

ENGLISH FOR SPECIFIC PURPOSE (ESP) TEACHING DESIGN BASED ON ACCOUNTING STUDENTS' NEEDS ANALYSIS

Angga Prasongko
Kadiri Islamic University
prasongkoangga@uniska-kediri.ac.id

Abstract

The Asean Economic Community (AEC) and the World Trade Organization (WTO) are challenges that need to be faced by higher education administrators. Higher education graduates are required to have the ability for facing the global competition. One of the skills that needs to be mastered is communication in using international languages. It must provide by study program to deliver in English teaching program. Currently, lecturers' perspectives serve to shape the teaching of English for Specific Purposes (ESP). Learning Needs Analysis is supposed to create the basis of ESP English instruction. Based on that problem, research was carried out to conduct a learning needs analysis for ESP English learners to determine appropriate learning design recommendations. This research uses a qualitative approach with interviews, observation, and closed-ended questionnaires as data collection techniques. This research shows the most appropriate English learning design for accounting students is to focus on speaking skill. It should be applied in active classes activity; students centered and the role of the lecturer as a facilitator. These elements aim to improve the self-quality of students and prepare them for future career.

Keywords: *English for Specific Purposes, Need Analysis, English Language Learning, English Teaching Design, Students' perspective*

Introduction

The development of science and technology significantly changed how people live. One of sectors that influenced is economy. The economy is currently among the sectors impacted by the fourth industrial revolution and the globalization age, as seen by its increasing exposure to foreign business. The implementation of the Asean Economic Community (AEC) and the World Trade Organization (WTO) is clear evidence that global competition is a real challenge that needs to be faced. In this era, everyone is required to have skills, professional, and increase self-potential. It used as a competitive advantage in facing the phenomena the competition with machines and

technology which are currently starting to change human positions (Prasongko, 2019).

The ability to communicate effectively is essential in the modern era, as it serves as an aspect of comprehending the requirements of other people. It is also an Interpersonal communication which is the most important skill for employees to acquire in the workplace. (Monica, 2021). Communication is a technique that can give satisfaction to other workers. The ability for communication indicates that workers need to be able to encourage connections between others and leaders (Adinda, 2023).

Today, employee is required to be experts in their fields and proficient in using international languages. English as an international language which is a lingua franca; the language of instruction used by people from different countries in different fields (Dima-laza, 2016). Learning English is essential as it's a universal language. The Indonesian Education Ministry determined that English should be taught in schools in order to meet this requirement. English lesson taught begins in primary school and continues through higher education.

English lesson teaching design implementation in higher education is adapted to the needs of the students. That is, the authority to create an English language curriculum suitable for the needs of each institution is granted, with the objective of achieving both academic success and language proficiency (Poomarin & Adunyarittigun, 2020).

The best approach to teaching English at the university level is to use English for Specific Purposes/Special English (ESP). Higher education students are provided with learning materials that are relevant to their level of study by adapting it to the scientific subject. This is to assist with the learning activities in the course, finish assignments, and get them ready for the working world. (Yulientinah, 2020)

English lesson is taught to students in the second semester of the accounting study program at the Economy Faculty of Universitas Islam Kadiri (UNISKA-Kediri), where they are enrolled for two credits. English lesson curriculum includes English for general purpose and combine to the

study program's scientific topics. The use of English for accounting is only focuses on language speech recognition in the field of accounting. However, the preparation of learning English doesn't based on learning Need Analysis, which is the basis for the ESP learning design model. Actually, learning English The design of English is determined by the lecturer's judgment of the the topic's range for the present requirements in the field of accounting. Based on these, it is necessary to carry out research of the needs of ESP students through a Need Analysis process to investigate the actual needs of students. It is essential that ESP students follow the English learning guidelines according to their requirements in order to take advantage of the benefits they will receive after graduation. (Kamarudin, 2021).

Methods

This study uses a qualitative through descriptive approach. This method applied to know the detail description of an object of research then presented descriptively. The results of the research are presented without modification or extra attention. This study aims to thoroughly characterize the structure of the social order as well as explore and explain an occurrence appearing in the field to support learning in all of its aspects (Sugiyono, 2011).

The study was conducted at the accounting study program, faculty of economics, Universitas Islam Kediri; UNISKA-Kediri. The key informants for this study were accounting students in UNISKA-Kediri who had finished their English classes. Respondents selected using a purposive sampling technique to select certain subjects to be involved in the process of investigation. Data collection carried out through interviews, observation, and documentation in the g-form of a questionnaire. The questionnaire that was developed is a closed-ended questionnaire.

