Identifying ESP Course Materials for Students of Magister Management: A Needs Analysis

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Abstract

English for Specific Purposes (ESP) is an approach in teaching English that is relevant with the students' field of study, it is made specifically for students' learning and language use including its objective and content This study aims to explore the target and learning needs of students in Magister Program of Management (MM) by employing need analysis method. A descriptive analysis using a quantitative approach with forty-eight students of the Magister Program of Management (MM), which consist of 37 males and 10 females. The study results illustrated that the awareness of the need of target and learning needs will determine what is considered as acceptable and reasonable contents in the language courses. These acceptable and reasonable contents have to be the basis in designing ESP., material course, since students' needs will determine the learning outcomes, and will be useful for their future jobs.

I. Introduction

Nowadays, there has been rapid demand on the mastery of English language as the requirements for job application (Maruf & Anjely, 2020; Purwantoro, Asari, Maruf, 2021). Most frequently, employees put English mastery as a favourable term at their recruitment page. At the tertiary level, non-English major students should be equipped with sufficient English language skills to become more competitive in their future working environment which can be achieve by redirecting the teaching of English subject material from General English to non-English major students to English Specific purpose (ESP).

Hutchinson and Waters (1987) state that ESP is an approach in the language teaching where content and methods are based on the students' reason to learn. In addition, Hutchinson and Waters (1987) divide needs into target needs and learning needs. Target needs refer to what is learning needs to know in order to function in the target situation, what they know already, and what they need to know. Target needs make sure that the course contains relevant and useful things to learn. Nevertheless, it is useful to pay attention the target situation in terms of necessities, lacks, and wants. Necessities refer to what the learners have to know in order to function effectively in the target situation. While, lacks refer to the gap between the target proficiency and the existing proficiency. Meanwhile, wants refer to what the learners wish to learn. Bastrukmen (2010;17) mentions that needs analysis is the identification of a language and skills used in determining and selecting ESP-based learning materials.

ESP is a tendency established on the proportion that language teaching should be made specifically for students' learning and language use including its objective and content (Maruf & Anjely, 2020; Purwantoro, Asari, Maruf, 2021). Preparing the students to be ready in the real world is one of the greatest concerns for most English lecturers for

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non-English major students (Maruf & Anjeli, 2020). English subject being taught at tertiary level to these students should meet their identified needs. This is the reason for shifts form teaching general English subject materials to ESP- based English materials. Previous studies showed that ESP materials have significantly the teaching of English to non-English major students (Roza, 2013). Thus, the demand for developing ESP material is statistically become higher an higher, especially for students majoring in Management.

The General English (GE) subject material to certain degree cannot accommodate the students needs for English skills require for them to face their future working atmosphere (Maruf & Anjeli, 2020). There are also issues on how hard it is to get a hold on proper English for Management books that is available and suit the students level of English. Due to those realities mentioned above, the need for conducting a needs analysis is becomes essential. Therefore, this research is aimed (1) to figure out the target needs of students in Magister Program of Management (MM), and (2) to find out the learning needs of students in Magister Program of Management (MM).

II. Review of Literature

2.1 The Context of ESP

English for Specific Purposes (ESP) is an approach in teaching English that is relevant with the students' field of study. The word of "specific' indicates a particular linguistic need in learning English and certain field of study as aim why the students are leaning English. ESP can be defined as teaching and learning English as a second or foreign language for the purpose of using it in a particular field. Hence, ESP course tries to facilitate the students in learning English to promote them in all activities in particular field of study. Hutchinson and Waters (1987) describe ESP as an approach in the language teaching where content and methods are based on the students' needs. They (ibid) also state that the awareness of learning needs are affected by the content of a language course and what is suitable for the learners. Consequently, ESP lodges a learner-centered approach which views that language learners have different needs and interests. ESP is claims can make learners more motivated and leads them to effective language learning (Maruf & Anjely, 2020; Purwantoro, Asari, Maruf, 2021).

English for specific purpose materials should be based on needs analysis, it makes the learning objectives are more specific than the general English materials, and as already mentioned that it has impact on students' motivation in learning the topics and texts since they are very much related to students' work areas. Duddley-Evans (1998) mention that ESP has two characteristics namely a) ESP with a particular context, b) ESP with learners' specific needs. Meanwhile, Zahid Javid (2015) describes that ESP course both for academic as well as occupation are designed for the learners who consider English for their occupation necessity in post-academic context or for the learners who consider it for their academic purposes in pre-occupational context.

2.2. Needs Analysis

Need analysis (NA) is a method that must be conducted as the effort of development of language learning materials and curriculum, especially ESP. Basturkmen (2010:17) states that needs analysis is the identification of a language and skills used in determining and selecting ESP-based learning materials. This analysis also applicable in assessing learners achievement and learning process. Need analysis is an effort to collect information in order to determine the instructions of learning process to be more precise with the learners needs. NA is a neseccary step to be taken as the preparation of ESP English

learning program, due to the reality that need analysis approach was very useful when learners needs are related to different communication situation.

Hutchinson and Water (1987) also state the meaning of need in relation to language teaching as the ability to comprehend and/or product the linguistic features the target situation. According to them, needs can be categorized into 3(three) namely; 1) Needs as necessities, which relate to what English needs to be known by the learners in order to play an active role in the language it learns; 2) Needs as wants (desire), these associated with personal goals is what is wanted;3) Needs as lacks, these kind of needs that associated wih current knowledge of English that learner possess, and what learner has not learned yet. Knowing the lacks of learners are very helpful to determine on how the teaching process can be proceeded and it will make the effectiveness of teaching process to gain the target needs.

Needs analysis appears to be an essential role to determine course content in ESP. Parkinson et al (2007) describe that an ESP materials maker is suggested to review the materials from the theoretical consideration into the role of scaffolding, since the role of scaffolding is convinced to be effective in giving support to the learners to carry out the activity which is too difficult if initially attempted by learners on their own. Therefore, in developing materials for the ESP classroom is kind of interchange between learning needs, language content and subject-matter content. Also, in developing ESP materials, one should consider the authenticity, since it has an essential role in establishing real language use in the target situation. By applying authentic materials in ESP, the learners can have contents area of their professional context.

III. Research Methods

3.1 Research Setting and Respondents

This research was conducted at Muhammadiyah University of Gresik which located at Gresik Regency, east Java, Indonesia. The respondents of the reseach were forty-eight (N= 48) students of the Magister Program of Management (MM), which consist of 37 males and 10 females.

3.2 Research Approach

This research is a descriptive analysis with a quantitative approach. It uses the data from questionnaires distributed to respondents. This descriptive analysis referred to as set of procedures that are used to describe or characterize the answers of a group of respondents to numerically coded questions (Brown, 2001).

