

## **NEED ANALYSIS FOR ENGLISH COMPETENCY-BASED BUSINESSES THROUGH INTENSIVE LEARNING PROGRAMS**

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### **Abstract**

The urgency of mastering English in Indonesia is very high. This phenomenon reflects the rapid development of technology in recent decades. On the other hand, English proficiency in Indonesia is still very low. Formal educational institutions for elementary, junior high, high school, and university still cannot answer students' needs for quality English. Therefore, there is a desire to enrich English competence through Intensive Courses. This condition can be seen as an opportunity for educational-based entrepreneurs who want to develop their businesses in a non-academic context. Before building a language competency-based business, a mapping of prospective students' needs is essential. This article involves 152 students as respondents to find out the current learning needs of students. Questionnaires were distributed with the aim of (1) providing an overview of the things students need and want, referring to the knowledge they have; (2) describing students' current English language skills; (3) Learning needs are related to what must be done to learn. This questionnaire analyzes the things that need to be developed in an English language course that can answer and facilitate students' needs. The results are that English courses should focus on conversation and writing skills to support students' work and academic needs.

**Keywords:** needs analysis; English; intensive course

### **INTRODUCTION**

Foreign language course institutions were formed as a reaction to the importance of English in this era of rapid technological development [1]–[3]. The need to communicate in a global context requires everyone, especially those who position English as a foreign language, to be able to communicate in English. Globalization and competition with foreign workforce demand that Indonesian workers be able to communicate in a global context by using English [4], [5]. This phenomenon can be seen from two perspectives (opportunities or threats). The threat, of course, is only for students or people who do not want to equip themselves with fluent English or opportunity for entrepreneurs as business opportunities.

Students' need to attend intensive English course is very high in this era because formal educational institutions are deemed unable to facilitate and improve students' ability to speak English. In addition, Indonesian people's English proficiency is still very low [6]. This awareness has encouraged the emergence of various course institutions in Indonesia. In 2015, more than 4000 institutes of intensive English courses [5]. It grew gradually until Indonesia's Covid-19 pandemic began to spread in early 2020.

At first, the English language course institutions still focused on face-to-face interactions in learning. However, the pandemic conditions prompted course institutions to adjust as soon as possible. The government requires all course institutions that hold on-site meetings with the face-to-face method to immediately stop the course implementation [7], [8]. In this case, the course owner must change the face-to-face meeting to another class format. Online-based teaching answers this problem [7], [8]. It includes all course institutions, both those that carry out classroom learning or institutions that also carry out private learning.

The decline in the number of Covid-19 implies the opportunities to continue developing and running private classes because several classes have interacted on-site (or direct meetings with students) and online. Although it has not yet had an optimal impact, adjustment steps need

to be taken by private course institutions. One of them is knowing the needs of students in intensive course programs.

This article is specifically directed to find out the needs of students (prospective students) in English for Specific Purposes (ESP) or which can be interpreted as learning programs designed according to the needs of students [9]. The analysis was carried out on students in higher education who felt the need to develop English language skills through intensive course programs. Essentially, the ESP model is carried out by not separating English from the learner's life [9].

To be able to identify student needs, several analyses were carried out [9], [10] as follows:

1. Target situation that describes what is needed and desired refers to the knowledge possessed by the learner.
2. The current situation describes students' current English language skills.
3. Analysis of learning needs related to what must be done to learn.

This research is directed to provide answers related to the motivation to take the intensive program, the needs, and the target for participation in the intensive English program, which is further elaborated in the following three questions:

1. Factors that motivate students to take intensive course programs.
2. The needs required by learning related to the following intensive course program.
3. Students' expectations from their participation in intensive English programs.

