Need Analysis of Flipped Learning English-Based Speaking Materials for Faculty Economics and Business Students

Sumti Chusna[1],* Nur Mukminatien[2,] Ekaning Dewanti Laksmi[3]

Corresponding Email: sumtichusna@gmail.com

[1] **UIN Maulana Malik Ibrahim Malang**
[2] **Universitas Negeri Malang**
[3] **Universitas Negeri Malang**

ARTICLE	ABSTRACT
Need analysis, *English for Specific Purposes,* *speaking,* *material development*	Today's workplace requires workers to master English speaking skills. Preparing the students to communicate in the future workplace; English speaking materials must be well designed and developed. Need Assessment is the vital step to develop a learning material. This research focuses on mapping out the student's needs in the Foreign Language for Specific Course (FLSP) speaking class at the Faculty of Economic and Business, in one of a private university in Malang, Indonesia. This research contributes as a basis to develop speaking materials which aims at providing adequate materials fit to the industrial need. This study uses a qualitative research method which aims at obtaining complete and comprehensive data. Questionnaires and interview were employed to collect the data from 131 students, 2 lectures, and 3 professional business workers. The finding shows the student's English proficiency level ranging from A1 to B1 CEFR level, case study as the teaching method, performance-based assessment as the assessment method, the suggested business topic materials, and the evaluation of the existing class.

INTRODUCTION

Verbal communication skill is undeniably paramount in the world of international business nowadays. This situation requires the workers to communicate in English effectively and fluently. The ability to communicate in English offers the workers' the privilege'. The privileges are in the form of smooth communication among the workers, add-on allowances, job promotions, etc. Meanwhile, the COVID-19 pandemic situation has changed teaching and learning activity. Flipped learning (FL) is one method to accommodate teaching and learning activities amidst COVID-19. FL is a learning model that enables students to have inquiry-based and experiential learning (Berret,2012 in Egbert et al., 2015) and blended learning using various technology (Strayer, 2012 in McNally et al., 2017). Facilitating the students at the Faculty of Economics and Business to master English speaking skills, the fittest English-speaking materials

need to be well designed. The design aims to provide alternatives to FLSP speaking material; updating the materials, and improve the learning materials' qualities.

The initial material development step determines the compatible materials; a Need Analysis (NA). Brown (2016, 4, as cited in Woodrow, 2018) defines NA as "the systematic collection and analysis of all information necessary for defining and validating a defensible curriculum." The objectives of NA are to discover the learners' language skills, evaluate the quality of the course, identify the gap in the student's abilities and needs, and identify learning problems (Richard, 2001).

In addition, need assessment needs to discover eight elements (Miyake & Tremarco, 2005, p.24). First, *target situation analysis and objective need* to aim to find the students' professional information and the future goal for using English. Second, *wants, means, and subjective needs*. These terms explain students' learning experiences, cultural information, learning motifs, motivation, etc. Third, the *present situation analysis* assesses the students' language proficiency level. Fourth, *the student lack* of aim at understanding the gap between the current language proficiency level and the student's expectations in the future. Fifth, *learning needs* to explain the students' learning preferences. Sixth, *Linguistic, discourse, and genre analysis* are the analysis aimed at investigating how the language and skills will be used in the target situation. Seventh, the students' purpose in attending the course. Eighth, *means analysis (MA)* is to understand the course environment. Also, the objective of an MA is to access comprehensive information on teachers, teaching method, management, and student facilities and observe the course implementation (Rahman, 2015).

The studies on NA have been investigated by several researchers in nursing school (Alanazi & Alharbi, 2021; Miyake & Tremarco, 2005), tour guides (Wozniak, 2010), department of medical laboratory technology (Aniqoh, 2018), border guards staff (Moroz, 2020), department of marine pilots (Sari & Sari, 2020), accounting undergraduate students (Nartiningrum & Nugroho, 2020), and printing industry (Thavabalan et al., 2021). The research mentioned above signifies the absence of need assessment results on English-speaking materials for business context. Thus, the result of this study is significant for developing an English business-speaking syllabus and materials using the flipped learning study approach. Also, this study is paramount for the continuity of the subsequent research, developing flipped learning English speaking materials.