3.3 Research Questions

In order to achieve the aims of this research, the following two main questions are proposed;
1. What are the target needs of students in Magister Program of Management (MM) at Muhammadiyah University of Gresik?
2. What are the learning needs of students in Magister Program of Management (MM) at Muhammadiyah University of Gresik?

3.4 Research Instrument

In collecting the data, questionnaire was distributed to students in Magister Program of Management (MM) called Need analysis questionnaire. This need analysis questionnaire aims to figure out the target needs and the learning needs for future ESP.

material course for students of MM at Muhammadiyah University of Gresik, and it referred to the theory of needs assessment proposed by Hutchinson and Waters (1987), and Nunan (2004). The questionnaire consists of 27 questions regarded to 1) the purpose of learning English; 2) the aspects of English that students desire to learn, 3) the main of learning four English language skills which consist of reading, writing, speaking, and listening; 4) Difficulties in learning English.

3.5 Validity of and Realiability of the Instrument

The content of instrument was validated by two competent referees in the field of English Teaching as Foreign Language (TEFL). They evaluated the validity of the questionnaire, and it was revised regards to their evaluation and comments. Before administered to the participants, the questionnaires was tested to other fifteen students who were not involved in this study, then the results were computed and the correlation coefficient showed in 0.90 in which acceptable to admistered in present study.

3.6 Data Collection Procedures

The data of this research were collected based on the following stages;
1. Collecting the data obtained from questionnaires
2. Classifying or grouping questionnaire data
3. Identifying the needs for learning English for MM's students.
4. Describing the data to find out the needs for English language learning for MM's students.

IV. Results and Discussion

This needs analysis was categorized into two parts. The first part consisted of questions regard to the target needs of the MM's students, and the second part consisted of the questions regard to the learning needs of MM's students. The descriptionso of the target needs and the learning needs are presented as following below:

4.1 Students Target Needs

This target needs analysis consists of goals, necessities, lacks, and desires as presented below:

Table 1. The organization of Target Needs Questionnaire

Aspect		The objective of Questions	Questionnaire No.	References
TARGET NEEDS	Goal	To figure out the reason of learning English.	1	Hutchinson and Waters (1987)
	Necessities	To figure out the type of needs by the demands of the target situation.	2, 3	Hutchinson and Waters (1987)
	Lacks	To figure out the gap between learners' proficiency and target situation necessities.	4, 5	Hutchinson and Waters (1987)
	Desire	To figure out the learners' desires of learning English	6	Hutchinson and Waters (1987).

"Goals" here refers to the general intentions behind the learning. The learning goals for MM students of Muhammadiyah University of Gresik as shows in table 2 that 64.06% respondents mentioned the reason of need to learn English is to support their career in future.
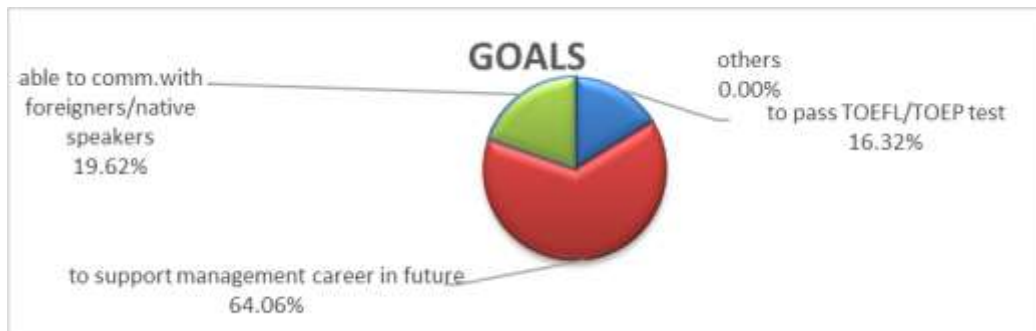

Figure 1. Students Goals in Learning English

Figure 1 indicates that the learning goals for MM students of Muhammadiyah University of Gresik as shows in table 2 that 64.06% respondents mentioned the reason of need to learn English is to support their career in future. Their second preference (19.62%) is to be able to communicate with foreigners/English native speakers, and rest of 16.32% respondents confirmed their goal on to be able to pass TOEFL/TOEP test.

"Necessities" is related to what the learners should know achieve in order to function effectively in the target situation. The results show that:
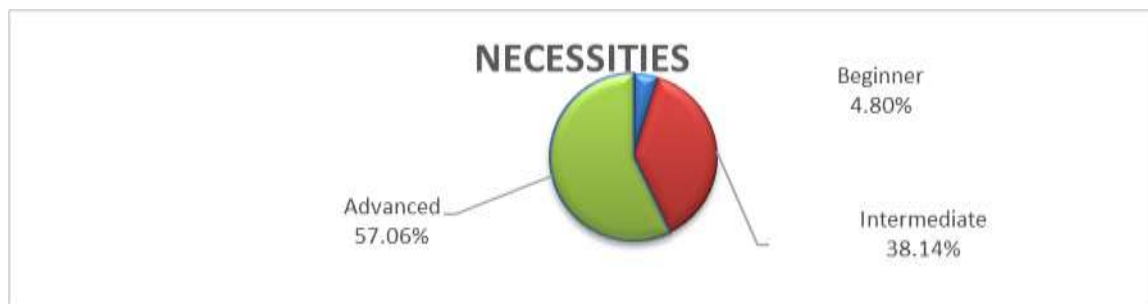
Figure 2. The Necessities Students' English Proficiency Level in Future Career

Figure 2 shows that the results of students' preference regards to the English proficiency level which is required to support their career in Management field. There were 57.06% of MM's students who confirmed that they should achieve the advanced proficiency level, 38.14% of students confirmed intermediated level for their proficiency level, and only 4.80% of them confirmed for beginner level.
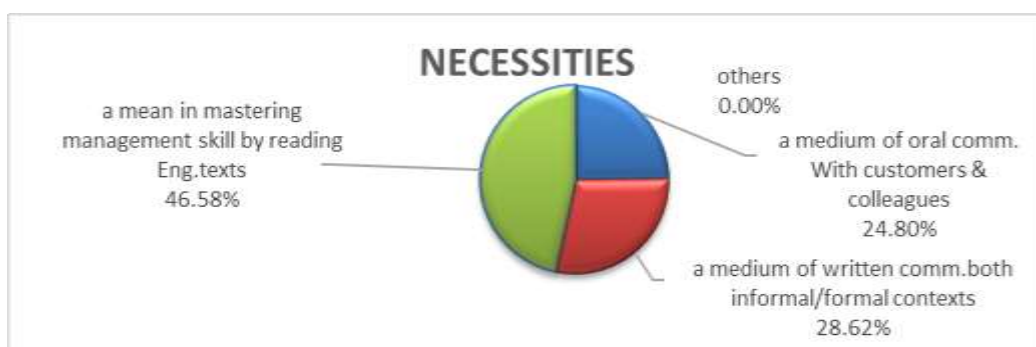
Figure 3. The Possibility of Students Using English in the Future

Figure 3 indicates that 46.58% MM's students will use English in order to mastering management skills by reading the English texts. There are 28.62% of students will use English as a medium of written communication both in formal and informal contexts, and the rest 48.80% of students will use Englsih as a medium of oral communication with customers and colleagues.

