

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The types of English courses available in the university curriculum can be divided into general English (roughly said as a purposeless English course) and English for Specific Purposes, or ESP. As the name suggests, the former is to do with English generally, while the latter is designed to enable learners to be able to fulfil needs or tasks in a certain area/scope, or related to job requirements (Basturkmen, 2006; Dudley-Evans & St John, 2008; Hutchinson & Waters, 1987; Rimkeeratikul, 2022; Smith et al., 2022; Supriadi, 2019; Trujeque-Moreno et al., 2021).

One of the ESP courses offered to students at the university level, including at Universitas Pendidikan Ganesha or Undiksha in brief, is Business English or English for Business Purposes. The course offered to university students is highly important as Indonesia is a growing nation with huge business opportunities. Indonesia is open to a wide market for all business entrepreneurs willing to invest or collaborate with an Indonesian company. The fact that Indonesia has huge business potential leads to job opportunities for university graduates, particularly those who have the competency needed (Wulandari, 2014). In Bali, particularly, as the most popular touristic destination, many business premises are developing,

requiring human resources fluent in English for business purposes. According to the most recent data from the Bali Central Statistics Agency (BPS), the number of foreign tourists in Bali has climbed substantially. Between January and October 2024, there were 5,309,360 international tourist visits, which surpassed the amount from the same period before the COVID-19 epidemic in 2019, which was 5,224,882 (Muliantari, 2024; Statistics Centre Institute of Bali, 2024). That is only to mention the number of hotels and tourist visits. Whereas, Business English is needed at hotels and other premises, such as tour and travel, banks, embassies, and immigration offices, which are also abundant in Bali.

To equip graduates with competency in using English for business purposes, there has to be link and match between the educational contents of the course in universities and the needs of the workplace (Basturkmen, 2010; Evans & John, 1998; Huh, 2006; Hutchinson & Waters, 1987; Li, 2014; Poghosyan, 2016; Widodo, 2007; Yuan, 2018; Zhang, 2013). Connectivity of application of science from universities to the world of work is much needed (Azman et al., 2020). Otherwise, the gap between the industry's needs and the students' skills will take place, as has been reported by some research (Crosling & Ward, 2002; Lentz, 2013).

To avoid gaps between the needs in the industry and the students' skills, in developing ESP curriculum, needs analysis holds an essential role (Kamil & Muhammad, 2021; Kardijan, 2017; Tyrańska et al., 2021). Needs analysis should cover several important components, namely the target needs (what the students need to do in the real situation) and learning needs (what the students need to do in order to learn) (Dudley-Evans & St John, 2008; Hutchinson & Waters, 1987). In

order to identify the target needs accurately, it needs to involve several stakeholders or experts who really know and understand the needs in the workplace (Huh, 2006). Azman et al. (2020) and Pamungkas et al. (2022), who researched key factors in the link and match between schools and industry, also explained that education institutions have to design their curriculum in line with the needs of the industry. One of the ways is to involve the industries in designing it. In needs analysis, there is also the importance of identifying the current condition and the desired condition. Gupta et al. (2007) stated that the gap between these two is called “needs”, and need assessment is the process of figuring out how to close this gap. Needs analysis will lead to the development of learning materials that support connectivity with the real tasks that the students will perform in the real workplace (Huh, 2006; Hutchinson & Waters, 1987; Li, 2014; Trujeque-Moreno et al., 2021).

As the learning material to be developed in this research intends to help the students to be competent in using English in the business tasks that they are likely to perform in the real workplace, the task-based language teaching approach will be the appropriate approach to be implemented for developing the learning materials (Malicka et al., 2019; Martin & Adrada-Rafael, 2017; Smith et al., 2022; Trujeque-Moreno et al., 2021). TBLT uses tasks as the analytical unit of the syllabus to be developed. Tasks function as a primary unit in selecting and sequencing course content, e.g., the grammatical structures, lexis, topics, and situations (Ellis et al., 2020; Nunan, 1985; Willis & Willis, 2007). The implementation procedures in class consist of pre-task, task cycle, and post-task. In the pre-task, the topic and the task are introduced. In the task cycle, students are

working with and using the target language to do the task, and in the post-task, students practice with the language focus or features. Tasks can be real tasks or pedagogical tasks. In class, teachers can develop pedagogical tasks that are close to real tasks to make sure students learn the knowledge and skills they need for the real tasks (Ellis et al., 2020). The implementation of TBLT in ESP classes brings some benefits, such as giving learners opportunities to work on tasks which are relevant to real-life needs, involving learning by doing, and providing learners with activities that are meaning-focused instead of form-focused (Ellis et al., 2020).