## **METHODOLOGY**

This research is integrated qualitative research from community service activities. The research data source is a survey in the form of open-ended questions addressed to students who take employee classes. There were 152 informants with the distribution of 93 female informants and 59 male informants. The survey is divided into several sections as follows:

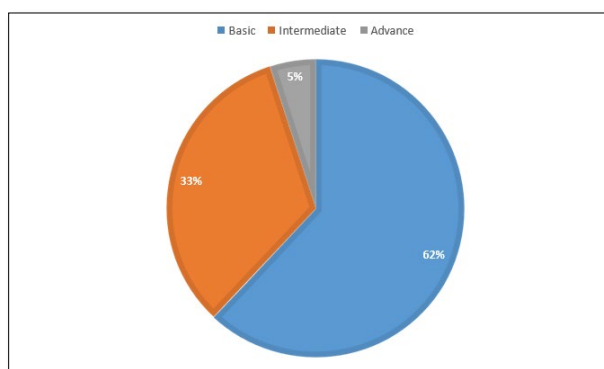
- a. In the first part, information related to the respondent's data is asked, including gender and current English skill or competence. This language competence can be seen in three questions that the author adapted from previous research [10]), namely:
  - Do you know basic vocabulary but still often make mistakes with Writing and pronunciation?
  - Are you able to communicate in English even though you still make mistakes in vocabulary and grammar?
  - Are you able to communicate fluently despite a few mistakes?
- b. Factors that motivate respondents to learn English. In this section, respondents can choose more than one of the answers provided. In this section, I adopt the description of the previous research [10], namely:
  - Improve my English grades on campus
  - Help me at work.
  - Study abroad.
  - Competent in English.
  - Liked English.
  - Others: respondents can fill in their answers
- c. What language skills need to be further developed through an intensive program? This section contains four separate points whose contents are an explanation column the respondent must fill in.
  - Conversation
  - Writing
  - Listening
  - Reading

- d. What obstacles do you face in learning English? This section explains that the constraints are related to the informant's language skills, not financial matters.

## RESULTS

The situation analysis (which identifies the respondent's English proficiency) shows the respondent's English skills percentage. The survey shows that 62% of students know some basic vocabulary in English. However, they realized that they still often made mistakes in their application in writing and implementation. Meanwhile, 33% of students feel they can communicate in English, although they still make a few mistakes when speaking or writing. These respondents are classified as respondents with intermediate abilities, and 5% of the total respondents are proficient in English (advance) because they can communicate fluently in English.

It can be concluded that most of the respondents are not very fluent in English and have basic English skills.



**Figure 1. Respondent's English Ability**

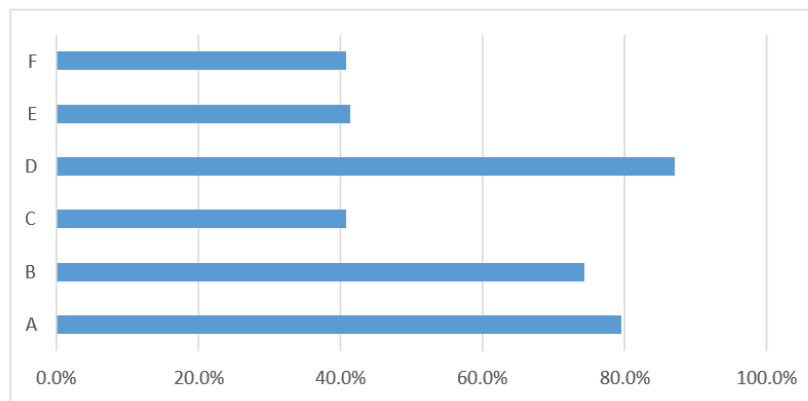
- a. Motivation to Learn English

Need analysis must be carried out before designing English courses [11]. English courses and teachers need to know what motivates students to learn English. In the questionnaire, the writer asked what motivated him to learn English. The responses obtained can be seen in the following table.

