THESIS

***ENGLISH FOR BUSINESS* SYLLABUS DESIGN BASED ON NEEDS
ANALYSIS FOR THE STUDENTS OF FACULTY OF LETTERS
UNIVERSITAS "45" MAKASSAR**

**DESAIN SILABUS *ENGLISH FOR BUSINESS* BERDASARKAN
ANALISIS KEBUTUHAN UNTUK MAHASISWA FAKULTAS SASTRA
UNIVERSITAS "45" MAKASSAR**

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**ENGLISH LANGUAGE STUDIES
GRADUATE PROGRAM
HASANUDDIN UNIVERSITY
M A K A S S A R
2008**

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ABSTRACT

DAHLIA DAHLIMA MOELIER. *English for Business Syllabus Design Based on Needs Analysis for the Students of Faculty of Letters, "45" University, Makassar.* (Supervised by Hafsah Amin Nur and Andi Buddi Mustari)

This research aims to (1) find out the students' needs in *English for Business*; (2) disclose the students' motivation and attitude toward *English for Business;* and (3) *to design syllabi of English for Business I and II.*

This research was conducted in Makassar. The primary data were obtained through questionnaire from pre-English and post-English for Business students. The sample consisted of the students of "45" University selected using stratified random sampling method. The supporting data were conducted to alumni and their employers in Makassar, Sorong-Papua, and Sangata-East Kalimantan, and to academic staffs. The sample was selected using purposive sampling method.

The results show that needs analysis is absolutely necessary as the basis of syllabus design because different students have different needs. It is also indicated that the students of Faculty of Letters, "45" University, Makassar need to learn English for Business in various topics through discussion and role play, and create something dealing with business, such as business card and letter's heading design. They also need to improve their speaking and writing skills. Based on these facts, two syllabi have been designed by integrating speaking and writing skills with the prioritized topics.

ABSTRAK

DAHLIA DAHLIMA MOELIER. *Desain silabus English for Business Berdasarkan Analisis Kebutuhan Untuk Mahasiswa Fakultas sastra Universitas "45" Makassar.* (dibimbing oleh Hafsah Amin Nur dan Andi Buddi Mustari).

Penelitian ini bertujuan mengetahui kebutuhan mahasiswa dalam mata kuliah *English for Business*; menjelaskan motivasi dan sikap mahasiswa terhadap mata kuliah *English for Business,* dan mendesain silabus *English for Business I dan II.*

Penelitian ini dilaksanakan di Universitas "45" Makassar. Sampel dupilih dengan teknik *Stratified random sampling* dan *purposive sampling.* Pengumpulan data dilakukan dengan cara menyebarkan kuesioner kepada mahasiswa yang belum dan telah memprogramkan mata kuliah *English for Business,* beberapa alumni dan pengguna jasa yang berada di Makassar, Sorong-Papua, Sangata-Kalimantan Timur, dosen dan staf akademik. Data di analisis secara deskriptif.

Hasil penelitian menunjukkan bahwa analisis kebutuhan sangat diperlukan sebagai dasar dalam mendesain silabus, mengingat mahasiswa yang berbeda cenderung memiliki kebutuhan yang berbeda pula. Selain itu, mahasiswa fakultas sastra, Universitas "45" membutuhkan topik yang beragam dengan cara belajar melalui diskusi, permainan peran, dan menciptakan sesuatu yang berhubungan dengan bisnis, misalnya kartu nama dan desain kop surat, untuk menambah keterampilan berbahasa mereka secara lisan atau pun tulisan. Sehubungan dengan itu, dua silabus telah dirancang dengan mengintegrasikan keterampilan berbicara dan menulis, dengan topik-topik yang diprioritaskan.

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English Language Studies
Graduate Program
Hasanuddin University

APPROVAL FORM

As one of the supervisors, I have read thoroughly and critically commented on the following research proposal written by **DAHLIA   DAHLIMA MOELIER (PO 600203007)**

ENGLISH FOR BUSINESS SYLLABUS DESIGN BASED ON NEED ANALYSIS OF THE STUDENTS OF FACULTY OF LETTERS UNIVERSITAS "45 " MAKASSAR

Based on my evaluation and to the best of my knowledge, I agree that this proposal   is ready for the seminar proposal.
I am willing to help defend on the above mentioned student in the seminar when necessary.

Head of the Supervisory   Member of the Supervisory
Committee,   Committee,

(Prof. Dr. Hafsah Amin Nur, M.S.)   (Prof. Dr. A. Buddi Mustari, M.S)
Date: Date:

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Date:

CHAPTER I

INTRODUCTION

A. Background

Universitas "45" Makassar was established on 5 April 1986 by Dr. (HC) H. Andi Sose, one of heroes of South Sulawesi. His obsession to educate people and to realize people welfare is represented in the establishment of the university. The University vision is to back up national development and to produce entrepreneur alumni.

The name of the university "45" itself is a symbol of big fight and success. It was the year when Indonesian nation fought for freedom from the Dutch. "45" also means fighting spirit without despair. The University has six faculties divided into two groups: Science and Social Science. The first group has two faculties namely Faculty of Engineering and Faculty of Agriculture. The second group has four faculties namely Faculty of Economics, Social and Political Sciences, Letters and Law. In addition, there is also a Diploma Program. The Faculty of Letters is one of the six faculties with two departments: Indonesian and English. The English department was opened in line with the popular use of English in the world and its educational position in Indonesia that necessities English in all sectors.

English in Indonesia has special position as a foreign compulsory subject since junior up to university level. In its history, the use of English then becomes wider than before. English in its position as a foreign

language in Indonesia does not break down its prospect to be favorite language. Nowadays, it becomes more favorable in various needs. The fact that English is taught for nurses, lawyers, commerce and other students and also the emergence of many private courses out of formal schools prove that, gradually, English becomes a need in the field of education and work. Even though English is not an official language in Indonesia, many offices take English as one of the requirements for the applicants to be their employees. Generally they use English for understanding letters and other written text or to communicate with foreign people connected to their offices. For these reasons they learn English For Specific Purposes (ESP).

