Need analysis of English learning to improve employability skills based on blended learning

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Abstract. This study aimed to know the need analysis of students in learning English to improve employability skills based on blended learning. The need analysis was conducted on 68 students of the management business industry department of Sekolah Tinggi Teknik Malang. This need analysis was done through descriptive analysis by using a questionnaire as a data collection instrument. The result of this need analysis shows that almost of students do agree and consider it very important if employability skills are applied to learning English. They assume that the most important employability skills are communication and initiative, and dare to try. Besides, it shows that the most difficult language element is grammar, and the most difficult language skills are speaking and writing. To develop students' language skills, they need learning video, recorded dialogue, presentation recording, a short article with difficult words list, role play topic, outline paragraph, and a clear writing topic. Besides, the student feels that the blended learning through the learning management system has not been deal with their needs. They think that there are too many assignments and less teacher's explanation and discussion. For future study, it can be used as a reference to develop a syllabus, teaching material, and learning evaluation of learning English for the management Business Industry department.

Keywords: Need analysis, Employability Skills, Blended Learning

1. Introduction

Need analysis (NA) on English Language Teaching (ELT) is still needed to be explored especially among English as foreign language (EFL) students. Related to this case, need analysis (NA) is commonly used to gain knowledge about what language skills should be learned and how. Huda (2020) stated that Need Analysis in ELT is a necessary step in the creation of curricula, selection of materials, and assessment of teaching activities. Also, Parnawati and Ulinuha (2019) explained that Need Analysis is used to achieve a better understanding of what and how to teach language proficiency. In the current learning process, it is also a way of revealing future challenges. Moreover, Poedjiastutie and Oliver (2017) argued that an integral part of NA requires the incorporation of the

experiences of students. This is because they expend their time, materials, and money on learning, with the hope that it will be worth their future.

Moreover, understanding the need for language learners is so critical, a great deal of NA research has been conducted and done in a variety of contexts and using various methodological approaches. Several studies on need analysis have been conducted in many different countries such as in China (Jinzhu, 2015), Spain (Bedoya et. al., 2015), Saudi Arabia (Al-Hamlam and Baniabdelrahman, 2015), and Indonesia (Huda, 2020; Parnawati and Ulinuha, 2019; Mahbub, 2018; Poedjiastutik and Oliver, 2017; Umam, 2016). Those need analysis studies have focused on various aspects of ETL. For instance, the study of Huda (2020) and Mahbub (2018) focused on obtaining the target need by consisting of necessaries, wants and lacks, and the learning needs. The findings indicated that students had the varying expectation of what they need, want, and lack. The finding also illustrated the learning needs of students, including learning inputs, teaching-learning methods, the role of teachers and learners, as well as the learning environment. While Susandi and Khrisnawati (2016), and Jinzhu (2015) conducted a need analysis study to develop an English language syllabus and curriculum. So, the result of those studies is how to implement needs review research and formulate the national English education policy more effectively. However, the subject of studies has various characteristics, so the result of the study could not be generalized within the same study.

In comparison to the previous studies, this current analysis will concentrate on obtaining the target need and learning needs by consisting of English language learning problems, priorities, competence, and solution related to employability skills through blended learning. Employability skills among college students are crucial topics to discuss. Arshad et al. (2020) said that colleges all around the world are facing a new problem in the 21st century. Today's economy needs more trained workers than ever before and positions in this modern economy need more nuanced expertise and skills than the jobs in the past. Besides, Wyburd (2017) explained that Graduate employability is a sector-wide concern in a highly dynamic and global setting. Felecia et al. (2015) stated that employee qualifications act as a passport to the world of work. The combination of employability skills with job-specific expertise and information takes place in offices and educational contexts, based on the nature/context of the job/work assignment. Moreover, Practitioners are designing new, imaginative, and work-related practices that incorporate employability. Many studies of employability skills in English learning have been conducted, for instance, Arshad et al. (2020), and Nisha and Rajasekaran (2019). Besides, Since the pandemic condition, all activities should be done from home without exception English teaching and learning. Many studies have conducted some effective ways of the learning process in the Covid-19 pandemic, such as Rachmatullah et al. (2020), Siswati et al. (2020), and Siripondee et al. (2020). Those studies were focused on Blended learning through the Learning Management System (LMS) in the pandemic situation. The changes in the learning system, which was traditionally face-to-face, turned into distance learning, may cause problems for both students and teachers. Therefore, need analysis (NA) on English Language Teaching (ELT) are still need to be explored in Blended learning.