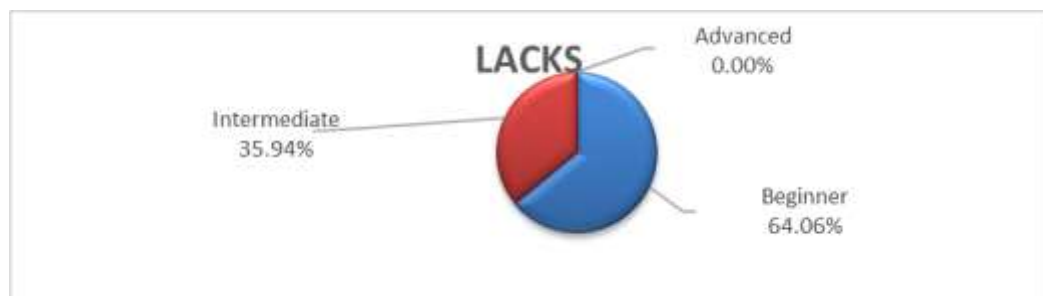"Lack" regards to the gap between what the learners know already and what the learners do not know.

Figure 4. Students' Current Proficiency Level of English

Figure 4 shows that the proficiency level of most MM students is in beginner level (64.06%), and the rest of 35.94% are in intermediate level.
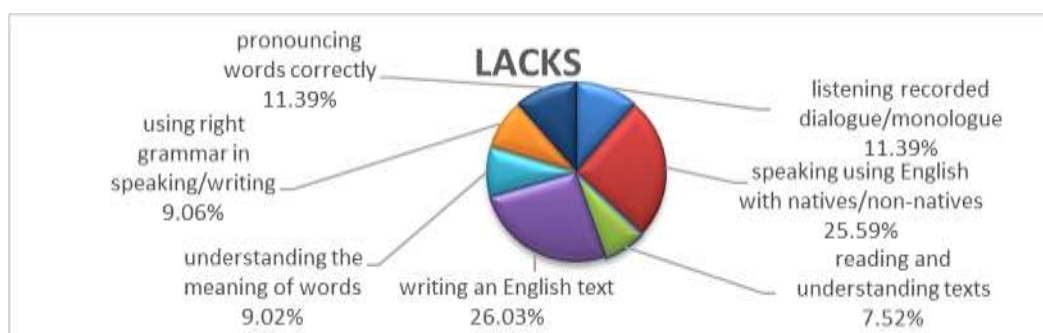
Figure 5. Most Difficulties Faced by Students in Learning English

The results regard to students' difficulties in learning English show that students facing difficulties in writing an English texts are 35.02%, the difficulties in speaking using English with natives or non-natives are 34.43%, the difficulties in pronouncing words correctly are 15.32%, the difficulties in listening to recorded dialogue or monologue are 15.23%, the difficulties in understanding the meaning of words are 12.13%, and the rest of 10.11% are facing difficulties in reading and understanding texts.

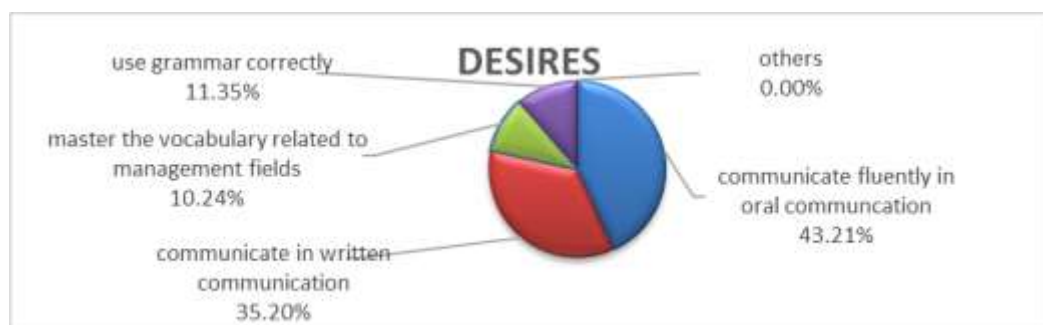"Desires" is related to the learners' expectation or desires in learning English (ESP).

Figure 6. Students' Desires in Learning English

The results as shown in Figure 6 indicates that MM students have expectation in learning English (ESP) in order to communicate fluently in oral communication are 43.21%, in order to communicate in written communication are 35.20%, in order to use grammar correctly are 11.35%, and the rest 10.24% are desire in mastering the vocabulary related to the management fields.

4.2 Students Learning Needs

This learning needs analysis consists of listening input, speaking input, reading input, writing input, procedure, setting, and learners; role as presented below:

Table 2. The organization of Learning Needs Questionnaire.

Aspect		The objective of Questions	Questionnaire No.	References
LEARNING NEEDS.	Input	To figure out the suitable input for English learning materials that students desire the most	7,8,9,10,11,12,13, 14,15,16,17,18	Nunan (2004)
	Procedures	To figure out the suitable procedures that students desire the most.	19,20,21,22,23,24,25	Nunan (2004) Hutchinson and Waters (1987)
	Setting	To figure out the desired class management of doing the tasks of English learning materials (individually, in pairs, or in groups)	26	Nunan (2004)
	Learners' role	To figure out the role of the learner in the learning process.	27	Nunan (2004)

a. Input

Inputs regards to the types of data that will be used by the learners in learning English. The following data below present the description about the desired inputs of the MM students at Muhammadiyah University of Gresik. The results show that:
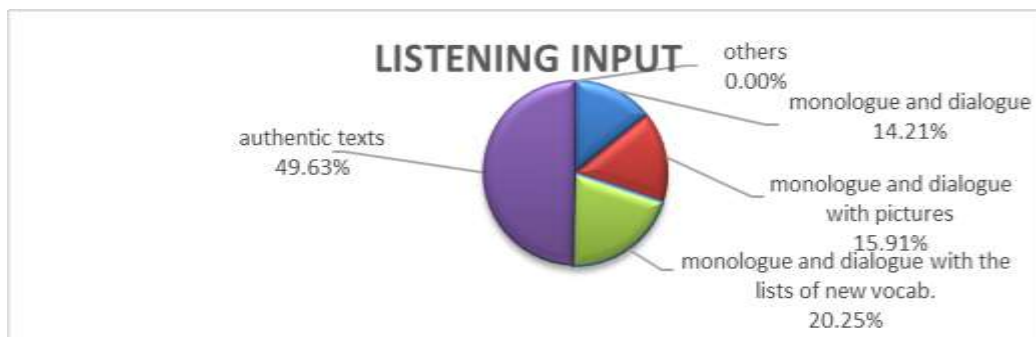

