Students' Views of Business English Implementation In Management Department, University of Bina Bangsa

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ABSTRACT

It is an undeniable fact that English has become the lingua franca. Teaching English faces the challenge of being able to provide knowledge for a specific purpose. Acquiring language skills in the specialized area of Business English is essential for future managers, entrepreneurs, and anyone who is about to get into the business world. The purpose of this research was to determine students' views on the implementation of Business English in management department. In answering the research questions above, the researcher applied a descriptive qualitative approach. The data collection method was carried out through semi-structured interviews using open-ended questions and analyzing them employing an interpretive analysis approach. From the results of data analysis, it was found that 1) the material were employed had connected to the learning needs of students where the material provided included words related to Business English, Grammar structures, and practical language teaching. However, students considered the design or appearance of the book less attractive so that they were less interested in using the book; 2) students showed various perceptions about the teaching strategies of their lecturers, found themes that showed teaching strategies that students like are supportive, create fun learning, provide games, be disciplined and assertive but feel not pressured, have an active professional knowledge components.

Keywords: Students' views, Business English; teaching materials; teaching strategy

INTRODUCTION

Language is the most important thing for humans to communicate among others. The diversity of ethnic groups has created a diversity of languages. But the diversity in differences is certainly not a barrier for humans to interact each other. Therefore, it is necessary to use language as a means of communication in order to be able to interact with different ethnics.

In the globalization era, English has become a necessity for people around the world to make interaction for achieving their goal in any aspect of life, such as business, politics, social and culture, education, etc. For that reason, the necessity of English proficiency has become a priority and crucial thing to be mastered.

Therefore, English has become a compulsory subject that must be studied for all students in the world, especially in Indonesia from elementary school to upper levels, even at the university level At university level, students of the non-English department must study English with different purposes, depending on their major, at least for two credits. Generally, it is taught to support the basic major or discipline. The materials are designed based on their needs and should be connected to their major, and consequently it will be beneficial for the students themselves later after they get job.

For this reason, the adapted material is called ESP (English for Specific Purposes) which aims at preparing students to meet the demands of the workplace, namely English language skills. It has to be more contextual, real life for the present and for the future. If the material is authentic and in accordance with the needs of students, they will likely be ready to work according to the demands of their superiors. With this aim, the English language material needs to be adapted to the needs of users (stakeholders) so that after graduating from college, freshmen can immediately work or create jobs according to their expertise.

The previous research had conducted by Nuraeningsih (2019), her research was conducted to second-semester students of Management department of Muria Kudus University, it's about the students' perspective on teaching materials of *English for Management Business* and it revealed that they thought affirmatively that the materials taught have selected properly in terms of material attraction, usefulness, authenticity, variety, level of difficulty, language skill proportion and the discussed topics. In other words, the materials are appropriate for satisfying Management department students' need to

prepare their future. They get many benefits from learning the materials and are challenged to become English proficient.

The second similar research was conducted by Ghenghesh, Hamid & Abdelfattah (2011), the findings of their research have shown that there are a number of curriculum components for each skill that should be incorporated in the syllabus for each English module that students would find interesting and relevant. Language teachers can select interesting and subject-related material from a variety of course books, authentic online material, ESP and ESL materials as well as teacher-generated materials, and moreover the relevance to the students' needs and interests is paramount, as this will have an important influence on their motivation.

This research was conducted to describe students' views about the implementation of business English in management department of Bina Bangsa University. This is done as a small step to find out how students perceive Business English subjects, and what the urgency of it is.

By carrying out this research, it's hoped, it can generate some contributions to the improvement of teaching Business English as English Specific Purpose (ESP). Hopefully it can enrich the theory of

teaching Business English and provide practical input for English lecturers in developing teaching materials. Thus, the results of this research will be very beneficial to make the material more relevant and meaningful for students.

THEORITICAL SUPPORT
A. Perception

Perception is a word that is closely related to human psychology, has been defined in various ways, from the point of view of the layman, perception is defined as the conscious act of one's environment through physical sensations, which shows the individual's ability to understand. Meanwhile, according to expert opinion, "perception is defined in accordance with the opinions and views of a person" (Unumeri, 2009: 18).

