



Evaluating the Needs for English Material Among Economics Students

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Abstrak

Dalam konteks globalisasi, kemampuan berbahasa Inggris semakin diakui sebagai hal yang krusial bagi para mahasiswa jurusan ekonomi. Penelitian ini bertujuan untuk mengevaluasi kebutuhan bahasa Inggris bagi mahasiswa ekonomi dan memberikan rekomendasi dan jawaban untuk mengatasi kebutuhan tersebut. Penelitian ini menggunakan pendekatan metode campuran, yang menggabungkan teknik penelitian kuantitatif dan kualitatif. Kuesioner dan wawancara digunakan sebagai instrumen pengumpulan data. Temuan penelitian ini menekankan pentingnya bahan ajar mata kuliah bahasa Inggris yang disesuaikan dengan terminologi/istilah khusus dan konsep dalam bidang ekonomi. Penelitian ini menyarankan integrasi terminologi dan kosakata ekonomi ke dalam kurikulum untuk mendukung mahasiswa dalam meningkatkan kemampuan berbahasa Inggrisnya. Selain itu, penelitian ini menekankan pentingnya upaya kolaboratif antara fakultas ekonomi dan dosen bahasa Inggris untuk mengembangkan strategi pengajaran dan materi yang efektif. Penelitian ini menyimpulkan dengan menyoroti kebutuhan mendesak untuk memenuhi kebutuhan bahasa Inggris mahasiswa ekonomi agar mereka siap menghadapi kesuksesan dalam lanskap ekonomi global.

Kata Kunci: Analisis Kebutuhan, Kemampuan Bahasa Inggris, Mahasiswa Ekonomi, Materi Bahasa Inggris.

Abstract

In the context of globalization, proficiency in the English language is increasingly recognized as essential for students pursuing studies in economics. This study aimed to evaluate economics students' specific English language needs and provide recommendations for addressing these needs. This study involved a mixed methods approach, which utilizes both quantitative and qualitative research techniques. Questionnaires and interviews were employed as the data collection instruments. The findings underscore the importance of tailored English materials aligned with economics-specific terminology and concepts. The study suggests integrating economics key terms and vocabulary into the curriculum to support students in enhancing their English proficiency. Additionally, the research emphasizes the significance of collaborative efforts between economics faculty and English language instructors to develop effective teaching strategies and materials. The study concludes by highlighting the necessity of addressing the English language needs of economics students to prepare them for success in the global economic landscape.

Keywords: Economics Students, English Materials, English Proficiency, Needs Analysis.

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INTRODUCTION

In the current era of globalization, English language proficiency has become increasingly important, especially for students majoring in economics. English has become the international language of communication in business and trade. Economics students must have English language skills to effectively communicate in professional contexts, such as presentations, negotiations, and report writing. Proficiency in English provides a competitive advantage for economy students when seeking employment. Many companies seek candidates with good English language skills, particularly in economics and finance, with international connections. Students who communicate well in English will have broader career opportunities and can compete globally. In a professional context, good English language skills open doors to job opportunities and wider collaborations. Presentations and negotiations are common activities in the business world. According to a study (Yana, 2016) students aim to improve their English skills to aid their academic pursuits and future professional careers. The importance of learning English is growing, especially for non-English majors, as proficiency in the language has become a requirement. Learning English extends beyond just achieving fluency; it's also crucial for specific objectives. English for Specific Purpose (ESP) is crucial in university-level English instruction.

Economy students need to articulate their ideas clearly and convincingly in English. The ability to speak fluently and use appropriate vocabulary enables them to influence business decisions, explain economic analyses, and design effective strategies. By understanding the importance of English in economics, economy students can prepare themselves well to face challenges and opportunities in the professional world. English language materials tailored to their needs will strengthen their English language skills relevant to their field of study and help them succeed in their careers.