Figure 7. *Students' Desires Input for Listening*

Figure 7 above indicates that the most desirable listening input is authentic texts with 49.63% of total respondents. The second tendency of desired input for listening is monologue and dialogue with the lists of new vocabularies, it was chosen by 20.25% of

respondents. Meanwhile, desire input for listening in form of monologue with pictures is 15.91% of respondents, and monologue and dialogue is 14.21% of respondents.
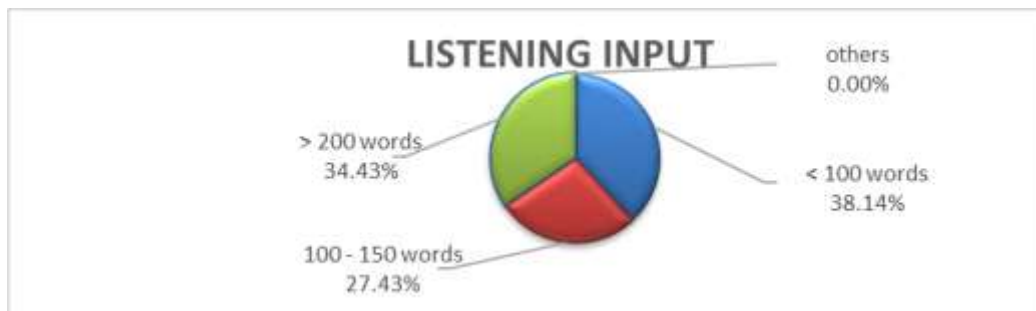

Figure 8. *Students' Desires on Length of the Input Texts*

Referring the length of text for listening input, the Figure 7 shows that there are 38.14% of students want the listening text less than 100 words of length. 34.43% of them want the length of the text more then 200 words, and the rest of 27.43% students want the listening input around 100 – 150 words.
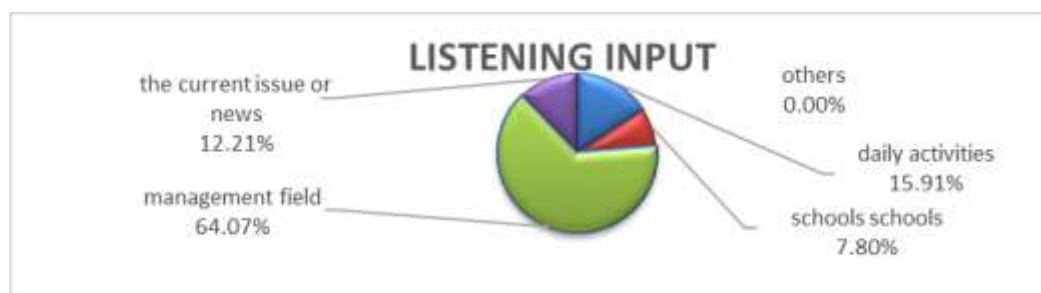
Figure 9. *Students' Desires on Topics*

The data in Figure 9 illustrates that there are 64.06% of students prefer Management field as the topics or issues related to the input learning listening. Meanwhile, 15.91% of students prefer related to daily activities, 12.21% of students choose the current issues or news, and 7.82% of students are prefer topic regards to schools as the listening input.
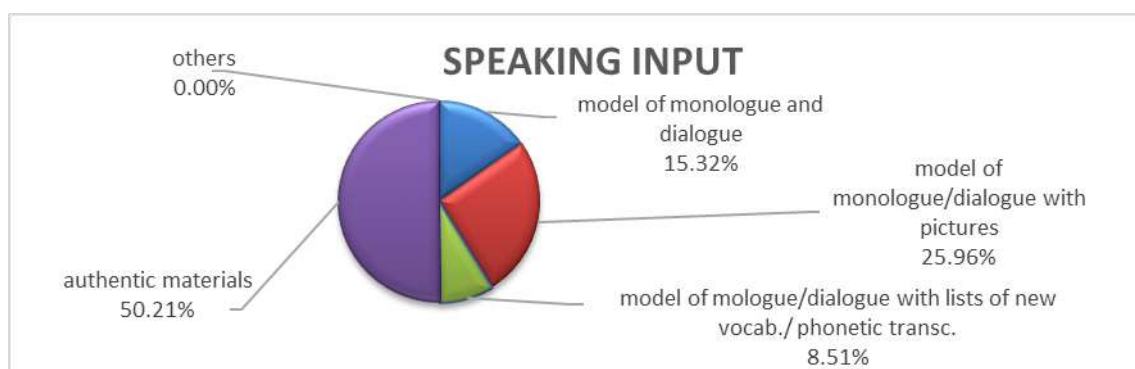
Figure 10. *Students' Desires Input for Speaking*

Figure 10 above indicates that from the total respondents, 50.21% of students confirmed that the desirable speaking input is authentic materials, 25.96% of them choose model of monologue and dialogue with pictures, and 15.32% of students preferred model

of monologue and dialogue. The rest of 8.51% students expressed their desire on model of monologue and dialogue with the lists of new vocabularies and the phonetic transcriptions.
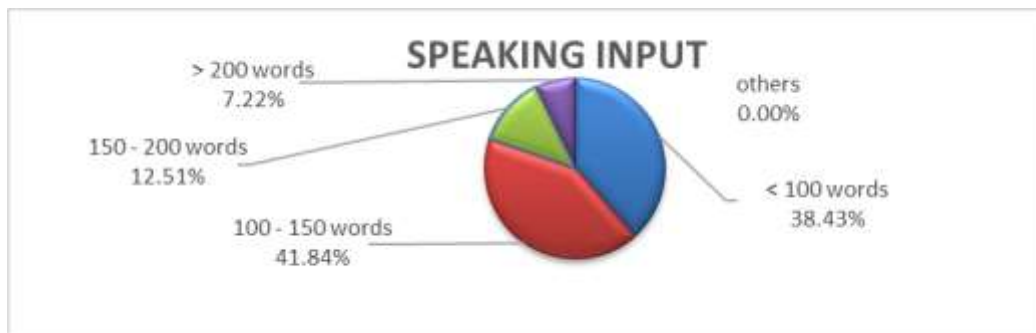

