



## Need Analysis of Non-English Major Students in Learning English at the Management Programme Universitas Muhammadiyah Makassar

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### Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi masalah dan kebutuhan mahasiswa yang belajar bahasa Inggris di Manajemen Universitas Muhammadiyah Makassar. Desain deskriptif kualitatif digunakan dalam penelitian ini. Target audiens survei ini adalah mahasiswa program manajemen. Sepuluh peserta terdaftar dalam penelitian ini. Pengambilan sampel dilakukan dengan teknik direct sampling. Peneliti mengumpulkan data dengan menggunakan wawancara dan dokumen. Penelitian telah menunjukkan bahwa masalah yang dihadapi siswa dalam belajar bahasa Inggris di program manajemen adalah kurangnya kosakata dan kesulitan dalam mengucapkan kata-kata dalam bahasa Inggris. Siswa juga membutuhkan pengetahuan untuk meningkatkan kosakata dan pemahaman tata bahasa Inggris sehingga mereka dapat berbicara dengan lancar untuk pekerjaan di masa depan. Kami membutuhkan keterampilan dan materi berbicara yang lebih menarik, dapat dipahami, dan relevan.

**Kata Kunci:** Analisis Kebutuhan, Bahasa Inggris untuk Keperluan Khusus, Program Manajemen

### Abstract

The purpose of this study was to identify the problems and needs of students studying English at the Management Universitas Muhammadiyah Makassar. A descriptive qualitative design was used in this study. The target audience for this survey is students in management programs. Ten participants were enrolled in this study. Samples were collected using a direct sampling technique. Researchers collected data using interviews and documents. Research has shown that the problems students face in learning English in management programs are lack of vocabulary and difficulty in pronouncing words in English. Students also need knowledge to increase their vocabulary and understanding of English grammar so that they can speak fluently for future work. We need more interesting, understandable and relevant speaking skills and materials.

**Keywords:** *Need Analysis, English for Specific Purposes, Management Programme*

## INTRODUCTION

Students have many difficulties while studying English. Solving these issues requires an analysis to identify the critical aspects of learning English. Students can remember what they need, their challenges in learning English, and their solutions for resolving their issues.

The term "need" means that the particular question requires an answer. Based on Lamri (2016), the term 'needs' is defined as the difference between the current situation with a specific question about the group and the

target situation. Things must be learned, problems must be solved, issues must be faced, and a decision must be made about the primary concern. The Analysis of students' needs is commonly referred to as the first step in creating a course design. In other words, analyzing students' needs is trying to find specific characteristics of students that are considered when determining what material should be studied.

However, before analyzing the student's needs, the teachers need to be able to adjust the students' needs in

English learning. A needs analysis is a method of determining what a student needs. Teachers need to develop their knowledge and skills in order to update and improve teaching methods and demonstrate professionalism. (Asriati et al., 2022).

Needs analysis, sometimes referred to as needs analysis or requirements, according to Schmidt (1981), has developed into a critical and crucial phase in the design of courses in general English or English for a specific purpose. A more thorough requirements analysis also includes full information on all contextual aspects, including learning resources, tools, and surroundings.

In order to create and enhance teaching resources, learning activities, examinations, and assessment procedures for the ESP program, a needs analysis is the first step. Hutchinson and Waters (1987) divided the approaches used to assess students' requirements into categories, such as learning and target needs. One of the most pressing issues in education in the twenty-first century is the teaching and learning of languages, particularly the English language. Because of the political, economic, and cultural changes as well as the fact that English has become the world's most widely used language, English language education needed to be reevaluated. Hattani (2019).

Teachers have to make the best decisions. Needs analysis should be done considering students' needs in learning English so that learning can be more effective. A needs analysis looks at teaching and teaching English for a specific purpose where students need to understand why English has become so important. ESP teachers must be aware of their students' needs in order to provide them with realistic and relevant language course content and learning opportunities. Language teaching activities can be used to analyze students' communication needs and what they need to do in the language they are learning.

English for Specific Purposes (ESP) is an applied linguistics degree that focuses on tailoring teaching and learning processes to the needs of learners based on their work context. English for a specific purpose is someone learning English as a second language for a specific reason. The main focus of ESP is on language and learning skills. The main goal of ESP for learners is to identify what they need, what they can do, and how they can achieve their goals. ESP in need analysis is critical for student needs and syllabus implementation by the guidelines. English for Specific Purposes (ESP) is specialized English rather than General English (GE) teaching and learning. Since the 1960s, it has become a more distinct discipline. The English learning and teaching situation known as ESP is one where teaching strategies and the learning environment are distinct from those utilized in General English Rahman (2015). The learners and their goals for learning English are the most

significant distinction between ESP and GE (General English).

English for Specific Purposes teaches English to students who do not speak English as their first language, but who need it for a specific job, activity, or purpose. In general, ESP is the role of English in a language course or educational program where the content and objectives of the course are determined by the specific needs of specific groups of learners. The word "specific" refers to specific language needs in learning English and specific areas of study for English learners. Therefore, the ESP course seeks to help students learn English in order to support all activities in their specific field. Basturkmen (2006) defines ESP as enabling students to use English in their studies, career or workplace. ESP focuses on narrower topics to help students develop the skills needed to communicate effectively in the target area. English for Specific Purposes (ESP) has developed his EFL teaching discipline in management programs and has a marginal position in higher education. Mazdayasna, G (2008). Based on the above description, ESP is an English learning program based on the student's professional context, the learning materials or content are designed around the career program, and the teaching method is based on the purpose of English.