Hutchinson and Waters (1987:7) state that the emergence of some study in ESP field in the late of 1960s and early of 1970s such as *English descriptions of written scientific* and *Technical English* by Ewer and Latorre (1969), *The analysis of doctor – patient communication* by Candlin, Bruton and Leater (1979) prove that English is needed by a particular group of learners of special area of work or study. Because of that reason the course must be designed by involving and considering learners' necessities, wants and interest as an easy journey to their goal.

Some of alumni of Universitas "45" faculty of letters work for business sectors. This condition motivated the management of Faculty of Letters Universitas "45" Makassar to revise the curriculum and operating since July 2004. One of the subjects which belongs to the English Department *Business Correspondence* was converted into *English For Business.* The

credit hour is also added from 2 to 3 credit hours, offered in two semesters as *English for Business I and English for Business II*. The purpose of taking *English for Business* instead of *Business Correspondence* and the increase of credit hours is to back up the students knowledge of English specifically in the context of business. Both of the subject have similarities that is the content is language used for business, however Business Correspondence focused on how to make business letters, while English For Business is expected to help students not only dealing with correspondence but also with other use of English in the context of business, such as telephoning and socializing. Because of that reason, there should be a deeper study, in this case is *needs analysis* to identify what the students actually need for their *English For Business.*

The current syllabuses of *English for Business I* and *II* at Universitas "45" are in doubt accommodating the students' needs. This is probably caused by the fact the position of this subject was at the fifth and sixth semester for the students of fifth and sixth semester or higher) is now moved to the third and fourth semester without any change of the syllabuses. This may effect on the students' ability to understand the subject better because their language knowledge is not as high as the fifth and sixth semester students.

Since different levels of knowledge means different needs of target language, there should be different syllabuses. In conformity with the student needs, Sysoyev (2000:1) comments that many problems in L2 classes are resulted in teachers not paying attention to learners' interest

and ignoring students as a source of essential information. He acknowledged that an analysis of the target group of students is very important in teaching L2 to result realistic and achievable goals and objectives.

Since teaching means to guide students come to their goal, teachers have to consider that every student has his/her own needs. Teachers can not teach everything they want to teach or to decide what should be taught without considering students' needs. For this reason they need syllabus to lead what they should do. To accommodate the students' needs, a syllabus can be reformed when it is necessary. This statement is in line to Long and Jack's idea (1987:73) that syllabus does not take place in vacuum. One of the characteristics of business English as one of ESP branch is needs analysis to see what the students need for their ESP. Besides, it would be better if it is adapted with another given subject such as tourism to build a unity curriculum. It is then reasonable to have an opinion that there should be *English for Business* syllabuses that can fit students of Universitas "45" Makassar needs and to improve teaching – learning process.

B. Problem Statement

Based on the reasons above, the questions that are proposed in the research are as follows:

1. What do the students of faculty of letters Universitas "45" need for their *English for Business I and II* course?

2. What is the students' motivation and attitude toward *English for Business I and II ?*

3. How should the syllabuses of *English for Business I and II* be ideally designed?

C. Objectives

The objectives of this research are as follows:

1. To identify the students' needs in *English for Business I and II*

2. To identify the students' motivation and attitude toward English for Business I and II.

3. To design syllabuses of English for Business I and II based on the students' needs .

D. Significance of the Study

It is hoped that the finding of this research will be usefully contribute to the process of teaching and learning English for Business at the faculty of letters Universitas "45", and more widely to the learners of English for Business. In particular the research will come out with two syllabuses of *English for Business I* and *English for Business II that* can be recommended at the faculty of letters.

E. The Scope of the Study

The researcher focuses attention on:

1. The students' needs

2. The students' motivation and attitude

3. Syllabuses design of *English for Business I and II .*

CHAPTER II

REVIEW OF RELATED LITERATURE
And
CONCEPTUAL FRAME WORK

A. Previous Studies

In international level, there have been some names that concerned with ESP syllabus design based on needs analysis.

Al-Jasser (2008) investigates "Correlation Analysis of Students' Performance on English for ESP and General English". He found that the students' need is almost the same in ESP and GE. He suggest GE should be regarded as one entity rather than two separate parts of the EFL program.

Edwards (2000) writes "Language for Business: Effective Needs Assessment, Syllabus Design, and Materials Preparation in a practical ESP. A Case Study. It took place in a specialized bank context involving senior German bankers. He offer recommendation for authentic materials and learners tasks.

Gillet (1989) has been particularly involved in designing ESP course for non native speakers of English. His ESP course is aimed to help overseas students overcome some of the linguistic difficulties involved in studying in English.

In the level of graduate program of UNHAS, there have been three theses focused on needs analysis in the area of English for Specific Purposes (ESP).

Mustari (1987) in unpublished thesis "ESP Teaching Material for Secretarial Students in Ujung Pandang" investigated what the students need in learning ESP. She focused her research on the materials that should be learned by the secretarial students to improve their knowledge of English in secretarial field. She found only 29 % of the respondents were satisfied with the given materials and recommended a sample of ESP syllabus.

Nandar (1988) focused his research on ESP Reading Material for the students of The Academy of Management and Cooperatives in Ujung Pandang. He found that although the demand of ESP materials was relatively high (91.5%) but, unfortunately the given materials were not appropriate to their needs. Because of that reason he concluded that ESP materials based on the students' need were badly needed by the students of this Academy.

Khalik (2001) in his thesis observed students of Economics Universitas "45" needs in learning ESP. He found there were 87.79% of the respondents were motivated to learn English because they want to understand material or

their specialist subject written in English. Because of that reason they agree that ESP is very important subject. However, the syllabus and material were not based on needs analysis. As a result, the syllabus and

material did not satisfy the students. He suggested syllabus design and material adaptation based on needs analysis.

B. English for Specific Purposes and English for Business

1. English for Specific Purposes : The History

Hutchinson and Waters (1987:17) figure the division of English Language Teaching (ELT) in a tree diagram. ELT grows three main branches called English as a Mother Tongue (EMT), English as a Second Language (ESL) and English as a Foreign Language (EFL). Each of these branches grows many other branches. By focusing in English as a foreign language, Hutchinson and Waters mention General English (GE) and English for Specific Purposes (ESP) as the branches. The other branch grows up such as business English as part of ESP.

