

**NON-ENGLISH LEARNER'S NEED IN LEARNING ENGLISH AT
HIGHER EDUCATION OF MANAGEMENT DEPARTMENT**

THESIS



By

Wildan Adrikal Amin Nabil

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2023

SUBMISSION SHEET

**NON-ENGLISH LEARNER'S NEED IN LEARNING ENGLISH AT
HIGHER EDUCATION OF MANAGEMENT DEPARTMENT**

THESIS

*Submitted to the Faculty of Educational Teacher Training as a Requirement for
the Bachelor Degree of Education (S.Pd) in the English Education Department*

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

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APPROVAL SHEET

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LEGITIMATION SHEET

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THESIS

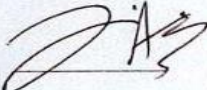

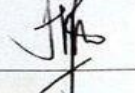
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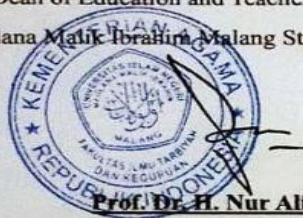
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Assalamu'alaikum Wr. Wb

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DECLARATION OF OUTSHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the original work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 16th December 2023

The Researcher,

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Wildan Adrikal Amin Nabil

NIM. 19180011

MOTTO

وَقُلْ رَبِّ ادْخُلْنِيْ مُدْخَلَ صِدْقٍ وَاُخْرِجْنِيْ مُخْرَجَ صِدْقٍ وَاَجْعَلْ لِيْ مِنْ لَّدُنْكَ سُلْطٰنًا نَّصِيْرًا

“And say (Muhammad), O my Lord, put me into the right place of entry and bring me out (also) to the right exit and give me from Your side the power that can help (me). (Al-Isra’: 80)”

اِدْفِنْ وُجُوْدَكَ فِيْ اَرْضِ الْخُمُوْلِ، فَمَا نَبَتَ مِمَّا لَمْ يَدْفَنْ لَا يَتِمُّ نَتَاٰجُهُ

“Bury your form (your existence) in the earth of lowliness (nothingness); then everything that grows but is not planted (well) will not have perfect fruit. (Ibnu Atha’illah As-Sakandari_ Al Hikam)”

وَالَّذِيْنَ جَاهَدُوْا فَاِنَّا لَنَهْدِيْهُمْ سُبُلَنَا وَاِنَّ اللّٰهَ لَمَعَ الْمُحْسِنِيْنَ

“Those who strive earnestly to (seek Our approval) We will truly show them Our ways. Indeed, Allah is truly with those who do good. (Al-Ankabut: 69)”

“I’M NOTHIN’ WITHOUT ALLAH, MOM, AND DAD!”

THESIS DEDICATION

To begin with, I would like to express my immense gratitude to Allah *Subhannahu Wa Ta'ala*, the All-knowing of what is seen and unseen in the human heart, and there is no power and strength apart from him. Not to forget, *Sholawat* and *Salam* are also always bestowed on the great Prophet Muhammad SAW, whose intercession we always look forward to on the Day of Judgment. Second, the core of this writing, I dedicate this thesis to my beloved Umma, Diah Utamiah and honorable Aba, Ahmad Hoiri, who have supported and provided assistance both physically and mentally from the cradle until your son can stand on his own feet the way he is today. Third, my gratitude also goes to all my teachers, especially my spiritual teachers, KH. R. Achmad Muzakki Syah Al-hasani Al-Jilani and Kiyai Muhyiddin, may they both always be blessed by Allah SWT in this world and the hereafter. Unforgettable, I would also like to thank all the teachers of formal and informal education from kindergarten to university, especially the teachers who have introduced me to English, namely Mr. Fach, Mr. Jefi, Mr. Umam, Mr. Han, Mrs. Rizki, Mrs. Yuan, Mrs. Ana, Mrs. Isti and all the teachers I could not mention one by one, may Allah give the benefit of their knowledge to all of us with their blessings and light in this world and the hereafter. Finally, I would also like to thank my special friend (KRA) who has always accompanied me under any circumstances. Plus, all my friends that I could not mention one by one.

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious and the Most Merciful

First and foremost, the author would like to express his gratitude to Allah *Subbhanahu wa Ta'ala*. Because of His blessings, grace, and guidance, the author can successfully complete his obligations as a student of UIN Malang to meet the requirements of the final thesis for obtaining a bachelor's degree (*S.Pd*) in the English Education Department, Faculty of Education and Teacher Training entitled "*Non-English Learner's Need in Learning English at Higher Education of Management Department*". Unforgettable, *Shalawat* and *Salam* are always poured out to our Prophet, Muhammad SAW who has led us from darkness to a brightly lit path, so that we can understand *Iman*, *Islam*, and *Ihsan*.

The author acknowledges that this thesis would not have been accomplished without the assistance, support, guidance, motivation and advice from various parties. Accordingly, the author would like to express her sincere gratitude and deep appreciation especially to:

1. Prof. Dr. H. M. Zainuddin, MA., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Nur Ali M.Pd., as the Dean of the Education and Teacher Training Faculty.
3. Prof. Dr. H. Langgeng Budianto, M.Pd., as the Head of English Education Department, also Maslihatul Bisriyah, M. TESOL, as the Secretary of the English Education Department.
4. Prof. Dr. H. Langgeng Budianto, M. Pd., as an advisor who patiently helped, guidance and advice to this thesis.

5. The instruments' validator, Basori, M.S.Ed.
6. All lecturers of the Department of English Education who have been instrumental in guiding and providing useful knowledge as well as good role models for the author.
7. Mr. Fajar as the lecturer teaching English in class G of the Management Department who has allowed the author to conduct research in the class.
8. All class G students of Management major and five voluntary students for willing to be the subject of this research, may success always be with you.
9. Umma, Diah Utamiah and Aba, Ahmad Hoiri who have cared for and advised the author with love and sincerity, have constantly prayed day and night without stopping, and have helped financially and *bathiniyah* for 22 years, May Allah always protect and bless Umma and Aba in this world and the hereafter.
10. My extended family in Jember who always support and build trust in the author to remain enthusiastic in pursuing education in the overseas city.
11. My special friend (KRA) to always be willing for sacrificed her time accompanied the writer along the way.
12. All my FASTCO'19 friends for always willing to be bothered from the time we met until now, hopefully the friendship will always last forever.
13. The management of Ar-Rahmat Mosque, more specifically, Ustadz Ibnu, Ustadz Latief, Ustadz Rahmad, Gus Ucit, and Gus Cahyo who have gladly accepted the author to be part of the story of life at the Ar-Rahmat Mosque.

14. My friends in Ar-Rahmat, Mas Ardan and Hilmy who have been my sleeping buddies, eating buddies, and friends with difficulties and joys together while at the Ar-rahmat Mosque.
15. Finally, thank you to myself, for enduring all the way through courtesy of Allah SWT.

Malang, 16th December 2023

A handwritten signature in black ink, appearing to read 'Wildan Adrikal Amin Nabil', with a horizontal line underneath.

Wildan Adrikal Amin Nabil
NIM. 19180011

TRANSLITERATOR GUIDELINES OF LATIN ARABIC

The writing of Arabic-Latin transliteration in this thesis is very useful. It uses transliteration guidelines based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	,	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long (a) vowel	=	â
Long (i) vowel	=	î
Long (u) vowel	=	û

C. Diphthong Vowel

وَأ	=	aw
يَأ	=	ay
وَأ	=	û
يَأ	=	î

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LIST OF ABBREVIATIONS

ESP	:	English For Specific Purposes
NA	:	Need Analysis
PSA	:	Present Situation Analysis
TNA	:	Target Need Analysis
LNA	:	Learning Need Analysis
UIN	:	Universitas Islam Negeri

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ABSTRACT

Nabil, W. A. A. 2023 Non-English Learner's Need in Learning English at Higher Education of Management Department. Under Graduate Thesis. English Education Department. Faculty of Education and Teacher Training. Advisor: Prof. Dr. H. Langgeng Budianto, M.Pd.

Keywords: English Course, Need Analysis, Management Student

Needs analysis is a methodical procedure that cannot be separated in determining a language teaching system relevant and appropriate to the field studied by students, especially while teaching English for Specific Purposes (ESP) in higher education. In essence, this research aimed to analyze the most dominant needs of UIN Malang management students in learning English in the Management Department based on Present Situation Analysis (PSA), Target Need Analysis (TNA), and Learning Need Analysis (LNA). This research is a descriptive qualitative research design using questionnaires and interviews as data collection and retrieval methods. The findings of this study show that based on the results of the Present Situation Analysis, the majority of students are well aware of the importance of English as students studying in management. Their main goals in learning English are threefold, namely for educational purposes, to go abroad, and for future careers. Meanwhile, based on the Target Need Analysis, most management students admit their shortcomings in the four English skills, but the most dominant shortcomings are in listening skills and speaking skills. Additionally, the most prioritized skill in learning English at the Management Department is speaking skills, as well as the skills they want to hone and develop further, they still choose speaking skills which supported by the interviews results that they really recognize the importance of speaking skills for management majors both to support their current education or to support their careers in the future. Finally, based on the Learning Need Analysis, the majority of students stated that they prefer learning systems that consist of many people such as discussions, learning in pairs, games, and etc. compared to individual learning systems. In a nutshell, based on the findings of this study, the researcher suggests that lecturers and management students should collaborate together in order to realize comfortable and relevant learning objectives in accordance with the needs analysis. As for future researchers, the researcher recommended that these findings can be used as a reference for researching the needs of management students in different places, as well as exploring further material topics which were truly needed by management students in the aspect of Learning Needs Analysis.

ABSTRAK

Nabil, W. A. A. 2023 Kebutuhan Pembelajar Non-Inggris dalam Belajar Bahasa Inggris di Perguruan Tinggi Jurusan Manajemen. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Pembimbing: Prof. Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Mata Kuliah Bahasa Inggris, Analisis kebutuhan, Mahasiswa Manajemen

Analisis kebutuhan merupakan sebuah prosedur metodis yang tidak dapat dipisahkan dalam menentukan sistem pengajaran bahasa yang relevan dan sesuai dengan bidang yang sedang ditekuni oleh mahasiswa, terutama pada saat mengajar *English for Specific Purposes (ESP)* di perguruan tinggi. Pada hakikatnya, penelitian ini bertujuan untuk menganalisis kebutuhan yang paling dominan dari mahasiswa manajemen UIN Malang dalam belajar Bahasa Inggris di Jurusan Manajemen berdasarkan pada *Present Situation Analysis (PSA)*, *Target Need Analysis (TNA)*, dan *Learning Need Analysis (LNA)*. Penelitian ini merupakan desain penelitian deskriptif kualitatif dengan menggunakan kuesioner dan wawancara sebagai metode pengumpulan dan pengambilan data. Temuan dari penelitian ini menunjukkan bahwa berdasarkan hasil *Present Situation Analysis*, mayoritas mahasiswa sangat menyadari akan pentingnya Bahasa Inggris sebagai mahasiswa yang belajar di manajemen. Tujuan utama mereka dalam belajar Bahasa Inggris ada tiga macam, yakni untuk tujuan pendidikan, untuk pergi ke luar negeri, dan untuk karir di masa depan. Sedangkan berdasarkan *Target Need Analysis*, kebanyakan mahasiswa manajemen mengakui kekurangannya dalam keempat kemampuan Bahasa Inggris, namun yang menjadi kekurangan paling dominan terdapat pada *listening skill* dan *speaking skill*, sedangkan untuk *skill* yang mereka prioritasn dalam belajar Bahasa Inggris di Jurusan Manajemen adalah *speaking skill*, begitu juga dengan *skill* yang ingin diasah dan dikembangkan lebih lanjut, mereka tetap memilih *speaking skill* yang di dukung dengan hasil wawancara bahwa mereka benar-benar mengakui pentingnya *speaking skill* bagi jurusan manajemen baik untuk mendukung Pendidikan mereka saat ini ataupun mendukung karir mereka di masa depan. Terakhir, berdasarkan *Learning Need Analysis*, mayoritas mahasiswa menyatakan lebih menyukai sistem pembelajaran yang terdiri dari banyak orang seperti diskusi, belajar secara berpasangan, *game*, dan lain sebagainya dibandingkan sistem pembelajaran secara individual. Kesimpulannya, dari hasil temuan pada penelitian ini, peneliti menyarankan kepada dosen dan mahasiswa manajemen agar sam-sama dapat bekerjasama demi mewujudkan tujuan pembelajaran yang nyaman dan relevan sesuai dengan analisis kebutuhan tersebut. Sedangkan untuk peneliti selanjutnya, peneliti merekomendasikan agar temuan ini dapat dijadikan referensi untuk meneliti kebutuhan mahasiswa manajemen di tempat yang berbeda, serta menggali lebih dalam lagi terkait topik materi yang benar-benar dibutuhkan oleh mahasiswa manajemen dalam aspek Analisis Kebutuhan Pembelajaran.

مستخلص البحث

نبيل، و.أ.أ. 2023. احتياجات الدارسين غير الانجليزية في تعلم اللغة الانجليزية في التعليم العالي في قسم الإدارة. أطروحة. تادريس قسم اللغة الانجليزية . كلية التربية وتدريب المعلمين. المشرف : البروفيسور دكتور. إتش. لانجينج بوديانتو، دكتوراه في الطب

الكلمات المفتاحية: دورات اللغة الإنجليزية، تحليل الاحتياجات، طلاب الإدارة

تحليل الاحتياجات هو إجراء منهجي لا يمكن فصله في تحديد نظام تدريس اللغة المناسب والملائم للمجال في التعليم العالي. في (ESP) الذي يتابعه الطلاب، خاصة عند تدريس اللغة الإنجليزية لأغراض محددة جوهره، يهدف هذا البحث إلى تحليل الاحتياجات الأكثر شيوعاً لطلاب الإدارة في الجامعة الإسلامية ، (PSA) الحكومية مالانج في دراسة اللغة الإنجليزية في قسم الإدارة بناءً على تحليل الوضع الحالي ، وتحليل احتياجات التعلم (الجيش الوطني الليبي). هذا البحث عبارة (TNA) وتحليل احتياجات الهدف عن تصميم بحث وصفي نوعي باستخدام الاستبيانات والمقابلات كطرق لجمع البيانات واسترجاعها. تظهر نتائج هذا البحث أنه بناءً على نتائج تحليل الوضع الحالي، فإن غالبية الطلاب يدركون تمامًا أهمية اللغة الإنجليزية كطلاب يدرسون الإدارة. هناك ثلاثة أهداف رئيسية لهم في تعلم اللغة الإنجليزية، وهي الأغراض التعليمية، والسفر إلى الخارج، والمهنة المستقبلية. وفي الوقت نفسه، وبناءً على تحليل الاحتياجات المستهدفة، فإن معظم طلاب الإدارة يعترفون بنقصهم في مهارات اللغة الإنجليزية الأربعة، ولكن القصور الأكثر شيوعاً هو في مهارات الاستماع ومهارات التحدث، في حين أن المهارات التي يعطونها الأولوية في تعلم اللغة الإنجليزية في قسم الإدارة هي مهارات التحدث ، بالإضافة إلى المهارات التي يرغبون في صقلها وتطويرها بشكل أكبر، فإنهم ما زالوا يختارون مهارات التحدث التي تدعمها نتائج المقابلات التي يدركون فيها حقاً أهمية مهارات التحدث في تخصصات الإدارة، سواء لدعم تعليمهم الحالي أو دعم مسيرتهم المهنية. المهن في المستقبل. وأخيراً، واستناداً إلى تحليل احتياجات التعلم، ذكر غالبية الطلاب أنهم يفضلون أنظمة التعلم التي تتكون من العديد من الأشخاص مثل المناقشات، والتعلم في أزواج، والألعاب، وما إلى ذلك مقارنةً بأنظمة التعلم الفردية. في الختام، من نتائج هذا البحث، يقترح الباحث على المحاضرين وطلاب الإدارة أنه يمكنهم العمل معاً لتحقيق أهداف تعليمية مريحة وذات صلة وفقاً لتحليل الاحتياجات. وفي الوقت نفسه، بالنسبة للباحثين المستقبليين، يوصي الباحث باستخدام هذه النتائج كمرجع للبحث في احتياجات طلاب الإدارة في أماكن مختلفة، بالإضافة إلى التعمق في الموضوعات المادية التي يحتاجها طلاب الإدارة حقاً في جانب تحليل احتياجات التعلم

CHAPTER I

INTRODUCTION

This chapter covered six items, those are background of the study, scope of the study, research questions, objective of the study, significances of the study, and definition of the key terms.

1.1. Background of the Study

Recently, English has played a significant role and has become a big concern for all people throughout the world, especially in Indonesia. As an official world language, English is the first foreign language learned by young children in Indonesia. Moreover, English is even a mandatory subject at junior high school to higher education levels in this country. Himawati (2018) emphasized that as an international language, English will indirectly bridge various aspects of life in the fields of education, politics, culture, and especially the economy. Furthermore, the extensive usage of advanced international language technology in all aspects of life today is one of the reasons English has become so crucial for everyone to grasp in operating these technological products. Moreover, in the business world, there are quite a few job vacancies that require English as a special requirement for applicants. It means, People with fluent English skills will be one level more advanced and have greater qualifications than those who cannot communicate in English. Plus, they will get opportunities and a bigger salary than others (Rini, 2014). Consequently, as a developing country that also followed the current of development and progress of the times, the Indonesian Government really sets English as a high priority in Indonesia. As stated by government in its slogan,

“prioritizing Indonesian, preserving regional languages, and mastering foreign language” (Alfarisy, 2020). The hope is that the students will be ready and able to compete not only in national classes but also in international classes. Not only in the academic career but also in their future employment. In conclusion, teaching and learning English in Indonesia is very important for several reasons mentioned above.

Afterwards, in the context of English in higher education, it is usually taught according to the needs of each respective department. Remembering that each department has different parameters and outcomes in learning English. Additionally, English is not only to support language skills during the learning and teaching process in class but also significantly to support and prepare for the start of a glorious career in the international world after graduating from the university (Agustina, 2014). As a result, at this level, English is taught using more specific learning than at previous levels such as middle school and high school. It is known as English for Specific Purposes (ESP). As stated by Waloyo (2019) that most higher education departments provide English for Specific Purposes (ESP) courses to their students in an effort to improve their language skills. In simply, English for specific Purposes (ESP) is one of the English teaching methodologies whose learning system is tailored to both the individual needs of learners as well as the current and future learning needs. It indicated that ESP focused its educational program on three main areas: the current needs of the students, their future needs, and their particular needs for learning English in their respective departments. It is also true that ESP helped learners to meet their needs through specific teaching material and methods (Anthony, 2018). Moreover, Wulandari (2023) also added that

the aim of English for Specific Purposes is to provide students with English language material that is adapted to the context of the field of science they are studying in each department as a provision for their future careers. In other words, ESP designed to equip students to use English based on their respective scientific fields. All in all, the term ESP in higher education will vary according to the needs of each respective department. For instance, ESP instruction is referred to as English for Architectural Purposes in the Architectural Department, English for Economic Purposes in the Economics Department, English for Medical Purposes in the Medical department, and English for Management Purposes in the Management Department.

Like students of management department in the economic faculty of UIN Malang, they receive English course at third until fourth semester as English for Management Purposes. As non-English learners, they required more specialized English for the field they are currently studying. For this reason, the primary goal of English is to support or equip their future with good English skill in the workplace within the scope of management matters. Based on a preliminary study conducted by the researcher on several third-semester management students at the economics faculty of UIN Malang through simple interviews, philosophically the students are formed to be able to dive into several fields, namely human resource management, marketing, finance and operations. In other words, the outcome of graduates will later become reliable leaders or managers in these fields. It is true that as a manager or leader, they must be able to master the science of communication or public speaking. Moreover, in this globalization era, as students enrolled in the economics faculty, particularly in the management program, they

face international competition to become managers. It caused by trade and business do not only occur between cities or provinces but have expanded to become between islands and countries. Consequently, the language of communication used is no longer the mother tongue but the international language, namely English. However, Yana (2017) asserted that English is not used as an instrument to access the education and global communication only, but it is used as a tool for the benefit of the global marketplace as well. In conclusion, the availability of English for Management Purposes will actually give students a competitive advantage over others in their occupation sector because their English language proficiency is compatible with the subject matter of their current studies, namely management.

Then, while teaching English to students in a specific major, such as management students, as well as taking into account the demands of their future work areas, it is important to understand what they actually need in English while studying in that major. In academic field, it called the need analysis (NA). It is a process to find out and collect various information related to what students need in learning a language (Richards, 2001), involved understanding their prior knowledge, the abilities they have learned and plan to master, their English learning challenges, the reason they are studying the language, and etc. Moreover, Richards (2001) added that developing an education curriculum should be based on the needs of students. It will have great benefits for both lecturers and students. Lecturers will easily design the course with focused on the students' needs, as well as students will be sincere and motivated to accept the material being taught. All in all, conducting the student needs analysis provides many positive benefits to both lecturers and

non-English learners during the process of teaching and learning English in a specific major.

In essence, the concept and theory of students need analysis is generally in line with Islamic thought. both of them aim to do good by facilitating and easing the work of others. As stated in the hadith of Rasulullah SAW.

عَنْ جَابِرِ رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كُلُّ مَعْرُوفٍ صَدَقَةٌ (أَخْرَجَهُ الْبُخَارِيُّ)
“Narrated by Jabir R.A., Rasulullah SAW said: Every good deed is charity (HR. Bukhari)”.

In another hadith it is also emphasized that:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ، عَنِ النَّبِيِّ ﷺ قَالَ: وَمَنْ يَسَّرَ عَلَى مُعْسِرٍ، يَسِّرَ اللَّهُ عَلَيْهِ فِي الدُّنْيَا
وَالْآخِرَةِ.....(رَوَاهُ مُسْلِمٌ)

“Narrated by Abu Hurairah R.A, Rasulullah SAW said: Whoever makes it easy for people who are in trouble, then Allah will make it easy for him in this world and the hereafter..... (HR. Muslim)”.

It is also true that doing research on student needs analysis is a worthwhile endeavor that will benefit either researchers, educational practitioners, or all other stakeholders. For these reasons, the researcher was motivated to conduct a study entitled “Non-English Learners Needs in Learning English at Higher Education of Management Department”.

Several relevant previous studies below were included by the researcher to support in writing this research. First, Yana (2017) conducted a qualitative study entitled "Needs Analysis of English for Economic Management at Riau Kepulauan University" and found that the economic management students considered the significance of English as an international language and as an advantage for their

future careers. In addition, the students also claimed that they need the specific English material which in line with their department (Economic Management). Also, they like learning English in pairs or through group discussions. However, they are still dissatisfied with learning English in the class because the content being taught is still general English.

Second, Kasyulita, et al. (2022) in a qualitative study, they analyzed there are six topics of English material needed by the management students. Those are introducing ourselves, introducing people, how to be presented, how to create an application letter, how to explain something, how to make something. Additionally, the students also stated that internet resources were the reference for them to support in studying English. They also asserted that they used those sources a few times while studying English. Meanwhile, their goal in learning English is to do the examination and final project.

Third, Wulandari (2023) also conducted a qualitative study and tried to investigate the business management students' needs in learning ESP. She found several points. First, the students need English for educational purposes and speaking is the language proficiency that is most needed. Second, the students' English sub-skills materials needs are connected to job vacancies, listening to movies/songs/drama/role play, presenting a business plan for the speaking material, and choosing a business letter/job application letter for writing material. The last, grammar and vocabulary are also needed by the management students to be mastered.

Based on the previous study above, indicated all needs of management students from various points, such as the most English abilities required, the method

by which they want to learn English, the particular material themes required, and sources supporting learning English. Unfortunately, previous studies did not clearly explain which category their needs analysis information fell into. Therefore, this latest research wants to explore more information about the management students' needs analysis based on certain categories. Namely Target Need Analysis (TNA), Present Situation Analysis (PSA), and Learning Need Analysis (LNA), as well as prove the most dominant needs based on the three categories. In addition, the researcher conducted this latest research in different locations, particularly at the Management Department in the Economics Faculty of UIN Maulana Malik Ibrahim Malang.

The reason for pursuing a management major at the economics faculty, particularly during the third semester of the 2023/2024 academic year, is because English courses are only taught in that semester. It means, the researcher can easily collect valid, accurate and up-to-date data from these students. Apart from that, based on the preliminary study, the graduate management students are expected to be able to become managers in various fields, both national and international. Consequently, English was needed as a provision in their workplace after graduating from UIN Maulana Malik Ibrahim Malang. Overall, it is highly acceptable to conduct research analyzing student needs in studying ESP in the management department of UIN Maulana Malik Ibrahim Malang on these grounds and reasons.

1.2. Scope of the Study

This study primarily concentrates on the third-semester students of the Management Department in the 2023/2024 academic year of UIN Maulana Malik

Ibrahim Malang. It is specifically concerned with analyzing more deeply the students' needs in learning ESP at the higher education by paying attention the three categories of the needs analysis, namely Target Situation Analysis (TNA), Present Situation Analysis (PSA), and Learning Need Analysis (LNA). Moreover, the main objective of this study is to identify the most dominant needs that management students require in learning ESP, since they have many different needs than other departments at UIN Maulana Malik Ibrahim Malang. Also, this major is designed to be a manager in various field, both nationally and internationally.

1.3. Research Questions

1.3.1. What are the UIN Maulana Malik Ibrahim Malang management students' needs in learning ESP?

1.3.2. What is the most dominant need of management students in learning ESP at UIN Maulana Malik Ibrahim Malang?

1.4. Objectives of the Study

1.4.1. To analyze the UIN Maulana Malik Ibrahim Malang management students' needs in learning ESP.

1.4.2. To identify the most dominant need of management students in learning ESP at UIN Maulana Malik Ibrahim Malang.

1.5. Significances of the Study

The findings of this research will be highly significant in two ways, theoretically and practically.

