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Initial Oral English Communication Needs of Learners in the BE Classroom

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Abstract

The aim of this study was to investigate the level of effectiveness and initial oral English communication needs of Indonesian learners when using OEC to perform the learning activities in the business administration department of Politeknik Negeri Ujung Pandang in Makassar. Conceptually, the needs of learners cover aspect of want, lack and necessity that will be developed as the indicators of this study. The sample of this study consists of 159 PNUPAN learners in Makassar. The findings revealed that the level of effectiveness of learners was moderate. The findings also discovered initial needs of learners relating to specific OEC skills from the aspect of lack, necessity and want both under academic and business contexts that should be prepared before taking Business English subject. Finally, the study suggested investigating further both the target needs and the learning needs of learners in the BE classroom.

Keywords: *Oral English communication needs, Business English Classroom*

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Introduction

Globally, a needs analysis has played a fundamental role in developing English specific purposes (ESP) education and training ((Al-Tamimi & Shuib, 2010; Dudley-Evans & St. John, 1998; Holliday, 1995; Hutchinson & Waters, 1987; Iwai & Brown, 1999; Munby, 1978; Robinson, 1991; West, 1994), 1978; Hutchinson and Waters). It is evident that the reason why a teaching and learning has been developed was to satisfy the needs of learners (Iwa et al, 1999). If the lecturers have not understood learners' needs, they would not be sure how to help the learners to obtain optimal results in the study.

Conceptually, needs analysis has various foci. First, Mundby's (1978) approach of needs analysis is focused on identifying the specific function of language in the social context of target situation. The needs analysis cover aspects of communicative events, purpose, medium, mode, channel, setting, communicators, dialect, attitudinal tone, subject content and level of ability required for communication. Thus, the needs of learners are defined by the users of language in the specific contexts such as practitioners in the workplace and specific discipline. Second, Richterich & Chancerel's (1977) approach is focused heavily on the perception of learners. The information is obtained from the learners before and during the course. Next, Berwick (1989) and Brindley's (1989) approach is focused on the needs of learners both from the perception of learners, experts and practitioners in the particular discipline. Third, Long's (2005) task-based approach is focused on the tasks and "samples of the discourse" which are usually performed by the language users in the workplace and specific discipline" (p. 3). Fourth, Hutchinson & Waters's (1987) approach is focused on learning of learners when studying ESP. This approach highlighted the importance of paying particular attention the learning process of learners. The needs analysis aspects consists the target needs (want, necessity and lack), and learning needs (learning styles, learning model, social cultural factors, attitudes toward learning environment and culture).

Previous researchers have proved the important roles of the needs analysis implementation under various contexts in the world. In Malaysia, a needs analysis was used by Nor Aslah Adzmi at al (2009) to identify the academic English language lacks and future needs of Industrial Design students in Universiti Teknologi MARA Kedah (UiTM). Then, the findings of the study suggested improving English course syllabus to meet the future needs of learners. In Thailand, a needs analysis study was carried out by Kaewpet (2009) to specify the communication needs of a group of Thai civil engineering students. This study found the diversity of English language skills required under various locations in civil Engineering disciples and suggested to include particular English skills and learning needs of learners to improve EAP course. In Pakistan, a study was conducted by Sattar et.al (2011) at Garment Manufacturing and Yan manufacturing Faisalabad to identify the needs of garment manufacturing students. The findings of the study discovered different perception between the students and the lectures regarding with the content and teaching approached used in the subjects. This study also provided an insight of English language learners' needs and teachers' preferences to the syllabus designers and ESP practitioners as useful information for making decision in developing language courses and materials for the students of Garment Manufacturing (G. M.) and of Yarn Manufacturing (Y. M.).

In Indonesia, very few reports identify oral English communication (OEC) needs of Indonesian students when using spoken English to perform the learning activities in the business English (BE) classroom. The previous studies (Murdaria, 2008 and Mawardin, 2009) indicated the problems the learners faced in the BE classroom and suggested to investigate further about the problems in BE subject. To deal the issues, this study was carried out to determine the level of effectiveness and identify the initial OEC needs of Indonesian learners in the Porliteknik Negeri Ujung Pandang at Commerce Administration Department (PNUPAN) when using OEC in the BE classroom.