Learning materials for students can be in the form of printed coursebooks or online learning. Online materials, particularly during and after the pandemic, are gaining more and more popularity. Online learning, or e-learning, or web-based learning, is one of the implementations of learning innovation, which allows expansion of opportunities of university enrolment through e-learning or distance education by utilizing information and communication technology (Nagy, 2005). Online learning experiences can also be used in blended learning, a mix of traditional and online learning methods. E-learning solutions can also effectively support flipped education methods or other atypical methods for student-centred learning (Berényi et al., 2021). Empirical studies prove that e-learning, or is also called online learning or web-based learning, offers many benefits for students, e.g., the research done by Iftanti et al. (2022), Mohammed Nasser Hassan Ja'ashan (2020), Mundir et al. (2022), Mpungose (2020), Alzahrani (2022), Abunamous et al. (2022), and Pratiwi & Kurniati (2022).

In Iran, Mundir et al. (2022) compared the effect of online, flipped, and traditional instruction on Iranian vocabulary knowledge. The study encouraged both EFL teachers and learners to integrate flipped and online instructions into their teaching and learning processes. In Indonesia, Iftanti et al. (2022) and Pratiwi and Kurniati (2022) conducted research concerning the university students' perception of e-learning implementation on the EFL course. Iftanti et al. (2022) are concerned about the motivating factors of EFL online learning practices. The results indicated that motivating EFL learning practices can be interchangeably carried out synchronously through their most favourable online application and asynchronously. Teacher-related factors and learning materials are also proven to be important elements in creating motivating online teaching practices. These research results are pedagogically implemented to build an effective EFL online teaching and learning.

Several studies focus on online and traditional learning during the outbreak of the COVID-19 pandemic. In Africa, since the COVID-19 outbreak influenced the learning system, teachers realized that they should find alternatives to overcome the e-learning challenges faced by university students. Mpungose (2020) conducted research, and their findings state a digital divide between the students. However, lecturers still encourage students to do e-learning activities on the Moodle learning management system. It is concluded that better alternatives still must be implemented, especially for disadvantaged students to apply e-learning. In Saudi Arabia, Alzahrani (2022) compared the performance of university students in e-learning and traditional learning. Results showed that the students' performance

proved to be better via e-learning compared to traditional learning. E-learning proved to have a positive effect on the students' performance. Moreover, the adaptation of technology positively affected the validity of using online learning and student performance. It is also found that time management and technology self-efficacy are mandatory to improve remote learning. Still in Saudi Arabia, Ja'ashan (2020) researched the challenges university students face in implementing e-learning for their EFL courses. The research reported several challenges, such as academic, technological, and administrative challenges. In Palestine, Abunamous et al. (2022) examined the effect of e-learning compared to traditional learning on student achievement and satisfaction. The findings proved that e-learning performed significantly effectively during the pandemic.

Several studies in Indonesia have also proven that e-learning significantly affects the pandemic and post-pandemic learning situation. Hayati (2020) stated that e-learning is a method that principally implements student-centred learning. The benefits of e-learning implementation are in the form of students' learning effectiveness, less costly, motivating learning and materials quality, enhancing the university students' independence, and their communication with the lecturers. Astuti et al. (2018) also researched Edmodo implementation in Muhammadiyah University in Sidoarjo. The research method was Technique for Order of Preference by Similarity to Ideal Solution (TOPSIS). The finding revealed that e-learning implementation enables students to understand materials and interact with the teacher. Flexibility of time and easier interaction are the strengths of e-learning revealed by the research.

