

Needs Analysis of English For Specific Purposes (ESP) for the Students of Business and Economics Faculty (FEB) UNISBANK Semarang

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Abstract

The Study aims at investigating a possible reconstruction of ESP for the students of FEB Unisbank Semarang in anticipation of the needs for English in Asean Economic Community (AEC) Era 2015. Respondents were the faculty officers and ex-officer, ESP lecturers and randomly selected students to justify the proposed ESP under Cambridge Proficiency Level B2. The findings indicate that the majority of respondents expressed positive responses on which to formulate the Competency Standards required of the students in order to professionally survive in the AEC Era. Recommended in the study is to reconstruct the ESP Syllabus and teaching materials.

Key Words: *ESP, standard competency, syllabus*

A. Introduction

The upcoming of Asean Economic Community Era 2015 has to be anticipated by equipping the business and economics students of FEB Unisbank in order for them to survive professionally in the era. This is also in response to the current position of Indonesian English proficiency work force identified as 'relatively low' (77,2%) among the other countries of Asean members (EF index of English Proficiency; Kompas 2011). The current study proposed ESP program under Cambridge Proficiency Level B2 in which the students are supposed to be able to:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options (Cambridge Proficiency Level).

The proposed ESP designed on the basis of discourse approach with communicative competence (Murcia, Celce; Dorneyi and Thurrell, 1995) and learning cycles

(<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/proflearn/pages/velswrite4.aspx#4>) required justification from several parties, among others the faculty officers and ex-officer, including randomly selected students in order to come up with unanimous agreements prior to formulating the competency standards reflected in the reconstruction of competency-based syllabus in place of the current syllabus. The study was therefore guided to answer the following research questions:

- (1) What level of English proficiency is the most suitable for the students in order for them to professionally compete in the Asean Economic Community (AEC) Era 2015?
- (2) How many credit points are required to achieve such proficiency level?
- (3) What competence Standard is required for listening skills?
- (4) What competence Standard is required for speaking skills?
- (5) What competence Standard is required for reading skills?
- (6) What competence Standard is required for writing skills?

The above research questions shall be responded to scientifically through justification and investigation for a strong basis of the recommendation for ESP syllabus reconstruction.

B. Research methods

Four faculty officers and 1 ex-officer, three ESP lecturers and 124 randomly selected students participated in the survey conducted online through MonkeySurvey Software in which the respondent were supposed to express their opinion about the proposed ESP program. The survey links were sent by e-mail to the faculty officers and ex officer, and three ESP lecturers. Meanwhile, the links were also displayed in Facebook for the students to complete. The analysis was done automatically by the software on the basis of which the researcher interpreted the results, drew conclusion and offered recommendations

C. Results and discussion

Opinions from Faculty Officers and ex-Officer

Basically, faculty officers and ex-officers tend to agree with the ESP program designed or proposed by the researcher for the economics and business students at FEB Unisbank, as shown in Table 1 below:

Table 1 Opinions from Faculty Officers and ex-Officers

No	Pernyataan	5	4	3	2	1
Pejabat & Mantan Pejabat Struktural FEB-UNISBANK						
01	Untuk mengantisipasi kebutuhan bahasa Inggris level Asian, mata kuliah bahasa Inggris diberikan selama 7 semester dengan masing-masing semester 2 SKS.	1	3	1		
02	Dikatakan dapat bersaing di level Asian, minimal lulusan FEB UNISBANK harus bisa presentasi dalam bahasa Inggris.	3	2			
03	Dikatakan dapat bersaing di level Asian, minimal lulusan		4	1		

	FEB harus lulus TOEIC pada level 605-780 (<i>Basic Working Proficiency</i>)					
04	Sangat dibutuhkan dosen tetap bahasa Inggris (ESP) di FEB UNISBANK agar proses pembelajaran lebih tuntas		2	3		
05	Selama ini mata kuliah bahasa Inggris dilaksanakan hanya sekedar pemenuhan SKS		3	2		

On the proposal that ESP as FEB Unisbank was offered in 7 (seven) semesters each with 2 (two) credit points, few (20%) faculty officers and ex-officer expressed strong agreements. This means that they are visionary, considering the challenges ahead in the Asean Economic Community (AEC) era in which English as the language of unity is still promising—moreover with the introduction of ‘Englishes’ by means of which members of ASEAN countries can communicate with one another. Meanwhile 60% of them expressed agreement and the other 20% was at the neutral positions.

