



English for Small and Medium Enterprises A Needs Analysis

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ABSTRACT

In this globalization era, English has an important role as one of the most widely-used language for various purposes, including for business. Businesses can grow bigger if they reach more people across the globe. The rapid advancement of technology makes it possible because there are many platforms that people can use to promote their product online which allows for a wider audience. However, this should also be supported with a good English skill for effective communication. Small and medium enterprises (henceforth is referred to as MSMEs) have the potential to flourish if they have both ICT and language competencies. The government has tried to promote MSMEs by having MSMEs digitalization programs, however, their need for English has not been sufficiently accommodated. This research, therefore, aims at investigating their perception of the importance of English and analyzing their needs of English. The data were gathered from a Likert-scale questionnaire distributed to fifty entrepreneurs and interviews with five MSMEs entrepreneurs. The findings indicated that they agree with the importance of English and they believe that having English skills will help advance their business especially in expanding the market and promoting the products. This research suggests that an English training model specializing in business correspondence, marketing, meetings, and negotiations is needed.

Keywords: *English for business, needs analysis, small and medium enterprises.*

1. INTRODUCTION

The rapid development of community business is evidence of the influence of technology on human civilization. Technology has always been a concept that underlies many domains of social life (Brown, 2011). For example, the adaptation of e-commerce technology makes it easier for people to access their needs in a more practical way, such as the implementation of transportation services and the purchase of goods (Autry Jr & Berge, 2011). This condition has the potential to cause changes in lifestyle and social order (Chuma, 2014).

The formation of this new pattern is the government's obligation to construct relevant and contextual adjustments to community conditions (Margaret, 2017). One of these adjustments occurred in the business sector that is becoming a trend, namely MSMEs, which is encouraged by the central and regional governments so that the MSMEs sector can expand its market share access and competitiveness through digitalization program development programs as a result of the double distraction pressure of Covid-19 where people prefer to do online shopping.

Meanwhile, nowadays MSMEs are the largest business group in the Indonesian economy that are resistant to various kinds of economic crises. MSMEs have the benefit of providing job vacancies, contributing the largest value of gross domestic product, and channels for small and medium communities. MSMEs are important motors of economic growth, innovation, and technological processes (Thornbur, 1993 in Tambunan, 2010).

MSMEs today as business potentials are highly encouraged by the Indonesian government. The more entrepreneurial people are, the better and stronger the economy of a country will be. With the existence of MSMEs, local resources, local workers, and local financing can be optimally absorbed and useful (Sudiarta, Kirya, & Cipta, 2014). Based on data from the Central Bureau of Statistics (2015), the MSMEs sectors that had the largest proportion of business units in 2014-2015 are the (1) agriculture, animal husbandry, forestry, and fisheries sectors; (2) trade,

hotels, and restaurants; (3) processing industry; (4) transportation and communication; and (5) services. Many MSMEs produced local products during the period of 2017 to 2022.

Meanwhile, the development of MSMEs in Subang Regency also shows a very large number (BPS Subang Regency, 2022) as we can see in Table 1.

Table 1. MSMEs data recapitulation in Subang regency

2016		2017		2018	
Sector	Total	Sector	Total	Sector	Total
Agriculture	5.076	Agriculture	4.619	Agriculture	5.723
Mining	477	Mining	466	Mining	467
Processing	6.902	Processing	4.739	Processing	5.327
Electricity	518	Electricity	493	Electricity	513
Construction	1.536	Construction	1.484	Construction	1.490
Trade	11.445	Trade	11.262	Trade	11.595
Communication	551	Communication	538	Communication	564
Service	2.278	Service	2.084	Service	2.193
Finance	460	Finance	434	Finance	512
Total 29.236 (11%)		Total 26.112		Total 28.384 (8%)	

From Table 1, it can be perceived that the growth rate of MSME entrepreneurs in Subang has increased every year. The data above consists of micro-enterprises, small enterprises, and medium enterprises. Other data shows that the total number of MSME entrepreneurs in Subang reached 22,079 people. This number consists of 17,676 micro-enterprises, 3,521 small enterprises, and 882 medium enterprises. These MSMEs are engaged in various business fields, such as trade which includes grocery businesses, processed agricultural products, non-agricultural products, and various other small businesses. However, the majority is dominated by the home industry.