The data collection method was chosen to obtain information about the students' needs of learning English. After obtaining the data, then the validity process is carried out using the triangulation method for further data analysis with stages; Coding, Data reduction, Data Display, and Drawing conclusion. This data analysis is based on the concept of Miles and Huberman

Findings and Discussions

The results of the study display the respondents' responses to the questionnaire they completed. The informant's level of English proficiency is the subject of the first question. This item reviews the analysis of the current situation by the informant. The results of students' English proficiency in general are as shown in this following table.

Table 1. Categories of English proficiency.

English Level	Percentage
Beginner	39%
Intermediate	34%
proficient	27%

The second question is about the respondents' time uses English. The results of the questionnaire are described in the table below.

Table 2. Time for using English.

Time	Percentage
At the class	44%
At work	2%
At the community	6%
English course	6 %
While playing games	26 %
At home	1 %
While Playing social media	9%

The next group of questions contains the respondent's English language skills. Based on the results of the questions are displayed in table 3.

Table 3. Respondents' English skills.

English Skills	Very Good	Good	Fair	Low
Listening	29%	32%	21%	19%
Speaking	24%	25%	23%	28%
Reading	25%	35%	24%	16%
Writing	20%	24%	33%	23%

The seventh question is used to find out the respondent's opinion about the importance of English courses in the study program they are taking. The results were obtained as described to the table bellow.

Table 4. The Importance of English courses in the Accounting Department

Description	Percentage
Not important	0%
Quite important	17%
Important	35%
Very important	48%

Question number eight is to find out the focus of skills taught in class. The results of the questions are show in this following table.

Table 5. Skill Focusing

Material	Percentage
Listening	20 %
Speaking	24 %
Reading	15 %
Writing	11%
Grammar	18 %
Vocabularies	12 %

The ninth question is to know the suitability of the English learning process followed by accounting study program students. The results describe in this following table:

Table 6. The compatibility of the English courses that have been obtained with the expectations of the learners.

Compatibility	Percentage
Very Compatible	14%
Compatible	62%
Fair	20%
Not compatible	4 %

The tenth question is a unique form of inquiry that focuses at the reason for the accounting study program's enrollment in English lessons. The results were obtained as described in the following table.

Table 7. Purpose of taking English courses.

Objective	Percentage
Study	41%
Work	4%
Going abroad	2%
Communication	29%
Self-development	10%
Study English literature	6%
International test	8%

The eleventh question asks you to list the most essential skills for becoming a proficient English speaker. The results were obtained as described in the following table.

Table 8. The most important skills to master English

Objective	Percentage
Listening	22%
Speaking	34%
Reading	24%
Writing	20%

The twelfth question asks about the respondent's requirements for every English language skill. The results show as in the following table.

Table 9. English reading needs

Reading material	Percentage
Book	32%
Article	24%
Newspaper/Magazine	8%
Lecture Module	25%
Laboratory Instructions	5%
Other literature	6%

After knowing the needs of respondents in reading skills, the next item are types of questions that aim to find out the needs of respondents in listening skills. The results describe in the table below.

Table 10. Material required for listening to English

Listening material	Percentage
Following Commands	29%
Understanding videos/movies/songs	8%
Understanding the speech / lecture	7%
Understanding seminars/scientific presentations	23%
Understanding lectures	32%

Respondents are asked what writing skills they require in the fourteenth question. The results are fully described as in the table below.

Table 11. The need for writing English

Writing material	Percentage
Essay writing	22%
Research reports	15%
Translating	5%
Summary	7%
Lecturing notes	8%
Business letters/job applications	23%

E-mails	9%
Others	11%

The fifteenth question aims to know the needs of ESP English learners in speaking skills. The results are in this table.

Table 12. Needs to speak English

Material	Percentage
Class interaction	37%
Presentation	23%
Speaker/conference	16%
Communicate with strangers	18%
Discussions with foreigners regarding study programs	6%

The sixteenth question is about the students' expectation. From the results of the questionnaire obtained as shown in the table below.

Table 13. English class expectation

Description	Percentage
Active class (project based, in pair, and group)	86%
Teacher center	3%
Other	1%

The seventeenth question asks about students' expectations of the lecturer's role in class. From the results of the questionnaire, data was obtained as shown in the table below.

Table 14. Desired Role of English Lecturer

Description	Percentage
Lecturer as facilitator	79%
Dominant	17%
Other	4%

The last two questions aim to determine how much time students anticipate spending in English classes. The results of the questions are described in the following tables.