Conceptual Framework of the Study

To achieve the goal, Hutchinson and Waters' (1978) target needs analysis approach was adopted and modified as a conceptual framework of this study.

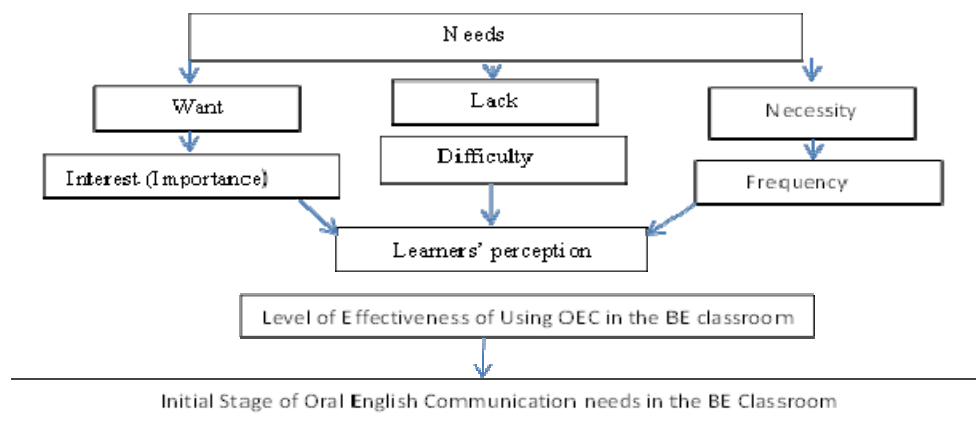


Figure 1. Conceptual Framework

Needs

According to Hutchinson and Waters (1987), the target needs of learners comprise three aspects. One of them is the aspect of “want”. In this study, the aspect was referred to the types OEC skills the learners wanted to learn in order to make them learn effectively. Another aspect of needs is lack. It is referred to the gaps between the students’ present competence and desired competence in the target situation. In this study, the lack was referred to the deficiency of necessary skills that made the learners find it difficult to use OEC when they were assigned to perform various learning activities in the BE classroom. The third aspect, necessity, is regarded as the types of skills the learners need in order to perform the activities in the target situation. In this study, the necessity, was referred to the types of OEC skills they must have so they can effectively learn and develop their OEC skills in the BE classroom. Thus, to enable the learners learn and develop effectively their OEC, the three of needs should be satisfied.

Level of effectiveness in using OEC when performing learning activities

According to Hutchinson and Waters (1978) that one way to enable the learners to practice and use OEC effectively in the teaching and learning process is by satisfying their needs (necessity, lack and want). Based on the three aspects of needs, this study developed six indicators to allow the researcher to determine the perception of learners regarding to their level of effectiveness and initial stage of needs of PNUPAN learners when performing OEC in the BE classroom. The six indicators were:

1. Perception of learners regarding to their level of frequency of using OEC when performing the learning activities under academic context (Necessity under academic context).
2. Perception of learners regarding to their level of difficulty of using OEC when performing the learning activities under academic context (Lack under academic context).
3. Perception of learners regarding to their level of importance of using OEC when performing the learning activities under academic context (Want under academic context).
4. Perception of learners regarding to their level of frequency of using OEC when performing the learning activities under business context (Necessity under business context).
5. Perception of learners regarding to their level of difficulty of using OEC when performing the learning activities under business context (Lack under academic context).
6. Perception of learners regarding to their level of importance of using OEC when performing the learning activities under business context (Want under academic context).

OEC needs of learners in the BE classroom

Faris (1996) has provided a set of questionnaires and information gaining the perception of East Asian students regarding to the OEC activities they performed in the classroom under the academic context. Some of the activities were asking and providing information to the lecturer, participating in and leading group discussion, talking to the lecturer informally in the classroom and outside the classroom, participating in debates and performing class work presentation. Based on the information and the questionnaire, 12 questions were developed under the six indicators to determine the effectiveness and identify the initial needs of PNUPAN learners under academic context. Huh (2005) also has provided information about activities usually performed under professional business activities such as delivering business presentation and performing negotiation. Based on the information, 11

questions were developed under the six indicators to determine the effectiveness and identify the initial needs of learners under business context.