Proportionally speaking, however, the proposal was positively positioned. Further decision on additional credit points would be made on the faculty senate meeting since the 14 additional credit points would add the credit points as a whole (normally 146-160 credit points). Upon addition of credit points (14 CPs), the total number of credit point shall not exceed 160 credit points for the proposed program to be accepted.

When it is true that finally the study program has a total of 160 credit points, it will for sure have an impact on their length of study. On a second thought, it may be better to have more credit points to really reach complete mastery. It was supported by 60% of the Officers, stating that English proficiency is the key to success in AEC, thereby correlate to the need for additional credit points Menyangkut proficiency test, seperti banyak dipakai di berbagai perguruan tinggi, Unisbank juga masih mengandalkan TOEFL (Institutional) di bawah pengelolaan LTC Unisbank.

In the study the writer introduced the use TOEIC, which turns out that it was positively responded to by Officers of FEB (Dean and Heads of Study Programs) with 80% agreement and 20% of officers stayed neutral, meaning that they agree with TOEIC as the competency standard, namely at the minimal score of 605 as basic working proficiency which is similar to Level B2 Cambridge proficiency. It was also agreed upon that permanent lecturers of ESP are required to support the policy of 14 CP-ESP.

Opinions from ESP Lecturers

The three SPP teachers are lecturers from English Literature Study Program, FBIB Unisbank. The ESP course is considered general basic courses, so it is treated as subjects of Pancasila, Citizenship, Religion. Things as such have actually become demotivating for students, which they consider only the English language courses are courses that are related to behavior (MDU).

Students who are already demotivated must be raised and made aware that English language skills cannot be separated from the student's career. Facts have proved that a lot of economists who have a good command of English will get easier access to peers around the world, in addition, the ability of the English language, one

would get easier access to scientific resources in English. In other words, the possession of English for any scientist whatsoever has become an absolute necessity. More-over, before the enactment of AEC (ASEAN Economic Community), the use of English cross-country Asean increasingly inevitable because English is the language that is very accommodating to the users.

Thus, it is not surprising that lecturers of ESP strongly agree (33%) and agree (67%) responded that the current ESP learning needs special preparation. And for the reality of the faculty can make special preparations when the lecturer was appointed permanent lecturer FEB and not a loan from another faculty (FBIB). With the appointment of full time lecturer for the Faculty of English, they will be more serious about the syllabus, SAP and learning and teaching process in the classroom. Therefore, lecturers positive responded with agreement (67%) and neutral (33%) of the need for a permanent lecturer in ESP courses, FEB Unisbank.

When asked about satisfaction in teaching ESP Unisbank FEB, 67% merenspon neutral and the remaining 33%. This suggests a weakness in FEB Unisbank ESP learning that may be caused by factors not permanent lecturers, as has been mentioned above that ESP courses considered common basic subjects, so the lecturer enough to be taken from other faculties (FBIB). Policies like this in terms of quality is extremely poor in which a lecturer who expertise in the field of English literature and linguistics "forced" to prepare the course material with a concentration ESP English for Economics.

Circumstances become more favorable if the lecturer who administer courses ESP is a lecturer in the field. Preparing graduates skilled economy to communicate in English must be handled seriously start; although when asked about the main problem in ESP, all lecturers agree (100%) that it is just a matter of register. They are also 100% in agreement that the four English language skills should be taught in a balanced manner. One question is that with a relatively limited credits points (4 credits), it is doubted that the students will be able to master the four skills of the English language at a level acceptable to the AEC in the coming era. A strategic policy should be made to actually be able to produce graduates with skills in English Cambridge Proficiency level B2

Opinions of FEB Unisbank Students

The current survey indicates that the students are convinced that English proficiency is very much needed in AEC as shown in Table 2 below:

Table 2 Opinions of the Students of FEB Unisbank

Mahasiswa FEB UNISBANK						
11	Anda percaya bahwa kemampuan ESP sangat menentukan dalam persaingan pekerjaan di AEC	24	70	30		
12	Keempat ketrampilan bahasa Inggris mutlak diperlukan, oleh karenanya perlu porses pembelajaran selama 7 semester masing-masing 2 SKS	10	90	20	4	

