



ESP Needs Analysis: An Investigation of Marketing Students English Needs in Higher Education

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Abstrak

Penguasaan bahasa Inggris di bidang Pemasaran sangat penting di dunia ekonomi global. Sebagai pemeran dominan di ekonomi dan pemasaran regional dan global, baik sebagai produsen maupun konsumen barang dan jasa, Indonesia harus mempersiapkan sumber daya manusia dengan pendidikan bahasa Inggris untuk kebutuhan khusus (*ESP*), khususnya di bidang pemasaran. Namun demikian, analisis kebutuhan bagi mahasiswa *ESP* di bidang pemasaran di Indonesia masih sangat langka. Untuk menginvestigasi tingkat kebutuhan bahasa Inggris bagi mahasiswa Pemasaran di sebuah Politeknik di Indonesia, penelitian ini mengadopsi pendekatan kualitatif. Analisis dari data yang dikumpulkan melalui survei kuesioner dengan 38 mahasiswa Pemasaran dan diskusi kelompok terfokus (*FGD*) dengan 5 perwakilan mahasiswa mengindikasikan bahwa para mahasiswa membutuhkan lebih banyak aktivitas dan materi pembelajaran bahasa Inggris yang berhubungan dengan jurusannya, terutama yang berhubungan dengan tata bahasa Inggris, kemampuan berbicara, dan kosakata. Mayoritas mahasiswa memilih bahwa bahasa Inggris penting untuk kehidupan sehari-hari, pelajaran di kelas, dan pekerjaan di masa depan. Kemampuan bahasa Inggris yang tersulit menurut siswa adalah kemampuan tata bahasa Inggris, diikuti kemampuan berbicara dan kosakata. Terlebih lagi, para mahasiswa membutuhkan lebih banyak latihan tentang bagaimana memperkenalkan diri dalam bahasa Inggris dan meningkatkan kemampuan membaca deskripsi produk dalam bahasa Inggris. Hasil dari penelitian ini dapat digunakan sebagai pedoman bagi para dosen dan mahasiswa untuk mengembangkan pengalaman belajar mengajar yang lebih baik di pelajaran bahasa Inggris untuk Pemasaran.

Kata Kunci: Bahasa Inggris bagi mahasiswa pemasaran, *ESP*, pendidikan tinggi, analisis kebutuhan

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Abstract

English language mastery in the field of marketing is significant in globalized world economy. As a dominant player in the regional and global economy and marketing both as producers and consumers of goods and services, Indonesia should prepare its human capitals via quality ESP education particularly in marketing. However, needs analysis for ESP students of marketing in Indonesian context is still rare. In order to investigate the needs of marketing students from a university in Indonesia, this study adopted a qualitative method approach. The analysis of the data collected via a questionnaire survey with 38 marketing students and a Focus Group Discussion with 5 students representatives indicates that students require more activities and materials related to their major, especially related to grammar, speaking, and vocabulary skills. The majority of the students think that English is important for them in daily life, classroom context, and their future employment.



The most difficult English skills according to the students were grammar skill, followed by speaking skill and vocabulary skill. Moreover, students need more practice on self-introduction and reading product description. Moreover, students need more practice on self-introduction and reading product description. The results of this study may serve as a guideline for the lecturers and students to develop better teaching learning experiences in English for Marketing.

Keywords: *English for marketing students, ESP, higher education, needs analysis*

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Introduction

Language mastery is vital in the business world, especially in the field of marketing where one of the focuses is to promote certain products not only locally but internationally. As Neeley (2012) agreed that the important role of English could not be denied since it is the global language in business world. As a dominant player in the regional and global economy and marketing both as producers and consumers of goods and services, Indonesia should prepare its human capitals via quality ESP education particularly in marketing. As Brieger (1997) stated that in business English, the communication skills needed include the fluency in discussion and socializing for an effective presentation, meetings, phoning, negotiating, and writing. To support this, many higher educations in Indonesia have provided English for Marketing as a part of ESP in their curriculum. However, whether the ESP classrooms in marketing context have met the students' needs is still questionable.

The common needs of English are one of the reasons why ESP exists. Hutchinson & Waters (1987) stated that a new generation of learners who knew specifically why they were learning language, such as those who work in business sectors, occurred as English became the international language of technology and commerce. This is supported by Dudley-Evans & John (1998) who mentioned that ESP is designed to meet the needs of learners. More specifically, ESP may be related to or designed for specific disciplines which uses a different methodology from General English.

