
**Students' Needs Analysis of Business English At ESP Class For
Business Administration Department
At Nommensen HKBP University**

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Abstract

Nowadays, practically all job profession criteria demand job candidates to be proficient in the language of their preferred professional industry, particularly English. This research was conducted to examine the challenges faced by the Business Administration Department, specifically the second-semester students at Nommensen HKBP University, in using English and their need for Business English in ESP classes. It follows Hutchinson and Waters' theory, which consists of target situation needs and learning needs. Target situation needs include "necessities," "lacks," and "wants," while learning needs refer to how learners learn the language. The method used in this research is qualitative. Data was collected through a Semi-structured interview with the lecturer, as well as questionnaires given to the students via Google form. In collecting and analyzing the data, the researcher followed Miles, Huberman, & Saldana's concepts are data collecting, data reduction, data display, and conclusion. The researcher also used some tables and charts to describe and calculate the data accurately. The result of this research showed that Business administration students struggle with English learning due to lack of vocabulary, mispronunciation, and incorrect sentence structure. These issues cause anxiety and hinder effective communication. To improve, students should learn to comprehend reports in curves or tables. On the other hand, Business Administration students need to master four English language skills: speaking, listening, reading, and writing. 96% prefer an English for Business class to understand its value in their professional field. Lessons should be weekly, small, and include oral presentations, group discussions, and writing.

Keywords: Need Analysis; English for Specific Purpose; Business English; Business Administration

Abstrak

Saat ini, hampir semua kriteria profesi pekerjaan menuntut calon pekerja harus mahir dalam bahasa industri profesional pilihan mereka, khususnya bahasa Inggris. Penelitian ini dilakukan untuk mengkaji tantangan yang dihadapi Departemen Administrasi Bisnis, khususnya mahasiswa semester kedua Universitas HKBP Nommensen, dalam menggunakan bahasa Inggris dan kebutuhan mereka akan Bahasa Inggris Bisnis di kelas ESP. Hal ini mengikuti teori Hutchinson dan Waters yang terdiri dari kebutuhan situasi sasaran dan kebutuhan belajar. Kebutuhan situasi sasaran meliputi "kebutuhan", "kekurangan", dan "keinginan", sedangkan kebutuhan belajar mengacu pada bagaimana pembelajar mempelajari bahasa. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Pengumpulan data dilakukan melalui

wawancara semi terstruktur dengan dosen, serta kuesioner yang diberikan kepada mahasiswa melalui Google form. Dalam mengumpulkan dan menganalisis data, peneliti mengikuti konsep Miles, Huberman, & Saldana yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Peneliti juga menggunakan beberapa tabel dan grafik untuk mendeskripsikan dan menghitung data secara akurat. Hasil penelitian ini menunjukkan bahwa mahasiswa Administrasi Bisnis mengalami kesulitan dalam pembelajaran bahasa Inggris karena kurangnya kosakata, kesalahan pengucapan, dan struktur kalimat yang salah. Masalah-masalah ini menimbulkan kecemasan dan menghambat komunikasi yang efektif. Untuk meningkatkannya, siswa harus belajar memahami laporan dalam bentuk kurva atau tabel. Di sisi lain, mahasiswa Administrasi Bisnis perlu menguasai empat keterampilan bahasa Inggris: berbicara, mendengarkan, membaca, dan menulis. 96% lebih memilih kelas Bahasa Inggris untuk Bisnis untuk memahami nilainya dalam bidang profesional mereka. Pelajaran harus dilakukan setiap minggu, dalam skala kecil, dan mencakup presentasi lisan, diskusi kelompok, dan menulis.

Kata Kunci: Analisis Kebutuhan; Bahasa Inggris untuk Kebutuhan Tertentu; Bahasa Inggris Bisnis; Administrasi Bisnis

Introduction

College students choose their career path, leading to a department or faculty that provides thorough preparation for the chosen profession. This includes communication skills, as required in the Business Administration program study. This multidisciplinary department studies various disciplines, including economics, statistics, business, law, and data analysis. It also fosters group management and professional communication, focusing on the economy, business, and society. Proficiency in both national and international languages is essential for international business coverage. English is a widely used international language, crucial for socioeconomic activities electronic device operation, and improving international relations. Its proficiency is required in job requirements, prompting universities to include ESP courses (Adawiyah, 2021).