In order to see how the divisions grow Hutchinson and Waters (1987: 17) give the tree diagram as can be seen as follows:

Figure 1: The tree of ELT

English for Business

English for Specific Purposes   General English

English as a Foreign Language

English as a Mother
Tongue

English as a Second
Language

English Language Teaching
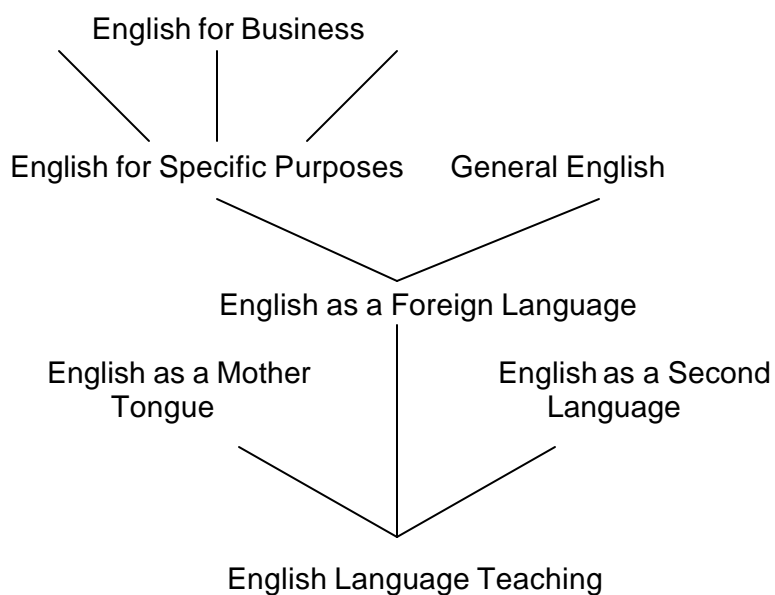
(Hutchinson and Waters, 1987:17)

The emergence of ESP in the late of 1960s and early 1970s was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. There are three main reasons commons to the emergence of all ESP; the expansion of English, revolution in linguistics and the development in educational psychology which emphasize on the student needs and interest. (Hutchinson and Waters. 1987:76)

Crystal (1998:78-80) states that English language influence grew immensely through expansion in the first world war in 1919 through political expansion but, the growth of English in this way was already on the wane. In the post–world war, English came to be far more important language because it has its way to be a legal language in League of Nations (The United Nations) and used as language in

international scale such as in press field, broadcasting, international traffic, technology and commerce. Wello and Nur (1999:3) state the use of English in large need creates a whole new mass of people who want to learn English as the key to international currencies of technology and commerce. To gather this need, there was new generation of learner who knew specifically why they were learning the language. Example: business people who wanted to sell their products and mechanics who had to read instruction manuals. The generation learns English for their specific purposes.

McDonough (1984:1) states the field of specific purposes language teaching has grown very quickly and become fashionable in the language-teaching world. As a branch of ESP, Business English has attractive increasing interest and awareness. Oxford University Press (2006:1) reports in the last two decades, a number of facts show the increasing of Business English, such as there are over 100 schools in the United Kingdom which offer Business English courses, and there are more than 150 Business English titles on United Kingdom publishers' lists. Wello (2002:3) finds similar facts that in ESP field, Business English is expanding rapidly. This statement is based on the facts there are lots of formal and informal education in Indonesia which offer and doing the program of Business English, such as short course, in-service training, and distance learning by using on-line course via internet.

Revolution in linguistics also influences the emergence of ESP. The traditional aim of teaching a language is to describe the rules of the usage or grammar was revolutionized in the ways in which language is actually used in real communication. The fact that English is needed for various specific needs was a reason that English must also be tailored to the specific needs, example: English for commerce is different with English for engineering. (Hutchinson and Waters. 1987:6).The need of language could be identified by analyzing the linguistic characteristics of their specialist area of work or study. "Tell me what you need English for and I will tell you English that you need" is a guiding principle of ESP (Wello and Nur, 1999:3)

The development in new science and technology in the world influences the way the people think and need. They need to have better knowledge to face the globalization era. By considering the fact, Indonesian government applies a curriculum named Competence Based Curriculum. It is an educational consequence based on the expectation that every student must have a big desire to know by learning to learn. It is stated that the material and the process of learning is focused on the students' interests. (Direktorat Pembinaan Akademik dan Kemahasiswaan, 2005: 16)

The development in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning. The effective of learning is influenced by the motivation of the learners. With different needs and interest, they

will have different motivation. The relevance of English course to learners' need would improve their motivation and thereby make learning better and faster (Hutchinson and waters. 1987:8). Learners are source of essential information. An analysis of the target group of learners is very important in teaching L2 to result realistic and achievable goals and objectives.(Sysoyev. 2001:1).

2. **ESP and Business English : The Definition**

   2.1 ESP

   The definition of ESP is various given by people who concern in the field. Martin (l992:16) states that ESP stand for English For Specific Purposes, but one time it was thought that ESP stand for English for Special Purposes. Swales (1986) one prominent ESP theoretician prefers ESP to mean English for Speciable purposes (Martin, l992:17).In the contrary way with Swales, Hutchinson and Waters (l987:18) show their definition of ESP by showing what ESP is not. According to them there are three categories of ESP as follows:

   a. ESP is not a matter of teaching 'specialized varieties' of English because the language used does not imply that it is a special form of the language, and different in kind from other forms.

   b. ESP is not just a matter of science words and grammar for scientist, hotel words and grammar for hotel staff and so on.

c. ESP is not different kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.

From the statement above it could be said ESP is an approach to language learning which is based on learners' needs. It is also an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning.

As part of ESP, Business English generally has the same categories as ESP. Wello and Nur (1987:88) state that business English must be seen in the overall of ESP, as it shares important elements of ESP, such as needs analysis, syllabus design, course design and material selection and development. They add these elements are common to all fields of work in ESP. However, Business English is not like other varieties of ESP. In that it is often a mix of specific content (depend on job area or industry) and general contact (relating to ability of communication in business transaction).

