The Effectiveness of English Language Learning Programs at a Business School: Stakeholders' Perspectives

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Abstract. This study aims to see how stakeholders perceive the English learning program at a business school in West Java, Indonesia. Looking at the aspects of learning needs, curriculum quality, and students' English proficiency; this research is part of the English curriculum design at the institution. This study used a mixed method. The questionnaires were distributed to various stakeholders. The sampling was carried out in a stratified non-random manner. A total of 90 student questionnaires, eight questionnaires from senior lecturers of subject matter, five questionnaires from English lecturers, four questionnaires from the Institution, and five questionnaires from industry/users of graduates were collected. The interviews were conducted with the institution. Using the nonparametric two-way chi-square test, the researcher found that the perceptions of various stakeholders regarding the need to learn English are the same, namely emphasizing the need for English after graduation (future needs). Meanwhile, immediate needs in the form of teaching programs aimed at helping students in their current studies, according to stakeholders, are the second priority. This study also found that stakeholders generally viewed the English curriculum at the Institution as good enough. It was also found that students' perceptions of their English language skills were at odds with the perceptions of other stakeholders (English lecturers, course lecturers, Institution, and users). In the final section, a number of suggestions are given.

Keywords: Business English; Curriculum Design; English for Academic Purposes (EAP); English for Specific Purposes (ESP); Stakeholder Perception

Abstrak. Penelitian ini bertujuan untuk melihat bagaimanakah persepsi para pemangku kepentingan terhadap program pembelajaran Bahasa Inggris di sebuah sekolah bisnis di Jawa Barat. Melihat pada aspek kebutuhan pembelajaran, kualitas kurikulum, dan kemampuan berbahasa Inggris mahasiswa; penelitian ini merupakan bagian dari perancangan kurikulum Bahasa Inggris pada institusi tersebut. Penelitian ini menggunakan metode campuran. Kuesioner disebarkan kepada berbagai pemangku kepentingan. Penarikan sampel dilakukan secara stratifikasi non-acak. Berhasil dijaring 90 kuesioner mahasiswa, 8 kuesioner dosen senior matakuliah keahlian, 5 kuesioner pengajar Bahasa Inggris, 4 kuesioner Institusi, dan 5 kuesioner dari pihak industri/pengguna lulusan. Adapun wawancara dilakukan terhadap pihak Institusi. Menggunakan uji non-parametrik chi kuadrat (two-way chi-square test), peneliti menemukan bahwa persepsi dari berbagai pemangku kepentingan atas kebutuhan belajar bahasa Inggris adalah sama, yakni menekankan pada kebutuhan bahasa Inggris setelah lulus nantinya (future needs). Sementara kebutuhan yang bersifat segera (immediate needs) berupa program pengajaran yang bertujuan membantu mahasiswa dalam studinya sekarang, menurut para pemangku kepentingan merupakan prioritas kedua. Penelitian ini juga menemukan bahwa para pemangku kepentingan umumnya berpandangan kurikulum Bahasa Inggris di Institusi sudah cukup baik. Ditemukan pula bahwa persepsi mahasiswa atas kemampuan berbahasa Inggrisnya bertolak belakang dengan persepsi pemangku kepentingan lainnya (pengajar Bahasa Inggris, dosen matakuliah, Institusi, dan industri). Di bagian akhir, diberikan sejumlah saran.

Kata kunci: Bahasa Inggris Bisnis; Bahasa Inggris untuk Tujuan Akademik (EAP); Bahasa Inggris untuk Tujuan Tertentu (ESP); Desain Kurikulum; Persepsi Pemangku Kepentingan

1. INTRODUCTION

English is the only global language (Crystal, 2012). As of February 2025, almost half of all websites on the Internet are in English; followed by Spanish (6%) and German (5.6%) (Languages most frequently used for web content, 2025). That translates to roughly 582 million of 1,119 billion total sites on the Internet are in English. Consequently, it is not surprising that

every field of science and work requires its members to have English language skills. To meet the above demands, educational institutions in Indonesia that want to produce graduates who are ready to work and academically qualified need to think about appropriate English teaching programs. The teaching program needs to be structured into an appropriate curriculum.

