

The Need Analysis of Learning English for Negotiation Skills for the International Business Administration Students of State Polytechnic of Bengkalis

Armita Novriana Rambe^{1, a)}, Supriati², Yanisha Dwi Astari³

^{1,2,3)}Department of Commercial Administration, Politeknik Negeri Bengkalis, Sei Alam, Bengkalis, Indonesia, 28741

^{a)} Corresponding author: armitanovriana@polbeng.ac.id

Abstract. This study explores the specific needs for learning English negotiation skills among International Business Administration students at the State Polytechnic of Bengkalis. A qualitative descriptive approach was employed, involving a sample of 60 students and 6 lecturers. To gather comprehensive insights, data were collected using questionnaires and interviews. The analysis focused on identifying gaps in students' current English proficiency, the challenges they face during negotiations, and the effectiveness of the existing curriculum. Results indicated that students often struggle with business-specific vocabulary, fluency, and cultural understanding in negotiation contexts. Both students and lecturers highlighted the importance of integrating more practical and interactive learning methods, such as real-life case studies or project-based learning, role play into the curriculum. Additionally, the study suggests a greater emphasis on cultural training to enhance students' capabilities in international negotiations. These findings point to the need for curriculum adjustments to better equip students with the skills required for successful business negotiations in a global environment.

Keywords: Need Analysis, Negotiating Skill, PBL, International Communication

INTRODUCTION

In the contemporary global business landscape, English has established itself as the primary language of communication. Its significance has grown particularly in the domain of international business, where effective negotiation skills are critical for successful interactions. The ability to communicate proficiently in English during negotiations is not only a matter of language fluency but also of understanding business contexts and cultural differences [1]. For students of International Business Administration, mastering negotiation skills in English can significantly enhance their professional competencies and opportunities in the global market.

English for Specific Purposes (ESP) has become an essential component in academic programs tailored to business students. The development of communication skills specific to business negotiations is necessary to prepare students for real-world scenarios [2]. Negotiations require not just grammatical accuracy but also strategic use of language, persuasion techniques, and the ability to navigate complex cultural situations. Thus, there is a pressing need to integrate negotiation skills training into English language courses for business students, ensuring they are well-equipped to meet industry demands [3].

Despite the importance of English for negotiation, there exists a gap between the language skills taught in academic settings and those required in professional environments. Many graduates struggle to apply theoretical knowledge in practical scenarios, indicating a disconnect between academic curricula and industry expectations [4].

This disparity underscores the importance of conducting a needs analysis to identify the specific skills and competencies that students must develop to excel in international negotiations.

The State Polytechnic of Bengkalis, with its focus on vocational and applied sciences, plays a crucial role in preparing students for the demands of the business world. However, a comprehensive assessment of the English language needs of students, particularly in the area of negotiation skills, is still lacking. Understanding these needs is vital for curriculum developers to design targeted learning modules that align with the realities of international business communication [5].

Previous studies have highlighted that negotiation skills go beyond simple language proficiency, encompassing critical thinking, cultural awareness, and adaptability in communication [6]. These skills are particularly important in cross-cultural business environments where understanding and managing diverse perspectives are key to successful negotiations. Therefore, learning English for negotiation should include not only linguistic training but also exposure to cultural contexts and practical negotiation scenarios.

A targeted needs analysis can serve as the foundation for curriculum improvements, ensuring that students acquire relevant skills for the global business stage. Such an analysis would consider students' current proficiency levels, their expectations, and the requirements of the international business industry [7]. By aligning the curriculum with these needs, educational institutions can enhance the employability and effectiveness of their graduates in the international job market.

This study aims to conduct a detailed analysis of the English language needs for negotiation skills among International Business Administration students at the State Polytechnic of Bengkalis. The findings will provide insights into the specific competencies that need to be developed and offer recommendations for enhancing English language courses. These insights are expected to guide curriculum adjustments that will better prepare students for the challenges of global business environments.