Methods

Population

This study was a descriptive research with quantitative approach. The population for this study was the fourth semester students who had studied English for Business (BE) at PNUP in the period 2010 / 2011 and 2011 / 2012. A type of random sampling was employed to determine the effective level and identify the initial OEC needs of learner.

Research Instrument

The instrument for this study was a questionnaire asking the perception of learners concerning their effectiveness level and initial needs when using OEC to perform the learning activities both under academic and business context in the BE classroom.

Questionnaire Design

A questioner-based survey method was designed by adopting a set of questions in the questionnaire developed by Paris (1996) and Huh (2005). The questionnaire used a 5-point Likert scale ranging from 5 to 1; 5 = always, very difficult, very important, 4 = often, difficult, important, 3 = sometimes, fairly difficult, fairly important, 2. rarely, slightly difficult, slightly important and 1= never, Not difficult, or not important (Jamieson, 2004, Sugiyono, 2011). The questionnaire was arranged in the form of rating scale.

Data collection Procedures

The list of questions or the questionnaire was written in Bahasa Indonesia. Before the questionnaire was distributed, the instruments were tested on a pilot group of 17 people for internal consistency reliability before delivering to 159 respondents. The overall index, Cronbach's alpha, obtained was .921 which was considered reliable.

Data Analysis

The collected data of this study were analyzed with descriptive statistical analysis using, mean and percentage by using Statistical Package for Social Science Version 17. To make a conclusion in the data analysis, this study followed Oxfort's (1990) three level of categorization with a slight modification. The level of category is 1.00-2.49 (Low), 2.50-3.49 (Medium/Moderate), 3.50-5.00 is used determine level of category of importance and frequency. However, to determine the level of difficulty, the category was modified slightly for the purpose of this study as such as 1.00-2.49 (High difficulty), 2.50-3.49 (Medium/Moderate), 3.50-5.00 (Low difficulty)

Research Findings

The findings presented the data describing the perception of Indonesian Politeknik Negeri Ujung Pandang of Commerce Department (PNUPAN) learners regarding to the demographic, frequency, difficulty and importance they perceived using oral English communication (OEC) when performing the learning activities in the BE classroom. The findings are described as follows:

With regard to the demographic characteristic, the participants age range varied between 19 to 23; however, the majority of them (72%) were 19 to 20 years. Also, the majority of them were from South Sulawesi community ethnics; 60, 77 % from Bugis, 13, 2 from Makassar, 12% from Toraja, 12.6%, from Mandar 6%. Only small numbers were from other community ethnics. They were 3.1% from Java, 3.1% from Sunda, 1.9%, 0.6% each from China, Buton and Manado.

Table 3. Level of effectiveness of using OEC in the BE classroom

	Mean	Minimum	Maximum	Range	Max. / Min.	Variance
Item Means	3.025 (60.5%)	1.905	4.155	2.250	2.181	.366

Table 4. Order of frequency of using OEC under academic context

Oral English communication (OEC) activities	Mean	Std. D.
F22 Ask for the teacher's advice during BE class.	1.9497	.59320
F24 Talking to English lecturers about the content of BE course and about class assignments in their offices.	1.9623	.64520
F30 Completing outside class assignments requiring oral interaction with English lecturers or other students (eg; Interview)	2.0126	.74619
F27 Leading whole-class discussions the BE.	2.0943	.95991
F25 Talking to English lecturers informally in their offices about general matters or something not relating to the lesson	2.1950	.83801
F26 Taking part in debates with other students in the BE class.	2.2013	.88432
F23 Working with other students in BE classroom in order to complete graded projects assigned in BE class.	2.5912	.89453
F21 Asking questions about the contents of BE subject before, during, and after class.	2.7233	.81063
F19 Discussing class material or doing exercises in small groups during business English (BE) class.	2.7296	.63331
F28 Participating in class discussions is counted as part of the course grade in the BE classroom	2.8491	1.07438
F20 Giving the lecturers information about the lesson presented in the BE classroom.	3.0503	.91263
F29 Delivering oral presentation of our class work in front of the class in the BE classroom.	3.3270	1.17191
Overall mean	2.47 (49%)	

Table 3 shows that generally the learners perceived medium level of effectiveness of using OEC when performing learning activities the BE classroom. This conclusion was supported by the research data in the table 3 indicating the overall mean of the perception of learners was 3.025. This also means that based on the six indicators used, the level of effectiveness of the PNUPAN learners when using OEC to perform the learning activities in the BE classroom was only 60.5 % from the ideal effectiveness score level.

