



JoKAL
Journal of Korean Applied Linguistics

Journal homepage: <https://ejournal.upi.edu/index.php/JoKAL>



Analyzing learning needs of Korean for business at a vocational school in Bandung

Syifa Nur Trisyahbanu*

Universitas Pendidikan Indonesia, Indonesia

*Corresponding author: E-mail address: trisyahbanu@gmail.com

ABSTRACT

Learning in vocational schools should have a different character from learning in high school, and should be more technical in nature, tailored to the needs of each major. This study aims to analyze the learning needs of Korean for Business at a vocational school in Bandung, based on the needs analysis theory. The analysis consists of necessities, lacks, and wants. This descriptive qualitative research employed a survey, interviews, and document studies as data collection techniques. The participants were 136 students majoring in Online Business and Marketing, one Korean language teacher at the school, and two employees from Korean companies. The results of the needs analysis show that Korean for Business is needed for majoring with work interests such as an interpreter. The students' shortcomings in learning Korean are the ability to listen, speak, and grammar. This is used as a reference in the analysis of needs to determine which needs are lacking for students. Korean for Business subjects are desired by the Department of Online Business and Marketing with a variety of desired learning methods and media, as well as Korean for Business materials related to Korean work and work culture.

ARTICLE INFO

Article History:

Received 7 Jan 2025

Revised 15 Mar 2025

Accepted 24 Mar 2025

Available online 27 Mar 2025

Keywords:

*Korean for Business,
needs analysis,
vocational school*

1. INTRODUCTION

Mastering foreign languages in the era of globalization is now urgently needed to be able to interact with the global world. Based on Suherman (2019), learning a foreign language is a form of learning that is rich in various experiences that a person needs in order to develop and adapt to the modern world. Therefore, foreign language learning is taught in formal schools such as vocational schools. However, foreign language learning at vocational schools is still considered not optimal. According to Ahmad Saufi as the Director of Partnerships and Alignment of the Business and Industry World of the Ministry of Education and Culture (Hastuti, 2020), based on the results of the cooperation between vocational schools and the Business and Industrial World (DUDI), there are still many vocational school students who are constrained by foreign language skills. Ahmad Saufi added that the foreign language in question is not only limited to English, but also languages from other countries that can open up opportunities for skilled workers.

One of the foreign languages in Indonesia that is widely considered and studied is Korean. In some vocational schools, Korean is included in one of the foreign language subjects. By learning Korean, it can be beneficial for vocational school students to increase their foreign language skills upon graduation and be able to work in Korean companies. Many Korean companies do business in Indonesia, so not a few of them need experts from Indonesia who have Korean language skills and knowledge of Korean work culture (Indonesian Embassy in Seoul, 2019). So by learning Korean, it can open up new jobs for vocational school students.

However, Korean language learning in vocational schools is still fairly common and the curriculum at vocational schools is still similar to the curriculum in high schools. Learning in vocational schools should have a different character from learning in high school, and should be technical in nature that is tailored to the needs of each major (Utami, 2016). Therefore, it is necessary to analyze the needs for Korean language learning that is more specific and adjusted to each department or known as Korean for Specific Purposes (KSP). Needs analysis is to identify the specific language and skills needed by the language learner group (Basturkmen, 2019, p. 17). This study uses the theory of needs analysis from Warti (2020). In Warti (2020, p. 166), it is explained that needs analysis is divided into target needs and learning needs. Then the target needs (needs of the learner) are further divided into, 1) needs: what must be known or mastered by the learner; 2) lacks; what is lacking or that has not been mastered by the learner; and 3) wants: things that learners want to learn. Meanwhile, the objectives of the needs analysis according to Yulientinah et al. (2020) include 1) finding out the language skills needed by learners to carry out an activity; 2) assist in determining whether a program meets the needs of its learners; 3) determining which learners need additional training in a skill; 4) determine changes in objectives; 5) identify gaps between the knowledge that learners have and the knowledge they need to master; and 6) identify problems that learners may face.

The needs analysis in this study is used to find out how the needs of learning Korean are more specific for business (Korean for Business Purposes). According to Park (2008, pp. 26-27), Korean for Business is part of Korean for Specific Purposes (KSP). This KSP departs from the view of English learning which both have special learning objectives known as English for Specific Purposes (ESP). Korean for Business is a practical and empirical language education for learners with career-related learning objectives (Park, 2017, p. 21). Chang (2014) added that Korean for Business is a communication skill that is needed in the Korean business environment, both formal and informal. So, this research was conducted at a vocational school in Bandung which has a Department of Online Business and Marketing. The things that distinguish this research from previous research such as research from Chun, (2015), Park (2016), Fatmawati (2017), Hong

(2017). Ina (2018), Suherman (2019), Kim (2020), Pratami (2021), and Kim (2021) said that there has been no research that focuses on analyzing the needs of Korean for Business at the vocational school level.