METHODS

This research is a qualitative descriptive study that utilizes questionnaires and interviews as the primary data collection methods. It was conducted in the Department of Business Administration at the Bengkalis State Polytechnic, involving 60 student respondents and 6 business administration lecturers. The selected students were those who had taken English for Negotiating Skills. The data collected were analyzed in accordance with the research questions and objectives. The stages of this study include:

1. Collecting data from student questionnaires and interviews with business administration lecturers.
2. Classifying the data obtained from the questionnaires and interviews.
3. Identifying the need for a problem-based learning English teaching module.
4. Describing the data to address the research questions.

The data analysis process included data reduction, data presentation, conclusion drawing, and verification [8]. In qualitative research, data triangulation is recommended to ensure credibility and validate the findings on the studied object [9].

RESULTS AND DISCUSSION

The study aimed to identify the English language needs of International Business Administration students at the State Polytechnic of Bengkalis, particularly in relation to negotiation skills. Using a qualitative descriptive method, data were collected from 60 students and 6 lecturers. This section presents the results obtained from both the questionnaires and interviews, highlighting the key findings related to English language requirements in business negotiations.

1. Student English Proficiency and Perceptions

The initial data from the student questionnaires assessed their self-reported English proficiency and perceptions regarding the importance of English for negotiations.

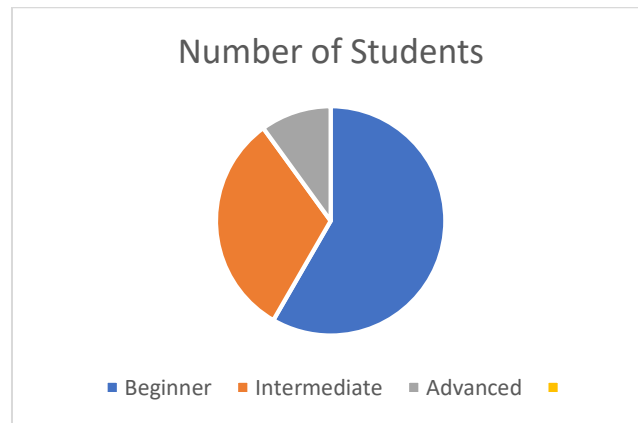


FIGURE 1. The students English proficiency

The study's initial analysis focused on assessing the self-perceived English proficiency of students and their views on the importance of English in business negotiations. A questionnaire was administered to understand how students evaluated their own skills. The results highlighted a varied range of English capabilities, with students categorizing themselves into three distinct proficiency levels: Beginner, Intermediate, and Advanced.

Over half of the students, 58.3%, placed themselves in the beginner category, pointing to a clear need for foundational support. These students may struggle with basic communication in English, making it challenging to participate effectively in business negotiations. This distribution of proficiency levels underscores the necessity of a tailored approach in English language courses to address the diverse needs of students and to enhance their ability to engage in negotiations confidently. Meanwhile, a smaller portion, 31.7%, considered their skills to be at the intermediate level, these students likely feel more comfortable navigating negotiation scenarios, demonstrating stronger fluency and a better grasp of business-specific language. However, despite this higher level of proficiency, there is still room for improvement, particularly in refining negotiation tactics and understanding cultural subtleties, which are critical in international business contexts. In contrast, 10 % of the students rated their English skills as advanced. These students likely feel more comfortable navigating negotiation scenarios, demonstrating stronger fluency and a better grasp of business-specific language. However, despite this higher level of proficiency, there is still room for improvement, particularly in refining negotiation tactics and understanding cultural subtleties, which are critical in international business contexts.

2. Importance of English for Business Negotiations

Students were asked to evaluate the significance of English for business negotiations. The data revealed that 90% of students viewed English proficiency as “very important” or “important” for successful negotiations in the business world.

TABLE 1. Importance of English for Negotiations

Importance of English for Negotiations	Number of Students	Percentage
Very Important	36	60%
Important	18	30%
Somewhat Important	6	10%
Not Important	0	0%

This table highlights the consensus among students that English proficiency is crucial for business negotiations, underlining the need for more focused training in negotiation-specific skills.

3. Challenges Faced by Students in English Negotiations

The study identified several challenges students face when negotiating in English, gathered through open-ended questions in the questionnaire and follow-up interviews.

