

CHAPTER V

CONCLUSIONS, LIMITATIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter identifies the concluding findings of the study, based on the investigation of English language needs among employees in the IT Division of a state-owned enterprise. It summarizes essential findings and correlates them with the research objectives and literature reviewed in previous chapters. This chapter discusses the study's problems, provides theoretical and practical implications, and suggests recommendations for future language training programs and additional research. The objective is to thoroughly analyze the study's contributions and propose pragmatic ways to improve English for Occupational Purposes (EOP) practices in corporate IT settings.

5.1 Conclusions

This study investigated the English language needs of IT division employees at PT Pos Indonesia from the perspective of the English for Occupational Purposes (EOP). The findings indicate that proficiency in English is essential for key technical tasks, including reading system documentation, writing emails, communicating with international vendors, and participating in virtual meetings. However, these situations frequently have a passive style, and numerous employees face difficulties with active language use, particularly in speaking and listening in spontaneous or high-pressure situations.

The study found that, in answer to Research Question 1, reading and writing are frequently used in technical areas; however, fluency in speaking and comprehending international accents still presents significant difficulties. The challenges are made more difficult by nervousness, low self-confidence, and anxiety of mistakes, limiting meeting participation, and impacting performance. Research Question 2 showed that the company provides limited organizational support for English language development. Over fifty percent of the employees had no formal training, and current resources like AI translation or help from others were inadequate for continuous skill development. The lack of structured programs,

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a communicative environment, or strengthening methods contributes to the gap between employees' passive skills and active language needs. In addressing Research Question 3, employees and the corporate trainer strongly recommended developing a structured, workplace-oriented English training program. They highlighted the need for flexible, task-oriented teaching focused on actual work situations and overcoming psychological challenges. The findings support Vygotsky's Sociocultural Theory, emphasizing learning through social interaction, and Kolb's Experiential Learning Theory, which emphasizes learning through active, reflective practice. The research showed experiential, contextual learning methods like simulations and role-playing are more effective than standard grammar training.

This study extends the current knowledge on EOP in state-owned enterprises, particularly within non-Western and digital transformation contexts. It highlights the relationship between institutional culture, organizational policy, and employee psychology that affects workplace language proficiency. This study emphasizes the urgent need for comprehensive, realistic, and socially supported English training programs to improve global readiness and workforce development as SOEs such as PT Pos Indonesia set digital and international growth.

5.2 Limitations

This study provides significant insights into the language needs of IT employees in a state-owned enterprise; however, some limitations must be considered when interpreting the findings and preparing future research. The study focused only on the IT Division of PT Pos Indonesia. It provided detailed and context-specific analysis, but also limited the generalizability of the findings. The use of the English language, in addition to related issues and training needs, may vary significantly between divisions such as customer service, finance, or logistics, as well as in other state-owned enterprises which operate under different organizational cultures and communication needs.

In addition, participant access was limited by the operational needs of a state-owned enterprise. Employees sometimes face limited access due to workload and project deadlines, which limits the potential for significant or frequent data

collection. The study was conducted within a restricted time frame, limiting the opportunity for continuous observation or follow-up, particularly about the long-term effects of language access or training. Third, there were difficulties in accessing internal documents. Although interviews and document analysis were conducted, specific organizational policies, human resource records, and training materials were inaccessible. This limited the investigation of corporate language strategy and policy implementation, which could have provided additional organizational findings.

The study primarily used self-reported data collected through questionnaires and interviews. Although triangulation is used to strengthen validity, the possibility of response bias exists. Participants may have inaccurately reported their language competency or confidence due to social desirability, issues related to professional image, or subjective perceptions. Ultimately, as a qualitative study conducted by a researcher with previous experience in the organizational context, there may be parts of insider-outsider bias. It allowed access and contextual comprehension but also affected participants' responses or the interpretation of specific concepts. Due to its qualitative design, this study focuses on contextual depth rather than statistical representativeness. The findings also provide an analytical foundation, leading to future comparative English for Occupational Purposes (EOP) studies in Indonesian state-owned enterprises and other public-sector institutions.

5.3 Implications

This study enriches the developing data of English for Occupational Purposes (EOP) research in state-owned enterprises, specifically within the Indonesian context. The results confirm the significance of Vygotsky's Sociocultural Theory, which emphasizes the need for learning through social interaction, and Kolb's Experiential Learning Theory, which emphasizes the effectiveness of practice-oriented, reflective learning in workplaces. The challenges employees face in actively using language, such as speaking and listening in real-time situations, highlight that passive knowledge of English is ineffective without workplace interaction and communicative support. The strong employee preference regarding role-play, simulations, and workplace-integrated training highlights the

significance of experiential and socially grounded instruction in improving language proficiency and self-confidence. This study further supports the application of Needs Analysis in developing English for Occupational Purposes (EOP), as outlined by Hutchinson and Waters (1987), by highlighting the difference between employees' current skill, their planned tasks, and the training needed to fill this gap. This study addresses these topics and provides context-specific information on the application and adaptation of EOP models in SOEs undergoing digital transformation.