The term perception has many perceptual frameworks or definitions expressed by experts, among others. Jarvis (2015: 108) stated that putting in and analyzing information is called perception. Another definition put forward by Blake & Secular (2006: 1) said "perception puts us in contact with the world we live in, it shapes our knowledge of that world", they also say that what is important about perception is because it "provides people with a useful view of the world, where

useful means being able to interact and effectively within our environment".

So, from the descriptions of the experts above, it can be shown that students' perceptions are students' interpretations of their experiences then shape student knowledge and provide students with useful world views.

Perception is a word that is closely related to human psychology, has been defined in various ways, from the point of view of the layman, perception is defined as the conscious act of one's environment through physical sensations, which shows the individual's ability to understand. Meanwhile, according to the opinion of experts, "Perception is defined in accordance with the opinions and views of a person" (Unumeri, 2009: 18), however, "Perception is important because it affects information in working memory. Schematic background knowledge influences perception and subsequent learning ". In fact, the research findings agree with this claim that background knowledge resulting from experience greatly influences perception. Meanwhile, experts reinforce the definition of perception as a process by which we try to understand others. Trying to get information about the temporary causes of other people's behavior (Adediwura and Tayo, 2007: 166-167).

According to Walgito (2003: 54-55), the perception is influenced by factors that have been classified, among others:

1. External factors, namely the stimulus and traits that stand out in the neighborhood behind the objects that constitute a determination or unity subtle, among others: social and environmental..

2. Internal factors, i.e. factors related to the ability of self that comes from a relationship with facets, mental, intelligence, and bodily.

From the various perceptual limitations above, it can be concluded that perception is a mental process in an individual in their effort to recognize something which includes the activity of processing a stimulus that is captured by the senses of an object, so that an understanding of the stimulus is obtained. Perception is the dynamic that occurs in an individual when they receive stimuli from their environment. In carrying out this interpretation there are past experiences and value systems they have. The value system here can be interpreted as the individual's judgment in perceiving an object that is perceived, whether the stimulus will be accepted or rejected. If the stimulus is interesting or there is a correspondence it will be perceived positively, and vice versa, in addition to

that there is direct experience between individuals with objects perceived by individuals, both positive and negative.

Furthermore, regarding to students' perceptions about viewing business English lessons will effect students learning process, namely in positive learning. If students have a positive or good perception of the subject, then students will have a good or positive motivation to learn, so the learning process will also be good, and vice versa.

B. Business English

It is an undeniable fact that English has become the lingua franca. English teaching is dealing with a challenge of being able to provide knowledge for specific purposes. Gaining language skills in the special area of Business English is vitally important for future managers, entrepreneurs and anyone who is about to enter the world of business.

According to Wikipedia (http://en.m.wikipedia.org/wiki/English speaking_world) Business English is a part of English for a specific purpose and can be considered a specialization in learning and teaching English, or a variant of international English. Many non-native English speakers study this subject with the intention of doing business with English-speaking countries, or with companies located outside of the English-speaking

world but still using English as a common language or lingua franca. Much of the English communication that takes place among businesses around the world takes place between foreign speakers. In such cases, the object of training is efficient and effective communication. Strict grammar rules in such cases are sometimes overlooked, when, for example, the stressed negotiator's sole aim is to reach an agreement as quickly as possible.

Business English means different things to different people. For some, it is about words and topics used in the world of business, commerce, finance and international relations. For those who discuss communication skills used in the workplace, and discuss languages that require specific communication such as presentations, negotiations, meetings, small talk, outreach, correspondence, financial reports and related uses. In both cases, it can be opened to native English speakers, for example, high school students are reserved for the job market. You can also study it at a college or university.

METHOD

The research method used is a qualitative case study method. According to (L.Gay et al., 2012) case study research can be viewed as a scientific study that examines a phenomenon that occurs today in the context of life to prove its truth and

must use several sources. In this study, researchers attempted to find out in depth about students' perceptions of ESP learning. The data were collected using semi-structured interview techniques including using open-ended questions. First, Management students who have been selected as informants are given several questions about the teaching team's teaching strategy and the materials used during lectures.

To ensure the validity of the research, researchers used a triangulation process, a process in which the researcher use several data collection strategies and several data sources (L. R. Gay et al., 2006). Therefore, researchers also used indirect observation techniques (non-participant observation) in collecting research data. In this activity the researcher observes and records the observed subject behavior. In addition, document collection was also carried out to increase research data.