In Indonesia, ESP courses are widely provided in higher education institutions such as universities, especially in study programs other than English. Almost all ESP classes in universities such as Marketing English, Business

English, English for Biology, and so on are compulsory in Indonesian context. However, needs analysis are not commonly done prior to these ESP courses. The implementation of ESP has not been adopted properly in Indonesia. For instance, research showed that curriculum designers in Indonesia have never done any needs analysis for vocational high school students. Therefore, most vocational high schools in Indonesia only have General English courses at schools (Purwanti, 2018). Kusni (2013) added that systematic needs analysis was not performed by national curriculum designers specifically for vocational high schools as well as ESP lecturers at universities. Alhaq & Wirza (2021) investigated the English textbook used for accounting students in a vocational high school in Indonesia. This research points out that the textbooks used for the students are too general and could not meet the students' needs. Moreover, a study conducted by Santika & Wirza (2020) evaluated another textbook used for vocational high school students in Indonesia, especially for multimedia major students. The study finds that there is no specific topic about Multimedia at all in the textbook. The students and the teachers also agreed that the textbook also does not provide technical vocabularies related to multimedia. Thus, the book is not relevant to students' needs. These findings indicate that systematic needs analysis is essential in ESP. Once it is not conducted, it will lead to several problems such as unsuitable teaching materials, especially textbooks.

Therefore, this study aims to address the limitations mentioned above by investigating marketing students' needs in higher education in Indonesian context. Specifically, it intends to explore the students' necessities, lacks, and wants (Hutchinson & Waters, 1987) to find the gaps behind to solve the problems, such as

unsuitable materials, teaching methods, and so on.

The development of ESP was in line with the internationalization of business, industry, and education. This internationalization of business and industry leads to more awareness of the needs in language learning, especially English. ESP was also largely motivated by the need of communication across languages in areas, such as commerce and technology (Paltridge & Starfield, 2013) This is in accordance with Hutchinson & Waters (1987) who argued that ESP is based on designing courses to meet the needs of learners.

Many definitions have emerged in the ESP field. Paltridge & Starfield (2013) mentioned that ESP refers to the teaching-learning process of English as a second language or foreign language that aims to use English in particular discipline. Woodrow (2018) defined ESP as an approach to course design and teaching that involves learners who have certain goals or purposes in learning English. Moreover, Anthony (2018) added that ESP aims to the current and/or the future academic or occupational purposes and needs of learners. It concentrates on the language, genres, and skills needed and helps learners to meet these needs through specific teaching materials and methods.

What distinguishes the most between ESP courses and GE (General English) courses is that they are based on the students' needs taken from needs analysis. Woodrow (2018) characterized ESP courses as those that "may be related to specific disciplines, may use different methodologies to English for General Purposes, likely to be designed for adult learners, and generally designed for intermediate or advanced learners" (p. 22). However, it can still be used with beginners.

Every course is based on particular needs, even English in general courses. Needs analysis, as the first stage of ESP course development, is carried out to authorize the "what" and "how" of a course (Flowerdew, 2012). Flowerdew added that needs include many aspects incorporating learners' goals and backgrounds, language proficiencies, reasons for taking the course, teaching and learning preferences, and the situations they will need to communicate in.

However, what makes English for Specific Purposes (ESP) different from General

English is "not the existence of a need as such but rather an awareness of the need." (Hutchinson & Waters, 1987). Needs analysis has to be conducted in order to make sure that the course provides relevant and useful lessons to learn (Nation & Macalister, 2010).

Hutchinson and Waters (1987) proposed two distinctions of the learners' needs; target needs and learning needs. Target needs can be defined as what the learners have to do in the target situation. It consists of necessities, lacks, and wants. Additionally, learning needs consist of what the learners need to do in order to learn. Some studies in needs analysis in the ESP context show different needs of different students (Kholidi & Azhan, 2022; Anam & Rachmadian, 2020; Lertchalermtipakoon, Wongsunbun, & Kawinkoonlasate, 2021; Guntoro 2021; Yamin, 2021; Chumphong & Chuai-in, 2020; Erazo, et al., 2019; Suprina & Rahayu, 2017; Bobanovic & Grzinic, 2011).

In the marketing field, a study has shown that marketing students in Croatia perceive that Business English mastery is a key role competence to career success (Katavic-causic & Marusic, 2023). Furthermore, a study showed that a class of marketing students in a vocational high school in Indonesia need more specific English materials and skills in the marketing field (Fatmawati, 2017). More detailed English language needs had been suggested by Marketing students in Armenia, including any language use related to the customers, promotional strategies, the whole process of marketing chain, and specific language structures, phrases, and activities used for practices (Keryan, 2017). On the other hand, the most needed skills by the tourism students and staff of tourism industries are speaking and listening. These skills are prominent since they need English in communicating with customers and teaching English to tourism students is very important for English is the most essential global language in the 21st century (Clarisa, et al., 2022).