So that, the writer planned to research needs analysis to acquire an English syllabus to improve students' employability skills through LMS for the Management Business Industry department in Sekolah Tinggi Teknik Malang that applied to their needs. Additionally, Huda (2020) find out that by recognizing the desires of students, instructors, or curricula planners, they can completely understand the expectations, needs, and wishes of their students so that they can overcome the difference between current skills and desired ability. The syllabus, therefore that will be used in the teaching and learning phase, will be the one that fits the situation of the learners and is in line with the goals and objectives of the planned course, from which the teaching and learning process will be successful (Umam, 2016). Therefore, the result of this analysis will be a reference for making the syllabus of English language subject on Learning Management System that contained employability skills according to students' need. The design of the syllabus was based on the results of the analysis of student learning needs and the curriculum analysis's result of the Management Business Industry department in Sekolah Tinggi Teknik Malang.

2. Method
This study used descriptive analysis with questionnaires as the main instrument to collect data.

2.1. Subject of study
The subjects who participate in this study were sixty-eight students from almost three hundred students. They are fifth and seventh-semester students of the Management Business Industry department in Sekolah Tinggi Teknik Malang, Malang City, Indonesia. They have got an English subject in the third and fourth semester. The students were selected as candidates to provide in-depth proof that the author wanted to examine. As a result, the findings of this research could not be applied to other classes at the same study site.

2.2. Instrument
This study used a questionnaire as the main instrument to collect data. The questionnaire was arranged in the form of a mix-questionnaire. It let the respondent give a more detailed explanation of the questions. The questionnaire consisted of twenty-five questions and was classified into five parts as Brown (1995) and Lestari (2014) have suggested. The questionnaires were identifying abilities, problems, attitudes, priorities, and solutions. In identifying problems, there were six questions. Then, there were two questions for abilities. Also, there were four questions for each part of attitudes and priorities. The last is solutions which include nine questions.

In the first part, students were asked to assess their ability in English. In the problem part, students were asked to identify some problems in learning English and learning system management as a tool to implement blended learning. Students were also asked about wants, desire toward the existing course objective in the attitude part. In the priorities part, students were asked to investigate topics, language use, language skills that were important to study in learning English. Then, in the last part, students were asked to give some suggestions about the implementation of employability skills in learning the English language through blended learning.

2.3. Data collection
The survey was done by asking students to answer the questionnaire related to English learning material that they use now and need. The questionnaire was sent to students through e-mail. The respondents answer the questionnaire manually on the document. Then, Students sent the answered questionnaire back to the writer via e-mail. After all, questionnaires were sent back, the writer downloaded them and analyzed them.

2.4. Data analysis
Since the form of the questionnaire was a mixed questionnaire, the first step to analyze the data was classifying the detailed responses from students in some parts. The classification was based on the similarity of the answer of the respondents. The next step to do is finding the percentage of each classification from those answers. The last one is giving a descriptive analysis of the data found. Also, data obtained from questionnaires were evaluated using detailed statistical methods, including frequency and percentages for all questionnaire items.

3. Result
The results of this study indicate the abilities, problems, attitudes, priorities, and solutions as the study focus on:

3.1. Abilities
The questionnaire was developed in the skills part to ask students to test their English skills. There were six types of language skills. Elementary, pre-intermediate, intermediate, upper-intermediate, pre-advance, and forward were observed.

