



English for Economics: Analysis of English Needs on Economic Students in ASEAN Economic Community (AEC)

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Abstract

English competence becomes very crucial to face global competition which includes competition of human resources, education, and economy. Quality improvement human resources became the key to successfully facing the free market in the era of ASEAN economic Community (AEC). English as a general course that must be followed by students should be able to meet the demands of competence; this is of course needs appropriate material especially for economic students so that students can understand material and economic terms. Such material is known as ESP or English for Specific Purpose. This study aims to determine the problems faced by STIE Bina Bangsa Economic students in learning English, the needs of economic students related to English for Economics material, as well as the preparation of material into the syllabus of English Economy. This research uses qualitative research method of descriptive case study. The research results showed 79% of respondents agreed that English is needed to compete against in AEC, the micro capabilities are still not well mastered by the majority of respondents, with the percentage of micro capability is less than 30%. The materials are most needed vocabulary, grammar, the typical expressions in correspondence. The text input for reading and writing are the pictures, signs, maps, Instruction using manual tools, business letter.

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INTRODUCTION

Improving the quality of human resources becomes the key to success facing the free market in the era of ASEAN Economic Community (AEC). English becomes the dominant communication tool and vehicle to win global competition. The need for English is increasing not only in multinational companies but also local companies. Based on the study of the ASEAN Study Center, the

quality of Indonesian workers is still inadequate, especially in terms of English competence. Proficiency in English is closely related to economic competition, as measured by per capita income, growth, and human development index and prosperity level. The results of the English Proficiency Index (EPI) study in 2014 show the ability of Indonesians in English to be ranked 28th among 63 countries in the world under Singapore and Malaysia. It indicates that countries with better English competence result in a better economy.

Improving the quality of human resources became the key to success facing the free market in the era of AEC. English becomes the dominant communication tool and vehicle to win global competition. The need for English is increasing, not only in multinational companies but also local companies. Based on the study of the ASEAN Study Center, the quality of Indonesian workers is still inadequate, especially in terms of English competence. Proficiency in English is closely related to economic competition, as measured by per capita income, growth, and human development index and prosperity level. The results of the English Proficiency Index (EPI) study in 2014 show the ability of Indonesians in English to be ranked 28th among 63 countries in the world under Singapore and Malaysia. This explains that countries with better English speakers result in a better economy.

The need for English is increasing, not only in multinational companies but also local companies. English as a general course that must be followed by students must be able to meet competing demands that can compete; this of course requires appropriate material especially for economic students so that students can understand the material and economic terms. Such material is known as English for Specific Purpose (ESP).

English for Specific Purpose (ESP) in the college is a compulsory subject for the department /study program, as well as at STIE Bina Bangsa. The credits load of this course is 2 credits, and taken in 2nd and 3rd semesters. In STIE Bina Bangsa, which is an economics study program, ESP is emphasized on economic material with English introduction in lecture time once a week for 12 weeks.

The development of curriculum and teaching materials of English for Specific Purpose (ESP) for Economics students at STIE Bina Bangsa is currently very much needed, because given the global market demand that allows foreign companies to Indonesia so that there is increasingly competition. Universities must

be responsive, alert, precise and wise in anticipating it by equipping graduates with qualifications demanded increasingly competitive employment.

Lecturers as materials and curriculum developers are required to be able to select materials and develop materials so that students are able to achieve competencies that are expected to compete in the ASEAN Economic Community (MEA). Therefore this research was conducted to find out the right learning model and materials for ESP study at STIE Bina Bangsa.

THEORETICAL FRAMEWORK

MEA is an abbreviation of the ASEAN Economic Community which has a pattern of integrating the ASEAN economy by establishing a system of free trade or free trade among ASEAN member countries. ASEAN members including Indonesia have agreed on an ASEAN Economic Community agreement. The implementation of MEA is not only happening in the activity of exchange of goods only but also happened to the exchange of service personnel or human resources (HR).