Behind the rapid development of MSMEs, it can be seen that customers of MSMEs products are not only local buyers but also buyers from other countries in ASEAN. This certainly requires Indonesian MSMEs entrepreneurs to be able to master English well in order to provide maximum service in accordance with market needs. To seize existing market opportunities, MSMEs entrepreneurs can no longer only rely on local customers and use survival strategies. MSMEs entrepreneurs must be able to be more competitive in developing their businesses and taking advantage of existing opportunities. The development of Technology and Information of course in English requires MSMEs entrepreneurs to be able to master English to learn and use it to help develop their business. By mastering English, it is hoped that MSMEs entrepreneurs will have greater bargaining power. (Nurchayho, Harahap, & Gharnaditya, 2015)

The above facts show that the role of English is very important in developing Micro, Small, and Medium Enterprises (MSMEs). English in developing the business of MSMEs entrepreneurs is an urgent need because MSMEs actors are required to sell online. In the digital era, where there are no longer territorial boundaries, mastery of English is a necessity. Especially for business people such as MSMEs, mastering English, especially English for Business, is very important. By mastering English, it is hoped that MSMEs entrepreneurs will have greater bargaining power. For this reason, this research, based on needs analysis, is designed to find out whether English is needed by MSMEs entrepreneurs in Subang Regency to expand their product market

2. THEORETICAL FRAMEWORK

Needs analysis has become one of the most important things for English for specific purpose (ESP) practitioners; i.e. researchers, curriculum designers, material developers, and classroom teachers over the years. Needs analysis plays an important role in the process of determining what and how a teaching and learning process will take place. Piyana (2004) states that needs analysis is a means to identify and help determine the ESP material they need. It should be noted that the word 'need' is interpreted differently by some researchers. The following are some definitions of the word 'need'.

First, needs can be defined as the student's study or work needs; that is, what they should show at the end of their language learning and teaching. Widdowson (1981) views this type of need as a goal-oriented definition; whereas, Berwick (1989) sees it as 'objective'. Second, needs can be defined as what students must do to acquire language

skills. According to Widdowson (1981), this definition of needs is process-oriented and related to transitional behavior, a tool for learning. Third, needs can refer to what students themselves want to gain from learning and teaching languages. This implies that students may have personal goals, in addition to their study or work requirements; in other words, something desired or necessary. Finally, needs can be interpreted as shortcomings, that is, what English learners do not know or cannot do. In addition, Graves (1996) mentions that needs analysis involves discovering what learners know and can do, and what they need to learn or do. In other words, needs analysis involves the search for and interpretation of information about the needs of learners. However, Munby (in Piyanapa, 2004) defines needs in a different lightpoint that focuses on the needs of learners at the end of the language teaching and learning process, and can be called target situation analysis (TSA). It is the best-known framework for this type of TSA needs analysis that concentrates on communication objectives, communication arrangements, means of communication, language skills, function, and structure. In addition, judging from the type of needs, Mackay and Mountford (1978) divided needs into two types. The first is academic needs where English is required for further academic study. For example, medical students need English to understand lectures or read medical textbooks in English. The latter is the need for jobs where English is required to perform a specific job, such as technicians needing English to work on projects that use English. In this study, language skill needs (listening, speaking, reading, and writing) based on occupational needs defined by Mackay and Mountford (1978) were investigated. Functions and problems in using English skills were also included in the investigation.

Furthermore, in teaching English for Specific Purposes (ESP) the teaching design is very important for the world of work. Hutchinson and Waters (1987) say that as a first step in designing teaching, the curriculum designer, or teacher must create several questions in order to get the fundamental steps of the process of syllabus design, writing teaching materials, classroom teaching, and evaluation. In the context of English for MSMEs, the instructors should consider questions such as: what the entrepreneurs need to learn, who will be involved in the process where and when the teaching-learning will occur, and how the learning will be gained

Hutchinson and Waters (1987) group these questions into three groups; namely language descriptions which include What questions, Learning theory which includes How questions words and needs analysis which includes Why, Who, Where, and When statement words. In the context of ESP, Hutchinson and Waters (1987) define “need” as an ability to understand and/or produce linguistic traits typical of the target situation. Robinson (1991) adds five forms of meaning or types of needs, namely;

