Data

The respondents in this study are a total of 94 students with the following details.

Table 1. Students' Profile

	Options	No.	%
Age	17-19	85	90 %
	20-22	8	9 %
	>22	1	1 %
Sex	Male	19	21 %
	Female	75	79 %
Concentration	S1 Accounting	27	29 %
	S1 Management	52	55 %
	D3 Accounting	15	16 %

The table above shows the students' profile. Out of 94 participants, 75 participants or 79% are female, and the dominant age group is 17-19, as 85 or 95%. The participants are divided into three study programs: S1 Accounting, S1 Management, and D3 Accounting. The largest number of participants comes from S1 Management, with 52 students or 55%.

Quantitative Data

The quantitative analysis in this study was organized based on the research questionnaire of needs analysis (wulandari).

Table 2. Students' goals in learning English

Students' goals in learning English	Number	%
For study/education	35	37
For preparing future career	33	35
For going abroad	2	2
For communication	19	20
For private matters	1	1
For getting scholarship	3	3
Others	1	1
	94	100

From table 2, it is clear that students' goals in learning English are quite diverse. However, there are two predominant objectives: for study and future career preparation, as 37% and 35% respectively. This aligns with the theory that ESP (English for Specific Purposes) serves these purposes (Yana and Neupane). The next goal is communication needs, at 20%, which also aligns with the theory that one of the objectives of Business English is communication (Djurayeva and Djuraev 2024).

Table. 4. Importance of learning four skills and other language areas

Skills	Not Important		Quite important		Important		Very Important	
	No.	%	No.	%	No.	%	No.	%
Reading	0	0	5	5.3	31	33	58	61.7
Writing	0	0	7	7.4	46	48.9	41	43.6
Speaking	0	0	5	5.3	25	26.6	64	68.1
Listening	0	0	5	5.3	31	33	58	61.7
Vocabulary	1	1.1	4	4.3	38	40.4	51	54.3
Grammar	0	0	7	7.4	36	38.3	51	54.3

The results shown in Table 4 indicate that several skills were chosen by more than 50% of participants as 'very important', such as Reading (61.7%), Speaking (68.1%), Listening (61.7%), and Vocabulary and Grammar (54.3%). Meanwhile, for the skill of Writing, more participants selected it as 'Important' (48.9%). This means that all English skills are important and highly essential for students to learn, especially for ESP students (Ekayati, Manurung, and Yenni 2020).

Table. 5. Students' English Problems

Skills	Not Difficult		Quite Difficult		Difficult		Very Difficult	
	No.	%	No.	%	No.	%	No.	%
Reading	6	6.4	49	52.1	28	29.8	11	11.7
Writing	15	16	41	43.6	28	29.8	10	10.6
Speaking	3	3.2	33	35.1	35	37.2	23	24.5
Listening	11	11.7	33	35.1	36	38.3	14	14.9
Vocabulary	2	2.1	38	40.4	40	42.6	14	14.9

Grammar	1	1.1	30	31.9	45	47.9	18	19.1
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The table indicates that participants find Reading and Writing to be 'quite difficult' with percentages of 52.1% and 43.6%. Meanwhile, other skills such as Speaking, Listening, Vocabulary, and Grammar are considered 'Difficult' with percentages of 37.2%, 38.3%, 42.6%, and 47.9%, respectively. This shows that they face individual challenges in all English skills. The results are in line with Alhassan which showed that communication (speaking and listening) problems are major problems in learning English.

Table. 6 Students' Motivation in Learning English

Students' Motivation	No	%
Unmotivated	1	1.1
Motivated	58	61.7
Highly motivated	35	37.2

Table 6 shows that 61.7% of participants have motivation in learning English, with 37.2% having high motivation and only 1.1% being unmotivated to learn English. This result is in line with (Fitria 2019b) that ESP students tend to be motivated in learning ESP due to its relevance to their study fields.