Implementation of English for specific purposes (ESP) courses in universities basically an effort to answer the challenge of one thing that is the demands of the world work, especially in the ASEAN Economic Community (MEA), where it is demanding competence in good English.

English for specific purposes (ESP) is commonly known as an English course for non-English students. Hutchinson and Waters (1994) say that English for specific purposes (ESP) is an English teaching approach where the things taught and the methods of teaching are based on the reason why the learner wants to learn English. With the development of trade and the global economy and the development of international communications in various fields, the need for ESP is growing, especially in countries where English is taught as a foreign language.

In English for specific purposes (ESP), need analysis is necessary because each learner has his/her specific needs. Therefore each learner or a learning group will be different in need with another person or group. Learners' needs this year are different with the learners' needs from the same department 3 years ago, so did 2 years later. In addition, to the needs of different learners, the needs of different institutions also different, It makes the English for specific purposes (ESP) in universities different, so that the need analysis is very characteristic of teaching materials used in the English for specific purposes (ESP) program. The needs of ESP

materials in English Economics subject for Economics students. Through ESP materials, students get specific materials relate with their study and can develop their English competency to answer the global demand now days.

In addition, analyzing the needs is one of the tasks of teachers because teachers who know the condition and potential learners. Analyzes Iwai, et al (1999) define needs analysis as "the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students"

According to the Ministry of National Education, Syllabus is learning and teaching plan for a group on certain topics that include Competence Standards (SK), Basic Competencies (KD), learning materials, learning activities, competency achievement indicators, assessment, time and learning resources.

Developing ESP teaching syllabus for students Economics majors are very important and should be done because the existing syllabus has not met the requirements because it was not developed based on the needs analysis in the field. The existing syllabus is only compiled based on the English teacher's wisdom. Consequently, teaching materials tend to be general because of the limited lecturers in choosing materials that match the interests and needs of students. Students' motivation is very low because they assume the English language material is taught has nothing to do with their field of study so that it cannot support the success in the academic field. The failure of students in the selection test of English-speaking employees is not due to lack of mastering the material but rather due to the inability to express ideas in English about the subject matter.

RESEARCH METHODOLOGY

The type of research used is qualitative method of case study. According to Merriam in Cohen (2005: 185) there are three types of case studies: descriptive, interpretative and evaluative. The researcher uses descriptive case study method that describes the problems and needs of students in learning English (English for Economic Science) which then interpret it in the form of syllabus and teaching materials in the form of modules.

The study focuses on analyzing the needs of economic students in an effort to improve their ability in the mastery of economic English in the AEC era. In this study the authors are also trying to develop syllabus and teaching materials in the

form of learning modules as a means that can help economic students in mastering English in order to compete in the AEC.

Objects studied in this study are the problems and needs of economic students majoring in management and accounting of all the concentration in learning English. The research begins by determining the population and selecting samples from the existing population. The research activities are conducted by explaining the importance of English language competence in the ASEAN Economic Community (AEC) and in spreading and filling out the questionnaire of needs analysis.

The population in this study is all active students of regular and employee's class in the academic year 2016/2017 which amounted to 7099 people as population. Population is considered very large then the writer in the used some steps:(1) Purposive Sampling, where the sample is selected based on certain criteria that is the sample is all active students majoring in management and accounting regular classes and 2nd semester students who take English Economic 1 subject, obtained 1317 people. (2) The next sample selection is done with the Krejcie table, so that 297 samples are obtained.

The process of collecting data used questionnaires, drawn from previous studies relevant to the students' perceptions of the learning needs of English for Occupational Purposes (Jamilah, et al, 2013).The data analysis was conducted in a closed questionnaire consisting of three parts, the first evaluation of English learning process, the second target needs or target learning to be achieved by students by learning the material developed and the third is the learning needs that include activities and ways the students want to learn what they need to be adept in order that the learning process using the developed learning materials can be effective and can improve the ability of their English to compete in the era of AEC.

