

Designing Esp Learning Instruction In Managements Study Program: A Survey On Students' Needs

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Abstract.

The purpose of this research is basically oriented towards the output of teaching materials based on English for Specific Purposes (ESP) in the Management Study Program, Faculty of Economics and Business, State University of Gorontalo. The research objectives are: (1) identifying the English curriculum at FEB, namely in the management study program, student character and needs, concept analysis, formulation of learning objectives, and analyzing teaching materials; (2) designing ESP-based English materials; (3) designing the format of ESP-based English teaching materials. The research was conducted at the State University of Gorontalo, Faculty of Economics and Business, especially in the Management study program. The research method uses a research and development design (Research & Development) which includes 9 (nine stages) including: 1) developing information and research, 2) planning, 3) developing an initial product form, 4) initial field testing, 5) product revision, 6) core field test, 7) operational product revision, 8) operational field test, and 9) final product revision. This form of development was modified with a constructivist approach. The result showed that students have a lack of experience studying English. Moreover, most students say that their English proficiency level is average. Most students say they are unable to fluently speak. The last category pertains to the students' desire to use proper grammar. The last phase of the need assessment is the target needs. The five areas of learning needs include input, procedure, setting, student role, and the teacher's role. The students want to participate in group dialogue and role play as part of the curriculum, in addition to talking and role playing. The students desire to have group dialogue and role play prior to undertaking the assignment.

Keywords: *English for Specific Purposes, Instructional Materials and Students' Needs.*

I. INTRODUCTION

Learning English at the university level is one group of subjects that is not only taught in the English Department of Education, but English is also one of the groups of subjects taught in non-English majors with the status of a compulsory subject. This course is usually given in the first semester (one or two) which aims to equip students with functional reading knowledge and skills of English textbooks. This is confirmed in Government Regulation no. 19 of 2005 Article 9 paragraph (2) concerning the curriculum for higher education units must contain one subject, namely English. Observing the government's regulatory policy that requires English courses as a group of compulsory subjects for non-English majors, the purpose of learning English is used as a means of developing students' language skills competence in the scope of listening, speaking, reading, and writing abilities. It is beside as a subject matter, English is also as an aid to meet learners' needs in the specific disciplines [1], [2], [3], [4], and [7]. Thus, English courses for non-English majors are expected to serve as a corridor for students to improve competence and student learning outcomes in functional language communication. This government regulation provides space for the Faculty of Economics and Business (FEB) at the State University of Gorontalo (UNG) to recommend English courses with mandatory status to be taught in the first semester with a credit weight of 2 (two) credits. It is focused on developing skills in understanding material that is adapted to the context of a particular profession. Therefore, the need for mastery of English for students is a challenge for universities to equip graduates with adequate English language skills so that they are able to compete in the era of the industrial revolution 4.0.

Practically, English in the field of economics and business has terms that are more difficult than general English because it is related to the language of economics and business which is rarely or not widely known. In addition, the characteristics and meanings of English terms in economics and business are very complex and require a certain understanding in their implementation in the world of work. Thus, the above problems place the needs of students as the focus of an approach that leads to *English for Specific Purposes* (ESP) where students and their needs are considered in the learning process so that learning objectives can be achieved properly (Bernard and Dorothy in [10]). ESP is one of the fields of applied linguistics that is

developing in the field of education and the use of English in accordance with the needs of certain fields of science and profession. [8], [9], [11], and [22] assert that ESP is designed and developed based on the concept of needs analysis that connects the learning process with academic and professional students. But in reality, every student in understanding English material in economics and business is still low. This difficulty can be seen from the results of learning English for FEB students, especially in the Management department for the 2019/2020 academic year, which is an average of 2.90 (B-) based on 2019 UNG SIAT data. Based on the observation findings, there are facts in the field which reveal that there are several reasons that arise regarding the cause of the low student learning outcomes in English courses in the Accounting department. *First*, most students still lack motivation in learning English.