METHOD

This research employed a qualitative method to obtain complete and comprehensive data (Nassaji, 2015) on the flipped-learning-based English speaking materials development needs. This research collected data from several parties; the students, the lecturers, and business professional workers. One hundred thirty first-year students at the Faculty of Economics and Business voluntarily completed the questionnaires. Two FLSP (Foreign Language and Specific Course) lectures at one of private university in Malang participated in the unstructured open interview section. Three experienced business and professional employees working at national and international cooperation were also interviewed to gain information on the use of English in business. The participants were selected to obtain comprehensive and complete data on the need to develop flipped learning English-speaking materials.

The questionnaire adapted from Miyake and Tremarco's (2005) and Nugroho and Nartiningrum's (2020) for the students covers the students' personal information, the evaluation of the previous speaking class, the student's learning objectives, the preferences for speaking materials, the preferences speaking assessments, the voices on speaking class

atmosphere and learning motivation. The interview for lectures covered the questions on the use of syllabus, the student's English proficiency level, speaking material provided in LMS, online teaching and learning media preferences, teaching method, learning problems, assessment, and suggestions on speaking material development. The interview questions for three professional business workers covered personal information, occupation period, the significance of speaking skills in the business world, the identification of business speaking topics, and suggestions for speaking materials development. The questionnaires and the interview questions were checked, revised, and validated by ELT practitioners.

The data collection was conducted in several steps. First, the document on English proficiency level for first-year students at the Faculty of Economics and Business was examined.

The data was taken from the language center's official website. Second, the questionnaires for students were distributed via the students' WhatsApp group. 131 students voluntarily filled out the questionnaires. Third, the interviews for both lectures and professional business workers were conducted onsite. The interview lasted for forty-five minutes, and it was recorded. The data were transcribed.

The following steps conducted the data analyses. First, the student's English proficiency scores were observed to map out the students' English proficiency level. Second, the percentages were calculated from each indicator in the students' questionnaires. The highest and the lowest percentages indicated the students' opinions on the course. Third, the interview transcription for the lectures and the professional business workers was read comprehensively and selected based on the provided questions.

RESULTS AND DISCUSSION
The result of Need Analysis

Need analysis was conducted by observing the students' proficiency level, distributing questionnaires to the students, and interviewing ESP instructors and professional workers. The following are the results of the need analysis.

The Students' Proficiency Level

Test of Academic English Proficiency (TAEP) is an English proficiency test developed by the Language Center (LC) at the University of Muhammadiyah Malang (UMM). The test is a compulsory English proficiency test for students studying at UMM. The test consists of listening, grammar, and reading. The score of TAEP scores ranges from 0 to 500. The detail of TAEP score conversion to several English proficiency tests is attached in the appendix. The following table presents the TAEP score for Faculty Economic and Business students' cohort 2021/2022.

Departments	TAEP Score	Descriptions
Accounting	242	Sufficient Command of English(B1)
IESP	237	Sufficient Command of English(B1)

Management	237	Sufficient Command of English(B1)

Table 1: The students' proficiency level

The above table describes the overall TAEP score. The students in the accounting department mainly achieve a TAEP score of 242. The students in economic development mainly achieve a TAEP score of 237. The students in the management department have a similar score of 237. Overall, most of the students achieved a B1 CEFR level. The complete language ability description of the independent language user is explained by the Council of Europe (Council of Europe, 2001) in the appendix I.

The students' questionnaires
The following table summarizes the students' responses.

No	Items	The students' responses							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	FLSP speaking class teaches general English material rather than English for business purposes.	3	26,9%	86	66,2%	9	6,9%	0	0%
2	I need English materils to develop my speaking skill.	8	64,9%	44	33,6%	1	0,8%	1	0,8%
3	I need English material to support my future career.	8	61,8%	48	36,6%	2	1,5%	0	0%
4	I need English material for daily conversation.	3	24,4%	75	57,3%	23	17,6%	1	0,8%
5	I need English materials for academic purposes.	6	46,6%	57	43,5%	13	9,9%	0	0
6	I need English materials and assignments focusing on pronunciation.	4	32,8%	70	53,4%	17	13%	1	0,8%
7	I need English materials to train my fluency.	6	51,1%	63	48,1%	1	0,8%	0	0%
8	I need English materials focusing on grammar.	4	33,6%	83	63,4%	4	3,1%	0	0%