English for Specific Purposes (ESP) is a course aimed at students in various industries to enhance their proficiency in English. It focuses on specific fields, requiring mastery of four language skills: reading, writing, listening, and speaking. This compulsory course is part of Indonesia's curriculum to meet current career demands (Ghafar, 2022; Jingga et al., 2022; Warti, 2020). English teachers play a crucial role in improving students' English skills by preparing teaching materials, techniques, and methods (Ginting et al., 2021). Different fields require different language use, and teachers must be prepared to meet these needs. They must understand students' abilities and the needs of the target field to ensure a successful teaching and learning process. Teachers must be aware of the unique needs of students and tailor their teaching methods to meet their objectives. English language teaching and learning processes are crucial for students to develop competence and proficiency in the field. Transitioning from higher education to employment, self-assessment of mastery, and appraisal of learning processes contribute to this (Sipayung et al., 2023). However, the success of these processes in meeting student's needs and preparing them for future employment is questioned (Arroyyani et al., 2022).

Need analysis is a crucial activity for teachers to understand the factors influencing the success of teaching and learning activities, including students' needs. It helps identify the difference between desired and actual conditions, aiding in decision-making and overcoming the gap between expectations and reality (Ekayati et al., 2020). In addition, Basturkmen (2010) stated that this activity is also used to identify language

and skills used in selecting and developing learning materials, as well as to evaluate students' progress at the end of a course (Rifiyanti & Dewi, 2022).

The need analysis process involves considering situations and functions in syllabus preparation. Munby's Communicative Syllabus Design, introduced in 1978, serves as the foundation for this method. Other terms include Target Situation Analysis, Learning Need Analysis, Present Situation Analysis, Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis, and Means Analysis (Haryono, 2020). Hutchinson and Waters (1987) offer a comprehensive target situation analysis framework, focusing on understanding learners' needs in the learning process. They distinguish between target needs (what learners need to do in the target situation) and learning needs (what they need to do to learn), encompassing necessities, shortages, and wants (Nurhana, 2021).

Hutchinson and Waters (1987) developed a learner-centered learning process, focusing on the processes involved in language learning rather than products. They suggested a framework for analyzing learning needs, which includes questions about why participants join the course, their real needs, status, money, promotions, students' attitude towards the course, their learning background, teaching and learning concept, methodology, available resources, teacher competence, attitudes, subject content, material, AIDS, and opportunities for activities outside the classroom. The framework also includes questions about the student's age, gender, nationality, subject knowledge, interests, socio-cultural background, teaching style, and attitude toward English or the culture of English speakers' world. The framework helps in understanding the motivations, motivations, and resources available for language learning. The goal is to provide a more effective and personalized learning experience for students (Pranoto & Suprayogi, 2020)

ESP emphasizes the importance of the English language in specific communication areas, focusing on professional fields, institutional procedures, and occupational requirements, ensuring learners' material and manner are acceptable (Namtapi, 2022). Furthermore, Hutchinson and Waters (1987) and Stevens (1988) define English for Specific Purposes (ESP) as an approach that doesn't involve specific language, instructional materials, or methodology. ESP can be absolute or two variables, depending on the specific needs of learners and the language skills to be learned. Robinson's (1991) definition focuses on goal-directed ESP courses and their limited duration, ensuring homogeneous classes for adults (Fitria, 2019).

English for Specific Purposes (ESP) emphasizes context-based language teaching over linguistics and grammar, as defined by Hans & Hans (2015) (Ghafar, 2022). Furthermore, Hutchinson and Waters (1987) give a more detailed picture of ESP in a tree diagram to represent ESP as a branch of an ELT tree, with sub-branches such as English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS). Each can be EAP (English for Academic Purposes) or EOP (English for Occupational Purposes) (Yuriatson Jubhari, Rosmiaty, 2022)

English for specific purposes (ESP) is a classification system that categorizes English for academic purposes (EAP) and English for occupational purposes (EOP) (Arroyyani et al., 2022). EAP is taught in universities for students needing English for their studies, while EOP is presented in situations where students must use English within their work or occupation. The content of these courses varies based on the student's acquisition of English before, during, or after their job or vocation training. Understanding these distinctions is crucial for effective English education. (Fitria, 2019).