Table. 7 Students' Preferred Learning Activities

Skills	Students' Needs	No	%
Reading	Reading and understanding academic article/journal	18	19.1
	Reading and understanding literature related to business management	30	31.9
	Reading and understanding references related to job vacancy	6	6.4
	Reading and understanding textbook	40	42.6
Writing	Writing summary of book/article	45	47.9
	Writing email	1	1.1
	Writing report	22	23.4
	Writing essay	9	9.6
	Writing business letters/application letters	14	14.9
	Others	3	3.2
Speaking	Presenting business plan	28	29.8
	Talking and discussing about daily routines	46	48.9
	Explaining video/film/songs	9	9.6
	Practicing job interview	7	7.4
	Others	4	4.3
Listening	Listening comprehension	31	33.0
	Business presentation	12	12.8
	General information about daily routines	24	25.5
	Film/Drama/Songs	17	18.1
	Job Interview	7	7.4
	Others	3	3.2

The table 7 show that the participants prefer activities in English class as reading and understanding textbook (42.6%), writing summary of book/article (47.9%), talking and discussion about daily routines (48.9%), and listening comprehension (33%).

Table. 8. Students' Preferred Classroom Settings

Classroom settings		No	%
When learning in the classroom	Presentation	10	10.6
	Project	5	5.3
	Quiz and written tasks	45	47.9
	Discussion	34	36.2
When accomplishing the tasks	Individual tasks	16	17.0
	Pair tasks	6	6.4
	Small group tasks	51	54.3
	Large group tasks	21	22.3

Table 8 show that 47.9% of participants chose the quiz and written task learning format, followed by discussion (36.2%). They are not particularly fond of English language learning through presentations and projects. Meanwhile, 54% of participants prefer working on assignments in small groups, followed by 22.3% in large groups, and 17% individually. They are not very keen on paired work.

Table. 9 Importance of Learning Activity

Activities	Not Important		Quite important		Important		Very Important	
	No.	%	No.	%	No.	%	No.	%
Learning through audio	1	1.1	19	20.2	39	41.5	35	37.2
Learning through video/film	2	2.1	13	13.8	43	45.7	36	38.3
Learning through reading text	0	0	11	11.7	42	44.7	41	43.6
Learning through pictures	1	1.1	21	22.3	42	44.7	30	31.9
Learning through smartphone application	2	2.1	5	5.3	41	43.6	46	48.9
Learning through web	2	2.1	11	11.7	46	48.9	35	37.2

From table 9, it can be seen that more than 40% of participants consider learning English through all the mentioned media as 'important' and 'very important'. This means that they want English language learning in the future to utilize these instructional media.

Qualitative data

Related to open-ended questions, the discussion is categorized into Students' problems in learning English, Students' preferences in English skills, Students preferences of classroom settings, Students' preferences on Media used in English learning, and Students' preferences on topic in English class.

Students' problems in learning English

The categories of the question, "What is your problem in learning English?" include skills, and several other factors that can affect in learning English.

Regarding skills, there are some students' problem in learning English such as Listening, Reading, Speaking, Writing, Vocabulary, Grammar, Pronunciation, and Translation. There are varieties of answers that were filled by respondents regarding the questions.

"I have difficulty listening and writing English." (R81 Q10A)

"I have problems, namely not understanding much about English texts and not being good at

speaking English.” (R20 Q10A)

“In my opinion, the obstacle I feel when learning English is in public speaking, I am not good at speaking English, especially in public.” (R6 Q10A)

“My problems are I don't memorize verbs and vocabulary, don't write fluently in English, and have difficulty speaking in English.” (R45 Q10A)

“I don't understand the present (tense).” (R66 Q10A)

“I have difficulty with how to speak English because the written and spoken is different.” (R46 Q10A)

“I have difficulty making English translations, reading and speaking English.” (R74 Q10A)

In addition to the skills problems experienced by students in learning English, there are also several other factors that can affect their learning, such as: lack of confidence, low motivation, role of teacher, psychological conditions.

