

Need Analysis of Academic-English for Business Presentation in Digital Age

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ABSTRACT

Needs analysis plays a vital role in developing English material and results in a powerful tool that helps teachers to design materials in line with the learners' target needs and learning needs. The aims of this research are to analyze the present students' analysis, learners' target and learning situation for material development in the academic English for business presentation. This study surveyed 28 management business students who take English subject. Questionnaire and in-depth interview were used in collecting data then those data were analyzed qualitatively. Present analysis show that 85,7% student ever learning English presentation and 14, 3% never studied and most of them are in basic level (51,9%), 33,3 % is lower intermediate, and 11,1 % in upper intermediate and a few of them in advanced. Meanwhile, learning needs cover input, procedure, setting, and learner's role. Student's want that material design must be applicable in their work.. The practitioner also suggested adapting their material in learning English presentation.

Keywords: need analysis; English for presentation

INTRODUCTION

In his book, *Tools to Overcome Your Fear in Public Speaking*, Ibrahim Mustahpa says that "Improving your communication skills can make life more fulfilling on many levels." It means that good communication skills will help someone in many ways, especially in business which involves the interaction with other people such as marketing process, building relationship, and product promotion. One of the communication skills needed is presentation. Titik Triwidodo and Djoko Kristanto (2004:157) state that "presentation is a form of oral report about a certain fact to the communicant". In delivering the facts the presenter should has the appropriate technique so that the presentation objectives can be obtained optimally. The successful of a business is strongly influenced by the ability of the speaker to present their products or services to customers. Presentation is a fairly effective means of promoting products to others as long as the activities are carried out effectively, clear language, easy to reach and not complicated. In theory, it is explained that presentation is not only conveying ideas to listeners but also an activity which has the methods and structures. At least there are three presentation structures: opening, body and closing. This research is a need analysis to find the appropriate materials and techniques for English for business presentation in Batam State Polytechnic. The practitioner with the brand Widyasobatonline, lecturers and student's point of view are collected to find the match materials. Widyasobatonline is one of the businesses which concern on goods importing from China to Indonesia. In line with the growth of online trading and the great desired of the community to participate in the same business, Widyasobatonline took the opportunity to develop his business, which was previously an importer

and had an offline and online shop for goods from China, becoming a consultant for importing goods. This business consultant for importing goods from China is packaged in two forms; online and offline training. One of the uniqueness of the training provided is the guarantee of assistance in importing goods from China until they can import by themselves. So in this case, the training participants not only get explanations about the process of goods importing from China, but also they get special assistance, starting from finding the target store, paying for the goods, until they arrive in Indonesia. This is the interested thing to be observed that closely related to English course in Batam State Polytechnic.

English for Specific Purposes (ESP)

Ulusan (2017) stated that English for specific skills or English for Specific Purposes (ESP) began to be a study in English language teaching since the early 1960s. This was due to the fact that science developed rapidly after the Second World War. The review also added that Tom Hutchinson and Alan Waters had a big hand in the rise of ESP. Some experts define ESP in various ways. Likewise, Hutchinson and Waters (1987) say ESP as an approach in designing an English language learning that is tailored to the needs of learners. Dudley and St. John (1998) also has the same opinion regarding ESP. In general they say that the design of ESP learning should be tailored to the specific needs of the learner and this student's needs can be obtained through a needs analysis. In the needs analysis process, the teacher must adapt the teaching material to the English terms and expressions used specifically in the operational field in the target world of work that students will enter.

In its early development, Hutchinson and Waters only used the term ESP. Dudley and St. John (1998) then developed it by dividing ESP into 2 groups, namely English for Academic Purposes (EAP) or English for academic purposes and English for Occupational Purposes (EOP) or English for certain jobs. So, as the name implies, EAP is an English language course that is given as a lecture material with the aim of preparing students to be ready to work in certain fields. Meanwhile, EOP is English language learning given to employees who are or will work in a certain field. Based on this classification, this English for presentation course is classified as English for Academic Purposes (EAP). Dudley and St. John in Rahman (2015) states that in addition to the approach to teaching materials that is adapted as closely as possible to the situation where English will be used later in the world of work, the skills that are the focus of teaching can also be adjusted to what skills are assumed to be used more often by students later in their target world of work. For example, for English 2, the skill that is more focused is English presentation.

