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NEED ANALYSIS FOR ENGLISH FOR SPECIAL PURPOSES (ESP) IN INFORMATICS MANAGEMENT CLASS AT ABC UNIVERSITY.

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Abstract

The process of learning English with ESP (English for Specific Purposes) in higher education often runs less than optimally. One of the contributing factors is the lack of lesson planning so that learning takes place irrelevant to the field of knowledge they teach. For this reason, it is necessary to have a learning plan which will begin by analyzing student needs for learning English with special objectives. Therefore, the research aims to find and describe students' needs for ESP English. This needs to be done so that the English language learning materials with special purposes (ESP) received by students are in accordance with the field of knowledge they are capable of and the field of work they will be engaged in. This research is based on a qualitative descriptive approach. The object of this research is Informatics Management students class of 2020/2021 University of Computer Science and Technology. Data collection techniques used were questionnaires and direct interviews. Then the data obtained will be classified so that the needs of Informatics Management students for learning English can be identified, then they will be described. The results of this study will be used as a reference for subsequent research, namely syllabus planning and development of teaching materials for ESP English.

Keywords: need analysis, ESP, English teaching.

Abstrak

Membentuk karakter dapat dilakukan dengan proses menanamkan nilai-nilai moral melalui pesan-pesan yang dapat disampaikan oleh orang tua melalui berbagai media sastra seperti, lagu, puisi, atau dongeng. Penelitian ini akan mendeskripsikan nilai-nilai moral manusia yang berhubungan dengan Tuhan, diri sendiri, dan dengan sesama. Penelitian ini akan menggunakan metode deskriptif kualitatif, artinya prosedur berdasarkan data deskriptif berupa kata-kata lisan atau tertulis dari penelitian terhadap subjek yang telah diamati dan mempunyai ciri-ciri, data yang diberikan adalah data asli yang telah diubah dengan menggunakan metode sistematis. dan dapat dipertanggungjawabkan kebenarannya. Data yang digunakan adalah sepuluh lagu anak-anak berbahasa Inggris dengan judul (1) twinkle-twinkle little star (2) baa baa black sheep (3) you are my sunshine (4) my daddy is the best (5) Please and thank you (6) sorry, excuse me (7) sick song (8) if you're happy (9) Johnny, Johnny yes papa (10) Are we there yet? Nilai moral dari hubungan manusia dengan Tuhan, yang diperoleh dari lirik lagu anak-anak bahasa Inggris adalah rasa syukur atas kuasa Tuhan. Nilai moral hubungan manusia dengan diri sendiri, dalam lirik lagu anak-anak bahasa Inggris mengajarkan cara-cara menumbuhkan rasa percaya diri, kegembiraan, dan keikhlasan tentang apa yang terjadi

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dalam hidup ini. Nilai moral yang bisa kita dapatkan dari hubungan manusia dengan orang lain dalam lirik lagu anak bahasa inggris mengajarkan bagaimana berperilaku baik dengan orang lain, menghormati, dan mencintai orang lain.

Kata Kunci: lagu anak, lirik lagu, nilai moral.

INTRODUCTION

As an international language, English has a very important role as a means of communication, both spoken and written. In the era of globalization, English is the language of instruction in various fields of knowledge. Therefore, English has become one of the main subjects for learners in all countries, including Indonesia. In Indonesia, English is taught both formally and informally. Formally English will be taught in every school as a compulsory subject starting from elementary school to high school or vocational level, while at the higher education level English will be a compulsory subject. Informally, English can be learned by attending English courses. For the development of teaching English at the higher education level, the English learning model is not only carried out using the general English learning model (General English) but also using the English learning model specifically (English For Specific Purposes). This English learning model must be carried out according to the needs of the learner in their respective fields.

ESP is a field of applied linguistics that has developed among academics who are involved in teaching and using English in accordance with the needs of the fields of science and professions where English is used, such as the use of English in the fields of Economics, Law, Agriculture, Medicine, Engineering or other fields. According to Robinson (1991:3), the main feature of ESP that distinguishes it from general English is learning that is oriented towards specific goals, more specific in the academic and professional fields. Meanwhile, the substance of ESP is designed and developed based on the concept of needs analysis. This concept seeks to connect what learners need both in the academic and professional fields. Because of this, ESP places more emphasis on learners at the academic or higher education level and at the professional or workplace level.

