ORAL ENGLISH COMMUNICATION NEEDS IN BUSINESS ENGLISH CLASSROOM IN A HIGHER LEARNING INSTITUTE IN INDONESIA

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A thesis submitted in fulfilment of the
requirements for the award of the degree of
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Dedicated to my beloved

Father : H.Mutafah

Mother : Alm.Hj. Syamsiar

Wife: Sunardila

Daughter: Aqilah Nurjihan Paramudia

My brothers:

Tarunamulia and Nurahmad

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ABSTRACT

Needs analysis aims to improve the teaching and learning by addressing the target and learning needs of learners. Previous studies have focused on addressing target oral English communication (OEC) needs to increase ability of learners but neglected needs to increase willingness. The study addressed the two types of needs of a Business English (BE) class by identifying the mismatches between OEC competencies prepared in the prerequisite subjects and the competencies required in the BE classroom, the impeding factors and OEC needs patterns to address the gap which impact teaching and student learning practice. This study employed a mixed method approach design. Independent variables of this study were learners' perception on frequency, importance and difficulty in using OEC under academic and professional contexts in BE class. The population of the study was students of Diploma 4 and Diploma 3 classes from a higher learning institution in Maksassar City, Indonesia. A non-probability sampling technique was used to select 159 survey participants and purposive sampling was used to select four students as interviewees and classroom observation participants. Descriptive analysis showed moderate level of effectiveness of learners in using OEC participants and thematic analysis found lack of ability of using language function as the most dominant factor impeding the ability of learners. Lecturer's error treatment, on the other hand, was considered as the most dominant factor impeding the willingness, and lack of access to learning facility was the most major factor impeding the learning opportunity of learners to develop OEC in BE class. To reduce the impeding factors, the study revealed three impactful patterns of OEC needs. Firstly, to provide students with language function ability by including the ability in the prerequisite subjects. Secondly, to address the willingness impeding factors with flexible and friendly error treatment for students. Finally, to reduce the learning opportunity impeding factor by creating regulation allowing students free access to learning facilities. Findings have practical implication for improving the pre-requisite syllabi content, teaching approach and learning environment for the teaching and learning of BE practice as well as providing new insights in discovering the target and OEC learning needs of learners in BE classroom.

ABSTRAK

Analisis keperluan bertujuan untuk meningkatkan pengajaran dan pembelajaran dengan menangani keperluan sasaran dan keperluan pembelajaran pelajar. Kajian sebelum ini telah memberi tumpuan kepada menangani keperluan komunikasi Bahasa Inggeris lisan (OEC) untuk meningkatkan keupayaan pelajar tetapi mengabaikan keperluan pembelajaran dalam mempertingkatkan kesediaan pelajar. Kajian ini memberi tumpuan kepada dua jenis keperluan lisan komunikasi Bahasa Inggeris bagi kelas Bahasa Inggeris Perniagaan (BE) dengan mengenal pasti tahap keberkesanan pelajar, faktor-faktor yang menghalang dan corak keperluan OEC untuk menangani antara jurang pengajaran yang berkesan dan amalan pembelajaran pelajar. Kajian ini menggunakan reka bentuk eksperimen bebas dengan pendekatan kaedah campuran. Pembolehubah bebas kajian ini adalah persepsi pelajar terhadap kekerapan, kepentingan dan kesukaran dalam menggunakan OEC dalam konteks akademik dan profesional dalam kelas BE. Populasi kajian ini adalah pelajar dari kelas D4 dan D3 daripada sebuah institusi pengajian tinggi di Maksassar, Indonesia. Teknik persampelan bukan kebarangkalian digunakan untuk memilih 159 pelajar sebagai peserta kajian dan persampelan bertujuan digunakan untuk memilih empat pelajar sebagai peserta temubual dan pemerhatian bilik darjah. Analisis deskriptif data kuantitatif menunjukkan bahawa skor min bagi tahap keberkesanan menggunakan kompetensi OEC adalah sederhana. Analisis kandungan data temu bual dan pemerhatian bilik menunjukkan bahawa terdapat kekurangan keupayaan pelajar untuk menggunakan fungsi bahasa, dan dianggap sebagai faktor yang paling berkesan dalam menghalang keupayaan pelajar, kesilapan perlakuan pensyarah, antara lain, dianggap sebagai faktor yang paling dominan dalam menghalang kesediaan pelajar untuk membangunkan kompetensi OEC dalam kelas BE. Untuk mengurangkan faktor penghalang, kajian ini menemukan tiga corak berkesan mengikut keperluan OEC. Pertama, menyediakan pelajar yang berkeupayaan untuk menggunakan fungsi bahasa dalam mata pelajaran prasyarat. Kedua, menangani faktor-faktor yang menghalang kesediaan dengan cara menggunakan kesilapan perlakuan yang fleksibel dan mesra untuk pelajar. Akhir sekali, untuk mengurangkan faktor penghalang peluang pembelajaran, peruntukan masa yang mencukupi adalah perlu untuk aktiviti pembelajaran dan membuat peraturan yang membenarkan akses percuma untuk kemudahan pembelajaran. Dapatan kajian ini mempunyai implikasi yang praktikal seperti meningkatkan kandungan sukatan pelajaran pra-syarat, pendekatan pengajaran dan pembelajaran yang berkesan untuk pengajaran dan pembelajaran amalan BE, dan cadangan pandangan baharu dalam mencari sasaran dan pembelajaran keperluan OEC pelajar dalam BE bilik darjah