The large amount of investment made, both in terms of time and equipment, made the researcher interested in designing a curriculum that is expected to be in accordance with the academic needs of students and meet industry demands. In addition, based on an informal research, the English teaching program at the business school did not begin with a needs analysis.

Due to the breadth of the study, this research is limited to the English curriculum design for the Management Department. The reason this researcher has chosen the Management Department is that the resulting curriculum design can be developed for other departments. The vocabulary used can also be adjusted to each department.

Based on the description above, the problem of this research is how the stakeholders perceive the English learning program of the undergraduate Management Program at the business school. The problem is elaborated in the following research questions.

1. What are the perceptions of stakeholders (students, English lecturers, lecturers of subject matter, the Institution, and users/industry) regarding the need for English learning at the business school?

2. What are the perceptions of stakeholders (students, English lecturers, lecturers of subject matter, the Institution, and users/industry) regarding the English curriculum at the business school?

3. How do stakeholders (students, English lecturers, subject matter lecturers, the Institution, and users/industry) perceive the English capabilities of students at the business school?

Significance Of The Study

The similarity of this study with previous studies (see Khoeriyah [2018], Wenjie [2020], Desnaranti and Putra (2023), and Wulandari [2023]) is conducting a needs analysis as the initial step in the curriculum design process. However, this study also includes environmental or situational analysis factors as stated by Richards (2017) and Macalister and Nation (2017).

Another difference from previous studies is the scope. Previous studies generally only covered one stakeholder (see Desnaranti and Putra [2023], Wenjie [2020], and Wulandari [2023]), two stakeholders (see Dissanayake and Harun [2016]), or three stakeholders (see

Khoeriyah [2018] and Ria & Malik [2020]). In this study, respondents included five stakeholders: students, English lecturers, the Institution, lecturers of subject matter, and users or industry.

The use of statistical tests in this study is also another difference. The previous studies were also only descriptive and did not conduct any statistical tests. The statistical tests in this study were applied to see the significance of differences in perception among stakeholders.

2. RESEARCH METHODOLOGY

This research is a needs analysis of English language learning related to the academic world as well as the world of work. Using Brown's framework (2004), this study used a survey method because it used both questionnaires and interviews to collect data. The survey method is one of the primary research methods. Other methods are interpretive and statistical. Furthermore, Brown (2001) said that the most common use of the survey method in curriculum development research is in the analysis of needs and evaluation of language teaching programs. Viewed from a quantitative-qualitative perspective, this study used a mixed method of a single research project. The qualitative approach was used to identify and describe the appropriate curriculum based on document analysis and interviews, while the quantitative approach was used to collect data obtained from distributing questionnaires to determine the number and percentage of responses. Both the qualitative and quantitative data were collected at the same time during the research period (concurrent procedures). The information obtained was analyzed and then interpreted simultaneously into one research conclusion (Creswell & Creswell, 2022).

The mixed approach has several advantages. According to Creswell & Guetterman (2018), the mixed approach allows for better understanding than using only one method. Dornyei (2007) noted that the mixed approach increases the validity of the study, especially external validity (the ability to generalize).

This study used questionnaires, interviews, test results, and document analysis. The interviews were conducted with the English Course Coordinator of the business school. The questionnaires were distributed to several parties who were respondents to the study, namely students (150 questionnaires), English lecturers (10 questionnaires), senior management course lecturers (10 questionnaires), Institution/departments (5 questionnaires), and industries/users (10 questionnaires). The sampling was carried out in a stratified non-random manner.

The student questionnaire consisted of 18 closed and open questions. The questionnaire sought to find out information related to personal data, English language needs, supporting and inhibiting factors, current student abilities, opinions, and suggestions.