The English materials utilized in the ESP courses need to be varied and specific based on the majors since the textbook or the learning materials used in a classroom has to be the one that is most suitable for the students or class' purposes (Cunningsworth, 1995). Therefore, needs analysis needs to be performed.

Hutchinson and Torres (1994) pointed out that the teaching-learning situation would be

complete if it has a relevant textbook. However, some studies conducted in the past five years from this study conducted resulted that the textbook used in ESP classrooms in the Indonesian context is not compatible with students' needs (Alhaq & Wirza, 2021; Santika & Wirza, 2020; Nuhamasih & Syahrial, 2018). The same case also applied to students of Marketing Communications at a university in Germany who thought that the English course at their university is not enough to help them understand the specialist literature they have to read (Williams, 2014). Another challenge faced by ESP students such as many students found speaking in English is frustrating (Katavic-causic & Marusic, 2022).

The majority of students in vocational high schools in Indonesia think that English is significant for their future career. For tourism major students whose future is to work in the tourism industry English is more needed. Blue & Harun (2003) pointed out that employees who work in the tourism industry ought to have a standard language ability, particularly English, to communicate globally. Moreover, they need speaking skills over other language skills. Greenacre, et al. (2017) added that effective skills in communication is among the minimum standard that has to be achieved by marketing graduate, especially in writing. However, the materials provided in the textbook used for vocational students usually did not meet students' needs. The materials given are too general and not related to their major (Alhaq & Wirza, 2021). Another research conducted by Nuhamasih & Syahrial (2018) showed that the teaching materials are too poor for hotel accommodation students. They did not provide sufficient language content, language skills, and topics for ESP. In Multimedia students' context, vocabulary, grammar, and pronunciation are the most needed skills by the students. However, specific topics about multimedia cannot be found in the textbook. Therefore, the textbook is not compatible with students' needs (Santika & Wirza, 2020). Although studies in needs analysis of marketing students are limited, a study conducted by Alkhuly (2023) showed that English for Marketing subjects requires integrated materials of the four basic skills. Moreover, this research also showed that problem-solving strategies in English learning are also suitable for Marketing students. Another strategy to make English for Marketing classes meeting the students' needs and wants is by

integrating the Project-based Learning into the classrooms since it helped students in enhancing their competences and competitiveness for their future employment (Tuyen and Tien, 2021).

This study aims to address the gaps above by investigating marketing students' needs in higher education in Indonesian context. Specifically, it intends to explore the students' necessities, lacks, and wants (Hutchinson & Waters, 1987) to find the gaps behind them.

Method

Research Design

This research adopted qualitative design to gain an in-depth understanding of a phenomenon (Creswell, 2012) where marketing students' needs in English for Marketing classrooms were investigated in order to find the best learning methods and curriculums that suit students' current and future needs.

This study was aimed at specifically looking deeper into participants' students' needs in English learning for their future work in the industry. The qualitative design is appropriate for this study since it aims to describe the students' needs by using Hutchinson and Waters (1987) framework of Needs Analysis.

Site and Participants

This study involved marketing students from a university in Kalimantan, Indonesia. The purposive sampling technique is chosen in conducting this research involving 9 male and 29 female students, aged range from 20 to 23 years old. Purposive sampling is typically used in qualitative research to decide which people who can and are willing to provide the information needed with their knowledge or experience (Etikan, 2015). Thus, this research involves only marketing students who are taking English for Marketing 2 Classroom.

Data Collection

The data in this study were collected from multiple sources, including materials analysis, questionnaires, and semi-structured interviews. Therefore, the instruments were in the form of modules, survey questionnaires, and an interview guide. The questionnaires were varied into two different aspects. They are the students' English skills analysis and students' needs analysis.

Students' interview that was done after the questionnaire was conducted to gather more information regarding their needs and their opinion about the modules as well as to confirm the result of the questionnaires. The interview would be in the form of a semi-structured interview. This type of interview was done in order to gain new ideas on the topic from the interviewee (Merriam, 2006). It allows the researcher to dig deeper information from the participants. This interview will involve six students in the form of Focus Group Discussion. It will be video recorded by phone to verbatim the data. Additionally, a few notes will be taken in case the equipment errors.