English for Business Purposes (EBP) is a growing branch of English-for-purpose terminology in teaching and research. As globalization increases, English is increasingly used in business transactions and communication among non-native English speakers.

Business English courses aim to enable proficient communication in business contexts,

covering topics like reading, letters, resumes, business jargon, branding, and promoting. This has led to a greater emphasis on English as the lingua franca of business life (C. S. Rao, 2019).

Business English (ESP) is a form of English for Business Purposes that involves needs analysis, syllabus design, course design, and material selection and development. It focuses on creating a specific language corpus and highlighting specific types of communication in a given setting. Ellis & Johnson (2003) stated that Business English is often a combination of specific content related to a specific industry and general content related to effective communication in business contexts (Suryaningsih, 2021). Hutchinson and Waters (1987) attempt that it is an attitude rather than a competence, valuing the learner's reasoning and motivation for improving their business communication skills (Thavabalan et al., 2022). Teachers face challenges in focusing on main focus, specialized vocabulary, improving communication skills, understanding non-native students' needs, designing courses for future expectations, and choosing appropriate teaching and learning techniques.

Teaching materials are systematic resources used to plan and execute learning in business English courses, which can be used similarly to English for Specific Purposes (ESP) courses. Business English is broader than other ESP varieties due to its various purposes (Khadam, 2023). The development of relevant and contextual teaching materials is crucial due to the global demand for English in corporate interactions. Companies worldwide seek individuals with English communication skills to enhance their communication abilities (Tomlinson 1998; Babcock & Du-Babcock, 2001; Basturkmen, 2006) (Yulian & Yuniarti, 2019).

The importance of developing basic LSRW abilities in Business English and General English. Business English requires specialized language and skills for business communication, while English for Corporate focuses on communication in a globally connected corporate setting. Business English focuses on the delegate's job, while Technical English focuses on the delegate's job (Rao, 2017).

Business English courses focus on business communication skills, addressing language requirements for solving business-related problems (Srivani et al., 2022). Kittidhaworn (2001) stated that these courses offer training in negotiation, presentations, correspondence, vocabulary, networking, proposal writing, and professional reading (Sadegh, 2022) English is essential in education, relationships, and business due to globalization. Needs analysis is crucial in English Business Proficiency (EBP), as learners' language abilities and skills vary based on the situation. Key skills include telephoning, socializing, presentations, and negotiating (C. S. Rao, 2019).

This course aims to teach students the characteristics of various types of business correspondence, including emails, letters, memos, articles, interviews, and speeches. Students will learn to read, write, speak, and listen, with a focus on Business English. They will be able to understand and recreate elements of reports, create business documents, and deliver persuasive presentations. They will also develop the courage to ask for clarification from native speakers or co-workers.

The Faculty of Social and Political Sciences, Business Administration study program, HKBP Nommensen University, is aware of this condition. The Business Administration study program aims to produce competitive graduates at local, national, regional, and international levels. It includes Business English as a course to prepare students for workplace demands. Research on ESP, particularly English for Specific Purposes (ESP), is crucial in various disciplines. It assesses students' academic needs and progress in understanding English, including reading, writing, and grammar. The study suggests individualized English learning and material development to meet students'

unique needs in various fields. This research aims to analyze the student need for ESP in the Business Administration department at Nommensen HKBP University, based on Hutchinson & Waters' 1987 target situational and learning needs. The study aims to help teachers understand students' views and help create teaching materials that meet future field demands and produce competent graduates.

Method

The method of this research is qualitative research. The data collected at Nommensen HKBP University used a questionnaire and interview to investigate the language needs and problems of the third semester of the academic year 2022/2023 and one lecturer with experience in teaching ESP. To acquire information about students' English language issues and demands, the researcher conducted semi-structured interviews, adapted from Basturkmen (2010), with a Business Administration department lecturer at Nommensen HKBP University. The 25-minute interviews were audio-recorded and transcribed verbatim. The researcher also used Google Forms to conduct a questionnaire survey for students, around 53 students, in the department, with permission from the lecturer. To ensure that students understood the questions, the survey's contents and purpose were explained. The completed questionnaires were gathered for analysis.

