

ABSTRACT

Chomari, Slamet. 2013. *Investigating the English Language Needs for Management Department Students at Muhammadiyah University of Gresik*. Thesis, English Language Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor I, Slamet Asari, M.Pd Advisor II, Dr. Yudhi Arifani, M.Pd.

Key words: Target need, learning need, ESP, English for management student

This study describes about investigating language needs including target needs and learning needs on ESP students especially for management student at University Muhammadiyah of Gresik to know their perception about English for their needs as future job.

The purpose of this study was to examine the English language needs of management student at muhammadiyah university of Gresik by referring to the perceptions of students and English instructors.

The data collection instruments used for the study were the student needs language questionnaire administered to thirty students and English Instructor Questionnaire administered the two English instructors. The descriptive analysis of the data revealed that there were both similarities and differences among the perceptions of students, English instructors with respect to the learning needs and target needs of students.

The results Perceptions of students regarding the reasons for learning English varied. Most of the students stated more than one response as reasons. The idea that the main language of the job is English was expressed by the students as the most important reason. The speaking sub skills which were attached the greatest importance as learning needs were asking questions. The listening sub skills which were attached the greatest importance as learning needs were obtaining specific information. The reading sub skills which were attached the greatest importance as learning needs were making inference The writing sub skills which were attached the greatest importance as learning needs were expressing clearly. The speaking sub skills which were attached the greatest importance as target needs were speaking with customer. The listening sub skills which were attached the greatest importance as target needs understood native speakers. The reading sub skills which were attached the greatest importance as target needs were reading itineraries. The writing sub skills which were attached the greatest importance as target needs were writing business letters. English instructors stated more than one response as reasons for management students to learn English. The idea that the main language of the job is English was expressed by the English instructors as the most important reason. The sub skills which were attached the greatest importance for speaking skill regarded as learning needs were expressing oneself. The sub skills which were attached the greatest importance for listening skill regarded as learning needs were obtaining specific

vii
information. The sub skills which were attached the greatest importance for

reading skill regarded as learning needs were reading intensively. The sub skills which were attached the greatest importance for writing skill regarded as learning needs were developing ideas. The sub skills which were attached the greatest importance for speaking skill regarded as target needs were speaking with customers. The sub skills which were attached the greatest importance for listening skill regarded as target needs understood native speakers. The sub skills which were attached the greatest importance for reading skill regarded as target needs were reading business letters. The sub skills which were attached the greatest importance for writing skill regarded as target needs were writing business letters. For the next researcher this thesis can give contribution to develop syllabus or created English Book for Management Department based on need analysis in this research.

On the basis of the results of the study, it is suggested that speaking, listening and specialist vocabulary be emphasized more in order to fulfill the ESP needs of management students. Applying skill based syllabus as primary and situational and content approaches to syllabus design as subordinate is suggested to be effective as well.