Research on Business Korean has indeed been extensively conducted, with varying focuses, ranging from needs analysis, teaching material development, syllabi, to learning strategies. Kwak & Jung (2020) examined the needs analysis for establishing a Business Korean course at universities in the Czech Republic. Choi & Nam (2024) emphasized the importance of developing a Business Korean syllabus due to the high demand for Korean company-related jobs. Mun & Won (2021), Won (2021), and Lee, Kim, & Bae (2023) investigated the creation of Business Korean textbooks, particularly for international students who later pursue business-related majors at universities in Korea. Studies on Business Korean learning plans and strategies have also been widely explored, such as those by Son (2020), Kim (2022), Kim & Kong (2022), Hwang (2024), and Zou (2020). These studies discuss various approaches, including the use of flipped learning and deep learning, translation exercises, and resume writing. However, research related to the needs analysis of Business Korean learning, particularly for vocational schools, remains underexplored, especially in Indonesia.

So based on the explanation above, the author is interested in conducting this research with the aim of finding out how the learning needs of Korean for Business at a vocational school in Bandung are. This study refers to the needs analysis theory of Hutchinson and Waters (1987), so that needs analysis is used to find out the necessities, lacks, and wants of students majoring in Online Business and Marketing for Korean for Business subjects.

2. METHOD

In this study, the author uses a qualitative approach with a descriptive method. According to Creswell (2013, p. 4), a qualitative approach is a research that explores and understands the meaning of a number of individuals or groups of people who come from social problems. While the descriptive method is a method that is implemented to investigate circumstances, conditions, or other things whose results are presented in the form of a research report. Therefore, a qualitative approach is used to describe phenomena related to the analysis of Korean for Business needs at the school.

The data collection technique carried out was the distribution of questionnaires in the form of closed-ended questionnaires to 136 students from the Department of Online Business and Marketing (classes X BDP 1, X BDP 2, XI BDP 1, and XI BDP 2) through Google Form. The number of students was taken because there were still very few majors in business-related vocational schools and those who studied Korean subjects. The statements submitted in the questionnaire refer to the target situation analysis framework contained in the research of Yulientinah, et al. (2020, p. 4) and are based on the aspects of necessities, lacks, and wants. The questionnaire guidelines are also adapted from the research of Fatmawati (2017), Ria & Malik (2020), and Hong (2017). The category of questionnaire answer scores from this study uses the Likert scale score as follows.

Table 1.
Questionnaire Answer Scoring Categories

Statement	Score	
	Positive	Negative

Strongly agree	5	1
Agree	4	2
Nervous	3	3
Disagree	2	4
Strongly Disagree	1	5

In addition to the distribution of questionnaires, other data collection techniques carried out are interviews and document studies. Interviews were conducted with 1 Korean language teacher at the school, 1 employee of PT. Taekwang Indonesia who serves as General Administration (GA) and 1 employee at Rooma Official (PT. Rooma Tanda Kasih) who serves as a Korean translator. Interviews with Korean language teachers were conducted to find out what teachers think about the needs of Korean for Business subjects. Meanwhile, interviews with 2 employees of Korean companies were conducted to find out how Korean for Business is used in the company. So, the results of the interview were used as a reference in analyzing the needs of Korean for Business subjects at the school. Furthermore, the document study was carried out to analyze the Korean language subject lesson plan used at school, as well as Korean language documents used in Korean companies. The authors then summarize the participants in this study into the following table.

Table 2.
Research Participants

Types of Participants	Number of Participants
Students majoring in Online Business and Marketing	136
Korean Language Teacher	1
Korean Company Employees	2

After the data results are obtained, the author conducts data analysis by converting the results of the questionnaire data into the form of percentages. frequency, and is described in an explanation.