For validating and confirming the result of the needs analysis of the textbook evaluation, a semi-structured interview with 6 students were done in the form of Focus Group Discussion (FGD). FGD is conducted so that the students could get to hear each other's responses and give their comments and opinions. Therefore, the response would be beyond their original responses (Merriam, 2009). The FGD was conducted in 30-45 minutes with 5 topics regarding the textbook the students use. The interview transcription, results of the study, and the final report of this study were shared with the students and the teacher as well in order to make sure that they were in agreement with the data obtained.

Data Analysis

The descriptive-qualitative data analysis was employed in order to answer the research questions. The data analysis was performed as follows:

First of all, all the information were brought together to be organized so that data can be easily retrievable (Merriam, 2009). The data from the needs analysis questionnaire data were categorized into different aspects. The students' responses from the open-ended questionnaires were read carefully and identified based on their response categories before being interpreted narratively.

After interpreting the needs analysis data questionnaire, the materials analysis was conducted. Each chapter of the modules was investigated thoroughly based on the students' needs analysis and Cunningsworth (1995)'s textbook evaluation checklist.

Then, the result of the materials evaluation and the needs analysis were confirmed and validated through an FGD. Some

follow-up questions were added to clarify the students' answers. The FGD was video-recorded and noted. Then, the data from the interview were transcribed to code the data. Verbatim transcription was used in order to record every word said by the participants. Finally, after being analyzed every data was triangulated in order to draw a conclusion about what can be found from the data collected.

Results and Discussion

University Context and Students' Profile

This study was conducted at a university in East Kalimantan, Indonesia. This university is accredited B by Indonesian Board of National Accreditation for Higher Education (BAN-PT) with 10 majors, including 1) accounting major, 2) department of business administration, 3) maritime department, 4) department of tourism, 5) department of information technology, 6) design department, 7) department of chemical engineering, 8) department of civil engineering, 9) electrical engineering major, and 10) mechanical engineering major. This study focuses on the business administration department students, majoring in applied marketing management. The graduates of this major have career prospects in several fields, such as senior secretary, marketing manager, supervisor, public relation, entrepreneur, superintendent, personal officer, sales clerk, and receptionist. The graduates in this major at this university have been working in several leading companies in Indonesia based on the department website. In the marketing management department curriculum, English is taught from the first to the seventh semester with different levels in each semester. The first semester started with Basic English, followed by English Pre-Intermediate in the second semester, English Intermediate in the third semester and Upper Intermediate English in the fourth semester. Starting from the fifth to the seventh, semester ESP is taught. For instance, Business English is taught in the fifth semester, followed by English for Marketing in the sixth semester and English for Marketing 2 in the seventh semester.

This research was conducted with seventh semester students of marketing management major as the participants in the English for Marketing 2 class. There are 2 questionnaires distributed, the first one focuses on the analysis of the students' English language

skill and the second one focuses on the analysis of the students' needs. The total number of students participating in the first questionnaire is 36 students with 80,6% of the total are female and the remaining (19,4%) are female. Moreover, the students participating in the needs analysis questionnaire are 38 students with 76,3% of them are female and 23,7% of them are male.

The data from the questionnaires also show that all of the students participating are Indonesian citizens. Not having English as their first language, the majority of the students are highly motivated to learn English. The data also showed that 69,4% of the students think that English is very important, 25% of them chose that English is important, and only 5,6% of the students think that English is slightly important. In an FGD conducted with 5 marketing students, when asked about the importance of English in the marketing field, the students had identical opinions. A student argued that English is very important because English is a need, especially for competing in looking for a job in the future. They added that companies will not look at them if they do not have good English skills. The students uttered,

(1) *“English is not only needed for work in this era. So, it is very important. However, in terms of career, English is very needed. I intend to work as a marketing officer in a multinational company in Bontang, Kalimantan that has exported their products abroad. So, for me English is very important.”*

(2) *“The scope of marketing is very broad. We do not only market and advertise the product but we also meet customers in person as a customer service representative. Some customers are foreigners. So, (at least) we should understand basic English.”*

(3) *“It's way better if we're good at English because at work (as a customer service) there is always a chance for me to meet with foreigners.”*

(4) *“My final destination is to stay at home as an entrepreneur. Actually, to be an entrepreneur I need English skills to globalized my business.”*

The words “bank”, “work”, “company”, and “entrepreneur” mentioned by the students

indicate that they are fully aware of the requirements of English for their future career.

Despite students' high motivation and the high importance of English, they still have low knowledge of English. It is also seen in the class observation that most of the students did not speak English well in the product presentation, even though they were very confident. The problems that can be seen were various, such as they did not speak spontaneously and were not able to answer the lecturer's questions right away in English. Another issue was some students could not understand some words uttered by the lecturer. In addition, most students also had pronunciation problems. However, some students were fluent enough when their presentation was aided with a text prepared prior to the presentation. See Table 1 to see students' opinions on the importance of English in the marketing field.