This research was analyzed using an interpretational analysis approach. In this process, the researcher will go through at least 6 (six) stages. The first step is to prepare a database containing all the data (documents, transcripts of records, etc.) that have been collected during the data collection process. In the second stage, the researcher sorts each text and then divides

the text into segments (in this data analysis, each participant's questions and responses are outlined into different segments). The Third Stage Researcher develops / constructs several categories for coding data. Next, the researcher coded each segment with the appropriate category. After that the researcher collects all the segments that had been coded with the predetermined categories. The final stage is to develop a concept or theory that emerges from this category (Creswell & Creswell, 2018; Gall et al., 2005).

RESULT AND DISCUSSION

Students' Views of Teaching Materials that were Implemented by English Teaching Teams in Business English Learning

After analyzing the qualitative data sourced from the interview results, several students stated that the textbooks used in class and distributed by influential lecturers generally matched the students' learning needs and interests. In addition, these books are also easy to understand and digest compared to books distributed by academics of tertiary institutions. As some students have said:

" Menurut saya, buku yang digunakan cocok untuk minat siswa, karena materi pembelajarannya juga cukup ringan dan tidak terlalu berat, seperti itu, dan saya

dapat memahaminya dengan baik". (Nindi 2L-MAN) Interviewed on Monday, January 07, 2019.

Students are more interested in learning Business English text books that are easier to understand. Learning interest will increase if they use books that are appropriate to their level of ability. A student said:

"Menurut saya buku yang diberikan oleh dosen sendiri sesuai dengan kebutuhan dan minat belajar mahasiswa, namun sebelumnya ada buku yang diberikan oleh kampus namun dosen memberikan buku yang menurut saya lebih mudah dipahami mahasiswa daripada buku dari kampus. Wawancara" (Dewi 3L-MAN) interviewed on Monday, January 07, 2019.

Students also give the opinion that the books used are in accordance with their needs, where the book is very communicative because students are given more conversational or conversational material than other sub-skills.

" Buku teks yang digunakan sangat cocok untuk kebutuhan belajar siswa karena dalam Business English kita siswa juga membutuhkan percakapan dengan rekan kerja sehingga menurut saya sangat dibutuhkan oleh siswa " (Faisal 3L-MAN) interviewed on Monday January 07, 2019.

Students realize that in learning English which is known as the language of international business communication, they hope to significantly improve the productive skills (speaking and writing) they can acquire in learning Business English as stated by several students.

" Ya, itu cukup memenuhi kebutuhan belajar siswa karena yang perlu saya ketahui adalah belajar berbicara dengan baik dan saya perlu percaya diri untuk berbicara bahasa Inggris "(Aliya AB 30) wawancara Kamis, 16 Mei 2019." Bukunya sesuai kemampuan karena di buku lebih banyak berbicara dan kebetulan, saya lebih suka belajar banyak dengan berbicara "(Niawati 3L-MAN) interviewed on Monday, January 07, 2019.

In addition to the communicative book content, the book used also provides adequate grammar drilling or discussion of language structures to train students' English competency. Some students consider that speaking skills should be accelerated by a good understanding of the structure of the language.

" Menurut saya, buku ini menambah pengetahuan saya sedikit demi sedikit karena di dalam buku tersebut juga ada tahapan bagaimana cara bercakap-cakap yang baik, menggunakan To Be dan artikel lainnya " (Sandi 3L-MAN) interviewed on Monday January 07, 2019.

Students assume that books have fulfilled their learning needs where not only the ability to speak is continuously felt, but also the vocabulary that is relevant to their knowledge and social life can be significantly improved. Students consider this vocabulary very important in supporting their success in mastering Business English.

" Buku ini mengikuti kebutuhan belajar saya karena dengan menggunakan buku ini saya dapat belajar banyak kosakata, ... dan dapat menemukan percakapan baru yang belum pernah saya dengar " (Sri 3L-MAN) interviewed on Monday January 07, 2019.

Even so, some respondents also criticized the content or appearance of the books used. They think that the Business English book used at Management department of Bina Bangsa university is not a book written by a lecturer or lecturer, so that the materials or teaching materials provided do not fit the Business English context in the student work area..