The author also analyzed the results of interview data and document studies using the Miles, Huberman, and Saldana (2014) model, namely by data reduction, data presentation, and data verification. In addition, the author conducted a constant comparative analysis to compare the results of the data obtained in accordance with the theory of needs analysis from Wartu (2020), namely needs, lacks, and wants. Another stage that is carried out in addition to data analysis is the data validity test. The data validity test carried out included the Pearson Product Moment validity test and the Alpha Cronbach reliability test using the SPSS (Statistical Product and Service Solutions) 26.0 for Windows program, as well as the data credibility test using triangulation techniques. From the results of the validity test using SPSS 26.0, r is calculated to be greater than r table = 0.1684, so that each statement item from the questionnaire is declared valid. Meanwhile, from the results of the reliability test, the coefficient results obtained were 0.956 greater than 0.6 which is the minimum reliability coefficient. Therefore, each statement item is declared reliable and trustworthy.

3. RESULTS/FINDINGS AND DISCUSSION

3.1. Results/Findings

The findings of this study were obtained from data from questionnaires, interviews, and documentation studies. The questionnaire statement item consists of 36 statement items which are divided into 4 aspects, including needs, lacks, wants, and needs of Korean for Business subjects for students majoring in Online Business and Marketing at school. The following are the findings of the questionnaire data.

Table 3.
Results of Questionnaire Data for Necessities Aspects

No.	Statement	Average
Your opinion on the purpose of learning Korean.		
1.	I feel that Korean is important for the industrial revolution 4.0 now.	4,18
2.	I want to learn Korean culture even better.	4,13
3.	After graduating from vocational school, I want to continue my studies in Korea.	3,13
4.	After graduating from vocational school, I wanted to work in a Korean company.	4,12
Your opinion on who you want to interact with uses Korean.		
5.	I want to use Korean with my colleagues or superiors after entering the world of work.	4,12
6.	I want to use an informative Korean with my peers.	4,15
7.	I want to communicate in Korean with Koreans.	4,16
Your opinion on where you want to use Korean.		
8.	I want to communicate with Korean in the work environment later after graduation.	4,07
9.	I want to use Korean in a social environment (home etc).	3,85
10.	I want to use Korean in a school or university setting.	3,46
Your opinion on the frequency of use of the Korean language.		
11.	I want to use Korean whenever needed in my work later.	4,09
12.	I want to use Korean all the time.	2,91
13.	I want to use Korean as it is.	4,21

From the table above, students from the Department of Online Business and Marketing consider that Korean is important for today's industrial revolution 4.0, want to learn Korean culture, and want to work in Korean companies. They also want to use Korean with people and in different places, such as with co-workers or superiors in the work environment, with peers who use informal language, and with Koreans. However, they do not agree to use Korean all the time, but rather want to use Korean as needed in their jobs later after graduation.

Table 4.
Results of Questionnaire Data for Lacks

No.	Statement	Average
Your opinion on learning different aspects of the Korean language.		
14.	I find it easy to learn 'listening (듣기 / <i>deutki</i>)'.	3,54
15.	I find it easy to learn 'speaking (말하기 / <i>malhagi</i>)'.	3,28
16.	I find it easy to learn 'reading (읽기 / <i>ilki</i>)'.	4,06

17.	I find it easy to learn 'writing (쓰기 / <i>sseugi</i>)'.	4,00
18.	I find it easy to learn the basic 'grammar (문법 / <i>munpeop</i>)'.	3,96

Results of questionnaire data for the deficiency aspect (lacks) is carried out to find out what are the needs that are lacking for learners. Based on the table above, students agree that it is easy to learn aspects of Korean such as reading (Read/First) and writing (writing/sseugi). While students are hesitant if they learn to listen (Listening/Deutki), speak (speaking/malhagi), and grammar (grammar/munpeop) is easy.

Table 5.

Results of Questionnaire Data for Wants Aspects

No.	Statement	Average
What do you think about the learning method you want to use in <i>learning Korean for Business</i> .		
19.	I feel that the lecture method is important to use in learning <i>Korean for Business</i> .	3,96
20.	I feel that the discussion method is important to use in learning <i>Korean for Business</i> .	4,14
21.	I feel that the practice method is important to use in learning <i>Korean for Business</i> .	4,24
22.	I feel that the demonstration method is important to use in learning <i>Korean for Business</i> .	3,87
23.	I feel that the study tour method is the most used in learning <i>Korean for Business</i> .	3,80
What do you think about the learning media you want to use in <i>learning Korean for Business</i> .		
24.	I feel that 'audio-visual media (videos, songs, photos, etc.)' is important to use in learning <i>Korean for Business</i> .	4,28
25.	I feel that 'multi-media (boards, 3-dimensional media, etc.)' is important to use in learning <i>Korean for Business</i> .	4,06
26.	I feel that 'photographic media (newspapers, illustrations, etc.)' is important to use in learning <i>Korean for Business</i> .	3,94

According to the framework target situation analysis from Hutchinson and Waters (1987), in analyzing needs, it is necessary to know what methods and media will be used for learning. So, in analyzing learning needs Korean for Business It is also necessary to know what methods and media are needed for the Department of Online Business and Marketing. In the table above, students' discussion methods and practice methods are important for learning Korean for Business. As for the media, they agreed that audio-visual media and multi-media are important to be used for learning Korean for Business.