The data was analyzed using Miles & Huberman's (1994) concept to identify students with difficulties in English comprehension, reading, writing, and hearing. Data reduction is a step in the research process that comprises choosing, concentrating, simplifying, abstracting, and discovering themes and patterns. Semi-structured interviews and questionnaires with open-ended questions were used to collect data. The transcribed data was organized into categories, exposing developing trends such as students who struggled with spoken English, reading, writing, and hearing. Brief explanations in narrative text, graphics, matrix, and chart forms are used throughout the data presentation phase. Data from questionnaires were evaluated descriptively using statistics such as frequency counts and percentages. The conclusion is the final stage, in which the data from the interviews and questionnaires is written in a data presentation and further evaluated to conclude.

Result and Discussion

After classifying and collecting the data found through semi-structured interviews from the lecture and questionnaires from the students of the Business Administration Department, the researcher analyzes the data found based on Hutchinson and Waters (1987) theory to analyze the problems faced by students and the student's needs of ESP for Business Administration Department. Based on Hutchinson and Waters (1987) theory, there are two components; target situation needs and learning needs. These data will show the necessities, lacks, wants, and how the students learn the language.

1. Problems Faced by the Students of Business Administration

The problem is classified in two perspectives. Those are the lectures through semi-structured interviews and the students through questionnaires.

a. Semi-structure interview session

Here are some problems found in communicating English based on the lecturer of Business English. According to the lecturer, nowadays, the students are less able in almost all competencies including Speaking, Reading, Listening, and Writing are still quite good even though it is still not satisfactory in the grammar section but it can be tolerated.

1) Speaking Skill

There is some English problem faced by students in speaking. The lecturer affirms that:

“Yes, they show nervousness or lack of confidence, maybe this is triggered by a lack of vocabulary, mispronunciation, spelling, and grammar as well as proficiency in English.”

According to the lecture on Business English, the problems faced by students in communicating English mostly are lack of vocabulary, Mispronunciation, Incorrect in making English sentences orally based on correct English grammar and they are not fluent in explaining the main topic. In correlation with that, these problems cause the students to show nervousness or lack of confidence so they cannot build good communication in English. For example, during presentations and discussions.

2) Listening Skill

Since the students have a limited vocabulary of business terms, they cannot convey the meaning or the instruction of the topic conveyed by the lecturer and their collage well. The lecturer states that:

“Yes, the problems are lack of vocabulary, Mispronunciation, Incorrect in making English sentences based on correct English grammar and they are not fluent in explaining the main topic”

Additionally, students face the problem of making mispronunciations while speaking in discussions, preventing students from fully participating in the process of learning business English. For example while learning the material from media such as YouTube videos, news about the topic of business, and so on.

3) Reading Skill

The same goes for reading skills. According to the lecturer, he said that:

“Yes, there may be a mistake in the pronunciation, and the prevailing use of English such as British English or American English. In addition, how to read a report in the form of a curve or table, maybe they should be taught how to explain it first”

While reading written English reports, letters, memos, and business proposals, the students made several mispronunciations and used the prevailing English such as British English or American English. Furthermore, the students should be taught how to explain how to understand a report in the form of a curve or table first.

4) Writing Skill

The lack of vocabulary has a significant impact on communication abilities, including writing. This makes it difficult for students to convey their ideas and opinions in writing. Furthermore, there is still a lack of awareness among students of the usage of tenses and grammar in formal settings. Examples are writing reports, memos, messages, emails, and so on.

b. Questionnaires Session

In questionnaires, 18 items are considered to be the problem faced by the students of Business Administration in communicating English. The data of the problem based on the students’ perspectives, as follows:

Table 1. English Communication Problems faced by the students of Business Administration

No.	Statements	Amount	
		Agree	Disagree
1.	I have difficulty understanding the Lecture's instructions given in English.	34	19