The method of analysis in this qualitative research was descriptive. Descriptive analysis is used to describe and analyze the problems and needs of students in learning English. Then interpret the results of the analysis into syllabus form based on the results of field studies and literature study results. Analysis of the results of needs also pay attention to the existing percentage, where the percentage above 50% is considered to describe the needs desired by the majority of respondents.

FINDING AND DISCUSSION

From the result of observation, interview and discussion with some lecturers of English Economics subject, the result of the absence of curriculum and teaching materials are mutually agreed, so that the material given will be different in different class of lecturer, there is no curriculum development and teaching materials required competency demands on global markets. Lecturers as curriculum have difficulties in teaching English for Specific Purpose (ESP) material, this is due to the material in the wide economic field, the limitations of textbooks as most of the textbooks published abroad where the level of difficulty (level of difficulties) is high so that the material not in accordance with the needs of the level of student ability.

From analysis of the data, it revealed that students have difficulty in learning English Economics. Here is the description: The first issue relates to the TOEFL test. The majority of respondents have never taken the TOEFL test, only 5% of respondents who had taken the test with a low score ranging from 308-452. This indicates that there needs to be policy from the institution in providing TOEFL test facilities, given the importance of the TOEFL test. Era MEA requires human resources who have the quality one of the only ability in English mastery, and TOEFL test is a benchmark of English mastery ability.

The second problem relating to instructional learning material majority of respondents in the field of suggestions and comments request the materials that relevant the market needs. This material availability issue is important, as most teachers do not have time to prepare the material because of the excessive burden of teaching and lack of information about ESP characteristics. This has the effect on the subject matter; the learning objectives, and the methods taught, which resulted in less precise ESP learning the material or textbooks developed are expected to improve the effectiveness of teaching so that the target oriented is achieved and help ESP teachers to adapt to the high ESP teaching excessive, Barathayomi, et.al (2016). Teachers in the semester teach more than 9 credits. Very high teaching load resulted in the achievement of ESP learning objectives is not optimal because the teachers are too tired, so that the quality of learning is low.

The third issue relates to the ability of the lecturer to deliver lecture materials with interesting or teaching methods of ESP material, thereby increasing interest and motivation in learning English. The limited ability of teachers to deliver ESP

material with interesting because the author see caused by several factors such as the teachers are not supported by the ability in the field. From the educational background of the lecturer the relevance of the academic ability of ESP lecturers is necessary to increase students' interest and motivation in studying ESP material. Therefore the institution must really consider and pay attention to the needs of the students, so that ESP material is no longer considered useless to the field of knowledge by the students.

The fourth problem relates to learning facilities. The majority of respondents reported facing difficulties in listening learning because of the lack of supporting facilities such as language labs. Listening learning is done in class with laptop and speaker media. With the implementation of such learning, many students find difficulties such as difficulty concentrating because the class is noisy, hard to capture the contents of listening material that is played due to poor quality speakers so that the listening process itself is less than optimal. The facilities in the ESP course desperately need support because ESP which includes 4 skills in which one listening takes the means in the learning process. The unavailability of such facilities in the teaching and learning process will result in diminished portion of even the loss of language proficiency

The analysis of needs that have been done related to the needs of English economics students STIE Bina Bangsa in the ASEAN Economic Community (AEC), showed from 297 the number of respondents 79% or about 236 students agreed that English is needed to compete against MEA.

Table 1: Learning Needs.

Vocabulary	41	24%
Typical expressions in correspondence	35	20%
Grammar	36	21%
The elements of business letter formers	31	18%
Communicate through business mail	30	17%

The micro capabilities are considered important in the ESP contest to compete in the AEC, are still not well mastered by the majority of respondents, where the percentage of micro capability is less than 30%. This shows that the skills that are trained and taught in the existing teaching materials have not been mastered by the respondents. And it is very important to develop teaching materials in accordance with student needs and global market demands.

The material most wanted by the students to be studied is the vocabulary

followed by the grammar as well as the typical expressions in the desired correspondence developed in the teaching materials. Meanwhile for the text input for reading and writing such as the type of photographs, signs, maps, Instruction using manual tools, Authentic business letter samples, Text in tabular form and diagrams become the top choice of respondents with 42% percentage.