9	I need English materials focusing on vocabulary in a business context.	7	58,8%	51	38,9%	3	2,3%	0	0%
10	I need to improve my confidence in speaking class.	6	51,5%	63	48,5%	0	0%	0	0%
11	I need a project assignment that will boost my speaking skill.	2	16,8%	72	55%	32	24,4%	5	3,8%
12	I need an individual assignment rather than a group assignment.	1	12,2%	66	50,4%	42	32,1%	7	5,3%
13	I need a fun classroom activity.	6	50,8%	64	49,2%	0	0%	0	0%
14	I need to use a zoom meeting rather than a Learning Management System (LMS).	2	18,3%	76	58%	28	21,4%	0	0%
15	I have a low motivation to attend FLSP speaking class.	8	6,2%	32	24,6%	67	51,5%	23	17,7%

Table 2: The students' questionnaires

The above table presents several main points on students' evaluation of the existing FLSP speaking materials, learning objectives, speaking material preferences, assessment, learning media preference, and motivation in joining the course.

The majority of the students, 66,2 %, agreed that the existing FLSP speaking materials were of general English. The highest percentage,9 % of students, strongly agreed they needed English materials to develop their speaking skills.

A significant number of students, 61,8 %, stated that attending the course prepares them for their future careers. 43,5% of students argued that they need to be able to communicate in daily conversation. 46,6 % of students stated that they need English materials for academic purposes.

The students asserted that they needed to study pronunciation, fluency, grammar, and business English vocabulary, improve their speaking confidence, and have a fun classroom activity. The data showed that half of the population, which is 53,4% of students, stated that they needed to learn pronunciation. At the same time, 51,1 % of students stated they needed to train their fluency. More than half of the population, 63,4% of students, stated that they needed to learn grammar. 58,8 % of students stated that they need to study vocabulary in a business context. 51,5 % of students strongly agreed that they needed to train their confidence in speaking. The data also showed that all students agreed to have a fun classroom activity.

Regarding speaking assessment, a half majority of the research subject which is 55 %, preferred a project assignment. 50,4% of the students also agreed that they preferred an

individual assignment over a group one. However, 32,1 % of students strongly disagreed with an individual assignment.

In conducting online classes, A synchronous virtual meeting via Zoom, google meet, and LMS via the canvas platform was used. 76,3% of students agreed they needed a Zoom meeting during the class rather than using LMS.

Motivation is also a concern in FLSP speaking course. 69,2 % of students stated they have motivation. In contrast, only a small percentage which is 30,8 %, stated that they had a low motivation to attend FLSP speaking course.

The Interview with ESP Instructors

A face-to-face interview was done with two FLSP speaking lectures in the Faculty of Economics and Business. Both had experience teaching FLSP speaking courses for more than five years. Miss AR (pseudonym) has taught FLSP speaking for eight years, and Miss EM (pseudonym) has taught the course for 12 years.

Excerpt 1
Question 1: Do you use the syllabus in teaching FLSP speaking courses?
Miss AR : Yes, but sometimes the time allocation doesn't fit my students. For example, promoting a product is only for two meetings. Usually, I need 3-4 meetings.
Miss EM: Yes.

Excerpt 1 above confirms the use of the syllabus in teaching FLSP speaking courses. Both lectures asserted that they obey the university regulation to apply the syllabus in the FLSP classroom practice. However, some time allocation in the syllabus did not fit Miss AR's students as she needed more meetings to complete promoting product topics.

Excerpt 2
Question 2   : What do you think about the student's proficiency level in FLSP speaking course?
Miss AR : We have mixed abilities. Most of the students are pre-intermediate. Few students are beginners and upper intermediate.
Miss EM: Mostly beginners. Few are intermediate.

The data presents the students' proficiency level in FLSP speaking class. The data indicate that mixed abilities were found in the classroom. The majority of the students are identified at the beginner and pre-intermediate levels. Only a small number of the students are intermediate and upper intermediate level.