13	Uji kompetensi bahasa Inggris yang paling tepat adalah TOEIC dengan skor setara dengan tingkat independent user ¹	10	24	90		
14	Penguasaan language function dalam presentasi mutlak diperlukan.	14	100	10		
15	Penguasaan language function dalam diskusi bahasa Inggris mutlak diperlukan	14	105	5		
16	Penguasaan language function dalam negosiasi bisnis mutlak diperlukan	20	80	24		
17	Penguasaan kosakata berbasis ekonomi (register) mutlak diperlukan		24	90	10	
18	Ketrampilan interpersonal communication dalam wawancara pekerjaan mutlak diperlukan	24	100			
19	Semua kompetensi di atas dalam proses pembelajaran hendaknya dilakukan oleh dosen tetap FEB (bukan dari FBIB)	50	50	24		
20	Semua kompetensi di atas dalam proses pembelajaran hendaknya dilakukan teknologi multi media	12	100	12		
21	Semua kompetensi di atas dalam proses pembelajaran hendaknya dilakukan dengan kapasitas kelas kecil (max 15 orang)	4	120			
22	Semua kompetensi di atas dalam proses pembelajaran hendaknya dilakukan dengan memakai software-2 pembelajaran	24	75	25		
23	Semua kompetensi di atas dalam proses pembelajaran hendaknya dilakukan dengan media e-learning	24	10	90		
24	Semua kompetensi di atas dalam proses pembelajaran hendaknya dilakukan dengan meningkatkan language exposure	9	101	14		
25	Semua kompetensi di atas dalam proses pembelajaran hendaknya dilakukan dengan berbagai simulasi dunia nyata	24	90	10		

Since the beginning of the study, the sample size has been determined that as many as 124 students of the total population of 204 students of second semester, IV, VI and VIII with the assumption that the larger the sample size the more representative of the population. Data collection was no trouble because the researchers used the social networking site Facebook where the link / SurveyMonkey link can be posted and students can participate in an online survey. Even the number 124, the researcher must remove the 2 because the number of students who enter as many as 126 respondents.

¹ Dapat merespon dan melakukan inisiatif dalam wacana bahasa Inggris secara mandiri tanpa mengalami kesulitan baik lisan maupun tertulis.

A total of 24 students or 19.4% strongly agreed that ESP ability is crucial in competition work in AEC, 5.4% agreed and 24.2% in the neutral position. This may imply that most of the students are already aware of the importance of ESP to support their careers after graduating from Unisbank FEB. As for the students that are neutral can be categorized as being in ambiguous positions. On the one hand they are aware of the importance of ESP but on the other hand felt powerless to control the ESP in because perhaps still traumatized model of learning English in high school and have not found a suitable learning strategies for them. Therefore, they tend to take a neutral position

The statement that the four English language skills are absolutely necessary, truly therefore, support the idea for ESP to be offered for 7 semesters 2 credits each, amounting to 8.1% of strong agreement, 72.5% of agreement, 16.2% of neutral position and 3.2 % of disagreement. In this case, the student opinions were split into two, there is still a positive trend. For those who assert strong agreement means they are really aware of the importance of ESP and ESP fully interested in learning up to 14 credit points.

Similarly, those who agree, are quite enthusiastic in responding to the challenges of teaching 14 credits. For those who are in the neutral position, as in the previous item they would doubt their ability to pursue self ESP courses for 14 credits, and those who do not agree on the position, the researcher cannot necessarily take the conclusion that they do not like the English language, but they may doubt whether the study program will grant 14 credits for courses given that ESP as adding more credits in one course will affect the overall number of credits.

A total of 10 students or 8.1% strongly agreed that the English language competency test is most appropriate with a TOEIC score level equivalent to the user independent, 13.3% agreed and 72.6% in the neutral position. This may imply that most of the students are already aware of the importance of ESP to support their careers after graduating from Unisbank FEB. As for the students that are neutral that can be categorized meraka ambiguous position. On the one hand they are aware of the importance of ESP but on the other hand felt powerless to control the ESP in because perhaps still traumatized model of learning English in high school and have not found a suitable learning strategies for them. Therefore, they tend to take a neutral position.

Meanwhile, as many as 14 students or 11.2% strongly agree that mastery of language function in the presentation is absolutely necessary., 80.7% disagreed and 8.1% in the neutral position. This may imply that most of the students are already aware of the importance of language function in presentation skills to support their career after graduating from Unisbank FEB. As for the students that are neutral that can be categorized as being in ambiguous position. On the one hand they are aware of the importance of language function, but on the other hand felt powerless to master the language function in because perhaps still traumatized model of learning English in high school and have not found suitable learning strategies for them. Therefore, they tend to take a neutral position.