Table 4 shows that the learners perceived low frequency in using OEC when performing learning activities under academic context in the BE classroom. This conclusion was supported by the research data in table 4 indicating that the overall mean of the perception of learners was 2.47. Thus, from the level of frequency aspect, the level of effectiveness of the PNUPAN learners when using OEC to perform the learning activities in the BE classroom only was 49 % from the ideal effectiveness score level. Analyzing the data in table 4 more specifically, this study found that the students perceived low frequency of using OEC when performing 6 activities (F22, F24, F30, F27, F25 and F26) and considered moderate frequency when performing the other 6 activities (F23, F21, F19, F28, F20 and F29).

Table 5. Order of difficulty of using OEC under academic context

OEC activities	Mean	Std. D.
D25 Talking to English lecturers informally in their offices about general matters or something not relating to the lesson.	2.5094	.90615
D23 Working with other students in BE classroom in order to complete graded projects assigned in BE class	2.5094	.90615
D24 Talking to English lecturers about the content of BE course and about class assignments in their offices.	2.5975	.94881
D27 Leading whole-class discussions the BE.	2.6541	1.09074
D30 Completing outside class assignments requiring oral interaction with English lecturers or other students (eg; Interview)	2.7044	.90395
D19 Discussing class material or doing exercises in small groups during business English (BE) class.	2.7547	.78528
D26 Taking part in debates with other students in the BE class.	2.7987	1.10109
D22 Ask for the teacher's advice during BE class.	2.9182	.80323
D21 Asking questions about the contents of BE subject before, during, and after class.	3.0000	.81131
D28 Participating in class discussions is counted as part of the course grade in the BE classroom.	3.0126	.97427
D20 Giving the lecturers information about the lesson presented in the BE classroom.	3.0629	.81664
D29 Delivering oral presentation of our class work in front of the class in the BE classroom.	3.1509	.98847
Overall mean	2.806 (57%)	

Note: 1.00-2.49 (Low), 2.50-3.49 (Medium/ Moderate), 3.50-5.00 (High)

From table 5, it generally shows that the learners perceived medium difficulty of using OEC when performing learning activities under academic context. This conclusion was supported by overall mean 2.806. Thus, from the level of difficulty aspect, the level of effectiveness of the PNUPAN learners when using OEC to perform the learning activities under academic context in the BE classroom was considered 57 % from the ideal effectiveness score level. Analyzing the data more specifically in table 5, this study disclosed that the learners perceived moderate difficulty to use OEC when performing all the activities in the BE classroom. The data indicate the learners perceived lack of OEC skills when perform the learning activities as indicated in table 5 in the BE classroom

From table 6, it shows that generally the learners perceived medium important to use OEC when performing learning activities under academic context. This conclusion was supported by the research data in table 6 with the overall mean of the perception of learners is mean 3.374. Thus, from the aspect of importance, level of effectiveness of learners of using OEC when performing the learning activities under academic context was 57% from the ideal effectiveness score level. Analyzing the data in table 6 more specifically, this study found that students perceived low importance of using OEC when performing 2 activities (I24 and I25) and considered moderately important when performing the other 9 activities (I19, I20, I21, I22, I23, I26, I27, I28, I29 and I30). The data indicate that the OEC activities did not optimally meet what they want to encourage them to use OEC under academic context in the BE classroom, particularly on the two skills.