However, economics students often need help applying English language skills in specific economic contexts (Hillalliyati, 2022). While they may have a basic understanding of English, they may struggle to master the specialized terminology and concepts relevant to their field of study. English has specific terminology used in the field of economics. Understanding and mastering economic terminology in English can be challenging, especially if there is no direct equivalent in Indonesian. Students may need to learn and remember many new vocabulary and phrases related to economics. English has grammar rules and sentence structures that are different from Indonesian. Students majoring in economics may need help with the grammar rules and understanding the correct sentence structures in economics. Errors in grammar and sentence structure can affect their understanding and communication. Understanding conversations in English and communicating orally in the context of economics can also be challenging. Students majoring in economics may need help understanding different accents, speech speed, and vocabulary used in discussions or economic presentations. Speaking fluently and expressing ideas clearly in English also require practice and confidence. Students majoring in economics often have a heavy study load and tight deadlines. Learning English for academic purposes can add to their workload. Difficulties in managing time and integrating English learning into their busy schedule may arise.

Therefore, the need analysis of English language needs for economics students (ESP - English for Specific Purposes) is crucial. (Rahman, 2015) stated that ESP places greater emphasis on the contextual use of language rather than grammar and language structure. The key aspect of ESP is that English is not taught as a separate subject from learners' everyday lives but rather integrated into their learning process. ESP contributes to developing language proficiency that can be applied in professional or workplace settings. ESP focuses on teaching English language skills that are directly relevant to the specific field of economics. It helps students develop vocabulary, terminology, and communication skills in various economic contexts. ESP caters to learners' specific goals in acquiring the target language based on their needs, assisting them in acquiring the language skills necessary for effective communication beyond the classroom, particularly in their future

professional and academic endeavours (Desnaranti & Putra, 2023). This research will help identify economics students' specific English language needs, allowing for the development of more effective English language learning programs. By understanding these specific English language needs, learning materials can be designed to cover topics such as macro and microeconomics, international trade, financial management, data analysis, and more. Additionally, this research can assist in determining appropriate teaching methods and strategies, such as using authentic materials, business simulation scenarios, and project-based exercises.

Analyzing the students' needs can help adapt the English language teaching curriculum for students majoring in economics. According to (Fadel & Rajab, 2017), need analysis is the instrument ESP/EAP practitioners employ to identify learners' requirements across different fields. Need analysis holds significant importance in developing ESP materials as it lays the groundwork for establishing the course objectives and addressing the communicative and linguistic needs of the learners. By understanding the needs and challenges students face in learning English in the context of economics, the curriculum can be designed more effectively. The objective of need analysis is to identify the requirements of a specific group of individuals, and need analysis is a systematic collection of techniques utilized to prioritize and make program decisions (Wahyono & Puspitasari, 2016).

Several studies have been conducted on the need analysis of ESP. According to (Remache & Ibrahim, 2018), need analysis was proposed as a valuable tool for designing Business English syllabi. In line with (Diana & Mansur, 2018), they stated that the materials provided should be based on students' needs when teaching English for ICT. Another research (Khalik, 2014) demonstrated that employing student-based analysis in ESP instruction would determine the syllabus and materials. (Sothan, 2015) argued that an ESP course can only be conducted smoothly and effectively using a Needs Analysis (NA). This is because the data obtained from NA is utilized to select appropriate teaching materials and strategies to inspire students in their learning process. Prior studies have highlighted the significance of performing a needs assessment to identify the requirements for teaching resources and methods that align with students' needs (Ali & Salih, 2013). (Haque, 2014)

further posits that such an analysis allows for the refinement of curriculum, pedagogical strategies, and learning approaches, the formulation of educational objectives, and the direction of the selection of teaching resources. The foundation for curating curriculum content, educational materials, and pedagogical techniques that can elevate student motivation and achievement is laid by a needs analysis (Otilia, 2015). Besides, the research result (Laili & Nashir, 2023) showed that 76% of students or respondents need to learn English to support their future careers. So, learning English must be based on the students' needs (ESP).