The importance of carrying out a needs analysis in ESP aims to ensure that the language taught is really the language needed in the field that the learner will be working on. As well as English learning activities at the Department of Informatics Management, STEKOM University.

So far, English has become a compulsory subject taught by all Informatics Management students in every fourth semester or in the second year of lectures. In that one semester, the provision of material tends to be more directed at the wisdom of the English teacher. So it is not uncommon for the selection of materials for teaching materials to be more general in nature (General English), not in accordance with the field of knowledge being studied. As a consequence, the motivation to learn English for Informatics Management students is reduced, on average they perceive English courses as a complement because they do not support the development of their interests or scientific fields.

Responding to the findings of the problem above, it is very necessary to have a needs analysis for learning English that is in accordance with the needs and interests of

students, as well as the fields of knowledge that they are currently capable of, so that it is hoped that the results of learning English for special purpose (ESP) can be applied and used in the world of work that they will be engaged in. For the Informatics Management Department, especially English teachers, this need analysis can be the basis for implementing syllabus development in the next stage. For students, the need analysis in ESP influences their learning motivation because the direction of learning English becomes clearer, more relevant and in line with their field. Thus it can make it easier for students to learn English, be it vocabulary mastery, pronunciation, or the grammatical structure of English.

Based on these reasons, it is very important to carry out research on a needs analysis (need analysis) on learning English for Specific Purposes in the Informatics Management Department class at STEKOM University. The results of this study will later become a reference for the next research phase, namely the preparation of the syllabus and the development of ESP teaching materials in the Informatics Management class. This research focuses on the problem of the needs of students of the Department of Informatics Management, STEKOM University for learning English in the field of Management which is part of the field of Economics. Based on this, the issues to be discussed are;

1. What is the need for English in the Informatics Management class?
2. How is English learning appropriate to the Informatics Management class?
3. What is the role of the use of English in the world of work in the field of Informatics Management?

While the purpose of this research is to;

1. Finding the needs of students for learning English in the Informatics Management class.
2. Describe learning English in accordance with the Informatics Management class.
3. Describe the important role of the use of English in the world of work in the field of Informatics Management.

Furthermore, the results of this research will be useful for students, English teachers at the Department of Informatics Management, and business people in the field of Informatics.

1. For Informatics Management students, the results of this research are expected to be useful, namely it will make it easier for them to learn English because the selection of material is in accordance with the field they are studying, namely (ESP). Thus the students will become graduates who are reliable and ready to work in Informatics companies both at home and abroad.
2. For English teachers at the Informatics Management Department, the results of this study can be used as a reference for formulating syllabuses and compiling, developing teaching materials/materials that are appropriate to the field of Informatics Management.
3. For the Shareholders of Informatics companies as graduate users, they will give more trust and opportunities to Informatics Management graduates as qualified graduates to work or have careers in their companies.

On a broader scale, namely all majors and study programs within the scope of the University, this research can be used as reference material to analyze students' needs for learning English for special purposes (ESP) according to their respective departments and study programs. So that learning English in ESP in their respective departments and study programs will be relevant to the use of English they need in the world of work.

Need analysis plays a very important role in the process of designing and developing English lessons for ESP purposes. Needs analysis can be considered as a combination of TSA (Target Situation Analysis) and PSA (Present Situation Analysis). The function of the TSA is to collect data or information about students, but not from students. On the other hand, PSA is to obtain or collect data from students using the questionnaire method or conducting direct interviews with students. This method and approach regarding 'need analysis' has been put forward by many experts, including Hutchinson & Waters, who stated that. 'need' must be determined by negotiation between the community and the share holders. Furthermore, in detail Hutchinson and Waters' (1987: 54-56) proposed the definition of need, namely by classifying needs into target needs (what students need to be able to communicate in the target situation) and learning needs (what students need to be able to learn). For the next stage, the target needs analysis can be further divided into: Necessities: What aspects of language do students need. Lacks: What the learners have not mastered. Wants: What students want to learn. This target situation analysis (TSA) is needed for material from asking questions about the target situation and attitudes towards the situation of all students in the learning process.