**Table 1. Motivation to Learn English**

Motivation to Learn English	Yes	No
a. Improved my English scores on campus better.	79.6%	20.4%
b. Help me at work	72.3%	28.7%
c. Further study abroad	40.8%	59.2%
d. Competent in English	87.1%	12.9%
e. Love English	41.4%	58.6%
f. Others: respondents can fill in their answers	40.8%	59.2%

Table 1 shows that one aspect that motivates students to take English courses is to improve their competence in speaking English. The need to improve this competency confirms that most respondents feel their language competence is still low (basic). The descriptions in this table are presented in the following diagram.



**Figure 2. Motivation to Learn English**

40.8% of the total respondents chose other answers. Other responses, in this case, represent other things behind the students' decision to take intensive English classes. The weak competence of students to speak English is also clearly seen in their desire to learn English to support learning in the classroom. Students still have difficulty following the English learning materials taught on campus. 79.6% of students stated that their English scores on campus were still very low. Therefore, it needs an enrichment class.

72.3 % of respondents stated that mastering English is important to support their work in the office. Working in an office requires students to communicate fluently in English. Correspondence in English, negotiations and conversations with clients who do not speak English often become obstacles for students in their work in the office.

Most respondents are currently taking education at the undergraduate level, so many students want to continue their further studies to a higher level, especially at the post-graduate level at home and abroad. Respondents think that in order to be able to continue their studies abroad, students must be fluent in English. In addition, they must also meet the TOEFL or TOEIC score standards that the government or the educational institution has made.

Apart from the responses above, the writer also found several other responses that made students feel the need to take an English course. I think the response, in this case, is still related to the above motivations. To support work performance, students feel the need to follow an intensive English program for several reasons as follows:

- The office requires employees to take English courses.
- Management requires all employees to speak English in the office.
- Able to reply to letters and emails in English.
- Able to speak English with clients.

#### b. Students' Learning Needs

The need for students to learn English is always oriented toward developing four language skills, namely reading, writing, speaking, and listening, which will be described as follows.

Respondents gave various responses related to conversational skills. The writer found that only 25% of students gave further explanations, which are presented in the following points:

- Able to speak in English with overseas clients
- Can communicate in English, especially during meetings, both on-site and online in English.
- Able to present in English

Regarding the students' writing ability, the writer found that taking English courses is always related to the quality of the student's English. In addition, to their performance in class or at work. Students' views on these learning needs are presented in the following points:

- Able to write sentences and paragraphs correctly without grammar and spelling errors.
- Able to write fluently in English without having to translate from Indonesian.
- Able to write emails and memos and make reports for office work.

Listening skills are closely related to understanding the information conveyed in the context of work or teaching. The obstacles that students usually face in this case relate to understanding the message or information and managing it at the following stages. Regarding listening skills, respondents argue:

- Understand presentations or videos used in classroom learning
- Understand the information conveyed by native speakers for work needs
- Understand the instructions given by the leader in English

Like listening, reading skills are related to activities to absorb information and interpret. The sources of information, in this case, are written texts in various forms such as articles, magazines, memos, and contracts. In the context of classroom learning, the obstacles that students usually face are as follows:

- Understand books, modules, or articles in English given by lecturers
- Understand the instructions given in class
- Knowing written information from various sources

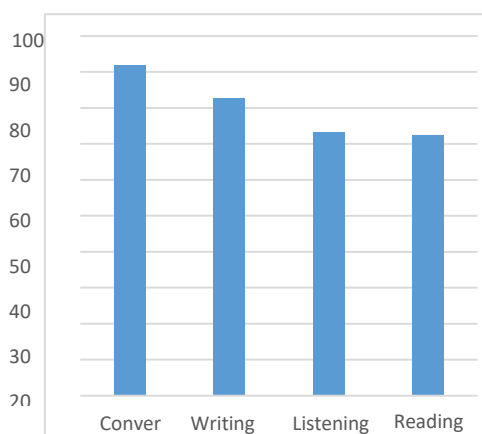
Meanwhile, in the context of student work, students encounter problems in several ways, as follows:

- Understand email in English
- Read memos and instructions given by the leadership
- Understanding meeting minutes