Even some of the students were still closed in asking the lecturers related to the material being taught. Not to mention, the habits of students in academics in high school are still carried over to the world of lectures. Likewise, in doing assignments, there are still many students who do not submit assignments on time. Many students are still accustomed to being reminded by teachers in high school to submit assignments according to the time specified. Another difficulty is that there are still many students who find it difficult to respond to the explanation of the material by the lecturer. This is proven in the learning process only 1 or 2 people out of 30 students in the class are able to understand the explanation and respond to the lecturer's explanation. This is also motivated by the ability of these students who already have experience in English in the course so that it is easy to understand the material being taught. But unfortunately, the findings show that there are still many students who use English reading comprehension strategies in a conventional way, namely looking for the equivalent of the meaning of vocabulary in reading word for word, so it takes a long time to complete the given task. Therefore, there is a need for changes in student learning patterns and strategies in understanding English well. *Second*, the English language learning materials in the Management department have so far not been in accordance with the needs of the process as an accountant. Most of the English course materials provided are still limited to the *English for University Students textbook* published in 2013. This book is still limited to English material in general, which does not implicitly refer to a particular field.

Therefore, this book has not been designed based on student needs which should lead students to tend to understand English in their field, and this book has not been able to accommodate the needs of ESP learners and generally does not suit the characteristics, conditions, and needs of students. This ultimately can have an impact on student learning outcomes in English which are still low. Responding to the two problems above, learning according to Management competencies is very necessary to be developed. It is hoped that this development can be used as a reference or foothold for developing or compiling teaching materials, textbooks, or textbooks for Management students at the State University of Gorontalo. For this reason, the role of lecturers is expected to be able to improve students' ability to speak English. This is because this can certainly have an impact on the quality of students in the FEB environment, especially related to increasing competence and English language skills both in the job market and for the benefit of better learning outcomes. Thus, efforts that can be made by lecturers as researchers to address the above problems begin with an analysis of student needs in learning English in the Accounting department. The results of this study will later become a reference for the research phase in designing ESP-based English learning tools. To streamline the scope of this research, analysis of student needs will be carried out using a constructivist approach that prioritizes students as the focus of interactive, fun, and democratic learning. This is in line with the constructivism view carried out by [5] that there is knowledge and meaning from the experience of students to construct the learning process in the classroom. In other words, ESP needs analysis can be related to students' knowledge and experience of a concept that ultimately assimilate new experiences to previously formed learning concepts.

This will eventually lead to a learning framework that is not only based on the point of view of the lecturer's understanding but the involvement of students as users can construct an effective learning process. In the process of implementing constructivism, in principle, it refers to the stages of learning constructivism suggested by Driver & Oldham (1986) in [10] and [12], namely (1) *Orientation*, (2)

Elicitation, (3) *Restructuring of Ideas*, (4) *Application of Ideas*, and (5) *Review*. At this stage, the lecturer develops learning plans and tools by involving observation, idea design, implementation, and reflection collaboratively in the learning process. For this reason, learning assessments can be carried out to find solutions to problems that arise in order to increase the quality of the learning process. Advantages of this product designed using a constructivism approach are (1) it provides convenience in the process of learning English with the aim of (ESP) in the Department of Management, Faculty of Economics and Business; (2) motivating students to learn English by involving students' experiences in learning construction; (3) become a model for developing English for other faculties.

II. METHODS

This research was conducted at the Faculty of Economics and Business (FEB) State University of Gorontalo, particularly in the Department of Management. The research was carried out for 2 years (2021-2022). It is classified into the type of research development (*Research and Development or R & D*), which is research that is used to produce certain products, and test the effectiveness of these products [20]. In this research, *ESP* - based English syllabus and teaching materials will be developed. The development of teaching materials in this study is a modification of the development model developed by Borg and Gall (1983) which includes 1) information gathering and research (*research and information collecting*), 2) planning (*planning*), 3) development of initial product forms (*develop preliminary. form of product*), 4) *preliminary field testing*, 5) product revision (*main product revision*), 6) core field testing (*main field testing*), 7) *operational product revision*, 8) *operational product field testing*, 9) *final product revision*, and 10) *dissemination/ implementation*. The modification in the development of this model is to simplify the development stage by eliminating the *dissemination stage*. This is done because this research only develops teaching materials.