The English teacher questionnaire consisted of 34 closed questions and open questions. Similar to the student questionnaire, the English teacher questionnaire sought to find out information related to personal data, the need for English, supporting and inhibiting factors, current student abilities, and suggestions. What was slightly different was the evaluation aspect of the English course. The course instructor questionnaire consisted of 14 closed-ended and open-ended questions. The aspects asked are also similar to the two previous questionnaires. The same applies to the industry questionnaire. This questionnaire is the most concise questionnaire, focusing on the need for English in the workplace and the English language skills of the business school alumni.

What is somewhat different is the institutional questionnaires and interview guideline with the English course coordinator. In addition to looking at the aspects mentioned in the previous questionnaire, the institutional questionnaires and interview guidelines also looked at the process of designing English courses at the business school.

The test results were taken from TOEFL tests on semester II and VI students conducted by the business school in collaboration with external parties. The documents obtained were the Management Department curriculum, English syllabus, English teaching material books and management textbooks used by both the lecturers and students.

The qualitative data were analyzed by grouping data based on the aspects to be studied. Furthermore, the verification was carried out to sort important data from less important or unimportant data. Finally, the required data were combined and interpreted according to the research objectives.

The quantitative data were collected through tabulation and then analyzed using simple statistics, namely descriptive statistics. The descriptive statistical analysis was conducted by calculating the number or frequency, percentage, mean, and standard deviation. In addition, in this study statistical tests were also used to answer the research questions, especially in finding out differences in perception among various stakeholders. With the application of statistical tests, the analysis in this study became richer.

The supporting data to complete the information were analyzed qualitatively descriptively to obtain data-based analysis results. The first step was to categorize the data according to content areas and language requirements. After that, the data were verified by selecting the important ones.

From the results of the data analysis, an appropriate curriculum design was obtained that can be used as a guideline for compiling a standard curriculum. The curriculum design is expected to fill the gaps in the previous curriculum, so that the business school has a curriculum that can meet the needs of all stakeholders.

3. FINDINGS

After being distributed, the questionnaires were then collected; 90 student questionnaires, 8 senior lecturer questionnaires of subject matter, 5 English teacher questionnaires, and 4 institutional questionnaires were successfully collected. Five questionnaires were also obtained from industry/users of the business school's graduates from five different companies. Of the 90 student questionnaires, one questionnaire was considered defective due to many blanks. Thus, 89 student questionnaires were processed and analyzed. In addition to the questionnaires, primary data was obtained through interviews with the business school English Coordinator. The data analysis was also assisted by data from the results of the students' English language proficiency test.

Once collected, the questionnaires were tabulated. The tabulated results along with the interview results and test results were used as the basis for analyzing the survey data. The survey data analysis in this case consisted of environmental analysis and needs analysis (Richards, 2017; Macalister-Nation, 2017).

The analysis of English learners at the business school was conducted based on tabulation of student questionnaires. There are a number of characteristics that were successfully captured through the questionnaire. First, the majority of business school Management Department students who were respondents in this study came from the Financial Management Program, as many as 64 students (72%). The remaining 25 students or 28% were from the Marketing Management Program.

In terms of semester level, the respondents in this study consisted of 26 students (29%) in semester II, 28 students in semester IV (31%), 26 students in semester VI (29%), and 9 students (10%) in semester VIII. In terms of gender, the majority of respondents (69%) were women (61 students), and the rest were men. Meanwhile, the mother tongue used by respondents in their daily lives consisted of Sundanese (13 responses), Indonesian (80 responses), Mandarin (1 response), and three respondents left it blank. The number of answers was more than 89 because there were several respondents who filled in more than one answer (bilingual), for example Sundanese and Indonesian or Indonesian and Mandarin.

Regarding the students' activeness in learning English, the majority of students (55 respondents or 62%) admitted that they had never attended any English courses outside of school. The rest (30 students) admitted that they had. Similar observations were found in English lecturers who stated that students were less active in taking English training outside of class. In addition, some students (45 respondents or 51%) had taken an English proficiency test. The rest (49%) claimed never.

However, most (61%) of students stated that English is important or even vital (16%) for them, especially in supporting their future careers. As many as 21% of students consider English to be necessary. Only 1% of students think that English is not important or somewhat important.