Table 6. The order of importance of using OEC skills under academic context

OEC activities	Mean	Std.
I19 Discussing class material or doing exercises in small groups during business English (BE) class.	3.8239	.77570
I20 Giving the lecturers information about the lesson presented in the BE classroom.	3.7610	.91027
I29 Delivering oral presentation of our class work in front of the class in the BE classroom.	3.6415	.74019
I21 Asking questions about the contents of BE subject before, during, and after class.	3.6415	.88791
I27 Leading whole-class discussions the BE.	3.5975	1.03801
I22 Ask for the teacher's advice during BE class.	3.5157	.99273
I23 Working with other students in BE classroom in order to complete graded projects assigned in BE class.	3.4906	.84844
I30 Completing outside class assignments requiring oral interaction with English lecturers or other students (eg: Interview)	3.4843	.87768
I28 Participating in class discussions is counted as part of the course grade in the BE classroom.	3.4465	.78473
I26 Taking part in debates with other students in the BE class.	3.4088	.98863
I25 Talking to English lecturers informally in their offices about general matters or something not relating to the lesson	2.3774	.65293
I24 Talking to English lecturers about the content of BE course and about class assignments in their offices.	2.2956	.75098
Overall mean	3.374 (67%)	
1.00-2.49 (Low), 2.50-3.49 (Medium/ Moderate), 3.50-5.00 (High)		

From table 7, it shows that generally the learners perceived medium frequency of using OEC when performing the learning activities under business context. This conclusion was supported by the research data in table 7 with the overall mean of the perception of learners is mean 2.655. Thus, from the aspect of frequency, the level of effectiveness of learners of using OEC when performing the learning activities under business context was 53% from the ideal effectiveness score level.

Table 7. Order of frequency of using OEC under business context

OEC activities	Mean	Std.
F39 Delivering speech in business activity in a role plays activity.	1.8868	.53935
F32 Talking on the phone about business activities in a role play activity.	2.0126	.68425
F38 Conducting business meeting in a role play activity	2.1887	.40830
F31 Performing small talk before conducting a business activity in a role play activity.	2.4780	.60417
F35 Participating in business negotiation activities in a role play activity	2.5031	.62515
F37 Delivering business presentation in role play activity	2.8679	.78040
F34 Checking in and out the hotel in a role play activity	2.8931	.75967
F40 Picking up business counterpart at the airport in a role play activity.	3.0252	.83401
F33 Organizing airline business travel in a role play activity	3.0881	.81430
F41 Arriving at the international airport in a role play activity	3.1132	.84180
F36 Participating in business negotiation activities in a role play activity	3.1447	.70114
Overall mean	2.655 (53%)	

Note: 100-2.49 (Low), 2.50-3.49 (Medium), 3.50-5.00 (High)

Analyzing the data more specifically in table 7, the learners perceived low frequency of using OEC for 4 activities (F39, F32, F38 and F31) and considered medium frequency for the other 8 activities. The data indicate the learners were not optimally required to use OEC when using OEC to perform the learning activities under business context in the BE classroom.

Table 8. Order of difficulty of using OEC under business context

OEC Activities	Mean	Std. Deviation
D32 Talking on the phone about business activities in a role play activity.	2.3019	.67275
D39 Delivering speech in business activity in a role play activity.	2.4843	.91302
D34 Checking in and out the hotel in a role play activity	2.5597	.64230
D33 Organizing airline business travel in a role play activity	2.5723	.63104
D31 Performing small talk before conducting a business activity in a role play activity.	2.6792	.64945
D35 Participating in business negotiation activities in a role play activity	2.6792	.76573
D36 Participating in business presentation in a role play activity.	2.7044	.71647
D41 Arriving at the international airport in a role play activity	2.9874	.77938
D38 Conducting business meeting in a role play activity.	3.0440	.98948
D40 Picking up business counterpart at the airport in a role play activity.	3.3711	1.15591
D37. Delivering business presentation in role play activity	3.3836	.97953
Overall Mean	2.797 (56%)	

Note: 100-2.49 (High), 2.50-3.49 (Medium), 3.50-5.00 (Low)

From table 8, it shows that generally the learners perceived medium difficulties of using OEC when performing learning activities under business context. This conclusion was supported by the research data in table 8 with the overall mean of the perception of learners is mean 2.797.