Excerpt 3
Question 3   : What do you think about FLSP speaking material available in Canvas LMS? Do the speaking materials need to be improved?
Miss AR : I think it is enough as it has pre-activity, whilst-activity, and post-activity. However, I think we need to make materials more complex to fit university students. Also, the students need to have more meaningful exercises. I think the

students also need challenging exercises and practice. Also, we need to teach rich expressions there.

Miss EM: Frankly speaking, I modified some units to be displayed in my class. Some units are inconsistent in terms of difficulty and complexity levels. I constantly review the materials before presenting them to the students. If I think the materials are inappropriate, I modify and adjust them to my student's level.

Excerpt 3 presents the lecture's point of view on the existing speaking material in Canvas LMS. Both lectures argued that the material has already been good as the standard speaking materials. In addition, the lectures highlighted some points; the materials complexity level, the lack of expressions, and the lack of meaningful speaking exercises. Also, the materials needed to adjust to university students' level and must be arranged based on the difficulty level. They also argued that the students must have a challenging and meaningful speaking exercise and are rich in expressions.

Excerpt 4
Question 4   : What are the platforms used in teaching FLSP courses?
Miss AR : Canvas LMS, Whatsapp group, and zoom.
Miss EM: LMS canvas, WhatsApp group, zoom meeting.

Excerpt 4 presents the various learning media used in the FLSP speaking virtual class. Both lectures used Canvas LMS, WhatsApp group, and zoom meetings in conducting the class. As the university instructs online classes, the lectures should conduct at least 15 minutes in a zoom meeting. After that, the teaching and learning activity continued with the WhatsApp group and LMS canvas.

Excerpt 5
Question 5   : What teaching method is applied in teaching FLSP speaking courses?
Miss AR : Drilling, active learning, collaborative learning, etc.
Miss EM: Task-based language teaching. Every meeting, the students have assignments. So I can monitor their progress in each meeting.

Several teaching methods were mentioned in FLSP teaching and learning practice. Drilling, active learning, collaborative learning, and task-based language learning are teaching methods. In addition, the instructor also mentioned that the students do weekly assignments—this task is aimed at supervising the students' learning progress.

Excerpt 6
Question 6   : What are the students' speaking problems in FLSP speaking virtual course?
Miss AR : First, some students who live in isolated areas have connection problems. Secondly, the students did not communicate enough in the zoom meeting. They were reluctant to respond to my questions. Only a few students dominate the interaction in the class.
Miss EM: Self-confidence. I find that most of the students are reluctant to speak up in classroom discussions. They are afraid to make errors, producing fewer words

and utterances. It has a huge impact; I find that their assignments are similar to the example available in canvas LMS but less creative. Grammar and pronunciation are also problems.

Excerpt 6 identifies the students' problems in FLSP speaking course. First, the connection problem was a matter for the students who live in a remote town. Second, the students were observed as passive students in the virtual meetings. Third, the students were observed to have low self-confidence. They were also afraid to make errors in speaking. Fourth, the students tended to copy the utterances examples available in canvas LMS. Fifth, the students have struggled with grammar and pronunciation.

Excerpt 7
Question 7: What assessments do you usually apply in FLSP speaking course?
Miss AR :   In every meeting, the students must submit individual or peer assignments. Usually via WhatsApp voice recorder. The students will have a project assignment in the mid-test and final test.
Miss EM: The students must submit weekly voice note recordings via WhatsApp. Video is to be uploaded on Instagram for mid-test and final test.

Above Excerpt 7 explicates formative and summative assessment. For the formative assessment, the lectures use weekly WhatsApp voice note recordings. For the summative assessment, the lectures use a project in the form of video recording.

Excerpt 8
Question 8   : Do you apply a scoring rubric (assessing pronunciation, fluency, language use, vocabularies) in assessing the students?
Miss AR : Yes.
Miss EM: Yes, I add one thing, content. For your information, my students are so creative in creating content for speaking assignments. I value their ideas and creativity, for example, when they create a video. They feel shy if they actively speak in classroom discussions, but they make amazing videos and look more confident.

Excerpt 8 presents the scoring rubric for assessing the students' speaking performance. The scoring rubric consists of four aspects; pronunciation, fluency, language use, and vocabulary. The lecture added the students' creative ideas to make content in the above data.