For more details, the stages of developing this research include the following stages:

1. Gathering Information and Research (Needs Analysis)

At this stage, researchers will identify student needs through observations, interviews, distribution of questionnaires, and analysis of student documents. This analysis of student documents includes student portfolios in learning English. The purpose of this stage is to collect validation of student needs in learning English.

2. Planning

After identifying the needs of students in learning English, the next step is to plan learning tools by linking the competencies expected by the accounting study program to the quality of students and students' needs for learning English.

3. Develop Initial Product Form (Initial Design)

After the planning stage in the analysis of the expected competencies in learning English with student needs, the researcher redesigned the learning device by taking into account student needs, which could be used in the initial field test stage.

4. Initial Field Test

In this stage, the researcher will test the results of the product design based on the needs analysis by taking into account the level of student understanding of the initial product design that has been designed by the researcher.

5. Product Revision

This stage involves experts in verifying the data or products that have been made. The experts involved are English lecturers who teach in the Department of Management based on their experience and competence in the context of research.

6. Core Field Test

After being revised based on the results of data verification by a team of experts, the revised results were re-tested in the field with a limited scope for several students to obtain the level of feasibility and practicality of the product in the field.

7. Operational Product Revision

When the field test has been carried out, the researcher revises the product that has been implemented in the field based on the operational findings to make the product more effective.

8. Operational Field Test

After being revised, the trial will be carried out on a broad scope with a large number of respondents according to the users of teaching materials. This is done to measure the level of feasibility of using the product in widespread quantities.

9. Final Product Revision

If operational trials have been carried out, then the last stage is the revision of the final product with a product conceptual model that has been designed based on the effectiveness of the product on students.

III. RESULT AND DISCUSSION

This chapter is presently encountering the result of field data based on Borg and Gall Research and Development Theory. It has been designed into several steps, namely 1) Information of English Materials, 2) Planning, 3) Develop Preliminary Form of Product, 4) Preliminary Field Testing, and 5) Main Product Revision. Methodologically, this finding has been analyzed in qualitative and quantitative researches. In qualitative, the finding involved the data analysis of observation, interview, questionnaire, and documentary, and the percentage analysis has been proportionally designed in quantitative.

1. *Information of English Materials in Management*

Management is one of Study Program at State University of Gorontalo that used English book that was provided at university, entitled "*English for University Students; A Handbook of activities & classroom teaching*" (2014). This book involved 12 (twelve) topics in general that was completed by grammar and skills. For example, the topic 1 is Introduction that encountered self-introduction and introducing people. This topic has been broken down into the use of 'be', pronouns, wh-questions, and writing questions as English exercises. This book is only a text book for General English course at State University of Gorontalo. It is intended to fulfil the need of the availability of a standard English textbook in every study program in State University of Gorontalo. The materials of this book covered language skills namely listening, speaking, reading, and writing that has been presented integrately. Language elements of this book involved grammar, vocabulary, pronunciation, and spelling that was taught to support the development of all skills. Referring to the form of students' worksheet, the book has been broken down into four types of learning systems, namely observing and asking questions, associating, collecting information, and communicating. The tasks are wrapped in the song, conversation, picture or picture stories. The operational words included in the worksheet are listen, practice, make a list, do, write and etc.

2. *Need Analysis*

The model of the questionnaire in this research divided into responded background, target needs and learning needs. Responded background include the student's background such as name, age, experience in learning English, where and when they use English and the level of their ability in English. In addition, there are also target needs and learning needs as a part of the questionnaire. A target need refers to goal, necessity, lack, and want. Then, learning needs refer to input, procedures, setting, learner's role, and teacher's role. The result of the need analysis is presented below:

1. Responders Background

The responded background is the first thing that the researcher asks before the target needs and learning needs. The responded background involves the students' name, age, and their experiences in learning English. Their experience in learning English covers their experience in the formal school, elementary school, junior high school, and the informal school such as an English course. The researcher also asks about the students language use inside and outside the classroom. Additionally, the researcher asks about whether the students had followed the English competition or not. Lastly, the researcher asks the students self-judgement about their proficiency in English.