1.5.1. Theoretical Significance

Theoretically, this research was conducted on the management students who got an English course in the third semester at UIN Maulana Malik Ibrahim Malang. Considering the two findings of this study, analyzing all needs of management students in learning ESP, as well as identifying the most dominant needs in learning ESP. It is hoped that readers can use these findings as a guide to understand their needs in learning ESP, including their learning style and everything that students need in learning seen from three sides. First is Target Need Analysis (TNA), particularly the all needs related to the target situation they are currently living in, namely learning ESP in the management department at the Economics Faculty of UIN Malang, including their lacks, necessities, and wants. Second is the Present Situation Analysis, it identified the learners' initial characteristics. Particularly, the students' proficiencies, goals, skills, perceptions about their specialist subject and demands, as well as genres. The last is Learning Need Analysis (LNA) it means the all needs related to their English learning in the classroom as a foreign language.

1.5.2. Practical Significance

In practice, the following are some elements in which this study can be really helpful:

1. Lecturers

Assisting lecturers in developing and designing material that meet the needs of students in Management classes, as well as easily determining appropriate instructional strategies, technique and learning style, which meet the context and need of students.

2. Students

After reading the study's findings, the students are encouraged to be aware of their English-learning requirements. Moreover, the students will comprehend and have a sense of enthusiasm in learning with the lecturers because all activities created by lecturers are solely aimed at addressing their students' needs and advancing their achievement.

3. Other researchers

The findings of this research are expected to be a reference of other researchers in conducting the similar research in different and wider field to meet the more valid data about the needs of management students in learning English.

1.6. Definition of Key Terms

The following are some key terms provided by the researcher which if needed by the readers in understanding the contents or findings of this research. there are three key terms in this research, those are need analysis, English course, and Management students.

1. **English Course:** A course that is certain to be learned by the third semester of management students in the Economic Faculty of UIN Malang. In Higher education level, the course is taught more specific to the students who learn English in management department and known as English for Specific Purposes (ESP), specifically English for Management Purposes. Thus, all the learning processes should be based on the students' need analysis.

2. **Need Analysis:** A methodical procedure in determining the students' needs in learning a certain lesson, particularly the English for Management Purposes.
3. **Management Students:** They may also be known as non-English learners. They study at the Economics faculty of UIN Maulana Malik Ibrahim Malang with the aim of becoming a leader in the world of economics including marketing, finance or human resources. On the other hand, they are required to take English courses as a provision for their careers in the world of work, especially internationally.

CHAPTER II

LITERATURE REVIEW

This chapter examined the connected theories regarding English courses and the types, need analysis, its purposes and procedures, the deepened understanding toward Management students, and the previous study that underlies this recent research.

2.1. English Course

English has grown to be a very valuable and necessary language in the workplace as well as an essential language in daily life. It inspires a lot of individuals to be driven or even to put in extra effort to become proficient in English. As a result, a lot of educational organizations include English in their curriculum for students to learn, namely English course. All in all, the following paragraph will provide a detailed explanation to help the readers gain a deeper knowledge of the English Course definition in general as well as specify the true meaning of 'English course' in this research.

The following definitions will help readers grasp the true meaning of 'English Course'. Firstly, according to Course (n.d.-a), course is a set of lectures or lessons on a certain subject. Meanwhile, based on the ("Course," n.d.-a), a course consists of a series of lessons or a study plan focused on a certain subject, typically culminating in a test or certification. Additionally, in ("Course," n.d.-b), course means "an ordered process or succession: such as a number of lectures or other matters dealing with a subject, also: a series of such courses constituting a curriculum". In shorts, 'A course' is a structured process based on a curriculum which consists of a series of lesson plans on a certain subject and ends with a test or evaluation. All in all, Hidayat (2021) clearly and emphatically defined that what is actually meant by an English course at the undergraduate level is a pre-college

course required for all students before taking major courses which facilitates students to improve their abilities based on their individual requests.

Regardless of the definition of 'English Course', In essence, English has a position as a third language / L3 / foreign language in Indonesia. It can be said that the role of English as a language of communication in Indonesia is not as frequent as in countries that use English as their mother language (L1) and their second language (L2). However, because the role and impact of English are very large throughout the world, particularly as an international language, the Indonesian government has made English a subject that must be studied in all educational institutions in Indonesia, starting from kindergarten to tertiary institutions. This regulation is in line with the Indonesian government's main slogan, namely prioritizing Indonesian, preserving regional languages, and mastering foreign languages (Alfarisy, 2020).

Moreover, at the higher education level, English for Specific Purpose (ESP) became an obligatory course in each department. As emphasized by Waloyo (2019) that every university holds ESP courses to support the students' language skills. For instance, UIN Maulana Malik Ibrahim Malang is one of the higher education institutions that applies English as a compulsory subject for two semesters in its curriculum.

In conclusion, the course or English course in this research is an ESP course which was held in the Management Department, Economics Faculty, UIN Maulana Malik Ibrahim Malang in the third semester of the 2023/2024 academic year. This lecture is a mandatory course that must be taken for two semesters before they take the core courses majoring in management at the Economics Faculty of UIN

Maulana Malik Ibrahim Malang. Based on the preliminary study, this course is held twice a week with a time allocation of 2x50 minutes at each meeting, precisely on Wednesday and Thursday. On Wednesday, management students focused on deepening writing and reading skills, including grammar mastery in class. Meanwhile, on Thursday, they focused on developing their speaking and listening skills, including providing vocabulary enrichment material.

2.1.1. English for Specific Purpose (ESP)

Before understanding more about ESP, this paragraph will outline the meaning and definition of ESP according to experts. In 1987, Hutchinson & Waters stated that English for Specific Purposes (ESP) is a language teaching approach in which the content and methods are highly dependent on the needs and interests of the learners. Additionally, in 2014, Agustina added more details to some of the experts' views by giving two definitions of ESP. One) ESP is the teaching of English for any purpose that can be specified, two) ESP is the teaching of English used in academic studies such as the teaching of English for vocational and professional purposes, or as the teaching of English to native speakers who are learning English for a specific purpose. Moreover, in 2022, Kasyulita et al. also specifically defined that ESP is an English language learning approach designed to arranged curriculum around the question of why students need to learn English for all departments of the University. All in all, ESP is an English language approach designed to meet the needs of learners in learning English based on their field of study.

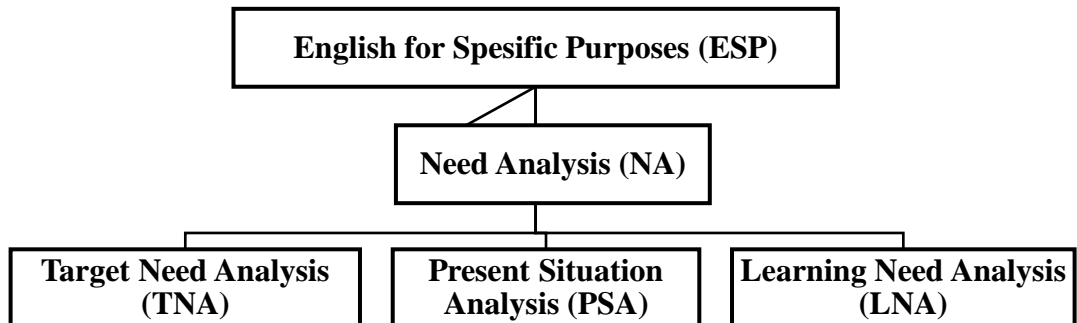
Along the way, ESP grew based on its ideological essence. Since the early 1960s, ESP has developed into one of the most prominent fields of English language teaching due to its instructional objectives, learning materials, and procedures that are designed based on learners' needs and interests (Agustina, 2014). ESP is also based on the idea that language learning materials and procedures should be provided based on the needs of the learners and the settings in which English will be used (Dharmawardene & Wijewardene, 2022). In this regard, ESP places a greater emphasis on teaching meaning rather than grammar, and its main goal is to connect students' understanding of the material to their daily lives (Unal, 2014). Therefore, all systems and curricula used depend on the disciplines mastered by each student. Moreover, English is not only considered a compulsory subject in a curriculum, but also a necessity for students to study in their field of study (Agustina, 2014). For example, students studying in the math department will learn English for math (Poedjiastutie & Oliver, 2017), students in the economics department will learn English for economics, as well as students studying in the management department, they will learn English for management purposes. This is in line with the statement of Asrifan et al. (2020) that the main audience of ESP are those who have a profession or want to have a profession such as accountants, economics, engineering, midwifery, nurses, and many more.

Furthermore, as a course designed to meet certain goals at the university, ESP is very closely related to students' need analysis. As stated by Asrifan et al. (2020) they clearly claimed that English for Specific

Purposes was developed to meet various demands and needs of learners. Moreover, Kayyis & Pratiwi (2022) emphasized that ESP learning must be built from conceptual design and demand analysis development. It means without student need analysis; ESP courses will not be in accordance with learning targets and goals. It is also true that English taught at the university level is more serious and narrower than English taught at the previous level. The output that will be achieved later is to make students proficient in English in each discipline for their respective future careers. As stated by Yulia & Agustiani (2019), The ESP approach to language education was created in response to a variety of practical issues, such as the requirement to provide teaching materials for students who have mastered General English but need to utilize it in more specialized workplace settings.

All in all, the framework of ESP is broadly based on need analysis which is divided into three aspects, namely Target Need Analysis (TNA), Present Situation Analysis (PSA), and Learning Need Analysis (LNA). TNA will provide information about all student needs in target situations (situations where they need English in certain majors). Meanwhile, PSA will be a complement to TNA which provides information regarding students' conditions before carrying out the course. On the other hand, LNA will produce information regarding all students' needs in learning English in the classroom, such as learning style, etc. In addition, a real picture regarding the conceptual framework of ESP can be seen in the chart below. Meanwhile, for more detailed discussion and explanation regarding the

three (TNA, PSA, LNA) will be presented in the next sub-chapter regarding Need Analysis.



(Nasmah, 2018)

Figure 2.1. *Conceptual framework of ESP*

2.1.2. Types of ESP

In its development, ESP is generally divided into two branches. Namely English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Both have similarities and differences. The similarity lies in the way they work, that is, they both function in English for certain purposes. While the difference lies in the purpose of each branch. EAP aims to enable English in the realm and interests of academics, while EOP aims to facilitate someone in learning English in the realm and interests of a job or position. A detailed explanation of both will be presented in the next paragraph.

Basically, EAP aims to prepare students with the language skills they will need for success in their university classrooms (Sheppard et al., 2017). EAP was indeed formed to meet the needs of students in learning English according to their target in the academic field. In other words, EAP is distinguished from ESP because the function is more focused on academic

interests. As for English content and learning targets in EAP, they are certainly related to students' academic needs. For example, Sarkar (2019) listed several language skills that are marketed in the EAP classroom including reading, writing, listening, grammar, vocabulary growth, fluency development, and oral intelligibility. While academic study skills are covered include taking tests and taking notes, using academic vocabulary, writing and reading critically, understanding academic lectures, researching and using libraries, and developing formal compositions, including research papers.

Although both are branches of ESP, EOP has different functions and applications from EAP. First, EOP is intended and focused on students who require English for work training. For instance, English for Technicians and English for Secretaries. As a result, students can use it while applying for jobs in the future (Suryadi & Hendra, 2021). Second, Rico et al. (2019) claimed that EOP is concerned with programs especially created to support professionals as they advance in their careers and make it easier for them to develop language skills relevant to their job requirements. Third, Rodriguez (2006) stated that EOP materials may be created by the teacher or the students. Although a teacher can modify the existing materials, they also need to be material designers. Case studies of language instructions in the workplace will result in suitable materials and job designs that can be measured.

2.2. Need Analysis

Need analysis (NA) is not a new concept in the educational sector. NA has been regarded as an essential component of carrying out a course and cannot be separated. The work of need analysis researchers, course designers, and teaching material developers is crucial for determining and perfecting what type of course content can effectively fulfill learners' needs (Mahbub, 2018). Despite its relevance and effectiveness in education, few studies on NA have been documented in the literature (Akyel & Ozek, 2010).

Considering how great the effect of NA is on the world of education or world research, however, not all individuals grasp and know more about NA itself. It would be beneficial for education practitioners, curriculum designers, and those working in the education sector to at least comprehend what NA entails according to experts and researchers, which will be described in the following paragraphs.

The definition of NA from experts and researchers may change over time from the year before the 2000s to the present. However, the intent and concept of NA remain the same; only the terminology is different. In 2001, Richards stated that “Procedures used to collect information about learners’ needs are known as need analysis”. In this case, they simply defined that NA is a process to get something, especially any kinds of information about the learners’ needs. It also means that the analyzer must follow later systematic steps in carrying out the process.

Additionally, in 2009, Brown argued that Needs are interpreted into learning objectives, which serve as the foundation for developing additional instructional materials, learning activities, exams, program evaluation techniques, and other aspects related to the teaching and learning process. Brown's opinion is more focused on the components that must exist in the learning process in the

classroom. He defines need analysis as a determination of learning objectives in which other elements will be fulfilled by knowing the learning objectives needed by students, such as instructional materials, learning activities, exams, and program evaluation.

Serafini et al. (2015) defined NA as what appears inside it. NA will be formed from a) determining the desired level, b) the language to be learnt, c) the communication environment for language usage, d) the learning skills necessary in the target setting, and e) an analysis of their existing development and skill gaps that must be bridged. Unlike the opinion of Richards (2001) and Brown (2009). Serafini et al. (2015) complemented the two opinions of previous researchers. NA is not limited to the process of gathering information from students to determine learning goals, but elements that are rarely considered with NA will also be monitored, such as determining the students' desired level, the language that students would like to learn, the way in using communication for language usage, the skills to be mastered and develop the existing skills the students have.

Another definition about NA is also stated by Sari et al. (2020). She defined NA as a very early step before deciding all matters related to learning. On a different side, Sari et al. (2020) viewed NA from the level of importance of NA itself. She claimed that NA is the earliest process that must be carried out before doing and determining anything in the teaching and learning process. It also implies that the key to all activities to be designed is in NA. If NA is appropriately done and well, then all the things that will be planned next will be good too. Furthermore, Gonzalez (2020) noted that NA is the most fundamental point to undertake when deciding three vital aspects in a teaching and learning process. Namely teaching method,

learning materials and learning objectives. Thus, As the foundation for developing assessments, materials, instructional activities, and evaluation procedures, need analysis must be the basis for determining curriculum content and developing materials (Todea & Demarcsek, 2017).

Lastly, in 2021, Lertchalermtipakoon et al. supported what Sari et al. (2020) claimed regarding the definition of need analysis. They added that NA is a form of critical research that is carried out before planning lessons (creating lesson plans) or determining learning methods. Furthermore, they also emphasized that the right NA system would direct educators to a better understanding of the learner's objectives and afterward the overall course by emphasizing that English is truly determined and prioritized on students' needs.

2.2.1. Types of Need Analysis

There are several essential things need to be understood related to the types of Need Analysis (NA). Such as Cahyo et al. (2019) stated that NA digs up some information from the object. Those are one) obtaining Subjective and objective information, two) obtaining information about a situation where the language will be used. Specifically, identifying which language will be used to deal with whom, three) knowing the purpose for which a language is needed, and four) exploring what type of communication will be used, whether written, spoken, or formal and informal, plus five) Knowing the level of proficiency that will be required. Considering those five points, Cahyo et al. (2019) also classified two needs in language teaching, those are Target Need Analysis (TNA) and Learning Need Analysis (LNA).

The first item that has to be covered before moving on to the TNA and LNA is subjective and objective needs. It also means that NA validated both subjective and objective information (Gonzalez (2020). Juan (2014) defined subjective needs as those that occur as a result of students' affective and cognitive elements. Specifically, the students' linguistic cognitive and emotional requirements. Brindley talked in depth about subjective needs in 1989. Subjective requirements comprise everything connected to the learners' personality, self-confidence, personal cognitive styles, expectancies, and self-esteem during the learning process (Juan, 2014, p. 13). On the contrary, Objective needs refer to all the students' factual information, such as their language proficiency, perceived language challenges, and need for language in daily communication situations (Brindley, 1989, as cited in Juan, 2014, p. 13). Furthermore, Juan (2014) explained clearly that objective needs could be diagnosed by analyzing personal information about learners' biographical data, such as age, gender, nationality, marital status, educational background, pre-learned language courses, current language proficiency, patterns of language, difficulties in foreign language learning, and current or future profession. Overall, questionnaire distribution, testing, interviewing, and going immediately to the field or observing may all be used to gather data for both subjective and objective need analysis.

Additionally, in discussing the Target Need Analysis (TNA), this paragraph will describe in a simple manner related to its dynamical definition and explanation. In Cahyo et al. (2019), there are two types of

target terms, namely target needs, and target situation. They explained clearly that the target needs are "what the learners need to do in the target situation or in real-life conversation and conditions". Meanwhile, the target situation is "the situation or setting in which the student will have to use the target language". In this study, the target situation of the students is studying in management department. In other words, the target needs that will be analyzed in this study are all the needs of students including their expectations of the English language in the context of the management department. Generally, there are three important components must be considered in analyzing the target needs, those are necessities, lacks, and wants.

Necessities were related to what students should know in the target situation (studying ESP at Management Department). Another explanation came from Richards (1990, as cited in Sevrika, 2016), he explained clearly that necessities were the learning need that occurs as a result of a certain event, specifically the requirement that pupils must have in order to deal with and pass through a specific situation (target situation) effectively.

Lacks were the condition where someone is lacking or not having enough of something (Lack, n.d.). It referred to the gap between the student's current proficiencies and the target situation. Exactly everything that students still do not fully grasp (Hutchinson and Waters, 1987, as cited in Yulia, et al., 2019). In addition, it also pointed to what language areas students need to improve (Waloyo, 2019). In shorts, Lacks related to all student deficiencies that need to be improved in the target situation.

Wants related to the question “what do the learners want to know?”. It referred to the students’ motivation in learning English (Nation & Machalister, 2010).

Furthermore, related to Learning Need Analysis (LNA), Cahyo et al. (2019) explained that it related to "what the learners need to do in order to learn, standardized or based on the current curriculum of the program". In other words, learning needs can also be interpreted as a gap between the knowledge or skills students currently have and the knowledge or abilities, they will need to complete a task or job, or other matters related to their future needs. In line with that, Lertchalermtipakoon et al. (2021) defined it as “the actions the student must do to reach the course objectives”. Additionally, they also illustrated that it is a roadmap of the students in how they navigated the course by starting with focusing on the wants and finishing with necessities.

Altogether, Hutchinson and Waters (1987) defined simply that "Target needs" refers to the learner's "necessities", "lacks" and "wants" for functioning effectively in the target situation; while "learning needs" concerns about the learner's motivation and attitudes, interests, personal reasons for learning, learning styles, resources and time available (Juan, 2014, p. 14).

On the other hand, Apart from Target Need Analysis (TNA) and Learning Need Analysis (LNA), several researchers also added a need analysis which is also very important in determining student needs, namely Present Situation Analysis (PSA). This analysis provides supporting

information and data for TSA. As emphasized by Robinson (1980), PSA is a complement to TSA in conducting needs analysis. If the target situation analysis seeks to determine what the learners should be like once finishing the language course, the present situation analysis aims to identify the learners' initial characteristics (Nasmah, 2018). Particularly, the students' proficiencies, goals, skills, perceptions about their specialist subject and demands, as well as genres, are identified using Present Situation Analysis (PSA) (Sari et al., 2020). In shorts, data on learners' scientific background, years of learning English, educational attainment, language proficiency, etc., can also provide sufficient detail on their current abilities, which can thus be predicted (Nasmah, 2018).

2.2.2. The Purpose of Need Analysis

In 2010, Nation & Machalister claimed that The goals and material of learning are the primary focus of needs analysis. They also added three function of need analysis. First, to find out what needs should be learned and what the students desire to learn. Second, to look at what the students already know and what they need to know. Third, to ensure that the learning contains relevant and valuable material. Saragih (2014) also add that the purpose of Need analysis is becoming the foundation of training and development programs, as well as the foundation of ESP which leads to a targeted course. Moreover, NA should give information that can be utilized to create teaching material (Rizqiningsih & Hadi, 2019).

Sari, et al. (2020) emphasized that as an early phase of a course, needs analysis becomes an important thing before deciding on learning

objectives, arranging the assessment, building course design, and developing contents or materials. In line with this, Cahyo et al. (2019) previously emphasized that NA needs to be done by educational practitioners with the aim of producing good material. Thus, the material or teaching materials distributed to students during the learning process are not immediately made without a basis and reference but have gone through a process of need analysis.

In length, Lertchalermtipakoon et al. (2021) explained several points regarding the purpose of needs analysis. First, before enhancing and putting the educational plan into action, needs analysis is done to determine the behavior. Second, it can provide a starting point for the collection of English teaching materials. Third, enabling the teacher to develop lessons that are better suited to the objective needs of the students. The last, it can stimulate the students' interest in learning.

Additionally, still in a discussion of the purpose of need analysis, from a different point of view, seen from the branch of need analysis namely targets and learning needs, this paragraph will review the purpose of need analysis from both sides based on research that has been conducted by Lertchalermtipakoon et al. (2021). By analyzing the students' target needs, the teachers will indirectly be able to know and understand well in terms of three things. Namely students' necessities, strengths and weaknesses, as well as their wants and lacks. In the case of learning needs, teachers will also take into account a variety of factors, such as preferences toward the target language, language comprehension, what motivates learner growth, helpful

learning methods, and the student's personal profile. They also came to the conclusion that the target situation needs and learning needs are crucial for the instructor to consider when developing courses in order to accurately satisfy the expectations and needs of the learners.

Furthermore, Kurniawan et al. (2021) also implicitly explained the goal of need analysis in their study. They made the point that by investigating and examining all data and presumptions that are signs of a student's difficulty learning English, educators would more readily choose the best course of action once the need analysis process has been completed. Additionally, they contend that need analysis serves as a beneficial tool for evaluators in addition to educators in assessing student achievement.

In the same cases, Ma'rufah et al. (2021) added details regarding the aim of need analysis in the educational field, particularly in English language teaching studies recently. They pointed out several points about the purpose of NA. One) to improve the curriculum by correctly understanding the changes needed in the context of teaching and learning English, both in terms of students, teachers, materials, and even the learning environment, two) in line with Kurniawan et al. (2021), Ma'rufah et al. (2021) also emphasized that one of the goals of NA is to evaluate study programs, three) while the results of this NA will later become the main supporting factor for designing teaching materials and all components that are definitely attached to teaching and learning process.

Recently, in the 21st century, everyone is aware of how important English is and many people flock to master it for certain purposes. At the

same time, especially educational institutions that accommodate people who need English, it is crucial to do NA to ensure that it is right to give what they truly need as the reason or purpose for the students to come and learn English at their institutions. In keeping with this remark, Fortuna et al. (2022) noted that in order to provide students with relevant and realistic language course material and learning opportunities, ESP teachers must also be aware of what students require to learn English, and one approach to do so is to conduct a needs analysis. Another objective of NA according to Fortuna et al. (2022) is to examine the students' communication requirements and what they must accomplish in order to use the language they are learning. As a result, NA has a favorable influence on students' English abilities once they graduate and begin working (Pradana et al., 2022) In a nutshell, it is also true that this literature also shows that need analysis must indeed exist in accordance with the times.

Finally, based on diverse viewpoints and statements from researchers on the aim of need analysis, another extremely essential aspect of NA is to identify appropriate teaching techniques based on the requirements of the students who have been analyzed previously. Considering the three fundamental aspects of students, namely lacks, necessities, and wants, enables the teacher to decide or at least guess what teaching tactics are appropriate to address lacks and fulfil students' necessities as well as wants. The objective of this NA may not have occurred in theory, but it has happened previously in education.

2.2.3. Need Analysis Procedures

This discussion will further deepen the processes used in conducting the NA after expanding on the knowledge and elements that will frequently arise in NA, based on the viewpoint that NA is a process or procedure to identify student needs. In the educational field, the need analysis process is carried out by one) finding out and exploring information related to what students need to learn, two) converting this information into a lesson objective (designing learning objectives), and three) using the objective learning as a guide for selecting other elements that will be required, such as designing the learning activities, the material, and the test to measure the success of the instructional goal (Brown, 2005, p. 269, as cited in Zohoorian, 2015, p. 58).

Meanwhile, Richards (2001) stated that many different techniques and phases may be taken while analyzing the need. First, he proposed a triangle strategy. Specifically, a method of NA that involved gathering as much information as can from two or more sources. He gave an example of information that could be collected if somebody else wanted to analyze students' foreign writing problems at American universities. one) samples of pupils' writing, two) test data on pupils' performance, three) reports by instructors on typical problems pupils face, four) thoughts of experts, five) information from pupils via questionnaires and interviews, six) analysis of textbooks instructing academic writing, seven) surveys or relevant literature, eight) case studies.

2.3. Management Students

Management students in this study were students studying at the economics faculty of UIN Maulana Malik Ibrahim Malang. The targets and goals of their study on campus are different from those majoring in Islamic education management at the Faculty of Education. Based on the preliminary study, in the economics faculty, the material studied in the management department is pure management science. In this case, graduates or output after studying in the department are expected to be involved in various fields of economics such as financial managers, marketing management, human resources and etc.

In addition, the management students are required to take English courses for one year, namely in the third and fourth semesters. Based on the preliminary study conducted by the researcher to the management students of UIN Malang, they admitted that during these two semesters, English learning was held twice a week, specifically on Wednesdays and Thursdays. On Wednesday the learning system is designed to develop management students' reading and writing skills, including grammar mastery, while on Thursday it focuses more on developing management students' speaking and listening skills, including vocabulary enrichment.