2.	I have difficulty in understanding other colleagues' instructions given in English	36	17
3.	I can differentiate the English tenses in a sentence.	24	29
4.	I can speak English confidently.	17	36
5.	I have difficulty understanding written English reports.	38	15
6.	I can write reports in English without using the dictionary.	13	40
7.	I have difficulty in conveying messages in English (Written).	38	15
8.	I have difficulty in conveying messages in English (Spoken)	42	11
9.	I have difficulty reading English reports and memos at a fast pace	47	6
10.	I have difficulty in voicing my opinions in English.	40	13
11.	I can't understand some of my friends and Lectures' English pronunciation.	42	11
12.	I make a lot of spelling mistakes when writing reports in English.	42	11
13.	I need time to think in my mother tongue before replying in English	46	7
14.	I am not familiar with many business terms (specialist vocabulary)	46	7
15.	I don't know the appropriate words to use while speaking in English.	41	12
16.	I don't know the appropriate words to use while writing in English.	43	10
17.	I tend to use words from my mother tongue when I speak or write in English	37	16
18.	Others	42	11

Based on Table 1. around 18 English communication problems are faced by the students of Business Administration. The further explanations of these problems are as follows:

- 1) The difficulty in understanding the Lecture's instructions given in English
Most of the students have difficulties understanding the lecture's instructions. Around 34 students (64%) are agreed to this condition. On the other hand, around 19 students (36%) assumed that they could follow the instructions given by the lecture well.
- 2) The difficulty in understanding the Colleagues' instructions given in English
Most of the students also have difficulty understanding other colleagues' instructions given in English. Around 36 students (68%), while other students around 17 students assumed that they could manage well the instruction given to their colleagues.
- 3) The difficulty in using tenses in a sentence
Around 29 students (55%), faced difficulty in using tenses since they were not quite familiar with the pattern of tenses. On the other hand, around 24 students (45%) believed they could differentiate the pattern of using tenses in a sentence.

- 4) **Lack of confidence in Speaking**
The next issue is the lack of confidence in speaking English. Around 36 students (53%) are facing the nervousness while speaking in English. As for the rest of the students, around 17 students (47%) have confidence in speaking English.
- 5) **The difficulty in understanding written English reports**
Most of the students, around 38 students (72%), affirmed that they have difficulty understanding written English reports. In addition, around 15 students (28%) thought they could understand written English reports well.
- 6) **The difficulty in writing reports without using a dictionary**
Around 40 students (73%) believed that it is difficult to write a report without using a dictionary. On the other side, around 13 students (27%) feel confident they can write without using a dictionary.
- 7) **The difficulty in conveying messages in written English**
Some students around 38 students (72%), stated that they could not convey the messages in written English well. As for 15 students (28%) assumed they were able to convey the messages written in English well.
- 8) **The difficulty in conveying messages in spoken English**
Some students around 42 students (79%), stated that they cannot convey the messages in spoken English well. As for 11 students (21%) assumed they were able to convey the messages spoken in English well.
- 9) **The difficulty in reading English reports and memos at a fast pace**
Some students around 47 students (89%) are facing difficulty in reading reports and memos at a fast pace. While the other students around 6 students (11%) did not have any problem in reading reports and memos at a fast pace.
- 10) **The difficulty in Stating ideas in English**
Some students around 40 students (75%) are facing difficulty in stating ideas in English. While the other students around 13 students (25%) did not have any problem in stating ideas in English.
- 11) **The difficulty in understanding the pronunciation given by the lecturer and colleagues**
Most of the students, around 42 students (79%), affirmed that they have difficulty understanding the pronunciation given by the lecturer and colleagues. In addition, around 11 students (21%) thought they could understand the pronunciation given by the lecturer and colleagues.
- 12) **The difficulty in writing English reports with a correct spelling**
Most of the students, around 42 students (79%), affirmed that they have difficulty in writing English reports with correct spelling. In addition, around 11 students (21%) thought they could understand the correct spelling in writing English reports.
- 13) **The difficulty in giving a response in English**
Most of the students, around 46 students (87%), affirmed that they have difficulty in giving a response in English. In addition, around 7 students (13%) thought they could give a response in English well.
- 14) **Limited word bank in business terms**
Around 46 students (87%), faced the difficulty because the students had a limited word bank in business terms. On the other hand, around 7 students (13%) believed they were familiar with many business terms.
- 15) **The difficulty in producing the words in Speaking English**
Around 41 students (77%) believed that it is difficult to produce the words in speaking English. On the other side, around 12 students (23%) feel confident they can produce the words in speaking English.

