JIUBJ

Jurnal Ilmiah Universitas Batanghari Jambi
Volume 19, Nomor 1, Februari 2019, (Halaman 23-26)
DOI 10.33087/jiubj.v19i1.563
ISSN 1411-8939 (Online) | ISSN 2549-4236 (Print)

Analysis of English for Business Administration Students

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ABSTRAK

Pentingnya analisis kebutuhan adalah hal yang mendasar dalam pembelajaran siswa kejuruan. Maka dari itu penelitian ini bertujuan untuk mengidentifikasi kebutuhan bahasa Inggris untuk siswa administrasi bisnis di AMIK. Fokus penelitian ini adalah menemukan apakah kebutuhan siswa dalam belajar bahasa Inggris dalam administrasi bisnis,bahan ajar dosen bagi siswa apakah sesuai dengan keterampilan (jurusan) mereka, referensi buku bahasa Inggris siswa relevan dengan kebutuhan mereka. Untuk mencari jawaban diadakan pendekatan kualitatif dicampur dengan pendekatan kuantitatif dalam metode campuran. Data dikumpulkan melalui kuesioner, wawancara, dan studi dokumenter untuk memeriksa kepercayaan data. Metode pengumpulan data yang mengacu pada keterampilan bahasa, penggunaan bahasa, metode pengajaran dan isu-isu terkait lainnya untuk analisis kebutuhan. Informan penelitian ini adalah mahasiswa, dosen dan manajemen pendidikan Amik Dapernas LP3I Padang. Hasil penelitian ini menunjukkan bahwa 1), siswa AMIK Dapernas membutuhkan skill bahasa Inggris yang akan dipakai dalam administrasi bisnis ialah kemampuan membaca dan menulis. 2), materi bahasa Inggris yang dipakai dosen tidak sesuai dengan kebutuhan siswa administrasi bisnis, 3) bahan dan buku pegangan siswa administrasi bisnis tidak sepenuhnya melengkapi kebutuhan bahasa inggris siswa. Berdasarkan temuan ini di anjurkan dilakukannya analisis kebutuhan bahasa Inggris siswa untuk mengetahui minat, kebutuhan dan kekurangan siswa bisnis administrasi dalam bahasa Inggris. Kemudian, dosen dan staff pendidikan perlu mengadakan evaluasi kebutuhan bahasa Inggris siswa berdasarkan jurusan yang mereka pilih.

Keywords:
Analisis, administrasi bisnis, kemampuan membaca dan menulis, bahasa inggris

INTRODUCTION

In the recruitment employees a company conducts an English test and interview for the applicant. The job seekers who have good competence in their field should have ability in English to pass the selection as recognition to fulfill the requirement. Due to this requirement Many colleges change their English teaching learning program from English for daily activities to be English for specific purposes. Widdowson (1981:125) states that a particular group of students needs for a language can be accurately specified, and then this specification can determine for the content related to their need in a language program.

AMIK offers an ESP program to their students. Students in this college should fulfill standard competence and basic competence in English. It forces students to be able to communicate in English in the workplace. Nickerson (2005:217) states business administration students continue to integrate the need of English in business in traditional teaching material with funding from business practice for the students.

In order to see the case about students needs in English, the researcher conducted an informal observation. From the observation, the researcher figured out that there are weaknessesses in English learning program.

First, Students coming to English class seemed less motivated in teaching learning process. This could be seen from the performance in the class. It seemed that they did not know about their goal learning English as business administration students. Basturkmen (2010:17) states that class management for specific students should develop and identify student's specific language and skill that they need in a particular area.

Then, there were problems related to the teaching material. Based on observation, lecturer used his own material based on student ability that he measured in beginning of the course. He did not use English course book that school management of education has given to their students. So there are two English materials that students got in the course first from the lecturer then English course guide given by the school education management.

And, information about English material that suitable for students' business information did not state in students guide book. School education program asks students to achieve the learning goals as administrator but they did not know which goal that they achieved. Because of that needs analysis was highly recommended. Hutchinson and Waters (1987:55-56) argue that any language teaching should be based on needs analysis.

In other hand, Richards (2001:52) says need analysis in a language teaching has different purposes such as to find out what language skills are needed for students coming into particular job, to help determine which existing course potential for students, to identify students' direction and language ability. Then, collecting information about students wants in English as administrator.

There are two ways to analyze students lack, wants and necessities in English. Flowerdew in Paltridge (2013:327) states in conducting needs analysis we concern about students lacks, want and necessities, target situation analysis concern with the necessities and present situation analysis address to students lacks and wants. Those criteria will inform the lecturer about student's personal ability information in English.

This research is expected to yield information about business administration student's needs. To be specific the purposes of this research can be formulated as follows; investigate what the business administration students English needs, investigate whether the English lecturer material for the business administration's is relevant to students' Needs then investigate whether the English material for business administration meet students' need.

METHOD OF THE RESEARCH

This was mixed method research. The participants of this research were 64 students in four classes; other participants are English lecturer and head of school management education. To get the data, the researcher used four instrumentations, those were as follows;

Questionnaire

A questionnaire was the first instrument to collect data to find out Needs analysis of English for business administration students. The questionnaire is adapted from Aunren (2005) about need analysis of English business person and Askar (2011) about revitalizing EAP program in Indonesia. It's give researcher model of investigating students needs in English. The items consists of 26 questions.