Table 15. Time allocation for English courses

Time	Percentage
2 credits a week	26%
3 credits a week	17%
4 credits a week	%
Other	3%

Table 16. semesters allocation for English courses

Semester	Percentage
1 Semester	13%
2 Semesters	17%
3 Semesters	28%
4 Semesters	42%

ESP is an approach that focuses on the needs of the learner (Febriyanti, 2017). According to (Waters & Hutchinson, 1987) in Yulientinah, 2020 suggests that there are three components of Target needs which consist of necessities, lacks and wants. Necessities are aspects of the languages a student must master. Lacks are language aspects that students possess but is still struggling with and wants are language aspects that the learner expectation to master. According to the findings of the investigation, the following conclusions were reached:

A. Students' Necessities

The most important English proficiency for UNISKA KEDIRI accounting students is speaking ability. Reading, listening, and writing skills come next in order of necessity. Students who are aware that English is important in the accounting profession, particularly to enhance their future career preparation, are the ones with an advantage that most need to improve their speaking abilities. A common measure of success in working life is a person's ability for oral and written communication. This is supported by research results (Yulianti, 2021) that communication skills, which are part of human literacy, affect the career readiness of prospective workers, especially in the accounting field.

The English language learning method has to accommodate the needs of the students in terms of speaking proficiency. The learning objective should align with the requirements and expectations of the learner related their field of study and English language proficiency. Based on the research results, The learning aim supports student's requirement for academic preparation for their future careers while also being compatible with it. Speaking ability mastery is the main goal of the teaching and learning process.

B. Students' Lack

The findings show that speaking ability is a skill in which accounting students are weakest. The following order is for writing, listening, and reading. This result is inline as the results of research conducted by (Palupi, 2022) that speaking is the most difficult skill to learn compared to other English skills. The study claims that student's inadequate exposure to English is the reason for their poor speaking abilities. According to them, students only speak English at English class sessions once a week. A few of them mentioned that they frequently use English for other purposes, such social media and gaming, but this language is used for English in general. The limited time allocation to study affects the students' final achievement in English skills. This is supported by research conducted by (Yulyani, 2022) that time management is a factor that influences student learning success. It is also in line with the result of the research from (Prasongko, 2023) that there are internal and external factors that influenced students' speaking difficulties especially in accounting field.

C. Students' Wants

The findings of the study showed that speaking is an English skill that need to master most. Respondents assume by mastering English speaking skill will improve their self-quality and readiness for facing future carrier. They need additional allocation study time by four credits semester in a week in four semesters consecutive. Their little exposure to English outside of on-campus education is the reason behind this. They also expect the lecturers to act as their learning facilitators, guiding them through the building of an engaging, student-centered curriculum and inspiring learning environments. Students claion the mastering of English language skills.m that this can encourage learning and have an impact. This is supported by the results of research conducted by (Santosa, 2017) that lecturers have a role as an influential element in the process of teaching and learning which aims to improve students' learning outcomes.

Conclusion

From the results of this study, it can be concluded that the needs of learners in English courses are closely related to the academic needs of accounting. It aims to improve self-quality in order to prepare for facing their future carrier. Speaking fluency is the most important English language skill. The development of a learning syllabus needs to focus on activities that enhance speaking ability as this skill is necessary for communication. This is in line with the research results that speaking is the weakest skill among other English skills. This happened due to the lack of exposure to English by students. Students often use English when learning in class while they only study English once a week. Therefore, additional time must be allocated for teaching English in the classroom in order to accomplish the greatest learning requirements. Lecturers has importance role to the learning activities in the classroom. By immersing students in speaking-intensive activities with the goal of helping them develop their English-speaking abilities in line with the subject of accounting, teachers might motivate and use a student-centered teaching approach.

References

- Abu-Melhim, A.-R. (2013). Exploring the Historical Development of ESP and Its Relation to English Language Teaching Today. *European Journal of Social Sciences*, 40(November 2013), 615–627. Retrieved from <http://www.europeanjournalofsocialsciences.com>
- Adinda, R. Q. ., & Kusumadinata, A. A. (2023). TEKNIK KOMUNIKASI DALAM DUNIA KERJA ., 360–368. <https://doi.org/10.30997/karimahtauhid.v2i1.8033>
- Boroujeni, S. A., Fard, F. M., & In, M. A. (2013). A Needs Analysis of English for Specific Purposes (ESP) Course For Adoption Of Communicative Language Teaching :(A Case of Iranian First Year Students of Educational Administration). *International Journal of Humanities and Social Science Invention* ISSN, 2(6), 35–44. Retrieved from www.ijhssi.org
- Dima-laza, S. R. (2016). Learning a Foreign Language. English As a Lingua Franca Apprendre Une Langue Étrangère . L ’ Anglais Comme Langue Internationale Învățarea Unei Limbi Străine . Limba Engleză Ca Și Lingua Franca. (3), 59–65.