2.2 Business English

Historically, the term of business referred to activities or interest. The meaning grows and become synonymous with an individual commercial enterprise and also becomes more general in meaning of a nexus of   commercial   activities. Business

English is defined as English especially related to international trade, finance, and international relations focuses on vocabulary and topics used in the world of business. It also refers to the communication skills used in the workplace such as presentations, negotiations, meetings, correspondence, and so on. (en.wikipedia.org/wiki/Business English, 2005). Ellis and Christine (1994:3) state "business English is a specific language corpus and emphasis in a particular kinds of communication in a specific context". Wello (2002:5) quotes Picket's idea (1989) of business English that it is a mediating language between the technicalities of a particular business and the language of the general public. It is not purely for intra group communication.

Business English is a specific language corpus, which mediate people to communicate both by oral and written communication in the specific context.

3. Characteristics of ESP and The Language of Business

3.1 Characteristics of ESP

Strevens (1981:116) claims that ESP need to be distinguished from two characteristics; those are absolute and variable characteristics.

a. Absolute Characteristics

Streven mentions that ESP consists of English language teaching which is

- designed to meet specific needs of learner

- related in content to a particular discipline, occupation and activities

- focused on the language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of discourse.

b. Variable Characteristics

In the variable characteristics, it is mentioned that ESP may be, but not necessarily

- restricted as to the language skills to be learned; for example reading only.

- not taught according to any pre-ordained methodology.

The claims for ESP are as follows:

- ESP focuses on the learner's needs and wasting no time

- ESP is relevant to the learner

- ESP is successful in imparting learning and it is more cost effective than general English.

Robinsons (1991:1) agrees with Streven's statement that ESP must be focused on learners" needs. He formulates ESP characteristics as follows:

a. ESP course is normally directed. This means that the students study English because they need it for study or work purposes.

b. ESP course is based on a need analysis. This means the course of ESP is to specify as closely as possible to what students have to do through the medium of English.

c. The students of an ESP course are likely to be adults rather than children. This means the students are experienced members of a workforce or at least they have had knowledge of English.

d. ESP course may be written about as though they consist of identical students. This means the students are involved in the same kind of work or specialist studies.

3.2 Characteristics of the Language of Business

As an international business language English is used as a mean of communication between businessmen and women in their area of work. Since they come from different countries and different cultures they need the way of effective communication that is a language in which they can use it as lingua franca without any misunderstanding. Because of that reason the words they use must be clear, logic and relevant. The most important characteristic of exchanges in the context of business meeting, telephone calls and discussion is a sense of purpose, such as to

get the sense of business. (Wello, 2002:6). For example, to open meeting a chairman will say " **ladies and gentlemen,** I **declare** the meeting open" and to close the discussion he will say " on behalf of the Dean of faculty of letters, I **officially declare** the meeting close". The words: ladies and gentlemen, officially declare, give the sense of business in formal situation.

Further Wello and Nur (1987:89) state that user of business English need to speak primarily so they can achieve more in their jobs. Much of the language needed by business people will be transactional: getting what the speaker wants and persuading others to agree with the course of an action proposed by the speaker. Therefore the language will be frequently be objective rather than subjective and personal. Similarly, Gartside (1989: 4) shares his ideas by giving the way to have a good communication in business. He suggests to choose language with care. This means whenever possible avoid using abstract nouns but, using the concrete. It is better to avoid slang from business vocabulary because it may not be received well by people from outside of one's company.

C. Teaching And Learning Business English: The Objectives

The objective of teaching English can be divided into two main groups; English for general purposes and English for specific purposes. For both of the groups, the main objective of teaching and learning a foreign language (English) is to provide the learners with the

communication competence, that is operational knowledge of a culturally and contextually embedded meaning system. Loveday in Khalik (2001:21) defines communicative competence is simultaneously, the knowledge and the ability to construct meaning in a way that is socioculturally appropriate in all contexts of communication.

Philips (1992:92) states that the first and crucial notion that gives LSP (Language For Specific Purposes) its identity as a distinctive area of language teaching is learner's purpose. The objective of learning business English is to have knowledge of English in the field of business. The teaching of business English is to bring learners to learn English in context of business area.

D. Learners and Teachers of Business English

1. Learners of Business English

ESP learners are likely to be adults rather than children. This means that ESP are not beginners but they who already have knowledge of English, at least general English. It means Business English as one among ESP branches will also be learned by adult learners. However, ESP can certainly be taught to the students who are beginning start of their study of the language.

Learners of business English are various in purposes.   The learners who have experiences, must be different compare with those who have no any experiences in job. Based on that fact, Ellis and Christine (1994: 15) divide the learners into three groups. They

mention the groups as pre-experience learners, low - experience learners, and job experienced learners.

1.1 Pre – experience Learners

Pre- experience learners are those who learn business English because of two reasons. Firstly, they learn this because they need to read their books written in English or because they must learn their subject in English. The position of business English as compulsory subject in their curriculum also become a reason to take a part of this subject. Secondly, they learn business English as means to work in business job.

1.2 Low–experience Learners

Low – experience learners are junior workers who have to learn business English to increase their qualification in English for their career.

1.3 Job-experienced learners

This group of learners learns business English as a demand of their job. They who have new postion with new function and duty in which English become one of their needs. These learners need practical English more than any others knowledge of English.

In accordance with Ellis and Christine, Wello (2002:9) divides learners of business English based on their purposes of

learn in three categories: Business English for Academic Purposes (BEAP), Business English for Employment Preparation Purposes (BEEPP) and Business English for Employment Purpose (BEEP) learners.

Further, Wello explains learners of Business English who still occupy as students learn this for their academic purposes. Learners who prepare to work for foreign company or work abroad (pre-service training) learn business English for employment preparation purposes. The other category is the learners who have job but, still need English for their job or promotion, learn business English for employment purposes.

2. Teachers of Business English

It is not so simply to categorize an ideal business English teacher. It is still found conflicting points about qualification and capability for ESP teacher, especially teacher of business English. Ellis and Christine (1994:25) state it is easier to train a business people to teach than train English teacher to be a business teacher. However, there are some statements can be used to define how teacher of Business English should be.

Wello and Nur (1987:15) argue that ESP teacher should be aware who their students are, what their strength and weaknesses as learners are, and what is conductive to their language development. Generally an English general purpose teacher can become teacher of

ESP. However, businessman/woman can also become teacher of BE if they have qualification of TEFL or TESOL.