In addition, the interaction between teachers and students in ESP classes, especially English for Occupational Purposes, may be more like consulting or tutorials than learning. This is because their students may be people who are experts in their respective fields but are less able to speak English. So the English for Occupational Purposes class can be designed for vocational students as well as for professional workers who have an intermediate level of English proficiency.

Presentation Skills in the Business World

Several experts have conducted research on presentations in the business world, including: (Hamdan & Ratnasari, 2016) which examined the presentation skills of women entrepreneurs in promoting their products. Hamdan took a sample of businesses that had advanced in his research. The method used is a qualitative descriptive method where the researcher explains the results of the study with an explanation. The results show that business women have good presentation skills, as can be seen from the preparations made such as slides, language, appearance and other supporting elements. In

this study, it can be seen that advanced businesses have good presentation skills. It is the same with (Poli et al., 2015) which examines the effect of product quality, good presentation and product uniqueness on buyers. His research concludes that a good presentation has a big enough influence on business success. A good product will not be known without a good presentation from the culprit. Furthermore, Kelton, et al (2010) who described the effect of product presentation on customer decision making. These three studies explain that presentation has a close relationship with the success of a business. A good presentation uses the right structure and appropriate language so that it is easily understood by the listener. Like the article written by Patil (2005) which discusses the ability of business presentations for business executives. The analysis is carried out by reviewing related literature and several other sources. Patil explained about the techniques and good business presentations that a businessman must have. The studies conducted by previous researchers helped the author in reviewing the business presentations made by business actors in import business training.

METHODS

This research was using a qualitative descriptive method. First, the researcher conducted the survey to the student by sharing the questionnaire, there are 28 students filled, and then did the interviews with 3 lecturers in the Business Management department. This interview aims to obtain information about the topics needed for students. Then the researchers made observations on online widyasobat's ig which contained about goods import consulting; teaching process, the materials provided and learning methods. The results of this study will be used as a reference for the presentation English syllabus for Business Management students and it is hoped that later it can be used as material in business English books. This research is a collaborative study between an English lecturer at the Batam State Polytechnic with one of the alumni who entered the online business world after graduating from the Batam State Polytechnic and in recent years has focused on becoming a consultant for importing goods from China, and establishing "widyasobatonline". This business will be used as a case study center for the application of online presentation skills, and the application of train the trainer on the process and implementation of importing goods from abroad to Indonesia. This research will also involve English language lecturers and international business lecturers related to information about the topics of teaching materials they have studied.

Data collection and analysis method

The methods to be used in collecting data are as follows:

1. Interview

This method will be carried out to obtain the data needed to answer research questions about the presentation techniques and media used in providing online import training, the difficulties encountered when providing online training, the flow of goods importing process from China; ordering goods, the documents needed to complete the order process, payment, and delivery, so that goods arrive safely in Indonesia.

2. Questionnaire

This questionnaire will be used to obtain information from teaching lecturers English 1 course and international business related topics teaching materials that they have used so far. The results of this questionnaire will be juxtaposed with the information provided by this research partner.

3. Documentation

This documentation is data in the form of teaching materials, curriculum, and course RPS which will also be used as research data.

The stages of data analysis to be carried out are as follows:

1. Data input and recap stage

At this stage, the researcher will recap and sort the data that has been obtained from cooperation partners according to the needs of discussing the findings and results of the research later.

2. Stages of analysis

At this stage, researchers will analyze, compare, data from lecturer interviews and also from documentation with data provided by collaboration partners.