Table 6.

Results of Questionnaire Data for Aspects of Korean for Business Subject Needs at the School

No.	Statement	Average
Your opinion on the needs of <i>Korean for Business subjects</i> .		

27.	I feel that <i>Korean for Business</i> is needed for the Department of Online Business and Marketing.	4,09
Your opinion on why <i>Korean for Business</i> is needed for Online Business and Marketing majors.		
28.	I want to work in a Korean company.	4,08
29.	I want to be able to use basic Korean in a work environment.	4,16
30.	I want to learn about the work culture of Korean companies.	4,16
31.	I would like to be able to use Korean that is more specific to business.	4,13
Your opinion on the needs of the Online Business and Marketing department for the <i>subject matter of Korean for Business</i> .		
32.	I can understand the oral and written instructions related to the work.	4,06
33.	I can write a job application letter in Korean format.	4,11
34.	I can serve customers orally and in writing.	4,16
35.	I can write a simple document or report related to work.	4,12
36.	I can understand the work culture of Koreans.	4,14

Related to subject procurement Korean for Business at the school, students from the Department of Online Business and Marketing agreed that these subjects were needed. Some of the reasons include wanting to work in a Korean company, using basic Korean in the work environment, learning the Korean company's work culture, and using a more business-specific Korean language. To support the procurement of subjects Korean for Business, then there are several materials that students want, such as understanding oral and written instructions related to work, writing job application letters in Korean format, writing simple work-related documents or reports, and understanding Korean work culture.

The conclusion obtained from the results of the questionnaire is that it is considered the importance of the Korean language in the industrial revolution 4.0 now, majoring in Online Business and Marketing requires the subject Korean for Business to be able to work in a Korean company and want to learn more about Korean culture. So, the things that students need for the subject Korean for Business is a discussion method, training method, audio-visual media, multi-purpose media, and learning materials related to Korean work and culture.

In addition, the findings of the interview with the Korean language teacher of SMK Pasundan Rancaekek (informant 1) revealed several things related to the needs of the Online Business and Marketing department for the subject Korean for Business. There were a total of 8 questions asked to Korean teachers related to the needs (necessities), deficiencies (lacks) and desire (wants) for learning Korean for Business at school. Questions about needs (necessities) submitted to find out how the needs of the subject Korean for Business for the Department of Online Business and Marketing, how do teachers design subject lesson plans Korean for Business, as well as the relationship between the needs of the subject Korean for Business for Online Business and Marketing majors with the world of work. In terms of needs (necessities) he reveals that the subject Korean for Business can be used for majoring in students' work interests such as to become

interpreter and to work in a Korean company. As for designing the subject lesson plan Korean for Business, there are difficulties because there are no teaching materials Korean for Business for vocational school students. Therefore, to be able to design lesson plans, teaching materials are needed Korean for Business adequate, so that material adjustments can be made for the lesson plan.

In terms of lacks, the question invited to Korean language teachers is to find out what difficulties arise if Korean for Business subjects are held at the school. Based on the explanation above about the Korean language teaching materials used at SMK Pasundan Rancaekek, the thing that becomes a difficulty in the procurement of Korean for Business subjects is the absence of a Korean for Business curriculum and teaching materials as well as material adjustments for vocational school students. This is because Korean language learning at school is still general. The teaching material for learning Korean used at school is the Integrated Korean language book for Indonesians, where the material contained in the book is still fairly general. Also, the material given to students from the book is quite a lot, so the material that can be included in the Korean for Business subject is basic vocabulary related to business. In terms of wants, the questions asked are to find out what needs to be considered and taught in the Korean for Business subject, the learning methods that are desired for learning Korean for Business, and the expectations that the teacher wants if students take the subject. He revealed that the material needed for students is vocabulary comprehension and conversation exercises such as conversations in business situations. As for the desired learning method, it is the discussion method. For example, students in groups look for vocabulary related to the learning topic, after which students share the results with other students.