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LIST OF ABBREVIATIONS

OEC	-	Oral English Commmunication
BE	-	Business Englsh

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The relationship between the English language as an international tool of communication and the international business activities is cyclical in nature. On one hand, international business activities have the power to influence the society to learn English because people over the world need English to communicate with a lot of people from different backgrounds especially when participating in international business activities. In addition, the society will also gain benefits from the international business activities because they will be able to develop their business not only in their home country but in other countries in the world when using English as a means of communication. Many people across the globe will be able to study overseas for the field of commerce, technology and science (Dudley-Eans and St John, 1998, Hutchinson and Waters, 1978). Furthermore, having ability to use English as a mean of international business communication, a person is considered to have one of the competitive skills and knowledge to compete in today global market (Kessel, 2004). In view of this, it is natural that English has grown to be the language of economic development and dominated international communication (Kaplan 2001).

With regard to the important role of English as the language of economic development, many Asian countries have used English as a medium of instruction in education. For example, top cities in China started teaching mathematics and science in English (Nunan, 2003). Some well-known universities such as Beijing University

and Kinghua University have started using English textbook in some of their courses. Malaysian government in 2002 announced the implementation of using English as a medium of instruction in the teaching and learning of mathematic and particular subjects (Ministry of Education Malaysia, 2006a, 2006b,). For example, in UiTM , UTM and some other universities in Malaysia, use English language as a medium of instruction so the students will be given opportunities to use English under various contexts (Nor Aslah Adzmi (2009).

The role of English in Indonesia is no different; it has confirmed the status of English as a foreign language in the national language policy no 20, year 2003, principle 33 chapter 3 clearly states that foreign language can be used as a medium of instruction to encourage students' communication ability in using the language. English has an important role in Indonesia because it has been recognized as the language for science and technology for a long time and used officially in international seminars, conferences and other international events (Nurdin,1994). Therefore, the government of Indonesia through the department of education and culture has put English as compulsory subject into national curriculum from junior high school to universities (Indonesian Education and Culture, 1994).

The description above proves the increasing demand of English as one of the most widely used as a tool of communication both under academic and in the professional business contexts. However, the increasing demand are having serious effect on the teaching and learning because it causes of the complexity in the teaching and learning because of the emerging specific English communication skills in the particular area. Hence, increasing the quality of English communication proficiency for specific purpose of the learners of English as a Foreign Language at Indonesian Higher Learning Institute is undoubtedly necessitated and very important at this time. Therefore, the current study was focused on the issues.

1.2 Background of the Study

Since Indonesia achieved its independence in 1945, three languages have played important roles in the country. They are Bahasa Indonesia which has been used as the national language, Bahasa Daerah which is used as local languages and English as the first foreign language (Nababan, 1991).

As a national language, Bahasa Indonesia is used as the medium of instruction in the national education system. Hence, Indonesian students have been exposed most of their time in school to Bahasa Indonesia for all subjects except in English subject. Furthermore, the national language has also monopolized every sector of social interaction and leaves little opportunity for exposure to English language in society either at national or local level in government, business and industry.

The local language, the Bahasa Daerah, on the other hand, has been used as a medium of communication purpose for " intra group communication purposes " among the people living in the village (Nababan, 1991: 1). This language is usually used as the first language at home and even at the elementary schools before the learners master the national language. Many business activities also used the language by those who are not able to use Bahasa Indonesia. So this language also has played important role as a tool of communication in elementary school and in their daily routines particularly for those who live in the village.

English language, on the other hand, has been used as a foreign language and is a compulsory subject from the first year junior high school to freshman level at the university (Indonesian Education and Culture, 1994). However, in elementary school, the language is not compulsory. This language is essential for students because it is the language of the knowledge and international communication. Even though the language is rarely used as a medium of communication in the students' daily routine and official activities, it is crucial to be used for international and educational purposes. Hence, most the latest scientific books and journals are written in English and the students are required to have academic English language

proficiency in order to access the scientific works. For the international transactions, both the foreign, multi-national companies and even some big local companies use English language as a medium of international business transaction. Thus, English has played important role both as the language of knowledge, globalization and free market.