3. Design stage

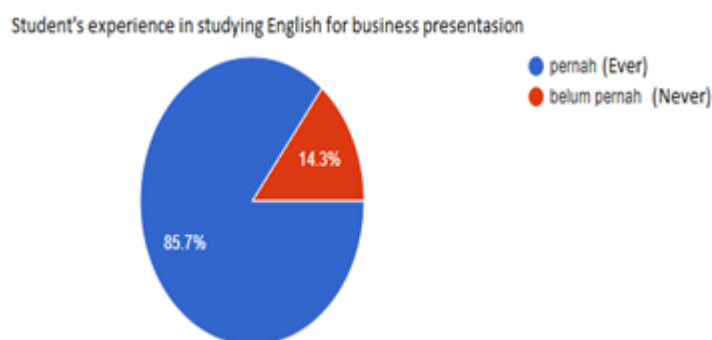
This is the stage where the researcher will formulate suggestions and inputs related to topics that should be added to the teaching materials, which will be taken into consideration for the development of teaching materials in the two previously mentioned courses.

4. The results of data processing and analysis from this research will be formulated into an article that will be published in an accredited national journal.

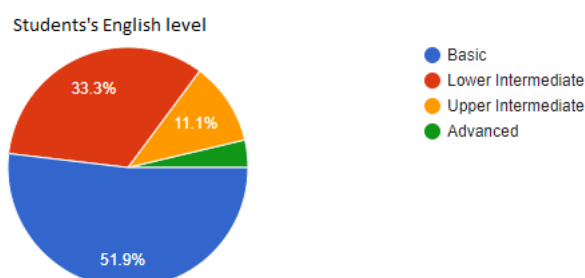
RESULTS AND DISCUSSION

Present Situation Analysis (PSA)

Present situation analysis will see the strength and weaknesses in learning experience, skill and language. Based on the data, there are 27 students who have filled the data, they are students who takes English for business presentation in current academic year. Their major is Management Business. Most of them ever studied the English for presentation before. From the pie chart below can be seen there are 85,7% student ever learning English presentation and 14, 3% never studied, which can be said that most of them have familiar with this subject.



While the student's condition right now, most of them are in basic level (51,9%), 33,3 % is lower intermediate, and 11,1 % in upper intermediate and a few of them in advanced.



While their difficulties in learning English are: grammar, less of vocabulary, presenting without text, compound the effective sentence, English phrases, and also the method in learning by using online method.

Target Situation Analysis (TSA)

Target situation analysis means what are the targets for learning the materials. According to Hutchinson and Waters (1987:53-64) say, "What the learner needs to know to function effectively in

the target situation". The students hope this subject will make them able to speak English fluently, compose effective sentences, can work in a large and prestigious company with good English skills, confident to speak English, do a good presentation, and pass the English test. While the lecturer's point of view, they hope through this learning the student able to explain data in the form of tables, graphs, diagrams, processes and maps. The ability to explain data in English is needed considering that the business world will be involved in this. Students must be able to read business data and present it in good English. In addition, respondents also expect students to be equipped with good presentation methods, such as; writing size, color selection, slide show, verbal and nonverbal communication in English presentations.

Learning Situation

The learning situation analysis (LSA) to find an answer to the question who the learners are, why they have decided to take up the course, what their preferences are in terms of learning styles, strategies and techniques (Hutchinson and Waters 1987:53-64) . Result of questionnaire shows that the student's method in learning is online through zoom and e learning platform. Some tasks and exercises are given to the students. In line with the lecturer's point of view, that during the online learning period, students must be given the independent assignments so they can practice their English skills. They can do role-play by forming a team that can improve their English skills. The students can discuss, provide some advices and motivate each other. Then they can control by group contribution form, lesson learn and personal assessment which will later show students' seriousness in doing their assignments. Meanwhile, the practitioner also said the same; the student should do much practicing than theory, as widyasobatonline did. In its learning the student will do practicing directly with a few introductions from the speaker, so that the student can be active in the class and make more interactive. For learning supporting, the students need some modules, English application, and exercise case to improve their English for business presentation.

CONCLUSION

Based on the results of interviews, literature studies and observations of ig widyasobatonline Batam, it can be concluded that in order for students to be able to present Business English, students must study topics that really match with the needs of presenting Business topics. To meet student competence, teaching materials in Business English learning should discuss product presentations, product promotions, table presentations, graphs and diagrams.

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