" Menurut saya bukunya terlalu susah dan tidak terlalu menarik ya pak karena penulisnya bukan orang indonesia jadi menurut saya bapak mungkin tidak ada kaitannya dengan bisnis di kota Seramg tidak tahu seperti apa dunia bisnis itu. di negara kita. Buku itu kalau bisa bisa di print atau dibuat oleh dosennya pak.." (Thessa,

3M-MAN) interviewed on Monday, January 07, 2019.

Students' Perceptions of Teaching Strategies and Mastery of Knowledge Content for Business English Lecturers at the Management Department of Bina Bangsa University.

It can be said that students 'perceptions of Business English lecturer teaching strategies depend on the lecturers' approach, character, and communication styles of the lecturers towards their students. Many students like lecturers who have a very good emotional approach to their students.

"Menurut saya dosen yang mengajar dikelas saya sudah menyenangkan, perduli, ramah, dan menghargai mahasiswa ketika mengajar di kelas. Tidak suka menyalahkan mahasiswa yang belum paham, semangat ketika mengajar dengan memberikan pengajaran yang tidak membosankan karena dosen Business English mengerti apa yang diinginkan mahasiswa dikelas karena cara mengajarnya menyenangkan, kita bisa mengambil pelajaran dengan cepat dan kita merasa familiar " (Risha, 3M-MAN) interviewed on Monday January 07, 2019

Apart from having a good emotional approach to students, students also prefer

lecturers who are able to create a relaxed learning atmosphere, so that students do not feel pressured while participating in the teaching and learning process.

" Cara mengajar dosen Bahasa Inggris Bisnis kami menyenangkan karena kami merasa asyik, dosennya ramah, perduli dan gampang untuk ditanya, dan kami tidak canggung untuk bertanya dan berbicara" (Pipih 3M-MAN) interviewed on Monday January 07, 2019

However, it must be understood that students have different learning characters, where there are also students who are more comfortable with a light atmosphere that is a little tense but not depressed. They think that a slightly tense learning atmosphere is also needed to stimulate students to be more serious and focus on learning.

"Sejujurnya strategi pengajarannya bagus dan strategis, penguasaan dosen terhadap materi sangat luar biasa, dosen cukup tegas dan disiplin, karena saya suka ada sedikit ketegangan karena kalau mengajar terlalu banyak saya bercanda, saya mempelajarinya dengan buruk, jadi saya butuh sedikit ketegangan agar saya belajar lebih serius dan fokus. untuk pekerjaan dosen "(Kusnawati 3M-MAN) interviewed on Monday January 07, 2019."

Students also like the lecturer teaching strategy that prioritizes practice over theory - related to the professional competence of teachers, students like instructors who cared and passionate in managing the entire learning process that can be exemplified to students.

"Menurut saya strategi mengajar dosen sangat baik dimana dosen memberikan strategi pengajaran yang sangat tepat, perduli sama mahasiswa yang belum paham, ramah, dan mudah ditanya ketika mahasiswa kebingungan karena belum mengerti." (Astuti 3M-MAN) . interviewed on Monday January 07, 2019.

From the description above, it can be drawn a construction theme that Management students side with ESP teachers who have good social competence. Students in instructors who can create a learning atmosphere that is *knowledge of the subject*, *being approachable*, *being caring*, *being respectful* and *being passionate*. However, some students prefer a class atmosphere filled with management which makes them more serious in carrying out all stages of learning, but not stressful. In addition, students also prefer instructors who are disciplined and assertive, so that even with a relaxed and pleasant classroom atmosphere, instructors still show excellent aspects of professional competence.
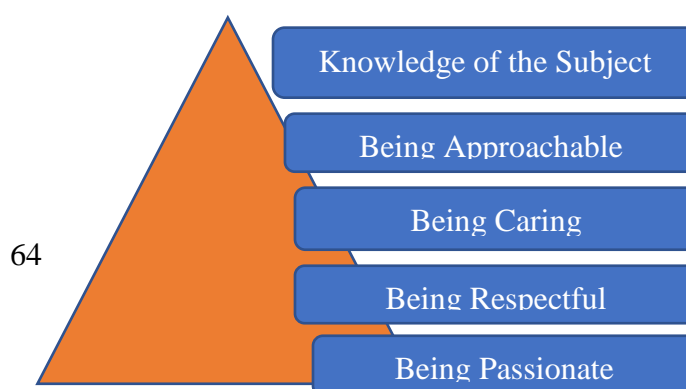
Figure 1.2 Favorite Lecturer Attributes of Management Students' of Bina Bangsa University

Regarding the use of learning resources, it was found that students thought that learning would be more interesting if it used a variety of learning sources. Students feel bored and think their knowledge has not been maximally developed if the instructor only uses one type of learning resource at each meeting.