Unlike direct learning, e-learning was more effective in accommodating the university students' varied learning styles (Sinaga, 2019). Therefore, the lecturers can compose suitable learning materials that can accommodate the varied learning styles of students and the learning environment. The researchers believe that e-learning must be a permanent learning method and promote hybrid learning, integrating e-learning and face-to-face education. The above results have proven that online learning is beneficial as it offers many advantages for the students. However, the challenges also need to be addressed and anticipated to be able to implement online learning successfully.

Numerous Learning Management Systems (LMS) can be used to create powerful, flexible, and engaging online learning experiences. Its use in higher education is common (Navimipour & Zareie, 2015). This is due to its potential to accommodate interactive, flexible, and decentralized teaching (Luo, Murray, & Crompton, 2017). LMS could be defined as an information technology system that provides instructors with the flexibility needed to build, maintain, and update information related to the courses hosted online by websites (Ghazal, Aldowah, Umar, & Bervell, 2018). LMS provides an advantage not the traditional educational system that allows students to access information related to their courses anytime and anywhere (Al-Samarraie, Selim, Teo, & Zaqout, 2017). Utilizing LMS in the educational process leads to many merits, including materials arrangements, organizing independent students' work, and the ability to develop tests and assignments (Alkhateeb & Abdalla, 2021).

One of the widely used LMSs is Moodle. It is a free learning management system that was an acronym for Modular Object-Oriented Dynamic Learning Environment. Moodle enables teachers to provide graded assignments, lessons, and choices to share documents, quizzes, workshops, and chat, and to offer a forum for learners, in a manner that is both easy and offers high-quality learning. Moodle is one of the most user-friendly and flexible of the globally free open-source courseware products available, and is specifically designed to help educators who want to create high-quality online courses (Al-Ajlan & Zedan, 2008). Additionally, Mursito (2019) emphasized that Moodle is mostly chosen to assist e-learning because its features allow users to create and design a moderate online course. Moreover, it is also better since Moodle has many important reasons, such as, 1) it is a free downloaded, used, modified, and distributed OSS under the GNU terms; 2) it does not need to run under the modification of Unix, Linux, Windows, and systems supporting PHP; 3) allowing teachers in providing and sharing documents; and 4) supports 75 languages and used in 175 countries.

Many studies have proven that Moodle has specific strengths implemented in educational fields. Deliwe (2020) conducted research at the university level, which revealed that Moodle is an open system that makes it easier to use and provides the best capacity for their educational needs. Rajan and Manyala (2021) conducted similar research and revealed that Moodle helped the university students in Zambia accessed repository course materials during the COVID-19 pandemic. Egorov et al. (2021) and Gudkova et al. (2021) prove that Moodle utilization is massive in blended-learning implementation and that students are helped in understanding the

courses in the class due to the concept of interactive learning and simpler course administration. Several studies on Moodle effectiveness have also been done in the Indonesian context. Zainul et al (2020) researched Moodle-based e-learning effectiveness according to the Indonesian teachers' perspectives. The result revealed that Moodle is an effective e-learning tool by reaching 3.967 respondents who declared it highly accepted. The result also strengthened that Moodle can be widely used in the Indonesian Educational Personnel Education Institution (LPTK). Prasetya (2021) also investigated and determined English learning course design through Moodle. The research proved that English language demands-complexity can be implemented through Moodle. Moreover, the tool was also found to present varied resources and excellent learning designs, improving student and teacher engagement. Devi & Lakshmi (2020) conducted research that studied Moodle and its features, as well as its roles in today's teaching and learning process. The features included the resources tab, discussion forum, the activities tab, chats, blogs and wiki, glossary, layout, assignment, quizzes, and cooperative learning. The features are integrated with the students' learning skills improvement, promotion of content development, self-efficacy improvement, self-discipline improvement, and communication improvement. These features help support the students' learning, making Moodle a complete LMS. Despite the ideal procedures of needs analysis and material development for Business English, as well as the availability of LMS to support online or e-learning, the preliminary observation on the existing syllabus and materials, particularly used in Undiksha, indicated otherwise. Firstly, on the needs analysis procedure. Business professionals were not involved. Basturkmen

(2006) explained that it became an issue if the information on the needs too often comes from the institution, which normally already has definitive expectations of what students should be able to do. Consequently, the needs serve the institution's interests, not the demands of the workplace. It is also problematic if the needs analysis asks for the perception of the students on their needs, as they are not reliable sources of information about their own needs, particularly when they are not familiar with the job. It is crucial to involve and inquire about business professionals' needs for Business tasks in a real workplace. By not conducting a needs analysis, the expected condition as well as the present situation of the Business English course cannot be identified. As a consequence, the gaps are not identified. In conclusion, there is no guarantee or certainty that the present materials will provide the knowledge and the skills students need in a real workplace.