METHODOLOGY

This research method is based on a descriptive method with reference to a qualitative approach. Based on that, this study will use the results of questionnaires from respondents, namely students and the Department of Informatics Management as well as interviews with shareholders as data that will be analyzed descriptively qualitatively. Furthermore, the available data will be analyzed according to the problems and objectives of this research. Thus, the stages of this research are;

1. Collecting data obtained from questionnaires submitted to students, Information Management regarding students' needs for learning English in ESP. From the shareholders who are involved in the Informatics business about the role of using English in Informatics companies.
2. Classify (group) data from the questionnaire results.
3. Identifying the needs of learning English in ESP based on these data.
4. Describe the data so that it can answer the existing problems.

This research was conducted at the Department of Informatics Management at STEKOM University which is a higher education institution under the Directorate General of Higher Education (Ditjen Dikti) of the Ministry of Education, Culture, Research and Technology (Kemendikburistek).

While the data used are;

1. Primary data, namely data taken from the results of questionnaires in the form of questionnaires and interviews. These data will later be used as a reference to determine the need for English learning in the Agro-industry Management class with the ESP concept.
2. Secondary data are existing theories, documents in the form of journals, reference books, and other sources of information related or related to this research.

The objects of this study were students in the fourth semester of the 2020/2021 academic year, the Department of Informatics Management, STEKOM University, Informatics Management Parties, and also shareholders of Informatics companies. While the research instrument in data collection is a questionnaire or questionnaire. In carrying out data collection, researchers will distribute questionnaires about the need for learning English in the Informatics Management class. Then interviews were conducted with the Department of Informatics Management and the shareholders of Informatics companies as material for need analysis. Apart from that, the researcher also conducted a pretest, to find out the extent of knowledge and skills in using English for Informatics Management students. Assessment is not only on the four basic language skills which include listening, speaking, reading and writing, but also on mastery of language components, namely mastery of English vocabulary, pronunciation, and grammar.

RESULT

English for students of the Department of Informatics Management, STEKOM University is a compulsory subject that must be taught by every student in the fourth and fifth semesters. The lecture weight for the fourth semester is 2 credits which includes only theoretical lectures, while for the fifth semester the lecture weight is 2 credits which includes both theoretical lectures and practical lectures.

So far, lectures on theory and practice of English held in the Informatics Management study program involve teachers. As with English lectures in other majors, English lectures in the Information Management class are held in classes with around 90 students. The selection of lecture material is usually prepared by the English course instructors themselves based on class conditions, not on what students need or need. In the implementation of lectures, regulation and supervision from informatics management as well as in terms of class scheduling, exams and assessments. Under these conditions, English lectures in the Informatics Management class are more likely to focus on teaching basic reading skills and the discussion focuses on grammatical elements, while for other language skills, namely listening, speaking, reading and writing is still lacking.

- **Informatics Management Student Parties**

1. **Necessities and deficiencies**

Basically, students of Informatics Management, STEKOM University are expected to be able to become quality graduates who are able to compete in the world of work. To meet the target needs (necessities), one of the obligations of STEKOM University is to equip Informatics Management graduates with adequate English language skills. This not only helps students complete lecture assignments in which almost all of the information about the field of knowledge they are capable of uses English texts, but later it will also be very much needed by them in the world of work, both at home and abroad. So far, the results of

teaching English for Informatics Management class have not achieved satisfactory results. Several things that could be contributing factors are the existence of large classes (number of students), materials, number of credits, inadequate facilities and other non-academic factors.

To find out more about the English skills of Informatics Management students, a pretest was held. In this way data will be obtained about the average level of English proficiency of Informatics Management students.

Based on the results of the pretest, data can be obtained that 70% indicates that the English language skills of Informatics Management students are still lacking. If the total value of all 30 students is 1902, it is known that the average student score is $1902 : 30 = 63.4$, or with a quality score a score of 2.00 which in letter scores means C.

Thus, it can be seen that there is a gap between the objectives of learning English which are more oriented towards English for Academic Purposes and the initial English skills ('lacks') of Informatics Management students whose results are still lacking. If you use the level of English proficiency, it can be interpreted that the level of English proficiency of Informatics Management students is still at the elementary level, even though entering the job market requires an intermediate level. And for the world of work, adequate English language skills are needed, especially when using computers (internet), or correspondence with foreigners. English is also useful when communicating or socializing in companies that involve colleagues who are used to using English, especially when there are foreign guests.

In order to achieve intermediate level skills and be oriented toward preparation for the job market, it is best if learning English in the Informatics Management class needs to be reviewed by taking into account the needs of the labor market and the allocation of available learning time.