Figure 11. Students' Desires on Length of the Input Texts

Regarding the length of text for speaking input, the data in Figure 11 shows that 38.43% of students have desired on the speaking text less than 100 words of length. 41.84% of them want the length of the text around 100 – 150 words, 12.51% of students prefer 150 – 200 words and the rest of 7.22% students want the listening input more than 200 words.
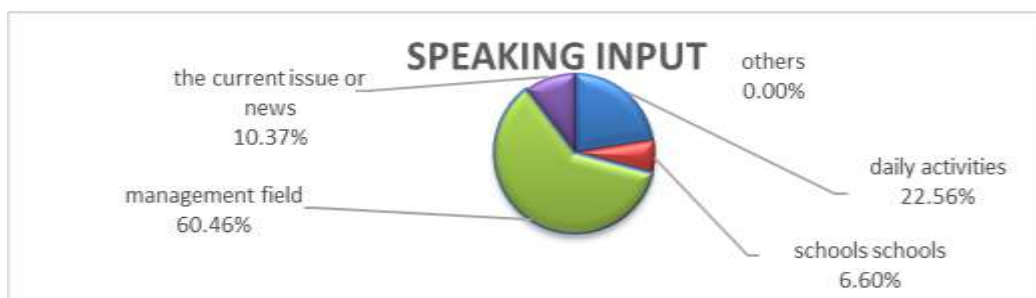
Figure 12. Students' Desires on Topics

The data in Figure 12 illustrates that there are 60.36% of students prefer management field as the topics or issues related to the input learning speaking. Meanwhile, 22.62% of students prefer related to daily activities, 10.40% of students choose the current issues or news, and the rest 6.62% of students are prefer topic of schools for input in learning speaking.
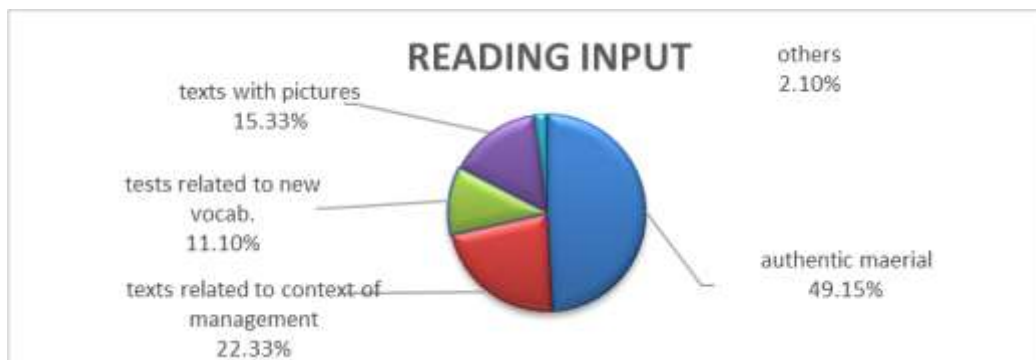

Figure 13. Students' Desires Input for Reading

Figure 13 above indicates that from the total respondents, 54.06% of students confirmed that the desirable reading input is authentic materials (i.e. magazines, newspapers, schedules, etc), 24.56% of them choose texts which are related to the context to students study programs (Management), and 16.86% of students preferred texts with pictures, 12.21% students choose texts with the lists of related new vocabularies. The rest 2.31% students expressed their desire on others.
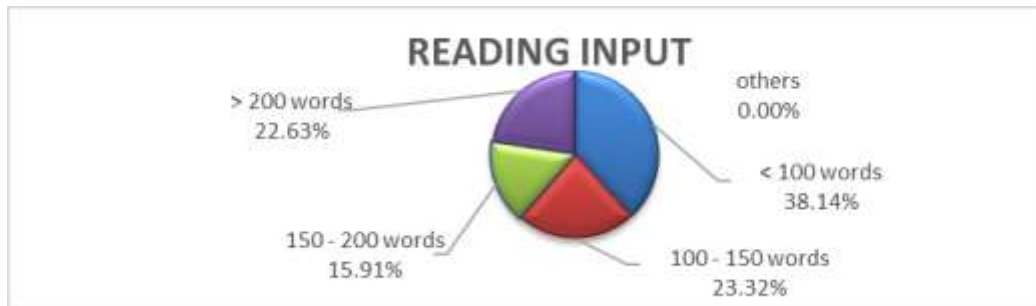

Figure 14. Students' Desires on Length of the Input Texts

Regarding the length of text for reading input, Figure 14 shows that 38.14% of students have desired on the speaking text less than 100 words of length. 23.32% of them want the length of the text around 100 – 150 words, 22.63% students want the listening input more than 200 words, and the rest 15.91% of students prefer 150 – 200 words.
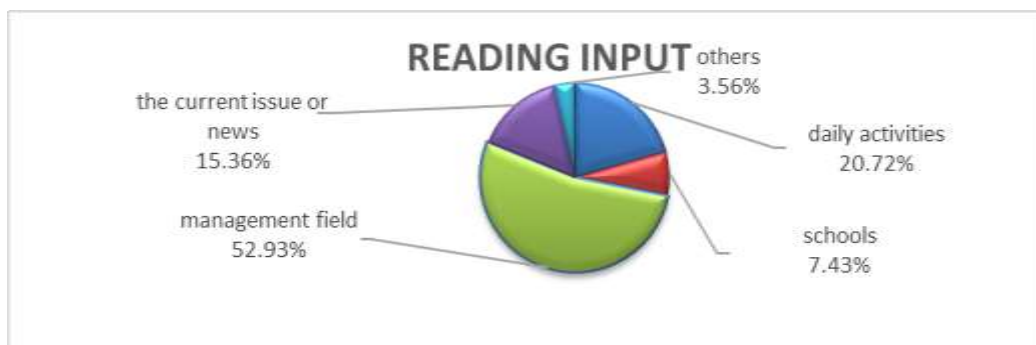

Figure 15. Students' Desires on Topics

The data in Figure 15 illustrates that there are 52.96% of students prefer management field as the topics or issues related to the input learning reading. Meanwhile, 20.73% of students prefer related to daily activities, 15.36% of students choose the current issues or news, 7.40% of students are choose day activities, and the rest 7.40% of students are prefer others topic for input in learning reading.
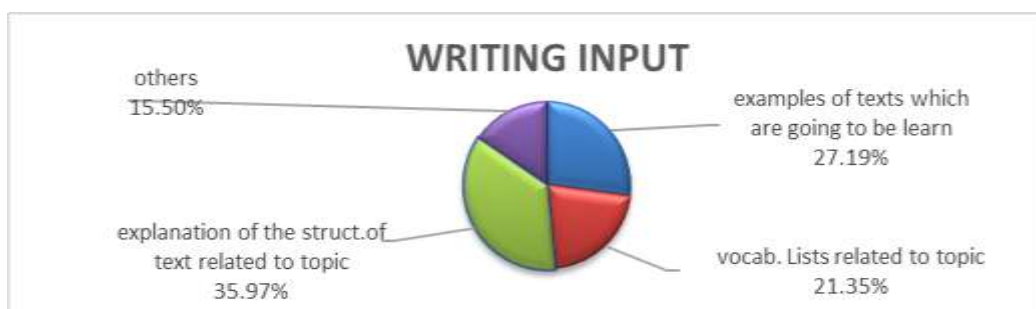