Secondly, the materials and the activities given to the students are a compilation of materials from some resources. No coursebook is available. The materials are copies downloaded from the internet and photocopied from books. They are not systematically developed following a certain learning model, which can be followed to conduct the class better and help students achieve good learning results. It would be best to provide students with proper materials consistent in presentation and structure, so students know what to expect and study independently outside class. Thirdly, not all materials are available online. The learning experience utilized LMS facilities in sporadic ways. Undiksha has prepared Moodle-based e-learning facilities, but not all lecturers have used them. One lecturer used Google Classroom, and the others either did not use any LMS or

utilized e-learning facilities sporadically. Utilizing e-learning sporadically means there is no consistency regarding the availability of materials: the types, the activities, and the time students can access them. One lecturer used a WhatsApp group to deliver materials. WhatsApp group is indeed one of the ways lecturers can choose to send files and deliver instructions. Nevertheless, considering the traffic of message exchanges that may take place, it is ineffective to be used as an LMS replacement.

The unavailability of learning materials for Business English, which is developed based on proper needs analysis, expert validated, and available online to support distance or hybrid learning, leads to the urgency of the material development. This research will fill the gap in the existing developmental research on ESP material development, specifically Business English. There has been numerous research regarding Business English learning materials development (Balula et al., 2020; Farani & Kurnia, 2017; Guihang & Miao, 2019; Guo & Jin, 2019; Hrdličková, 2021; Huh, 2006; Li, 2014; Martyn, 2018; Paper & Duplan, 2019; Ruan, 2019; Wang, 2021; Widodo, 2007; Yulian & Yuniarti, 2019), but none of them intended to develop e-learning or online materials. In addition, this research will carry out the needs analysis by combining Gupta's, Stufflebeam's CIPP evaluation model, and Basturkmen's needs analysis components. The context, input, process, and product of the teaching and learning process of the course will be examined, and the gap between the existing and expected conditions will be analysed to provide comprehensive input on the needs of the course. This is also the gap of the previous research that this study will fill.

This research adopted the ADDIE development model, comprising the Analyse, Design, Develop, Implement, and Evaluate phases. The initial procedure will be needs analysis, using an evaluation model by Gupta et al. (2007), components of needs by Basturkmen (2010), and components of the CIPP (Context, Input, Process, Product) evaluation study by Stufflebeam & Zhang (2017). The needs analysis results were used as a basis to develop task-based online learning materials for Business English. Considering its many advantages and the one Undiksha uses, the learning materials are used with Moodle Learning Management System. Experts first evaluated the product draft by referring to the characteristics of good learning materials from Tomlinson (2012) and the characteristics of ideal online learning materials by Meylani et al. (2015). After being revised accordingly, the product will be tried and tested by conducting an experimental study to test its effectiveness.

1.2 Problem Identification

The results of preliminary research on the existing syllabus, materials, and classroom activities of Business English found that:

1. The syllabus has not been developed following a needs analysis involving business professionals who know about the needs in the real workplace. There has not been any evaluation or confirmation from business professionals as to whether the materials cover the real needs of the real workplace.

2. The materials and learning activities have made use of LMS, but in sporadic ways or not using LMS at all. This means that not all features in the LMS are utilized to support students' learning, or not all materials have been uploaded to the LMS. Some lecturers did not use LMS; they gave the materials to the students by sending files in WhatsApp groups or using Google Drive. The materials consisted of PPT and references. The exercises were given in the classroom. In conclusion, the students were not provided with the whole material online.
3. The materials are not structured following a certain model that can benefit students' learning.
4. The available materials have not received input from anybody involved in the learning process besides the teachers. It is important to listen to stakeholders' opinions and inputs to refine or improve them.