- 16) The difficulty in producing the words in writing English
Some students around 43 students (81%), stated that they produced the words in writing English well. As for 10 students (19%) assumed they were able to produce the words in writing English well.
- 17) Code mixing and code-switching
Some students around 37 students (70%) tend to use words from my mother tongue when speaking or writing in English. While the other students around 16 students (30%) did not have any problem when speaking or writing in English.
- 18) Others
Some students around 42 students (79%) agreed other problems have not been stated yet in communicating English. While the other students around 11 students (21%) did not have any problem in communicating English.

2. Students' Needs of Business English at ESP Class

The needs of Business English are classified in two perspectives. Those are the lectures through semi-structured interviews and the students through questionnaires.

a. Semi-structure interview session

The Business English lecture highlights the need for students to master all four English skills: speaking, listening, reading, and writing, as they are less capable in these areas. While writing is strong, it is not sufficient in grammar. Mastering these skills prevents inequality.

1) Speaking skill

The lecturer of Business English stated that students need to learn how to build good communication. According to him:

“In addition to basic English skills such as speaking, writing, reading, and listening, soft skills and hard skills are required. Currently, students are supposed to have been taught in college but the soft skills are lacking such as Communicative, affective, and demeanor. For example, how to deal with peers, superiors, and clients, not only polite ways of communicating beyond the ability to talk about how to ask and answer questions. What's more, in the field or workplace, soft skills are needed, it is very important to build good communication and attitude, especially in formal situations. Because of that, I think regulation of soft skills is highly recommended for preparing students for the world of work”

In short, effective business communication is one of the speaking abilities that might be covered in the course. Students should learn how to interact with clients, supervisors, and coworkers. This is also used while giving an excellent oral presentation. By employing appropriate instructional materials and methodologies, the topic should mirror a real-life work setting.

2) Listening skill

As for the listening skill, it is related to how well the students can understand the main topic of discussion. According to the lecturer of Business English:

“I think business administration students can improve their English skills by repeating learning some topics or cases about English pronunciation/grammar or parts of speech. This can also be done by listening which is adjusted to the level of proficiency of the students based on official arrangements such as the British Council.”

Therefore, Students must become acquainted with business terminology. This can also be accomplished through listening, which is tailored to the student's level of ability through formal arrangements such as the British Council. Furthermore,

subjects such as vocabulary, dialogues, and so on must be tailored to the demands of students, in this instance business administration.

3) Reading skill

Since the students have difficulty in reading business-related procedures because of the lack of vocabulary in business terms and the prevailing use of English such as British English or American English, it is important to get the students to understand well how to explain it first. The lecturer stated that:

“Yes, there may be a mistake in the pronunciation, and the prevailing use of English such as British English or American English. In addition, how to read a report in the form of a curve or table, maybe they should be taught how to explain it first. I think it is necessary to do brainstorming and stimulation related to the topic and it seems that only a few students understand this problem.”

In conclusion, the students should be taught how to explain and understand a report in the form of a curve or table first. In addition, topic-related brainstorming and stimulation are required, and it appears that just a few students comprehend this issue.

4) Writing Skill

As for writing skills, it has the same condition as reading since they are related to business procedures such as writing reports, curves, tables, e-mails, and so on. The lecturer of Business English affirmed that:

“I think regulation of soft skills is highly recommended for preparing students for the world of work. This can be started from simple things, for example when we send messages to lecturers, a formal discussion should be preceded by greetings, introductions, and objectives.”