In line with that point, Kasyulita, et al. (2022) supported that the Management department is a department that makes English a necessity for their future. It cannot be denied, as students studying at the Economics faculty who later when entering the world of work will often have to deal with international trade and business, English is very much needed for them. In addition, Agustina (2014) also emphasized that the importance of English at university is not only to support language skills during the learning and teaching process in class but also

significantly to support and prepare for the start of a glorious career in the international world after graduating from university.

Moreover, the importance of learning English and the interests of management students in achieving a brilliant future are numerous. For example, as an international language, English has an important role and is often used in any field, including technology, education and economics. As a student studying management major, mastering English is a very promising thing to achieve a glorious career not only at the national but international level. Especially when they want to get involved in the business world, reliable businessmen/business leaders really need to be able to communicate in good English with customers, sellers, buyers, suppliers and other business partners. This is because the position of English in the business world is very significant, which is to become an official language in the business world wherever the business office is based (Rao, 2017).

All in all, to support learning English in the management department, all forms of the learning process whether in terms of material, learning objectives, strategies, models and learning styles must always lead to that department. Another example, teaching speaking in the management department should involve students speaking English related to management science topics. At the same time, the emerging vocabularies will also be about management. As the result, the English material delivered will be very useful and in accordance with their fields. Besides, as an English lecturer who teaches in the management department, it is very necessary to carry out a need analysis before starting and designing all learning processes for management students. It aims to find out and determine what students need to learn English in the management department. However, the suitability of

the material, the required English skills, the preferred learning style, and the priorities of management students in learning English will be explained and discussed in the findings of this research.

2.4. Previous Study

In this study, the researcher has three references from previous studies that support and be the basis thinking of this research. All three examine the problem of analyzing management student needs in different places and method.

First, in 2017, Yana conducted a study entitled "Needs Analysis of English for Economic Management at Riau Kepulauan University" by using descriptive qualitative method found several points. one) 99% of economic management students claimed that English is very important to them, and 95% think English is useful to support their future careers. Two) only 4% students use English to communicate with their friends and family and the majority do not respond to the use of English. three) 62% of economic management students use English more during the lessons. Four) regarding the suitability of the syllabus to what they need, the majority of students (54%) are not sure whether the designed syllabus meets their needs and only 25% of students agree that the designed syllabus meets their needs. Five) while related to the content material being taught, 68% or the majority of students stated that they still did not meet their needs for learning English as students majoring in economic management. Six) 90% of students are urgent and aware that the content that should be taught must focus on their field. Seven) As for the influence of English skills on their academic performance, most of students (83%) stated that it was very helpful in supporting their academic performance. Eight) Most students stated that speaking was the skill that needed to be developed

the most. In addition, many activities are teaching techniques that they prefer when working in groups, while working in pairs is a learning style that they are interested in. Nine) regarding the function of a teacher in the classroom, only 12% of students assumed that the teacher role should be an observer, the other (48%) preferred the teacher as a facilitator and 40% students preferred the teacher to be an informant in the class.

Second, the research was conducted by Kasyulita, et al. (2022) entitled "Need Analysis of Management Students towards the English Learning Material". They attempted to analyze students' needs of English materials which were designed using a descriptive qualitative design. Some of their findings seen from the two data collection techniques, questionnaires and interviews are as follows. One) based on the results of the analysis using a questionnaire, the information found included a) out of 80 students, 75 students stated that material related to reading the instruction and listening to music was very important, b) material related to buying ticket planes and going to abroad, 65 students stated that it was important material and only 10 students stated that the material was very important c) while for Buying Something in Indomaret, Guidance Tourist in Tourism Place, Visiting Bali, and Reading in Jakarta Post materials, most students (65) stated that the material is important and only 15 students stated that the material is very important. Two) based on interview result, Kasyulita, et al. (2022) found six information. Those are a) internet resources are a reference for the students to study English, b) they use these resources a few times when learning English in class, c) most students need English only as the completion of an examination, 5 students realize they need English for their future work, and only 1 student needed English

for education, d) they also stated that they would use four English skills as a condition for passing the TOEFL test at the end of their study, e) on the other hand, most of them will use English only in class when studying and to get the highest score in the class, the other 10 students plan to use English for going abroad, holidays etc., unfortunately, there are only 2 students who will use English for office interests, f) there are six most interesting content topics according to students, introducing about ourselves, introducing people, how to being presentation, how to make an application letter, how to explain something, and how to make something.

The last, the same research topic entitled “English for Business Managements Students: Need Analysis in English for Specific Purpose (ESP)” was conducted by Wulandari (2023) using descriptive and qualitative method. She found ten information related to the Management students’ needs. Those are one) related to the students’ main purpose in learning English. The results showed that from a total of 60 students, 30 students claimed the main purpose for learning English was for education, 19 students stated their main purpose in learning English was for their future career, 5 students answered for communication, 4 students claimed for scholarships/ go abroad, while the other two claimed for personal needs and others. Two) related to the language proficiencies that management students’ need, the data table showed that speaking, writing, and vocabulary mastery were deemed to be the most important skills by 53 students, while listening, reading, and grammar were indicated to be the most important skills by 17 students. Three) the management students’ needs of reading subskills. The researcher found that most of students (23 respondents) claimed magazines/ related to the job vacancy as the most reading subskill needed, 19 students stated that they need literature related to

the business management, then another (18 students) chose English text books, journals and other materials. Four) related to the listening subskills, the researchers found that most of management students chose the movies/songs/drama/role play as their most listening subskills needed, then followed by material about general information of daily routine (16 students), business presentation (14 students), job interview (6 students), and general listening comprehension (5 students). Five) the needs of speaking subskills, the table data showed that most of students (21 students) need to present business skills as their preference of speaking subskills material, then followed by talking/conversation about general information of daily routines (18 students), presenting/practicing job interview (13 students), and explaining videos/songs/movies that have been played (8 students). Six) writing subskills, most of students (28 students) need to write a business letter/job application later as their preference, 19 students chose to write an essay, 9 students claimed to write an email, and 4 students stated to write a book summary. Seven) the needs of grammar knowledge, most of students (35 students) need the grammar knowledge, 17 students strongly need grammar knowledge, and the rest of student felt do not need the grammar knowledge. Eight) the needs of vocabulary mastery, most of students (45 students) strongly need the vocabulary mastery and emphasized by the interview results that they lack of vocabulary mastery in the reason of speaking and writing. 9) kind of English activities, most of students (34 students) chose presentation as their preference, 14 students voted discussion, and the other chose quiz and project as their wants in English activities. 10) English class activities analysis, most of students (22 students) preferred small group work

as their English class activities, 18 students voted the individual work, 15 students stated the pair work, and only 5 students claimed large group work.

CHAPTER III

RESEARCH METHOD

This chapter outlines the techniques or methods that the researcher will use to address the research questions posed in Chapter I. Research design, subject of the research, research instrument, data collection, and data analysis are covered in this chapter.

3.1. Research Design

Following the initial objectives of the study, this study aimed to conduct the Management students' needs analysis in learning ESP at Economics Faculty of Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang. Consequently, the qualitative method was applied in this research to accurately answer the two research questions formulated in the chapter I, specifically to get data regarding all the needs of Management students in learning ESP at the Economics Faculty of UIN Malang by considering the frame work of ESP based on three aspects of need analysis, namely Target Need Analysis (TNA), Present Situation Analysis (PSA), and Learning Need Analysis (LNA). According to Creswell (2008), qualitative research is an approach for exploring and understanding the central phenomena.

In conducting this research, the research design of this study used descriptive design with a qualitative approach. Lambert & Lambert (2012) stated that qualitative descriptive approach is crucial if the researcher wants to explore about a phenomenon or event in terms of who is involved, where the event occurred, and when it occurred. In 2015 Nasaji argued that the terms qualitative and descriptive are linked. Those who have a basic character that involves naturalistic data. It means that the research conducted by seeing a natural phenomenon that occurs without the intervention or manipulation of any variables.

In addition, there are two phases carried out by the researcher in this design. The researcher's initial phase is gathering and reducing the extraneous data the second phase develop or explain the finding descriptively and draw the conclusions. All in all, the researcher reaffirmed the reason he selected this research design because he attempted to find out everything about the needs of management students in learning ESP at the Economics Faculty of UIN Malang in deeper detail

by analyzing data which will later be strengthened or validated with facts in the form of personal experiences or stories of management students while learning ESP in the class.

3.2. Subject the research

The population in this study was third-semester management students who were taking English courses at the Economics Faculty of UIN Malang in the 2023/2024 academic year. The researcher's decision to use them as research subjects was based on a preliminary study completed by the researcher through simple interviews with numerous management students at UIN Malang's Economics Faculty. They admit that their goal in the Management Department is to become a manager in various fields such as human resource management, marketing, finance and operations. Apart from that, the scope of their job competition later will not only be national but also international. For these reasons, they really need appropriate English learning to support their needs in the world of work. Furthermore, in determining the research sample, the researcher used purposive and convenience sampling in this research. Purposive sampling was used to determine the number of respondents to collect survey data using closed-ended questions. As a result, 37 management students from class G who were taking ESP courses were selected based on certain objectives. Those 37 management students were used as respondents to answer the survey questions regarding the needs of management students in ESP learning at the Faculty of Economics UIN Malang based on three categories of needs, namely Target Needs Analysis (TNA), Learning Needs Analysis (LNA), and Present Situation Analysis (PSA). On the contrary, convenience sampling was employed by researcher to gather the interview data for

a number of reasons, including easy use, quickness, and cost-effectiveness. It was a technique where the participants decide whether or not to take part in the study once the researcher makes the announcement (Stratton, 2021). As a result, five student volunteers agreed to participate in this study as interview samples as a consequence, allowing the researcher to gather more detailed data and strengthen the questionnaire's results.

3.3. Research Instrument

Research instruments are tools needed to help the researcher find answers to research questions in presenting data empirically. It is also true that research instrument is a tool chosen by researcher to facilitate data collection. There are two instruments applied in this research. Those are close-ended questionnaire and semi-structured interview. The closed-ended questionnaire in this research is in the form of survey questions and Likert scale statements whose answers cannot be confirmed as right or wrong (no score) because each respondent has various answers according to their respective needs related to TNA, PSA, and LNA.

Furthermore, the semi-structured interview is used to acquire detailed data and supplement the questionnaire. The essence of the interview in this study is personal interactions between the researcher and the respondent. Hennink, et al, (2020) also highlight the importance of applying interviews to gather information about personal experiences, which are conducted to determine several things, including: 1) How a person makes decisions 2) How a person forms their impressions according to their beliefs 3) Comprehensive details about sensitive subjects 4) A person's feelings and emotions, etc. The instrument is in accordance

with the purpose of this study to find out in detail the views of management students regarding all their needs in ESP learning based on TNA, PSA, and LNA.

3.4. Data Collection Technique

Data collection techniques are one of the important stages in the field of research that aims to collect data or extract information from research subjects. To make things easier for the researcher, data collecting follows a systematical process. The data collection used by researcher in this study as follows.

3.4.1 Questionnaire

Questionnaires are one type of data collection technique that can help researchers in collecting the data information they need for research. Sugiyono (2013) argued that the questionnaire is a data collection technique by providing a collection of written questions to respondent. Questionnaire is very suitable for large respondent. To acquire data objectively and quickly, researcher can directly deliver to respondents by using online platform. Total respondents that received the questionnaire are 37 management students from class G who were taking ESP courses. The researcher provided a total questionnaire is 22 numbers in the form of 18 survey questions with two to eleven options and four Likert scale statements with five-point scale regarding management students' needs based on TNA, LNA, PSA. The questionnaires were distributed online using English and Indonesian so that it can be easily to understand. Furthermore, it is also an initiative of the researcher so that the data obtained is truly authentic and prevents the possibility of respondents misinterpreting the meaning of the context of the question. Additionally, the type of questionnaire used is a

closed questionnaire in the form of survey questions and Likert-scale statements. The survey questions in this study are not questions that have true or false scores that can refer to quantitative research, but rather questions with varying replies based on the needs of each respondent regarding the TNA, PSA, and LNA. In other words, this survey is also known as Descriptive Qualitative Survey. As emphasized by Arsy (2013) that this type of survey based its data interpretation on qualitative data and not quantitative statistical techniques. In contrast, related to Likert scale statements, Beglar & Nemoto (2014) stated that a Likert scale is a psychometric scale that is used for analyzing a person's psychological state. Respondents can select from a range of categories that correspond to their views, attitudes, or emotions about particular events. The reason for using the Likert scale in this study is because data can be collected quickly from a large number of respondents.

3.4.2. Interview

Interview is a process of meeting between two people or groups of people to exchange information or ideas through questions and answers on a particular topic. the function of the interview is to obtain significant information related to the research topic in order to achieve a research objective. To obtain detailed information about an issue relevant to the title of this study, the researcher decided to conduct semi-structured interviews. The researcher asked specific questions during the interview and encouraged the interviewees to share their perspectives. This process not only engages the interviewees to answer questions, but also builds rapport

or trust between them. Considering the interview sampling technique in this study using convenience sampling, as a result, the researcher interviewed five management students from class G on their own accord with no coercion to be the interview sample. In addition, the total number of interview questions was seven questions related to TNA, PSA, and LNA. There are various steps used by the researcher in conducting interviews. First, the researcher prepared a question list as an interview guide. Second, the researcher asked questions sequentially according to the list of questions to respondents who were available as interview samples. Besides, the researcher may ask additional questions related to this research because this is a semi-structured interview. To preserve the researcher's memory, a tape recorder, video documentation, and notes were used as aids during the interviews. Finally, the researcher transcribed the data obtained from the respondents.

3.5. Data Analysis

Data analysis is a technique used for processing, observing, reorganizing, classifying, interpreting, and modifying a set of data systematically to make it easier to understand. In other words, it is used to provide insightful information. Mezmir (2020) emphasized that data analysis is a construction of implicit or explicit data into an interpretation in order to meaning-making. This data analysis model adapted from Miles and Huberman which proposes that the activity of data analysis must be interactive and continual until the data reaches a saturation level. According Miles and Huberman, there are three techniques in analyzing data, as follows:

3.5.1. Data Reduction

The data that has collected by the researcher will be complex and complicated. The first step is simplifying the data information that has been gathered through questionnaire and interviews. The data is carefully examined by researcher in order to reducing and selecting the important data information that related to Non-English Learner's Need in Learning English at Higher Education of Management Department. The data reduced was focusing the essential data as thereby it can eliminate the extraneous data. In short, the steps of data reduction process are simplifying data and classify data needed related to the topic.

3.5.2. Data Display

Sugiyono (2013) stated that after the data has been reduced, the researcher displays the data obtained in the form of flow chart, scheme, brief description, and so on. However, most of qualitative research displays the data in form of a description or narrative so that it is easy to understand. The researcher displays the data information from the data reduction. The process of displaying data will aid in understanding what occurred and planning future performance based on what is presented, encouraging researchers to draw a conclusion.

3.5.3. Conclusion Drawing

Miles and Huberman stated that after conducted data analysis, the researcher should make a drawing conclusions and verification. Sugiyono (2013) argued that preliminary conclusions are only valid if they are supported by credible data and strong supporting evidence. The conclusions

drawn are credible if they are accompanied by consistent data and supported by valid evidence. In this study, conclusions were drawn based on the information collected relating to the data obtained.

3.6. Data Validity

According to Creswell, (2008), data validity is very important and is one of the strengths in research which is based on the accuracy of research findings that are in accordance with the viewpoints of various parties including participants, researchers and readers. The validity of the data can be tested using a variety of techniques. In this study, the researcher employed triangulation to ensure the validity and reliability of the data. This method is frequently used in qualitative research. Schwarzenegger (2017) argued that triangulation is combination of several perspectives including the application of theory, methods, data sources and the researcher's perspective which aims to deal with the issue of data validity in the research. In short, triangulation intends to validate data by comparing data obtained using various techniques, times, and data sources. In this case, the researcher collects data through a questionnaire and an interview. The data obtained from the sample of the research that is 37 management students of G-Class who were taking ESP Course. The total amount of data will be different because of the different people that answer the research instrument. To validate the data, the step that will carry out by researcher are checking, comparing, and categorizing the variation source of one informant to another informant. It refers to the 37 data from different people as thereby can get the credible data. The researcher whereupon compared the data obtained from the research instruments those are questionnaires and interviews, to determine the veracity and data accuracy.

CHAPTER IV

FINDING AND DISCUSSION

4.1. Findings

The findings in this study are based on the problem formulation designed by the researcher in Chapter I. The researcher formulated two problem formulations that aim one) to analyze the UIN Maulana Malik Ibrahim Malang management students' needs in learning ESP and two) to identify the most dominant need of management students in learning ESP at UIN Maulana Malik Ibrahim Malang. In analyzing the UIN Maulana Malik Ibrahim Malang management students' needs in learning ESP, the researcher refers to the frame work of ESP based on three aspects of need analysis, namely Present Situation Analysis (PSA), Target Need Analysis (TNA), and Learning Need Analysis (LNA). While in identifying the most

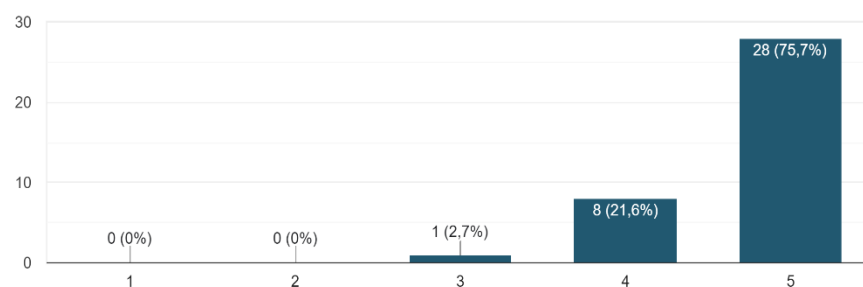
dominant need of management students in learning ESP at UIN Maulana Malik Ibrahim Malang, the researcher concluded it based on the results of the three analyses in the first problem formulation by looking at the largest percentage that management students choose from each aspect as their most dominant needs as well as confirmed by the results of interviews with respondents who were willing to become interview samples.

4.1.1. Present Situation Analysis of Management Students

In the Present Situation analysis, the researcher found eight pieces of information related to the important of English, the English proficiency level, the role of English for future career, the students' responses related to English topic materials, the use of English, students' situation in using English, students' main goal in learning English, and the influence of English skills on academic performance which will be explained in detail in the following diagrams.

Diagram 4.1. *Students' responses to the importance of English*

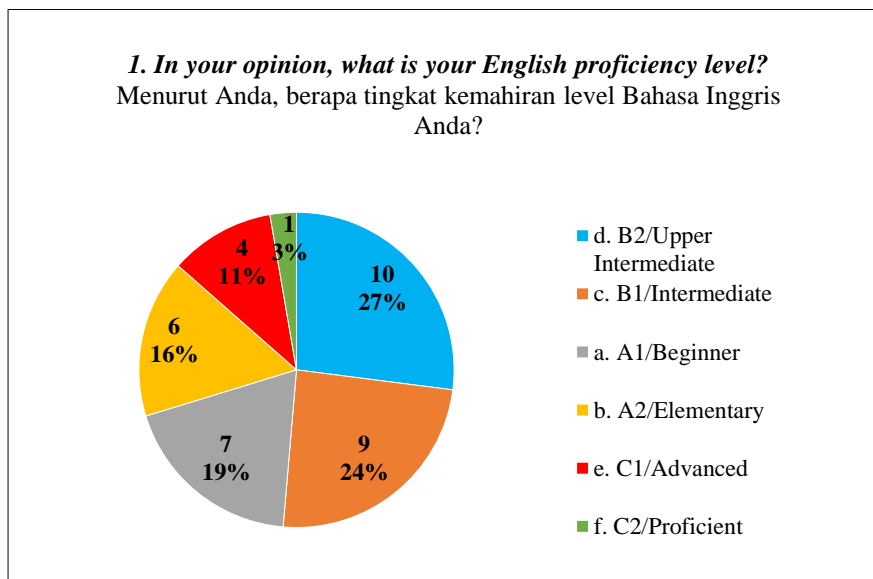
1. I think learning English is important. Menurut saya, belajar Bahasa Inggris itu penting.
37 jawaban



Based on diagram 4.1. shows some of the management students' responses to their awareness of the importance of English identified based

on the Likert scale. Out of a total of 37 management students, 28 (75.7%) students strongly agreed that English is important to them, while 8 (21.6%) other students agreed that English is important, and only 1 (2.7%) management student stated neutral in terms of the importance of English to them. In addition, no one (0%) disagreed/strongly disagreed in terms of the importance of English for management students.

Diagram 4.2. *English proficiency level of management students*



In diagram 4.2. shows the various English proficiency levels of management students. Out of 37 students, it is detected that there are 7 (19%) students at the A1/beginner level, 6 (16%) students at the A2/Elementary level, 9 (24%) students at the B1/intermediate level, 10 (27%) at the B2/Upper intermediate level, 4 (11%) students at the C1/advanced level, and only 1 (3%) student at the C2/Proficient level.

Diagram 4.3. *The role of English for management students' future careers*

2. I think English will help my future career. Saya pikir Bahasa Inggris akan membantu karir saya di masa depan.
37 jawaban

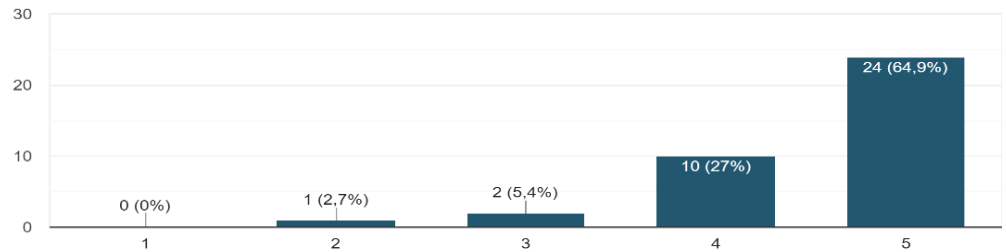
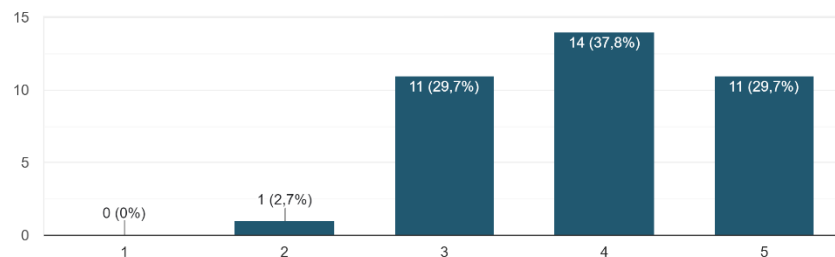


Diagram 4.3. identifies management students' responses to a statement that English will help their careers in the future. It can be seen that as many as 37 management students, there are 24 (64.9%) students who strongly agree with the statement that English will help their careers in the future, 10 (27%) other students agree that English can help their careers in the future, while 2 (5.4%) students answered neutral, and only 1 (2.7%) student who answered disagree that English will help their careers in the future. In this case, none (0%) students who answered strongly disagree that English will help the careers of management students in the future.

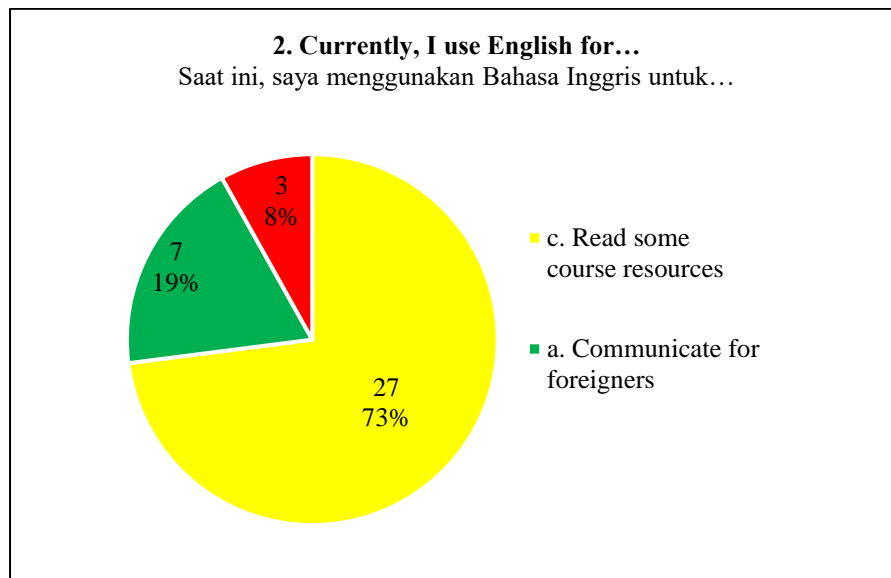
Diagram 4.4. *Management students' responses to English topics*

3. I think the topics of English learning material should correlate to the Management. Menurut saya, topik-topik pembelajaran Bahasa Inggris harus berkorelasi dengan bidang manajemen.
37 jawaban



The diagram shows how management students respond regarding the topic of English material must correlate with the field of management they are currently working on. The data shows that out of 37 management students, 11 (29.7%) answered strongly agree that the topic of English material taught must correlate with the field they are currently working in, namely management, plus 14 (37.8%) management students answered agree to the statement that the topic of English material taught must be in accordance with the management field, while 11 (29.7) answered neutral, and only 1 (2.7%) management student who disagreed with the statement. In this case, none (0%) students responded strongly disagree that the topic of English material taught must be in accordance with the field they are currently working on, namely management.