Table 1. Students' Opinion on the Importance on English in Marketing

Opinion	%
Very important	69,4
Important	25
Moderately important	5,6
Slightly imporant	0
Unimportant	0

Students' English Skills

The first questionnaire was distributed to investigate the current English ability of the marketing management students on both general and sub-English skills. The first part of the English skills questionnaire evaluates students' ability in general English skills. The data showed that the skill that the majority of students master is reading skill (2,8% are very good at reading and 38,9% are good at reading). On the other hand, grammar is the hardest skill that the students master since more than half of the students think that they are not good at grammar (52,8%) and 8,3% of the students think that they are not very good at grammar. See figure 1.

The second part of the questionnaire investigated students' difficulties in general

English (see Table 2). The data shows that the majority of the students face difficulties in learning English in general (2,8% think that English is very difficult, 33,3% think that English is difficult, and 41,7% of them think that English is moderately difficult). Only 22,2% of students think that English is not very difficult. The data from the questionnaire also shows that grammar is the most difficult skill encountered by the students (36,1% chose difficult and 8,3% chose very difficult). On the other hand, reading is the least difficult skill with 0% of students choosing very difficult and only 11,1% of students choosing difficult.

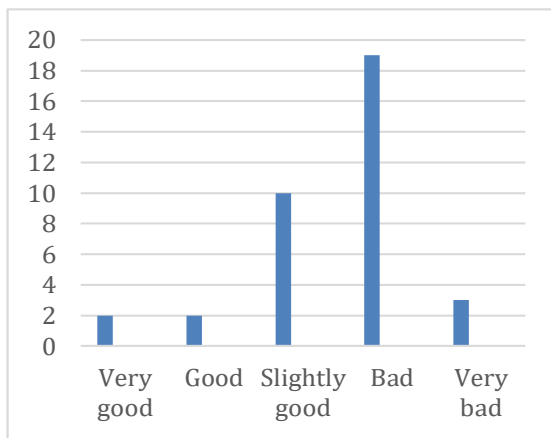


Figure 1. Students' grammar ability

Table 2. Students' Opinion on the Importance of English in Marketing

No.	English Skills	Difficulties				
		1	2	3	4	5
1.	Listening	8,3%	16,7%	50%	22,2%	2,8%
2.	Speaking	8,3%	25%	41,7%	25%	0
3.	Writing	13,9%	30,6%	44,4%	11,1%	0
4.	Reading	16,7%	36,1%	36,1%	11,1%	0
5.	Vocabulary	11,1%	30,6%	38,9%	19,4%	0
6.	Grammar	5,6%	27,8%	22,2%	36,1%	8,3%

Generally, students think that the use of English sub-skills in marketing is difficult. 2,8% of the students think that marketing English is very difficult, followed by 22,2% of them who think that marketing English is difficult. The majority of students chose that marketing English is moderately difficult (47,2%). However, the remaining students felt that marketing English is quite easy.

In terms of language function, this research found that the easiest English sub-skill that they are able to conduct is *introducing*

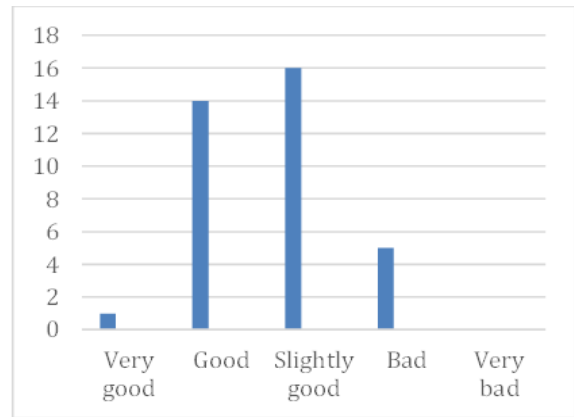


Figure 2. Students' reading ability

themselves in formal and non-formal situations (See Appendix 1). 25% of the students think that doing self-introduction in English is easy and 38,9% of them think that it is quite easy. Only 11,1% of them have difficulty in introducing themselves in English and none of the students feel that introducing themselves is very difficult. This is in line with the classroom observation result that only a minority of the students who struggled to introduce themselves. However, students still found it harder to give a marketing presentation in English compared to introducing themselves. Only 8,3% of the students think that *giving a marketing presentation* is easy. Moreover, students also found most difficulties in another speaking aspect such as *speaking with good pronunciation* since only 5,6% of them claimed that speaking with good pronunciation is easy and 80,6% of students in total chose that *speaking with good pronunciation* is *moderately difficult, difficult, and very difficult*.

