

# Students' Need Analysis on Methods Used By Lecturers in Teaching English For Management Studies

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## Abstract

This study was aimed at exploring the students' need on methods used by lecturers in teaching English for management studies. The type of research used to achieve the above objective is descriptive quantitative. The data was collected through questionnaires that was given to students, lecturers, and graduates through google form, and it was analyzed by using Likert Scale. The total respondents was 72. They consist of 4 lecturers, 17 graduates, and 51 students. Result of the research indicates that the eight methods are important to be applied in teaching ESP. This means that lecturer can combine these methods as they are needed by the students at Management Study Program at UKI Toraja.

## Keywords

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## Introduction

English as an International language is used by most countries in the world as a means of communication. Therefore, English grew as the most important language in international relations, industry, business, education, culture and other. It results to the importance of learning English. People who can speak English well will get benefit a lot because they can communicate with people from different backgrounds. Therefore, the Indonesian government through the Ministry of Education and Culture has incorporated English into the national curriculum from the first secondary school level to the college.

A foreign language can be learned more effectively when it is used as a medium for defining interesting content and according to the needs of learners or students. Currently, English for Specific Purposes have often appeared in the language teaching literature. It is taught that the learner of non-English study program can also deliver their work in English. Therefore, the specific terms must be delivered in ESP class according to the major of students.

The teaching and learning process requires clear specific methods to achieve effective and efficient learning objectives. The learning methodology is a way of carrying out activities between educators and students when interacting in the learning process. Educators need to know and learn teaching methods to convey material and be understood well by students. Teaching methods are practiced at the time of teaching and are made as attractive as possible so that students gain knowledge effectively and efficiently. The teaching methods in the learning process according to Intrapanich (2012) are Oral Approach, Grammar Translation, Audio Lingual, Community Language Teaching, Total Physical Response, Silent Way, Community Language Learning, Suggestopedia, and Direct Method.

According to Kenny (2016), there are many methods and approaches to be used in the classroom effectively; teachers choose which one to use according to our participant. It means that it important to know the students characters in the class, and to recognize what method they need to be applied in the learning process.

In UKI Toraja, especially in Management Study Program, English is taught in 2 levels, namely General English and ESP. The main objective of teaching and learning English specifically in the Management Study Program of the Faculty of Economics at UKI Toraja is that the graduate can compete in seeking job (as an added value) and they keep up to date to developments in science and technology which mostly use English as the language. In fact, most students have not been able to communicate in English even in a simple way. This may be due to several factors, namely internal factors (from the child itself) and external factors, such as methods of teaching, the material which is not in accordance with the needs of the learners, etc.

The reason above has guided the writer to conduct a research to find out what methods the students of the UKI Toraja Faculty of Economics Management Study Program need in learning specific English. This research is hopefully can be a guidance to produce teaching materials according to the students needs and in accordance with market demands.

## Method

Research design applied on this study was quantitative. The research was conducted in September to Desember 2020. The population is students of Management Study Program, Faculty of Economics UKI Toraja and through purposive sampling the sample was chosen from students who have passed the General English and ESP, graduates, and lecturers. To obtain data in this study, researchers used a questionnaire that was distributed by using Google Form to 51 students, 17 graduates, and 4 lecturers who taught Special English Language (ESP). The instruments consist of 19 items which represent 9 methods in teaching English (Intrapanich, 2012).

The data that have been taken were analyzed quantitatively by using Likert Scale (Sugiyono 2011). The data then was converted to percentage by using the formula below:

$$\text{Total score} / Y (\text{highest score} \times \text{Total respondents}) \times 100$$

To make interpretation about the importance of each method, the following interval was used:

- a. 0%-25% concluded as Very Unimportant
- b. >25-50% concluded as Unimportant
- c. >50%-75% concluded as Important
- d. >75%-100% concluded as Very Important

## Results

After distributing the questionnaire through Google Form, the answers were analyzed quantitatively by using Likert scale. The result can be seen in the following table.

Table 1. Methods Need is Teaching ESP

Statements	Strongly Disagree	Disagree	Strongly Agree	Agree	Total Score
English must be use as instructional Language	5	42	87	68	202
English must be practiced in the classroom	5	18	105	92	220
Both English and Indonesia are used in classroom	2	22	90	116	230
In learning English, students are asked to read English text and asked to answer questions based on the text.	5	12	81	136	234
Students' works are corrected based on the use of grammar	4	10	99	120	233
Students are asked to repeat what lecturer said in English	8	18	120	60	206
Students are required to read English text aloud	5	28	99	80	212
Lecturers should facilitate social interaction in class, such as discussion and dialogue	3	8	78	156	245
Lecturers should guide students when doing task individually or in group	3	8	84	148	243
In learning English, listening is the most important skill	3	12	102	116	233
Mimicking a new language that students hear to acquire / know the language should be done in English classes	7	40	72	84	204
All language skills should be taught simultaneously from the beginning	2	6	87	152	247
Students should be given the opportunity to develop and self-correcting in terms of language	2	6	96	140	244
Students learn together about what they like / want to learn	2	16	84	136	238