The result shows that the students most of the students learn English in Junior High School. It means that most of the students are not strange at all because they got it since they were in Senior High School. Meanwhile, 9 out of 32 students have taken an English course before with the average 6 months learn it in the regular class. In terms of the language use, most of the students use English only in the classroom while having an English subject. It means they do not use English outside the classroom or in their daily life. Instead, they use Indonesia language with the Gorontalo's dialect as their mainly language use. Additionally, the students have followed the English competition is only 2 students out of the 32 students. Last but not least, the students' responses towards their self-judgement English proficiency are average. The 22 students respond that their English proficiency is average. The 8 students respond that their English proficiency is good while 2 students respond that their English proficiency is poor.

2. Target Needs

a. Goal

The research presented the students' goal when learning English in the classroom. It was intended to the first question on questionnaire. In this point, the data presented that 71.875% of students are interested in learning English so that they can communicate with foreigners. As a result, they learn English for long-term benefits. In the meantime, 68.75 percent of students study English in order to improve their scores and pass exams.

b. Necessity

According to the table, the importance of English-speaking skills among students was seen in both 43.75% who were absolutely in agreement and 43.75% who were in agreement with the statement. The majority of students agreed, but 12.5% disagreed and 0% strongly disagreed. The research showed the students' situation regarding their English performance. In terms of the results, most students can communicate with people regarding some topics and situations, but they cannot speak English fluently. As can be seen from the percentage gain of 71.875%. However, 65.625% of the students are still have some grammar mistakes as they are able to converse with people within some topic and situation.

c. Lack

The research indicated that 62.5% of students find it difficult to speak English fluently, with most students agreeing with it. In addition, 59.375% of students lack the proper vocabularies. The students are also less capable of using intonation well, with only 56.25% being able to do so. Regarding to other problems, the students are just able to pronounce the words 43.75% and build the right sentence based on the situation 40.625%.

d. Want

Responding to the research, it indicated the goal after learning English, the students to be able to be as they want. Descriptively, the result showed that 75% of students have desire to converse with the appropriate pronunciation, and 71.875% of students wanted to communicate with right grammar. The third position of higher score, it representatively addressed to 53.125% of students wanted to converse with those who using English fluently, and the last intention referred to 46.875% of students wanted to enrich vocabularies related to the students' field.

Related in the table above, it indicates the students' preference on students' way to study. It refers to the questions 'in learning English, I prefer to study in'. The result presented that 78.125% of students dominantly prefer to do task in pairs (2 students). On the other hand, 62.5% of students addressed to small group (3-4 students), and 40.645% of students do task in the large group (5 or more students). The last is 34.375% referred to students' preference in doing individually.

3. Learning Needs

a. Input

The table reveals that the students prefer dialogue and role play as the type of worksheet in an English speaking class with 65.625%. It indicates that they enjoy working with their friends in certain situations. Picture or picture stories are in second place with 62.5% and question and answer in third place with 56.25%.

b. Procedure

Looking at the table, 65.625% of the students want to learn through dialogue and roleplay in pairs. 50% of the students want to learn through dialogue and roleplay in small groups. 46.875% of the students want to learn through roleplay in large groups. This procedure will be used to create students' worksheets to fulfil their learning needs.

c. Setting

According to the table, a student would prefer to take some notes first rather than doing it directly, discussing it, or requesting some explanations, in order to do the activity. The students prefer to discuss the task with their peers rather than taking notes (56.25%). The largest proportion of students, 59.375%, prefer to take notes first. The percentages for asking friends to clarify the issues are as follows: 56.25% and 53.125%, respectively.

d. Students role

The result reveals that 53.125% of the students want to be active learners who are given tasks without examples and finish them, whereas 43.75% want to be passive learners who require examples and explanation and then ask for them.

e. Lecturer's role

According to the table, the students want the teacher to explain the topic before assigning a task, with 75% of the respondents supporting this idea (almost all of them). It is clear that the respondent feels the teacher should play an active role in the classroom. The second highest percentage of respondents wants the teacher to assist them one on one after they have been given the task (62.5%). At the same time, the third highest percentage of respondents wants the teacher to explain the topic first (56.25%). According to the need analysis in the table below, the students' target needs and learning needs are evident.