The outcome reveals that 24 (38.30%) students understand elementary-level English, while 17 (25%) students know intermediate-level English. In comparison, there were 8 (11.76 percent) students who understood English at the pre-intermediate level, 2 (2.94%) students who learned English at the pre-intermediate level, and there were only 1 (1.47 %) student who understood English at the advanced level. Thus only 75% of the students answered this question. On the other hand, 17 (25%) students did not answer part of the questions. Related to four language skills, there are 38 (55.88%) students who feel that reading is the easiest skill in learning English, while others (19.11%) thought that listening skill is the second most used skill.

3.2. Problems
To classify problems that students face when they learn English, first of all, the questionnaire was made. Besides, the results of the distributed questionnaire indicate that students have more difficulties in interpreting language rather than language skills. There were 43 (63.23%) students who found it difficult to understand grammar in English. However, 11 (16.17%) students encountered challenges when faced with unfamiliar or challenging terms. In comparison, seven (10.29%) students had learning problems in communicating and four (5.88%) had trouble listening to English.

The questionnaire asked the student, concerning four language skills, to provide a detailed explanation about the problem of listening, speaking, reading, and writing. In listening skills, 25.30% of students said that most audio materials have too rapid pronunciation, while 24.09% of students said that if they listen to a similar sound with other words, they have difficulty. Moreover, 20.48% of students have had learning problems when they understood the speaker. Almost all students (50%) have trouble speaking unfamiliar words through their reading skills. Although the comprehension of the meaning of new words that make it difficult to comprehend an English text for other students (31.42%) is difficult. Students also have some difficulties with writing skills. Most (31.88%) have spelling problems and others (30.43%) feel language shortcomings. In comparison, some students (20.28%) felt that they had trouble with the thought of building the paragraph. Almost like literature, almost 41,42% of students feel a lack of vocabulary in terms of speaking skills. Also, some students (35.71%) feel anxious when speaking before others and some people (18.57%) feel nervous. So, when students share their thoughts, they have trouble.

Indeed, many students have faced learning difficulties as they pursue blended learning through the Learning Management System (LMS). Almost (43,75%) of students claimed that the teacher gave less explanation and gave too much lesson, and some (9,37%) thought that video learning is important in the material of learning. Besides, other students (25%) had Internet quota and network issues. Therefore, they assumed that the Learning Management System did not have efficient and implementing language learning.

3.3. Attitudes
The questionnaire was designed to inquire about the expectations and wishes of established course objectives, especially English learning through mixed learning in the learning administration system (LMS). This section contained four questions. As far as LMS English content is concerned, 40 (58.82%) students said English material has not yet fulfilled their needs. In comparison, eight (11.76%) students argued that the English content was in line with students' requirements. In comparison, there was no answer to this question for 20 (29.41%) students.

Secondly, the aspect that has to be modified in the learning administration framework. In this segment, there were four alternatives. They were the degree of vocabulary, the way the content was delivered, the way the education was carried out. Student comments indicate that approximately 40.62% believe that the form of teaching should be changed to encourage the innovation of students in language learning. The other students (29.68%) argued that the level of languages that they had was too high. Then they said that the standard of English should be changed to more acceptable for them. In comparison, 10 (15.62%) students accepted that the content presented should be changed to make it more appealing, while 9 (14.02%) agreed to modify the mode of English learning by LMS.

The second issue concerns the aspect of the learning material. The 25 (28.08%) students said the way the content is used was not yet usable. Some students (26.96%) on the other hand replied that the LMS learning material had no exercise questions. The other students (21.34%) said the purpose of learning was not to use the LMS learning material.

3.4. Priorities
Students were asked to explore subjects of interest for the learning of English as a priority, use of language, and language skills. This section contained four questions. They were the subject and goal for learning and the skills of employability in English. Many students (27.87%) need the skills to speak, while some other students (19.39%) need the information on grammar for learning purposes. On the other hand, a significant number of students (17.57%) needed the department's vocabulary, and other students (13.93%) wanted to improve their listening skills. Besides, almost all students (27.40%) replied in the field of learning that they wanted to address a global business problem, and some of them (22.96%) discuss job searching. The majority (19.25%) wanted to have the subject of marketing and others (16.29%) wanted workplace problems.