“In my opinion, the problem is I feel when learning English is in public speaking, “I am not good at speaking English, especially in public.” (R6Q10A)

“I am forgetful and not very diligent and often procrastinate because there is no one to direct me so I am a bit lazy.” (R8 Q10A)

The results showed that all students have problems when they learn English. It can be seen that the common problems students face in learning English are not only related to skills in listening, reading, speaking, writing, grammar, pronunciation, and translation. They can also be influenced by other factors such as lack of confidence, low motivation, the role of the teacher, and psychological conditions. This is in accordance to (Purwanto, Umar, and Al Firdaus 2023) who stated that students' motivation is crucial to avoid boredom in learning English which can impact their language proficiency.

Students' preferences in English skills

There are several categories of the question, “What English skills do you need the most, both now and in the future?” including listening, reading, speaking, writing, grammar, pronunciation, and translation. There are three sub-categories namely communication, academic, and professional.

“I want to improve my listening skills because I cannot understand deeply when someone speaks to me or listens in English.” (Communication) (R1 Q10B)

“I want to improve my public speaking skills in English.” (Communication) (R5 Q10B)

“I want to improve my ability to read English books.” (Academic) (R50 Q10B)

“I want to improve my grammar and writing skills.” (Academic) (R4 Q10B)

“I want to improve my speaking ability because it makes it easier for me to communicate with colleagues/friends who are proficient or more able to speak English and my reading ability because it makes it easier for me when there is a text, sentence in a journal, report, in a product. (Professional) (R64 Q10B)

“I want to improve my English vocabulary in preparation for work.” (Professional) (R30 Q10B)

The results showed that the skills that students want to improve are their listening,

reading, speaking, writing, grammar, pronunciation, and translation skills. Most of the students choose to improve their English-speaking skills. Students want to improve their English skills for professional purposes in the workplace, academic needs, and communication. For professional purposes, students want to prepare for job applications, interviews, and presentations in front of colleagues, clients, and coworkers. For academic purposes, English serves as a tool to help them understand international knowledge. For communication purposes, students need English skills for public speaking, communication with foreigners, and recognizing that English proficiency is essential both now and in the future. That the students need to be able in communication using English is in line with (Čapková and Kroupová 2017; Neupane 2023).

Students' preferences of Classroom settings

There are several categories of the question, "What classroom settings do you prefer for learning English?" as Skills, Classroom environment, Classroom activities, Goals of classroom setting, and Role of teacher.

Regarding skills, there are English skills that they want to learn in class such as Speaking, Writing, Reading, Listening, Vocabulary, and Grammar. Many participants chose classroom settings that focus on speaking abilities, including pronunciation and public speaking.

"I want English classes that encourage students to speak English in a relaxed manner without pressure." **(R6Q10C)**

"I apologize, I do not understand (and would like to learn) how to speak English correctly." **(R15Q10C)**

"When we learn to speak, we will be able to speak in English." **(R91Q10C)**

Furthermore, some participants also desire classroom settings that emphasize other skills such as vocabulary, grammar, reading, listening, and writing. It is in line with Ekayati which emphasizes those skills to learn in ESP.

"(I want an English class which) studies basic words to strengthen memory and master the fundamentals." **(R8Q10C)**

"(I want an English class which) studies various aspects of English language teaching such as grammar, vocabulary, speaking, and writing skills, etc." **(R36Q10C)**

"Because I am still quite weak in English, perhaps (I want an English class which) can improve my speaking, listening, and writing skills." **(R90Q10C)**

"English language classes that focus on foundational learning, such as studying verbs, etc." **(R95Q10C)**

Regarding the classroom environment, some participants desire an English language class that is engaging and enjoyable, relaxed yet serious, not forceful, active, with material that is not complicated and easy to understand.

"I want English language classes that encourage students to speak English in a relaxed and without pressure." **(R6Q10C)**

"(I want an English class) that is not tense and easy to understand, always supported by examples, so that I can easily comprehend." **(R47Q10C)**

"I would like an enjoyable English language class, where English is usually a subject that is avoided. Therefore, I really want the English class to be discussed and taught very well." (R61Q10C)

As for the classroom activities desired by students, they include classes that utilize various media such as PowerPoint, e-books, videos, and social media. Additionally, classes with a lot of practice and quizzes, as well as discussions and group work, and classes involving frequent presentation practice are preferred.