2 Necessities and Wants

Whereas with regard to 'wants' (desires), namely what students want to achieve in learning English, the questionnaire data shows that the objectives of learning English in class Informatics Management, in addition to learning (40%) for preparation and work needs is a top priority (60%).

From these data, it is very clear that the aim of students in learning English is to prepare to meet the demands of the job market. The rest of the student's goal in learning English is for the purposes of studying Management books in English. And almost no students study English for a specific purpose, for example to face exams.

Referring to the information data, the teaching of English in the Informatics Management class must be aligned with what is needed in the workplace where the English language will be used. Therefore, it is very necessary to have English learning that is oriented towards preparing graduates to compete in the job market and equipping students with adequate communication skills as needed by the job market.

In relation to language skills, data is obtained which states that Informatics Management students are more interested in learning English skills. Based on the top order, data is obtained that in learning English, speaking skills are more in demand or needed by Informatics Management students. Then followed by writing skills and listening. Meanwhile, interest or need for reading skills is the last choice. This proves that so far learning English has focused more on reading skills, namely by giving reading texts to

students and then they have to read and answer questions based on the reading text. Meanwhile, other skills that are needed in the world of work have not been properly accommodated. The wishes of the students (wants) which lead to an increase in their speaking skills are very much in line with the needs of the job market which require communication skills in English.

Therefore, to meet the needs of the target, learning English in the Informatics Management class is not only about reading skills, as has been done so far, but also prioritizes speaking and writing skills. In other words, the target needs (necessities) focus more on speaking and writing skills. This is in accordance with the needs of the job market, where almost all companies place the ability to speak English both orally and in writing as the main requirement in recruiting employees. Based on the data obtained, namely many companies open job vacancies, especially for positions or parts of writing business letters, public relations (Public Relations), and product marketing, especially for making advertisements. Furthermore, what is a wish ('wants') in Informatics Management English class is related to material, namely the selection of material that is in accordance with the student's main field of study. Information data about the suitability of English learning materials with the student's main field of study, namely the field of Management studies, can be obtained from data that 13% are suitable, 30% are quite suitable and 57% are not yet suitable for the field of study that is effective.

Providing English learning materials that are in accordance with the student's main field of study will be very useful in preparing students to face job competition. Fulfillment of these 'wants' will also increase student motivation to learn English because the material provided is in accordance with what they want. Providing this motivation is very important in the conditions of learning English in the Informatics Management class, considering the time available for this course is very limited. With high motivation students will become independent learners who do not depend on meetings in class. It is hoped that students will try to improve their English skills with various programs, one of which is the independent study program.

To support the achievement of students' wants in learning English, several supporting facilities are needed. From the data questionnaire distributed to the respondents (namely students in the fifth semester of Informatics Management who already teach English in semester IV) it was obtained that the average Informatics Management student complained about inadequate or incomplete English learning facilities, including the lack of laboratory use, language, video, and so on. This can be overcome by coordinating with the teachers regarding the use of the facilities mentioned above so that English learning activities can be carried out properly.

In addition, from the questionnaire data it is also known that one of the factors that has made learning English less than optimal in the Informatics Management class is related to 'class management'. Because so far English learning activities are still not optimal and less effective. Where in one English learning class, the number of students ranges from 80-90 students. If learning English is more focused on improving speaking skills, then the process of learning English is not effective and the results are not optimal. Because the mastery of these communication skills really requires a high intensity of training. For this reason, it is necessary to have English learning activities with smaller classes or small groups. If this is applied to learning English in Informatics Management classes, the consequence will be

the need for more than one teaching staff, technicians, lecture halls, lecture facilities such as the use of LCDs, and more importantly this will increase operational costs.

Basically, the implementation of well-accommodated English learning activities will motivate students to be more active in learning. From the data obtained, the following are suggestions from Informatics Management students arranged based on priority scale regarding the implementation of English learning activities.

- English learning is carried out through practical lectures
- There is the use of a language laboratory in learning English
- English learning activities are carried out through video media (films), games, etc
- English learning is carried out through group or pair discussion activities.

- Informatics Management parties

In the Informatics Management study program, lectures are held for 4 years (8 semesters), and one of the compulsory subjects that must be taught is English. It is intended that STEKOM University Informatics Management graduates are able to have English language skills, which in this globalization era has become the main competency in the world of work.