Table 4.12

Needs Analysis Component	Aspect	Questions	Categories of Response	Percentage
Target Needs	Goal	My goal in learning English speaking skill is	To be able to get higher score/pass the national examination	68.75 %
	Necessity	English speaking is an important skill for me	- Strongly Agree - Agree	43.75%
	Necessity	My situation of English speaking performance is in	I am able to understand English but cannot respond to it	59.375%
	Lack	In learning speaking skill, I face some difficulties in	Pronouncing the words	43.75%
	Want	After learning english speaking, I have to be able to	Communicate with people by using English fluently	53.125%
	Want	In learning speaking skill, I prefer to study in	Pair (2 students)	78.125%
Learning Needs	Input	Type of the task that I love the most is	Dialogue and role play	65.625%
	Procedure	In doing the task, I want to do it in the way of	Dialogue and role play in the group	65.625%
	Setting	The setting that I prefer in the classroom is	Discuss the task with the pair	53.125%
	Students' role	The students' role that I prefer to is	Students as an active learner. Directly doing the task without any example	53.125%
	Teacher's role	The teacher's role that I expect to do is	Explain the topic first then doing the task	75%

3. *Planning*

Based on the research, the product which is the student's speaking skill develop based on the need analysis and the constructivism learning five-phase model by Driver and Oldham (1986). Thus, the unit section will be explained in the next section.

4. *Develop of Preliminary Form Product*

This section will present the develop of the preliminary product after collecting the information and planning steps. This section will present the description of unit, validation of expert judgement, validation of the readable of the product.

a. *Description of Unit*

1. The Description of Unit 1

The subject "Getting down to business: Telephoning" is about how to handle a phone in a workplace. The subject matter is connected to the students' needs as a worker. The researcher chose to emphasise the significance of this topic by naming the unit "Getting down to business". The researcher hopes to give the necessary information at the outset of a call, after the caller has been asked to hold, after the caller has been asked to leave a message, and so on. Those strategies are based on the five-phase constructivism model by Driver and Oldham (1986) as well as on the need analysis. As a result, the type of task is based on Patison's model. The constructivism stages described in the following passage will be discussed. The highlight section is intended to lure students into studying the subject. It also aims to inspire them to do so. The highlight area is named 'highlight' because it features a photo of the subject that the students will learn. The picture describes a short dialog about how to handle a telephone. The next stage is elicitation. In this phase, the students will practise using the telephone at work through dialogues. They will practice the dialogues that express their understanding of the topic by elicitation.

2. The Description of Unit 3

This unit, "Job Information," is based on the students' needs again. The topic is represented by the name. "Job Information" is the topic's name; it is divided into two sub-topics: responsibilities, qualification for the job, a typical day for first dialogue; working conditions, financial rewards, job benefits, retirement, and redundancy for the second dialogues. Seven activities are provided in this unit, which are based on the five-stage constructivist model of Driver and Oldham (1986). The highlight section of the picture reveals the topic that the students are going to learn. It also motivates them to learn in the classroom. The picture in this unit is about the duties, qualifications for the job, and a typical day of work, and the following dialogue covers working conditions, financial rewards, job benefits, retirement, and redundancy. During Elicitation, the dialogue is practised concerning the topic. This elicitation stage is intended to provide understanding of the topic. Therefore, the next step is to Restructuring Ideas. The students are asked to construct their knowledge or ideas on the topic based on their experience in the previous stage. There are two types of tasks in this stage, dialogue and matching. The purpose of this stage is to provide assistance for the students' understanding of the topic after they practise it in the Elicitation stage. There is a monologue and dialogue stage.