Menurut saya cara mengajar dosen Bahasa Inggris Bisnis sekarang sudah bagus, tapi sayangnya hanya mengajarkan tentang materi yang terdapat di buku, jarang menggunakan internet atau aplikasi pak. "(Yuliyanti 3M-MAN) interviewed on Monday January 07, 2019.

Students need varied learning resources, where lecturers should be able to think more creatively in utilizing the use of IT in the classroom. In today's era, there are many learning resources that can be found both in the form of applications and websites. Students need a learning atmosphere that can provide a source of faster and more effective knowledge development. The use of IT in learning has become a necessity.

Regarding lecturer content knowledge, students gave quite a variety of responses regarding content knowledge competencies by Business English lecturers at Management Department of Bina Bangsa University. Some students mentioned that Business English lecturers were still lacking in mastering Business English content itself. The lecturer explains more about General English in general compared to the explanation of the subject area that is relevant to the needs of students.

Menurut saya dosennya bagus pak, cara mengajarnya juga bagus, tapi kalau ditanya ilmu bisnis atau bahasa inggris bisnisnya masih kurang, karena masih jarang kuliah bahasa inggris bisnis. Ketahui lebih banyak tentang masyarakat umum pak "(Ayu Febrianti 3M-MAN) interviewed on Monday January 07, 2019."

Kalau menurut saya pak pelajaran bisnis ini masih kurang dalam ilmu bisnis, bahasa Inggris hanya dipelajari dalam bahasa Inggris yang digunakan setiap hari pak, tapi sudah biasa juga untuk saling menambah kosakata bisnis, seperti istilah di perusahaan misalnya perusahaan multinasional artinya perusahaan yang mempunyai cabang di luar negeri "(Anggi 3M-MAN) interviewed on Monday January 07, 2019)."

From the results of the interview above, students felt that the teaching materials provided by Business English lecturers were still not fully focused on the subset of areas that should be the goals and objectives of learning outcomes in accordance with the professional needs of the student's work.

Although it was found that lecturers often present material that is not relevant to the objectives of the course designed since the beginning of the lecture, some students answered that it is natural that the instructor rarely teaches content knowledge about Business English because basically students have very low English proficiency so that English Business is still considered by most students not to be digested quickly.

Bahasa Inggris bisnis ini masih ribet untuk kita kemas, karena yang biasa-biasa saja masih susah apalagi bahasa Inggris bisnis. Masih banyak materi umum yang belum saya kuasai pak. Jadi kalau saya ajarkan bahan ajar kita ada di bawah kemampuan kita. Mungkin bahasa Inggris bisnis dipelajari kalau semester 4 atau 5 pak. "(Ria Yusnita 3M-MAN) interviewed on Monday January 07, 2019)."

Business English lecturers understand the learning objectives and targets to be achieved. However, by paying attention to the realities of students (English skills, culture and social awareness) in the classroom, lecturers often acculturate teaching materials that are considered more important for students to master and adopt additional Business English material which is categorized as less complicated for English learners to study.

From the above findings, it can be concluded that the students' perceptions of the subject matter of content knowledge possessed by Business English lecturers are sufficient for management students of Bina Bangsa University. However, students considered that the teaching materials provided were not too relevant to the learning needs of the English business class itself. This is because the lecturers feels that the competencies needed by English students are not too strong to receive Business English content in a holistic manner. The lecturers implements the learning process which is based on the results of the analysis of the students' initial abilities with the analysis of student learning needs.

Discussion

In this section, the researcher interprets and illustrates the importance of research findings regarding what is already known about the statement of the problem under study. In addition, the researcher also explains new knowledge about this research problem after considering each research finding. Therefore, the series of

ideas in this chapter contains answers to research problems which are then linked to the available literature, then linked to the correct theory. As it is known that in this study, two research questions were found with the answers. The first question is about students' perceptions of the subject matter or teaching materials of Business English. The second is about student perceptions about the teaching methods or strategies of lecturers who teach Business English.