(a) needs related to the student’s lessons or work requirements, (b) needs that are important or desired by the user (c) needs related to what the student must do to gain language skills. (d) needs related to personal needs that include wants and (e) needs related to deficiencies that emphasize what students know and cannot do. Hutchinson and Waters (1987) say two types of needs (a) target needs and (b) learning needs. Target needs consist of needs, wants, and shortcomings. In this context, needs relate to what entrepreneurs must know in order to function effectively in the target situation that will occur. Desire relates to entrepreneurs’ desire for what they want to learn and “lack” relates to what they do not yet know and cannot do about language. MSMEs learning needs relate to what they must do to be able to learn a language. Target needs and learning needs will lead a language curriculum designer or teacher to obtain information to design a syllabus by analyzing needs using questionnaires, interviews, observation, and data collection, informal consultations with sponsors, entrepreneurs, and others. So it can be concluded that doing a needs analysis is a must that must be done in designing ESP design courses. “Need analysis is an investigation, in the light of a specification of the task a learner or group of learners required to perform in the TL (target language), of what particular aspects of the TL need to be learnt in order to bring about proficiency in this particular task. The result of the need analysis can be then used to determine a syllabus and suitable teaching techniques”.

Later Brown (1995) said that need analysis in a language program is often viewed simply as identification of the language forms that the students will likely need to use in the target language when they are required to understand and produce the language. In designing lessons for SMEs, needs analysis is considered very important it allows curriculum designers or teachers to be able to meet the interests of SMEs in making the teaching and learning process effective. Their needs may include business correspondence, English for meetings and negotiation, marketing, and many more.

3. METHOD

In this research activity, the authors used the qualitative descriptive method, in which the study is more directed at the disclosure of the facts that are interpreted and analyzed. (Moleong, 2018) The use of descriptive methods is based on the fact that this study is designed to describe and identify whether English is needed by MSMEs entrepreneurs in Subang to expand their product marketing.

Sampling of respondents was taken randomly obtained from the population in the MSMEs WAG who were then asked to fill out the questionnaire distributed. With all the limitations, the sample was taken from as many as 100 respondents (details shown in Table 2).

Table 2. Respondent profile

Respondent Profile								
Business			Gender		Age	Education		
Food	Cloth	Craft	M	F	40-60	SMP	SMA	HE
67	25	8	31	69	40-60	15	62	23

Data collected from the answers of 100 respondents in the form of Linkert scale responses were calculated based on percentage score intervals.

The main purpose of this study is to describe the level of English needs of MSMEs entrepreneurs in Subang which is classified as a social phenomenon. Efforts to describe a social phenomenon in the form of learning activities carried out by this research are in line with the objectives of descriptive research. Commonly, descriptive research is research that aims to describe phenomena, circumstances, perceptions, individual traits, and the spread of a symptom (Silverman, 2010). In addition, the data analyzed in this study are in the form of documents, and perceptions. The data is qualitative because it is in the form of categories or words (Abdurahman, Somantri, & Muhidin, 2011). Therefore, the use of descriptive research methods using qualitative approaches is considered appropriate as the method used in reviewing this research.

This study involved 100 MSMEs entrepreneurs in Subang Regency as the subjects. A sampling of respondents was taken randomly obtained from the population in the WA MSMEs group who were then asked to fill out the questionnaire distributed. The collected data in the form of Likert scale responses is calculated based on the percentage score interval obtained. The subjects were selected using purposive sampling techniques. The use of this technique refers to the assumption that sample selection must be based on certain considerations (Sugiyono, 2018). In this case, researchers can determine the criteria used as a reference for subject selection, which of course takes into account that the data derived from respondents is rich data and relevant to the research objectives (Nasution, 2003).

The data collected in this study is the information needed to answer the research questions posed. When referring to the research questions asked, the data in this study is descriptive consisting of the perceptions of MSMEs entrepreneurs in Subang Regency. The variety of data to be captured requires various data collection instruments because data collection tools need to be adjusted to the type of data.

This study used two types of data collection techniques, namely interviews and questionnaires. Each data collection technique uses data collection instruments to facilitate the data collection process. Interview guides and questionnaires are prepared by adhering to the theory of needs analysis. The interview guide consists of a number of questions that aim to explore the need for English based on its characteristics. These characteristics are used as a guide for the preparation of interview guidelines. Furthermore, to find out the learning model of document studies using instruments in the form of field notes.