The job opportunities that will later become the goals of Informatics Management graduates are as managers, Informatics entrepreneurs, Informatics system analysts, consultants and facilitators in the field of Informatics, including being able to become staff in the fields of finance and banking as well as staff of government agencies.

As a compulsory course, it is carried out in 2 semesters, namely in the fourth semester, where Informatics Management students receive English lectures in the form of theoretical lectures with a weight of 2 credits, and then continue in the following semester, namely the fifth semester. In this semester, teaching English which is also called advanced English is given a weight of 2 credits which includes theoretical lectures and practical lectures.

For this reason, Informatics Management hopes that the results of learning English can later become the capital for Informatics Management graduates to get jobs, as is the case when graduates have to apply their skills to write job application letters, to communicate in English when they face an interview or job interview. In addition, the English language skills that Informatics Management graduates have will also be very useful for them, namely as an added value to boost their careers. Other information obtained from Informatics Management is related to the employment of Informatics Management graduates. The field of work for graduates is actually very broad, not only limited to the field of informatics, for example being staff of an informatics company, but can also be in general companies such as the world of banking, foreign companies etc.

- Shareholders Parties

English in the era of globalization is used as a business language, where in every business transaction, recruitment of employees in international and national scale companies, English plays an important role. So, it is not surprising that many national and international scale companies require their employees to have English skills.

As the world's lingua franca, English is not only an academic necessity because its mastery is limited to aspects of language knowledge but rather as a medium of global communication. In a growing business world

globally, more and more local Indonesian companies are entering the world market, and more and more international companies are entering the local market, the use of English as the language of "business" is increasingly felt as a necessity. In addition, it can be seen from the cases where negotiations often fail because of misunderstandings with potential foreign partners, work is delayed due to stuttering communication with clients from other countries or job applications at a foreign company are rejected due to a lack of English language skills and opportunities to work with international class companies were canceled due to not being able to provide workers who could speak English.

Based on the information obtained, many companies require English language skills for their employees. Almost all parts of the company's organization are expected to be able to communicate in English. Most of these companies require their employees to be able to master English skills in line with technological advances in this globalization era. Almost all companies or agencies require their prospective employees to be able to speak English well. In the global era, English is considered an absolute necessity so that various corporate or agency affairs can be resolved effectively and efficiently. It is no exaggeration if they are looking for prospective employees who have English competence, in addition to their main discipline. For this reason, the company will provide training for its employees or the equivalent of an English course for employees who are not fluent in English both spoken and written. Meanwhile, for new employee candidates, English competence, both spoken and written, is one of the main requirements for recruiting applicants or prospective new employees. They must master English language skills, which abilities and skills will later be used by almost all parties in the company to meet the need for company employees or staff.

Following are the conclusions drawn from the results of interviews with several companies as institutional users about the use of English in their companies

- Department of Public Relations (Public Relations)

Another use of English that is needed by almost all companies is for the Public Relations section. In this Public Relations section, the ability of employees to communicate in English in public is a very important skill. Public relations play an important role in supporting the success of the company. The purpose of Public Relations is to form a public understanding that is the same as the company's understanding. Part of the public relations job is ensuring that the public has an accurate view of an organization or company.

- Business Letter Writing Section (Writing Business letter)

In the business world, this part of writing a business letter plays a very important role. Nearly 80% of the communication & interaction activities of the export-import business are usually carried out through correspondence, especially by means of telex, fax and especially by e-mail. While the rest is usually done through face-to-face negotiations which will eventually be formulated and documented in the form of correspondence or correspondence. This means that correspondence plays a very important role in international trade in general.

- Advertising Section (Advertising)

Advertising is one of the promotion and marketing variables of a company. Advertising is the most common means of promotion and most widely used. Simply put, advertising can be defined as a message that offers a product aimed at the public through a medium. According to the information the researchers got from the company, making advertisements in English that are attractive and full of creativity is to hook or attract the

masses (consumers) to get to know and even use the information or product being advertised. In addition, as a variation so that the ad is more interesting. The use of English itself gives the impression of 'foreign goods' with the stigma of 'good quality'. By giving an impression like this, the advertised product has at least gotten the attention of some people.