Meanwhile, as many as 14 students or 11.2% strongly agree that mastery of language function in English discussion is absolutely necessary, 84.7% disagree and 4.1% in the neutral position. This may imply that most of the students are already aware of the importance of language function in English discussion skills to support

their career after graduating from Unisbank FEB. As for the students that are neutral that can be categorized meraka ambiguous position. On the one hand they are aware of the importance of ESP but on the other hand felt powerless to master the language function in because perhaps still traumatized model of learning English in high school and have not found suitable learning strategies for them. Therefore, they tend to take a neutral position.

Even more surprising is that as many as 20 students or 16.1% strongly agree that mastery of language function in business negotiations is absolutely necessary, 64.5% agree and 19.4% in the neutral position. This may imply that most of the students are already aware of the importance of mastery of language function in business negotiations after graduating from Unisbank FEB. As for the students that are neutral can be categorized that they are in an ambiguous position. On the one hand they are aware of the importance of language function, but on the other hand they feel powerless to master the language function in because perhaps they are still traumatized by the model of learning English in high school and have not found a suitable learning strategies for them. Therefore, they tend to take a neutral position.

As for the next statement that reads' mastery of vocabulary-based economy (registers) is absolutely necessary, as many as 19.4% of students agree, 72.5% neutral and 8.1% disagree. This may imply that vocabulary is a crucial issue for them. Most of them are neutral but actually perhaps they are not sure to master it so that they prefer the neutral position, the more learning model for which they get in high school tend to connote negative about the mastery of vocabulary. For those who disagree, of course, they are eager to master, while the other does not agree that they like to lose before the war started. For this group (8.1%) despite the relatively small number of lecturers to be really extra careful in giving them the motivation to learn.

In the statement that 'interpersonal communication skills in a job interview is really required',19.3%strongly agree and 80.7% agree. This suggests a similarity of opinion on the importance of interpersonal communication skills in job interviews. It is therefore necessary to develop these skills through role-playing game that emphasizes practical communication strategies.

As alluded to the importance of the problem of tenured faculty for ESP, 40.3% in very strong position of agreement, 40.3% agree and 19.4% in the neutral position. For those who are in a position of strong agreement, researchers believe the student could not accept that ESP only is taught by lecturers from other faculties. No matter how good lecturers are, if only part time, they will not be dedicated to the development of maximum English skills in FEB. While the neutral position, the researcher cannot necessarily categorize them in the category of disagree (negative), perhaps because they feel how difficult it is to recruit permanent lecturers custodian of ESP in FEB. However, if the approved number of credits for the ESP at 14 credits, the faculty recruitment remains a non-negotiable demand.

Likewise, in a statement about the importance of using multi-media in teaching ESP, 9.6% expressed doubt (neutral). This may be related to the readiness of faculty in completing multi-media equipment for mengajar language. For those who are in a position to agree (81.4%) and strongly agreed (9.6%) of course they believe will be

important and urgency of the use of multi media for percepaan mastery of the English language.

Small classes are also a favorite of students in learning English with the position of 3.2% agreed and 96.8% strongly agreed. Faculty considerations might apply if there will be a small class perbahan faculty on cash flow because it is believed there will be high cost. However, if compensated with the skills to be gained with the implementation of a small class of students for the ESP, high cost becomes a problem later because students will become more active in voicing FEB for prospective new students. In other words, the ROI will be higher than the investment made.

Software problems in learning English, the students opinion spread in position of strong agreement (19.3%), agreement (60.5%) and neutral position (20.2%). This indicates the belief that the use of the software on the student's learning has added value to the development of English language skills.

For the use of e-learning, most students tend to neutral (76.5%) and position strongly agree (19.3%) and agreed (8.1%). This is related to e-learning programs are increasingly unclear Unisbank. Manager or admin e-learning centers deserve special perhatina if e-learning will have to be phased in total in Unisbank.

While the importance of language exposure enthusiastic acclaim of respondents agreed pad position (81.5%), strongly agreed (7.2%) and undecided (neutral) on the position of 11.3%. For those who might assume to be neutral language how difficult menciptakna exposure for them.