For the first part, it was found that students considered the books or teaching materials to meet their teaching needs. The contents of the book are more focused on developing vocabulary (business-related words / vocabulary) and developing student communication (communicative skills). According to McDonough (2010). Business English from the 60s to the present, a continuous process of focus on the approach continues, from what are known as structuralist approaches, audio-lingual methods to focus on student functional areas. skills development. According to (Ellis & Johnson, 1994), the use of an integrated approach in ESP began in the 1980s where students were given aspects of word management, language structure, audio material, and language in a functionally integrated manner. Thus it can be said that the Business English teaching materials obtained by Management

students have really something that students have complained about, namely the appearance of the book that is not attractive.

According to Flinders (2005), Business English books are currently widely available with features that are slightly different from general English books in general. He added that Business English books are very easy to find where they are very different when 10 or 15 years ago, similar books were very few. In general, Business English books have several components that are their features, namely student books (usually accompanied by grammar discussion, answer keys, and tape scripts) plus audio tapes or CDs, teacher books, workbooks and audios for independent study. , and a website with material that can be downloaded free of charge (Flinders, 2005). This book feature has become a general rule of thumb for the use of Business English materials and there may be additional test books and videos (Flinders, 2005). In addition, booklets with attractive designs are also characteristic of Business English books that are widely distributed (Dudley-Evans et al., 1998; Nickerson & Planken, 2015). Thus, the teaching materials used at Management Department have not been able to adopt all general rules for using textbooks as

described above. Management students of Bina Bangsa University still use material with a very or even minimal appearance with an attractive design and some students even complain.

Regarding students' perceptions of the teaching methods or strategies applied by the teacher, it was found that students had a preference for the instructor's preferred characteristics, namely supporting student learning efforts, creating fun learning, providing games, discipline and being assertive but feeling. not depressed, has a strong professional component Knowledge is content knowledge. A study explains that the quality components that teachers have that can make the teaching and learning process successful or provide learning outcomes that can meet learning achievement targets, namely the ability to process teacher knowledge, such as pedagogic knowledge, content, environment and student context knowledge, become teaching practice (enactment). of interest to students (Carlson & Daehler, 2019). Teaching Business English subjects is different from teaching General English (Caraiman, 2014). Teachers are required to have good English competence and mastery of extensive content (Hu & Lei, 2014; Maican, 2017).

Students currently have the authority to convey the character of an instructor according to their needs and interests (Pavlina et al., 2011). Teachers who do not have strong competencies will certainly not be an option for students because students as subjects can feel the importance of the quality of a teacher in the teaching and learning process (Stronge, 2018). One of the studies which is one of the most important competencies possessed by a teacher to be liked by students is verbal ability or communication skills which can create a pleasant classroom atmosphere, making students enthusiastic about any given lesson (Andrew et al., 2005). Therefore, it is said that teaching is not an easy matter, but is a very complex mental concept that is outlined in a learning plan (pedagogical reasoning) and then practiced in the classroom (pedagogical in action) in order to achieve the required output targets. by institutions, the market industry (Shulman, 1986).)

CONCLUSION

This research reveals the accomplishment of Business English learning as English Specific Purpose at the Management Department of Bina Bangsa University. This research can conclusively answer all research questions related to Business English and its implementation in learning. The first question about students' views of the textbooks they employ in class, the findings indicate that the books used

have met the learning needs of students where the material provided includes Business English Words / Vocabulary, Grammar / Language Structure, and Functional language teaching. However, students who consider the design or appearance of the book to be less attractive are less interested in using the book. The second research question is about students' perceptions of teaching methods or lecturer strategies. Knowing this, it was found that students had very diverse perceptions so that the themes indicated by students' preferred teaching strategies were supportive, created enjoyable learning, provided games, were disciplined and were assertive but did not feel pressured, had an active professional knowledge component.

Finally, as a suggestion, regarding the research field, the researcher can then investigate specific topics areas that focus on the product, for example the challenges faced and the solutions offered by students and teachers in ESP learning and teaching; what are their hopes in improving the quality of ESP learning; and the Business English development model by adopting appropriate teaching approaches such as the Problem Based Learning approach in teaching ESP, etc. Regarding methodology, researchers can then use the philosophical foundation of pragmatism, namely a mixed methods approach in answering social science research questions in order to enhance the validity level of the research results.

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