- Febriyanti, E. R. (2018). Identifikasi Analisis Kebutuhan Pembelajar Bahasa Inggris (Non Program Studi Bahasa Inggris) Pada Mata Kuliah Bahasa Inggris Esp Di Lingkungan Fkip Universitas Lambung Mangkurat Banjarmasin. *Vidya Karya*, 32(2), 123. <https://doi.org/10.20527/jvk.v32i2.5230>
- Furqon, M., Anjarani, S., & Wahidah, F.R.N. (2023). Persepsi diri dalam membaca pada pemelajar Bahasa Inggris di perguruan tinggi. *Khazanah Pendidikan- Jurnal Ilmiah Kependidikan (JIK)*, 17 (1), 276-282.
- Inayah, Arin, Tri Mulyati. (2021). Need Analysis of English Textbooks Based on The Addie Model. *Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris*, 8 (1), 1-10.
- Kamariddin, A., Fitria, N., Patmasari, A.,. (2021) Need analysis-based ESP course design for Accounting student of Vocational high school. *Jurnal Keilmuan Bahasa, sastra, dan pengajarannya*, 7 (2), 222-231
- Monica, A., RitongsS., & SuhairiS. (2021). Pengaruh Komunikasi Interpersonal Skill terhadap Dunia Kerja. *Da'watuna: Journal of Communication and Islamic Broadcasting*, 2(1), 16-24. <https://doi.org/10.47467/dawatuna.v2i1.505>
- Palupi, R.,E Ayuningtyas., Budi Purwanto., Sutriyono., (2022). Analisis Faktor Kecemasan pada Proses Keterampilan berbicara Peserta Didik Tingkat 1 pada Mata Kuliah Bahasa Inggris :*Jurnal Dimensi Pendidikan dan Pembelajaran*, 10 (2),138-145.
- Poomarin, W., & Adunyarittigun, D. (2020). The development of an online reader self-perception scale for efl university students. *Pasaa*, 60(December), 164–198
- Prasongko, A. (2021). Quizizz as Fun Multiplying Learning Media in English Lecturing Process. *Education and Linguistics Knowledge Journal*, 3(1), 14 - 23. doi:10.32503/edulink.v3i1.14
- Prasongko, A., Adiarto, T.,. (2019). The Role of The Agile Leadership Model As A Competitive Advantage for The Future Leader In The Era of Globalization and Industrial Revolution 4.0. *Jurnal Pertahanan*, 5(3), 126-133
- Prasongko, A., Kurniawan, E., & Muchyidin, M. (2022). Microsoft Office 365-A1 As Online English Teaching Media In Academic Reading Lesson. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 4(2), 11-21. doi:10.32503/proficiency.v4i2.2758
- Prasongko, A. (2023). Students' Speaking Difficulties In ESP: English For Accounting. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 5(2), 105 - 112. doi:10.32503/proficiency.v5i2.4116

- Santosa, Rochmat Budi. (2017). Motivasi Dalam Pembelajaran Bahasa Inggris: Studi Kasus Pada Mahasiswa Jurusan Pendidikan Bahasa Inggris IAIN Surakarta. *Jurnal Didadiktika*, 15 (1),
- Yulianti, Melia, Asniati, Verni Juita. (2021). Pengaruh Keahlian Akuntansi, Literasi Digital dan Literasi Manusia Terhadap Kesiapan Kerja Calon Akuntan di Era Disrupsi Teknologi Digital. *Jurnal Ekonomis: Journal of Economics and Business*, 5 (2) 449-456.
- Yulientinah, D, S., Juwita, R., Resdiana, W,. (2020). Identifikasi Analisis Kebutuhan Pembelajaran Bahasa Inggris (Non Program Studi Bahasa Inggris) Pada Mata Kuliah Bahasa Inggris Khusus/ English For Specific Purposes (ESP) Di Program Studi D4 Akuntansi Keuangan Politeknik Pos Indonesia. *Jurnal Competitive*, 15(1), 1-12.
- Yulyani, R. (2022). Pengaruh Motivasi Belajar, Minat Belajar, dan Manajemen Waktu terhadap Prestasi Belajar Siswa pada Masa Pembelajaran Tatap Muka Terbatas. *Edumaspul: Jurnal Pendidikan*, 6(1), 943-952.