The learning material that is urgently needed is (a) developed based on needs analysis, (b) task-based in nature, that is designed to enable students to learn skills they need to be able to perform real tasks in workplace and allow communicative way of learning, (c) available online using Moodle LMS.

Materials for ESP will be best developed following the needs analysis results, and are task-based in nature. That is to support the students' communicative competence in performing the tasks in the real workplace. However, based on preliminary observation and interviews with Business English lecturers at Undiksha, the existing materials do not yet fulfil the criteria. The syllabus, developed materials, and evaluation are not based on needs analysis. Moreover, no

experts from the real workplace are involved in developing the syllabus or the learning materials. In addition, the materials must have the characteristic of flexible delivery to be given in online, offline, or hybrid classes. However, the existing materials are not thoroughly available online in one LMS. One lecturer had put the materials in an LMS, but sporadically. It is essential for this course to be available online well well-arranged in LMS, as this will enable students to access and study it at any time and from anywhere. Having the course materials provided online may support online and hybrid classes. Being online also opens opportunities for students from other universities to take the course using the materials.

1.3 Research Scope

The scope of this research is explained below.

1. Focus of Research

This research focused on developing task-based Business English e-learning materials for university students. The target users were students who learn English as a foreign language.

2. Context and Applicability

The primary setting of this research was Universitas Pendidikan Ganesha. However, it had the potential for broader applicability. The materials were suitable for any university students wanting to learn Business English.

3. Needs Analysis Framework

The needs analysis was conducted following these models: CIPP Evaluation Model by Stufflemeier and Zhang (2017), needs analysis model by Gupta et.al. (2007), and Basturkmen's needs analysis framework (2020).

4. Development Process

This research employed the ADDIE research and development model, which included Analyzing, Designing, Developing, Implementing, and Evaluating.

5. Learning Management System (LMS) Platform

The materials developed were uploaded to Moodle LMS.

This research focused on developing task-based Business English e-learning materials for university students. The context of English for the students was as a foreign language. Even though the research setting was in Undiksha, the materials could be used by any university student wanting to learn Business English. The needs analysis was done using the CIPP evaluation model by Stufflebeam and Zhang (2017), the needs analysis model by Gupta et al. (2007), and Basturkmen (2010). The online learning material was developed following the ADDIE research and development model and uploaded to Moodle Learning Material System (LMS).

1.4 Research Questions

Based on the background of the study, the research questions in this study can be formulated as follows:

1. What are the needs for the task-based Business English e-learning materials for university students?
2. What is the profile of the developed task-based Business English e- learning materials for university students?
3. How is the quality of the developed task-based Business English e- learning materials for university students?
4. How is the practicality of the developed task-based Business English e- learning materials for university students?
5. How effective are the developed task-based Business English e-learning materials for university students?

1.5 Research Objectives

Research objectives have been divided into two categories, namely, general and specific research objectives. Each category is explained below.

1.1.1 General Research Objective

The general objective of the proposed research is to develop task-based Business English e-learning materials for university students.

1.1.2 Specific Research Objectives

The specific research objectives or outputs are described in the following section.

1. To identify the needs for the task-based Business English e-learning material course for university students;
2. To determine the profile of task-based Business English e-learning materials for university students;
3. To examine the quality of the developed task-based Business English e- learning materials for university students;
4. To test the effectiveness of the developed task-based Business English learning e-learning materials for university students.

1.6 Research Significance

This research offers theoretical and practical significance. They are explained in detail as follows.

1.6.1 Theoretical Significance

Firstly, this research will be significant to fill the gaps in the available literature on Business English material development in the following areas:

1. This research conducted a need analysis that applies Basturkmen's model, modified Organizational Evaluation Model by Gupta (Gupta et al., 2007), and Stufflebeam's CIPP evaluation model, involving students, Business English lecturers, the heads of study programs where the course is offered, and business professionals. Applying the aforementioned models and involving the aforementioned participants in conducting the needs analysis is aimed to obtain comprehensive results of the needs of the course. Hence, this research is significant in filling in the gap of the previous research regarding the materials covered in Business English course.
2. This research developed Business English learning materials that is task-based. Task-based Language Teaching is the ideal approach for Business English course, and ESP in general, as the students are concerned with learning to do specific tasks in the target language in their workplace (Martin & Adrada-Rafael, 2017). This research is significant in enriching the existing literature on Business English material development following the Task-based Language Teaching model.
3. This research developed Business English materials that are uploaded in Moodle LMS. The availability of all materials and activities in the LMS is able to facilitate online learning, course management, and

collaboration. Therefore, this research also enriches the existing literature regarding the use of LMS in teaching Business English.