3. The Description of Unit 4

Students in Management Study Program are inspired to create materials that relate to their experience in class. "Presentation" is the last unit, which describes the setting or location where people work. The materials are based on students' activities in class. Seven tasks are included in this unit, which are based on Driver and Oldham's (1986) five-phase constructivism model. The description is provided below.

b. Validation of Expert Judgement

1. The Appropriateness of the Content

The items number five and seven are the only ones for which the expert judgement 2 gave a score of 4 in all the indicators. They are beneficial in developing students' critical thinking and drawing conclusions in addition to their ability to observe and experiment, which are beneficial in developing students' critical thinking and drawing conclusions. Because she gave the 3 score which was considered good in developing students' critical thinking and drawing conclusions, as well as their ability to observe and experiment, the expert judgement 2 thought that the worksheet was not beneficial.

2. The appropriateness of the Language Feature

According to the given table, the expert believes that the students' speaking worksheet matches the students' skills. To begin with, she awarded it a 4 in terms of its appropriateness. Furthermore, she believed that the content was appropriate for students. Since the product of this research is a speaking worksheet, it is appropriate in terms of its content. Thus, the information is clear. Therefore, the language features received a 4 in all categories. The table provides evidence that the worksheet is adequate for students to practise speaking. Expert judgement 2 expresses that the worksheet is appropriate for students with a rating of 3 in terms of content, 4 in terms of communicative and interactive features, and 3 in terms of information clarity. It is concluded that the language features are appropriate.

3. The appropriateness of the Presentation

The table shows that the appropriateness of the presentation is contained in the worksheet. The presentation covers the consistency and systematic of the overall presentation, the activities, the substance which contain the students' characteristics and the syntax of the constructivism learning theory. Therefore, the worksheet is competent to be applied at the students of Management Study Program As well as the expert judgement 1, the expert judgement 2 also gave all of the indicators a 4 score in the appropriateness of the presentation. Therefore, the worksheet is competent to be applied to the students in learning English speaking.

c. Expert Judgement Evaluation and Revision

Expert Judgement revision and evaluation is where the expert judgements evaluate and revise the product as a whole. It is based on the validation sheet that the expert judgement evaluate. There are five aspects that the expert judgement evaluate and revise toward the worksheet. It will be explained in the following passage.

1. The appropriateness of the content. It covers the appropriateness of Intended Learning Outcomes, the curriculum based material, the appropriateness with the students need, the benefits related to the worksheet in enhancing students' speaking performance, their critical thinking, their cooperation, and etc.

2. The appropriateness of language features. It covers the language used in the worksheet in which appropriate with the students level of ability, the language use is communicative and interactive enough, and whether the students can get the information or the instruction well or not.

3. The appropriateness of presentation. It covers whether the activities is students-centered, whether the worksheet is the appropriate with the students' characteristics, whether it is appropriate with the syntax of constructivism learning theory, and whether those components are consistent and systematically or not.

4. The appropriateness of graphic. It covers whether the font, the size, the shape, the colour and the position is similar. Whether the layout is interesting or not.

5. The appropriateness of constructivism learning theory. It covers whether the worksheet is structured based on the constructivism learning theory or not. Whether present such as the constructivism learning theory characteristics in the classroom.

2. Discussion

In previous, ESP has been defined as an approach that focuses on students' needs. To develop learning instructions, there should be needs analysis to identify the target needs and the learning needs of students. Since the students of Management study program belonged to ESP students, the topic of materials was related to management in workplace. It was in line with the result of needs analysis that showed the students' preferences on the topic that should be related to management and business. The needs of speaking worksheet for Management Study Program at the second level of UNG Kota Gorontalo are worksheet and activities that support their activities to work in management either business or marketing field and the existing English textbook used by Management Study Program students at the second level of UNG Kota Gorontalo that is English University textbook (2013) do not cover the students' needs. This condition is completely different with the objectives of English teaching in Management. Based on the curriculum of Management Study Program about the basic competence in Management study program are focused on developing communicative competence. The objective is to enable students to communicate in the target

language in oral and written forms that conducted in accurately and appropriately in the four language skills to support the competence.