TABLE 2. Percentage Challenges in English Negotiations

Challenges in English Negotiations	Number of Responses	Percentage
Limited Vocabulary	40	66.7%
Lack of Fluency	32	53.3%
Difficulty Understanding Cultural Differences	28	46.7%
Pronunciation Issues	20	33.3%

The primary challenge, according to 66.7% of the students, was limited vocabulary related to business and negotiations. This was followed by fluency concerns (53.3%), emphasizing the need for more practice in spontaneous communication. A significant number also indicated difficulties in understanding cultural contexts, pointing to a gap in cultural training within the curriculum.

4. Preferred Learning Methods for English Negotiation Skills

Students were asked to identify their preferred methods for learning negotiation skills in English. Most students favored practical and interactive learning activities over traditional lecture-based formats.

TABLE 3. Percentage Preferred Learning Methods

Preferred Learning Methods	Number of Students	Percentage
Role Play	36	70%
Project Based learning	42	60%
Group Discussions	30	50%
Presentations	18	30%
Lectures	12	20%

Role-playing and case studies emerged as the most favored methods, preferred by 70% and 60% of students respectively. These methods provide experiential learning, allowing students to simulate real negotiation scenarios and practice the skills needed for effective communication.

5. Lecturers' Observations on Student Skills and Curriculum Gaps

From interviews with the 6 lecturers, several common observations were made:

1. **Language Proficiency:** Lecturers observed that while students had a basic understanding of English, they often struggled with advanced negotiation vocabulary and persuasive language. This aligns with the students' self-reported challenges.
2. **Curriculum Focus:** Lecturers felt that the current curriculum was too theoretical and lacked practical application, specifically in terms of real-world negotiation contexts.
3. **Cultural Training:** The need for integrating cultural components into the English curriculum was emphasized by all lecturers, citing the importance of cultural sensitivity in international negotiations.

6. Gaps in the Existing Curriculum

Both students and lecturers noted gaps in the current curriculum concerning English negotiation skills.

TABLE 4. Curriculum Gaps Identified

Curriculum Gaps Identified	Frequency Mentioned by Lecturers
Lack of Practical Negotiation Training	6
Insufficient Focus on Persuasive Language	4
Minimal Cultural Awareness Content	5
Limited Use of Real-Life Business Cases	6

All 6 lecturers unanimously agreed that the curriculum lacks practical negotiation training. Five lecturers also emphasized the need for greater cultural awareness content, indicating a gap in preparing students for international contexts.

7. Student Motivation to Learn English for Negotiations

The study also explored what motivates students to learn English specifically for business purposes.

TABLE 5. Percentage Motivational Factors

Motivational Factors	Number of Students	Percentage
Career Opportunities	48	80%
Personal Interest	36	60%
Academic Requirements	30	50%
Networking Potential	24	40%

Career opportunities were identified as the most significant motivator, with 80% of students highlighting this factor. This motivation suggests that a more career-focused and practical approach in English language courses could enhance student engagement and learning outcomes.

8. Recommendations from Students and Lecturers

Based on feedback gathered from both students and lecturers, several important recommendations have been suggested to enhance the curriculum. These recommendations are aimed at addressing the specific needs identified in the study, particularly those related to English proficiency in business negotiations.

First, it is recommended to incorporate additional role-playing exercises and simulation activities into the curriculum. These practical exercises would enable students to engage in mock negotiation scenarios that reflect real-world situations, allowing them to apply their English skills in a safe learning environment. This hands-on practice is expected to boost their confidence and better prepare them for actual business negotiations. Second, there is a need to create modules that emphasize persuasive language techniques and advanced business-related vocabulary. Such modules would help students enhance their fluency, making them more capable of articulating arguments, responding to counteroffers, and negotiating terms effectively. Developing proficiency in specialized vocabulary and persuasive communication is crucial for students aiming to navigate complex business contexts. Third, adding cultural sensitivity training has been highlighted as a priority. In order to successfully negotiate in an international business setting, students need to understand and respect cultural differences. Integrating lessons on cultural awareness would better equip students to handle cross-cultural negotiations, improving their adaptability and communication in diverse business environments.