Referring to the results of interviews with 2 employees of Korean companies, among which 1 employee of PT. Taekwang Indonesia (informant 3) and 1 employee of Rooma Official (informant 3), there are several things that are used as additional information in analyzing learning needs Korean for Business at the school. The statement submitted amounted to 9 questions which were divided into aspects of needs (necessities), deficiencies (Lacks), and desires (Wants). These statements are filed to find out how to use Korean for Business in the company, in order to make it easier to analyze learning needs Korean for Business.

More specifically, questions related to the needs are asked to employees of Korean companies, namely to get information about the reason why Korean is needed in the employee's work, how Korean is needed in the company, and how important the use of Korean is in their work. In terms of necessities, Korean is used by 2 employees to communicate with expats from Korea and to translate Korean documents into Indonesian. In addition to the use of the Korean language, other job-related skills are needed in the company. Based on informant 2, the use of Korean in Korean companies is 70% while the remaining 30% are those that are not related to the Korean language, such as administration and computer science. Meanwhile, according to informant 3, the use of Korean language in Korean companies is 80% Korean and 20% Indonesian use.

Furthermore, questions about deficiencies were asked to find out how the employee's Korean language level was, Korean language skills that were considered difficult, and difficulties experienced when using Korean for Business in the company. For the Korean language level, informant 2 felt that he was still at level 3 of TOPIK (Test of Proficiency of Korean), while informant 3 felt that his level was at the advanced level or equivalent to levels 3-4 of TOPIK. The Korean language skills that were considered the most difficult for informant 2 were vocabulary and speaking ability (말하기 / malhagi), while according to informant 3 was vocabulary comprehension. Comprehension of vocabulary is considered difficult because according to

informant 2, the Korean language used in the company is different from the daily use of Korean and based on informant 3 there are many business terms in Korean that are difficult to understand. Furthermore, in terms of wants, there are Korean language skills that are to be improved for employees of Korean companies to be able to work better at work. Informants 2 and 3 both answered that vocabulary comprehension is something that needs to be improved, especially Korean vocabulary related to business. Informant 3 also explained how important it is to learn Korean for Business. He explained that there are still many expatriates from Korea who are not fluent in Indonesian, so learning Korean for Business will open up new job opportunities.

From the results of interviews with Korean language teachers and employees of Korean companies, it can be seen that the needs of the subject Korean for Business is to bridge students to career paths, especially for those who want to work in Korean companies. To be able to work in a Korean company, in addition to the importance of using the Korean language such as vocabulary comprehension, other skills that are still related to work are also equally important. So to support learning Korean for Business, things that are considered important for the Department of Online Business and Marketing are vocabulary comprehension and speaking skills (speaking / Malhagi), especially business-related vocabulary as it is often used in companies.

Furthermore, there are findings from the results of the document study. The first document is in the form of a lesson plan (Learning Implementation Plan) for Korean subjects used at the school. The RPP is in accordance with the recommendations of the 1 (one) sheet RPP based on Circular Letter Number 14 of 2019 issued by the Ministry of Education and Culture. The RPP used has met the recommendations. In the lesson plan, there are already core components consisting of learning objectives, learning activity steps, and learning assessment. While the other components are complementary. The next documents are Korean-language documents used in Korean companies. Documents contained in PT. Taekwang Indonesia in the form of a document about the company's code of ethics and a welcome document containing a welcome to representatives who visited PT. Taekwang Indonesia. Meanwhile, the documents obtained at Rooma Official (PT. Rooma Tanda Kasih) among which are documents in the form of campaign which contains Rooma Official's way to promote Rooma's name through a media, documents repurpose which contains the vision and mission of Rooma Official, and work reports that contain progress or developments of marketing planning, such as content marketing in Instagram and account management online shopping. Based on the explanations of the findings from the document study, it can be concluded that the Department of Online Business and Marketing requires more specific learning to the business field (Korean for Business), because Korean language learning at school is still general. Korean for Business it is also needed because its use is indispensable in Korean companies, such as to translate Korean-language documents related to businesses.

3.2. Discussion

In the procurement of Korean for Business subjects for the Department of Online Business and Marketing at a vocational school in Bandung, it is necessary to consider 3 aspects based on the theory of needs analysis from Wartu (2020), including necessities, lacks, and wants. Learning must be considered on the target needs and desires of the students that they want to achieve in order to be able to reduce the deficiencies that will arise in Korean for Business learning.