Therefore, students need to know the basic manner of writing-related business procedures, whether in the form of reports, messages, e-mails, notes, and so on. What's more, in the field or workplace, soft skills are needed, it is very important to build good communication and attitude, especially in formal situations.

b. Questionnaires Session

The students' need for Business English for ESP class found through students' questionnaires states as follows:

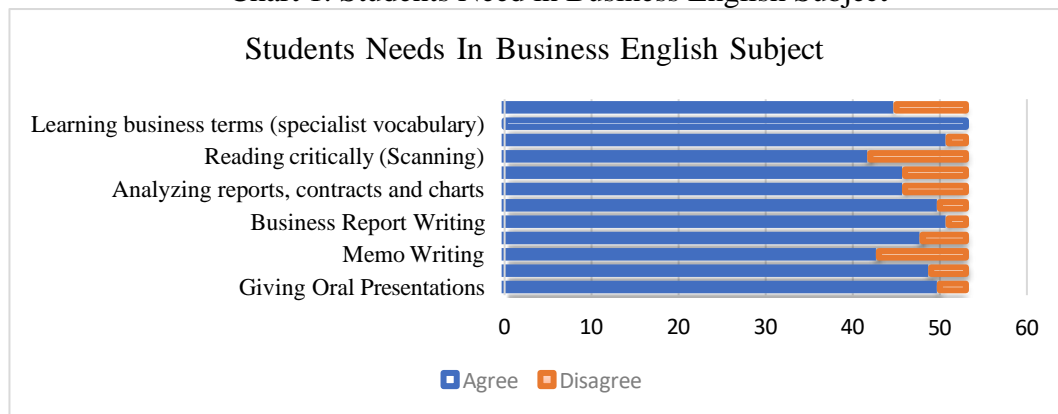
Table 2. Students Need in Business English Subject

No.	Students Need in Business English Subject	Amount	
		Agree	Disagree
1.	Giving Oral Presentations	50	3
2.	Participating effectively in group discussions.	49	4
3.	Memo Writing	43	10
4.	E-Mail Writing	48	5
5.	Business Report Writing	51	2
6.	Writing Business Proposals	50	3
7.	Analyzing reports, contracts, and charts.	46	7
8.	Reading quickly (Skimming)	46	7
9.	Reading critically (Scanning)	42	11
10.	Listening for accurate understanding	51	2
11.	Learning business terms (specialist vocabulary)	53	-
12.	Others	45	8

Based on the table 2. Some topics are considered to be included in business English subjects. Firstly, around 50 students agreed to include oral presentations while the other 3 students disagreed. Next, there are 49 students agreed to include group discussion in activities learning, while the other 4 students disagreed. Third, around 43 students agreed to include memo writing, while the other 10 students thought it was unnecessary. Then, 48 students thought it necessary to include E-mail writing to the list. Meanwhile, around 51 students approved for including business report writing on the list. Next, 50 students are affirmative to include writing business proposals on the learning process. As for analyzing reports, contracts, and charts, 46 students agreed to include them. While reading quickly (skimming) was agreed by 46 students, reading critically (scanning) was agreed by 42 students. As for listening for accurate understanding is agreed by 51 students. Lastly, learning business terms (specialist vocabulary) is 100% agreed to be included in the list of subjects by all of the students of Business administration. In addition, there are 45 students thought that there may be another's need that should be included on the list.

The chart below pictures the number of students' needs for business English subjects in ESP class.

Chart 1. Students Need in Business English Subject



In conclusion, more than 50% or around 40 students agreed to include these topics in Business English subject. These are; Giving Oral Presentations, participating effectively in group discussions, Memo Writing, E-Mail Writing, Business Report Writing, Writing Business Proposals, analyzing reports, contracts, and charts, reading quickly (Skimming), Reading critically (Scanning), Listening for accurate understanding, Learning business terms (specialist vocabulary).

Furthermore, most of the students habitually speak only local and national languages and frequently use English during business English classes. In addition, based on the data found that the students assumed that their overall English proficiency was good and average. Most of the students, more than 50%, are still on the average level in all four basic English skills such as; Speaking, Listening, reading, and Writing. They do not have enough competency to comprehend the process of learning English effectively. They also only used English to speak and listen to the lecturer during the business English class and less participated in interacting with colleagues in English, unless it was necessary, for example during presentations. As a result, it has an impact on the process of learning English as a foreign language because they cannot fully comprehend the material given by the lecturer.

During the class of Business English, they showed that they faced some difficulties in explaining reports, and other business-related procedures in English, maybe only about 2% can explain, and some others have not been able to explain reports and other business-related procedures in English. While reading written English reports, letters, memos, and

business proposals, the students made several mispronunciations and used the prevailing English such as British English or American English. Furthermore, the students should be taught how to explain how to understand a report in the form of a curve or table first. Based on the lecture viewpoint, it is necessary to do brainstorming and stimulation related to the topic and it seems that only a few students understand this problem.