About employability skills, some students (69.49%) do agree that those skills are important in learning English. Almost (70.68%) students believe that skills in the use of the English language are applied. The largest number of students (75%) have reported that communicative skills are the most essential skill of employability, whereas others (10.34%) have to do with initiative and brave effort.

3.5. Solution
The solution is the final part of this questionnaire. In this segment, the students were asked to provide several suggestions on English through mixed learning content. Eight questions relate to the feedback of English learning material. In this section, first of all, most students (44.44%) claim that the dialog recording is the emotional contribution to helping students to learn English. Some students (23.33%) said that the story also offers a strong insight into their interpretation of the listeners. In comparison, most students (45.97%) said listening to and answering the question was a good listening learning experience. Other students (26.43%) argued that recording and writing is the second most successful way to listen to the audio.

In speaking skill, most of the students (32.63%) said that the subject of discussion is valuable feedback in learning English and that there is also positive input from some of them (29.47%). Most of the students (27.36%) agree in a listening activity that performing roles is a successful way of improving listening skills for students. Some students (25.26%) say that the second is a successful listening practice and others say the third is telling the tale (21.05%).

The next ability is to read. Some students (46.31%) claim that the short story subject is a strong input to the learning material in English and some (24.21%) argue that the short paper is an efficient input for reading. Also, some students (33,33%) replied that reading effectively understands the text and completes the blank paragraph; others (28%) said reading the text and seeking a synonym/anonymous context are successful learning activities. The other students (25%) thought that a text and answers detailed questions are the successful practice.

Writing is the last skill. Nearly 64.10% said successful insertion to be a simple subject matter and others (23.07%) said that strong insight into English is a paragraph of the outlines. Some students (50.58%) said they had arranged a paragraph according to the subject and some (18.82%) argued that they had arranged a jumbled paragraph for the successful operation.

4. Discussion
In this study, first, the data paid attention to the students' problem that was collected from the analysis of the English learning process. Reflected on the level of English proficiency of students, they (38.30%) claimed that they felt their English finesse is basic. This finding was similar to Bedoya, Valencia, & Montoya (2015) which confirms that the participants have a very low level of English. The finding also showed that students (63.23%) face several problems related to the use of grammar.

This finding contradicts the findings reported by Al-Hamlan & Baniabdelrahman (2015) detailing the difficulties faced by students in more detail caused by (1) teachers not considering differences between students and their knowledge, (2) students feel frustrated because of their inability to match with a classmate, and (4) that the teacher does not facilitate the learning process.

Second, from the analysis of the topic needed, there were 37.5% of students need to learn about getting a job setting and 27,20% of students need to learn English in an academic setting. The findings of this research-validated previous studies that students want to learn English to communicate in both academic and non-academic contexts (Bedoya et al., 2015), and other studies showed that students need to learn English specifically to speak fluently, interacting with others, and having a career (Al-Hamlan and Baniabdelrahman, 2015). Furthermore, most of the students (69.49%) do agree that employability skills are applied in English learning. They thought that employability skills make it easier for them to get a job later, and as a provision for students to enter the world of work. Besides This finding mentioned was supported by previous research that adult students have considered the development of employability skills as part of their language courses helpful and if so, the development of which is especially the core employability skills they enjoyed the most (Beaven, 2016). Moreover, Feleciya et al. (2015) gave an alternative solution that the integration of this learner-centered approach, where students take responsibility for their learning, can be introduced in the classroom, making them self-employed learners as well as knowledgeable users of the language appropriate for all workplaces. If both of these mechanisms are well implemented in the classroom, language learning becomes a positive and holistic process that creates the most beneficial results.

Additionally, the largest number of students (75%) have reported that communicative skills are the most essential skill of employability. This result was supported by a previous study that language provision can be the bridge the gap between employees and employers in the new global and free trade scenario (Andrés, 2019). Another study also stated that Employers are likely to accept hiring applicants of average English proficiency if they have decent communication skills, except for those occupations that need more communication in English, such as customer service and marketing. The studies have also shown that strong leadership skills will improve employability and career development opportunities (Ting et al., 2017).