The last statement concerning the importance of English language practice in the real world. 19.3% of students stated strongly agree and 72.6% disagree and 8.1% neutral. It can not be separated from the hard opportunities that exist in the city of Semarang. If desired actual work faculty can arrange visits to some institutions students who use English for the benefit of the office.

Proficiency Levels of Cambridge University

Cambridge University or the University of Cambridge International Syndicate long to provide some sort of test of English proficiency. Its official name is 'University of Cambridge ESOL examination', Certificate of English Proficiency (CPE).

There are six levels of English proficiency, namely A1, A2, B1, B2, C1 and C2. Levels C1 and C2 are the basic level of English, it means users can not freely use the English language in terms of grammar, pronunciation, and vocabulary. Everything is still very limited. While the levels of B1 and B2 are called Independent Users, in other words at this level is considered independent users and can communicate well in the realm gamatika and fairly extensive vocabulary. Last is the level of C1 and C2, or so-called expert-level (advanced level).

For Indonesian students where English is taught as a foreign language, usually a suitable level is up to the level of B2, with the English language skills of users as follows: Can understand the main idea of complex text both on concrete and abstract topics, including technical discussion in his or her field of specialization.

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear detailed text on a wide range of subjects and explain a view point on a topical issue giving the advantages and advantages of various options.

B2 level researchers argue is the most suitable for students of non-majors (programs of study) English if scrutiny of competency as in the quote above. On the first point, for example stated that students can understand the text with sophisticated structure and the topics that are both abstract and concrete, including the term in accordance with the discipline of engineering work that was involved. Item two is not less menantang. Level B2 is characterized by the ability to interact with native speakers without difficulty on both sides. Latter can be explained in detail menganduk an opinion about the pros and cons of various things in coverage.

If graduates want FEB B-2 level of the learning model ESP for 7 semesters be the answer. Facts prove that it is better to train other areas of expertise that can normally within a few months of mastering the English language training is time consuming and high cost unsecured concrete. In other words, the company would prefer to hire workers who can speak English, which is easily trained in various skills.

English Competency Standards Needed in Post-AEC

The following researchers will formulate dipbutuhkan competence in the Era of AEC which refers to the level of English proficiency Cambridge B-2. In order FEB Unisbank graduates able to work and survive in the Era of AEC, they should be able to:

- understand oral and written texts of various genres of both topics that are abstract or kongrit including the use of appropriate technical terms that they do science. In this case can be formulated (1) Reading Competency Standards and (2) Listening Competency Standards.
 - Reading Competency Standards is that students can understand written texts of various genres of both topics that are abstract or kongrit including the use of technical terms for the field of science that they do
 - Listening Competency Standards is that students understand the spoken text skilled various genres both topics that are abstract or kongrit including the use of technical terms for the field of science that they do interact with native speakers oral or written without difficulty on both sides. In this case can be formulated (1) Competency Standards Speaking and (2) Writing Competency Standards
 - Speaking Competency Standards is that students interact with native speakers skilled orally either initiating want responding to spoken text without difficulty on both sides.

- Writing Competency standard is that students interact with native speakers skilled in writing either initiating or responding to written text without difficulty on both sides, describes in detail an opinion containing pros and cons of various things in coverage. In this case can be formulated (1) Competency Standards Oral Presentation.
- Oral Presentation Competency Standards is that students explain verbally skilled with an opinion containing detailed pros and cons of various things in coverage.
- Written Presentation Competency Standards is that students in the form of skilled explains tetulis with a detailed report containing an opinion about the pros and cons of various things in coverage.

With respect to the complexity of the items in competency standards, it is advisable that ESP in FEB Unisbank be offered in 7 semesters or equaling 14 credit points. The syllabus designer must be able to further formulate the above three competency standards into sub competency standards, on which to formulate the basic competencies and clearly set out in the lesson plan on the basis of which the teaching materials can be created or simply taken from published materials.

D. Conclusion

So far the writer has discussed possibility for reconstruction of ESP syllabus for the students of FEB Unisbank. It turns out that related parties, such as Officers and an Ex-Office of the faculty, ESP teachers and the students of FEB Unisbank expressed or responded positively to the proposed ESP program. It is therefore high time that ESP syllabus be resigned with 14 credit points to be offered from Semester 1 to Semester 7 with all its consequences, including recruitment of permanent teachers.

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