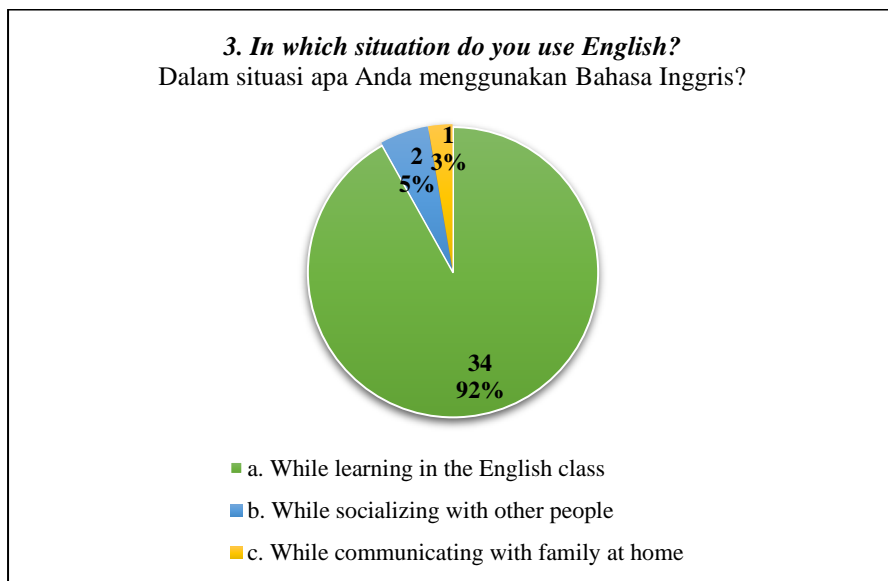
Diagram 4.5. *The current English usage by management students*



The diagram shows the frequency of management students using English in several ways. From the diagram it can be seen that currently, out of 37 management students, there are 7 (19%) students who use English to

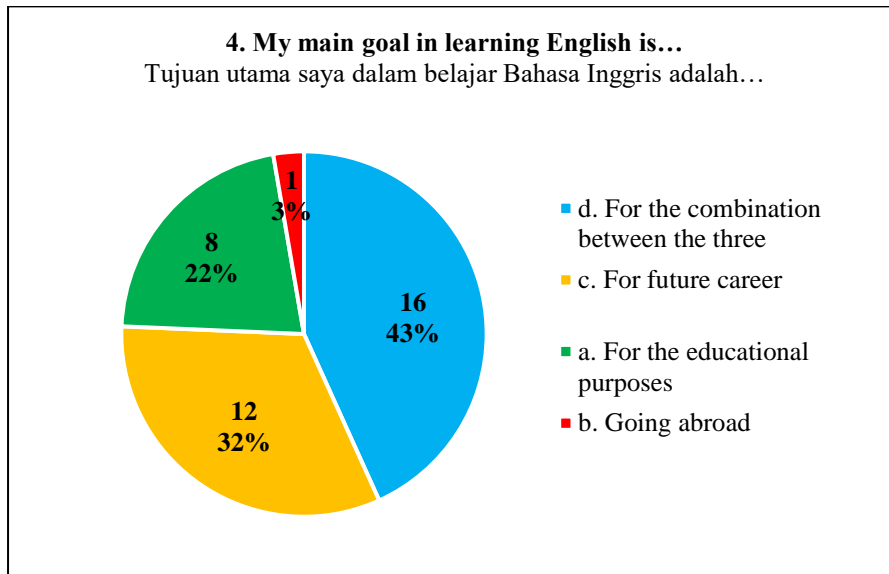
communicate for foreigners, while 3 (8%) other students use English to communicate with family and friends, and there are 27 (73%) students currently using English to read some course resources.

Diagram 4.6. *The management students' situation in using English*



The diagram shows the situations where management students use English. The table clearly shows that 34 (92%) management students use English while learning in the English class, 2 (5%) other students stated that the situation they use English is while socializing with other people, and only 1 (3%) student stated that they use English in the situation while communicating with family at home.

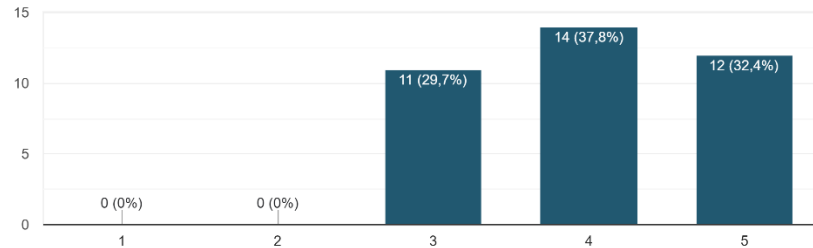
Diagram 4.7. *The management students' main goal in learning English*



The diagram shows the various goals of management students in learning English, but there is only one answer that shows their main goal in learning English. It can be seen that out of 37 management students, there are 8 (22%) students choosing for the educational purposes as their main goal in learning English, 1 (3%) among 37 students has the main goal of going abroad, 12 (32%) management students admit that their main goal in learning English is for future career, and 16 (43%) students admit their main goal in learning English is for the combination between the three, either for the educational purposes, going abroad, or for future career.

Diagram 4.8. *The influence of the management students' English skill to their academic performance*

4. I think my English skills influence my academic performance. Saya pikir kemampuan bahasa Inggris saya mempengaruhi prestasi akademis saya.
37 jawaban



The diagram shows the percentage of data related to the influence of the management students' English skills to their academic performance. Out of 37 management students, 12 (32.4%) students strongly agreed that their English skills influence their academic performance, while 14 (37.8%) students agreed that their English skills influence their academic performance, and the remaining 11 (29.7%) students stated neutral regarding this matter. Additionally, none (0%) students disagreed/strongly disagreed that their English skills influence their academic performance.

4.1.2. Target Need Analysis of Management Students

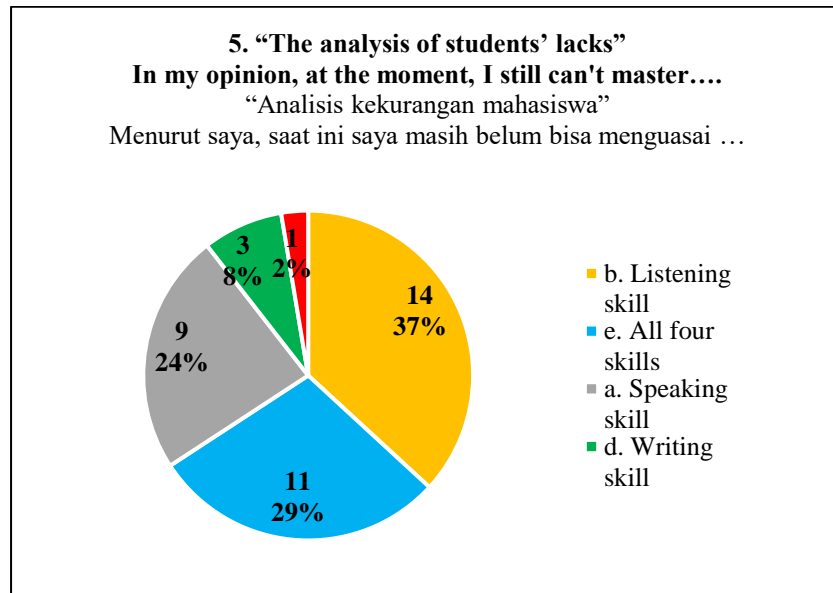
In the analysis of target needs, there are three things analyzed by researcher on management students of UIN Malang, especially related to how their needs in learning English in the management department (target situation). Such as the lacks, necessities, and wants of students.

a. The analysis of students' lacks.

In analyzing the students' lacks, there are two pieces of information that will be described in the following paragraphs through the diagrams provided by the researcher. The two pieces of information relate to the language skills

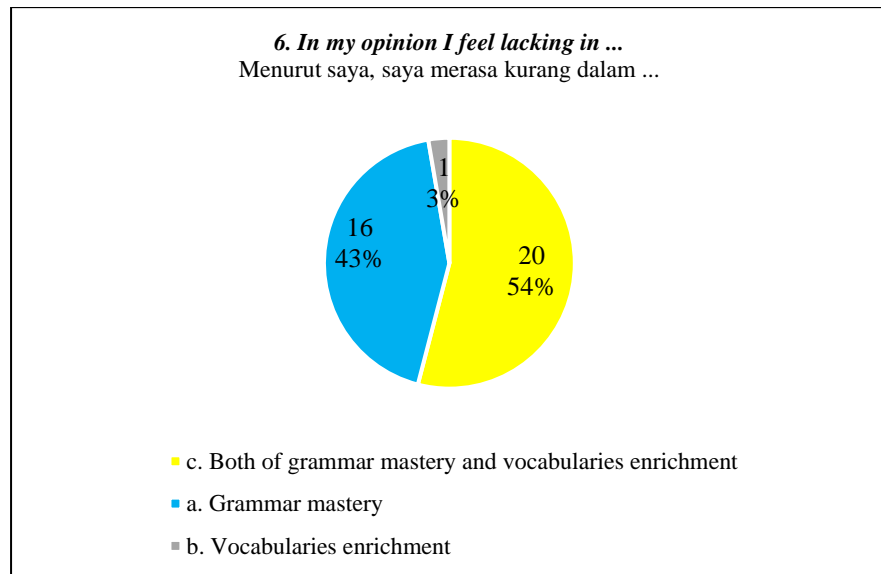
that are the weaknesses of management students and also the language components that are identified as the weaknesses of management students.

Diagram 4.9. *Analysis of management students' weaknesses in language skills*



In diagram 4.9., the researcher tries to dig up information related to what language skills management students have not mastered while learning English in the management department. Judging from the 37 students in the diagram, there are 11 (30%) students admitting that they currently still can't master speaking skills. Furthermore, 14 (37%) students claim that they currently still cannot master listening skills, while 3 (9%) students admit writing skills as a skill that they still can't master at this time, and as many as 9 (24%) students realize that they currently still can't master all four skills including speaking, listening, reading, and writing. In addition, no one (0%) chose reading as a skill that they still can't master at this time.

Diagram 4.10. *Analysis of management students' weaknesses in language components*



The diagram shows the responses of management students regarding their language components weaknesses in learning English in the management department. It was identified that out of 37 management students, 16 (43%) management students stated that they still felt deficient in grammar mastery, while 1 (3%) out of 37 management students felt deficient in vocabularies enrichment, and 20 (54%) other students felt deficient in both of grammar mastery and vocabularies enrichment.

b. The analysis of students' necessities

In analyzing students' necessities, the researcher found two information related to the language skills that are most prioritized by students in learning English in the management department and the language components that are most prioritized by students in learning English in the management department. Both information will be described clearly using the diagrams presented in the following paragraphs.

Diagram 4.11. *The language skills that students prioritize in learning English in the management department*

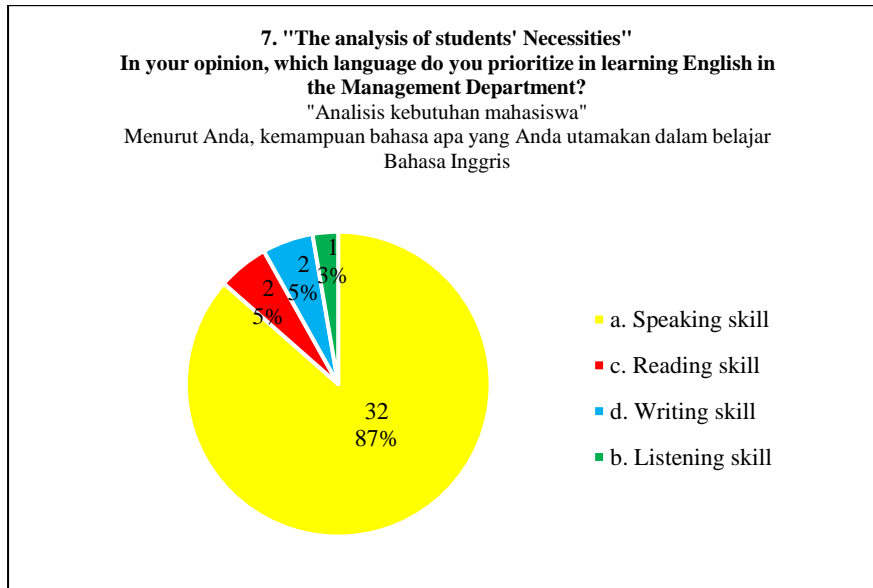


Diagram 4.11. describes the various language skills that students choose in learning English in the management department, but there is only one answer that shows their priority towards the needs of these language skills. It is illustrated in the diagram that out of 37 management students, 32 (87%) students chose speaking skill as the language skill they prioritize in learning English in the management department, 1 (3%) of them chose listening skill as the language skill they prioritize in learning English in the management department, while 2 (5%) students chose reading skill and 2 (5%) other students chose writing skill as the language skill they prioritize in learning English in the management department.

Diagram 4.12. *The language components that students prioritize in learning English in the management department*

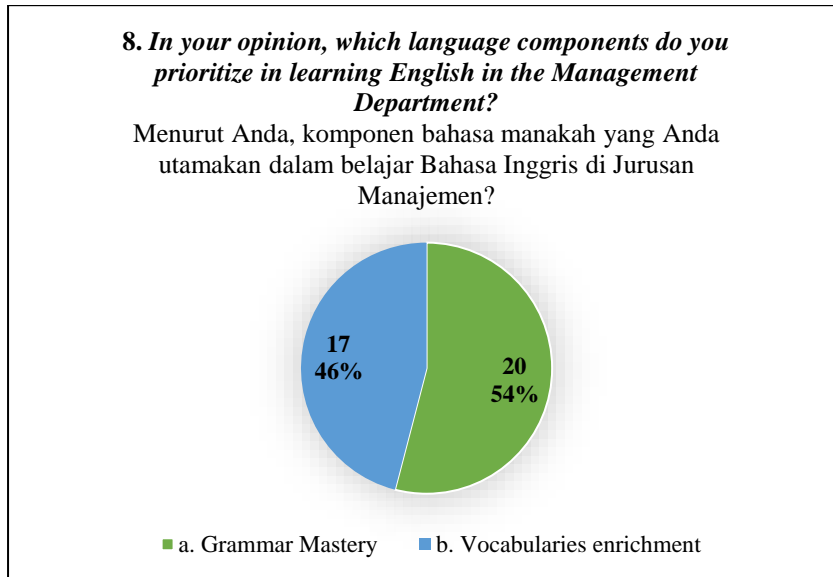
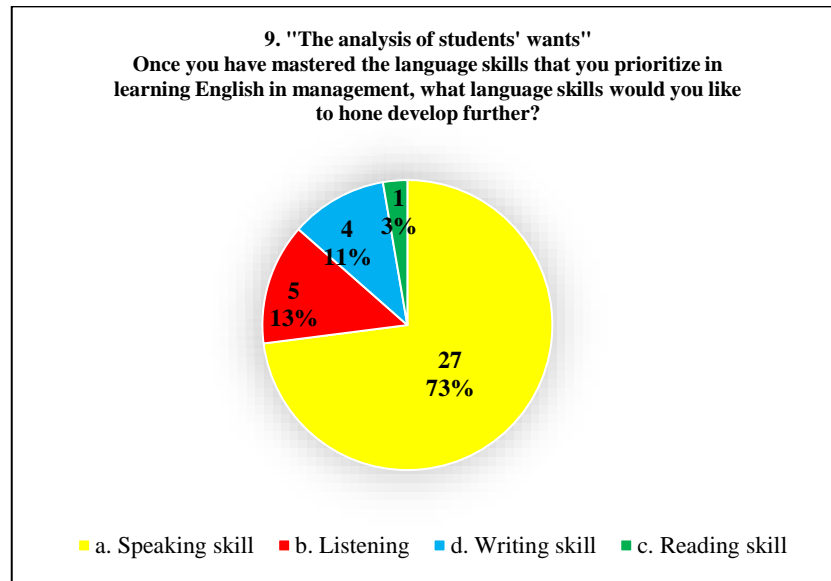


Diagram 4.12. illustrates the most prioritized needs of management students towards the language components in learning English in the management department. It can be said that out of 37 management students, there are 20 (54%) students claiming that they highly prioritize grammar mastery as a language component needed in learning English in the management department, while the remaining 17 (46%) stated that vocabularies enrichment is the language component they prioritize most in learning English in the management department.

c. The analysis of students' wants

In analyzing students' wants, researcher only found one finding, which is related to the skills that management students want to hone and develop in the future. This can be seen in detail through the following paragraphs in the form of diagrams and descriptions.

Diagram 4.13. *English language skills that need to be further developed*



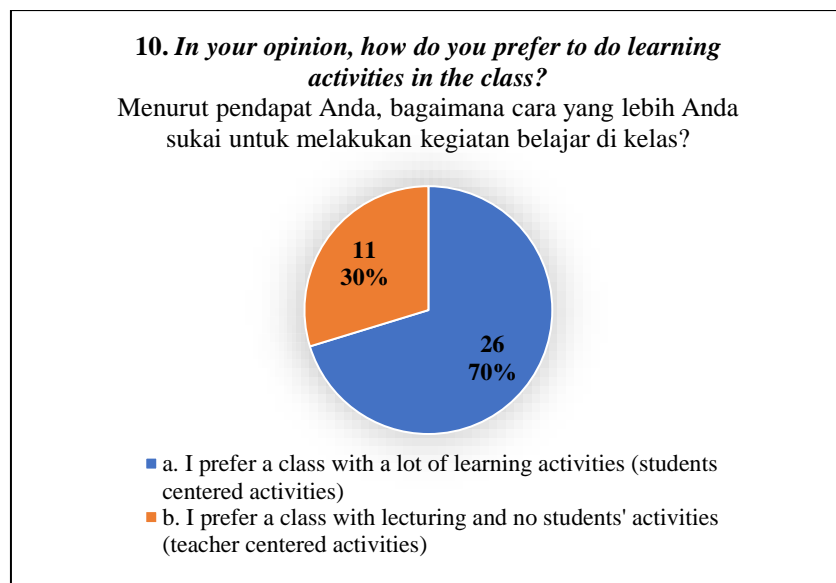
The diagram shows the English skills that management students feel need to be honed and developed further. This question arises after they determine the English skills that they really need to prioritize in learning English in the management department. Identified from the total number of management students (37 students), there are 27 (73%) students claiming that they want to hone and develop speaking skills after the skills they really prioritize have been fulfilled. Furthermore, as many as 5 (13%) students decided to want to hone their listening skills after their prioritized English skill needs were met. While 1 (3%) student wants their reading skills to be honed, and the remaining 4 (11%) students choose to hone their writing skills after their prioritized English skill needs have been met.

4.1.3. Learning Need Analysis of Management Students

In the Learning Need Analysis, the researcher found 9 pieces of information. Those are the students' preference to do learning activities in the class, the learning setting that students need to do the activities in the

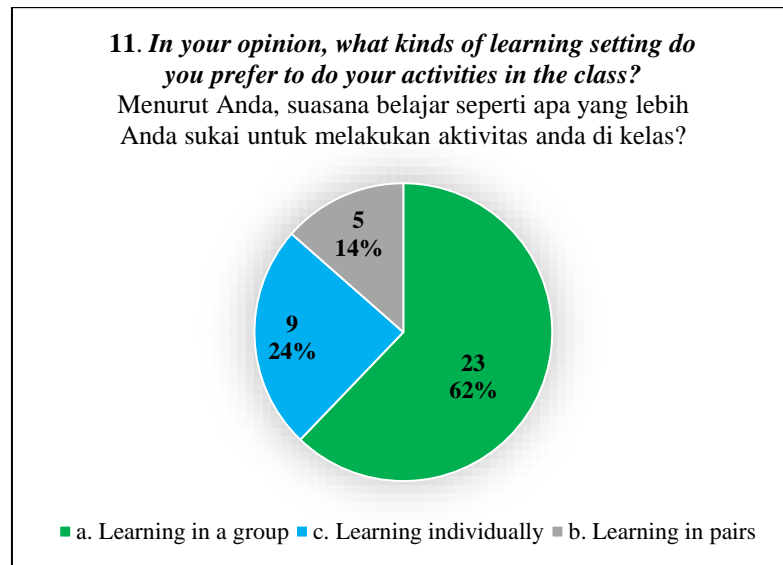
class, the students' preference for the lecturer's role, the students' preference for class activities, the significant topic material that can improve students' English skills, the need for sources of reading skill material, the need for listening skill material, the need for speaking skill material, and the need for writing skill material. The nine pieces of information will be explained in detail through following diagram.

Diagram 4.14. *The students' preference to do learning activities in the class*



The diagram shows the management students' preference to do learning activities in the ESP class. It was identified that out of a total of 37 management students, 26 (70%) students stated that they prefer a class with a lot of learning activities, known as student centered activities, while the remaining 11 (30%) management students claimed that they prefer a class with lecturing and no students' activities, known as teacher centered activities.

Diagram 4.15. *The learning setting that students need to do the activities in the class*



In diagram 4.15. is an illustration of the number of management students in determining their own learning setting to do activities in the class. Out of 37 management students, it can be seen that 23 (62%) students prefer to do activities in the class by learning in groups, while 5 (14%) other students claim that learning in pairs is their preferred learning setting to do activities in the class. Then the remaining 9 (24%) management students prefer learning individually as a learning setting to do their activities in the class.

Diagram 4.16. *The students' preference for the lecturer's role*

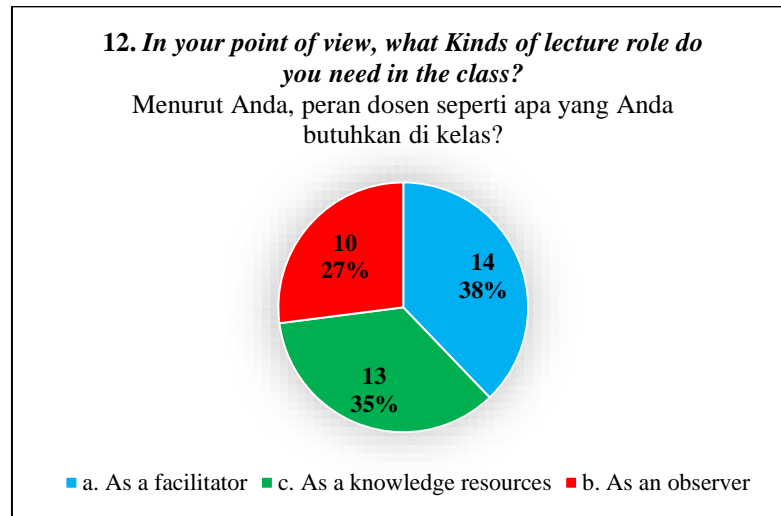
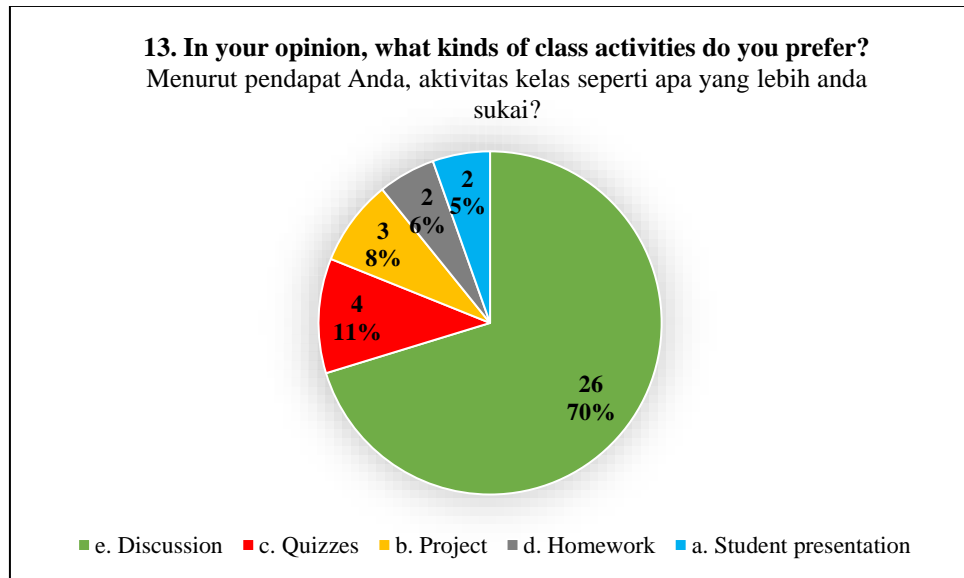


Diagram 4.16. above is the preference of management students towards the role of lecturers when teaching in class. In this case, there are three options that students choose as their preference for the role of lecturers in class. It can be seen from 37 management students, there are 14 (38%) management students prefer lecturers who act as a facilitator when teaching in class. It means, management students prefer lecturers who allow students to find their own path of success by providing learning facilities without having to dominate the learning process in the classroom. Then, 10 (27%) of 37 management students have another opinion, that they prefer lecturers as an observer when teaching in class. Lecturers identify problems experienced by students while learning in class, then overcome them by using certain approaches or methods to improve the quality of learning and finally make it as a research work. While the remaining 13 (35%) management students claimed that lecturers must act as an informant when teaching in class. In other words, lecturers should provide information on

the development of knowledge and technology other than teaching materials for courses that have been programmed.

Diagram 4.17. *The students' preference for class activities*



Depicted in diagram 4.17. above about the opinions of management students in determining class activities that they prefer. The diagram shows that out of 37 management students, 2 (6%) students prefer activities such as student presentation compared to other activities, then as many as 2 (5%) other students also stated that homework is their preferred activity in ESP class. While identified as many as 3 (8%) management students prefer doing projects as a class activity, and 4 (11%) other students prefer doing quizzes as an English learning activity in class. The rest, as many as 26 (70%) students agreed that they prefer to have discussions with other friends as an English learning activity in ESP class.