Table 2. The topic of materials

Associated with job tasks	1	5%
Related to trade / economy	1	5%
Science and Technology Connect	0	4%
Associate with everyday life	2	6%

The topics offered such as daily life, job duties, trade / economics, and science and technology get almost the same percentage of 40% and above, it reinforces that the topic offered is desired by the learner and here the author sees that the respondent agrees that all the topics offered are required in the MEA era. Therefore it should be developed in teaching materials especially topics that closely related in the era of MEA.

Table 3. Learning Activities.

individually	36	33%
in pairs	39	35%
in groups	35	32%

Learning activities in the class of respondents want all types of learning activities individually, in pairs and groups. Relating to the desired role of the student during the learning process, that the role of the listener is good to the lecturer's explanation and student presentation, and the discussion participant becomes the choice of the respondents. While the role of lecturers who desired respondents, the majority of evenly covering from giving explanations of presentation models, letters, proposals, memos thoroughly, giving facilities when students do the exercises, giving feedback on writing or student appearance orally and in writing.

Thus, all task components relevant to the needs of the respondent or potential users are known, so that teaching materials and syllabus can be developed in accordance with the needs of prospective users to prepare them in

the ASEAN Economic Community (MEA).

The entire material and activities must be charge and developed in a scientific way. The scope, depth, degree of difficulty and order of presentation of the material in the syllabus corresponds to the level of physical, intellectual, social, emotional, and spiritual development of learners. The syllabus components are functionally interrelated in achieving competence. Coverage of indicators, subject matter, learning experience, learning resources, and assessment system takes into account the latest developments in science, technology, and art in real life, and events that occur.

In developing learning materials, the authors consider the following factors: materials that support the achievement of basic competence, potential learners (intellectual level), and usefulness for learners, actuality, depth, and breadth of learning materials, relevance to the needs of learners and demands environment and. Time Allocation. The topics developed include: Introduction and Greetings, Numbers, Economics, Prices, Utilities, Supply and Demand, On the Phone, Business Letter, Products and Service, Jobs, Banking Services, Placing an Order.

Communication competencies include: Skill (skill) developed; Listening, Authors take topics related to daily life, task / job, trade/economy, science and technology for example; exercises to listen to general and specific information on an oral text of exercise in the form of fill the gaps and note taking.

Speaking is a necessary skill in which the student should focus on the specific language for the field of task/job, commerce/economics, science and technology and not in general English. So speaking material used is related to the topic being discussed. Reading, this is a necessary skill in which students should focus on the reading process, such as scanning, skimming, guessing words from context and drawing conclusions in specific discourses taken from magazines, newspapers or the internet.

Writing is a necessary skill in which most tasks / jobs, trade/Economics, Science and Technology use English. Materials that topics related to Writing skills focus on organizing ideas such as vocabulary selection, explaining the function of an object, describing something, writing advantages and disadvantages, reporting problems, writing a biography, writing a summary and writing tenses in context.

CONCLUSION AND SUGGESTION

Developing ESP teaching materials and syllabus for Economics students are very important and should be done because the existing materials and syllabus has not met the requirements. Additionally, it is not developed based on the needs analysis in the field. The existing materials and syllabus is only compiled based on the English teacher's wisdom. Consequently teaching materials tend to be general because of the limited lecturers in choosing materials that match the interests and needs of students.

Therefore, the university should provide facilities that support the students' English proficiency such as: TOEFL test, language lab, ESP learning support books. Furthermore, it requires ESP lecturers who have relevant academic ability with ESP teaching to improve students' interest and motivation in learning ESP materials, and teachers who do not have overloaded teaching loads. The need for the development of teaching materials in accordance with the needs of global markets, here AEC, so as to produce graduates in accordance with the needs of the global market. There is a need for further product tests on the syllabus, modules, teaching materials produced in this research so that it has been tested and feasible to be used and applied in the learning process.

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