In correlation with this, Khadam (2023), stated that there is a significant gap between teaching results and learners' actual needs; as a result, ESP practitioners should seriously adjust the existing teaching/learning scenario in collaboration with subject matter experts in the target disciplines. Additionally, a variety of administrative concerns, such as the offered syllabi, the allocated time, and the available teaching resources, should be examined to improve teaching results and meet the demands of the learners.

Additionally, the researcher has pictured the needs of Business English for Business Administration students. Based on the data found these needs consist of the four skills in English. There needs to be a balance in mastering four English language skills, including Speaking, Listening, Reading, and Writing skills. Around 51 students (96%) believe they benefit from an ESP lesson to assist them in understanding more about the role and function of English in their professional sector. As a result, the inclusion of Business English as one of the courses from ESP class is supposed to lead students in picturing the necessity of comprehending English as one of the professional requirements for their job-desk in Business Administration. In line with this, students of business administration agree that they need to strengthen their English abilities.

Furthermore, because time management motivates students to study, it influences student learning activities. So that students are not bored while participating in learning activities. As students, they are given time to study by themselves in groups, or pairs. According to the data, the majority of students pick business English classes that are offered at least once a week to achieve the objectives or purpose of the study. Additionally, the majority of business administration students affirmed that it would be preferable if the business English topic was taught in small groups of 3 or 5 persons to achieve a conducive English learning process.

Students are expected to communicate effectively to deal with clients, superiors, and coworkers, as well as provide good oral presentations. This may be accomplished by using proper educational materials and procedures that mimic real-world work contexts. Students should learn corporate terminology, formal arrangements, and language and conversations adapted to their specific demands. It is important to educate students on how to describe and comprehend business-related processes in the form of curves or tables to overcome challenges in understanding business-related procedures owing to restricted vocabulary and English use. Topic-related brainstorming and stimulation are also necessary, although a few students are aware of this. Students should understand the fundamentals of writing relevant business operations such as reports, messages, emails, and notes. Soft skills, such as good communication and attitude, are crucial in the workplace. Overall, effective business communication is essential for students to succeed in their careers.

This is in line with the opinion Syakur et al. (2020), stating that to fulfill future professional needs, students must be able to speak fluently and be proficient in a foreign language. To satisfy student competencies, students and the future quality of student graduates must evaluate students' demands (necessities). Lecturers can create an academic environment conducive to learning for students studying ESP in the classroom by using appropriate teaching methods and media, based on the student's needs, learning goals, and objectives, which result in the expected and determined competencies.

Therefore, it is necessary for the lecture to include these categories in the Business English subject to help the students of the Business Administration Department improve their business English. These are; Giving Oral Presentations, participating effectively in group discussions, Memo Writing, E-Mail Writing, Business Report Writing, Writing Business Proposals, analyzing reports, contracts, and charts, reading quickly (Skimming), Reading critically (Scanning), Listening for accurate understanding, Learning business terms (specialist vocabulary).

Conclusion

Business administration students often struggle with English language skills due to a lack of vocabulary, mispronunciation, and incorrect sentence structure. These issues can lead to anxiety and confidence, making it difficult to develop effective communication skills. The students often misspell terms in written English reports, letters, memos, and business proposals, written in British or American English. To improve their English abilities, students should be taught to comprehend reports in the form of curves or tables. Vocabulary is crucial for efficient communication, particularly writing, as it allows students to articulate their thoughts and points of view. Only 2% of students can describe business-related operations in English, and others struggle with mispronunciations and general English usage. To improve their English abilities, students should be taught to comprehend reports in the form of curves or tables. Business English is essential for students to interact with clients, supervisors, and coworkers. Therefore, it is necessary for the lecture to include these categories in the Business English subject to help the students of the Business Administration Department improve their business English; oral presentations, group discussions, memo writing, email writing, business report writing, business proposals, analyzing reports, contracts, and charts, reading quickly and critically, listening for accurate understanding, and learning business terms.

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