

## NEED ANALYSIS: ENGLISH FOR CUSTOMER SERVICE OFFICER AT *BPJS KETENAGAKERJAAN*

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**Abstract:** As an Indonesian public legal body that provides social security for not only Indonesian but also foreign workers, having the English ability is one of the important abilities for customer service at *BPJS Ketenagakerjaan*. Therefore, it is deemed necessary to design English learning materials following the needs for customer service which is also in line with the scope of [ESP?]. This study aims to determine the need for proper English learning to design ESP materials for customer service in *BPJS Ketenagakerjaan* based on the result of the need analysis. The subjects of this study are 15 customers service at *BPJS Ketenagakerjaan* while the quantitative research method is applied by utilizing Google Form for collecting information. The results of this study indicate that customer service at *BPJS Ketenagakerjaan* requires English more as a communication medium in the process of interviewing foreign customers where 60% of respondents stated that English is used more for listening and speaking. Furthermore, 40% stated that they use English in listening, speaking, and writing. This needs analysis is expected to provide relevant data related to the English needs for customers service at *BPJS Ketenagakerjaan* and can be useful in designing more suitable learning materials.

**Keywords:** customer service, *BPJS Ketenagakerjaan*, ESP, need analysis, learning material

### BACKGROUNDS

Nowadays it is very easy to find people using English in their everyday communication. This may be caused by globalization and English position as the international language used in all areas, such as politics, science, media, art, entertainment as well as socializing. Besides, the fact that having a good command of English helps many people out there to have more opportunities in life, especially in their career. In line with the definition of globalization itself as a process of the integration of different cultures, languages, organizations, countries, across the globe causes many students have started learning English as a second language and foreign language. Furthermore, they are not only learning English in general, but many also learning English for more specific purposes. People who are working as customer service officers (CSO) are an example of who needs to take an English-specific course to help them in their job. Especially, those who are working as CSOs at *BPJS Ketenagakerjaan*. *BPJS Ketenagakerjaan* is an Indonesian public legal body that provides social security for not only Indonesian but also foreign workers. In particular, the use of English is for communicating to the foreign workers in the process of interviews the old-day security claims.

English for specific purposes abbreviated as ESP in general simply can be interpreted as the teaching of English for any purpose that could be specified. However, what exactly is ESP? Since its emergence in the late 1960s, ESP has undergone a constant process of development, defining its scope, improving methodology, shaping its objectives and orientations, and enlarging the number of coursebooks designed to serve its purposes.

Hutchinson et al. (1987:19) state ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. In addition, in 1997, Tony Dudley-Evans clarified the meaning of ESP, giving an extended definition of ESP in terms of 'absolute' and 'variable' characteristics as can be seen below. Definition of ESP (Dudley-Evans, 1997)

Absolute Characteristics:

1. ESP is defined to meet the specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre.

Variable Characteristics:

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems. Therefore, it can be concluded that ESP is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline which methodology is different from general English.

In the application of ESP teaching in any specific discipline, problems will always be found either from the teacher or the student and even from other things that also affect the learning process such as learning material and the school policy. B Nezakatgoo (2017) in his article "Challenges in Teaching ESP at Medical Universities of Iran from ESP Stakeholders' Perspectives" divided issues found in ESP into three parts; institution-related challenges, learner-related challenges, and teacher-related challenges. 1. Institution-related challenges The issues found in this part included unrealistic and undermined aims, time limitation, structure and content of Language curricula, syllabus-related challenges, evaluation, and classroom size. 2. Learner-related challenges Issues found in the student can be in the form of students in ESP classes are not homogenous, they have different aims and needs, student's motivation, learners poor general English, Inappropriate needs analysis, or when the learners only focus on test result where these all lead to many problems in teaching activity. 3.

Teacher related challenges from the teacher side, issues also found in ESP teaching activity such as; unfamiliarity with the genre of specific subjects taught, teachers' language proficiency, teachers' language teaching skills, teachers' unfamiliarity with psychological issues, teachers' unfamiliarity with material development, and teachers' unfamiliarity with the testing method.

## **METHOD**

This research used both qualitative and quantitative methods to help in designing a better ESP course. It is believed that a solid need analysis is needed to be done. Needs analysis, also known as needs assessment, has a vital role in the process of designing and carrying out any language course (Hamp-Lyons, 2001; Finney, 2002). By the aim of forming the perfect specific English learning material for CSO at *BPJS Ketenagakerjaan*, 15 respondents are asked to fill out a questionnaire regarding present situation analysis, target situation analysis, learning situation analysis, and also mean analysis. This questionnaire is

conducted online using Google Forms. The questionnaire items of this study consisted of various types of questions to obtain detailed information from respondents in the following fields: personal data, motivation and interests, material needs, and classroom situations and activities.

## FINDINGS AND DISCUSSION

The data that have been collected show that most of the respondents are having a fairly good English background, and they are eager to learn more about English.