For that reason, Wello (2002:10) argues what so very important for BE teachers is they must have qualification of English teachers. They do not need to learn specialist subject of knowledge in business because their role is not as teachers of subject matter. The qualifications they must have are the ability to identify their students' knowledge of English, to prepare suitable material (shaping the input) and to promote practice and use of English in real life situations. Wello (2002:11) adds teachers of business English must have abilities and personalities such as : an out going personality, a good negotiator and to be interested in all aspects of business. Teacher of BE must have an out going personality to interact with people in flexible way. The teachers must also be good negotiator especially if they teach job-experienced learners. Besides, teacher of BE must develop their knowledge and vocabulary in Business English language.

E. The Purpose of Business English at Universitas "45" Makassar

Universitas "45" Makassar in its curriculum presents *English for Business* to support students to have knowledge of English in business context. Before coming to the conclusion of what purpose the students of Universitas "45" study their English for Business we might as well see comments or reasons of the subject.

Wello (2002:12) differentiates Business English in three categories based on their purposes. The three categories are mentioned as English for general business purposes, Business English for specific purposes and business English for academic purposes.

Business English for general purposes is Business English for the students who want to study Business English without focusing their attention on certain segment of business. The subject can be buying and selling, business travel, hotel and transportation, office transactions, business communication skills, e.g. telephoning, correspondence and presentation, contract of sale, marketing, personnel management, banking and finance, etc.

Business English for specific purposes is Business English for groups of professionals who focus their attention on their own field of work. The groups, such as Bank Cashiers learn business English for bank cashier, secretaries learn English for secretary, etc.

Business English for academic purposes is Business English for students who belong to certain concentration of study. The students will learn the certain concentration of study, such as accounting, marketing, money and banking, international trade, business law, etc. Based on the categories mentioned, Business English learned by the students of faculty of letters Universitas "45" can be categorized as Business English for general purposes. They are not in group of one certain field of work, but consist of students who want to study business English for various purposes. The students are categorized as pre-experience learners who

learn the subject as means to work in business job and also, or only as a compulsory subject in their curriculum.

F. Needs Analysis: The Definition, Types, Practical Guidelines and Participant

1. Definition of Needs Analysis

Need means different thing to different people. Hutchinson and Waters (1987: 54) state that in the language-centred approach needs mean the ability to comprehend and /or to produce the linguistic features of the target situation, for example the ability to understand the passive voice.

Widdowson and Robinson (cited in Khalik, 2001: 27) define what needs are. According to Widdowson, Needs, can refer to the students' study or job requirements, that is, what they have to do at the end of their language course. Needs also mean what the students need to do to acquire the language. According to Robinson, needs can be interpreted as **lacks,** that is what the students do not know or can not do in target language.

Needs analysis has been defined as the identification of difficulties and standard situation by observation of participants functioning in a target situation. In language program it is often viewed simply as identification of the language forms that students will likely need to use in the target language when they are required to actually understand and to produce the language. (Wello and Nur, 1999:38).

Case (2005:2) believes that *needs* is the magic word. He clarifies that teachers can only start teaching an ESP student when they know what their students' needs for the language are. The researcher is in line with Case, believes that needs is a start key to develop course process both for ESP and GE.

Sysoyev (2000:1) introduces the term *student's analysis* as a better term instead of *needs analysis*. According to him, teaching can not take place in isolation, such as curriculum, institutional guidelines, and standardization that can not and may not be ignored. However, student's analysis will help teachers bring together the required and desired in formulating goals and objectives, conceptualizing the content of the course, selecting teaching materials, and course assessment. He gives two advantages of the analysis. The first advantage is it can reflect learners' "possession such as their current level in their L2-ESP, field knowledge in L1 and/or L2, motivation and motive of learning they have experienced. The second one is it can represent what learners want to achieve.

Widdowson states in Long and Jack (1987:96) that 'need' is specification of language that can be used to determine the content of the language program. He adds that if a group of learners' needs for the language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs.
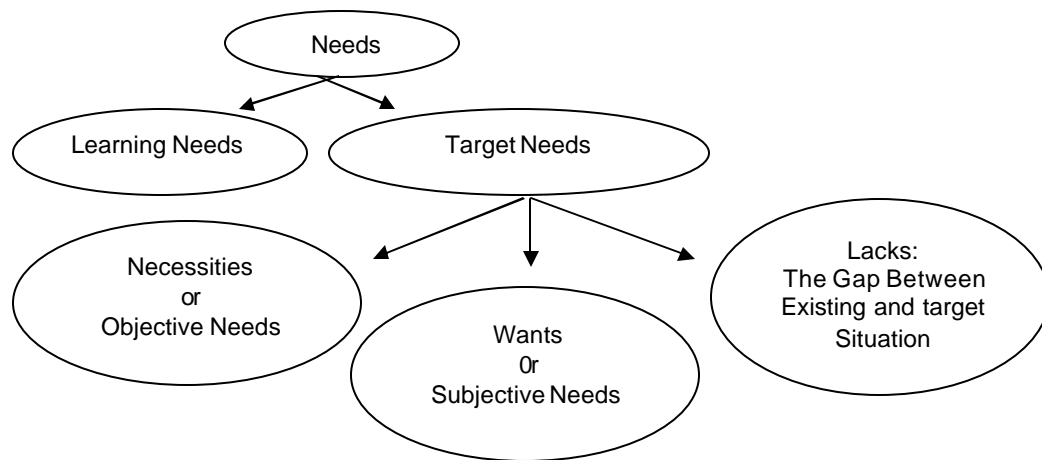
2. Types of Needs Analysis

Needs can be distinguished in some types. Wello and Nur (1999:38) agree that types of needs can guide teachers to the procedure of need analysis. They quote some prominent people in this area as follows:

a. Brindley (1989) gives two kinds of needs i.e. "objective" and "subjective" needs. He defines *objective* needs as desirable from different kinds of factual information about learners, their use of language in real life situation communication as well as their current language proficiency and language difficulties. *Subjective* needs the cognitive and affective needs of the learners in the learning situations, such as personality, confidence, attitudes, learners' wants and expectation of learning and their individual cognitive style and learning strategies.

b. Johnson (1994) classifies needs as "felt" and "perceive" needs. *Felt needs* is referred to express need and may be devalued by viewing them as desire or wants. *Perceive needs* is described as real needs or objective needs.