Excerpt 9
Question 9   : Do you have any suggestions for speaking material development?
Miss AR : The students need more exercise tasks in LMS.
Miss EM: I think the materials should provide more practice. The references to develop materials should be recent and fit the Z generation. Another concern is language, which should be new or trendy.

Excerpt 9 presents the lecture's suggestion for developing speaking materials. The lectures highlight several points in the speaking materials; rich speaking exercise, language novelty, and the adjustment of speaking material to the Z generation.

The Interview with Business Professionals Workers

The interview conducted as part of a linguistics analysis is to determine how the language was used in the target situation. The interview was done by interviewing three professional business workers who work in an international corporation. The pseudonyms used here are A, F, and P who have worked in human resource development, F as an operational manager, and P as a marketing manager for over five years. The following excerpts demonstrate the result of the interview.

Excerpt 1
Question 1   : Do you think speaking skills are required in the workplace? Why?
A   : Yes, the employee must have this skill. From my experience, I always short-list candidates who have English communication skills. This is because English is our everyday language. We communicate with our customers overseas, department heads, and overseas colleagues. So, English is critical in our daily communication.
F: for me, it is a must. My company works in cross-border logistics, export, and import. I work with international colleagues from the USA, India, China, etc. Communication is the key to supporting our job. As a manager, I lead an international production team, so I always speak English with them to ensure their job is running well. So, can you imagine if the workers or me English illiterates?
P: Of course, If my team and I have an international client, we should speak English well. Not only speaking but also reading, writing, and listening. We should be able to write excellent presentation skills. We need to read more about their company before offering our product.

Excerpt 1 explains the underlying reasons for good workplace English skills. Based on the above interview, speaking English is undeniably essential. The workers communicate in English to correspond with their international colleagues and customers. Also, the workers must master other language skills such as reading, listening, and writing to support their work.

Excerpt 2
Question 2   : Could you please mention what kind of working situation uses English?
A   : Presentation must be in English. Negotiation, small talk sometimes, telephoning, writing emails, and etc. Presentation, how to manage the presentation, arrange communicative presentation materials, and deliver the materials to the audience. Also, being an excellent public speaker and being confident is the key.
F: Presentation, telephoning, presenting ideas in the meeting, presenting a slide, describing a product, chart, reasoning, etc.
P: Presentation, telephoning, presenting ideas in the meeting, and reading. A good reader will be a good speaker because communication is not a theory. In the marketing world, we meet customers with many kinds of characters. Our job is how to make a deal; they buy our product. So, the communication must be very smooth.

Excerpt 2 presents several working situations which demand the workers speak English. The working situations are presentation, telephoning, and dealing with the customers. Several

skills are needed in the context of presentation, such as managing good presentation, arranging communicative presentation materials, describing a product, describing a chart, and reasoning. They are also building smooth communication to make a deal with the respective customers.

Excerpt 3

Question: What are your suggestions for speaking material development?

A   : It should cover all business communication needs. The materials should improve students' reading, writing, listening, and speaking. That is the essential skill the workers should have to work well in the company.

F: I guess speaking and writing materials for business should provide more practice than theory.

P: I have a lot of suggestions. Make highly suitable materials. Some English textbooks that I learned before focused on theory and grammar. So, I just memorized it, but it was challenging to speak. Give more challenging activities, and begin the book by giving a case. Do you know the test for entering the workplace now? Most of the bosses give the problem, the case. You will be tested. Okay, now we have our customers from Europe. This is our product. Introduce this product to him. That's all about the actual skill, not the score.

From Excerpt 3, the professional workers suggest several points be considered in developing speaking materials in the business. Specifically, the materials need to cover speaking, listening, reading, and writing related to business communication. The materials also need to provide more practice than theory. P also highlights how job seekers are tested based on their fundamental skills. The employer prefers to give a problem and observe how the job seeker initiates and solves the given problem.