Nevertheless, the majority of the students face difficulties in all sub-skills. It can be seen from the data that there are high percentages of students that find that all sub-skills are moderately difficult. The most difficult skill underwent by the students is writing and there was not any zero percentage in *very difficult* columns in any aspect of the writing skill. *Writing research papers, articles, and reviews for scientific journals* becomes the skills that have the highest percentage in *very difficult*, followed by *writing product description* that has the highest percentage in the *moderately difficult* column. This aspect shares the same percentage with *giving a marketing presentation* and *speaking with good pronunciation* aspects. The most predominantly

used means of communication in international business interaction is emails (Park, *et al.*, 2021). However, the second highest presentation of *very difficult* in this research is *writing business letters* and *writing emails* which contains 50% of the students who chose *moderately difficult*. These high percentages of difficulties in writing sub-skills show that writing is the most difficult sub-skills faced by the marketing students.

In general English difficulties, the result showed that grammar is the most difficult skill shared by the students. In addition, grammar as a language function which is represented by *grammatical structure frequently used in marketing reports* is considered difficult by the students as well. 41,7% of students found it moderately difficult, 22,2% of them thought that this aspect was difficult, 8,3% felt that this aspect was very difficult, and only 2,8% of the students found it easy.

Students' Needs toward General and Sub-English Skills

The second questionnaire was intended to investigate the extent to which the students of marketing management need both general and sub-English skills. The first part of the questionnaire was made to investigate the needs of marketing management students of English in general. The data showed that all students need English since none of them chose *do not need*. Based on the data, the majority of students chose *very needed* (52,6%), 15,8% of them answered *most needed*, 26,3% chose *needed*, and the rest of the students chose *slightly needed* (5,3%). From the FGD conducted with 5 students, it also can be concluded that English is significant for them, especially as marketing management students. The students mentioned that almost every career related to marketing requires English as one of the application requirements. A student in FGD reported,

(1) *“Almost every job vacancy that I saw on Instagram requires English as one of their requirements. Thus, whether I would work at the bank or a company, English is indeed very necessary.”*

The statement above shows that they are obliged to have good English skills in order to compete with other job seekers in the future.

The next part of the questionnaire asked about students' most needed English skills. The result showed that the most needed skill is speaking with 63,2% of the students answered *very needed* and 28,9% chose *needed*. This is in accordance with the result of the FGD. Student 2 (S2) pointed out that she should be able to communicate in English to communicate with foreign customers since she wants to pursue her career in customer service. Therefore, the students do not only need speaking skills for daily conversation but also to support their performance in the work industry. This finding is in line with what Pratimi, *et al.* (2021) pointed out that the English language skill most needed by marketing students in a vocational high school in Sumatra is speaking. Furthermore, the students also agreed that speaking was useful for their future employment. On the other hand, listening skill is the least needed skill chosen by the students. There are 21,1% of students who chose slightly needed.

Generally, as seen in **Appendix 2** the marketing management students need every aspect in the English sub-skills. The data indicated that the highest percentages are relatively in the *needed*, *very needed*, and *most needed* column. On the contrary, the lowest percentages are relatively in *slightly needed* and *not needed* columns. Even the language functions that the students found not challenging such as *introducing yourself in formal and non-formal situations* are considered needed. In this aspect, 44,7% of the students very need the sub-skill and 31,6% of the students chose *most needed*.

Another aspect that is needed by the students is *speaking with good pronunciation* where 34,2% of the students chose *most needed* and 26,3% of them chose *very needed*. It is also seen from the low percentage in *not needed* (2,6%). It is a very good sign that the students are aware that they need to learn pronunciation better since the result of the data observation showed that most of the students still had problems with pronunciation. In another aspect of speaking, *giving a marketing presentation*, the percentage of students who chose *most needed* is also high (31,6%). In fact, this percentage is the second highest among the language functions needed.

On the contrary, *writing research papers, articles, and reviews for scientific journals* got the highest percentage of *slightly*

needed (13,2%) followed by 2,6% students who consider that this language function is not needed. This aspect also got the lowest percentage on *most needed* (18,4%) along with the *writing emails* aspect. This result is ironic because from the result of students' difficulty, this aspect got the highest percentage of *very difficult*. Therefore, it can be concluded that most of the students found *writing research papers, articles, and reviews for scientific journals* challenging. However, they consider that it is not very necessary. Furthermore, *reading manuals, instructions, or product descriptions* has the highest percentages in *moderately needed, needed, and very needed* in total (76,3%). This is ironic with the result of students' general skill that showed reading is the easiest language skill that the student mastered.