Related to the application of blended learning in English teaching, most of the students (58.82%) said that English material has not yet fulfilled their needs, and 40.62% of students believe that the form of teaching should be changed to encourage the innovation of students in language learning. The finding of this study agrees with a previous study (Albiladi and Alshareef, 2019), any difficulties can be correlated with the use of blended learning in the sense of ESL/EFL. When creating a blended learning environment, the teacher should deal with and solve some problems are: (1) The role of live interaction; (2) The role of learning decisions and self-regulation; (3) Promoting and teaching models; (4) Dealing with the digital divide; (5) Cultural adaptation; and (6) Finding the equilibrium between creativity and development.

On the other hand, from what has been analyzed in a solution of learning input, the result showed that most students (44.44%) claim that the dialog recording is the highest contribution to helping students to learn English listening skills. For listening activity, most students (45.97%) said listening to and answering the question was a good listening learning experience. Additionally, most of the students (32.63%) said that the subject of discussion is valuable feedback in learning English speaking skills. In a listening activity, most of the students (27.36%) agree that performing roles is a successful way of improving listening skills for students. Related to reading skills, most students (46.31%) claim that the short story subject is a strong input to the learning material in English. For learning activity, some students (33,33%) replied that reading effectively understands the text and completes the blank paragraph. While, in writing skill, nearly 64.10% said successful insertion to be a simple subject matter and arranging a paragraph according to the subject is an effective learning activity. The finding implied that there should be further revision and development for the suitability of the English learning material as a need for the management business industry department in Sekolah Tinggi Teknik Malang.

5. Conclusion

Consistent with the research findings, there are some shortcomings in the practice of teaching and learning English in this institution. These deficiencies include: (1) the students need to learn English in an academic setting and getting a job setting, (2) the importance of employability skills in English teaching-learning to support the students to get a future job, (3) lack of quality of English material thought learning system management. Thus, it can be interpreted that the practice of teaching English does not seem to work effectively because they fail to meet student expectations regarding their target needs and learning needs.

Because of the results of the needs analysis in the above section, it was important to emphasize that the findings of this study are intended to provide lessons for teachers and increase understanding of the value of studying the needs of students as a method to increase their patterns. This is a platform that will give teachers a simple understanding of the interests of the students and their academic needs (abilities, problems, attitudes, priorities, and solutions). In this situation, thanks to the findings of the study of the needs, they will be able to recognize better ideas about the approaches and teaching and learning methods that can be implemented in their classrooms. Overall, by understanding the desires of students, teachers, or curricula writers, students can completely understand the needs, lacks, and desires of their peers so that they can overcome the difference between current skills and desired abilities.

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Moreover, understanding the need for language learners is so critical, a great deal of NA research has been conducted and done in a variety of contexts and using various methodological approaches. Several studies on need analysis have been conducted in many different countries such as in China (Jinzhu, 2015), Spain (Bedoya et. al., 2015), Saudi Arabia (Al-Hamlam and Baniabdelrahman, 2015), and Indonesia (Huda, 2020; Parnawati and Ulinuha, 2019; Mahbub, 2018; Poedjiastutik and Oliver, 2017; Umam, 2016). Those need analysis studies have focused on various aspects of ETL. For instance, the study of Huda (2020) and Mahbub (2018) focused on obtaining the target need by consisting of necessaries, wants and lacks, and the learning needs. The findings indicated that students had the varying expectation of what they need, want, and lack. The finding also illustrated the learning needs of students, including learning inputs, teaching-learning methods, the

role of teachers and learners, as well as the learning environment. While Susandi and Khrisnawati (2016), and Jinzhu (2015) conducted a need analysis study to develop an English language syllabus and curriculum. So, the result of those studies is how to implement needs review research and formulate the national English education policy more effectively. However, the subject of studies has various characteristics, so the result of the study could not be generalized within the same study.