Unfortunately, the awareness of the importance of English is not followed by high motivation to learn the language. According to the assessments of English lecturers and subject matter lecturers, the students are less active in class, have low interest in reading, and are not active in participating in English education outside the classroom. So, there is cognitive dissonance among the students.

It could be that the lack of motivation is due to the obstacles faced by the students in learning English. There are a number of obstacles; the biggest according to the students was lack of self-confidence (54 responses). The next obstacles were lack of support from the environment (44 responses), limited literature (16 responses), lack of interest from the students themselves (9 responses); and finally, lack of funds (5 responses).

The analysis of English lecturers at business school was conducted based on the tabulation of the English teacher questionnaires. There are a number of characteristics of lecturers that were successfully captured through the questionnaires. First, the English teacher respondents consisted of one man and four women. Two lecturers were found to have a BA background and three to have a MA background. There are two English lecturers at the business school who also teach other subjects. The rest (3 respondents) concentrate on teaching English. Generally, the respondents have taught at the business school for 6-10 years (3 lecturers), and the rest (2 lecturers) for more than 10 years. When viewed from the length of teaching English, including outside business school, the majority (3 respondents) have more than 15 years of teaching experience. One respondent claimed to have 11-15 years of experience, and the other claimed less than three years.

There were two lecturers who firmly stated that they used a communicative approach in teaching English. One respondent used a grammar-translation approach. And the rest (two

lecturers) said that the method used depended on the situation, such as the learner's ability. All respondents admitted to having sufficient time to prepare the lesson materials before teaching.

DISCUSSION

There are two types of objective needs of English learners at the business school, namely immediate needs and future needs. The immediate needs are to help them while studying at business school. Based on the students' questionnaires, only 17 students stated that they were studying English to master the discipline of economics-business. The rest (72 students) admitted to studying English to work after graduating later.

Likewise, the views of English lecturers and the Institution. The results of the English lecturers questionnaire tabulation stated that the purpose of students learning English is to work after graduation. From the tabulation of the institutional questionnaire, only one respondent stated that the purpose of learning English is for academic purposes. The rest (four respondents) stated that the purpose of students learning English is to work after graduation.

A different view was expressed by senior lecturers of subject matter. Based on the tabulation results of the questionnaires of senior lecturers of subject matter, only three lecturers were of the opinion that the purpose of students learning English was to work after graduation. The majority of the rest (five respondents) were of the opinion that the purpose of students learning English was to master the field of economics-business.

When viewed from the perspective of users of business school graduates or industry, the need to learn English that will be used in work activities is not much. For example, according to the tabulation of the user questionnaire, for speaking activities with colleagues, two respondents stated that these activities were not carried out much. Two respondents admitted that they did not use the activity at all in their place. Only one respondent stated that the frequency of the activity was moderate.

The views of various stakeholders are summarized in Table 1 below.

Table 1. Stakeholders' Perceptions of English Learning Needs

Types of Needs	Stakeholders				Total
	Subject Matter Lecturers	English Lecturers	Students	Institution	
For work	3	5	72	4	84
For study	5	0	17	1	23
Total	8	5	89	5	107

Next, a statistical test needs to be conducted to answer the research question. The research question is whether stakeholders have the same or different perceptions of students' needs in learning English at the business school.

Next, a statistical test needs to be conducted to test the research hypothesis. In this case, the research hypothesis is:

- Ho: there are no differences in perceptions among stakeholders.

- Ha: there are differences in perceptions among stakeholders.

To test the above hypothesis, the nonparametric chi-square test was chosen in this case k-independent samples (two-way chi-square test). This test was chosen because the variables used a nominal scale and there were more than two categories (four stakeholders). In principle, the calculation of k independent samples is similar to the calculation of ordinary chi-square which compares two categories.

To calculate it, the following steps are taken. First, the number of expected cases (Eij) is calculated. The expected case value is obtained by multiplying the total row value by the total column value divided by the total number. For example, the expected value of students' need to learn English to work after graduation according to the perception of the lecturers of the subject matter is 84 x 8: 107 = 6.3. The same goes for other calculations for other stakeholders. The details regarding the expected case value of students' learning needs according to stakeholders can be seen in the table below. In the table, the expected case value is italicized.