DISCUSSION

The finding overall signifies the perspectives on the student's English proficiency level. The document describes that the student's English proficiency equals B1 of CEFR. Moreover, the lecturers' interview shows mixed abilities (A1, A2, B1) in which A2 level dominates the classroom. Therefore, the development of speaking material should accommodate the students' English proficiency levels ranging from A1 to B1 as established by the Council of Europe (Council of Europe, 2001). The descriptor table is available in Appendix 1.

Furthermore, the student's preferences to study English for business purposes have the highest percentage, aiming to prepare for their future career. In English, the professional workers mentioned negotiation, telephoning, presentation, product description, and small talk for business purposes. This finding aligns with Nugroho & Nartiningrum (2020) that the students preferred to study to support their professional function.

The finding also describes the high demand for developing English-speaking materials focusing on several linguistic aspects; grammar, pronunciation, and vocabulary. Also, the student's speaking barriers include low self-esteem and fluency. Thus, this study confirmed Wahyuningsih & Afandi (2020) research that highlights five students speaking problems; poor vocabulary mastery, pronunciation, grammar, English input, confidence, and unqualified English-speaking curriculum development. Furthermore, several suggestions existed to improve the students' speaking performance by implementing a small group discussion (Susanti et al., 2021), video recording to promote learners' autonomy (Melania et al., 2022), and TIKTOK social media to improve the pronunciation (Safila et al., 2023).

First, considering the grammar material, Ha & Van (2020)suggested that contextual grammar is practical for improving students speaking in a higher education context. In providing vocabulary and pronunciation material, Computer Assisted Language Learning (CALL) has positively affected students' vocabulary and pronunciation mastery in higher education (Bashori et al., 2022; Golonka et al., 2014). Therefore, the finding significantly requires ideas on how to solve the problem effectively.

The deficit in the student's self-esteem has been a severe challenge. The teaching strategies are possible to improve self-confidence, such as the presence of motivational strategies (Cheng & Dörnyei, 2007) and fun classroom activities such as role-play, small group discussion, storytelling, and song (Listyani & Kristie, 2018). From the lectures' point of view, the students interact passively in face-to-face virtual meetings. In contrast, the students have positive attitudes toward the existence of *Zoom* and *Google meeting* sessions in flipped speaking classes.

The interview proposes a case study to accommodate learners' communicative skills in the business context. The finding showed that communication competence is necessary to support the students to perform well in their careers. Thus, the materials are suggested to accommodate the students' communication abilities, such as conducting small talk, telephoning, presentation, negotiation, etc. Aligning with the finding, Roell (2019) asserted that a case study is a part of Task-Based Learning (TBL), facilitating the students' using language in authentic communication. It also benefits the students by developing communicative and collaborating skills (Al- Mansour & Hussain, 2014), training receptive and productive language skills, and applying high-order thinking skills (Roell, 2019).

The data also shows that performance-based assessment is suitable for this context. This assessment encourages the students to apply their competence in producing a learning product (Brown, 2004). In this context, production will benefit the students as it facilitates them to practice and reflect on their speaking skills. The advantages are boosting motivation and self-esteem, avoiding grading comparison among students, the students have the creativity to construct their responses, and the teachers can discover their strengths and weaknesses (Espinosa, 2015).

CONCLUSION

English Speaking skill mastery is helpful for the Faculty of Economics and Business students in their future careers. This research finding reveals the workers' confirmation that English is a daily communication language at the office. Therefore, English-speaking material needs to be designed and developed effectively and efficiently according to the result of the need analysis. The above need analysis resulted in several points. First, the finding shows mixed abilities in students' English proficiency, ranging from beginner to intermediate. Second, the students' speaking barriers are the deficit in mastering grammar, pronunciation, and vocabulary. Third, the affective factor, such as low self-confidence, made the students silent during the virtual meeting. The materials also need to be designed using the context of business situations suggested by professional workers. Finally, performance assessment is preferred by the participants and identified with impacting the students positively.

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APPENDIX I

The following description reveals the language skills levels based on CEFR descriptors (Council of Europe, 2001, p.24).

Independent user	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in

		work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on familiar topics or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.
Basic user	A1	Can understand and use familiar everyday expressions and basic phrases to satisfy a concrete type's needs. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact simply, provided the other person talks slowly and clearly and is prepared to help.

Table 3 : The language abilities based on CEFR descriptors