Hutchinson and Waters (1987:55) divide needs in two categories: target needs and learning needs. They then explain that target needs as necessities, lacks and wants while learning needs is the route to achieve the target needs. In relation to this present study, the categories of the needs can be figured out as follows:

Figure 2: Types of Needs

```
            ┌─────────────┐
            │    Needs    │
            └─────────────┘
           ↙               ↘
┌─────────────────┐   ┌─────────────────┐
│  Learning Needs │   │  Target Needs   │
└─────────────────┘   └─────────────────┘
```

Necessities
or
Objective Needs

Wants
Or
Subjective Needs

Lacks:
The Gap Between
Existing and target
Situation

Hutchinson and Waters (1987:55) then clarify that needs or target needs is only an umbrella term of necessities, lack and wants. In fact, in practice, they hide a number of important distinctions. They further clarify that **necessities** is the type of needs determined as what the learner has to know in order to function effectively in the target situation. This type of needs is something limited and very essential to be done. **Lacks** is the gap between target and the existing proficiency of the learners. **Wants** is something what the learner feel they need. It is unlimited, could be not essential but should be considered to motivate learner.

The important thing in assessing needs is to know what exactly the learners need for their language. Since different students have different needs, the information informed by the learners can help teachers to make decisions, such as what to teach and how to do it.

3. Practical Guidelines to Need Analysis

Isaac and Michael (1990) in Welo and Nur (1999:39) propose practical guidelines as follows:

1. Identify the students' oriented goals.

2. Rank the importance of these goals without regard to performance levels.

3. Asses the level of performance for each of the goals, which are categorized as high, moderate or low.

4. Establish a priority for each student's goal, considering both importance and performance.

The information gathered through these steps can help instructor to make choices as to what to teach and how to teach it.

4. People who should be involved in Need Analysis:Participant

As the identification of needs, students who want to take part in learning process play the main role in giving data. However, the students' data should not be overused. Dealing with the people who should be involved in need analysis Sysoyev (2000:2) states that curriculum, institutional guidelines and standardization can not and may not be ignored. He clarifies that since teaching does not take place in isolation, finding out the information of what students need is very important however, it does not mean that teacher should teach only what the students want.

Wello and Nur (1999:41) mention 4 kinds of participant who should be involved in needs analysis as follows:

1. The target group. They are the students in program.

2. The audience. They are people who eventually be required to act upon the analysis, such as teacher and program administrator.

3. The needs analysts. They may be consultants brought in for the purpose, or members of the faculty designated for the job.

4. The resource group which consists of any people who may serve as a sources of information about the target group, such as financial sponsors.

In this study resource group means the users or employers of companies where the graduates work for.

Hutchinson and Waters (l987:53) gives three bodies who should involved in needs analysis i.e. learners, sponsors and teachers. The three bodies can work together to gather what the learners need for their target language.

G. Syllabus : Definition and Types

1. Definition of Syllabus

A syllabus is a document which says what will (or at least what should) be learnt. In the field of ESP the syllabus must be based on learners' need of language. It gives moral support to the teacher and learner, in that it makes the language learning task appear manageable (Hutchinson and Waters, 1987:80-83).

The same perception is given by Long and Jack (1987:73) who define syllabus as a specification of the content of the course of instruction and the order in which the content will be presented. They add syllabus does not take place as a vacuum, but generally one stage within a broader sequence of curriculum development process.

Yalden (1983:18) defines syllabus as a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself. It is a plan which the teacher converts into a reality of classroom interaction.

Richards and Rodgers (2001:25) state traditionally, the term syllabus has been used to refer to the form in which linguistic content is specified in a course.

2. Types of Syllabus

As a part of language teaching activities a well-designed syllabus is a necessary component of a successful language program. According to Wello and Nur (1999:60) some types of syllabuses can be applied in ESP as listed below:

a. **Content-based syllabuses** which based on situation and topic. Topic based syllabus develop the content of the students work or special field of study. The content is utilized as an organizing device for the syllabus in order to motivate the students of language forms, function or whatever the course designers wish to focus on.

b. **Skilled-based syllabus** focuses on language forms and functions.

    c. Methods-based syllabuses which focus on method, process of learning and task or procedure.

    The decision of which syllabus type to employ was resulted from a judicious consideration of the students' needs and the objectives of the course.

H. Learning Style

    Every individual has his/her own characteristics, such as what he or she is like, his or her signature, the way to do things such as think and learn.

    People learn in different ways. The way in which individual characteristically acquires, retains, and retrieves information are collectively termed as learning style. (Felder, 2007:1). It refers to an individual's natural, habitual and preferred ways of absorbing, processing, and retaining new information and skills which persist regardless of teaching methods or content area. (Kinsella in Reid, 1995: 171).

    Some people learn with their eyes, but some other prefer to learn by their experience. Some like to learn in group while others prefer to learn alone. In other words, learning style are simply different ways of learning. So, to know students' learning style is highly valuable in any syllabus, especially in English for Business as one of ESP branch since it is focus on the learners needs.

    In this research, the researcher found out the students' learning style by using Perceptual Learning Style Preference questionnaire

modified by Reid (1995:202). The questionnaire identifies four types of learning styles; they are visual, auditory, kinesthetic and tactile.

Reid (1995: 205) explains visual learning style students learn well from seeing words in books, on the chalkboard and in workbook. They remember and understand information and instruction better if they read them.

Auditory Learning style Students learn from hearing words spoken and from oral explanations. They benefit from hearing audio tapes, lecturers and class discussion.

Students who belong to Kinesthetic Learning Styles learn best by experience, by being involved physically in classroom experiences. They can gather information well when they actively participate in activities, such as role-playing in the classroom.

Tactile learning style students will learn best when they have opportunity to do hands-on experiences with materials. In case of studying language, writing notes or instruction can help them remember information, and physical involvement in class related activities may help them understand new information.

I. Motivation and Attitude

a. Motivation

Motivation is one of some factors that are related to success in second or foreign language learning. The idea of motivation in second or foreign language, can be seen from the following definitions:

Motivation is an idea of something which one wishes to achieve. According to Holtz (2008:1) motivation is the level at which one able to find "a reason to act". This is the internal drive to enable one to exercise his/her abilities.