After that, the chi square value is calculated; hence, the value of $\chi 2 = 10.0426$ was obtained. Next, the degrees of freedom (df) are calculated using the formula = (number of rows - 1) x (number of columns - 1). With two rows and four columns, the degrees of freedom (df) = 3. Next, the critical value $\chi 2$ is sought. The critical value is obtained from the chi-square critical value table which is usually found in the appendix section of any statistics textbooks. At 99% confidence level or = 0.01; based on the critical value table, the critical value of $\chi 2 = 11.3449$.

The observation result value (10.0426) is lower than the expected value (11.3449), thus Ho is accepted. In other words, stakeholders in the business school (students, subject-matter lecturers, English lecturers, and the Institution) have the same perception of the English learning needs of the students at the business school, namely to work after graduation.

The next research question is whether the existing curriculum is in accordance with the needs of stakeholders. The answer to this question can be seen in Table 2 below.

Table 2 is a triangulation of the results of the questionnaire tabulation of students, English lecturers and Institution. From the above table, it can be seen that in general the stakeholders viewed the English curriculum at the business school as good. The majority (61 respondents) viewed the English curriculum at the business school as very good. A total of 25 respondents considered the curriculum to be good. Only six respondents thought the curriculum at the business school was lacking.

Table 2. Stakeholders' Perceptions of the Curriculum

Perception	Stakeholders			Total
	Lecturers	Institution	Students	
Very good	1	0	60	61
Good	2	3	20	25
Not enough	2	1	3	6
Total	5	4	83	**92**

However, if we compare the perceptions of English lecturers and the Institution with the perceptions of students, it can be seen that the perceptions of these stakeholders are somewhat different. Here, it can be seen that students have a more positive perception. To see the significance of the differences in perceptions among these stakeholders, a statistical test needs to be conducted. The research hypothesis is:

- Ho: stakeholder type does not influence perceptions of the curriculum.
- Ha: stakeholder type does not influence perceptions of the curriculum.

Similar to the first question, to test the hypothesis above, the nonparametric chi-square test was chosen in this case k-independent samples (two-way chi-square test). This test was chosen because the variable used a nominal scale and there were more than two categories (three stakeholders). The calculation steps are also the same. First, the expected value was calculated. After that, the chi-square value was calculated. Based on the same formula above, the value of $\chi 2 = 21.3518$ was obtained. With degrees of freedom (df) = 4, at a confidence level of 99% or p= 0.01; the critical value of $\chi 2 = 13.2767$ is obtained. The value of the observation results (21.3518) is higher than the expected value (13.2767), thus Ho is rejected. In other words, the type or type of stakeholders (in this case English lecturers, Institution, and students) influence their assessment of the curriculum. In other words, positive assessments of the curriculum are more due to the students being more 'generous' in providing evaluation of the suitability of the curriculum to their learning needs.

Next, we want to know the stakeholders' perceptions of students' English proficiency. From Table 3, for example, it can be seen that three English lecturers think that students' English language skills are weak, while only 11 students have the same view. Most students consider themselves to have good English language skills. In general, it can be seen that students (and also the industry) have a more positive perception than the perceptions of other stakeholders.

Table 3. Stakeholders' Perceptions of Students' English Proficiency

Assessment	Stakeholders					Total
	English Lecturers	Subject Matter Lecturers	Institution	Students	Industry	
Weak/Low	3	6	3	11	1	24
Fair/ Good	2	2	1	78	3	86
Total	5	8	4	89	4	110

This view is supported by the TOEFL test results conducted on second and sixth semester students, which show that the ability of business school students in general and the Management Department in particular is still very low, below 475 (which is included in the pre-intermediate category). In fact, not a single business school student has a TOEFL score of 550, which is the minimum entry requirement to attend college at a university that uses English as its language of instruction.