To respond to demand of globalization and free trade area, Indonesian government has put many efforts to it. One of them is the existence of a regulation directing vocational studies including state polytechnics to focus on producing skilled workers that can meet the demand of globalization and free market (Indonesian Regulation no 3, 2003).

As the implementation of the above regulation, the Indonesian Higher Leaning Institute has taken serious efforts to prepare its students with two English subjects i.e. General English and English for specific purposes (ESP). The former are perquisites for the later. In supporting this, the government has allocated budgets to revise the curriculum every 3 or 4 years so that the institution graduates will be able to keep abreast with the demand of the global market. For example, the students in the study program are not only expected to have English proficiency as required in the local, multinational but also in the foreign companies.

However, there is surprising evidence showing that none of the institution graduates could pass a test conducted by a foreign company recruiting new employee for the company. The industrial liaison unit of the institution reported that one of the main reasons why its graduates failed in the test was because they were still lack of oral English language communication skills relating to the tasks they have to perform in the workplace (2005). This evidence indicates that there is gap between what the government hopes and what the institution can produce. Nababan (1991) and Nur (1994) stated that one problem the lecturer faced in helping Indonesian learners to increase their oral English proficiency is that the learners have little opportunity of using oral English communication outside English classroom. Paramudia and Hadina Habil (2011) further show evidence that Indonesian Higher Learning Institute perceived 10-20 % of degree of frequency of learners in using oral English

communication outside English classroom. This implies that outside English learning environment provides lack of opportunity for the learners to practice using oral English communication. The reason was that both the local and national languages dominate the communicative activities of learners outside English classroom. This issue is beyond the control of the English lecturer. This means that the only place for the learners to be feasibly to develop OEC is in BE classroom.

However, previous researches have consistently shown that the learners did not effectively use OEC in BE classroom (Musdaria, 2008; Paramudia & Hadina Habil, 2011). Musdaria (2008) carried out a study investigating classroom management in the business English subject and she concluded that one of the problems the learners face in the BE classroom is that they mostly use national language and local language in discussing the topic of the lesson in the classroom. Paramudia and Hadina Habil (2011) conducted a preliminary study and found that the learners in the study had linguistic and non-linguistic problems in using oral English communication in BE classroom. Therefore, the study suggests investing further the problems the learners faced in using oral English communication in BE classroom.

Several studies have documented and raised several issues globally relating to the factors impeding the learners and their perceived needs in using oral English communications when participating in the communicative activities in the target situations. First, Nor Aslah Adzmi (2009) have raised issues about the discrepancy between English skills prepared in the early semester and the skills required in the specialised course For this reason, the mismatch between the OEC competencies prepared in the prerequisite subject and the competencies required in the target situation is one the major issues of this study.

Second, previous studies also have examined factors impeding the learners in using English in the classroom and concluded that various factors may impede the learners in using OEC when participating in classroom activities. Several experts (Allright (1988), Chaudron (1988) and Elilis (1994) state that the factors affect the learners when using OEC to participate in the class room was relating to the interaction between the teachers to students or students to the other student. Y*et,*

there seems to be a little agreement about the factors impeding the learners in different contexts including in the Indonesian institution context. For this reason, understanding the factors impeding the learners in developing oral English communication in the institution is necessary.

Third, the previous studies (Ferish, 1988; Kim, 2006; Hanim, 2011) have documented oral English target needs of learners and have positive implication in developing English course in the institutions. Yet, far too little attention has been paid to OEC the learning needs of learners. According to Tahir (2010) that any needs analysis model neglecting the learning needs of learners can be regarded as a week model. Besides that the previous studies have not focused on investigating a correlation between the factors impeding the learners in developing OEC and their needs to reduce the impeding factors that may result in more impacts on the teaching and learning practice. In addition, the previous studies were heavily conducted in the first and second language. Hence, there is a lack of agreement in the literature regarding to oral English communication needs in BE classroom. The current study study was intended to fill up the gaps.

In short, this study current study sought to shed the light why learners of English as a foreign language at Indonesian Higher Learning Institute who have taken and passed the prerequisite subjects, but do not develop OEC effectively in the classroom, what factors impeding them and what things they need to reduce the impeding factors.

1.3 The statement of the Problem

The learners in this study have taken three prerequisite subjects in three semesters. Therefore, it was assumed that they could develop OEC in their BE classroom. Both the learners and the English lecturers have spent much energy, time and even money to help them developing their OEC competency. However, perevious studies (Musdaria, 2008 and Paramudia and Hadina Habil) found an indication that the learners were still not able to perform OEC activities as required

in the classroom. Several problems trigger the learners to help the learners are discussed in the following.