"I would like an English language class with discussion and collaborative learning, as well as helping each other." (R16Q10C)

"I want to discuss and present in English (in English class)". (R625Q10C)

"(English language class) with many quizzes may be less boring." (R76Q10C)

Regarding the goals of classroom settings, participants express several opinions that classroom settings are important for facilitating understanding of the material, expanding English language knowledge, and applying English in daily life.

"I want an enjoyable English language class so that I can understand the material more easily" (R1Q10C)

"I want to learn so that it is easier to understand English." (R11Q10C)

Additionally, some participants also emphasize the role of the teacher in learning English. They expect English language classes where the lecturer teaches in an enjoyable manner, explains well, and understands the students' needs.

"I want an English language class with a lecturer who is cool, humble, can accept student mistakes when answering questions, and is given the opportunity to know what is right or wrong." (R628Q10C)

"I want an English language class that explains the material well." (R29Q10C)

"I want an English class with the lecturers who should understand what we need." (R94Q10C)

The participants expected that the English lecturer not only provided enjoyable environment in English class but also explained the materials well. The students also wanted that the teacher understood their needs in learning English. It is in line with (Maulidar, Gani, and Samad 2019; Simaremare, Sinambela, and Manik 2023) that the teacher is required to prepare the materials effectively, is aware of the students' needs to provide the appropriate teaching methods.

Students' preferences on Media used in English learning

Regarding instructional media of question "What media do you prefer in learning English?", participants' responses can be categorized into six types of instructional media: (1) audio, (2) video/film, (3) songs, (4) text, (5) smartphones and computers, and (6) other media.

"I enjoy listening to music, and I also like reading short stories". (R4Q10D)

"I like English language learning resources such as English language books or online media." (R12Q10D)

"I want media in learning English such as unique cartoon media." (R422Q10D)

"The English language learning media that I like is learning through pictures and text." (R434Q10D)

"(I like English language learning media) such as watching films, listening to music, and English language apps." (R54Q10D)

"I like English language learning media that consists of film/drama reviews and music/lyrics songs." (R64Q10D)

The participants' answers showed the various media they preferred in learning English as mentioned by (Yaumi, n.d.) . The use of those media can improve their motivation in learning English (Purwanto, Umar, and Al Firdaus 2023).

Students' preferences on topic in English class

For the question of "What topic do you prefer in leaning English?", there are several topics related to English skills such as speaking, reading, writing, listening, vocabulary, and grammar, as well as other topics like business, daily life, and job interviews.

"The topic concerning the working world." (R8Q10E)

"The topic I want to learn in English class is how to converse in English." (R9Q10E)

"Topics about English Language Theory, English Language Practice, Grammar, Vocabulary, and Speaking." (R21Q10E)

"(I want to learn topic about) a business that generates money." (R37Q10E)

"The topic related to daily life" (R64Q10E)

"The topic is about word forms, how to construct sentences in English, and about songs." (R65Q10E)

"About everyday conversations and job interviews." (R68Q10E)

The answers from the participants showed that they preferred topics to support their life including professional career. The topics related to working world, business, and job are in line with (Neupane) who stated that English is important for business communication and getting job.

CONCLUSION

To provide teaching materials that are suitable for Business English students' needs, needs analysis is an important and primary step to gather as much information as possible about what students require in English language learning. Based on research results, Business English students agree that the purpose of learning English is for study and future career preparation. They are motivated to improve their skills in reading, writing, speaking, listening, vocabulary, and grammar. Regarding challenges in learning English, most of them consider speaking and public speaking to be their biggest obstacles, leading to low confidence and motivation. Students want to enhance their communication skills for professional, academic, and everyday purposes. Regarding classroom settings, it can be seen that students want an English class that is relaxed, fun, not forced, uses various media, and has diverse assignments. Students also want the teacher to understand their language needs and explain the material well in class.

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