According to Wartu (2020), the need (necessities) is a component of language that must be known or mastered by learners. Based on the framework target situation analysis contained in the

research of Yulientinah, et al. (2020, p. 4), in analyzing the need to know why the language is needed, how the language will be used, with whom and where the language will be used, and when the language will be used.

In terms of needs (necessities), Online Business and Marketing majors feel that Korean is important for today's industrial revolution 4.0 and they want to learn Korean culture and want to work in Korean companies. They want to use this Korean language with diverse people and places such as with colleagues or superiors in the work environment after graduation, with peers using informal Korean, and with Koreans. However, students do not agree to use Korean all the time, but rather they want to use Korean as needed in their later work. Thus, in analyzing the needs (necessities) learning Korean for Business, the things needed for the Department of Online Business and Marketing are learning Korean to be able to communicate with colleagues or superiors in the work environment, with peers, and Koreans, as well as learning about Korean culture. In line with the opinion of Korean language teachers, learning Korean for Business can be aimed at majoring in students' work interests, such as to become interpreter and to work in a Korean company. Use Korean for Business in Korean companies are also needed to be able to communicate with Korean expatriates and to translate Korean documents into Indonesian. So, by studying Korean for Business will be beneficial for Online Business and Marketing majors, especially those who want to work in Korean companies. So, to meet the needs (necessities) from the Department of Online Business and Marketing, it is necessary to have a curriculum review at the school related to learning Korean for Business.

In terms of shortcomings (lacks), it is necessary to know what is lacking from the Online Business and Marketing major to be able to determine the next learning. Disadvantages (lacks) itself is something that is lacking or that has not been mastered by learners to be able to determine the needs that are lacking for learners (Warti, 2020). The Korean language skills that are still felt by students are the ability to listen (Listening / Deutki), speak (speaking / malhagi), and basic grammar (grammar / munpeop). On the one hand, the most difficult Korean language skills in Korean companies are vocabulary comprehension, especially business-related vocabulary. So that in the procurement of subjects Korean for Business, things that need more attention are learning about vocabulary comprehension, listening skills (Listening / Deutki), speak (speaking / malhagi), and basic grammar (grammar / munpeop). However, in the procurement of subjects Korean for Business, the difficulty that arises is the absence of curriculum and teaching materials Korean for Business, as well as material adjustments for vocational school students. Therefore, to minimize the shortcomings that occur for learning Korean for Business, the procurement of teaching materials that are adequate and in accordance with the Department of Online Business and Marketing and the need for qualified teachers.

Finally, to support the procurement of subjects Korean for Business For the Online Business and Marketing major, there are things that students want for these subjects. Wartu (2020) revealed that the desire (wants) are things that learners want to learn. The Department of Online Business and Marketing considers that the subject Korean for Business are needed for them for reasons such as to work in a Korean company, to be able to use the basic Korean language in a work environment, to be able to learn the Korean company's work culture, and to be able to use Korean more specific to business. To be able to run the subject Korean for Business, learning methods and media desired by students, namely discussion methods, practice methods, audio-visual media, and multi-purpose media. Meanwhile, the materials desired by students include understanding oral and written instructions related to work, writing job application letters in Korean format, serving customers orally and in writing, writing simple documents or reports, and

understanding Korean work culture. With regard to the work culture of the Koreans, cultural education that can be incorporated into learning Korean for Business According to Choi (2011) in Park (2017) is organizational culture (the name of the job title in the organization), the culture of life (work report in the Korean work culture), and the culture of ethics (ethics towards superiors).

In addition, according to Korean language teachers, the material that can be included in learning Korean for Business is vocabulary comprehension and conversation practice in business situations. In line with the responses of Korean company employees, vocabulary comprehension and speaking skills are skills that are to be improved to be able to work better in the company. So, these materials can help students when they want to work in Korean companies. So in line with Park (2017), the content of Korean for Business learning includes four things such as, 1) learning related to work preparation; 2) learning for the smooth running of business affairs; 3) learning to communicate with colleagues; and 4) learning related to Korean culture. So that to fulfill the desires of the Department of Online Business and Marketing for the subject of Korean for Business, it is necessary to hold meetings and coordination from the school with stakeholders or Korean companies to discuss curriculum adjustments, lesson plans (Learning Implementation Plan), and teaching materials.