Diagram 4.18. *The significant topic material that can improve students' English skills*

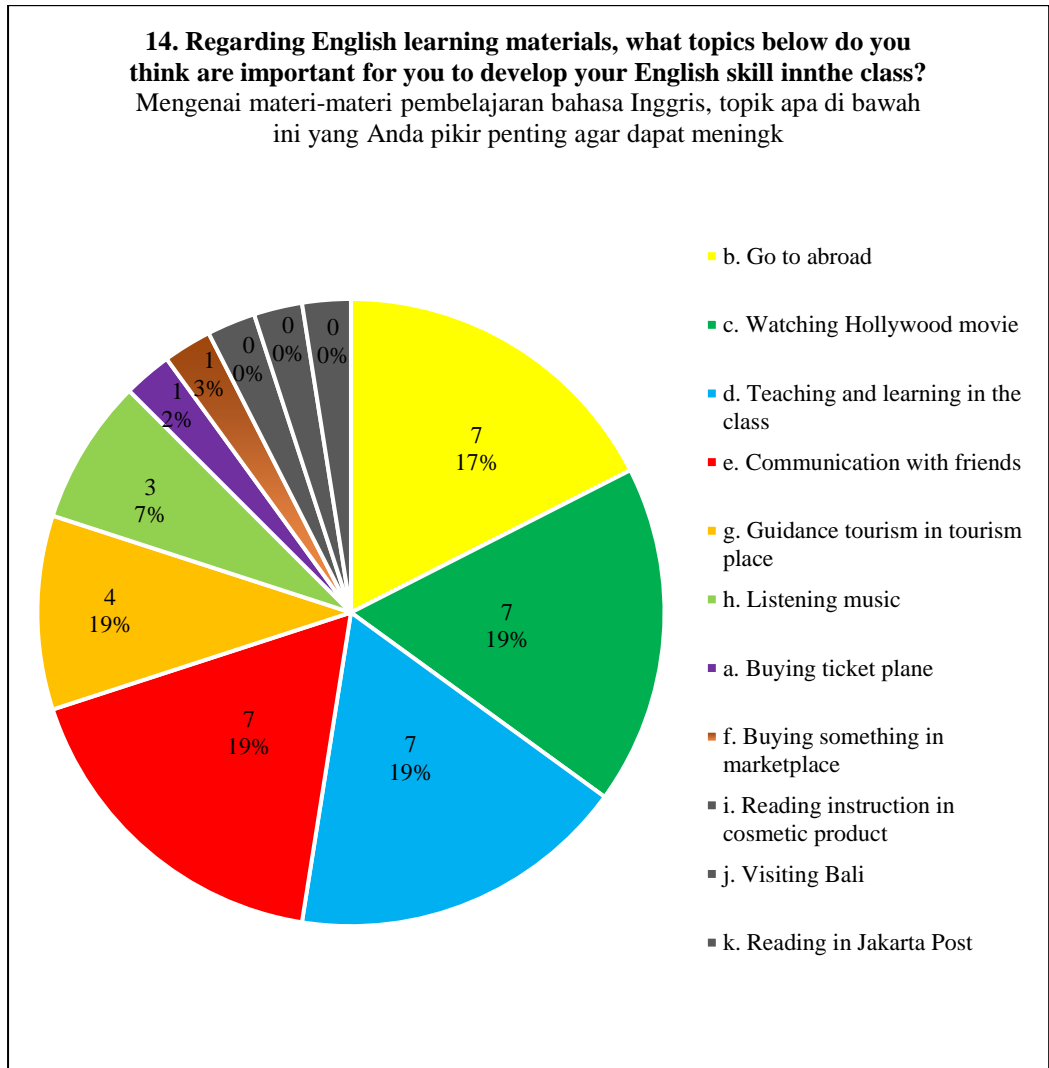
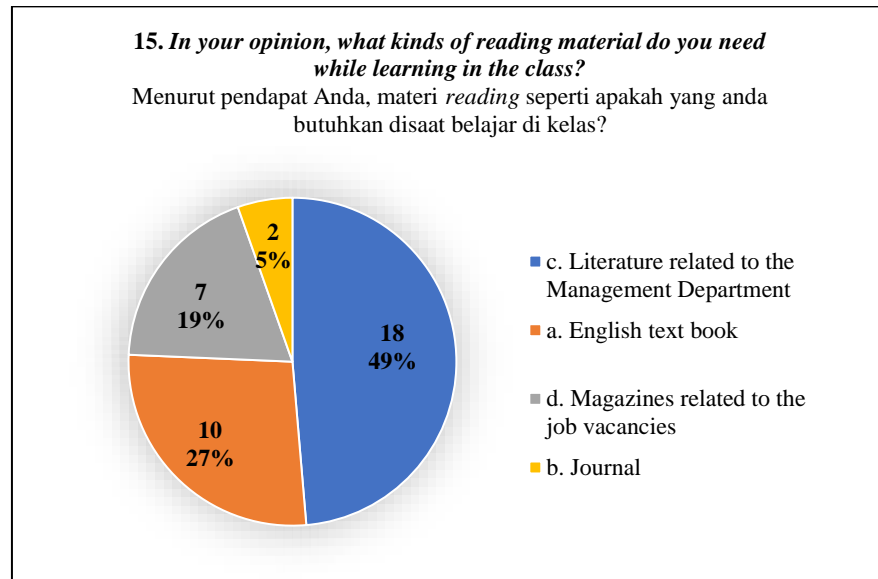


Diagram 4.18. shows the distribution of 11 material topics that are considered important for students to develop their English skills while learning in the class. In addition, the 11 topics were adopted from the results of previous researchers' research conducted by Kasyulita, et al. (2022) entitled "Need Analysis of Management Students towards the English Learning Material". In this current research, it was identified that out of 37 management students, 4 (11%) students chose the material of guidance tourism in tourism places as material that they felt could help them to

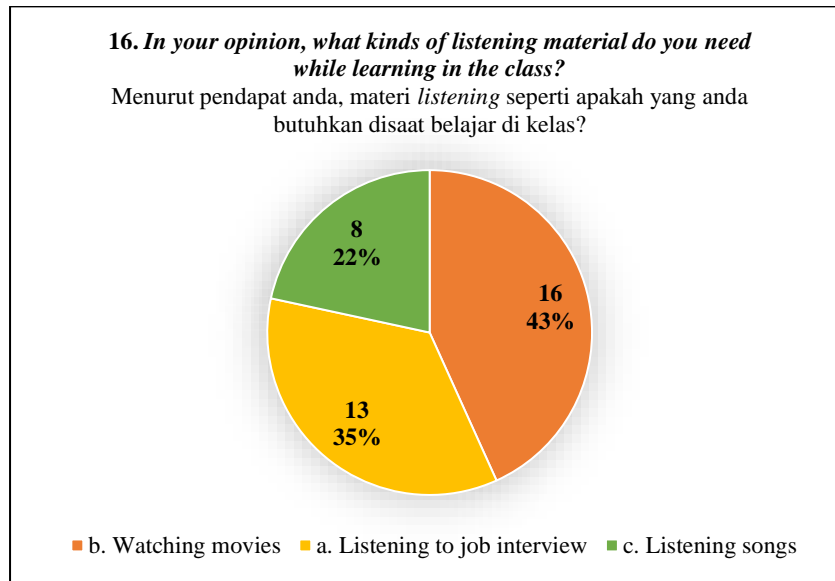
improve their English skills in the class, and 3 (8%) students stated that listening music was material that could help them to improve their English skills. Then, there are 1 (2%) student claiming that the material about buying plane tickets is felt to be able to improve their English skills in class, and 1 (3%) other student have the opinion that the material about buying something in Indomaret is a topic that can improve their English skills in class. On the other hand, from the 11 distribution of material topics, there are 7 (19%) students stated that the material topic related to going to abroad is an important topic to be able to improve their English skills in class, 7 (19%) other students chose the topic of watching Hollywood movies as an important material to develop their English skills, also 7 (19%) other students indicated that the material topic about teaching and learning in the class is an important material, and the remaining 7 (19%) stated that the topic of communication with friends is a material topic that is considered important to improve their English skills while learning in the ESP class. Finally, in this case, none (0%) of the students claimed three material topics either reading instruction in the cosmetic product, visiting Bali, or reading in Jakarta Post as material topics that are considered important to improve their English skills in the class.

Diagram 4.19. *The need for sources of reading skill material*



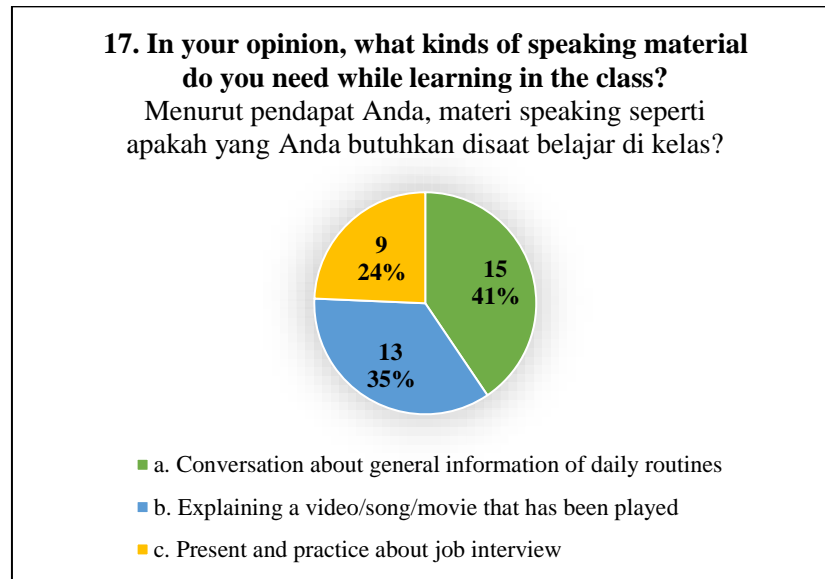
In diagram 4.19. above, researcher tried to find out the source of reading material needed by students while studying in class. The diagram shows that 10 (27%) out of 37 students stated that they needed reading materials from English text books, 2 (5%) students needed reading materials from journals, and 7 (19%) other students stated that they needed reading materials from magazines related to the job vacancies. While the rest, 18 (49%) students voted literature related to the Management Department as the material needed to improve their reading skills in the class.

Diagram 4.20. *The need for listening skill material*



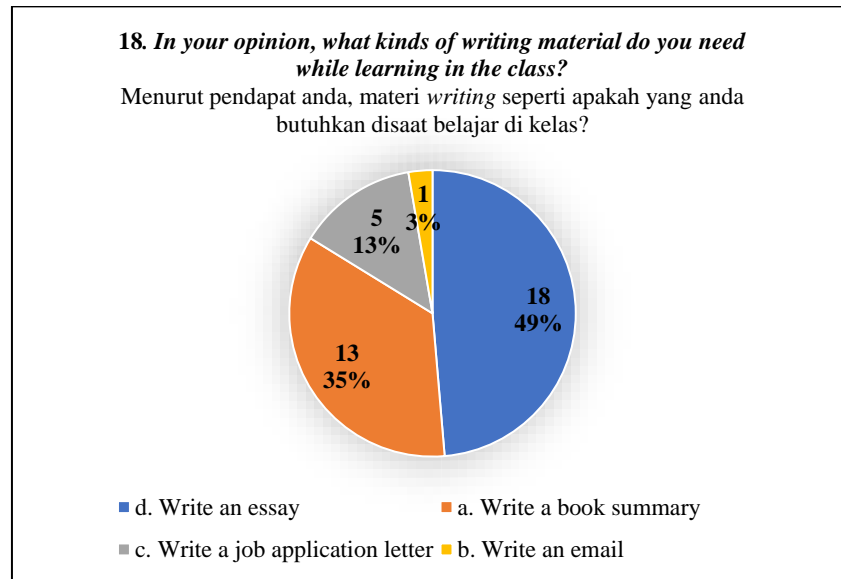
The diagram above is the distribution of materials needed by management students when learning listening skills in the ESP class. With a total of 37 management students, 13 (35%) students chose listening to job interview material as suitable material for practicing their listening skills in ESP class, then 16 (43%) students claimed that watching movies was the material they needed to sharpen their listening skills, while 8 (22%) other students chose listening songs as the material they needed when learning listening skills in the ESP class.

Diagram 4.21. *The need for speaking skill material*



Regarding management students' needs for speaking skill materials in ESP classes, the diagram above clearly illustrates the speaking skill materials they need. Out of 37 management students, 15 (41%) students have the view that conversation about general information of daily routine is the speaking skill material they need in class. While 13 (35%) other students think that they need speaking skill materials by explaining a video/song/movie that has been played in the ESP class. The rest, as many as 9 (24%) stated that presenting and practicing about job interview is the material they need when learning speaking skills in class.

Diagram 4.22. *The need for writing skill material*



This last diagram explains about the writing skill materials needed by management students when learning in class. As many as 37 management students, 13 (35%) of them chose write a book summary as the material needed to learn writing skills in class. Then there is 1 (3%) among 37 other students need material such as writing an email when learning writing skills in class. In addition, as many as 5 (13%) management students also claimed that write a job application letter is the writing skill material they need in class, and the remaining 18 (49%) management students agreed to choose write an essay as the material needed during the writing skill learning process in the ESP class.

4.1.4. The Most Dominant Need of Management Students

The most dominant need of management students is analyzed from the largest percentage of each of their needs in learning English. The paragraphs below will show in detail the most dominant need of management students based on the three needs analysis either Present

Situation Analysis (PSA), Target Need Analysis (TNA), or Learning Need Analysis (LNA) through a summary table related to the largest percentage of the three needs and corroborated by the results of the interview process.

a. The Most Dominant Need Based on Present Situation Analysis

In analyzing the most dominant need of management students based on Present Situation Analysis, the researcher concluded into eight findings from the largest percentage related to the importance of English, the English proficiency level, the role of English for future career, the English topic materials should correlate to the management, the use of English, students' situation in using English, students' main goal in learning English, and the influence of English skills on academic performance. In simple terms, the findings can be seen in the following table.

Table 4.1. *The Summary of the Most Dominant Need of Management Students Based on Present Situation Analysis*

No.	Findings	The Most Responses	Number of respondents	The Largest Percentage
1.	The importance of English	Strongly Agree	28 Students	75.7%
		B2/ Upper	10 students	27%
2.	The English proficiency level	Intermediate &	&	&
		B1/Intermediate	9 Students	24%
3.	The role of English for future career	Strongly Agree	24 of 37 students	64.9%
4.	English topic materials should	Agree	14 Students	37.8%
		&	&	&

	correlate to the management	Strongly Agree	11 Students	29.7%
5.	The use of English	Read some course resources	27 of 37 Students	73%
6.	Students' situation in using English	While learning in the English class	34 of 37 Students	92%
7.	Students' main goal in learning English	For the combination between the three & For future career	16 Students & 12 Students	43% & 32%
8.	The influence of English skills on academic performance.	Agree & Strongly Agree	14 students & 12 Students	37.8% & 32.4%

Based on the table above, it can be identified that the views of management students about the importance of English, most of them as many as 28 (75.7%) management students answered strongly agree that English is very important for them. it is also true that they are aware of the importance of English for their lives.

As for their English proficiency level, most of them are at the B2/upper intermediate and B1/intermediate levels. In this case, the B2/upper intermediate level is more dominant than the B1/intermediate level. It can be seen from the largest number of percentages in the table above. It was identified that as many as 10 (27%) management students claimed to be at the B2/upper-middle level while students who were at the B1/Middle level were 9 (24%) out of 37 management students. It can be concluded that most

of the management students' English proficiency levels are at the B2/upper intermediate and B1/intermediate levels.

Furthermore, regarding their responses to the statement that English can help their future career, most of them answered strongly agree. In other words, as many as 24 (64.9%) of 37 management students recognized that English is very helpful for their future career.

In addition, when researcher analyzed their responses related to a statement that the topic of English material should correlate to the management, most of them answered agree and strongly agree. It means, as many as 14 (37.8%) management students agree that the topic of English material should have a correlation with the field of management and as many as 11 (29.7%) management students also strongly agree if the topic of English material is adjusted to the field of management. In short, most management students agree if the topic of English material taught in class is adjusted to the field they are currently studying, namely management.

Then, when they were asked about a question for what purpose they use English today, most of them 27 (73%) students answered to read some course resources. This is also related to the next question related to what situations they use English, then most of them (34/92% of students) stated that they use English while learning in the class.

Moreover, when management students were asked about their main goal in learning English, most of them, 16 (43%) answered for the combination between the three, either for educational purposes, going abroad, or for their future career. However, not a few of them, as many as

12 (32%) students stated that their main goal in learning English is for their future career. It can be concluded that, their main goal in learning English is for future career but the preferred one is for the combination between the three, namely for educational purposes, going abroad, and for future career.

Finally, as for their responses related to the statement that English can support the academic performance, most of them answered agree and strongly agree. In this case, the percentage who answered agree was greater than those who answered strongly agree. It is identified in the table that as many as 14 (37.8%) management students answered agree and as many as 12 (32.4%) students also answered strongly agree that English can support their academic performance. Thus, it can be concluded that for management students, English can support their academic performance.

b. The Most Dominant Need Based on Target Need Analysis

In analyzing the most dominant need of management students based on Target Need Analysis, the following table will clearly summarize each target need that is the dominant need for management students. The table below will present five information related to the most dominant needs in three aspects of needs, namely students' lacks, students' necessities, and students' wants.

Table 4.2. *The Summary of the Most Dominant Need of Management Students Based on Target Need Analysis*

No.	Findings	The Most Responses	Number of respondents	The Largest Percentage
1.	<u>Students' Lacks</u>			

	a. The students' weaknesses in macro skill	a. Listening skill & all four skills	a. 14 students & 11 Students	a. 37% & 30%
	b. The students' weaknesses in micro skill	b. Both of grammar mastery and Vocabularies Enrichment & Grammar Mastery	b. 20 students & 16 Students	b. 54% & 43%
<u>Students' Necessities</u>				
2	a. Macro skill that students prioritized in learning English.	a. speaking skill	a. 32 students	a. 87%
	b. Micro skill that students prioritized in learning English	b. Grammar Mastery	b. 20 students	b. 54%
<u>Students' Wants</u>				
3.	a. English language skill that needs to be further developed	a. Speaking skill	a. 27 students	a. 73%

The table above shows the dominance of management students in three things. Namely the most dominant deficiencies in learning English at the management department (students' lacks), the most dominant needs they prioritize (students' necessities), and the most dominant needs to be honed and developed further (students' wants). First, the researcher analyzed the students' most dominant weaknesses regarding macro skills. The table above shows that most of them, namely 14 (37%) management students felt

lacking in listening skills and 11 (30%) management students also admitted to having deficiencies in mastering the four macro skills, such as speaking, listening, reading and writing. In other words, the majority of management students admit that listening skills are their most dominant weakness, but quite a few of them also admit that they feel they have not mastered all four skills.

As for the analysis of the weaknesses of management students in micro skills, it can be seen the table above that most of them, namely 20 (54%) management students admit that they still feel lacking in both of grammar mastery and vocabularies enrichment. Not a few of them as many as 16 (43%) stated that they still felt weak in mastering grammar. It means, the micro skill that becomes the most dominant weakness for the majority of management students is both grammar mastery and vocabularies enrichment, but there are also not a few of them who emphasize that grammar mastery is one of the micro skills that they have not been able to master perfectly.

In contrast to the analysis of management students' needs for the macro and micro skills they prioritize the most, the table above shows that most of them, 32 (87%) management students claimed to prioritize speaking skills as a macro skill in learning English in the management department. While for micro skills, most of them 20 (54%) management students prioritize grammar mastery in learning English in the management department.

Lastly, regarding the skills that management students want to hone and develop further, the table above clearly outlines the most dominant skills that management students chose to hone and develop. It is identified that most of them, 27 (73%) management students chose speaking as the skill that they would most like to hone and develop further in learning English in the management department.

c. The Most Dominant Need Based on Learning Need Analysis

Similar to the previous paragraph, to illustrate the most dominant needs of management students towards Learning Need, the researcher uses the following table to describe it clearly. The following table will include 9 information related to the most dominant needs of students in learning English in ESP classes. The information includes the students' preference to do learning activities in the class, the learning setting that students need to do the activities in the class, the students' preference for the lecturer's role, the students' preference for class activities, the significant topic material that can improve students' English skills, the need for sources of reading skill material, the need for listening skill material, the need for speaking skill material, and the need for writing skill material.

Table 4.3. *The Summary of the Most Dominant Need of Management Students Based on Learning Need Analysis*

No.	Findings	The Most Responses	Number of respondents	The Largest Percentage
1.	The students' preference to do learning	A class with a lot of learning activities (Students Centered)	26 students	70%

	activities in the class			
2.	The learning setting that students need to do the activities in the class	Learning in group	23 students	63%
3.	The students' preference for the lecturer's role	As a facilitator & as informant	14 students & 13 students	38% & 35%
4.	The students' preference for class activities	Discussion	26 students	70%
5.	The significant topic material that can improve students' English skills	Go to abroad, watching Hollywood movie, teaching and learning in the class, communication with friends	7 students, 7 students, 7 students, 7 students	19% 19% 19% 19%
6.	The need for sources of reading skill material	Literature related to the management department	18 students	49%
7.	The need for listening skill material	Watching movies & listening to job interview	16 students & 13 students	43% & 35%
8.	The need for speaking skill material	Conversation about general information of daily routines & explaining a	15 students & 13 students	41% & 35%

		video/song/movie that has been played	
9.	The need for writing skill material	Write an essay & write a book summary	18 students & 13 students 49% & 35%

Based on the table above, it is identified related to student preferences for learning activities in class. the majority of management students as many as 26 (70%) prefer classes with many learning activities (Students Centered activities), while for the learning settings needed by students to carry out activities in class, the majority of management students as many as 23 (63%) choose group learning as the most dominant learning setting needed when doing learning activities in ESP classes. In addition, for the most dominant needs of management students towards classroom activities, most of them, namely 26 (70%) students prefer discussions as an activity that is comfortable to use in ESP classes.

Furthermore, related to the findings on the students' preference for the lecturer's role, the table illustrates that most management students, namely 14 (38%) really hope that lecturers who teach in class can act as facilitators. it is a condition where lecturers allowing students to find their own path of success by providing learning facilities without having to dominate the learning process in the classroom. While also not a few of the management students, namely 13 (35%) stated that they liked lecturers who acted as an informant in the class. It means, lecturers provide information on the development of knowledge and technology other than teaching materials for courses that have been programmed. In other words, the most

dominant need of management students towards the role of lecturers in the classroom is that lecturers are asked to be facilitators and sometimes must also be able to be informants.

In this fifth finding, the researcher found some of the most dominant material topics they need in learning English in class. In this case, there are four topics that are most dominant because they have the same number of respondents and the same high percentage in the table above. The four topics are Go to abroad, watching Hollywood movie, teaching and learning in the class, and communication with friends. All four have the highest number of respondents, namely 7 students and the largest percentage of 19%. In other words, the majority of management students need materials dealing with around these four topics, namely Go to abroad, watching Hollywood movies, teaching and learning in the class, and communication with friends.

In the last paragraph, researcher found the most dominant material needs of management students in learning the four English skills in class, either reading skills, listening skills, speaking skills, or writing skills. For the needs of material sources in reading skills, the majority of management students (18 students / 49%) need material sources that come from literature related to the management department. Then for listening skills, the majority of students choose watching movies and listening to job interviews as material that can be taught in listening classes. In this case, watching movies is a more dominant choice, namely 16 students (43%) than listening to job interviews, namely 13 students (35%). As for the expected material on speaking skills, the majority of students choose conversation about general

information of daily routines (15 students / 41%) and explaining a video/song/movie that has been played (13 students / 35%). Finally, for the most dominant material needs in writing skills, as identified in the table, the majority of management students chose writing an essay (18 students / 49%) and writing a book summary (13 students / 35%).

4.1.5. Result of Interview with Management Students.

The interview result of this study is used to support and strengthen the questionnaire data results presented by the researcher in the previous paragraph, as well as to make the data obtained more valid. The interview questions in this study were related to each important point in the previous questionnaire, such as Present Situation Analysis, Target Need Analysis, and Learning Need Analysis. In this interview format, the researcher provided seven questions to five students agreed to be interview respondents so that the information related to Present Situation Analysis, Target Need Analysis, and Learning Need Analysis could be further explored. In addition, to preserve the privacy of the data source, the researcher initiated to give an acronym code to each name of the five students who were willing to be interview respondents. In short, the results of the interview are as follows.

The first interview question related to the Present Situation Analysis of the management students. Specifically, it was a question asking about the management students' views on the importance of learning English for them. The question was, *“What is your opinion about the importance of learning English for Management department?”*

H: *"In my point of view, the importance of English for management majors, especially for me personally, is to be used as an international communication tool. Since my target after graduating from the management program is to work in an international environment, English is very important for me to master, especially when communicating with clients during the negotiation process."*

N: *"As far as I am concerned, English is very important because it supports me professionally in the world of work, especially in the field of management".*

S: *"I think, if we later aspire to be involved in globalization practitioners, then we cannot deny that we will really need English to make it easier for us to do the job. Likewise, if we want to engage in academic practitioners, many of the studies that we can make reference sources are also in English. It is also possible that even now, many academic researchers in Indonesia are also written in English."*

T: *"According to me, English is very important, especially in management majors, because there are two things. Namely to support my future career in the international world, as well as a communication tool that will definitely be used in supporting my career in the international world later".*

D: *"In my opinion, English is indeed very important, especially nowadays English is sought after and used by everyone, whether a little or a lot. Moreover, the theories published by people who are experts in the field of management are also mostly in English. So, it is very regrettable if*

we cannot learn and master English well, especially for students majoring in management ".

Based on the results of the interview transcript in the first interview question above, the majority of management students all agree and are aware of the importance of learning English for management majors. Most of them also admit that English is very important for them both because today is entering the age of globalization or the digital era which incidentally all information or sophisticated technology is in English or because English is very useful for their future and career in the world of work, especially as an international communication language. As emphasized by S and D, apart from the two things above and regardless before plunging into the world of work, currently they really need English in the academic world, because considering the theories, reference sources, or research in the field of management are also not a few that use English as an information or additional knowledge even in Indonesia. Moreover, English can also help management students to more easily pave the way to a glorious future career, especially in the international world.