The idea is supported by Oxford and Shearin (2002:2) who explain their idea of motivation in different way to Holtz, that is by starting some questions, such as "why is Bill studying Spanish ? and what does Eyhab think he will achieve in studying English in USA ?." However, Oxford and Shearin point out that the answers of these questions refer to what it is called as motivation.

Even though Holtz, Oxford and Shearin define motivation in different ways , it can be concluded that motivation is a reason or some reasons of why peopleS do thing/s.

Further, Oxford and Shearin (2008:2) agree that motivation as one of the main determining factors in success in developing a second or foreign language. They explain that motivation determines the extend of active, personal involvement in L2 learning. Conversely, unmotivated students are insufficiently involved and therefore unable to develop their potential L2 skills.

b. Types of Motivation

Motivation is divided in two types. This idea com es from Gardner and Lambert (1992:173) who classified motivation as integrative and instrumental motivation.

Integrative motivation refers to motivation to integrate with another ethnolinguistic group. A learner is said to be integratively motivated when the learner wishes to identify with the group. By the contrast of integrative motivation, instrumental motivation refers to motivation to learn an L2 for utilitarian purposes, such as furthering a career, improving social status or meeting an educational requirement.

c. Attitude

Holtz (2008:2) defines attitude as the way in which one views the world around him/her and choose to see it, either positively or negatively. To the degree that one can maintain a positive attitude about him/herself, others, and the circumstances, he/she will achieving greater and greater things. It means the one who has positive attitude to the language he/she learns, will get more and more improvement.

Gardner (cited in Freeman and Long, 1992:175) do not refuse that a language learner who has positive attitude will get better result of improving their knowledge. But, he claim that based on correlations, attitude is said to have an important but indirect effect to second language acquisition (SLA). The relationship between attitude and the success of learning target language is attitude effects motivation which in turn affected SLA.

J. Speaking

1. **Factors Affecting Adult English Foreign Language Learners' Oral Communication**

Speaking is one of the central elements of communication. It is the way to make oral communication. Generally, People acquired their native language and spoke it fluently in their social interaction. However, speaking a language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.

Shumin (2002: 204) mentions a number of factors that can influence learners' ability in speaking foreign language, such as age or maturational constraints, Aural Medium or listening ability, sociocultural knowledge, and affective factors.

a. **Age or Maturational Constraints**

Age as one of the most commonly cited determinant factors of success or failure in second or foreign language learning. Shumin quotes Krashen, Long and Scarcella who argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults.

b. **Aural Medium or Listening Ability**

Listening plays an extremely important role in the developments of speaking abilities. The reason is because when one can not understand what is said, one certainly unable to respond. So speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized.

c. Sociocultural Knowledge

Sociocultural knowledge also affects learners of foreign language speaking abilities. It is well known that each language has its own rules of usage as to when, how and to what degree a speaker may impose a given verbal behavior on his or her interlocutor. So, learners who do not know how the language is used in social context, may fail doing good oral communication.

d. Affective Factors

On of the most important influences on language learning success or failure is affective side of learners. The affective factors related to second language or foreign language learning are emotions, self esteem, empathy, anxiety, attitude and motivation.

Further, Shumin adds that sufficient language input and speech promotion activities will gradually help learners of second or foreign language speak English fluently and appropriately.

2. **Components Underlying Speaking Effectiveness**

Shumin (2002:206) quotes Canale and Swain who propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence which reflect the use of the linguistic system and the functional aspect of communication, respectively.

a. **Grammatical Competence**

Grammatical competence gives big contribution to learners speaking fluency. Grammatical competence refers to syntax, vocabulary and mechanics. In order to convey meaning, English foreign learners must have the knowledge of words and sentences so they can structure the sentence accurately and unhesitatingly. They must also understand how words are segmented into various sound, and how sentences are stressed in particular ways (mechanics) which contributes to their fluency.

b. **Discourse Competence**

To enable English foreign learners making meaningful communication they must develop their discourse competence. So, besides grammatical competence, they have to know discourse markers to express ideas, show relationship of time, and indicate cause, contrast and emphasis, so they can manage turn taking in conversation.

c. **Sociolinguistic Competence**

Learners must have sociolinguistic competence because knowledge of English alone does not adequately prepare learners for effective and appropriate use of the target language. The competence which involves knowing what is expected socially and culturally by users of the target language helps learners know what comments are appropriate, how to ask question during interaction, and how to respond nonverbally according to the purpose of talk.

d. **Strategic Competence**

Strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems. In speaking, strategic competence is the way learners manipulate language in order to meet communicative goals. (Brown in Richards and Renandya, 2002:208)

The relationship between the competences to reach speaking proficiency can be s een in the following figure

Figure 3: Components of Speaking Proficiency

Grammatical Competence

Strategic
Competence

Speaking Proficiency

Sociolinguistic
Competence

Discourse Competence
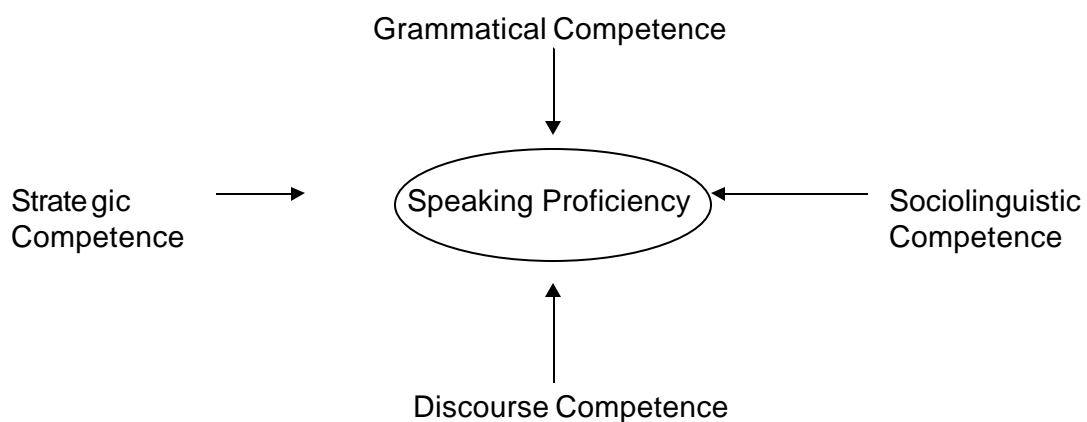
(Shumin, 2002:207)

K. Writing

Writing is a different activity with speaking. People do their activity in writing by using written letters in text whilst in speaking they do the activity by using utterances. The importance of English as an international language makes more and more people need to learn to write in English for occupational or academic purposes. White (cited in Long and Richards, 1987: 260) states that writing is not a natural activity; all people have to be taught how to write.

a. Types of Writing

In writing there are conventions which govern the form and style of virtually any text type, from the informal note to the formal report.