4. CONCLUSION

Based on the findings and discussions described above, the conclusions obtained have been described by the author in accordance with the theory of needs analysis by Warti (2020), namely necessities, lacks, and wants. In terms of needs, the things needed for the Department of Online Business and Marketing for learning Korean for Business are learning how to communicate using Korean with various people and places (with colleagues or superiors, peers, and Koreans). Learning Korean for Business is also needed as a major in students' work interests such as to become a translator and to work in a Korean company. In terms of shortcomings, the things that need to be focused on for learning Korean for Business are vocabulary comprehension, listening skills (듣기/deutki), speaking (말하기/malhagi), and basic grammar (문법/munpeop). Then in terms of wants, Korean for Business subjects are needed for the Department of Online Business and Marketing at the school. The things that students want and need for Korean for Business subjects are training methods, discussion methods, audio-visual media, multi-purpose media, as well as materials related to Korean work and work culture. Also, materials such as vocabulary comprehension and conversational exercises in business situations.

5. REFERENCES

- Basturkmen, H. (2019). ESP teacher education needs. *Language Teaching*, 52(3), 318–330. doi:10.1017/S0261444817000398.
- Chang, J. (2014). *A Case Study on Business Korean Communication*. (Thesis). Ewha Womans University, South Korea.
- Choi, G. J. & Nam, E. (2024). 비즈니스 한국어 수업을 위한 교수요목 설계 (A Study on Designing a Syllabus for Business Korean. *Teaching Korean as a Foreign Language*, 72, 83-110.
- Choi, H. (2011). *비즈니스 한국어 교재를 위한 문화요소 연구 (A Study on Cultural Element for Business Korean Textbooks)*. Graduate School, Sejong University, South Korea.

- Fatmawati, H. (2017). *Need Analysis in English for Specific Purposes at Vocational School*. (Thesis). Universitas Islam Negeri Walisongo Semarang.
- Hastuti, K. (2020, 03 July). Ini Kunci Siapkan Lulusan SMK Bisa Bersaing di Dunia Kerja (This is the Key to Preparing Vocational Graduates to be Able to Compete in the World of Work). CNBC Indonesia. Retrieved from <https://www.cnbcindonesia.com/news/20200703181251-4-170108/ini-kunci-siapkan-lulusan-smk-bisa-bersaing-di-dunia-kerja>
- Hong, S. (2017). *인도네시아 내 한국어 전공자를 위한 비즈니스 한국어 교수요목 개발 연구* (A Study on the Development of Business Korean Language Syllabus for Korean Language Majors in Indonesia). Korea University. South Korea.
- Hwang, S. E. (2024). 플립러닝을 적용한 비즈니스 한국어 수업 사례 연구*—자기소개서 쓰기를 중심으로— (A Case Study on Korean Language Classes in Business Using Flipped Learning—With a Focus on Writing a Letter of Self-introduction—). *Journal of Liberal Arts Education Studies*, 9(3), 133-151. <http://dx.doi.org/10.23115/JLAERI.2024.09.03.133>.
- KBRI Seoul. (2019, 17 May). Perusahaan Korea Butuhkan Ribuan Tenaga Kerja Terampil Indonesia (Korean Companies Need Thousands of Indonesian Skilled Workers). Kementerian Luar Negeri Republik Indonesia. Retrieved from <https://kemlu.go.id/seoul/id/news/1100/perusahaan-korea-butuhkan-ribuan-tenaga-kerja-terampil-indonesia>
- Kementerian, Pendidikan, Kebudayaan, Riset, dan Teknologi [Ministry Education, Culture, Research, and Technology]. (2019). Surat Edaran Nomor 14 Tahun 2019 tentang Penyederhanaan Rencana Pelaksanaan Pembelajaran (Circular Letter Number 14 of 2019 Concerning Simplification of Learning Implementation Plans). Jakarta: Kemendikbud.
- Kim, J. R. (2022). 비즈니스 한국어 실무 통번역 교수 방안-팀 번역 활동을 통한 수출입 물품 매매 계약 문서를 중심으로- (A Study on the Teaching Method of Business Korean Practical Translation -Focusing on Contracts for Import and export Goods through Team Translation Activities). *Journal of Korean Language Education*, 33(3), 57-87. <http://doi.org/10.18209/iakle.2022.33.3.57>.
- Kim, Y.H. & Kong, H. (2022). 비즈니스 한국어 수업에서의 수업 활동에 대한 학습자 인식 연구 (A Study on Learners' Perceptions of Class Activities in Business Korean Classes). *The Journal of Humanities and Social science (HSS21)*, 13(6), 4261-4270.
- Kwak, P. M. & Jung, M. S. (2020). The Study of Curriculum for Business Korean Bachelor Degree Program - Focusing on the survey analysis of the personnel head of the Korean Companies in the Czech Republic -. *International Network for Korean Language and Culture (INK) The 29th International Conference*, 150-165.
- Lee, D., Kim, J., & Bae, K. (2023). 학문 목적 한국어 학습자를 위한 예비과정 경영학 교재 개발 기초 연구 (A Preliminary Study on Developing University Preparation Course