First, one problem the lecturers face in helping the learners to develop oral English communication (OEC) effectively in BE classroom is that they do not have sufficient information about the types of oral English communicative competency that should be prepared for the learners in the prerequisite subjects and the competencies they need to perform the learning activities in the BE classroom. Hutcinson and Waters (1987) state that to ensure the learners use oral English communication effectively in the target situation, they should be prepared with necessary oral English communication skills required in the target situation. If the mismatch between OEC competency prepared and the competency required exists, it can result in communication conflicts (Cameron and Williams 1997; Fisher 1995; Freeman 1987; Gozzi, Morris, and Korsch 1969; Herselman 1996; McTear and King 1991; Prince 1985; Shuy 1983; Weijts, Houtkoop, and Mullen 1993; West 1985). This situation can negative impact on the learners' performance when using English communication in the course. Reflecting to the higher learning institute in Indonesia context, all the learners have been prepared with oral English communication skills in the prerequisite subjects (English 1, Speaking English 1 and 2) before taking BE subject. Unfortunately, the traditional needs analysis implemented do not accommodate the perception of learners both as users of the language and as learners. As a result, the institute lacks of information whether or not the types of OEC competencies prepared in the prerequisite subjects and the competencies demanded in BE classroom have already matched each other. This highlights the problems that should be solved by better understanding the issues of the types of mismatches between OEC competency prepared and the competency required to develop OEC competency effectively in BE classroom.

The second problem hinders the lecturers in helping the learner is that lecturers lack of information about the factors impeding the learners in developing OEC. In Korean context, Young Joo Bang (1999) disclosed the complex factors impeding the learners to participate in EFL classroom and brings implication of developing the teaching strategy in helping the learners. Liu (1996) in Ohio State University in U.S explored and explained the possible relationships between ESL

learners' linguistic knowledge and language performance. The study revealed among socio-cultural and affective factors were debilitative. Despite the numerous factors affecting foreign language learners in using OEC in the class rooms, there is still lack of agreement of a frame work that can be used universally to explore the perceptions of Indonesian EFL students about the factors impeding them to develop OEC competencies in the BE classroom. To the research's knowledge, there are no currently no published study that provide the results for the perception of learners of English as a foreign language at Indonesian higher learning in Business English classroom about the issues. The lack of information about the deliberative factors hinders the lecturers to help the learners to develop their OEC competency in BE classroom. Hence, the issues of the factors impeding the learners in developing effectively OEC competency in BE classroom are necessary to address in this study.

The third problem hinders the lecturers to help the learners in developing OEC competency effectively in BE classroom is the lack of information about what the learners need to overcome the factors impeding them when using OEC to participate in the learning activities in BE classroom. Previous studies have documented a number of studies discovering oral English communication needs of learners. Yet, the studies heavily focused on the target needs of learners. Tahir (2010) considers that any types of needs analysis model excludes the learning needs of learners are considered insufficient to address the complex actual needs of learners. In fact, the English lecturers in the institution have problems in discovering the complex needs of the learners with the current needs analysis framework available. One of the possible reason is the learning needs of learners are not included in the model. Hence, this study seeks to explore both the learning and the target oral English communication needs of learners by developing Hutchinson and Waters' (1978) framework.

1.4 Objective of the Study

The study aimed to describe and to explore the experience and the perception of the English foreign learners at Indonesian Higher Learing Institute why they have taken prerequisite subjects learners but they were still not able to develop OEC

effectively in the BE classroom. It was intended to better understand of the factors impeding them and of the things they need to reduce the impeding factors in developing their OEC competency in the BE classroom.The specific objetives of this study are as in the following.

1. To identify the mismatches between OEC competencies prepared in the prerequisite subjects and the competencies required in the BE classroom?

2. To identify the factors impeding the learners in developing OEC in the BE classroom.

3. To reveal the patterns of oral English communication needs of learners in developing oral English communicative competency effectively in BE classroom.

1.5 Research questions

To shed light on the problems the learners faced in performing oral English communication and the oral English competencies and necessary supports they need to develop the competencies in the BE classroom,the following research questions were addressed in this study:

1. What are the mismatch between OEC competencies prepared and the competencies required in the BE classroom?

2. What are the factors impeding the learners in developing OEC in the BE classroom.

3. What are the patterns of oral English communication needs of learners in developing oral English communicative competency effectively in BE classroom.

1.6 Scope of the study

This study involved the learners of English as a foreign language at Indonesian higher learning institute in comerece business administration departement who were aged 20 to 22 years old and . They were still studying and had taken general English subjects and Business English offered in the institution. The learners come from different ethnics; Bugis, Makassa , Mandar and Tana Toraja, and from different senior high schools located in South Sulawesi. So the data on their perception on learning might be different regarding their learning experience and cultural background.