In comparison to the previous studies, this current analysis will concentrate on obtaining the target need and learning needs by consisting of English language learning problems, priorities, competence, and solution related to employability skills through blended learning. Employability skills among college students are crucial topics to discuss. Arshad et al. (2020) said that colleges all around the world are facing a new problem in the 21st century. Today's economy needs more trained workers than ever before and positions in this modern economy need more nuanced expertise and skills than the jobs in the past. Besides, Wyburd (2017) explained that Graduate employability is a sector-wide concern in a highly dynamic and global setting. Felecia et al. (2015) stated that employee qualifications act as a passport to the world of work. The combination of employability skills with job-specific expertise and information takes place in offices and educational contexts, based on the nature/context of the job/work assignment. Moreover, Practitioners are designing new, imaginative, and work-related practices that incorporate employability. Many studies of employability skills in English learning have been conducted, for instance, Arshad et al. (2020), and Nisha and Rajasekaran (2019). Besides, Since the pandemic condition, all activities should be done from home without exception English teaching and learning. Many studies have conducted some effective ways of the learning process in the Covid-19 pandemic, such as Rachmatullah et al. (2020), Siswati et al. (2020), and Siripondee et al. (2020). Those studies were focused on Blended learning through the Learning Management System (LMS) in the pandemic situation. The changes in the learning system, which was traditionally face-to-face, turned into distance learning, may cause problems for both students and teachers. Therefore, need analysis (NA) on English Language Teaching (ELT) are still need to be explored in Blended learning. So that, the writer planned to research needs analysis to acquire an English syllabus to improve students' employability skills through LMS for the Management Business Industry department in Sekolah Tinggi Teknik Malang that applied to their needs. Additionally, Huda (2020) find out that by recognizing the desires of students, instructors, or curricula planners, they can completely understand the expectations, needs, and wishes of their students so that they can overcome the difference between current skills and desired ability. The syllabus, therefore that will be used in the teaching and learning phase, will be the one that fits the situation of the learners and is in line with the goals and objectives of the planned course, from which the teaching and learning process will be successful (Umam, 2016). Therefore, the result of this analysis will be a reference for making the syllabus of English language subject on Learning Management System that contained employability skills according to students' need. The design of the syllabus was based on the results of the analysis of student learning needs and the curriculum analysis's result of the Management Business Industry department in Sekolah Tinggi Teknik Malang.

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2. Method

This study used descriptive analysis with questionnaires as the main instrument to collect data.

2.1. Subject of study

The subjects who participate in this study were sixty-eight students from almost three hundred students. They are fifth and seventh-semester students of the Management Business Industry department in Sekolah Tinggi Teknik Malang, Malang City, Indonesia. They have got an English subject in the third and fourth semester. The students were selected as candidates to provide in-depth proof that the author wanted to examine. As a result, the findings of this research could not be applied to other classes at the same study site.

2.2. Instrument

This study used a questionnaire as the main instrument to collect data. The questionnaire was arranged in the form of a mix-questionnaire. It let the respondent give a more detailed explanation of the questions. The questionnaire consisted of twenty-five questions and was classified into five parts as Brown (1995) and Lestari (2014) have suggested. The questionnaires were identifying abilities, problems, attitudes, priorities, and solutions. In identifying problems, there were six questions. Then, there were two questions for abilities. Also, there were four questions for each part of attitudes and priorities. The last is solutions which include nine questions.

In the first part, students were asked to assess their ability in English. In the problem part, students were asked to identify some problems in learning English and learning system management as a tool to implement blended learning. Students were also asked about wants, desire toward the existing course objective in the attitude part. In the priorities part, students were asked to investigate topics, language use, language skills

that were important to study in learning English. Then, in the last part, students were asked to give some suggestions about the implementation of employability skills in learning the English language through blended learning.

2.3. Data collection

The survey was done by asking students to answer the questionnaire related to English learning material that they use now and need. The questionnaire was sent to students through e-mail. The respondents answer the questionnaire manually on the document. Then, Students sent the answered questionnaire back to the writer via e-mail. After all, questionnaires were sent back, the writer downloaded them and analyzed them.