4. This research extends the coverage of materials for Business English by inserting knowledge and practices on business etiquette, offering more complete material coverage.

1.6.2 Practical Significance

The materials resulting from this research offer practical significance for students, Business English lecturers, Undiksha, and people outside the institution who want to study Business English.

1. For Undiksha Business English students

The students will have task-based e-learning Business English materials developed based on a comprehensive needs analysis involving business professionals. The materials will enable them to develop Essential Business English skills and be fluent in professional communication in real-world business contexts. The materials developed are uploaded to Moodle LMS. Having the materials available in the LMS will offer benefits such as flexible learning experiences, particularly for those who cannot attend classes on site regularly, and expand opportunities to be accessible to anybody, anywhere, anytime.

2. For Business English lecturers

Lecturers will have well-structured materials that reflect workplace scenarios that are ready to use and available in Undiksha e-learning. The materials developed will cover the skills students may need in communication in English in their future workplace, such as writing emails, negotiating, conducting meetings, handling phone calls, as well as work ethic and cross-cultural understanding. If they master these skills, they can handle foreign clients.

3. For Undiksha

This research and its product will support Undiksha's mission to produce globally competent graduates by aligning English language teaching with international business communication practices.

4. For Non-Undiksha Students

The materials can also be used by any student at any university who wants to take a Business English course. In addition to using the e-learning facilities that Undiksha offers, it is also possible to buy a Moodle account at an affordable price and create courses for them to offer to prospective students worldwide.

1.7 Research Novelty

This research introduces several significant novelties in the development of Business English material, especially in the context of university-level education and e-learning.

This study employs a broader range of requirements analysis techniques compared to other studies. To identify current organisational conditions, desired conditions, and essential learning aspects. The current needs analysis research makes use of the Organisational Elements Model developed by Gupta et al. (2007), the CIPP Evaluation Model developed by Stufflebeam and Zhang (2017), and the Needs Analysis Framework based on Basturkmen (2010). To achieve great workplace-needs alignment in the developed materials, this study incorporates stakeholder insights from business professionals, study program coordinators, and Business English lecturers and students, in contrast to Alharbi et al. (2022), Varloka et al (2023), Lasekan et al. (2023), Xie (2022), Pratiwi et al. (2020), Hajar et al. (2021), Esrefania et al (2021), and Yulastri et al (2017).

Second, a notable contribution is the development of task-based Business English e-learning resources designed especially for college students. Previous research, such as that conducted by Farani and Kurnia (2017), Rimkeeratikul (2022), Al-Abdullah (2022), Dewi et al (2023) focused on developing offline or printed materials without incorporating technology into the design of the materials. This research fills the gap in offering Business English learners flexible, interactive, and independent online learning experiences (Gherhes, 2021) through developing

materials based on Task-Based Language Teaching (TBLT) principles and integrating them into a Moodle Learning Management System (LMS).

Third, the validation procedure makes this study apart from previous studies. Three categories of experts, such as content, instructional, and multimedia, rigorously evaluated the materials' validity to ensure the materials are technically suitable for online learning settings, pedagogically and academically sound. The increasing need for high-quality, technologically aided ESP education following the pandemic, an area not fully covered in previous studies, is addressed by this multi-expert validation technique, which focuses on both content and e-learning delivery.

Fourth, in addition to developing fundamental language resources, this research incorporates professional communication techniques and business etiquette into the curriculum, giving students a wider range of skills required in actual business environments. The course material can be more relevant and useful when soft skills and linguistic requirements are included.

In conclusion, the research's novelty is found in its thorough needs analysis, task-based methods' integration with current LMS technology, multi-perspective validation procedure, and the addition of professional etiquette to the Business English materials. This research offers useful advice for universities looking to improve the efficacy and applicability of their Business English programs in light of the increasingly digital and internationalised nature of the workplace.