Figure 16. Students' Desires on Length of the Input Texts

Figure 16 above indicates that from the total respondents, 45.54% of students confirmed that the desirable writing input is explanation of the structures of the texts which are related to the topic, 34.43% of them choose examples of texts which are going to be learn, and 27.03% of students preferred vocabulary lists realted to the topic. The rest 19.62% students expressed their desire on others.
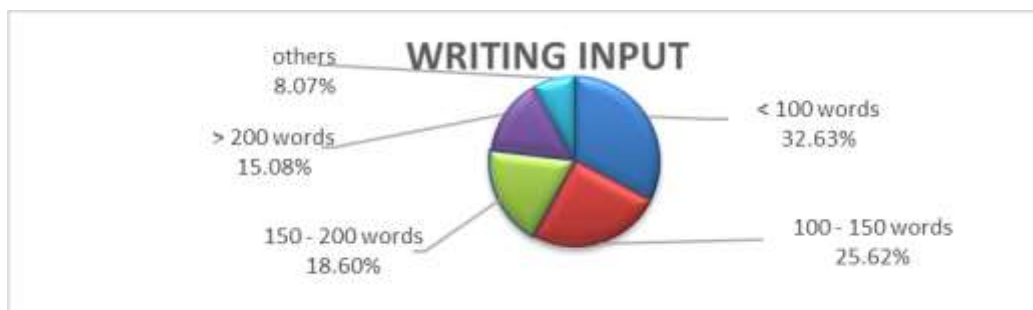

Figure 17. Students' Desires on Length of the Input Texts

Regarding the length of text for reading input, 38.14% of students have desired on the speaking text less than 100 words of length. 23.32% of them want the length of the text around 100 – 150 words, 22.63% students want the listening input more than 200 words, and the rest 15.91% of students prefer 150 – 200 words.
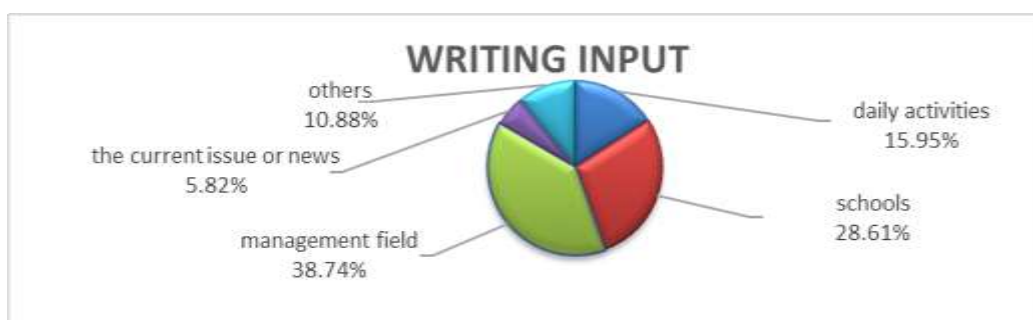

Figure 18. Students' Desires on Topics

The data in Figure 18 illustrates that there are 52.96% of students prefer management field as the topics or issues related to the input learning reading. Meanwhile, 20.73% of students prefer related to daily activities, 15.36% of students choose the current issues or news, 7.40% of students are choose day activities, and the rest 7.40% of students are prefer others topic for input in learning reading.

b. Procedures

Procedures refer to what students will actually do with the inputs that form the point of departure for the learning task. Hence, the questionnaire was administered to find out the desired procedures for learning English (ESP) of MM students at Muhammadiyah University of Gresik. The results show that:
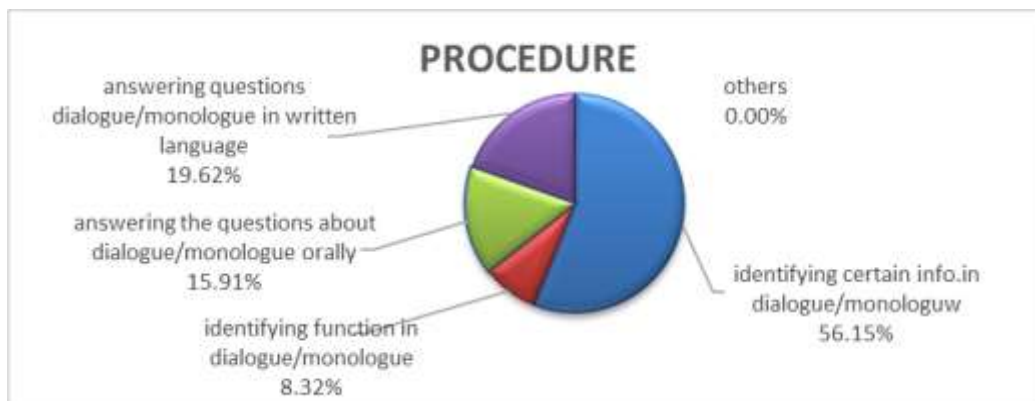
Figure 19. Students' Desires on Type of Activity for Learning Listening

Figure 19 above shows that from the total respondents, 56.15% of students confirmed that the desirable type of activity for learning listening is identifying certain information in the dialogue/ monogue, 19.62% of them choose answering the questions about the dialogue/ monologue in the written language, and 15.91% of students preferred answering the questions about the dialogue/ monologue orally. The rest 8.32% students expressed their desire on identifying the function in the dialogue/ monologue..
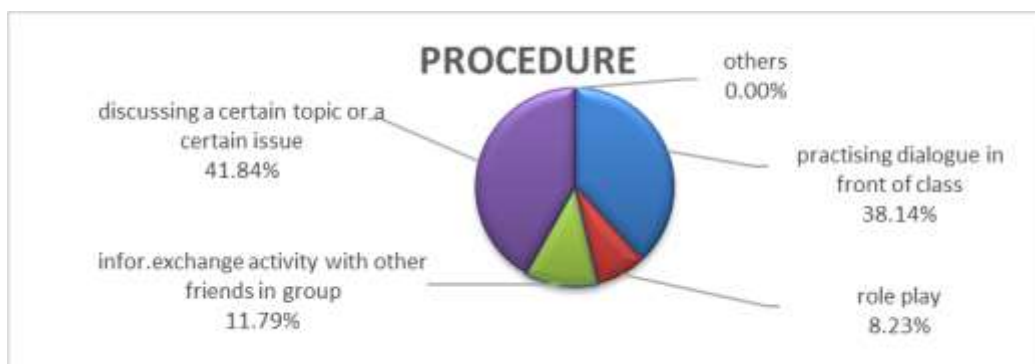