2.4. Data analysis

Since the form of the questionnaire was a mixed questionnaire, the first step to analyze the data was classifying the detailed responses from students in some parts. The classification was based on the similarity of the answer of the respondents. The next step to do is finding the percentage of each classification from those answers. The last one is giving a descriptive analysis of the data found. Also, data obtained from questionnaires were evaluated using detailed statistical methods, including frequency and percentages for all questionnaire items.

3. Result

The results of this study indicate the abilities, problems, attitudes, priorities, and solutions as the study focus on:

3.1. Abilities

The questionnaire was developed in the skills part to ask students to test their English skills. There were six types of language skills. Elementary, pre-intermediate, intermediate, upper-intermediate, pre-advance, and forward were observed. The outcome reveals that 24 (38.30%) students understand elementary-level English, while 17 (25%) students know intermediate-level English. In comparison, there were 8 (11.76 percent) students who understood English at the pre-intermediate level, 2 (2.94%) students who learned English at the pre-intermediate level, and there were only 1 (1.47 %) student who understood English at the advanced level. Thus only 75% of the students answered this question. On the other hand, 17 (25%) students did not answer part of the questions. Related to four language skills, there are 38 (55.88%) students who feel that reading is the easiest skill in learning English, while others (19.11%) thought that listening skill is the second most used skill.

3.2. Problems

To classify problems that students face when they learn English, first of all, the questionnaire was made. Besides, the results of the distributed questionnaire indicate that students have more difficulties in interpreting language rather than language skills. There were 43 (63.23%) students who found it difficult to understand grammar in English. However, 11 (16.17%) students encountered challenges when faced with unfamiliar or challenging terms. In comparison, seven (10.29%) students had learning problems in communicating and four (5.88%) had trouble listening to English.

The questionnaire asked the student, concerning four language skills, to provide a detailed explanation about the problem of listening, speaking, reading, and writing. In listening skills, 25.30% of students said that most audio materials have too rapid pronunciation, while 24.09% of students said that if they listen to a similar sound with other words, they have difficulty. Moreover, 20.48% of students have had learning problems when they understood the speaker. Almost all students (50%) have trouble speaking unfamiliar words through their reading skills. Although the comprehension of the meaning of new words that make it difficult to comprehend an English text for other students (31.42%) is difficult. Students also have some difficulties with writing skills. Most (31.88%) have spelling problems and others (30.43%) feel language shortcomings. In comparison, some students (20.28%) felt that they had trouble with the thought of building the paragraph. Almost like literature, almost 41,42% of students feel a lack of vocabulary in terms of speaking skills. Also, some students (35.71%) feel anxious when speaking before others and some people (18.57%) feel nervous. So, when students share their thoughts, they have trouble. Indeed, many students have faced learning difficulties as they pursue blended learning through the Learning Management System (LMS). Almost (43,75%) of students claimed that the teacher gave less explanation and gave too much lesson, and some (9,37%) thought that video learning is important in the material of learning. Besides, other students (25%) had Internet quota and network issues. Therefore, they assumed that the Learning Management System did not have efficient and implementing language learning.

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3. Discussion

In this study, first, the data paid attention to the students' problem that was collected from the analysis of the English learning process. Reflected on the level of English proficiency of students, they (38.30%) claimed that they felt their English finesse is basic. This finding was similar to Bedoya, Valencia, & Montoya (2015) which confirms that the participants have a very low level of English. The finding also showed that students (63.23%) face several problems related to the use of grammar. This finding contradicts the findings reported by Al-Hamlan & Baniabdelrahman (2015) detailing the difficulties faced by students in more detail caused by (1) teachers not considering differences between students and their knowledge, (2) students feel frustrated because of their inability to match with a classmate, and (4) that the teacher does not facilitate the learning process.