In teaching, lecturers should pay attention to all aspects of students, not only their intelligence but also their feelings	0	6	78	172	250
Learning English should be done in a relaxed state, such as listening to music or songs	5	24	66	132	227
Listening to music while studying will facilitate the language acquisition process	3	38	81	92	214
Use of visual aids, such as pictures or screen displays make it easier for students to learn	0	8	78	168	254
Apart from visual aids, printed materials or books are also very important in learning English	0	8	60	192	260

Based on Table 1, out of 19, most of the respondents chose Agree and Strongly agree for every item. The 19 statements represent 9 methods in teaching English namely: Oral Approach, Grammar Translation, Audio Lingual, Community Language Teaching, Total Physical Response, Silent Way, Community Language Learning, Suggestopedia, and Direct Method

Table 2. The Percentage of Methods Need is Teaching ESP

Method	Item	Score	Percentage	Average
Oral approach	1	202	70%	73%
	2	220	76%	
Grammar Translation Method	3	230	79%	80%
	4	234	81%	
	5	233	81%	
Audio Lingual	6	206	72%	73%
	7	212	74%	
Community Language Teaching	8	245	85%	84%
	9	243	84%	
Total Physical Response	10	233	81%	76%
	11	203	70%	
Silent Way	12	247	86%	85%
	13	244	85%	
Community Language Learning	14	238	83%	86%
	15	250	89%	
	16	227	79%	
Suggestopedia	17	214	74%	77%
	18	254	88%	
Direct Method	19	260	90%	89%

## Discussion

The result of data analysis in table 1 above shows that students chose Agree and Strongly Agree option mostly. That result makes seven methods are categorized very important, and only one categorized important. It means that the students hope the lecturer can combine the methods in teaching ESP. This result represents what Prahbu said in Anderson & Freeman (2016):

We do not believe that there is a single best method.

This fact may mean that lecturers may use what method is the best to be practiced in teaching ESP based on lecturers' own beliefs about the teaching-learning process. They may also combine the methods to reach the learning goals.

Meanwhile, data on table 2 that shows the percentage of each method can be organized from the highest to the lowest score as follow:

1. Direct method is expressed on items 18 and 19 with an average score of 89%, categorized very important.
2. Community Language Learning is expressed on items 14 and 15 with an average score of 86% categorized very important.
3. Silent Way is expressed on items 12 and 13 with an average of 85% categorized very important.
4. Community Language Teaching is expressed on items 8 and 9 with an average of 84% categorized very important.
5. Grammar Translation Method is stated on items 3, 4 and 5 with an average of 80% categorized very important.
6. Suggestopedia is expressed on items 16 and 17 with an average of 77% with categorized very important.
7. Total Physical Response is expressed on items 10 and 11 with an average of 76% categorized very important.
8. Oral Approach is expressed on items 1 and 2 and Lingual Audio is expressed on items 6 and 7 with an average of 73% categorized important.

Data above shows that all methods are considered important, but this research reveals that the most needed by the Management Study Program students according to the highest to the lowest percentage are direct method, CLL, silent way, CLT, grammar translation method, suggestopedia, total physical response and the last one is oral approach.

From the results of the above research, direct method is the first as the most needed method in learning ESP. It means that the students want the lecturer to expose the target language directly. Direct method itself allows students to learn language directly without the need for translation process. The use of visual aids and learning materials to facilitate the learning process is considered important in the ESP learning process.

Considering the previous research by the writer, the most needed skill by the students of Management study program is speaking. The direct method will be precisely use in teaching that skill because on this method, students are actively involved in using the target language. Conversational activities hold an important part when lecturer applied this method in classroom (Mart 2013)

Kumar (2015), has conducted research about the best method in teaching, and this result is also in line with Kumar's statement which assuming the oral approach and total physical response failed to improve the communication skills of the students. Data of this research showed the two methods listed as the last method needed in teaching ESP.

## Conclusion

From the results of the research conducted and the results of data analysis, it can be concluded that the methods required by students of the Management Study Program of the Faculty of Economics UKI Toraja in learning special English (ESP) sequentially starting from the most important are Direct method (89%), Community Language Learning (86%), Silent Way (85%), Community Language Teaching (84%), Grammar Translation Method (80%), Suggestopedia (77%), Total Physical Response (76%), Oral Approach and Lingual Audio (73%).

Through the results of this study, it is expected that further researcher will conduct a development research to design materials for English for Specific Purposes for students of Management Study Program at Faculty of Economics UKI Toraja. The lecturer is encouraged to apply methods which required by students based on the importance level as found on this research.

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