For the second question, the researcher asked for their views on the relevance of the English lesson plan to the field of management. As a result, the researcher formulated the following interview questions.

“Do you think that English syllabus, materials, learning activities should be relevant to the field of management? Why?”

H: *“Yes, of course! The syllabus and all forms of activities in learning English are required to be relevant and related to the field of*

management, for the reason that it will be able to support us later when in the world of work. And I also emphasized that my goal in studying management is to become an international trader. Thus, I really need materials, or English learning activities that have to do with management or marketing."

N: *"Absolutely yes! Both must exist, both general English materials for daily communication, and English materials related to the field of management. I think I really need both because we cannot be separated from our daily social world, moreover we also really need English materials that lead to the field of management. I think that it will be very different between the language used for daily communication and the language of communication when in the world of work, especially in the world of management."*

S: *"Yes! The material taught should be related to management, on the other hand I also need material related to daily life. In this case, it is vocabularies that I emphasize. Because it is very different between the vocabularies used in management and the vocabularies used in everyday life. If the material or vocabularies are not connected to the economy or only globally, then we may later misinterpret every simile or vocabulary in the field of management, so both are very necessary to be taught".*

T: *"It really has to be related to management! Because we are students who study in the management department, the English materials taught should also be related so that they have benefits that can be used in the*

realm of management. It's different when we study in other majors that may have different needs in learning English, such as in architecture, the material must also lead to the field of architecture."

D: *"I think both are equally important, general English material is important, on the other hand we also need English material related to management to be used in the world of work later, such as correspondence, job interviews, etc".*

From the results of the interview above, the researcher concluded that most management students all agree if the materials, syllabus, learning activities and so on are related to the field of management. On the other hand, they also need general English materials such as daily conversation and general English vocabulary so that they can also use it outside their work world to interact with other people. As stated by N and S that vocabularies and ways of communicating using English will be different when used in the world of work and when communicating daily with the general public.

This third interview question relates to some of their reasons for their weak language skills. Management students will clearly outline their reasons regarding the following questions.

"After you filled out the questionnaire about your weakness in one of the language skills such as speaking, listening, reading and writing, why do you feel it is the language skill that is your weakness?"

H: *"I actually feel that I am lacking in mastering all English skills. Firstly, because I realize that I am not English so I still find it difficult to master all four skills. However, when I was asked, the most dominant*

weaknesses were probably in writing and speaking. I feel that writing, especially grammar, is the most difficult material. Even when learning in class, I still cannot clearly understand the explanation of the lecturer who teaches in class. As for speaking, maybe I feel weak in this skill because when I want to communicate using English, what I want to say is already in my mind but it is still difficult to pronounce it. It can be said that there is still a lot of space when speaking English".

N: *"For me personally, I feel that I still can't master these four skills. Because when we learn a language, the four skills are interconnected with one another. As for skills that might really be my weakness, in this case there are two. Namely speaking and listening. I feel weak in speaking because I feel that I don't master vocabularies and grammar, so when I want to speak, I still think for a long time and when I'm talking it's also irregular both grammar and vocabulary that I say. As for listening, I think during the listening learning process in class, I didn't really catch what the native speaker was talking about. Maybe because it's too fast and sometimes there are words that are connected so it makes it difficult for me to capture the meaning conveyed".*

S: *"I feel weak in listening skills not speaking skills, because for speaking skills I feel I can master and speak English according to the standard of the average Indonesian, the point is to be able to communicate well. However, if listening skills as far as I study in this ESP class, listening is a skill that is very weak for me because I often cannot catch what native*

speakers are talking about. On the other hand, I feel that their accent is different from ours and their way of speaking is also so fast".

T: *"In this case I feel weak in speaking because of two factors. First, what I want to talk about is already in my mind but I find it very difficult to convey it, for fear of mispronouncing it. Secondly, I often feel shy and nervous when asked by the lecturer to practice speaking in front of the class. That is also why I feel weak in speaking".*

D: *"To be honest, I feel weak in all of these skills because I think mastering all four skills is not an easy thing considering we are also not native English speakers. But if asked the weakness for now is speaking and listening. For speaking I feel that I still stammer when I want to speak English and also sometimes still think for a long time about the vocabulary that I want to convey. On the other hand, I also still haven't really mastered grammar so I'm also afraid of being wrong to speak English. As for listening, I think it is very different when native speakers speak with Indonesians who speak English. The native speakers are very fast and difficult to digest when speaking, while Indonesians because they have the same accent as us and are also rather slow when speaking, I understand them more easily."*

After looking at the results of the interview on the third question. The researcher found more in-depth information that indeed the majority of them felt weak in the four English skills. The reason is that mastering the four skills at the same time is not an easy thing for non-native speakers because the four skills are interconnected with one another. On the other hand, the

majority of them also stated that listening and speaking are skills that are considered very difficult so that these two skills become their weakness. As admitted by the five respondents, either H, N, S, T, or D that when they want to speak English, what they want to talk about is actually already in their minds but it is very difficult to convey because they feel weak in vocab or grammar so they are afraid of being wrong when they want to speak. As for listening, they also stated that the accent of native speakers is different from Indonesians and when speaking English is very fast, and there are some words that are combined so that it makes it difficult for them to capture the meaning conveyed by native speakers.

The fourth question relates to the expectations of each management student to the lecturer who teaches in class after the lecturer knows their weaknesses. The question was as follow.

“What are your expectations of the lecturer who teaches your class, once he/she finds out about your language deficiencies?”

H: *"I think the lecturers who teach in class are good at delivering the materials for each English skill. It's just that what needs to be addressed is the way I study, maybe I should be more active in studying and trying to be able to digest what the lecturer says".*

N: *"I don't have many expectations of the lecturer, so far it is myself who needs to be addressed in the way of learning. Either from the way I take notes on the material delivered by the lecturer or from the way I review the lessons delivered by the lecturer when I get home".*

S: *"For my own hopes to the lecturers who teach in class, maybe the material presented later can also be inserted about the field of management, especially in the four English skills. However, I also have to improve myself in learning English because after all I am sure the lecturers understand and have tried to make us understand, it's just that the way we learn is wrong. Like rarely praying for him, rarely respecting him, etc."*

T: *"My hope is that the lecturers might pay more attention to the learning system, especially paying attention to which skills are the majority of students' weaknesses. I think, the skills that are the weaknesses of students need to be focused on in teaching so that they will improve day by day"*.

D: *"I hope the lecturer can help me to at least improve the skills that are my weaknesses. The rest is that I myself must also try to change for the better, especially focusing on improving the skills that are my weaknesses"*.

In the transcript of the interview results above, related to students' expectations of lecturers in class after knowing the weaknesses of each student, the majority of students almost do not have much hope for lecturers, but they have high hopes for themselves. they realize that the problem or weakness is not because of a bad learning system but the weakness comes from themselves. As stated by N and S that the lack of reviewing the material delivered by the lecturer when they arrived home, the lack of respect for the lecturer, and the lack of praying for the lecturer is also one of the factors that

become a weakness in themselves when they want to master the four English skills.

The next interview question is still related to the Target Need Analysis, specifically students' necessities with a question that asks why students choose skills that really need to be prioritized while learning in class. The question was, *“After you have filled in the questionnaire about the need for the language skill you most prioritized, why did you choose it as the skill you most prioritized in learning English in the Management Department?”*

H: *“I think speaking and listening are what I prioritize the most. Given the importance of a language that essentially functions as a means of communication, I prioritize speaking as a skill that I need to learn English in management. Besides, speaking will also be weak if it is not accompanied by listening skills, because both are one unit. The logic is, when we communicate, we not only convey opinions or ideas, but also listen and must be able to capture other people's ideas. Therefore, I prioritize listening in learning English in management.”*

N: *“Speaking is the skill that I prioritize the most in learning English in management. Because I think that this skill is what I need the most not only when studying English in management, but later when I enter the world of work”.*

S: *“In this case, I prioritize listening over speaking. The reason is because I already have the fundamentals for speaking skills, while I feel weak in listening, so I should prioritize listening. Besides that, when watching*

international news information, especially about the economy, listening skills really need to be prioritized".

T: *"I prioritize speaking. Because speaking is our initial capital in communicating so this skill also supports everything we will talk about".*

D: *"I prioritize speaking as a skill that is needed in learning English in the management department. Given that later in my major I want to choose marketing, I think speaking is the main capital to support my career in the marketing world itself. Besides that, I also need writing skills to create marketing advertisements later".*

In the results of the interviews above, it is clear that the majority of management students all agree to prioritize speaking skills as the most dominant need in learning English in the management department. Some of the reasons given by the five respondents include first, speaking is the main capital in communication, second, speaking is not only used in class but later in the world of work, third, speaking as a supporting skill for the success of management students in the world of work later.

For the sixth interview question, it's about students' wants. It was about the question of what English skills they would like to hone further.

The specific question is as follows.

"Once you have decided on the language skill you most need to hone and develop further, what are your reasons for choosing the skill?"

H: *"I still want to hone and develop my speaking skills. Because in reality, especially in language learning, we are said to be good at a foreign language if we can speak well in that language".*

N: *"As you know, I prioritize speaking skills as a skill that I need to learn English, and this time, when asked what skills I then want to hone and develop, I also firmly answered, it is still speaking skills that I want to hone and develop. Because I really realize the importance of speaking skills both for daily life and in the world of work".*

S: *"I want to hone and develop two skills, namely speaking and listening. Because I will definitely need both of them later when I enter the workforce. Given that my goal later when I enter the workforce, I want to become a practitioner who needs a lot of benefits from learning speaking and listening skills, not to become an academic who needs reading and writing skills".*

T: *"I still want to hone and develop my speaking skills. The reason is that I think these skills are very important, especially for communication".*

D: *"I still want to hone my speaking and writing skills, because as I said before, that both are really very important skills in learning English, especially very useful later in the world of work or in everyday life".*

The results of the interview clearly explain that the majority of management students prioritize and want to keep honing and developing their speaking skills. The reason for the majority of respondents stated that speaking is really considered important for them, especially management majors, to be used in everyday life and later in the world of work.

In this last interview question, the researcher tried to dig deeper into their views on the learning system that makes them comfortable in class. This theme is a derivative of the Learning Need Analysis aspect. The question is in the form of, *“What do you think about the learning system so that you can feel comfortable when learning English in class?”*

H: *“In my point of view, Discussion is the learning system that makes me most comfortable when learning English in class. With this discussion, we can share and exchange ideas or knowledge such as vocabularies, etc.”.*

N: *“According to me, I like the learning system that is interspersed with games and group work. With that I will be more focused in learning and will not feel sleepy”.*

S: *“In my opinion, even though we have studied in college, I think the most appropriate English teaching system and make us feel comfortable while learning in class is a childlike system, namely games. Because with this program, we will not feel the saturation of learning but we will feel that English is fun”.*

T: *“I think, game, discussion, and presentation. because when we are bored, we need games, but we also need time for serious things like presentations and discussions.”*

D: *“I am more comfortable working in pairs during class, because it is easier to understand the material when working with my best friend. On the other hand, the tasks given by the lecturer will be completed quickly because each other already knows each other's characters”.*

In the findings of the interview results above, researchers can conclude that management students mostly like learning systems that do not tell them to work individually, but rather to learning systems that tell them to work in large numbers, either two or more people. As stated by the five respondents above, learning systems such as games, discussions, learning in pairs, and learning in groups are learning systems that make them comfortable while learning English in class.

4.2. Discussion

After the researcher analyzed the data obtained from questionnaires and interviews with 37 management students as questionnaire respondents and 5 students volunteered to be interviewees, as a result the researcher established them as the original findings of this study. Afterward, in this discussion session, the researcher aimed to discuss the results of his original findings with the findings presented by all researchers in previous studies. Basically, the findings of this research aimed to discuss all the needs of management students in learning English based on three aspects of need analysis, namely Present Situation Analysis, Target Need Analysis, and Learning Need Analysis, as well as discovered the most dominant needs from each of the three aspects.

4.2.1. Present Situation Analysis

The findings related to management students' Present Situation Analysis in this study will have similarities and also differences with the findings of Yana (2017) entitled "Needs Analysis of English for Economic Management at Riau Kepulauan University" and the findings of Wulandari (2023) entitled "English for Business Managements Students: Need

Analysis in English for Specific Purpose (ESP)”. In detail, the paragraphs below will elaborate between the three.

The first finding in the study related to the importance of English. The majority of management students strongly agree that English is very important to them. This is supported by the responses of the five students who are willing to be interviewees. They compactly stated the reason for the importance of English for two reasons. Either because it has now entered the age of globalization or the digital era which incidentally speaks English or because English is very useful for their future career in the world of work, especially as an international communication language. This is also in line with the findings of Yana (2017) who also stated that the majority of economic management students at Riau Kepulauan University also strongly agreed on the importance of English.

Then the second is related to the analysis of the majority of management students' English proficiency level. Researchers found that the majority of UIN Malang management students' English proficiency level is at the B2/upper intermediate and B1/Intermediate levels. This finding complements the findings of previous researchers, both Yana (2017) and Wulandari (2023). In their research, the analysis of management students' English proficiency level has not been carried out.

The third is about the importance of English for management students' future career. Researchers found that the majority of UIN Malang management students answered strongly agree that English can help their future careers. This is in line with the findings of Yana (2017) which states

that the majority of economic management students at Riau Islands University also realize the importance of English to help their future career.

The fourth finding is about the need for English learning materials to have a correlation with the management field. In this finding, the majority of students agreed and strongly agreed that English learning materials should be relevant and correlated with the field of management. This is corroborated by the results of interviews in the form of responses from the majority of students that they need material related to management as a provision for them later in the world of work and also need English material related to daily life as a provision for them later when they enter the community. This is in line with the findings of Yana (2017) that 90% of students are urgent and aware about the content that should be taught must focus on their field.

The next finding relates to the use of English and the situation in which they use English. In this finding, the majority of UIN Malang management students use English to read some course resources and they use English only during teaching and learning situations in the class. This finding has a difference with the findings of Yana (2017) that economic management students at Riau Islands University use English to communicate with friends and family, not to read some course resources. As for the situation of using English, the finding of Yana (2017) is the same as the finding of the current researcher.

The last finding is about the main goal in learning English and whether there is an influence of English on the academic performance of

management students. In this study, researchers found that the majority of students claimed that the main goal of management students learning English is for a combination of three things, namely for educational purposes, going abroad, and for future career. While related to whether or not there is an influence on academic performance, most of them answered agreeing and strongly agreeing that English is very influential on their academic performance. This finding is different from the findings of Wulandari (2023) which stated that the main purpose of the majority of management students in learning English is for educational purposes. As for whether there is an influence on academic performance, this finding is in line with the findings of Yana (2017) who stated that it was very helpful in supporting their academic performance.

4.2.2. Target Need Analysis

The findings related to management students' Target Need Analysis in this study will have similarities and differences with the findings of Wulandari (2023) entitled “English for Business Managements Students: Need Analysis in English for Specific Purpose (ESP)”. In detail, the paragraphs below will elaborate between the two.

The first finding in the Target Need Analysis relates to management students' lacks of micro and macro skills. In this finding, the researcher analyzes that the majority of management students feel lacking in listening as a macro skill, and feel lacking in mastery of grammar and vocabulary enrichment in their micro skills. This is corroborated by their opinion during the interview process that the majority of them feel weak in listening

because the native speaker's accent is different from Indonesian people and when they are talking or having a conversation, the native speaker is dominant very quickly, and there are several words that are combined so that it makes it difficult for management students to capture the meaning conveyed by the native speaker. Unfortunately, this finding has never been carried out by Wulandari (2023) in her research, so this finding is a novelty in the current research, as well as complementing the findings of Wulandari (2023).

The next finding is related to students' necessities, which discusses the skills that students prioritize in learning English in the management department. It is identified in this finding, that the majority of management students prioritize speaking skills and grammar mastery which they really need in learning English in the management department. This was reaffirmed by the students during the interview process. The majority of them argue that first, speaking is the main capital in communicating, second, speaking is not only used in class but later when in the world of work, third, speaking as a supporting skill for the success of management students in the world of work later. This finding is also in line with the findings of Wulandari (2023) who stated that speaking, writing, and vocabulary mastery were deemed to be the most important skills by the majority of students. However, this finding also rejects the findings by Wulandari (2023) that grammar mastery is a skill that is considered very important only for some management students.

The last finding related to management students' wants or related analysis about the skills they want to hone and develop further. In this finding, the researcher found that the majority of students prioritize speaking as a skill they need in management majors and they also still want to hone and develop it further. This is supported by the results of the interview transcripts that the majority of management students agreed to choose speaking skills as the skills they want to hone and develop further because speaking is really considered important for them, especially for management majors so that it can be used in everyday life and later in the world of work. This finding also complements the findings of Wulandari (2023) because she did not analyzed students' wants in her research. However, this finding is in line with the findings of Yana (2017) that most students stated that speaking was the skill that needed to be developed the most.

Overall, based on the findings, especially related to the analysis of target needs, the researcher can conclude that, what is the difficulty or weakness of management students in learning English then automatically it is also their priority. UIN Malang management students feel difficult and lacking in speaking skills, so the results of their priority analysis also show that speaking is the language skill they prioritize the most and want to develop further.

4.2.3. Learning Need Analysis

The findings related to management students' Learning Need Analysis in this study will have similarities and differences both with the

findings of Yana (2017) entitled “Needs Analysis of English for Economic Management at Riau Kepulauan University”, the findings of Kasyulita, et al. (2022) entitled " Need Analysis of Management Students towards the English Learning Material", or the findings of Wulandari (2023) entitled “English for Business Managements Students: Need Analysis in English for Specific Purpose (ESP)”. In detail, the paragraphs below will elaborate on all the findings above.

The first finding will relate to three things. Namely the preference to do learning activities in the class, the preference of learning setting, and the preference of class activities. In this finding, the researcher analyzed that the majority of management students prefer a class with a lot of activities (student centered) to do learning activities in the class, the majority of them also prefer learning in groups as a learning setting in the class, and the majority of them also prefer discussions as class activities. This is corroborated by the results of interviews conducted with management students. That the learning system that makes them comfortable while learning English in class is learning that does not tell them to work individually, but tells them to work in large numbers, either two or more people. Such as games, discussions, learning in pairs, and learning in groups. This finding is in line with the findings of Yana (2017) that many activities are teaching techniques that they prefer when working in groups, as well as this finding also rejects that working in pairs is a learning style that they are interested in. Additionally, this finding is also different from

the findings of Wulandari (2023) which stated that most of management students prefer classroom activities in the form of student presentations.

The next finding discusses the needs of management students for the role of teachers when teaching in class. In this finding, most students prefer teachers who act as a facilitator and as an informant. This finding is in line with the findings of Yana (2017) that 48% of students preferred the teacher as a facilitator and 40% of students preferred the teacher to be an informant in the class.

As for the findings related to the material topics needed by students while learning in class. In this study, researchers found that of the 11 materials marketed, the majority of students need materials related to topics about going to abroad, watching Hollywood movies, teaching and learning in the class, and communication with friends. This is not in line with the findings of Kasyulita, et al. (2022) who stated that the eleven material topics are important for management students. Because after being re-analyzed by the current researcher, there are only four material topics that are considered important by the majority of management students in the classroom

The last finding relates to the source of material for each English skill needed by management students while studying in class. In the findings, the majority of students stated that they really needed reading skill material sourced from literature related to the Management Department, listening skill material by watching movies, speaking skill material by having a conversation about general information of daily routine, and writing skill material by writing an essay. This finding is different from the

findings of Wulandari (2023) related to reading material, namely the majority of students need more reading material sourced from magazines / related to the job vacancy. For listening skill material, this finding is the same as findings of Wulandari (2023), namely management students need more listening material in the form of watching movies. As for speaking and listening skill materials, this finding is the same as findings of Wulandari (2023), namely the needs of students in speaking material are by presenting business skills and for writing skill material is by writing a business letter / job application later.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presented about the conclusion of all the needs of UIN Malang management students in learning English based on three aspects of need analysis, namely Present Situation Analysis (PSA), Target Need Analysis (TNA), and

Learning Need Analysis (LNA) in accordance with the formulation of research problems outlined in chapter I. Moreover, this chapter also provides some suggestions and recommendations to the parties that have been determined in accordance with the significance of this study, namely lecturers, management students, and further researchers.

5.1. Conclusion

Based on the objectives and findings of this study, the researcher attempted to analyze all the needs of management students in learning English through Present Situation Analysis (PSA), Target Need Analysis (TNA), and Learning Need Analysis (LNA) and find the most dominant needs in learning English based on these three aspects. In simple terms, the following paragraphs will present the findings of this study.

From the results of the analysis of management students' Present Situation Analysis related to several topics. The researcher found some information in this aspect of need. Those are the majority of management students are aware and recognize the importance of learning English for them. Then, for now their English proficiency level is at the B2/upper intermediate and B1/intermediate levels. Regarding the importance of English to be able to help their future career, the majority of management students answered strongly agree regarding this matter. As for their main goal in learning English, the majority of them answered for the combination between the three, either for the educational purposes, going abroad, or for future career. In addition, the majority of them also thought that the topic of the material taught should be correlated with the management major. Lastly, the majority of them also admitted that they currently use English to read some course

resources when learning in the class, plus they also agreed that their English skills influence their academic performance.

The second is about Target Need Analysis. In this finding, the researcher concluded that the majority of students felt lacking in mastering the four language skills, but the highest weakness for them was listening and speaking skills. As for language components, they feel weak in grammar mastery. This is also a benchmark for the skills they prioritize most in learning English in the management department. The majority of management students stated that they prioritize speaking skills because it is considered the most important skill and is also useful for them both in class and later in the world of work. Similar to the language component that they prioritize, they choose grammar mastery as the skill that they prioritize the most in learning English in the management department. Finally, they also strongly emphasized that the skill they want to hone and develop further is still speaking skill. In other words, it can be concluded that, what is the difficulty or weakness of management students in learning English then automatically it is also their priority.

Finally, the researcher also found several things related to management students' Learning Need Analysis. Those are the majority of management students admit that they prefer one) a class with a lot of activities, two) learning in groups as a learning setting, three) discussion as their class activities, four) lecturers as facilitators and informants, five) the topics about going to abroad, watching Hollywood movies, teaching and learning in the class, and communication with friends are the ones they think can improve their skills when learning English in class. Lastly, the majority of them also stated that one) reading skill materials should be sourced from literature related to the Management Department, two) listening

materials can be delivered by watching movies, three) speaking materials can be related to conversations about general information of daily routine, and four) for writing materials the majority of them asked to write an essay.

5.2. Suggestion

This research has several strengths and limitations which will be the foundation for researchers to provide several recommendations and suggestions. The strength of this research is the complementarity of previous studies related to the need analysis of management students in higher education. Previous research has not fully explained the aspects of management students' needs in their findings. Therefore, this study further explores and details every aspect of the needs of management students in learning English based on the Framework of ESP, namely need analysis which is divided into three aspects, such as Present situation Analysis, Target Need Analysis, and Learning Need Analysis. In this way, readers or future researchers can capture the points in the results of this study, as well as can be used as a reference to explore more deeply the analysis of management students' needs in learning English in higher education.

Meanwhile, the limitation of this research is in the aspect of Learning Need Analysis, especially in analyzing material topics that suit the needs of management students in learning English in class. This research is only limited to surveying what material topics they really need in learning English in class but has not analyzed in detail the reasons why they choose these topics as significant topics to learn.

Based on the significance, strengths, and limitations of this study. Specifically, these findings are highly recommended for three parties, either lecturer, management students, and further researchers. For lecturers who teach

English in the management department, it is highly recommended to pay attention to every need of the majority of management students seen from the Present Situation Analysis, Target Need Analysis, or Learning Need Analysis that has been described by researchers in their findings. Then for management students, researchers suggest being able to follow the English learning process in class well, because every learning process developed by lecturers is based on analyzing the needs of management students themselves.

Moreover, for future researchers, these findings can be used as a reference to analyze the needs of management students in other broader places. As well as researchers also suggest exploring deeper the reasons for management students in choosing the material topics that really suit their needs when learning English in the management department, especially in the aspect of Learning Need Analysis. It can be done through intense interviews with management students regarding the reasons why they really need the topic as material that should be taught in class.

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<https://doi.org/10.17507/tpls.0501.07>

APPENDICES

Appendix I Research Permission Letter

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBİYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id . email : fitk@uin_malang.ac.id	
Nomor	: 2855/Un.03.1/TL.00.1/11/2023	23 November 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada		
Yth. Kepala PKPBI Universitas Islam Negeri Maulana Malik Ibrahim di Malang		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Wildan Adrikal Amin Nabil	
NIM	: 19180011	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Ganjil - 2023/2024	
Judul Skripsi	: Non-English Learners Needs in Learning English at Higher Education of Management Department	
Lama Penelitian	: November 2023 sampai dengan Januari 2024 (3bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
		Dekan, Dekan Bidang Akademi
		 Muhammad Walid, MA NIP. 19730823 200003 1 002
		
Tembusan :		
1. Yth. Ketua Program Studi TBI		
2. Arsip		

Appendix II Instrument Validation Agreement

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B-217/Un.03/FITK/PP.00.9/11/2023 22 November 2023
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Basori, M.S.Ed.
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Wildan Adrikal Amin Nabil
NIM : 19180011
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Non-English Learners Needs in Learning English at
Higher Education of Management Department
Dosen Pembimbing : Prof.Dr.H.Langgeng Budiarto, M.Pd.