The main purpose of this study was to investigate the oral English communication needs of learners in BE subject by developing an oral English communication needs framework. The frame work was started by identifying the problems of learners faced and identifying the factors impeding the learners and the patters of OEC needs to reduce the impeding factors in developing OEC competencies in the BE classroom as the basis for suggesting a guidance for developing BE prerequisitesuject syllabi, teaching strategies and learning environment for developing OEC competencies of the higher learning institute learners in the BE classroom.

1.7 Significance of the Study

The study looked at oral English communication needs in the BE classroom. The findings of this research was expected to give both practical and theoritical contributions toward the issues oral English communication the learners need to reduce the factors impeding them when developing OEC competency in BE

classroom. This study was expected to contribute to develop several knowledge in several ways.

The first significance of this study is to help BE lecturer to better understand the factors impeding the learners and their OEC needs to reduce the impeding factors in BE classroom. This is importan to do, considering that the learners who have taken prereqisite subjects still face problems of using OEC to participate in the learning activitie in BE classroom and the factors causing the problems and the the solution the learners need to reduce the impeding factors still are not optimally explored. Second, a major contribution of this study is to provide new insights by exploring both the learning and target oral English communication needs of the learners in BE classroom context. As mentioned early that previous studies (Ferish, 1998 and Hanim, 2008) have documented that oral English communication needs of learners in Engineering field are associated with the target needs of learners. Little attention or even no has been given by the previous researchers to focus on both the oral English learning and the target needs of learners. This study examined both the learning and the target needs of learners to explore the complexity of OEC English communication needs of the learners to address the gabs in the literature. The study develops an oral English communication needs of the learners, the framework was expected to give insights how to relate between the factors impeding the learners and the things they needs in developing OEC competencie in the BE classroom. It was also hoped that it will become a theory that suit best with the other contexts which are similar charcteristics with the current study. The findings of this research was also expected to be a valuable refererence for establishing oral English communication needs in which theoritically can be adapted and adopted for developing BE subject

The second significance of this studcing they was expected to provide practical contribution to develop the teaching and learning in the institution particularly in English for business in the institution. Currently, the learners have taken three prerequisite subjects meaning that both the learners and the English lecturers have spent much energy, time and even money to be able to develop OEC competency of the learners. However, the they were still not able to perform OEC activities as required in the classroom. Hence, the study was expected to provide

practical guidece for improving the teaching and learners who did not seem effectively used OEC in the BE classroom. Thus, this study was also to provide a practical guidence for reduce providing the factors t impeding them in developtheir ability and willingness, but also to reduce the factors that might imped them to develop their OEC compteny effectively in the BE classroom.

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On methodological aspect, the study employed multiple methods of collecting and analysing data. In data collection, the study employed the combination of qualitative anbd quantitative approaches in investigating oral English communication needs of learners of English as a foreign language at Indonesian higher education institute context. The current study gave complimentary data to the previous studies employing solely quantitative approach. For example, the most recent study available was conducted by Hanim (2008). employing solely a set of questionnaire to proviivenede quantitative data limited to describing present and future oral English communication target needs of learners. The current study, on the other hand, employed mixed method approach to provide both the quantitative data for describing the level of effectiveness and initial needs of the learbers and qualitive data exploring the factors impeing them and their patterns of OEE needs in reducing the impeding factors in developing OEC in BE classr .

1.8 The theoretical orientation and conceptual frame work of the study

This study was inteded lead to uncover a new way of encouraging and helping the learners by better understad the problems they faced, the things they needed and the factors impeded them to develop OEC in the BE classroom setting. Developing OEC in the BE classroom is very complex because it involves not only the target communication needs required in the target situation (necessity) but also what they perceived they needs(want) as well as the needs which are associated with learning needs. The following theoritical faramework provides some criteria of needs reviewed from the litterature that can help the researcher to focus and shape the research process in this study.