- HRD (Human Resource Department) Section

Based on the results of interviews with the company, it can be concluded that one of the requirements for employee recruitment is being able to master English as evidenced by a TOEFL score with a certain score or value, which is different for each company. Apart from that, in terms of income, workers with English skills will have a better level of compensation and it will be easier to get a higher position. For this reason, it is necessary to develop English language skills for company employees on an ongoing basis.

- Information Technology (IT) Section

Since the development of the globalization era, the role of information technology (IT) in everyday life is very important. Due to the rapid development of technology, the human need for technology is also increasing. One of the currently utilizing information technology is the company. The application of information and communication technology is widely used by companies. The need for time and cost efficiency causes every business actor to feel the need to apply information technology in the work environment. The use of information technology (IT) is able to increase the efficiency of a company, so that in the application of information technology (IT) a reliable person is needed so that efficiency can run well. For this reason, workers or employees who understand English are needed, because the language of information technology (IT) used in information technology (IT) is English and this is one of the important things that should not be missed. The language of technology, which in this case is English, is not only important to master to accelerate learning of technology, but it is also important to master it to be used in the current era of globalization. Where everyone who wants to be involved in the prestigious world of professionalism is required to master English. For this reason, in every employee recruitment, companies prioritize mastery of English skills as the main requirement.

Based on the description above, it can be concluded that English is needed in the world of work. Not only as a prerequisite for recruitment, but then English will become the language of instruction as well as a means of communication inside and outside the workplace environment. The active use of English is highly prioritized. Most of the companies place speaking skills as a measure of their ability to speak English. Therefore, for learning English in the Informatics Management class, we must then consider the target needs (necessities), as discussed above. So that the fulfillment of desires (wants) will be achieved, thereby minimizing deficiencies (lacks) in learning English.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis it can be concluded that;

1. The English language skills of Informatics Management students, STEKOM University are still relatively low. This is based on the results of the pretest of 30 respondents with an assessment based on the assessment standards that apply at the University, which is at a good ability level of 13.3%, a sufficient ability level of 16.7% while at a poor level of 70%. This data reinforces the finding that the average English language ability of Informatics Management students is still at the proficiency level or at a low level.

2. According to students' needs (wants) for learning English, 50% of Informatics Management students place improving their oral communication or speaking skills and 30% writing as a top priority in learning English in preparation for entering the world of work. Whereas so far learning English in Informatics Management classes has focused more on reading skills, this is in accordance with the questionnaire data which shows that 6.7% of Informatics Management students place reading skills as the goal of learning English.
3. There is a suitability between the desired needs of students in learning English, namely improving the ability and skills in English both orally and in writing, with the needs of the job market, especially in companies that use Informatics Management graduates.
4. To meet the needs of the job market and the desires of students, it is necessary to set goals for learning English in the Informatics Management class by prioritizing improving communication skills both orally (Speaking) and writing (Writing) accompanied by increasing the ability to understand textbooks in accordance with their scientific fields, namely Management field.

While suggestions for improving English learning in the Informatics Management class are;

1. Teaching English in the Informatics Management class needs to be handled more seriously by paying attention to the various aspects that determine the success of mastering the English language. Adequate provision of English will help students complete their coursework and more importantly, help them compete in the world of work.
2. To achieve the expected goals, namely to produce Informatics Management graduates who have English language skills and skills and to meet the job market target, it is very necessary to carry out field practice lectures, where students can practice English skills directly in the field.
3. Informatics Management is expected to coordinate and cooperate with teachers and other stakeholders regarding English language learning facilities, especially the use of language laboratories, the use of media (video, cassette) and in the selection of material. All of that (language laboratory, material selection) can support the implementation of English learning more adequately and can be controlled properly.
4. There is cooperation between lecturers from Information Management and English lecturers regarding teaching English programs, especially related to terms in the field of Management. For this reason, recommendations for English materials for Informatics Management students are English language learning materials for speaking skills, for example related to topics;
 - Introductions
 - Greetings
 - Talking about family
 - Talking about routine activities
 - Talking about Future
 - Talking about Past
 - Describing company
 - Presentations
 - Advertising

Meanwhile, English learning materials on reading skills (Reading), reading texts about;

- What is business?
- Careers in Business
- Management terms
- Management Functions
- Managing Financials
- Managing People

And English learning material on writing skills (Writing) is related to writing;

- Business letters
- Features of Business Letters
- English for Jobs: Application Letters
- Applying for a job

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