Interview

The interviewer asks about English for business administration students from English lecturer and head of school management department through a list of set questions and in the form of depth interview with structured interview guide. The structured interview guide gives specific questions about the actual information about business administration students to follow up responses and more details. Thus, there is an interview guide for investigating English for business administration.

The documentation

Documentation was done to support the data from questionnaire and interview. The document collected to analyze students need in English. The document gives information about the current teaching material of English purposefully as follows of English for business administration texts, lecturer material, guide book, lesson plan and business administration handbook for business administration students.

Test

The test is intended to see current student's ability in English proficiency from which their lacks were identified. The test was constructed based on interview result and analyzing student's guide book. It consisted of listening, speaking, reading and writing.

Then, the data were divided into two qualitative data and quantitative data

a. Quantitative data are from the test and questionnaire. The researcher put the result of responses into a table of distribution for each option and calculates the number of responses for each item in the questionnaire. In analyzing questionnaire, researcher divides into three sections, the researcher uses the formula suggested by Heaton (1991) it was $M = \frac{\sum fX}{N}$

   For students' current ability in English, the four skills were tested to the students for reading and listening. The scoring as follows;

Score		Level
4	Excellent	Advanced
3	Good	Intermediate
2	Fair	Basic
1	Poor	

b. The data taken from interview and documentation , data from interview support data from questionnaire; the researcher analyzed them by using few steps of Analyzing qualitative data developed by Gay and Airasian (2009) which consist of five phases as follows; data managing, reading, describing, classifying and interpreting

Finding and Discussion

The findings of this research are described below:

1. The business administration students English needs

To answer the research questions there are three parts of sub questions as follows;

a. English necessities for business administration students

A questionnaire was intended to collect the data to find out the students' needs in learning English business administration.

Table 1. Importance of English necessities for business administration

No	Indicator			Necessities of English Mean	Data description
1	Mastering English in general			3,16	Moderate
2	Mastering English sub skills	Listening	3,1	3,27	High
		Speaking	3,0		
		Reading	3,2		
		Writing	3,2		
3	Mastering vocabulary and grammar			3,19	Moderate
	Total score			9,62	
	Mean scores			3,25	

Concerning item number 1 for importance of English mastery for students in general, this item has the moderate score. Respondents think mastering an English language skill in general is important, but English material such as greeting and daily conversation is not students' need in business administration.

Item number 2 is about the importance of each English language skills for students. It has the highest mean among all items. When students learn English for their discipline, they think is a good opportunity for them as administrator. They will have much effort to gain it which they need. Furthermore, learn English skill related to their subject will raise the curiosity and enjoyment in the classroom activity.

The third item is about a level of significance of vocabulary and grammar for students. Students did not fully understand about the significance of vocabulary and grammar.

b. Students lacks in English

The test covered the four English skills were aimed to identify business administration students lacks in English ;

1) Listening

students got basic scores; 9% got an E (poor), 32% got a D (low), 46% got a C (fair) and there was only 10% students get B (good). The number of students' who got A (very good) was 0 %. Students listening ability could identify in three parts related to other future job. They were given appropriate responses and questions, understanding short talk and comprehending short conversation.

2) Speaking

The students speaking ability was measured by making test by playing a role as a new employee and presenting a presentation. Through the test that was shown above students who got A (very good) was 0 %, got a B (good) was 6 %, got a C (fair) was 17 %, got D was 65 % and students who got E was 11 %. As the number who got D was bigger than who got B and C, students general could identified was in basic level.

3) Reading

Reading comprehension test, students who got A were 9%, a B was 14%, a C was 23%, a D 51% and E was 3%. Students who got D are much bigger than getting A, B and C. When we add students got D and E there was 35 students having low ability in reading that compared with fair (basic ability).

4) Writing

48 % students got low on the writing test. The range number of students who got E was 29 %, it is not a big number. There are 6 % students got good and 17 % got fair level

c. Students wants in English

Indicators	Skills	Mean
Skills and desired to wants in Learning English	Listening	3,17
	Speaking	3,06
	Reading	3,28
	Writing	3,26
	Grammar	3,16
	Vocabulary	3,22

Reading skill choices are high skill that respondents needed in business administration. They realize comprehending reading and vocabulary is essential as administrator later. Beside that, the other skills in English should they learn it.

In addition, the interview from an English lecturer about students want in English;

What language skills are major focuses on teaching English to students of business administration?. It was found reading is the main focus of teaching for their Needs in business correspondence and manufacturing business journals

Lecturer answered when the writer asked about students' focus skill in English. He preferred reading first because as administrator students need to read and analyze the business correspondences and business proposal.

CONCLUSION

There are several conclusions that can be obtained through this research as follows; student's needs in English for business administration was reading and writing and it also revealed the students' lack in English is writing in novice category. The teaching material that lecturer had given was not relevant to students' needs. In comprehending English

material for the student's business administration lecturer still in inadequate progress.

English course guide for business administration that stated in course book closely met the student's Needs in Learning English. Just some of topics in course book that do not meet to students discipline background. They are travelling, telling story and vocation.

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