Thus, from the aspect of difficulty of using OEC when performing the learning activities under business context, the level of effectiveness of learners was 56 % from the ideal effectiveness level score. Analyzing the data more specifically in table 8, the learners perceived medium difficulty of using OEC when performing the learning activities except for two activities (D32 and D39) were considered low. The data indicate that learners were not optimally prepared with necessary OEC skills to perform the learning activities under business context in the BE classroom.

From table 9, it shows that generally the learners perceived high importance of using OEC when performing learning activities under business context. This conclusion was supported by the research data in table 9 with the overall mean of the perception of learners was 3.881. Thus, from the aspect of importance of using OEC when performing the learning activities under business context, the level of effectiveness of learners was 78 % from the ideal effectiveness score level.

Table 9. Order of importance of using OEC under business context

OEC learning activities	Mean	Std. Deviation
I34 Checking in and out the hotel in a role play activity	4.1132	.74614
I41 Arriving at the international airport in a role play activity	4.0377	.85600
I40 Picking up business counterpart at the airport in a role play activity.	4.0252	.87836
I33 Organizing airline business travel in a role play activity	4.0126	.87863
I31 Performing small talk before conducting a business activity in a role play activity.	3.9119	.85967
I35 Participating in business negotiation activities in a role play activity	3.8805	.83715
I38 Conducting business meeting in a role play activity	3.8616	.71581
I37 Delivering business presentation in role play activity	3.8491	.73939
I36 Participating in business presentation in a role play activity.	3.7799	.72608
I39 Delivering speech in business activity in a role play activity.	3.6792	.83682
I32 Talking on the phone about business activities in a role play activity.	3.5346	1.02364
Overall mean	3.881 (78%)	

If we considered more specifically the data in table 9, the learners perceived high motivation to use OEC when performing activities. However, it did not optimally meet what they want to encourage them to use OEC under business context. It is still needed to be improved.

Discussions

This study was intended to investigate the level of effectiveness of learners and identify the initial needs of learners when using OEC to perform the learning activities in the BE classroom. To answer the objective of the study, the data findings of this study are discussed in the two areas; the level of effectiveness and the initial OEC needs of learners in the BE classroom.

Firstly, the discussion is relating to the level of effectiveness of learners of using OEC when performing the learning activities in the BE classroom. Overall, the results of the study found that the learners' level of effectiveness in using OEC when performing the learning activities in the BE classroom was medium (mean 3.025). It means that the PNUPAN learners have not optimally performed the learning activities in the BE classroom.

Several aspects identified have contributed to the effectiveness level of the students when using OEC to perform the learning activities. One of them was relating to the perception of learners regarding to their frequency level of using OEC to perform the learning activities both under academic and business context in the BE classroom. Under academic context, the study found that the PNUPAN learners perceived low frequency of using OEC when performing the learning activities. Interestingly, the study found that the learners perceived that asking for the teacher's advice during BE class was the least frequently performed communicative activity. In contrast, Kim's (2006) finding indicates that East Asian International students in Engineering and non-Engineering students perceived that interacting with classmates was least commonly performed under academic context. The contradiction of the present findings and Kim's finding may be due to the disparity of demographic characteristics and the learning experience of the learners. For example, Kim's study respondents were undergraduate ESL students of Engineering and non-engineering but the current study respondents were Diploma 3 and 4 EFL business administration students of PNUP in Indonesia. Another explanation for the disparity in findings may be educational system of the two different participants. Under business context, the present study found that learners perceived medium frequency of using OEC when performing the learning activities. Also, the study found that delivering speech was the least frequently performed.

The second aspect was regarding to the aspect of their difficulty level when using OEC to perform the learning activities under academic and business context in the BE classroom. Under academic context, the present study found that the PNUPAN learners perceived medium difficulty of using OEC when performing the learning activities. Also, the present study found that the learners perceived asking teacher's advice in the BE classroom was the most difficult activity to be performed. However, Kim (2006) found that international under graduate students perceived that participating in the whole class discussion as the most difficult learning activities to be performed. Under academic context, the study found that the learners perceived medium difficulty of using OEC when performing the learning activities. Also, the present study found that the learners perceived talking on the phone about business activities was the most difficult activity to be performed.