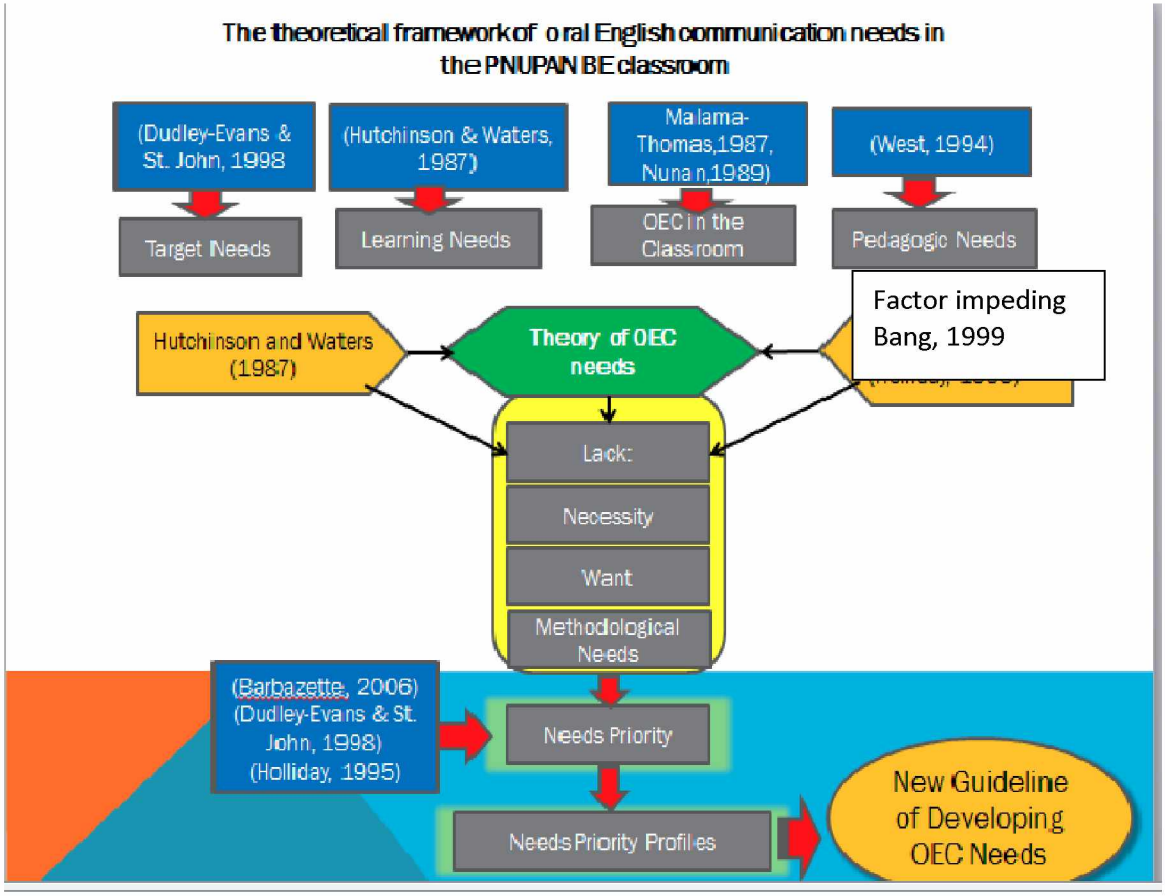

Figure 1.1: Theoritical Framework

From the theoritical frameworks above, Malama (1987) and Nunan (1989) have provided the concept of oral English commnication in the BE classroom. This concept has emphasised to consider pedagogic and social function of OEC communication in the BE classroom. This implies the importance of taking into account both the language for learning and the language for social relationship in performing oral English communication. This concept guides me to focus my research study for both oral English communication under academic and business context.

Hutchinson and Waters (1978) have provided a concept of learning needs and target situation needs in the ESP teaching and learning. (Please refer to table 2.4). They also have listed four aspects (want, necessity, lack and) to find out learning needs of learners and target needs in the teaching and learning process. The resource of information should be focused on the perception of learners not from the

user of graduates. Adopting these concept allowed the researcher to investigate both the target and the learning needs in the BE classroom from the perception of learners.

Bang(1995) listed some criteria tha should be taken into account relating to the factors impeding the learners to develop OEC. These criteria was adapted to identify the factors impmeding the learners in developing OEC in the BE classroom (See litterature review).

Several concepts (Barbazette, 2006; Dudley-Evans & St. John, 1998; Holliday, 1995) provideded a guidence to prioritize needs (See litterature review). The guidance was modified to suit the purpose of this study to reveal the patters of OEC needs as the basis for giving suggestions to develop BE subjects.

1.9 Conceptual framework

This study look at into oral English communication needs of learners to encourage the learners to perform OEC in the BE classroom. The conceptual framework (CFW) developed for this study allowed the researcher to focus and shape the research process, informing methodological design and influencing the data collection instrument to be employed. The CFW was basis for organising research structure, coding the data,analysing and and interprating as well as reporting the findings of the study.

The framework figure 1.2 was built based on the research questions of the study, review and critique of the litterature and the researcher's own experience and insighs as one of the BE lecturers in the higher learning institute of Indonesia, Makassar.