To meet the basic competencies, it is important for the students to have English learning instructions, especially students' worksheet which is suitable with their proficiency in English and also related to their study program. The learners of Management in the Faculty of Economic found that there is a crucial need on the course materials or textbook be romanized or the transliteration version in order to enable the students to read the textbooks on their own. In this case, it describes that need analysis plays important role in ESP, and it must be the first step in the design process. Scholars such [13], [16], [17], [18], and [19] conducted need analysis study to identify the language needs of undergraduate students at the faculty. [21] states that good materials will give some valuable contribution to learners which will motivate them in learning English, and in turn, they will develop positive attitude towards English as they will connect it with a thing interesting, enjoyable, and not burdensome. Therefore, all this way could be achieved well by doing need analysis as the first step in designing materials. Most students of Management study program are lack of knowledge about the expressions which are used in business and management terms. There was still 50% of students did not know the expressions that used in business subfield. They just understood the simple words. Most of them did not know some words that represented the condition of any activities that they did in business and marketing fields.

Regarding the analysis of target needs, the questionnaire showed that the goal of learning English in Management, namely to be able to communicate using active English. On the other words, every single student should be able to speak English fluently as they want to prepare themselves in their enterprises. In accordance with the learning instructions, all the materials have been designed in the students' worksheet that related to their specific subfields. This is in line with the students' specific skills in their study in which concerning on the business enterprises, especially in management subfields. It is also relevant with [23], giving English learning materials should be relevant with their subfield in order to prepare their skill in job applicance. It could also increase students' motivation to learn English more than learning it conventionally. Thus, the English material has been designed in English improvement so they can increase their competence as they want. Therefore, in designing learning instruction of ESP program, the background information asked for teaching materials covers: the lecturer should understand the information about students' characteristics, including what they use English for, how long they had been studying at school and how long they planned to continue. It means that learning instructions in ESP really consider some aspects of the learners, especially their professionalism in the working field.

IV. CONCLUSION

The conclusion is divided into four parts. They are students' responded background, target needs, learning needs of seventh grade students of Management Study Program, and the developing of students' worksheet for speaking of Management Study Program. Prior to creating a student response sheet, you must first determine the students' needs. The first step is to assess the students' background. There are three phases to assessing the students' requirements. The students' English learning experience is one of them. As indicated by the study, students have a lack of experience studying English. Moreover, most students say that their English proficiency level is average. The target needs portion of the questionnaire is the next step in assessing the students' needs. The students should provide information about four issues: goals, needs, deficiencies, and desires. As a result, the students want to be able to speak English with foreigners in order to learn English. Next, the students should detail their speaking performance requirements. The students are able to converse with people on a variety of topics and situations, even if they are not fluent in them. Most students say they are unable to fluently speak. The last category pertains to the students' desire to use proper grammar. The last phase of the need assessment is the target needs.

The five areas of learning needs include input, procedure, setting, student role, and the teacher's role. The students want to participate in group dialogue and role play as part of the curriculum, in addition to talking and role playing. The students desire to have group dialogue and role play prior to undertaking the

assignment. Moreover, the students want the teacher to play a more active role in the classroom in addition to having a more active role. Using theory from Borg and Gall (1983), the researcher created the worksheet. There are 10 stages: 1) research and data gathering, 2) making a preliminary version of the item, 3) preliminary field testing, 4) main product revision, 5) main field testing, 6) operational product revision, 7) operational product field testing, 8) final product revision, and 9) marketing and implementation. The researcher employed only six steps, which are: 1) research and information gathering, 2) plan, 3) make a preliminary version of the product, 4) preliminary field testing, 5) main product revision, 6) main field testing. The procedure of creating a student's speaking worksheet has been tested in the classroom. The students were very enthusiastic about improving their English speaking skills after they realised that they had never had a speaking worksheet like this before, which was included in a book. The teachers were pleased and grateful because they could assist the students more easily in their English classes, thanks to the speaking worksheet

V. ACKNOWLEDGMENTS

This research was supported by State University of Gorontalo, LP2M, The study program of business and economics. We thank our colleagues from lecturers and students of Management who provided insight and expertise that greatly assisted the research.

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