This study's findings significantly impact organizational practices and instructional development, especially for state-owned enterprises facing digital transformation. The need for PT Pos Indonesia to implement English language development into its Human Resource Development (HRD) programs is clear. English needs to be recognized not just as an additional skill but as an essential professional competency that supports the company's growing involvement in digital systems, global collaborations, and innovations in relations with clients. Proficiency in English is crucial for activities including comprehending technical documents, handling vendor communications, and participating in international collaborations. Therefore, informal activities such as English Day must be reconfigured and included in a comprehensive, well-supported language development framework. Management should support these initiatives by defining specific goals, timelines, and reward systems to promote continuous participation and development.

The implications include establishing policies at the national level. The Ministry of State-Owned Enterprises (SOEs) is urged to develop and implement industry-specific English training frameworks to address the communication needs in vital sectors such as IT, logistics, and finance. These training programs have to incorporate relevant language functions and align with the strategic objectives of Indonesia's Digital Vision 2045. Moreover, blended learning models such as AI-based platforms, digital language resources, and integrated coaching can provide flexible and adaptable solutions appropriate for large enterprises. These strategies help employees to fit learning into their schedules while improving language skills through practical work situations. With the support of internal trainers and active

leadership participation, these approaches can overcome challenges in corporate training, including time limitations, different learner locations, and disagreement with conventional teaching methods. By integrating English training into comprehensive organizational and digital transformation programs, PT Pos Indonesia and other state-owned enterprises can improve their workforce's competitiveness in the global economy.

5.4 Recommendations

This study provides several crucial recommendations for improving English language proficiency among IT employees at PT Pos Indonesia. The organization should develop and implement a structured English for Occupational Purposes (EOP) training program for IT staff. This program must emphasize essential skills, such as speaking, listening, technical writing, and presentation. The training should focus on authentic professional interactions, including simulations of company conversations, technical presentations, and project discussions, rather than general English instruction, to provide employees with relevant, job-specific practice. Additionally, the training should aim to improve listening comprehension of various international accents and develop writing modules for standard IT documentation tasks like reporting, troubleshooting summaries, and email writing.

The training program should involve experiential learning principles to ensure employees engage in practical, interactive learning. Integrating role-plays, case studies, and simulations fosters a shift for employees from passive learning to the active application of English in real-world scenarios. This should be supported by regular feedback, collaboration among colleagues, and instructor-led evaluations. To encourage ongoing participation, the training must be flexible and adaptable, delivered in short, manageable sessions (e.g., weekly or monthly) to fit work schedules without disrupting operations. Hybrid models that combine in-person workshops with online, self-directed activities are also recommended for enhanced flexibility.

A cultural and psychological change within the organization is crucial. Employees must feel secure and motivated to use English, no matter their imperfections. As a result, training programs should start with sessions to boost

confidence and normalize mistakes as part of the learning process. Managers and supervisors must actively participate in English communication, fostering an indirect impact that encourages a culture of acceptance and growth. Reinforcement strategies, such as designated English Days with established rules, objectives, and incentives, can sustain language practices in the workplace.

Management involvement and leadership support are essential. Leaders must promote English proficiency as necessary for career advancement and ensure that language training is integral to comprehensive professional development strategies. Regular monitoring and evaluation systems are needed to measure employee development, gather feedback, and customize the training program. Collaborating with experienced EOP trainers or language consultants will ensure the content is accurate, appropriate, and aligned with industry requirements. By implementing these concepts, PT Pos Indonesia can bridge the gap between language needs and skills, developing its IT division into a globally competent and communicative workforce. This could enhance internal performance and communication as the company prepares for greater involvement in international projects and collaborations, boosting company productivity and individual career advancement in the global digital economy.

In addition to these institutional and pedagogical recommendations, this study also suggests directions for future research. While it focused on the IT division within a single state-owned enterprise, future studies could broaden the scope to compare language needs across different departments or industries, such as finance, customer service, or logistics, to determine whether similar patterns and challenges exist. Furthermore, quantitative research involving a larger sample size across multiple state-owned enterprises (SOEs) could yield a broader and more generalizable understanding of English language demands in the public sector. Future studies might also examine the long-term impact of implemented EOP programs, using pre- and post-training performance data to measure improvements in communication competence, workplace efficiency, and employee confidence. Investigating digital learning tools or AI-supported language assistance systems in IT workplaces could present innovative solutions for self-directed learning. These expanded studies would provide valuable insights for corporate training strategies

and the broader academic field of English for Specific Purposes (ESP) and English for Occupational Purposes (EOP).