When viewed from the average score, there is almost no difference in TOEFL scores between the sixth and second semester students. Although this occurs between two different groups, this fact may indicate that there is no development or gain in the English learning process at the business school. Moreover, the highest score of sixth semester students is the lowest when compared to second semester students or the business school's students in general. It would be better if the Institution conducted testing on the same learners. For example, students are tested in the second semester and then tested again in the fourth or sixth semester. This perception gap seems to cause students to be complacent so that they are less motivated to learn, even though they believe that English is important, even vital, for their future careers. Of course, this fallacy needs attention. The institution, lecturers of subject matter and English lecturers need to correct this mistaken assumption. An explanation of the meaning of TOEFL scores also needs to be conveyed to the students.

To see the significance of the differences in perception among these stakeholders, a statistical test needs to be conducted. In this case, the research hypothesis is:

- Ho: there are no differences in perceptions among stakeholders.
- Ha: there are differences in perceptions among stakeholders.

Similar to the two previous calculations, from Table 3 above, the expected value is calculated first. After that, the chi square value is calculated. Based on the same formula, the value of $\chi 2 = 28.1937$ was obtained. With degrees of freedom (df) = 4, because the number of rows is two and the number of columns is five. At a confidence level of 99% or = 0.01; the critical value of $\chi 2 = 13.2767$ was obtained. The value of the observation results (28.1937) is higher than the expected value (13.2767), thus Ho is rejected. In other words, the types of stakeholders (in this case English lecturers, lecturers of subject matter, Institution, students, and users/industry) affect their perceptions of students' English skills.

CONCLUSION

Based on the above analysis, the following findings were obtained. First, this study found that the perceptions of various stakeholders (students, English course lecturers, senior lecturers in subject matter, and the Institution) on the need to learn English at the business school are the same, namely emphasizing the need for English after graduation. So, stakeholders at business school emphasize more on future needs. Meanwhile, immediate needs in the form of teaching programs aimed at helping students in their current studies, according to stakeholders, are the second priority.

Second, this study also found that stakeholders (students, English lecturers, the Institution) generally believe that the English curriculum at the business school is quite good. However, there are some differences in perception among stakeholders regarding the suitability of the curriculum in meeting students' learning needs. In addition, the perception of the suitability of the curriculum in meeting students' learning needs is in contrast to the results of students' TOEFL tests and document analysis (syllabus) which show weaknesses in the curriculum. From the results of the TOEFL test, it is known that students' English language skills are generally still low. If we compare the average TOEFL scores of students in semester VI and semester II, there is almost no difference, there is an indication of no progress (gain) after the English learning process at the business school. This requires the need for a curriculum that can better meet students' learning needs.

Third, this study also found that students' perceptions of their English language skills were at odds with the perceptions of other stakeholders (English lecturers, subject matter lecturers, Institution, and users/industry). The perceptions of other stakeholders were supported

by the TOEFL test results which showed low student skills. This fallacy affected students' motivation in learning English because they were already complacent.

To improve the effectiveness of the English learning program atf the business school, the following suggestions can be submitted. First, it is necessary to align the perception of students' English language skills. This means that the lecturers and Institution need to straighten out the students' perceptions without having to become a demotivating factor in learning English. It would be even better if the lecturers and Institution could motivate students so as to eliminate any cognitive dissonance.

Second, a more thorough study of the success of the English teaching program at the business school needs to be conducted by comparing the progress or gains of the same students. For example, by comparing TOEFL scores upon entry and at the end of the second semester. If cost factor is not an obstacle, it is better to conduct a TOEIC (Test of English as International Communication) test on students at the end of semester 7 to determine the progress of learners after taking English courses that are oriented to work needs (English IV and English V).

Third, the English for Occupational Purposes programs — English IV and English V — should be given in the third or fourth year, so that it is more useful for the students when they start working. If given in an earlier year, it is feared that students will have forgotten. Fourth, the subject matter lecturers should get used to recommending English-language textbooks to their students from the start (first semester), even if the translations are already available in Indonesian.

Finally, it is necessary to conduct a comparative study of non-language study programs that have language laboratories. The study can be used as a benchmark in preparing the English teaching program in particular, and the Institution's curriculum in general.

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