Second, from the analysis of the topic needed, there were 37.5% of students need to learn about getting a job setting and 27,20% of students need to learn English in an academic setting. The findings of this research-validated previous studies that students want to learn English to communicate in both academic and non-academic contexts (Bedoya et al., 2015), and other studies showed that students need to learn English specifically to speak fluently, interacting with others, and having a career (Al-Hamlan and Baniabdelrahman, 2015). Furthermore, most of the students (69.49%) do agree that employability skills are applied in English learning. They thought that employability skills make it easier for them to get a job later, and as a provision for students to enter the world of work. Besides This finding mentioned was supported by previous research that adult students have considered the development of employability skills as part of their language courses helpful and if so, the development of which is especially the core employability skills they enjoyed the most (Beaven, 2016). Moreover, Feleciya et al. (2015) gave an alternative solution that the integration of this learner-centered approach, where students take responsibility for their learning, can be introduced in the classroom, making them self-employed learners as well as knowledgeable users of the language appropriate for all workplaces. If both of these mechanisms are well implemented in the classroom, language learning becomes a positive and holistic process that creates the most beneficial results.

Additionally, the largest number of students (75%) have reported that communicative skills are the most essential skill of employability. This result was supported by a previous study that language provision can be the bridge the gap between employees and employers in the new global and free trade scenario (Andrés, 2019). Another study also stated that Employers are likely to accept hiring applicants of average English proficiency if they have decent communication skills, except for those occupations that need more communication in English, such as customer service and marketing. The studies have also shown that strong leadership skills will improve employability and career development opportunities (Ting et al., 2017).
Related to the application of blended learning in English teaching, most of the students (58.82%) said that English material has not yet fulfilled their needs, and 40.62% of students believe that the form of teaching should be changed to encourage the innovation of students in language learning. The finding of this study agrees with a previous study (Albiladi and Alshareef, 2019), any difficulties can be correlated with the use of blended learning in the sense of ESL/EFL. When creating a blended learning environment, the teacher should deal with and solve some problems are: (1) The role of live interaction; (2) The role of learning decisions and self-regulation; (3) Promoting and teaching models; (4) Dealing with the digital divide; (5) Cultural adaptation; and (6) Finding the equilibrium between creativity and development.

On the other hand, from what has been analyzed in a solution of learning input, the result showed that most students (44.44%) claim that the dialog recording is the highest contribution to helping students to learn English listening skills. For listening activity, most students (45.97%) said listening to and answering the question was a good listening learning experience. Additionally, most of the students (32.63%) said that the subject of discussion is valuable feedback in learning English speaking skills. In a listening activity, most of the students (27.36%) agree that performing roles is a successful way of improving listening skills for students. Related to reading skills, most students (46.31%) claim that the short story subject is a strong input to the learning material in English. For learning activity, some students (33,33%) replied that reading effectively understands the text and completes the blank paragraph. While, in writing skill, nearly 64.10% said successful insertion to be a simple subject matter and arranging a paragraph according to the subject is an effective learning

activity. The finding implied that there should be further revision and development for the suitability of the English learning material as a need for the management business industry department in Sekolah Tinggi Teknik Malang.

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4.   Conclusion

Consistent with the research findings, there are some shortcomings in the practice of teaching and learning English in this institution. These deficiencies include: (1) the students need to learn English in an academic setting and getting a job setting, (2) the importance of employability skills in English teaching-learning to support the students to get a future job, (3) lack of quality of English material thought learning system management. Thus, it can be interpreted that the practice of teaching English does not seem to work effectively because

they fail to meet student expectations regarding their target needs and learning needs. Because of the results of the needs analysis in the above section, it was important to emphasize that the findings of this study are intended to provide lessons for teachers and increase understanding of the value of studying the needs of students as a method to increase their patterns. This is a platform that will give teachers a simple understanding of the interests of the students and their academic needs (abilities, problems, attitudes, priorities, and solutions). In this situation, thanks to the findings of the study of the needs, they will be able to recognize better ideas about the approaches and teaching and learning methods that can be implemented in their classrooms. Overall, by understanding the desires of students, teachers, or curricula writers, students can completely understand the needs, lacks, and desires of their peers so that they can overcome the difference between current skills and desired abilities.