- Textbooks for International Business Administration Students). *Journal of the International Network for Korean Language and Culture*, 20(1), 179-210.
- Mun, D. Y. & Won, H. Y. (2021). 일본인 학습자 대상의 비즈니스 한국어 교재 개발을 위한 요구분석 연구 (A Study on the Analysis of Needs for Development of Business Korean Textbooks for Japanese Studying Korean). *Journal of Educational Innovation Research*, 31(4), 289-312. <http://dx.doi.org/10.21024/pnuedi.31.4.202112.289>
- Park, S. (2008). 국내 대학의 학문 목적 한국어 교육 현황 분석 - 입학 후 과정을 중심으로 -. (Analysis of the Current Status of Korean Language Education for Academic Purposes in Domestic Universities -Focused on the post-admission process-). *The Journal of Korean Language Education*, 19(3), 169-200. doi:10.18209/iakle.2008.19.3.169
- Park, S. (2017). *한국계 기업 취업을 위한 비즈니스 한국어 교수요목 설계* (*Business Korean Syllabus Design for Employment in Korean Companies*). (Thesis). Graduate School of Education, Ewha Womans University, South Korea.
- Ria, N. T., & Malik, D. (2020). A Need Analysis In English For Business Material At Economic Faculty of Pandanaran University. *Edulingua*, 7(2), 3-16. doi: <https://doi.org/10.12973/iji.2015.821a>.
- Song, Y. E. (2020). 직업 목적을 위한 한국어 교육 방안 연구: 공문서 작성 관련 (A Study on Korean Language Education Plan for Occupational Purpose, Focused on Writing of Official Documents). *CEESOK Journal of Korean Studies*, 1 (1), 77-106.
- Suherman, A. (2019). Pembelajaran Bahasa Asing (Foreign Language Learning). Retrieved from <https://docplayer.info/35214932-Pembelajaran-bahasa-asing-a-suherman.html>
- Utami, S. (2016). Peningkatan Kualitas Sumber Daya Guru dan Siswa Sekolah Menengah Kejuruan (SMK) Melalui Pengembangan Inovasi Bahan Ajar Berbasis English for Specific Purposes (ESP) (Improving the Quality of Vocational High School (SMK) Teacher and Student Resources Through the Development of English for Specific Purposes (ESP)-Based Teaching Material Innovations). *ABDIMAS*, 20(2).
- Warti, W. (2020). Esp Students' Needs Analysis Based On The Learning-Centred Approached. *Wanastra : Jurnal Bahasa dan Sastra*, 12(2), 164-170. doi:10.31294/w.v12i1
- Won, H. Y. (2021). 실무용 한국어교재 개발 방안 연구 The Korean Association of Language Sciences, 2021 Winter Academic Conference, 245-257. <https://www.earticle.net/Article/A398322>.
- Yulientinah, D. S., dkk. (2020). Identifikasi Analisis Kebutuhan Pembelajaran Bahasa Inggris (Non Program Studi Bahasa Inggris) Pada Mata Kuliah Bahasa Inggris Khusus / English for Specific Purposes (ESP) di Program Studi D4 Akuntansi Keuangan Politeknik Pos Indonesia (Identification of Needs Analysis for English Learning (Non English Study Programs) in English for Specific Purposes (ESP) Courses at D4 Financial Accounting Study Program Politeknik Pos Indonesia). *Competitive* 15(1), 1-11. doi:10.36618/competitive.v15i1.625.

Zou, Y. (2020). 플립드 러닝을 적용한 비즈니스 한국어 수업 모형 모색 -상대 높임법을 기반한 이메일 작성을 중심으로 (A Study On the Applicability of Flipped-learning in Business Korean Class Model-Base on Korean Hearer Honorifics by writing the E-mail). Journal of Korean (Joseon Language) Education, 15, 254-273.
<https://kiss.kstudy.com/Detail/Ar?key=3773471>.