It can be concluded from this research that English is significant and very useful for marketing students, not only as a subject in the classroom, but also for future employment and for general use in everyday conversation. This result is in accordance with the result of a study conducted by Alhaq & Wirza (2021) that the majority of the students of accounting thought that English is very important for their future employment. Furthermore, the result also showed that speaking is the most needed skill followed with vocabulary skill. This result is also in accordance with what the students stated in the FGD that speaking in English is hard for them due to the lack of vocabularies. English speaking skill will not only be used for their everyday life, but also to support their professionalism at work in the future since acquiring a good communication skill, both oral and written, is essential for career and professional growth (Pandey & Pandey, 2014). Fortunately, the English for Marketing classroom already provided the students with English speaking activities, such as product presentation activities that are conducted twice in a semester. In addition, the teacher regularly fixed the students' pronunciation after each product presentation in order to improve their pronunciation skill. Even though speaking is the most frequent activity conducted in the classroom, students still faced difficulties performing this skill. In addition, cultural intelligence is also important in marketing study since it influences students' adaptive selling skill behaviors along with doing role-

play performance in any cross-cultural selling situation (Greenacre, *et al.*, 2017).

Furthermore, the lessons still lack the technical terms related to marketing even though some lists of vocabulary are provided in the module. Learning technical terms is challenging for business students since they have to study single specialized technical terms; specialized compound terms; specialized collocations and idioms; non-English terms used in the field, such as *per capita*; abbreviations and acronyms, such as *LTD, GDP, GNP, CEO*; symbols; and formulas (Al-Jarf, 2022). However, a study conducted at a Vietnamese university found that Project-Based Learning (PBL) can help marketing students enhance their vocabulary and help them get better at pronouncing words (Tuyen & Tien, 2021). In this classroom furthermore, students found the most difficulty in learning grammar. However, grammar is not the main focus of the classroom.

One way that can be considered in order to create better learning in ESP classes is by integrating Project-Based Learning into them (Tuyen & Tien, 2021). Another way is by doing activities that tackle students' critical thinking which could be valuable for Business English learners (Jiang, 2022) because critical thinking "involves not only possessing strong oral and written communication competencies but also being adept at applying them in a rhetorically sensitive way to various situations and discourse communities, using ever-changing technologies effectively, wisely, and strategically" (Bloch & Spataro, 2014, p.250). Furthermore, applying Case-Task Based Approach in ESP classroom for Marketing students also could close the gap between the theory and practice. This approach also not only helps students improving their communication skills but also can be a guidance for students to write good academic papers (Guiyu & Yi, 2016). These activities could be implemented in the ESP classrooms in order to help students achieve their goals in various and interesting ways.

Conclusion

This research investigated the needs analysis of Marketing Management students at a university in Kalimantan who took English for Marketing class. The result of this investigation showed that the majority of the

students think that English is important for them in daily life, classroom context, and most importantly for their future employment. However, based on the needs analysis, the English for Marketing classroom still needs some improvement in terms of the materials and the teaching methods in order to fulfill the students' needs.

The most difficulties in English skills students have encountered was grammar skill, followed by speaking skill and vocabulary skill. Although speaking is considered difficult by the students, the result of this study showed that the speaking skill is also the most needed skill by the student. Unfortunately, 70% of the students are not good at speaking. Therefore, there is a need to improve the speaking sessions in the classroom. This result is also in line with the result of the analysis of students' English sub skills where students thought that speaking with good pronunciation was most difficult. Fortunately, the lecturer was aware that the students had challenges in pronunciation and tried to correct students' pronunciation in speaking activities, such as in product presentations.

This is also in accordance with the students' future employment in relevant sector such as banking, business, marketing, and so forth. Communication skills are important for future career and professional development. Therefore, there is a strong need to prioritize speaking skills in this particular classroom.

Furthermore, the challenges in the linguistic aspects like grammar and syntax should be strengthened both in the teaching and authentic assessment and practice as these are frequently used in marketing reports. This classroom has used authentic materials such as written and printed forms of product advertisement that found in social media. Moreover, the authentic assessment was also conducted such as presenting real products in English in front of the classroom. However, the teacher still needs to pay more attention to students' grammar skill since it is the most needed skill based on this study.

In terms of language functions, the most needed skills according to the survey were introducing themselves in formal and informal situations and reading manuals, instructions, and product descriptions. Thus, even though reading is the skill that most students mastered, they still need more practice in improving their comprehension in reading more specific texts,

such as manuals, instructions, and product descriptions.