Figure 20. Students' Desires on Type of Activity for Learning Speaking

Regarding the type of activity for learning speaking, Figure 20 shows that 38.14% of students have desired on practicing the dialogue in front of the class. 41.84% of them want discussing a certain topic or a certain issue, 11.79% students have desire on information exchange activity with the other friends in group, and the rest 8.23% of students prefer role play.
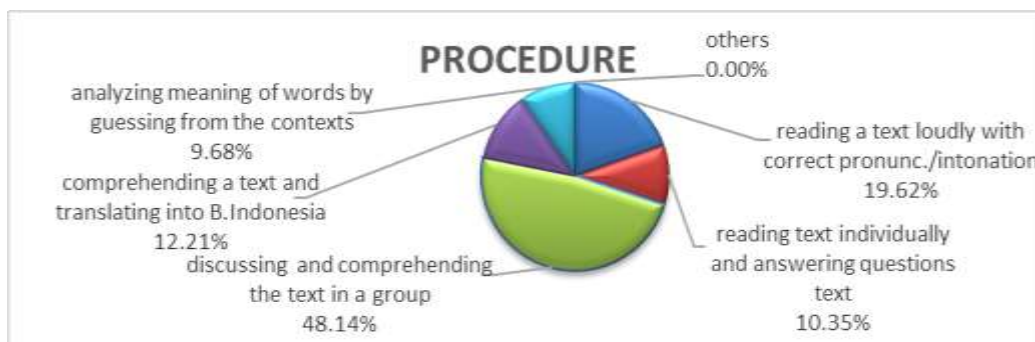

Figure 21. Students' Desires on Type of Activity for Learning Reading

The data in Figure 21 illustrates that there are 48.14% of students prefer discussing and comprehending the text in a group. Meanwhile, 19.62% of students prefer analyzing the meaning of the words by guessing from the contexts, 12.21% of students choose comprehending a text and translating into Bahasa Indoneisa, 10.35% of students reading a text individually and answering the questions about the text, and the rest 9.68% of students are prefer reading a text loudly with correct pronounciation and intonation.
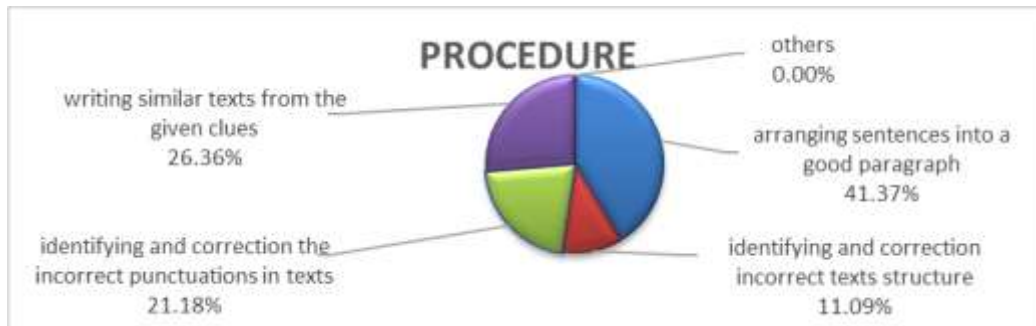

Figure 22. Students' Desires on Type of Activity for Learning Writing

The data in Figure 22 shows that there are 45.54% of students prefer arranging sentences into a good paragraph. Meanwhile, 29.02% of students prefer related to writing the similar texts from the given clues, 23.32% of students choose identifying and correcting the incorrect punctuations in the texts, and the rest 12.21% of students are prefer identifying and correction the incorrect texts structure.
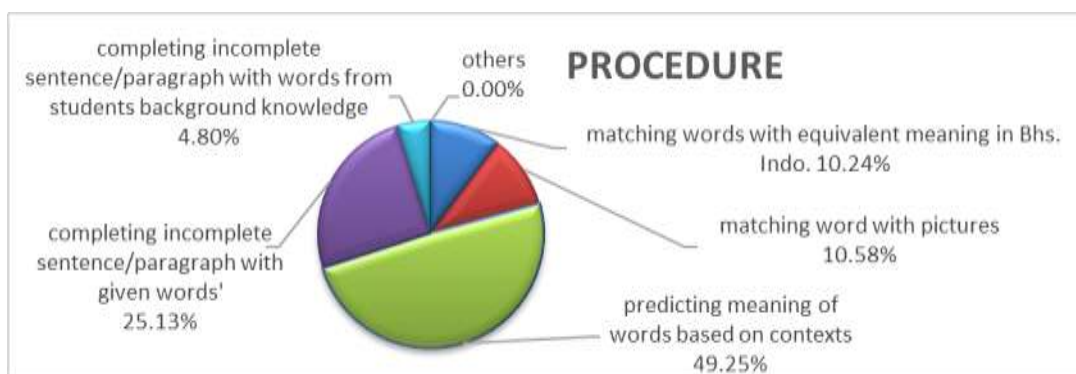

Figure 23. Students' Desires on Type of Activity for Learning Vocabulary

Referring the type of activity for learning vocabulary, 49.25% of students want predicting the meaning of the words based on the contexts. 25.13% of them prefer completing the incomplete sentence or paragraph with the given words, 10.58% of students interested in matching the words with the pictures, 10.24% of students prefer matching the words with their equivalent meaning in Bahasa Indonesia, and the rest of 4.80% students prefers completing the imcomplete sentence or paragraph with the words from students' background knowledge.
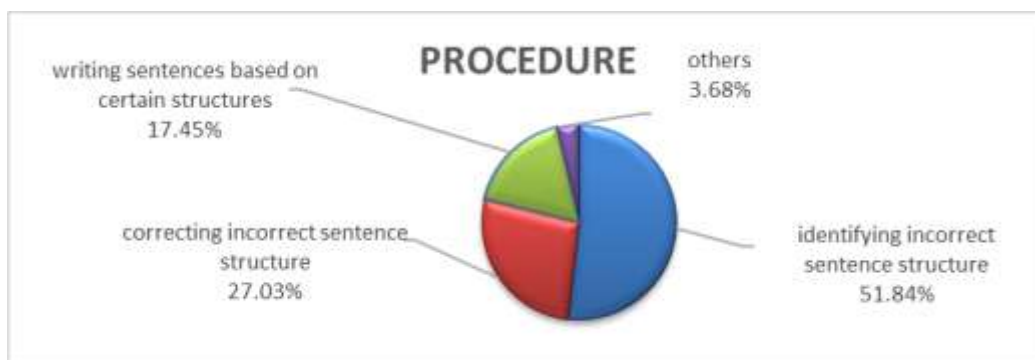
Figure 24. *Students' Desires on Type of Activity for Learning Grammar*