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Appendix III Instrument Validation Sheet

INSTRUMENT VALIDATION SHEET

**“Non-English Learner’s Need in Learning English at Higher Education of
Management Department”**

Validator	Basori, M.S.Ed.
NIP	1986040112019031008
Expertise	English for Specific Purpose (ESP)
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	<i>22 November 2023</i>

A. Introduction

This validation was made to obtain an assessment from the validator, Mr. Basori, M.S.Ed. on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

- 1 = Very poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Excellent

2. Comments and suggestion can be entered in the column provided.

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1	The research instrument is in accordance with the research objective.					✓
2	Research instrument using communicative language.					✓
3	Research instruments are able to dig up the information needed.					✓
4	Research instrument using the correct punctuation.				✓	
5	Research instrument does not cause Misunderstanding.				✓	
6	Research instrument clear and easy to understand.					✓

D. Suggestion and Comment

E. Conclusion

Based on the validation above, it can be concluded that

1. The instrument can be used without revision
2. The instrument can be used with revision
3. The instrument can be used with many revisions
4. The instrument cannot be used

Malang, ~~21~~ November 2023

Validator,



Basori, M.S.Ed.
NIP.1986040112019031008

Appendix IV Questionnaire Guideline

QUESTIONNAIRE GUIDELINE

My name is Wildan Adrikal Amin Nabil, I am currently studying for a bachelor's degree at English Education Department, Faculty of Education and Teacher Training at UIN Maulana Malik Ibrahim Malang. I currently conducted the research to fulfill the requirement for undergraduate degree. I hereby submit a questionnaire to complete the data requirements for my research entitled "Non-English Learner's Need in Learning English at Higher Education of Management Department." The questionnaire below consists of 24 numbers and the time requirement to fill this questionnaire is approximately 13 minutes. The data obtained will be kept confidential and only used for this research. The researcher hopes your willingness to assist this research by filling out the questionnaire and being part of this research.

Keterangan: *Students' Need Analysis (analisis kebutuhan mahasiswa) adalah sebuah pendekatan dalam pembelajaran English for Specific Purpose (Bahasa Inggris untuk Kebutuhan Khusus) yang dapat membantu memberikan informasi terkait apa saja hal yang dibutuhkan oleh mahasiswa dalam belajar bahasa inggris yang disesuaikan dengan kebutuhan pada bidang keilmuan masing-masing. Hal ini mengingatkan bahwa setiap jurusan memiliki kebutuhan dan tujuan yang berbeda dalam belajar bahasa inggris seperti pada Jurusan Manajemen. Terdapat tiga hal yang akan dianalisis dalam penelitian ini. Pertama, **Present Situation Analysis**; bertujuan untuk mengidentifikasi karakteristik awal peserta didik seperti *students' proficiencies, goals, skills, dan sebagainya*. Kedua, **Target Need Analysis**; bertujuan untuk menganalisis *Necessities (kebutuhan), Lacks (kelemahan), dan wants (keinginan)* mahasiswa dalam belajar Bahasa Inggris di jurusan Manajemen. Ketiga, **Learning Need Analysis**; bertujuan untuk mengidentifikasi segala kebutuhan dan *preference* mahasiswa dalam belajar bahasa inggris di kelas ESP, seperti *gaya belajar, aktivitas, model pembelajaran dan sebagainya*. Kemudian, dari analisis tersebut dapat dijadikan tolak ukur dan acuan bagi tenaga pendidik (*dosen*) dalam menentukan metode, materi, ataupun tujuan perkuliahan sesuai dengan kebutuhan mahasiswa yang bersangkutan. Dengan demikian, semua kebutuhan mahasiswa pada proses belajar dan mengajar bahasa inggris di kelas akan terpenuhi, juga relevan dengan konteks keilmuan yang sedang mahasiswa tekuni, yakni manajemen.*

Silakan isi kuesioner menurut diri Anda sendiri dengan memberikan tanda (x) terhadap pertanyaan survei (a,b,c,...) dan checklist (√) antara Sangat

Tidak Setuju (SDA), Tidak Setuju (D), Netral (N), Setuju (A) dan Sangat Setuju (SA) sesuai dengan pernyataan yang tersedia.

Name:	ID Number:
-------	------------

The Questionnaire of Survey Questions		
Present Situation Analysis (PSA)		
<i>“Yana (2017) Needs analysis of English for Economic Management at Riau Kepulauan University”</i>		
No.	Number of Items	Multiple choice
1.	<i>In your opinion, what is your English proficiency level?</i> Menurut Anda, berapa tingkat kemahiran level Bahasa Inggris Anda?	<ul style="list-style-type: none"> a. A1/Beginner b. A2/Elementary c. B1/Intermediate d. B2/Upper Intermediate e. C1/Advanced f. C2/Proficient
2.	<i>Currently, I use English for...</i> Saat ini, saya menggunakan bahasa Inggris untuk...	<ul style="list-style-type: none"> a. Communicate to foreigners b. Communicate with friends and family c. Read some course resources
3.	<i>In which situation do you use English?</i> Dalam situasi apa Anda menggunakan bahasa Inggris?	<ul style="list-style-type: none"> a. While learning in the English class b. While socializing with other people c. While communicating with family at home
Present Situation Analysis (PSA)		
<i>“Wulandari (2023) Need Analysis of Management Students Towards the English learning Material”</i>		
4.	<i>My main goal in learning English is...</i> Tujuan utama saya dalam belajar bahasa Inggris adalah...	<ul style="list-style-type: none"> a. For the educational purposes b. Going abroad c. For future career d. For the combination between the three
Target Need Analysis (TNA)		
<i>“Wulandari (2023) Need Analysis of Management Students Towards the English learning Material”</i>		
5.	<i>“The analysis of students’ lacks”</i> <i>In my opinion, at the moment, I still can't master....</i> <i>“Analisis kekurangan siswa”</i> Menurut saya, saat ini saya masih belum bisa menguasainya ...	<ul style="list-style-type: none"> a. Speaking skill b. Listening skill c. Reading skill d. Writing skill e. All four skills
6.		a. Grammar mastery

	<p><i>In my opinion, I feel lacking in....</i> Menurut saya, saya merasa kekurangan dalam</p>	<p>b. Vocabularies enrichment c. Both of grammar mastery and vocabulary enrichment</p>
7.	<p><i>“The analysis of students’ Necessities”</i> <i>In your opinion, which language skill do you prioritize most in learning English in the management department</i> <i>“Analisis Kebutuhan Siswa”</i> Menurut Anda, kemampuan bahasa apa yang paling Anda utamakan dalam belajar bahasa Inggris di jurusan manajemen?</p>	<p>a. Speaking skill b. Listening skill c. Reading skill d. Writing skill</p>
8.	<p><i>In your opinion, which micro skill do you prioritize most in learning English in the management department?</i> Menurut Anda, micro skill manakah yang paling Anda utamakan dalam belajar bahasa Inggris di jurusan manajemen?</p>	<p>a. Grammar Mastery b. Vocabularies enrichment</p>
9.	<p><i>“The analysis of students’ wants”</i> <i>Once you have mastered the language skills that you prioritize in learning English in management, what language skills would you like to hone and develop further?</i> <i>“Analisis keinginan siswa”</i> Setelah Anda menguasai kemampuan</p>	<p>a. Speaking skill b. Listening skill c. Reading skill d. Writing skill</p>

	<p>bahasa yang Anda utamakan dalam belajar Bahasa Inggris di bidang manajemen, kemampuan bahasa apa yang ingin Anda asah dan kembangkan lebih lanjut?</p>	
<p>Learning Need Analysis (LNA) <i>“Yana (2017) Needs analysis of English for Economic Management at Riau Kepulauan University”</i></p>		
10.	<p><i>In your opinion, how do you prefer to do learning activities in the class?</i></p> <p>Menurut pendapat anda, bagaimana cara yang anda sukai untuk melakukan kegiatan belajar di kelas?</p>	<p>a. I prefer a class with a lot of learning activities (students centered activities). b. I prefer a class with lecturing and no students’ activities (teacher centered activities)</p>
11.	<p><i>In your opinion, what kinds of learning setting do you need to do your activities in the class?</i></p> <p>Menurut Anda, lingkungan belajar seperti apa yang Anda perlukan untuk melakukan aktivitas di kelas?</p>	<p>a. Learning in a group b. Learning in pairs. c. Learning individually</p>
12.	<p><i>In your point of view, what kinds of lecture role do you prefer in the class?</i></p> <p>Menurut Anda, peran dosen seperti apa yang Anda sukai di kelas?</p>	<p>a. As a facilitator (allowing students to find their own path of success by providing learning facilities without having to dominate the learning process in the classroom). b. As an observer (Lecturers identify problems experienced by students while learning in class, then overcome them by using certain approaches or methods to improve the quality of learning and finally make it as a research work) c. As an informant (provide information on the development of knowledge and technology other than teaching materials for courses that have been programmed).</p>
<p>Learning Need Analysis (LNA) <i>“Wulandari (2023) Need Analysis of Management Students Towards the English learning Material”</i></p>		

13.	<p><i>In your opinion, what kinds of class activities do you prefer?</i></p> <p>Menurut pendapat anda, aktivitas kelas seperti apa yang lebih anda sukai?</p>	<ul style="list-style-type: none"> a. Student presentation b. Project c. Quizzes d. Homework e. Discussion
<p>Learning Need Analysis (LNA) <i>“Kasyulita et al. (2022) Need Analysis of Management Students Towards the English Learning Material”</i></p>		
14.	<p><i>Regarding English learning materials, what is the most significant topic below that can improve your English skills in class?</i></p> <p>Mengenai materi pembelajaran bahasa Inggris, topik apa di bawah ini yang paling signifikan yang dapat meningkatkan kemampuan bahasa Inggris Anda di kelas?</p>	<ul style="list-style-type: none"> a. Buying ticket plane b. Go to abroad c. Watching Hollywood movie d. Teaching and learning in the class e. Communication with friends f. Buying something in marketplace g. Guidance tourism in tourism place h. Listening music i. Reading instruction in cosmetic product j. Visiting Bali k. Reading in Jakarta post
<p>Learning Need Analysis (LNA) <i>“Wulandari (2023) Need Analysis of Management Students Towards the English learning Material”</i></p>		
15.	<p><i>In your opinion, what kinds of reading material do you need while learning in the class?</i></p> <p>Menurut pendapat anda, materi reading seperti apakah yang anda butuhkan disaat belajar di kelas?</p>	<ul style="list-style-type: none"> a. English text book b. Journal c. Literature related to the Management Department d. Magazines related to the job vacancies
16.	<p><i>In your opinion, what kinds of listening material do you need while learning in the class?</i></p> <p>Menurut pendapat anda, materi listening seperti apakah yang anda butuhkan disaat belajar di kelas?</p>	<ul style="list-style-type: none"> a. Listening to job interview b. Watching movies c. Listening songs

17.	<p><i>In your opinion, what kinds of speaking material do you need while learning in the class</i></p> <p>Menurut pendapat anda, materi speaking seperti apakah yang anda butuhkan disaat belajar di kelas?</p>	<p>a. Conversation about general information of daily routines</p> <p>b. Explaining a video/song/movie that has been played</p> <p>c. Present and practice about job interview</p>
18.	<p><i>In your opinion, what kinds of writing material do you need while learning in the class?</i></p> <p>Menurut pendapat anda, materi writing seperti apakah yang anda butuhkan disaat belajar di kelas?</p>	<p>a. Write a book summary</p> <p>b. Write an email</p> <p>c. Write a job application letter</p> <p>d. Write an essay</p>

The Questionnaire of Likert Scale						
Present Situation Analysis (PSA)						
<i>“Yana (2017) Needs analysis of English for Economic Management at Riau Kepulauan University”</i>						
No.	Statements	Alternative Answers				
		<i>Strongly Disagree (SDA)</i> Sangat Tidak Setuju	<i>Disagree (D)</i> Tidak Setuju	<i>Neutral (N)</i> Netral	<i>Agree (A)</i> Setuju	<i>Strongly Agree (SA)</i> Sangat Setuju
1.	<p><i>I think learning English is important.</i></p> <p>Menurut saya, belajar bahasa Inggris itu penting.</p>					
2.	<p><i>I think English will help my future career.</i></p> <p>Saya pikir bahasa Inggris akan membantu karir saya di masa depan.</p>					
3.	<p><i>I think the topics of English learning material</i></p>					

	<i>should correlate to the Management.</i> Menurut saya topik materi pembelajaran bahasa Inggris harusnya dikorelasikan dengan bidang manajemen.					
4.	<i>I think my English skills influence my academic performance</i> Saya pikir kemampuan bahasa Inggris saya mempengaruhi prestasi akademis saya.					

Appendix V Interview Guideline

INTERVIEW GUIDELINE

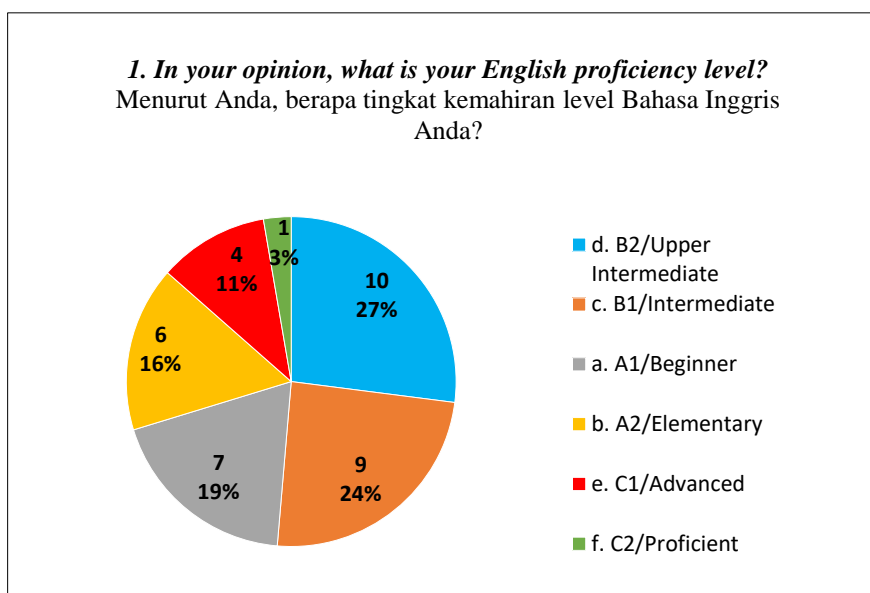
The interview guide aims to interview management undergraduate students about their needs in learning English based on Target Need Analysis (TNA), Present Situation Analysis (PSA), and Learning Need Analysis (LNA).

Interview guideline for students:

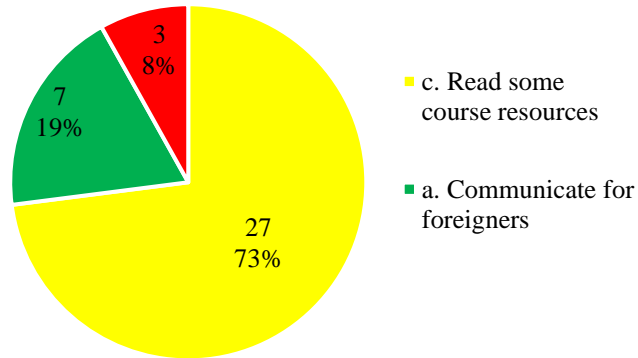
No.	Categories	Questions	Number of Questions
1.	Present Situation Analysis	Bagaimana pendapat anda tentang pentingnya belajar Bahasa Inggris bagi Jurusan Manajemen?	1
		Apakah kamu berpikir bahwa silabus, materi, kegiatan pembelajaran Bahasa Inggris harus berhubungan dengan bidang manajemen? Mengapa?	2
2.	Target need Analysis (TNA) "Lacks"	Setelah anda mengisi kuesioner tentang kekurangan anda dalam salah satu kemampuan bahasa seperti Speaking, listening, reading dan writing, mengapa anda merasa kemampuan bahasa tersebut yang menjadi kelemahan anda?	3
		Apa harapan anda kepada dosen yang mengajar dikelas, setelah dia mengetahui	4

		kekurangan kemampuan bahasa anda?	
3	Target need Analysis (TNA) “Necessities”	Setelah anda mengisi kuesioner tentang kebutuhan kemampuan bahasa yang paling anda prioritaskan, mengapa anda memilih kemampuan tersebut sebagai kemampuan yang paling anda prioritaskan dalam belajar Bahasa Inggris di Jurusan Manajemen?	5
4	Target need Analysis (TNA) “Wants”	Setelah anda menentukan kemampuan bahasa yang perlu anda asah dan kembangkan lebih lanjut, Apa alasan anda memilih kemampuan bahasa tersebut?	6
5	Learning Need Analysis (LNA)	Bagaimana pendapat anda tentang sistem pembelajaran yang dapat membuat anda nyaman ketika belajar Bahasa Inggris di kelas?	7

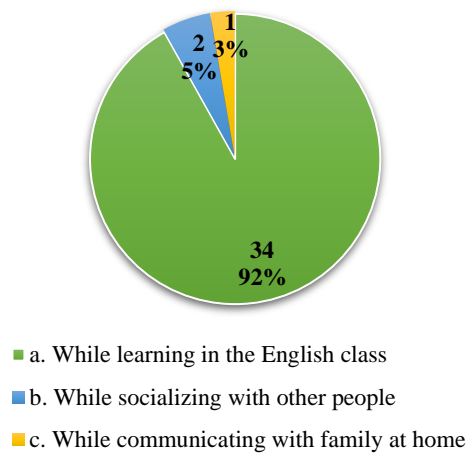
Appendix VI Questionnaire Results



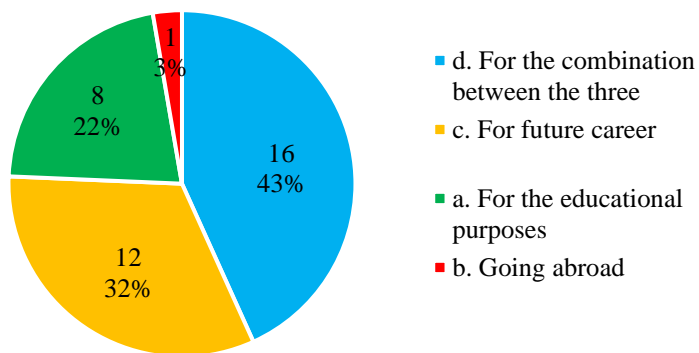
2. Currently, I use English for...
 Saat ini, saya menggunakan Bahasa Inggris untuk...



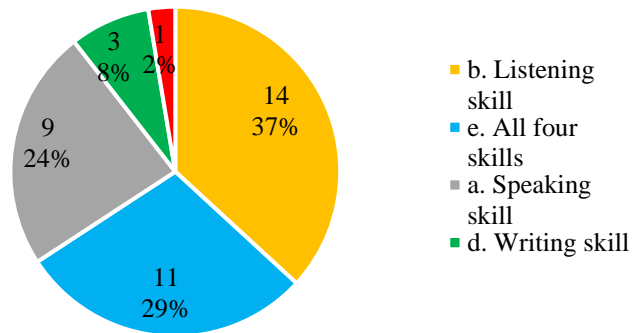
3. In which situation do you use English?
 Dalam situasi apa Anda menggunakan Bahasa Inggris?



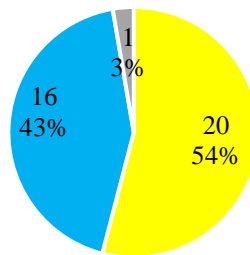
4. My main goal in learning English is...
 Tujuan utama saya dalam belajar Bahasa Inggris adalah...



5. “The analysis of students’ lacks”
In my opinion, at the moment, I still can't master....
 “Analisis kekurangan mahasiswa”
 Menurut saya, saat ini saya masih belum bisa menguasai ...



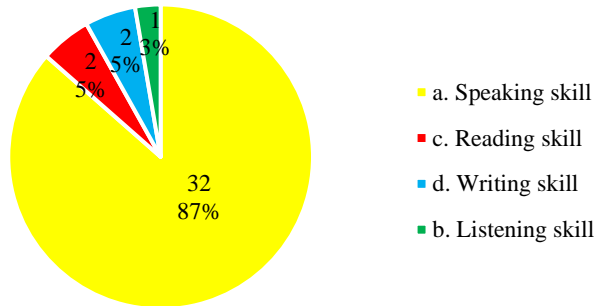
6. In my opinion I feel lacking in ...
 Menurut saya, saya merasa kurang dalam ...



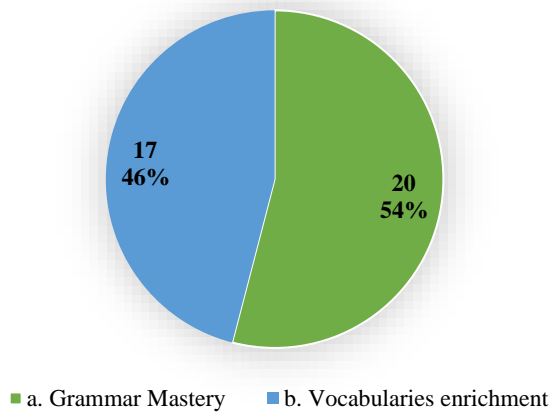
- c. Both of grammar mastery and vocabularies enrichment
- a. Grammar mastery
- b. Vocabularies enrichment

7. "The analysis of students' Needs"
In your opinion, which language do you prioritize in learning English in the Management Department?

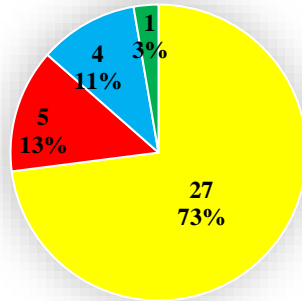
"Analisis kebutuhan mahasiswa"
Menurut Anda, kemampuan bahasa apa yang Anda utamakan dalam belajar Bahasa Inggris



8. In your opinion, which micro skill do you prioritize in learning English in the Management Department?
Menurut Anda, kemampuan mikro manakah yang Anda utamakan dalam belajar Bahasa Inggris di Jurusan Manajemen?



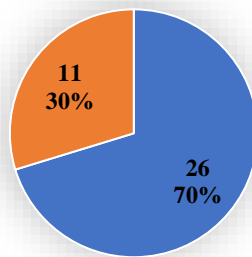
9. "The analysis of students' wants"
Once you have mastered the language skills that you prioritize in learning English in management, what language skills would you like to hone develop further?



■ a. Speaking skill ■ b. Listening ■ d. Writing skill ■ c. Reading skill

10. In your opinion, how do you prefer to do learning activities in the class?

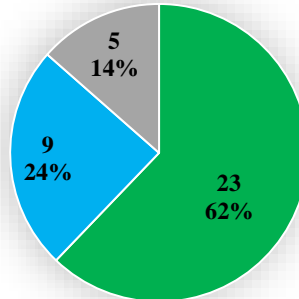
Menurut pendapat Anda, bagaimana cara yang lebih Anda sukai untuk melakukan kegiatan belajar di kelas?



■ a. I prefer a class with a lot of learning activities (students centered activities)
 ■ b. I prefer a class with lecturing and no students' activities (teacher centered activities)

11. In your opinion, what kinds of learning setting do you prefer to do your activities in the class?

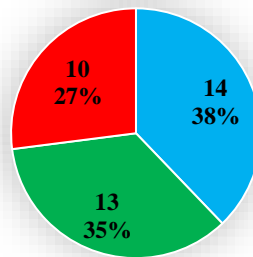
Menurut Anda, suasana belajar seperti apa yang lebih Anda sukai untuk melakukan aktivitas anda di kelas?



■ a. Learning in a group ■ c. Learning individually ■ b. Learning in pairs

12. In your point of view, what Kinds of lecture role do you need in the class?

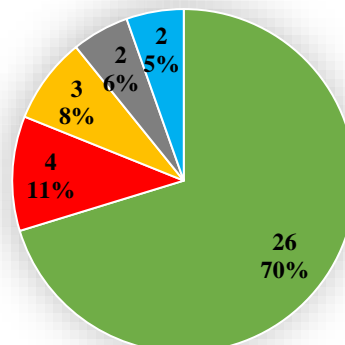
Menurut Anda, peran dosen seperti apa yang Anda butuhkan di kelas?



■ a. As a facilitator ■ c. As a knowledge resources ■ b. As an observer

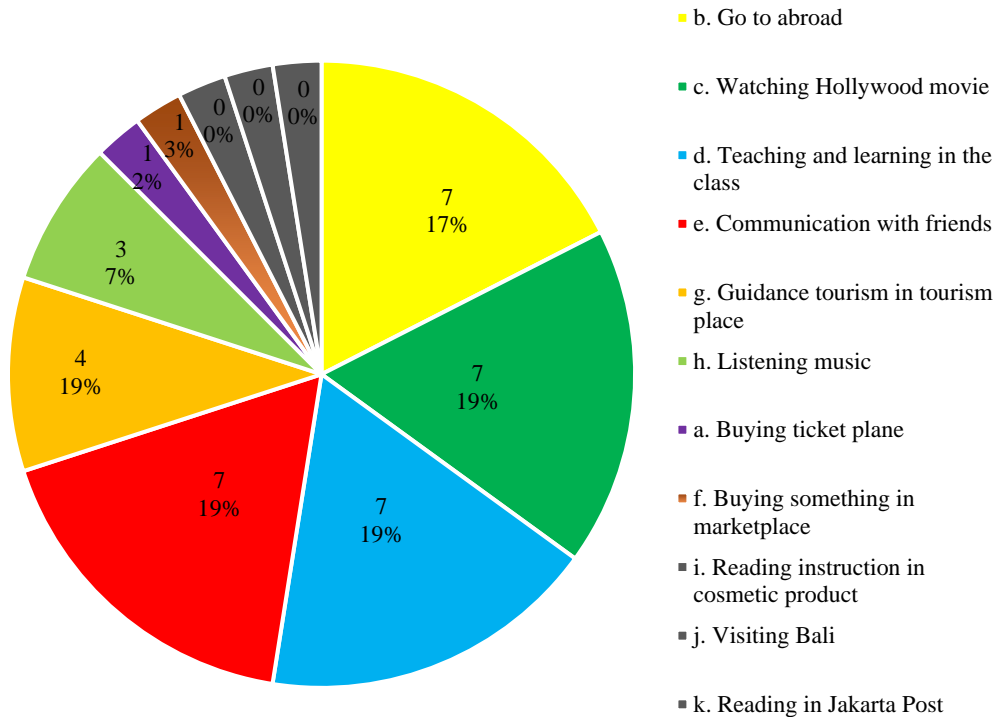
13. In your opinion, what kinds of class activities do you prefer?