Many ESP teachers in Indonesia, especially at Universitas Muhammadiyah Makassar, have introduced General Purpose English (EGP) teaching methods into the reality of ESP teaching and learning. The teachers teach English to develop the student's understanding of the language, enabling them to pass a standard examination, which is the primary purpose. As a result, the teacher does not teach materials in the context of the student's job. In reality, they teach students four English language skills which are not enough to support students' studies or future careers. It occurs because teachers are exclusively concerned with achieving the school's aim of passing the English National final test.

Furthermore, at the university level, as English learners, students are assumed to already possess basic skills that automatically support their ability to communicate in English, but this is against the facts. There are still some problems in learning English, especially for students. Some have difficulty understanding the learning process because they have not passed English, an essential skill they must have. It can significantly affect students' understanding of the teacher's lessons.

## **RESEARCH METHOD**

This study used a descriptive qualitative design from ten non-English students who learning English at the Management Programme as samples. It aims to find out the problems faced and the student's needs in learning English. Interviews and documentation that used as

research instruments. It used a semi-structured interview because the researcher wants the discussion to relax so that there is the intimacy between the researcher and the participant, which makes it easier for the researcher to collect data. The researcher also used an additional instrument which is documentation. The other tool is expected to help the research to obtain more complete data. The researcher prepared an open-ended question in the interview with 20 items for the participants.

## RESULT AND DISCUSSION

The results of this study clarified the outcome based on the data analysis. Universitas Muhammadiyah Makassar's Management Program students were interviewed, and the results of the data analysis were described as follows:

### 1. The problems faced by the students of the Management Programme at Universitas Muhammadiyah Makassar

The researcher obtained a number of statements from the students regarding their difficulties learning English at the Management Program based on the results of the interview. In this part, the findings from the student interviews were defined.

Firstly, the problem of students in the Management Programme in learning English is their lack of vocabulary. Vocabulary is one of the essential aspects and has a vital role in learning the language. The lack of vocabulary makes it difficult for the students to translate text from English to Indonesian when they get assignments from the lecturer. It also made it difficult for some of them to understand the lecture's material during the lesson. The impact of lack of vocabulary they know also makes it difficult for them to express their opinions in English. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides many bases for learners' speaking, listening, reading, and writing. Without an extensive vocabulary and strategies for acquiring new vocabulary, students will find it challenging to achieve their goals and understand new material in learning English.

Secondly, the difficulty pronouncing words in English is a problem for the students in Management Programme. The difficulty of pronouncing words in English makes it difficult for some students when learning speaking and reading materials. Most of the students interviewed were still at the beginner, so that was one of the things that made them less familiar with English. Without flawless pronunciation abilities, students would not be able to communicate successfully. Pronunciation is an essential component of communication competency. (Morley, 1991). So, pronunciation also makes it difficult for them to say the word or sentence they want to express.

### 2. The students' needs in learning English at Management Programme at Universitas Muhammadiyah Makassar

The researcher collected results from interviews with students to identify what students need to learn English at Management Programme. The results obtained from the students' interviews were defined in this section.

- a. The student's statement showed that the students need the knowledge to increase their vocabulary and understanding of English grammar to speak fluently for their future work. The lack of vocabulary and grammar knowledge will result in incorrect word choice and grammatical sentences, leading to misunderstandings in conveying what they want to speak. A good vocabulary and using words correctly can help students communicate with others.
- b. The skill they need most in English is speaking. They also expect that with speaking skills, students can express their arguments and communicate fluently with other people. But according to 8 out of 10 students who were interviewed, speaking is the most crucial and necessary ability. Because those who are fluent in a language are known as speakers of that language, Ur (1996) believes that speaking is the most crucial of the four skills (listening, speaking, reading, and writing). So, the students argue that good speaking skills will give other people a different perspective. They feel this ability can increase their value, especially in future careers. The students need interesting, easy-to-understand, relevant material to support their Management Program majors. Hyland (2013) stated that teaching materials in ESP are dependent on the methodologies used, forming "the interface between teaching and learning, or the points at which the course needs, objectives, and syllabuses are made real to both learners and teachers." However, the students think that the lecture's material is not much different from what they learned in high school; some students feel that it is not understandable. It concurs with Zareian, G. (2008) that the language education system is insufficient, that general English textbooks don't meet student needs, and that students' interest for learning English is not raised.

## CONCLUSION

This research focuses on finding the students' problems and needs in learning English from the data obtained. The findings of this study showed that the problem faced by students of the Management Programme in learning English is the lack of vocabulary that they know. The lack of vocabulary makes it difficult

for the students to translate text from English to Indonesian when they get assignments from the lecturer. Another problem for students in learning English is difficulty pronouncing words in English. The difficulty of pronouncing words in English makes it difficult for some students to learn speaking and reading materials and also makes it challenging to say the word or sentence they want to express.

The student interview data results reveal that students need to learn English to increase their vocabulary and understanding of English grammar so they can speak fluently for future work. Moreover, the skill they need most in English is speaking. The lack of vocabulary and grammar knowledge will result in incorrect word choice and grammatical sentences, which can impact the skills they need the most: speaking. Besides that, the students also think that the lecture's material is not much different from what they learned in high school; some students feel that the lecture's material is not understandable. As a result, the students need more enjoyable, easy-to-understand, and relevant material to support their major in the Management Program.

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## PROFIL PENULIS

Sri Dewi Fortuna was born on September 25<sup>th</sup>, 1999 in Jeneponto. She started her education as a elementary school student at SD Negeri 20 Gantinga and graduated in 2011. In the same year she registered as a student at SMP Negeri 1 Tuartea and graduated in 2014. Then, she continued her education at SMAN 1 Kelara and graduated in 2017. In 2017, she decided to continue her study at English Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.