This research can help identify the most relevant and important English language competencies and skills for economics students to assist in developing more effective teaching approaches, appropriate teaching methods, and relevant learning materials. Through this research, specific topics in economics that need to be emphasized, vocabulary and phrases commonly used in the economic context, as well as common communication situations or scenarios in the business and economic world, can be identified. Learning materials tailored to the needs of economics students can help them develop English language skills relevant to their field of study (Čapková & Kroupová, 2017). By studying English in the context of economics, economics students can develop skills sought after by companies and organizations in economics and finance. This research can help identify the most important skills in the context of an economics career and direct learning efforts in the right direction so we can optimize English language learning, improve the quality of education, and better prepare students to meet the demands of the professional world. The gap in this research article compared to previous research lies in its specific focus on the English language needs of economics students. While there are existing studies on the English language needs of students in various fields, this research specifically targets economics students, addressing their unique language requirements within the context of their academic and professional pursuits.

Through this research, economics students can develop English language skills relevant to their field of study and confidently communicate in professional contexts. Furthermore, this research can guide curriculum developers and instructors in improving the quality of English language education in economics programs. The novelty of this research article is evident in its tailored approach to understanding the English language needs of economics students. By focusing on this specific group, the study aims to provide targeted recommendations and strategies to enhance the English language proficiency of economics students, integrating terminology relevant to their field of study. This targeted approach adds a new dimension to the existing body of research on English language needs, offering insights and solutions that are directly applicable to the academic and professional context of economics students.

METHOD

(Hossain, 2013) proclaimed that the circumstances surrounding needs analysis in English instruction are always different. The choice of method each researcher utilizes is contingent upon the available time and resources. Furthermore, the procedure adopted also depends on the researcher's ability to access the research sample. The research methodology in this study involved a mixed methods approach, which utilizes both quantitative and qualitative research techniques. This approach allows for a more holistic and comprehensive research problem analysis. Quantitative methods are empirical and typically involve the systematic collection and analysis of data that can be quantified. In this context, the quantitative aspect of the research is focused on measuring the needs and preferences of economics students regarding English language material. This is typically done through structured data collection methods such as surveys or questionnaires distributed to a studied population sample. The responses are then analyzed statistically to identify trends or patterns.

On the other hand, qualitative methods are interpretative and usually involve collecting and analyzing non-numerical data, such as words, images, or objects. In this research, the qualitative aspect aims to understand individual perceptions, views, and experiences. This is typically done through interviews. The data collected can provide insights into why students have certain preferences or needs and how English language material can be better adapted to meet these needs. By combining both methods, the research can provide a more complete understanding of the problem. The quantitative data can provide a broad overview of the student's needs and preferences.

In contrast, the qualitative data can delve deeper into the reasons behind these preferences and how they can be met. This combination allows for a more nuanced understanding of the student's English language material needs, which can be valuable for informing policy or practice in this area. Questionnaires and interviews were employed as the data collection instruments, chosen for their ease of use and practicality to gather information regarding the needs of ESP learners (Nashir et al., 2022).

This study was carried out at Institut Teknologi dan Bisnis Widya Gama Lumajang and involved three distinct groups of participants. The first group consisted of 30 students currently enrolled in the economics major. The second group was made up of 7 economics graduates who are now employed in diverse sectors. The third group included 5 lecturers who have master's degrees in economics and teach in the economics major.

RESULTS AND DISCUSSION

The current situation analysis aims to gather data on students' English knowledge and abilities. The information that reflects the students' proficiency and experiences in mastering English pertains to their capability and past exposure to the language.

Table 1. Students' Level of Language Proficiency

Language Skill	Excellent	Good	Average	Poor	Very Poor
Listening	0 (0%)	2 (7%)	9 (30%)	7 (23%)	12 (40%)
Speaking	0 (0%)	1 (3%)	3 (10%)	9 (30%)	17 (57%)
Reading	0 (0%)	8 (27%)	12 (40%)	6 (20%)	4 (13%)
Writing	0 (0%)	7 (23%)	13 (43%)	8 (27%)	2 (7%)

The questionnaire results regarding students' language proficiency levels showed that among the four language skills, speaking is frequently seen as the most challenging for students because it requires instant and accurate formulation of thoughts into foreign language structures, which can be challenging for non-native speakers. Teaching speaking in English for Specific Purposes (ESP) can be quite challenging. This aligns with (Megawati, 2016) statement that developing an exemplary ESP class is more complex than it seems, mainly due to the insufficient frequency of practice and the excessive number of students in the classroom. Besides, listening is often deemed the most challenging language skill among students because real-time processing is required in listening, meaning students need to understand the information as it is being spoken. This can be especially difficult due to the speed at which native speakers often talk. Unlike reading, where students can take their time to understand each word, listening only allows for such pauses. This means students need to grasp the context and meaning quickly.