White (1987:261) then classified the types of writing into two groups: personal and institusional.

Personal text type includes notes, telegrams, post cards, personal massages, diaries and letters. Institusional text type includes advertisements, instructions, public notices, business letters, catalogues, forms, abstract and summaries, reports and essays.

b. The Organization of Writing

Harmer (1991 : 53) states that there is a greater need for logical organization in a piece of writing than there is in conversation, for the reader has to understand what has been written without asking for clarification or relying on the writer's tone of voice or expression.

To convey the logical organization in a written text, there are special considerations to be taken into account which include the organizing of sentences into paragraph, how paragraph are joined together and the general organization of ideas into a coherent piece of discourse.

L. Conceptual Framework

Syllabus is a document used to manage what the students should learn. Syllabus contains the content of the course, the instruction, an the order in which the content will be presented. Syllabus is needed since one subject will be taught in certain time and condition. It is not vacuum but, flexible. The change of time and condition may result the change of needs and the change of syllabus.

Conceptual framework of this research starts by looking at the theory of ESP as the source of Business English course, which the course

is based on the students' needs. The fact that there is no needs analysis in doing the syllabus of English for Business I and II at Universitas "45", after the subjects were changed from fifth and sixth semester to third and fourth semester students, becomes a reason the researcher thinks that there should be new syllabuses based on needs analysis. To gain the data the researcher has given questionnaires to respondents: students (the target group), teachers and graduates / alumni (the audience) and users/employers (the resource group). The users or employers are persons who represent some companies where the graduates work for. The data were used to meet the students' actual needs and to design the syllabuses.
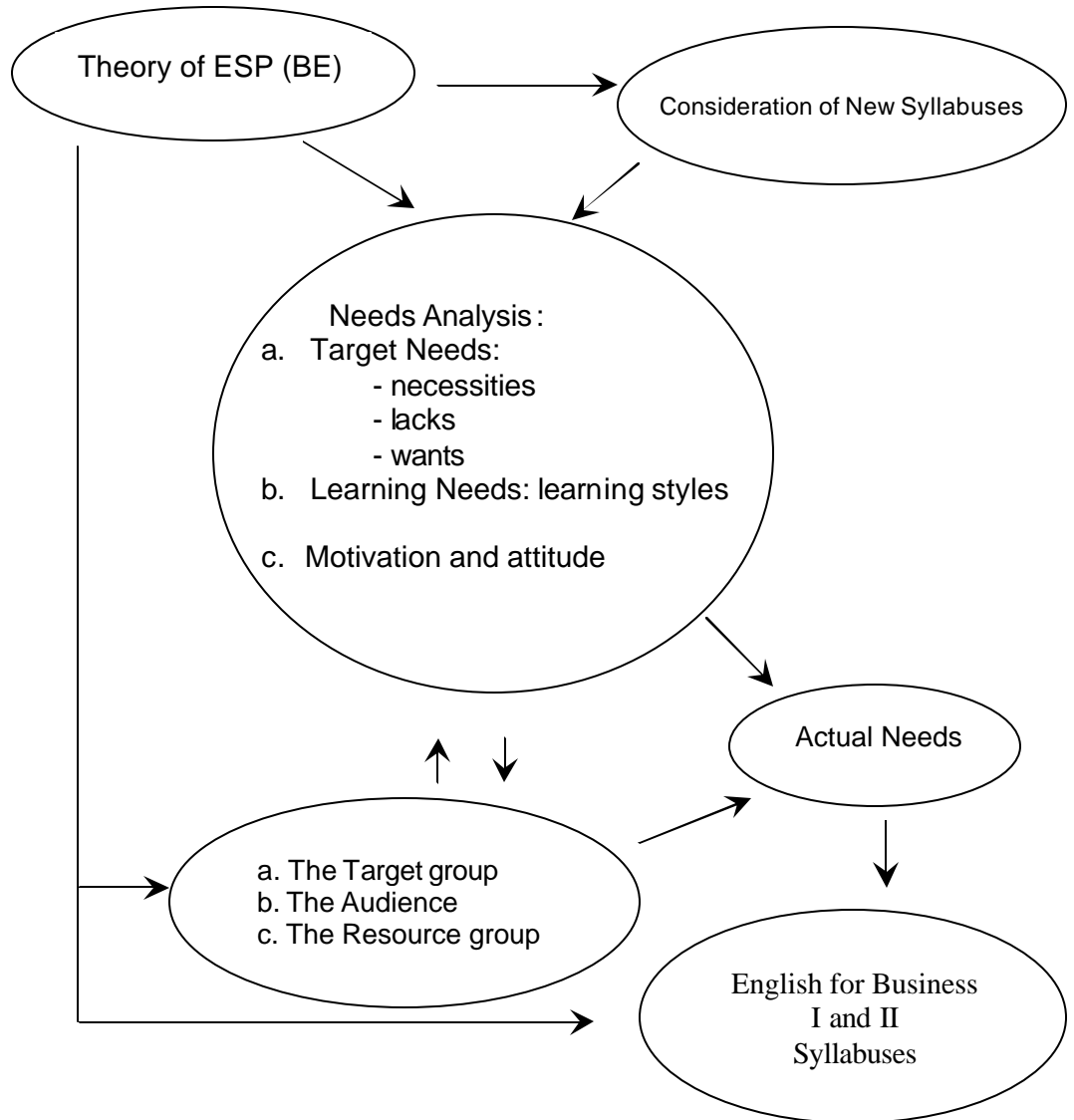
FLOWCHART

Figure 4: Conceptual Framework.