4. RESULTS AND DISCUSSION

From 100 respondents of MSMEs entrepreneurs in Subang Regency to the statements given, it can be concluded that MSMEs entrepreneurs need English skills to expand the marketing of their business products.

The responses to statement 1: English is an international language that is also used by MSMEs players in marketing products to foreign tourists is presented in Table 3.

Table 3. Responses to statement 1

No	Statement	Response					Total
		sts	ts	n	s	ss	
1	English is an international language that is also used by MSMEs players in marketing products to foreign tourists.	0	10	0	85	5	100

For statement No. 1 there are 10 respondents who chose strongly disagree and disagree, while those who chose agree and strongly agree is 90 respondents. It means that 90% of the respondents are aware and know that English is

an international language that is also used by MSMEs entrepreneurs in marketing products to foreign tourists. Because they know that in tourist centers in the Ciater area and the slopes of the Cisaat plantation, the buyers of MSMEs products are foreign tourists who communicate in English as seen in Table 4.

Table 4. Responses to statement 2

No	Statement	Response					Total
		sts	ts	n	s	ss	
2	English is an international language that is also used by MSMEs entrepreneurs in exporting MSMEs products.	0	0	0	85	15	100

For statement No.2 there is no respondent who chose disagree and disagree, while those who chose agree and strongly agree are 100 respondents. It means that 100% of respondents are aware and know that English is an international language which is also used by MSMEs entrepreneurs in exporting their products. They realized that in order to export their products, their initial communication had to be in English. Export activities of these products are often carried out in groups for certain products that are fully supported by the local government of Subang Regency.

For statement No.3 as presented in Table 5, there are 10 respondents who chose strongly disagree and disagree, while those who chose agree and strongly agree are 90 respondents. It means that 90% of respondents are aware and know that English is important for branding MSMEs products. These MSMEs entrepreneurs are really aware that for international marketing, branding has to use English so that it is easily recognized by foreign country buyers.

Table 5. Responses to statement 3

No	Statement	Response					Total
		sts	ts	n	s	ss	
3	English is important for branding MSMEs products	0	10	0	80	10	100

For statement No.4 as presented in Table 6 there are no respondents who chose disagree and disagree, while those who chose agreed and strongly are 100 respondents. It means that 100% of respondents are aware and know that English is important for promoting MSMEs products.

Table 6. Responses to statement 4

No	Statement	Response					Total
		sts	ts	n	s	ss	
4	English is important for the promotion of MSMEs products	0	0	0	80	20	100

For statement No. 5 as seen in Table 7, there are 90 respondents who chose strongly disagree and disagree, while those who answered agreed and strongly 90 respondents. It means that 90% of respondents are aware and know that English is important for accessing information via the internet. In reading information and responding to information on the internet, of course, one of the supporting skills that must be possessed is English reading skills.

Table 7. Responses to statement 5

No	Statement	Response					Total
		sts	ts	n	s	ss	
5	English is important for accessing information via the internet	0	10	0	60	30	100

The finding is in line with Nurcahyo et al. (2015) that to be known in the market, SMEs should make it easier to find the target customers/buyers. To make their products accessible, the use of English as the most widely used language in the world becomes essential. Anggraini, Mutia, Hadirana, and Subali (2021) reported that the program of assisting entrepreneurs with short training on the use of English and digital technology has improved their ability to use English and technology in marketing their products. This implies that a serious English program for entrepreneurs based on a careful needs analysis is needed for a more effective result.

5. CONCLUSION

Based on the results of data analysis, the English skills of MSMEs entrepreneurs in Subang Regency are believed to be able to expand product marketing not only nationally but also to other countries, especially neighboring countries in Southeast Asia. With government support in the form of MSMEs digitalization programs, English language skills are needed by most MSMEs entrepreneurs in Subang Regency to develop various types of businesses and production.

Looking at the data above, it is highly recommended that in the coming years, agencies related to MSMEs can provide basic training in English skills for MSMEs entrepreneurs in Subang Regency so that the businesses they pioneer develop and market their MSMEs products across countries. In addition, MSMEs players are expected to become agents who are able to promote tourism potential in Indonesia on an international scale. Thus, MSMEs players in Subang Regency can contribute significantly to the development of the economic and tourism industry in Indonesia

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