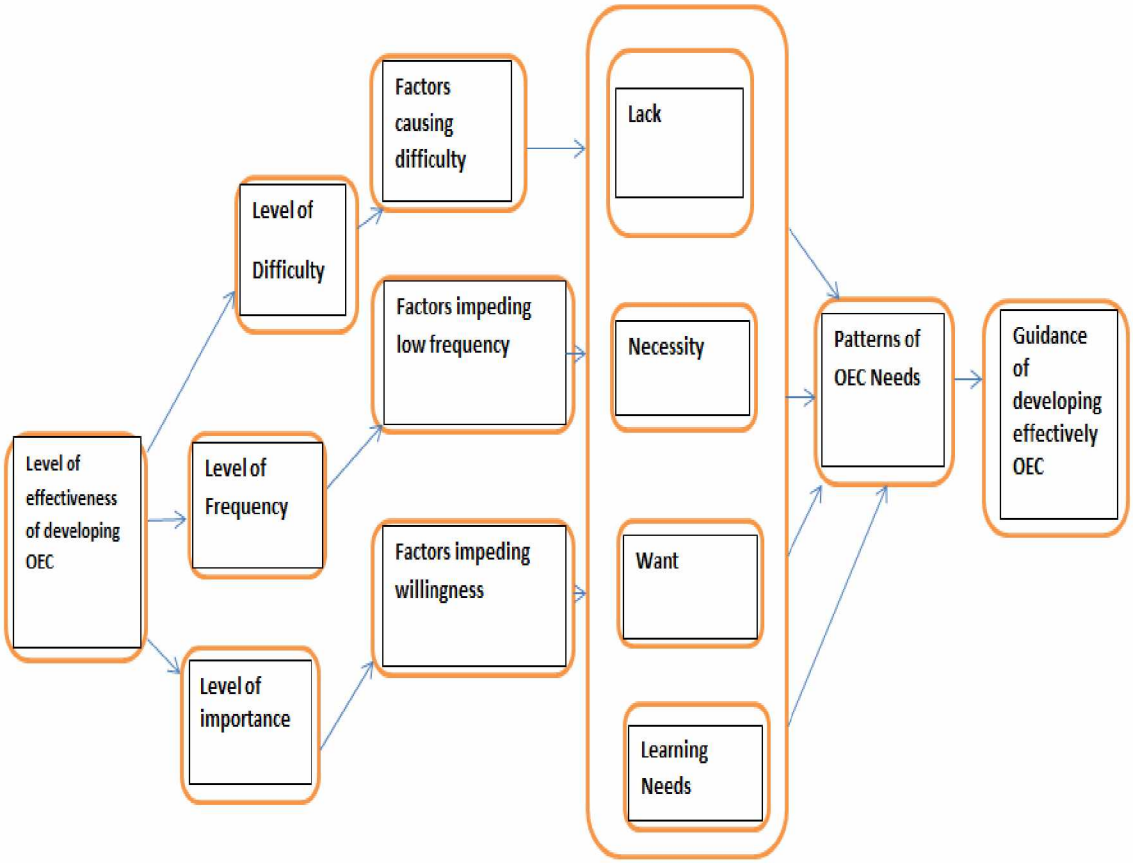

Figure 1.2: Copceptual Framework of OEC Needs

1.10 Operational Definition of Terms

This section provides the operational definitions of key terms were used in this study.

1.10.1 Effectiveness of developing OEC competency in BE classroom

The effectiveness of developing oral English communication is defined as the perceived highest willingness, ability and frequency of having learning opportunity of learners to develope their OEC competency in BE classroom. This definition is developed based on the concept Hutchinson and Waters (1987) and Bang (1998).

1.10.2 Mismatch of oral English competency

The mismatch is referred to the gap between OEC English competency prepared in the prerequisite subjects and the competency the learners need to perform the activities effectively as required in the business English classroom (target situation). The definition is based on the concept of 'lack' introduced by Hutchinson and Waters (1978). They define the lack as the gap between language skills the learners have and the language skills needed to perform the communicative activities in the target situation. The term of mismatch has been used early by Nor Aslah Adzmi (2009) to determine the gap between English skills prepared in English prerequisite subjects and the English skills required for performing the learning activities demanded in the non-English subjects. In this study, the mismatch is operationally defined as the difference between OEC competencies prepared in the prerequisite subjects and the competencies demanded to perform the learning activities in BE classroom.

1.10.3 Oral English communication needs

The definition of needs was developed from the concept of target and learning needs of Hutchinson and Waters (1978). The target needs are defined as want (it refers to what learners perceive important for student) and necessity (necessary ability) and lack (the gab of competency between what the learners have and the competency required in the target situation). The learning needs are defined as the things the learners need to be willing to practice and to use OEC communication in teaching and learning process. The learning needs may include sociological, methodological and psychological needs. Furthermore, Najjar (2010) defined learning needs as the chance the learners need to learn and to study order to improve their knowledge and skills. In this study, the term of oral English communication needs are operationally defined as the things the learners needs to reduce the factors impeding their ability, willingness and learning opportunity in order to develop OEC effectively in the BE classroom.