Finally, it is suggested to bring in industry professionals to conduct guest lectures and workshops. These sessions would bridge the gap between theoretical knowledge and practical application, providing students with insights from real-world business practices. Engaging with professionals would not only expose students to industry standards but also create opportunities for networking and learning from experienced negotiators.

CONCLUSIONS

This study has highlighted the critical need for enhancing English language skills among International Business Administration students at the State Polytechnic of Bengkalis, specifically focusing on negotiation skills. The research revealed a varied range of English proficiency levels among students, with the majority possessing intermediate skills. This indicates that while students have a reasonable foundation in English, there are significant gaps, particularly in areas related to business-specific vocabulary, fluency, and cultural awareness.

1. Both students and lecturers have emphasized the importance of integrating more practical, hands-on experiences into the curriculum. Recommendations included the implementation of role-playing activities, simulations, and the introduction of advanced modules targeting persuasive communication. These changes would provide

- students with realistic negotiation practice, enabling them to develop the confidence and skills necessary for real-world business interactions.
2. Moreover, the study pointed out the need for greater emphasis on cultural sensitivity, recognizing that successful negotiations often require a deep understanding of cultural dynamics. By including cultural training, students would be better prepared to navigate the complexities of international business, thereby increasing their effectiveness in a globalized market.
 3. In conclusion, the findings underscore the necessity of a curriculum that goes beyond theoretical knowledge, emphasizing practical and culturally aware communication strategies. By addressing these areas, the State Polytechnic of Bengkalis can better prepare its students to meet the demands of international business negotiations, equipping them with the tools needed for professional success in an increasingly interconnected world.

ACKNOWLEDGMENTS

This article is dedicated to all those who have supported and contributed to the completion of this research. My heartfelt thanks go to the lecturers and students of the Department of Business Administration at Bengkalis State Polytechnic, whose participation and cooperation made this study possible. Their willingness to share their time and insights, both through questionnaires and interviews, was invaluable. I am also immensely grateful to my partners, whose guidance, constructive feedback, and encouragement were crucial throughout the research process. Furthermore, I would like to acknowledge the support of my family and friends, whose encouragement and understanding gave me the strength to persevere.

REFERENCES

- [1] Brown J and Lee C, "The Impact of English Proficiency on Business Negotiation Outcomes," *Int. J. Bus. English*, vol. 14, no. 3, pp. 98–110, 2021.
- [2] Wang Q, "Enhancing Business Negotiation Skills through Targeted English Language Training," *J. Lang. Commun. Bus.*, vol. 17, no. 2, pp. 66–82, 2021.
- [3] Harvey L. and Park Y, "Integrating Negotiation Skills in ESP Courses for Business Students," *English Bus. Educ. J.*, vol. 15, no. 1, pp. 34–47, 2022.
- [4] J. Smith, D., & Anderson, "Bridging the Gap Between English Education and Business Requirements," *J. Appl. Linguist. Bus.*, vol. 22, no. 3, pp. 105–120, 2021.
- [5] Garcia R and L. H, "Aligning Business English Curriculum with Industry Needs: A Needs Analysis Approach," *Glob. Bus. Educ. J.*, vol. 12, no. 4, pp. 78–90, 2022.
- [6] Ahmed F and Kim S, "Cross-Cultural Communication and Negotiation Skills in Business English," *J. Bus. Commun. Educ.*, vol. 19, no. 2, pp. 45–59, 2021.
- [7] Carter M and Williams A, "Needs Analysis for English for Specific Purposes: The Case of Business Students," *Lang. Learn. Prof.*, vol. 8, no. 1, pp. 23–37, 2021.
- [8] Sugiyono, *Penelitian & Pengembangan (research and Development/R&d)*. Bandung: Alfabeta, 2015.
- [9] U. Sidiq, M. Choiri, and A. Mujahidin, "Metode penelitian kualitatif di bidang pendidikan," *J. Chem. Inf. Model.*, vol. 53, no. 9, pp. 1–228, 2019.