The third aspect was concerning to the perception of learners on the importance level of using OEC to perform the learning activities under academic context. Under the context, the present study

found that the learners perceived themselves medium importance in using OEC when performing the learning activities under academic context. In addition, the study indicated that the PNUPAN learners perceived that discussing material or doing exercises in small groups during BE class subject is the most important activity. Meanwhile, Kim (2006) in his study found that the East Asean international students perceived high important to use OEC when delivering formal presentation under academic context. Under business context, the present study found that the learners perceived themselves high importance in using OEC when performing the learning activities under business context. Furthermore, the study found that the PNUPAN learners perceived that checking in and out the hotel was the most important activity to be performed in the BE classroom. Meanwhile, Hanim's (2008), identified making telephoning was the most important skills to be required by undergraduate mechanical Engineering students in the workplace. The contradiction of the present findings may be due to the disparity of demographic characteristics and the learning experience of the learners. For example, Hanim's study respondents were undergraduate ESL students of mechanical engineering of the University of Technology Malaysia but the current study respondents were selected from EFL students of Diploma 3 and 4 business administration of the PNUP.

Secondly, the discussion of the study findings is dealing with the initial OEC communication needs of learners when performing the learning activities in the BE classroom to increase their effectiveness in participating in the learning activities in the BE classroom. To make the learners effectively function in the target language, Hutchinson and Waters (1987) pointed out the importance of satisfying the needs of learners in terms of "want", necessity" and "lack". Thus, based on the concept and the findings of the present study, it is logically to conclude that the learners perceived that using OEC to perform the 6 items of activities under academic context and 7 activities under business context needed. The reason was that the the identified learning activities could satisfy the three types of needs of the learners. The six academic OEC activities were working with other students in BE classroom in order to complete graded projects assigned in BE class, asking questions about the contents of BE subject before, during, and after class, discussing class material or doing exercises in small groups during business English (BE) class, participating in class discussions is counted as part of the course grade in the BE classroom, giving the lecturers information about the lesson presented in the BE classroom, Delivering oral presentation of our classwork in front of the class in the BE classroom. The other seven OEC business activities were participating in business negotiation activities in a role play activity, delivering business presentation in role play activity, checking in and out the hotel in a role play activity, picking up business counterpart at the airport in a role play activity, organizing airline business travel in a role play activity, arriving at the international airport in a role play activity and Participating in business negotiation activities in a role play activity. All the identified activities were perceived to be important (want), frequently to be performed in the BE classroom (necessity). However, the learners still have difficulties to use OEC when performing the learning activities (lack). Therefore, it has become clear that the PNUPAN learners should be required to frequently use OEC when performing the identified learning activities because the activities were perceived motivating. However, before the learners are being assigned to perform the learning activities, the learners should be well prepared with necessary OEC skills to reduce their level of difficulty in performing the activities.

CONCLUSION

Based on the findings above, it is generally concluded that the data findings have illustrated that the PNUPAN learners has used medium frequency of using OEC when performing the learning activities in the BE classroom. This indicates that the learners have not optimally used OEC in the BE classroom. In particular, the present study concluded that the aspect of frequency both under academic and business context was the most contributing aspect causing the learners ineffective to participate in communicative learning activities in the BE classroom. The aspect of importance under business context, on the other hand, is revealed to be the least contributing aspect. The aspect of difficulty was considered as the second most contributing aspect. This implies the importance to explore the factors causing the learners low frequency and difficult to use OEC in the BE classroom.

To increase the level of effectiveness, the finding of this study has highlighted initial OEC needs that should be satisfied. First, the learners should be required to frequently use OEC when performing the identified learning activities in the BE classroom. Second, the learners should be prepared with necessary skills relating to the identified activities under academic and business context before taking BE subject. Third, the learners should be motivated and be given with appropriate activities encouraging them to use OEC when performing the learning activities under academic

context. Finally, the OEC activities given to the learners under business context have met the expectation of learners. Hence those activities should be maintained.

Despite the important findings of this study, the findings were still limited to initial needs and target needs aspects and it did not involve direct observation and interview. Therefore, this study suggested further comprehensive the investigation on both the target needs and the learning needs of learners when using oral English communication to perform the learning activities in the BE classroom by employing interview and observation or other data collection technique.

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