Level of proficiency in English (Tingkat kemahiran dalam Berbahasa Inggris)

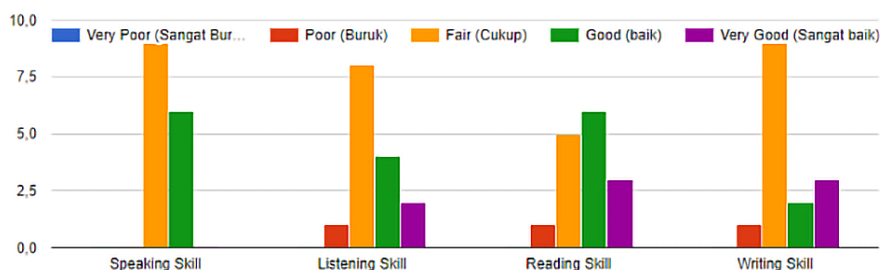


Figure 1. Level of Proficiency in English

This is because CSO, especially in *BPJS Ketenagakerjaan*, is required to be able to communicate directly with foreign consumers in terms of greetings, interviewing personal data, and small talk about work experience. As much as 66.7% of respondents stated that they usually use English and the remaining 33.3% even stated very often in using English in doing their work.

Seberapa sering anda menggunakan bahasa Inggris dalam pekerjaan anda?

15 tanggapan

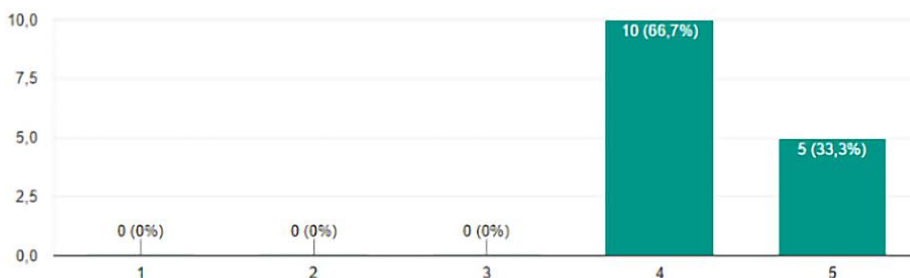


Figure 2. Level of Frequency of English Use

This is also confirmed by the company which requires respondents to have a good command of English for communication. Although having a lot of English vocabulary and perfect grammar skills is not a must. As can be seen below 100% of the 15 respondents stated that their company requires them to be able to communicate in English well.

Apakah pekerjaan anda menuntut anda dapat berkomunikasi dalam Bahasa Inggris dengan baik?

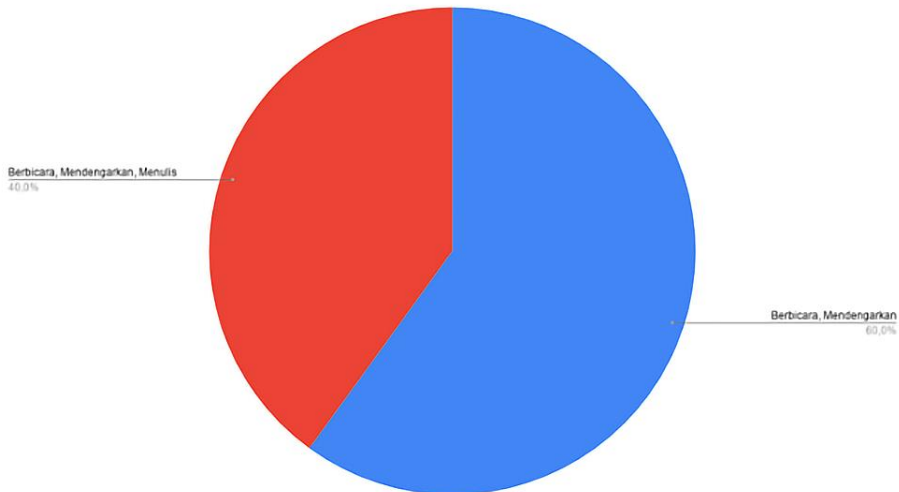
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**Figure 3. The Importance of English at Work**

Based on the results of the questionnaire, the English course that will be made will focus on listening, speaking, and little bit of writing materials, more specifically in basic interview communication with foreign workers. This is adjusted to the results of the questionnaire regarding the English skills used by customer service. 60% of respondents stated that English is used more for listening and speaking and another 40% stated that they use English in listening, speaking, and writing.

Jumlah Dalam hal apa anda biasanya menggunakan Bahasa Inggris di pekerjaan anda?



**Figure 4. English Skills Needed at Work**

In addition, since the respondents live in different cities, the class will be conducted online using Zoom and the class will be a practical class instead of a theory class.

### CONCLUSION AND SUGGESTION

The data resulting from the questioner gave some issues to be concerned in creating material for designing and carrying out English language courses especially for customer service at *BPJS Ketenagakerjaan*. First of all, the findings of the study revealed the need for setting up a language course with a certain focus on English for Specific Purposes and on the target discipline, English for Customer Service. Because most of the respondents are having fairly good English background and also the need of which English skill in doing their job as

customer service, the English course that will be made will focus on listening, speaking and few writing materials, more specifically in basic interview communication with foreign workers. In conclusion, it should be emphasized that, regardless of the specific material, the way the teacher in delivering the material is also important. Students tend to be more enjoyable in accepting the material from the young and fresh teacher instead of a mature and experienced one.

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