1.10.4 Factors impeding the learners in developing OEC

The definition of factors impeded the learners to use spoken English when participating in classroom activities (Bang, 1999). In this study, the factors impeding the learners are operationally defined as OEC communicative competency and non-communicative competency to develop OEC in BE classroom. The communicative competency impeding factors is defined as the lack of ability of using English language knowledge or skills to perform the learning activities in BE classroom. The non-communicative competency is referred as any non-communicative competency aspects triggering the willingness or the learning opportunity of the learners in developing OEC competency in BE classroom.

1.10.5 Perceived degree of difficulty of developing oral English communication (OEF) in BE classroom

Perceived degree of difficulty is operationally defined as the total summated score of 22 items related to the learners' perceived level of difficulty of using OEC when participating in the learning activities under academic and professional business contexts in BE classroom (Huh, 2006 and Ferish, 1998).

1.10.6 Perceived degree of importance of developing oral English communication (OEF) in BE classroom

Perceived degree of importance is operationally defined as the total summated score of 22 items related to the learners' perceived level of importance of using OEC when participating in the learning activities under academic and professional business contexts in BE classroom (Huh, 2006 and Ferish, 1998, Hutchinso and Waters, 1987, Najjar et al, 2010).

1.10.7 Perceived degree of frequency of developing oral English communication (OEF) in BE classroom

Perceived degree of frequency is operationally defined as the total summated score of 22 items related to the learners' perceived level of frequency of using OEC when participating in the learning activities under academic and professional business contexts in BE classroom (Huh, 2006 ; Ferish, 1998; and Hutchinson and Waters, 1987).

1.10.8 Oral English communication Needs analysis

Needs analysis is the process of collecting information, then analyzing and interpreting for identifying both the target and the learning OEC needs of learners required in including want, necessity and lack (Hutchinson and Waters, 1987). This study operationally defined OEC needs analysis is the process of collecting and analyzing, interpreting and identifying the things the learners needs in BE classroom in order to develop their OEC competency effectively in the BE classroom. This term is defined as the combination of the things the learners needs (Hutchinson and Waters, 1987) and the factors impeding the learners to use OEC effectively in BE classroom. It is operationally defined as oral English OEC needs analysis.

1.10.9 Pattern of OEC Needs of Learners

The patterns of oral English communication needs are operationally defined as a description of the factors impeding the ability, willingness and learning opportunity of the learners in developing oral English communication in BE classroom and some suggestions or solutions that must be taken into account to reduce the impeding factors. Each pattern is formulated to describe a factor impedes a particular type of learner and presents a guide to reduce the impeding factor based on the perception of the learners. The definition of the patterns is constructed based on several works (Huchinson and Waters, 1978 and Najjar et al, 2010). Hutchinson

and Waters suggest discovering the needs of learners by examining their " necessity, lacks and wants and learning needs. Najjar at all (2010) suggest identifying the learning needs of learners by exploring the potential learning opportunity of learners

The following chapter will link the underlying theories with this study, which are focused needs analysis and classroom communication theories. This will give the background how the framework of the current study has been constructed regarding to the us of oral English communication in the classroom and how to identify them. Chapeter three will deal with how the curent study will be conducted to meet the objectives of this study and answer the research questions.

1.11 Limitation of the Study

Being a a case study, this study involved two study programs under the Indonesian higher learning institute where the specific oral English communication problem occurs. So the finding was not intendedto generalize to the other context.

Another restriction in this study was its research approach. Eventhough the study employs a mixed method; qualitative and quantitative, but the quantitative one was only be used to facilitate the finding of the qualitative one context in the institution. It was not intended to use the quantitative approach to generalise the findings of qualitative study in the other contexts.

The next restriction is the current study was focused the perception of lerners as well as their behavious when they were observed in the BE classroom situation. So this study collected information from the learners as the major and minor data of this study.

Morever, the current study was focused on the data from the interview, questionnaires and observation. The analysis of data was focused on the target needs analysis, learning needs analysis and deficiency analysis. Mean analysis was not

included because the perception of lectrures and school adminstrators were not included due to the time constraints.

1.12 Conclusion

The current syllabus and teaching approach implemented in the Indonesian higher learning institute was heavily based on the perception of the workplace practitioners and employers without taking into accunt the perception of learners. Therefore, the information about how the learners developed OEC competencies in the BE classroom was ignored. As a result, naturally both the lecturer and the school administrators were not aware of the learning and teaching prcess. Furthermor, the communication in the class was monotonous and trathening which did not meet learning needs of learners. This also means that the perceptions of learners as the language learners and users were neglected. This would be a disadvantage to the learners who expected to develop effectively their OEC competency in the BE classroom. Only those who were from the speaking familiy or who frequently use English in their perevious senior school or their region background or took extra English course might be able to maximise oral English communcation development in the BE classroom settings.

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