Menurut pendapat Anda, aktivitas kelas seperti apa yang lebih anda sukai?



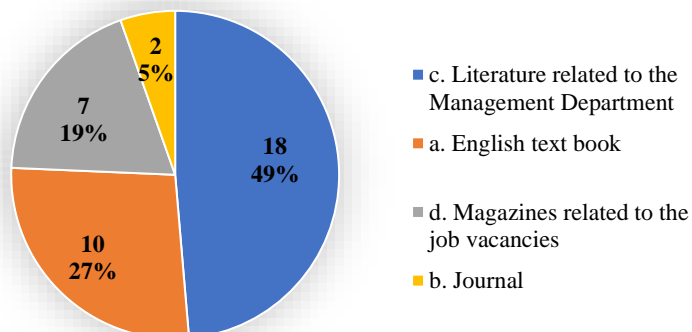
■ e. Discussion ■ c. Quizzes ■ b. Project ■ d. Homework ■ a. Student presentation

14. Regarding English learning materials, what topics below do you think are important for you to develop your English skill in the class?
 Mengenai materi-materi pembelajaran bahasa Inggris, topik apa di bawah ini yang Anda pikir penting agar dapat meningkat



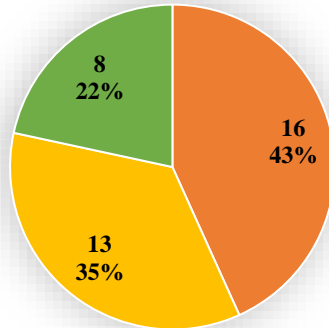
15. In your opinion, what kinds of reading material do you need while learning in the class?

Menurut pendapat Anda, materi *reading* seperti apakah yang anda butuhkan disaat belajar di kelas?



16. In your opinion, what kinds of listening material do you need while learning in the class?

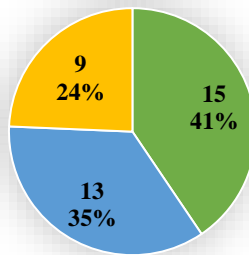
Menurut pendapat anda, materi *listening* seperti apakah yang anda butuhkan disaat belajar di kelas?



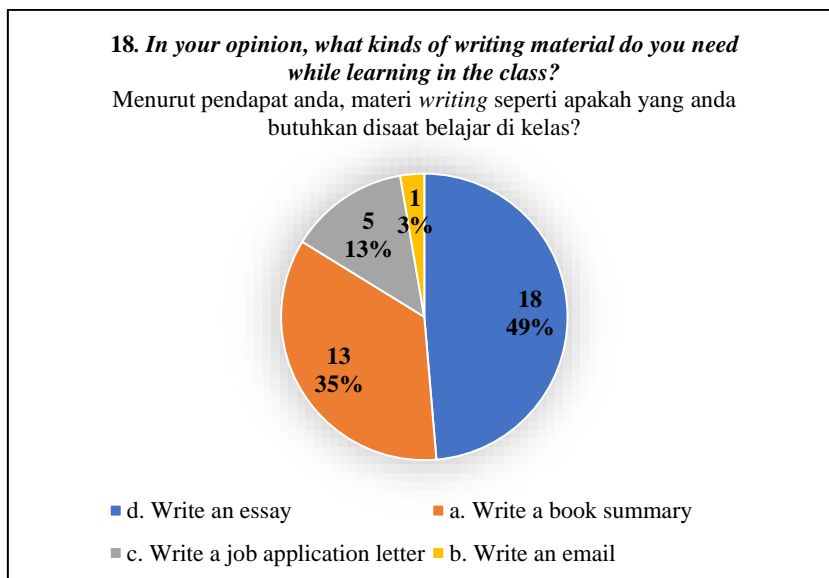
■ b. Watching movies ■ a. Listening to job interview ■ c. Listening songs

17. In your opinion, what kinds of speaking material do you need while learning in the class?

Menurut pendapat Anda, materi *speaking* seperti apakah yang Anda butuhkan disaat belajar di kelas?

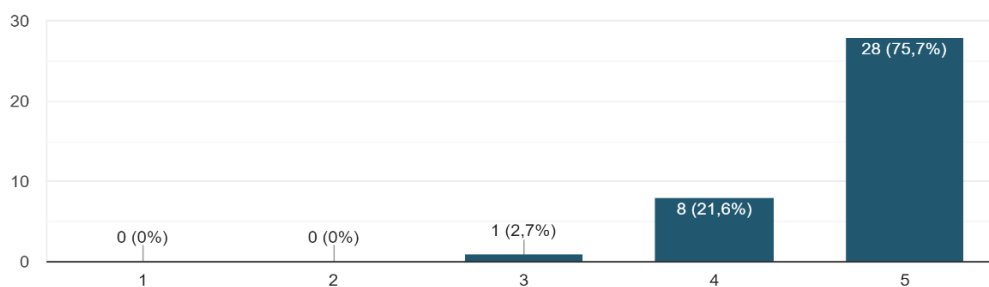


■ a. Conversation about general information of daily routines
■ b. Explaining a video/song/movie that has been played
■ c. Present and practice about job interview



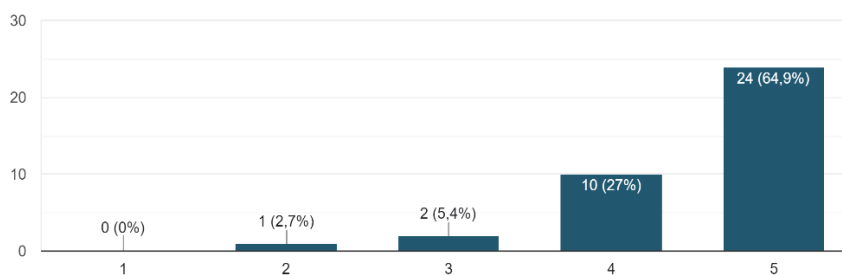
1. I think learning English is important. Menurut saya, belajar Bahasa Inggris itu penting.

37 jawaban



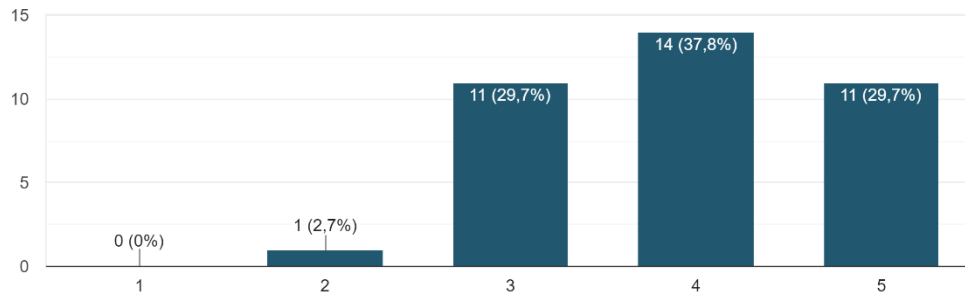
2. I think English will help my future career. Saya pikir Bahasa Inggris akan membantu karir saya di masa depan.

37 jawaban



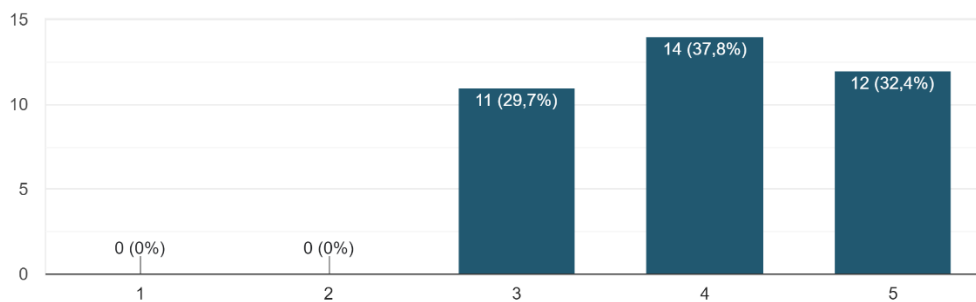
5. I think the topics of English learning material should correlate to the Management. Menurut saya, topik-topik pembelajaran Bahasa Inggris harus berkorelasi dengan bidang manajemen.

37 jawaban



6. I think my English skills influence my academic performance. Saya pikir kemampuan bahasa Inggris saya mempengaruhi prestasi akademis saya.

37 jawaban



No.	Findings	The Most Responses	Number of respondents	The Largest Percentage
1.	The importance of English	Strongly Agree	28 Students	75.7%
2.	The English proficiency level	B2/ Upper	10 students	27%
		Intermediate & B1/Intermediate	& 9 Students	& 24%

3.	The role of English for future career	Strongly Agree	24 of 37 students	64.9%
4.	English topic materials should correlate to the management	Agree & Strongly Agree	14 Students & 11 Students	37.8% & 29.7%
5.	The use of English	Read some course resources	27 of 37 Students	73%
6.	Students' situation in using English	While learning in the English class	34 of 37 Students	92%
7.	Students' main goal in learning English	For the combination between the three & For future career	16 Students & 12 Students	43% & 32%
8.	The influence of English skills on academic performance.	Agree & Strongly Agree	14 students & 12 Students	37.8% & 32.4%

The Summary of the Most Dominant Need of Management Students Based on Present Situation Analysis (PSA)

The Summary of the Most Dominant Need of Management Students Based on Target Need Analysis (TNA)

No.	Findings	The Most Responses	Number of respondents	The Largest Percentage
<u>Students' Lacks</u>				
1.	c. The students' weaknesses in macro skill	c. Listening skill & all four skills	c. 14 students & 11 Students	c. 37% & 30%

d. The students' weaknesses in micro skill	d. Both of grammar mastery and Vocabularies Enrichment & Grammar Mastery	d. 20 students & 16 Students	d. 54% & 43%
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Students' Necessities

2	c. Macro skill that students prioritized in learning English.	a. speaking skill	c. 32 students	c. 87%
	d. Micro skill that students prioritized in learning English	b. Grammar Mastery	d. 20 students	d. 54%

Students' Wants

3.	b. English language skill that needs to be further developed	b. Speaking skill	b. 27 students	b. 73%
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The Summary of the Most Dominant Need of Management Students Based on Learning Need Analysis (LNA)

No.	Findings	The Most Responses	Number of respondents	The Largest Percentage
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1.	The students' preference to do learning activities in the class	A class with a lot of learning activities (Students Centered)	26 students	70%
2.	The learning setting that students need to do the activities in the class	Learning in group	23 students	63%
3.	The students' preference for the lecturer's role	As a facilitator & as informant	14 students & 13 students	38% & 35%
4.	The students' preference for class activities	Discussion	26 students	70%
5.	The significant topic material that can improve students' English skills	Go to abroad, watching Hollywood movie, teaching and learning in the class, communication with friends	7 students, 7 students, 7 students, 7 students	19% 19% 19% 19%
6.	The need for sources of reading skill material	Literature related to the management department	18 students	49%
7.	The need for listening skill material	Watching movies & listening to job interview	16 students & 13 students	43% & 35%

8.	The need for speaking skill material	Conversation about general information of daily routines & explaining a video/song/movie that has been played	15 students & 13 students	41% & 35%
9.	The need for writing skill material	Write an essay & write a book summary	18 students & 13 students	49% & 35%

Appendix VII Interview Transcriptions

Interview I	
I:	<i>“What is your opinion about the importance of learning English for Management department?”</i>
H:	<i>“In my point of view, the importance of English for management majors, especially for me personally, is to be used as an international communication tool. Since my target after graduating from the management program is to work in an international environment, English is very important for me to master, especially when communicating with clients during the negotiation process.”</i>
I:	<i>“Do you think that English syllabus, materials, learning activities should be relevant to the field of management? Why?”</i>
H:	<i>“Yes, of course! The syllabus and all forms of activities in learning English are required to be relevant and related to the field of management, for the reason that it will be able to support us later when in the world of work. And I also emphasized that my goal in studying management is to become an international trader. Thus, I really need materials, or English learning activities that have to do with management or marketing.”</i>
I:	<i>“After you filled out the questionnaire about your weakness in one of the language skills such as speaking, listening, reading and writing, why do you feel it is the language skill that is your weakness?”</i>

H:	<i>"I actually feel that I am lacking in mastering all English skills. Firstly, because I realize that I am not English so I still find it difficult to master all four skills. However, when I was asked, the most dominant weaknesses were probably in writing and speaking. I feel that writing, especially grammar, is the most difficult material. Even when learning in class, I still cannot clearly understand the explanation of the lecturer who teaches in class. As for speaking, maybe I feel weak in this skill because when I want to communicate using English, what I want to say is already in my mind but it is still difficult to pronounce it. It can be said that there is still a lot of space when speaking English".</i>
I:	<i>"What are your expectations of the lecturer who teaches your class, once he/she finds out about your language deficiencies?"</i>
H:	<i>"I think the lecturers who teach in class are good at delivering the materials for each English skill. It's just that what needs to be addressed is the way I study, maybe I should be more active in studying and trying to be able to digest what the lecturer says".</i>
I:	<i>"After you have filled in the questionnaire about the need for the language skill you most prioritized, why did you choose it as the skill you most prioritized in learning English in the Management Department?"</i>
H:	<i>"I think speaking and listening are what I prioritize the most. Given the importance of a language that essentially functions as a means of communication, I prioritize speaking as a skill that I need to learn English in management. Besides, speaking will also be weak if it is not accompanied by listening skills, because both are one unit. The logic is, when we communicate, we not only convey opinions or ideas, but also listen and must be able to capture other people's ideas. Therefore, I prioritize listening in learning English in management."</i>
I:	<i>"Once you have decided on the language skill you most need to hone and develop further, what are your reasons for choosing the skill?"</i>
H:	<i>"I still want to hone and develop my speaking skills. Because in reality, especially in language learning, we are said to be good at a foreign language if we can speak well in that language".</i>

I:	<i>“What do you think about the learning system so that you can feel comfortable when learning English in class?”</i>
H:	<i>“In my point of view, Discussion is the learning system that makes me most comfortable when learning English in class. With this discussion, we can share and exchange ideas or knowledge such as vocabularies, etc.”</i>

Interview II	
I:	<i>“What is your opinion about the importance of learning English for Management department?”</i>
N:	<i>“As far as I am concerned, English is very important because it supports me professionally in the world of work, especially in the field of management”.</i>
I:	<i>“Do you think that English syllabus, materials, learning activities should be relevant to the field of management? Why?”</i>
N:	<i>“Absolutely yes! Both must exist, both general English materials for daily communication, and English materials related to the field of management. I think I really need both because we cannot be separated from our daily social world, moreover we also really need English materials that lead to the field of management. I think that it will be very different between the language used for daily communication and the language of communication when in the world of work, especially in the world of management.”</i>
I:	<i>“After you filled out the questionnaire about your weakness in one of the language skills such as speaking, listening, reading and writing, why do you feel it is the language skill that is your weakness?”</i>
N:	<i>“For me personally, I feel that I still can't master these four skills. Because when we learn a language, the four skills are interconnected with one another. As for skills that might really be my weakness, in this case there are two. Namely speaking and listening. I feel weak in speaking because I feel that I don't master vocabularies and grammar, so when I want to speak, I still think for a long time and when I'm talking it's also irregular both grammar and vocabulary that I say. As for listening, I think during the listening learning process in class, I didn't really catch what the native speaker was talking about. Maybe because it's too fast and</i>

	<i>sometimes there are words that are connected so it makes it difficult for me to capture the meaning conveyed".</i>
I:	<i>"What are your expectations of the lecturer who teaches your class, once he/she finds out about your language deficiencies?"</i>
N:	<i>"I don't have many expectations of the lecturer, so far it is myself who needs to be addressed in the way of learning. Either from the way I take notes on the material delivered by the lecturer or from the way I review the lessons delivered by the lecturer when I get home".</i>
I:	<i>"After you have filled in the questionnaire about the need for the language skill you most prioritized, why did you choose it as the skill you most prioritized in learning English in the Management Department?"</i>
N:	<i>"Speaking is the skill that I prioritize the most in learning English in management. Because I think that this skill is what I need the most not only when studying English in management, but later when I enter the world of work".</i>
I:	<i>"Once you have decided on the language skill you most need to hone and develop further, what are your reasons for choosing the skill?"</i>
N:	<i>"As you know, I prioritize speaking skills as a skill that I need to learn English, and this time, when asked what skills I then want to hone and develop, I also firmly answered, it is still speaking skills that I want to hone and develop. Because I really realize the importance of speaking skills both for daily life and in the world of work".</i>
I:	<i>"What do you think about the learning system so that you can feel comfortable when learning English in class?"</i>
N:	<i>"According to me, I like the learning system that is interspersed with games and group work. With that I will be more focused in learning and will not feel sleepy".</i>

Interview III	
I:	<i>“What is your opinion about the importance of learning English for Management department?”</i>
S:	<i>“I think, if we later aspire to be involved in globalization practitioners, then we cannot deny that we will really need English to make it easier for us to do the job. Likewise, if we want to engage in academic practitioners, many of the studies that we can make reference sources are also in English. It is also possible that even now, many academic researchers in Indonesia are also written in English.”</i>
I:	<i>“Do you think that English syllabus, materials, learning activities should be relevant to the field of management? Why?”</i>
S:	<i>“Yes! The material taught should be related to management, on the other hand I also need material related to daily life. In this case, it is vocabularies that I emphasize. Because it is very different between the vocabularies used in management and the vocabularies used in everyday life. If the material or vocabularies are not connected to the economy or only globally, then we may later misinterpret every simile or vocabulary in the field of management, so both are very necessary to be taught”.</i>
I:	<i>“After you filled out the questionnaire about your weakness in one of the language skills such as speaking, listening, reading and writing, why do you feel it is the language skill that is your weakness?”</i>
S:	<i>“I feel weak in listening skills not speaking skills, because for speaking skills I feel I can master and speak English according to the standard of the average Indonesian, the point is to be able to communicate well. However, if listening skills as far as I study in this ESP class, listening is a skill that is very weak for me because I often cannot catch what native speakers are talking about. On the other hand, I feel that their accent is different from ours and their way of speaking is also so fast”.</i>
I:	<i>“What are your expectations of the lecturer who teaches your class, once he/she finds out about your language deficiencies?”</i>
S:	<i>“For my own hopes to the lecturers who teach in class, maybe the material presented later can also be inserted about the field of management, especially in the four English skills. However, I also have to improve myself in learning English</i>

	<i>because after all I am sure the lecturers understand and have tried to make us understand, it's just that the way we learn is wrong. Like rarely praying for him, rarely respecting him, etc."</i>
I:	<i>"After you have filled in the questionnaire about the need for the language skill you most prioritized, why did you choose it as the skill you most prioritized in learning English in the Management Department?"</i>
S:	<i>"In this case, I prioritize listening over speaking. The reason is because I already have the fundamentals for speaking skills, while I feel weak in listening, so I should prioritize listening. Besides that, when watching international news information, especially about the economy, listening skills really need to be prioritized".</i>
I:	<i>"Once you have decided on the language skill you most need to hone and develop further, what are your reasons for choosing the skill?"</i>
S:	<i>"I want to hone and develop two skills, namely speaking and listening. Because I will definitely need both of them later when I enter the workforce. Given that my goal later when I enter the workforce, I want to become a practitioner who needs a lot of benefits from learning speaking and listening skills, not to become an academic who needs reading and writing skills".</i>
I:	<i>"What do you think about the learning system so that you can feel comfortable when learning English in class?"</i>
S:	<i>"In my opinion, even though we have studied in college, I think the most appropriate English teaching system and make us feel comfortable while learning in class is a childlike system, namely games. Because with this program, we will not feel the saturation of learning but we will feel that English is fun".</i>

Interview IV	
I:	<i>“What is your opinion about the importance of learning English for Management department?”</i>
T:	<i>According to me, English is very important, especially in management majors, because there are two things. Namely to support my future career in the international world, as well as a communication tool that will definitely be used in supporting my career in the international world later”.</i>
I:	<i>“Do you think that English syllabus, materials, learning activities should be relevant to the field of management? Why?”</i>
T:	<i>“It really has to be related to management! Because we are students who study in the management department, the English materials taught should also be related so that they have benefits that can be used in the realm of management. It's different when we study in other majors that may have different needs in learning English, such as in architecture, the material must also lead to the field of architecture.”</i>
I:	<i>“After you filled out the questionnaire about your weakness in one of the language skills such as speaking, listening, reading and writing, why do you feel it is the language skill that is your weakness?”</i>
T:	<i>“In this case I feel weak in speaking because of two factors. First, what I want to talk about is already in my mind but I find it very difficult to convey it, for fear of mispronouncing it. Secondly, I often feel shy and nervous when asked by the lecturer to practice speaking in front of the class. That is also why I feel weak in speaking”.</i>
I:	<i>“What are your expectations of the lecturer who teaches your class, once he/she finds out about your language deficiencies?”</i>
T:	<i>“My hope is that the lecturers might pay more attention to the learning system, especially paying attention to which skills are the majority of students' weaknesses. I think, the skills that are the weaknesses of students need to be focused on in teaching so that they will improve day by day”.</i>
I:	<i>“After you have filled in the questionnaire about the need for the language skill you most prioritized, why did you choose it as the skill you most prioritized in</i>

	<i>learning English in the Management Department?"</i>
T:	<i>"I prioritize speaking. Because speaking is our initial capital in communicating so this skill also supports everything we will talk about".</i>
I:	<i>"Once you have decided on the language skill you most need to hone and develop further, what are your reasons for choosing the skill?"</i>
T:	<i>"I still want to hone and develop my speaking skills. The reason is that I think these skills are very important, especially for communication".</i>
I:	<i>"What do you think about the learning system so that you can feel comfortable when learning English in class?"</i>
T:	<i>"I think, game, discussion, and presentation. because when we are bored, we need games, but we also need time for serious things like presentations and discussions."</i>


Interview V	
I:	<i>"What is your opinion about the importance of learning English for Management department?"</i>
D:	<i>"In my opinion, English is indeed very important, especially nowadays English is sought after and used by everyone, whether a little or a lot. Moreover, the theories published by people who are experts in the field of management are also mostly in English. So, it is very regrettable if we cannot learn and master English well, especially for students majoring in management</i>
I:	<i>"Do you think that English syllabus, materials, learning activities should be relevant to the field of management? Why?"</i>
D:	<i>"I think both are equally important, general English material is important, on the other hand we also need English material related to management to be used in the world of work later, such as correspondence, job interviews, etc".</i>
I:	<i>"After you filled out the questionnaire about your weakness in one of the language skills such as speaking, listening, reading and writing, why do you feel it is the language skill that is your weakness?"</i>
D:	<i>"To be honest, I feel weak in all of these skills because I think mastering all four skills is not an easy thing considering we are also not native English speakers. But if asked the weakness for now is speaking and listening. For speaking I feel that I</i>

	<i>still stammer when I want to speak English and also sometimes still think for a long time about the vocabulary that I want to convey. On the other hand, I also still haven't really mastered grammar so I'm also afraid of being wrong to speak English. As for listening, I think it is very different when native speakers speak with Indonesians who speak English. The native speakers are very fast and difficult to digest when speaking, while Indonesians because they have the same accent as us and are also rather slow when speaking, I understand them more easily."</i>
I:	<i>"What are your expectations of the lecturer who teaches your class, once he/she finds out about your language deficiencies?"</i>
D:	<i>"I hope the lecturer can help me to at least improve the skills that are my weaknesses. The rest is that I myself must also try to change for the better, especially focusing on improving the skills that are my weaknesses".</i>
I:	<i>"After you have filled in the questionnaire about the need for the language skill you most prioritized, why did you choose it as the skill you most prioritized in learning English in the Management Department?"</i>
D:	<i>"I prioritize speaking as a skill that is needed in learning English in the management department. Given that later in my major I want to choose marketing, I think speaking is the main capital to support my career in the marketing world itself. Besides that, I also need writing skills to create marketing advertisements later".</i>
I:	<i>"Once you have decided on the language skill you most need to hone and develop further, what are your reasons for choosing the skill?"</i>
D:	<i>"I still want to hone my speaking and writing skills, because as I said before, that both are really very important skills in learning English, especially very useful later in the world of work or in everyday life".</i>
I:	<i>"What do you think about the learning system so that you can feel comfortable when learning English in class?"</i>
D:	<i>"I am more comfortable working in pairs during class, because it is easier to understand the material when working with my best friend. On the other hand, the tasks given by the lecturer will be completed quickly because each other already knows each other's characters".</i>

Appendix VIII Documentation











Appendix IX Thesis Consultation Logbook




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 of Management Department"
 Dosen Pembimbing : Prof. Dr. H. Langgeng Budianto, M.Pd.

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	04/11/2022	The Consultation technical and thesis proposal	
2	20/01/2023	Consultation Chapter I, II, III	
3	08/02/2023	Revising and Consultation Chapter I, II, III	
4	14/02/2023	Revising Chapter I, II, III	
5	16/11/2023	Revising and Fixing Chapter I, II, III after proposal seminar	
6	21/11/2023	Consultation research instrument	
7	14/12/2023	Consultation Chapter I, II, III, IV, V	
8	15/12/2023	Revise chapter V	


Ketua Program Studi



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Malang, 15 Desember 2023

Pembimbing



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CURICULUM VITAE

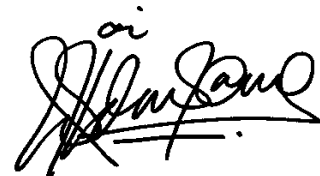


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