In this question item, the writer counts the number of skills given to the answers or responses by students. Through this response, the writer found that students emphasise the ability to speak in English. Here is the full description

**Table 2. Student Learning Needs**

Learning Needs	Yes	No
Conversation	91.9	8.1
Writing	82.8	17.2
Listening	73.3	26.7
Reading	72.4	27.6



**Figure 3. Learning Needs**

c. Obstacles in Learning English

As a foreign language in Indonesia, mastery of English is not absolute for all Indonesian people because English is only used in certain contexts and is not used for everyday conversation. It causes English competence in Indonesia to be quite low. In one of the items in the survey, The writer asked respondents to describe the obstacles they faced that made it difficult for them to communicate in English. The responses given were very diverse, and the authors found 67 responses that were good enough to be included in this analysis. The 67 responses are classified in the following 8 points.

**Table 3. Obstacle in Learning English**

No	Skill	Description
1	Conversation	Cannot pronounce English properly Often confused about choosing the right words in conversation Often confused when talking to native speakers. Unable to do a presentation in English
2	Writing	Cannot write directly in English. Still have to translate to Indonesian first Grammar errors and typos when writing letters or memos The number of vocabulary is limited so that the writing process is often hampered
3	Listening	Does not understand the learning materials and presentations Does not understand conversations with native speakers
4	Reading	Does not understand books, modules and articles in English Does not understand the memos and meeting minutes given by superiors.

**DISCUSSION**

Poor English competence makes English courses can be developed further in intensive programs. In order to run accurately requires an in-depth analysis of students' needs to learn foreign languages. Needs analysis with students shows that English is necessary to master to support learning activities and further studies. The need for English in employee's class students is based on the fact that English can support their work and increase career paths. On the other hand, speaking English can also encourage improving the quality of work. This article shows the high need for an intensive English program so that it can be further developed as an opportunity for entrepreneurship. In terms of needs, improving language skills, especially in conversation and writing, is very likely to be developed. Conversation, in this case, focuses on the ability to interact using English with native speakers and presentation skills in English. In this case, the common obstacle is that students tend to have difficulty pronouncing English correctly and using the appropriate grammar structure. For certain purposes, the course can be directed at building students' communication skills in other office work, such as negotiating and handling complaints.

Meanwhile, the ability to write is also essential to development. Students often experience difficulties in academic writing that are of provisions triggered by limited vocabulary and grammatical abilities. In addition, this limitation makes students have to write first. English language skills are related to making reports and reports in English in the context of work. Meanwhile, writing and reading can be integrated into the other two skills. For example, conversation classes can be integrated with listening skills and writing skills integrated with reading.

From the course management perspective, it can be seen that the course program should be directed at classes that focus on student's ability to use English in a work context. Matters related to presentation and negotiation can be developed in the syllabus to encourage student's interest in participating in intensive English programs. Meanwhile, the ability to write is

integrated with academic and work needs. Therefore, themes related to academic writing and correspondence can be developed in the syllabus.

## CONCLUSION

This article provides answers to the importance of English in Indonesia. The urgency of English is a picture of the poor quality of English in Indonesia and the weak role of formal education in building students' English skills. However, a lesson should be directed to facilitate the needs of students, which in this case, the need to speak English. This article suggests that in addition to improving English language skills, two things become the focus and basic needs for students to take intensive English courses other than desire. The first is to increase academic scores on campus, and the second is to improve the quality of work. It motivates students to participate in an intensive English course program. Therefore, course development can be directed at these two aspects.

Meanwhile, the writer found two skills that should focus on development: conversation and writing skills. This article shows that conversational skills development focuses more on improving the quality of work. Meanwhile, writing skills are expected to help students improve the quality of academic writing and encourage their work, for example, in making reports and taking notes.

This article is still developing, so other studies need to refine it. The author finds that this needs analysis should be carried out with a larger population with more variants of questions. In addition, the authors feel the need to include the perception of the owner of the language institution in the results of the needs analysis that has been carried out.

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## PROFILE

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