Finally, it can be said that students require more activities and materials related and relevant to their major as an effort to increase their English proficiency, especially in terms of career opportunities. This needs analysis hopefully would also become a guideline for the lecturer and students to develop better teaching-learning experiences in English classrooms for specific purposes, especially for Marketing Management students at this particular university in Kalimantan.

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APPENDICES

APPENDIX 1 Students' English Sub-skills Difficulty

No.	English Sub-skills	You are Able to				
		1	2	3	4	5
1.	Listening to lectures in English	13,9%	27,8%	38,9%	16,7%	2,8%
2.	Listening to a presentation and discussion in English	8,3%	25,0%	44,4%	22,2%	0,0%
3.	Introducing yourself in formal and non-formal situations	25,0%	38,9%	25,0%	11,1%	0,0%
4.	Talking over the phone	13,9%	25,0%	41,7%	16,7%	2,8%
5.	Giving a marketing presentation	8,3%	30,6%	52,8%	8,3%	0,0%
6.	Talking about information related to marketing	11,1%	25,0%	33,3%	27,8%	2,8%
7.	Speaking with good pronunciation	5,6%	13,9%	52,8%	22,2%	5,6%
8.	Reading manuals, instructions, or product descriptions	16,7%	41,7%	22,2%	16,7%	2,8%
9.	Reading information related to marketing on internet	16,7%	44,4%	25,0%	13,9%	0,0%
10.	Reading textbook related to marketing	13,9%	41,7%	30,6%	13,9%	0,0%
11.	Reading journal articles related to marketing	13,9%	36,1%	30,6%	16,7%	2,8%
12.	Reading office documents	13,9%	38,9%	36,1%	11,1%	0,0%
13.	Writing resume for job applications in marketing field	13,9%	36,1%	33,3%	13,9%	2,8%
14.	Writing research papers, articles, and reviews for scientific journals	2,8%	27,8%	36,1%	22,2%	11,1%
15.	Writing product description	11,1%	22,2%	52,8%	11,1%	2,8%
16.	Wrting emails	11,1%	27,8%	50,0%	5,6%	5,6%
17.	Writing business letters	8,3%	30,6%	50,0%	2,8%	8,3%
18.	Technical terms in marketing	13,9%	22,2%	41,7%	19,4%	2,8%
19.	Grammatical structure frequently used in marketing reports	2,8%	25,0%	41,7%	22,2%	8,3%

1 (Easy) 2 (Quite easy) 3 (Moderately difficult) 4 (Difficult) 5 (Very difficult)

APPENDIX 2

Students' English Sub-skills Needs

No.	English Subskills	You Need				
		1	2	3	4	5
1.	Listening to lectures in English	3%	3,60%	21,10%	50%	23,70%
2.	Listening to a presentation and discussion in English	2,60%	5,30%	28,90%	39,50%	23,70%
3.	Introducing yourself in formal and non-formal situations	0%	2,60%	21,10%	44,70%	31,60%
4.	Talking over the phone	0%	10,50%	36,80%	23,70%	28,90%
5.	Giving a marketing presentation	0%	5,30%	23,70%	39,50%	31,60%
6.	Talking about information related to marketing	2,60%	10,50%	34,20%	28,90%	23,70%
7.	Speaking with good pronunciation	2,60%	10,50%	26,30%	26,30%	34,20%
8.	Reading manuals, instructions, or product descriptions	0%	5,30%	18,40%	52,60%	23,70%
9.	Reading information related to marketing on internet	0%	5,30%	31,60%	39,50%	23,70%

10.	Reading textbook related to marketing	0%	7,90%	28,90%	42,10%	21,10%
11.	Reading journal articles related to marketing	0%	10,50%	26,30%	39,50%	23,70%
12.	Reading office documents	0%	7,90%	36,80%	31,60%	23,70%
13.	Writing resume for job applications in marketing field	0%	7,90%	44,70%	26,30%	21,10%
14.	Writing research papers, articles, and reviews for scientific journals	2,60%	13,20%	47,40%	18,40%	18,40%
15.	Writing product description	0%	13,20%	31,60%	34,20%	21,10%
16.	Wrting emails	0%	5,30%	44,70%	31,60%	18,40%
17.	Writing business letters	0%	5,30%	47,40%	23,70%	23,70%
18.	Technical terms in marketing	0%	2,60%	36,80%	34,20%	26,30%
19.	Grammatical structure frequently used in marketing reports	0%	7,90%	36,80%	26,30%	28,90%

1 (Do not need) 2 (Slightly needed) 3 (Moderately needed) 4 (Needed) 5 (Very Needed)