Regarding the type of activity for learning grammar, 51.84% of students have desired in identifying the incorrect sentence structure. 27.03% of them prefer correctiong the incorrect sentence structure, 17.45% of students interested in writing sentences based on certain structures, and the rest 3.68% of students are preferred others.
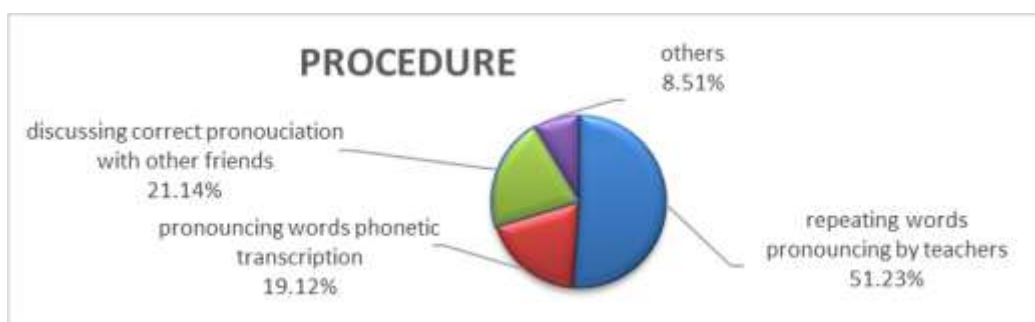

Figure 25. *Students' Desires on Type of Activity for Learning Pronunciation*

The data in Figure 25 illustrates that there are 51.23% of students prefer repeating the words pronounced by the teacher. Meanwhile, 21.14% of students prefer related to discussing the correct pronunciation with the other friends, 19.12% of students choose pronouncing the words phonetic transcription, and the rest 8.51% of students are prefer others type of activity for learning pronunciation.

c. Setting

"Setting" is related to the classroom arrangement in completing the task for example, individual work, pair worl or group work.
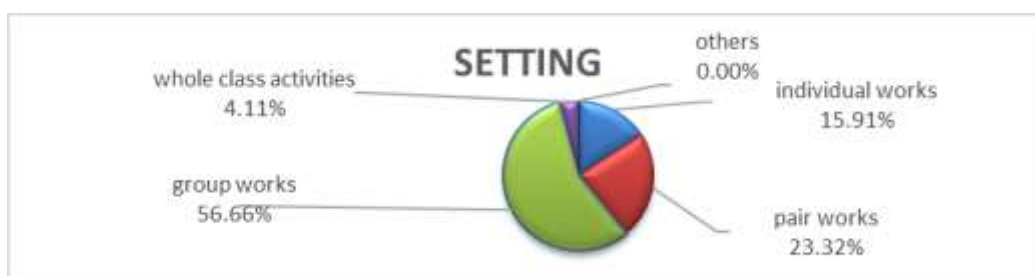

Figure 26. *Students' expectation on type of class management in carrying the task*

Figure 26 shows that the students' expectation on type of class management in carrying the their task is mostly expect in group works (56.66%), while others expectation such pair works (23.32%), individual works (15.91%), and the rest 4.11% of students expected they can carry their task in whole class activities.

d. Learners' Role
'Learners' role" regards to what the students need to do in completing the task.
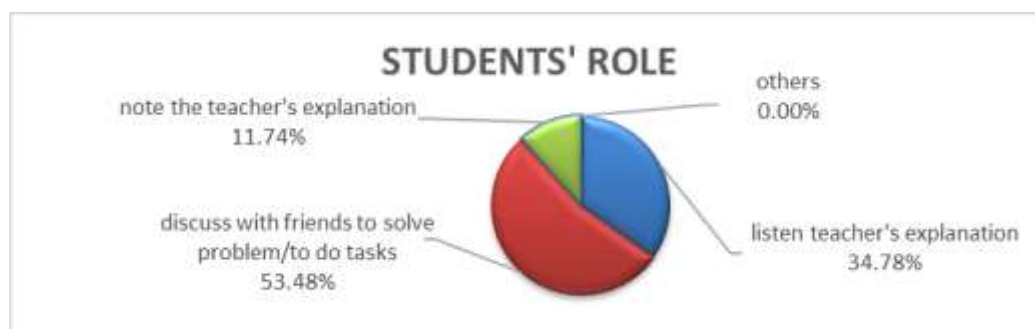

Figure 27. *Students' expectation on role in Learning Process*

The results in Figure 27 show that mostly MM students (52.95%) have expectation the learning process is discussion with other friends to solve the problem or to do the tasks. Meanwhile, 34.43% of students expect listen the teacher's explanation, and another 11.62% of students prefer to take note the teacher's explanation.

4.3 Discussion
The design and implementation of any ESP. material courses should take into consideration on students' target and learning needs. Obviously, by determining students' language needs and target needs will be a good fundamental related to the whole idea of conducting the certain language courses that will be formed. With the preliminary knowledge, the whole process of designing ESP. material course from the construction of course objectives to the selection of course contents and learning activities can be more easier and based on students' needs. This would provide guarantee in quality of the material courses especially in making the students achieving the expected learning outcomes (Hutchinson and Waters, 1987),.

The future development of ESP. material course in higher education has been widely discussed by ESP. scholars. ESP. material course has to developed on students needs towards a particular language of the academy, and certain ways of speaking, reading, and writing about the ideas and texts (Lee, 2016). Regards to this statement, the present study shows that the desirable speaking, reading, and writing of MM students, 50.21% students want their speaking input based on authentic materials, 54.06% students confirmed their desire in reading input also on authentic material, and 45.54% students confirmed that their desirable writing input is explanation of the structures of the texts which are related to the topic.

Futhermore, the findings also reveal that students' expectation about what to be included in future ESP. material course regards to the setting on classroom arrangement in completing the task. Students' expectation on type of class in conducting their task is mostly expect in group works (56.66%). This setting is effective to encourage classroom interaction among students. It promotes pair teaching so the objectives of learning were more feasible, because students will more confident to carry out the task or assignement given by their lecturer (Maruf & Anjeli, 2020).

The above findings indicates that the awareness of the need of target and learning needs will determine what is considered as acceptable and reasonable contents in the language courses (Hutchinson and Waters, 1987). These acceptable and reasonable contents have to be the basis in designing ESP. material course, since students' needs will determine the learning outcomes, and will be useful for their future jobs.

V. Conclusion

English for Specific Purposes is teaching English for a particular field of study. The objective of ESP. itself to assist students in acquiring English lessons according to their needs and their future jobs or carrer. Hence, needs analysis cannot be avoided, in order to find out the target needs and learning needs of students that will support their future jobs.

The emphasizing topics and themes which regards to the students' target needs in any skills of learning English should be related to management field and based on the authentic materials. The finding also indicated that most difficult phase in learning English is when speaking with natives or non-natives English speakers. Meanwhile, the most desirable thing in learning English is in order to communicate fluently in oral communication. Therefore, in designing and developing ESP. course materials, it should be focusing in authentic materials which are very related to the management field. Teaching English with specific topic that very related to the students' major would be very useful to support students' future career, and make them become more enthusiastic in learning English. Finally, The researcher hope that this study could be used as reference in designing ESP course material for MM students at Muhammadiyah University of Gresik.

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