Table 2. The students' Problems in learning English:

No	Problems	Total Students	Percentage
1	Lack of confidence in speaking English	25	83%
2	Insufficient Vocabulary	23	77%
3	English pronunciation is complicated because it is different from Indonesian.	18	60%
4	English grammar has many rules and exceptions,	21	70%
5	Understanding spoken English is challenging for non-native speakers.	12	40%
6	Lack of Practice	17	57%
7	Cultural Differences	10	33%
8	Lack of personal commitments	9	30%
9	Limited time allocated for learning English in the classroom	9	30%
10	Fear of making mistakes	27	90%
11	Time Management: Difficult in balancing language learning with other academic responsibilities	11	37%
12	Limited Exposure to Native Speakers	7	23%
13	Others	8	27%

Economics students encounter several obstacles while learning English. The primary issue is their fear of errors, as 90% in the table indicated. Close behind is a need for more confidence in speaking English, at 83%. This shyness in expressing opinions and engaging in English conversations with peers or lecturers stems from a fear of making mistakes. Additionally, students need more vocabulary, as noted by 77% of respondents. Another significant challenge, reported by 57%, is the need for more practice. Other difficulties include pronunciation issues, contributing to difficulties in understanding spoken English. English grammar, known for its complexity, also poses a challenge, requiring substantial effort to master. Furthermore, balancing language learning with other academic duties and personal life often results in inadequate practice time. Moreover, students in regions where English is not the primary language face limited interaction with native speakers, which is essential for developing fluency and grasping cultural subtleties.

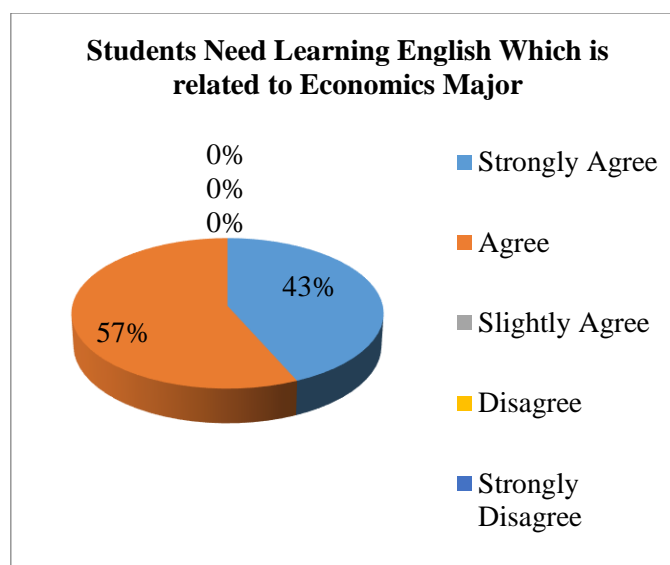


Diagram 1. Students Need to learn English, which is related to Economics Major

The data from Diagram 1 highlights the importance of English proficiency in economics. Of the total respondents, 13 students (43%) agreed that English related to their economics major is crucial for their career progression. A larger portion, 17 students or 57%, strongly agreed with the statement. This indicates that the students perceive English proficiency as an essential career skill, particularly in economic terms and concepts. They might believe that a deep understanding and the ability to communicate in English are vital for economic analysis and decision-making in a global business environment.

This section also provides an overview of the skills the students learned in the preceding semester. From the students' responses to the questionnaire, it can be deduced that they exercised the four English skills in the last semester. The subsequent figure illustrates the students' encounter with the English they learned.

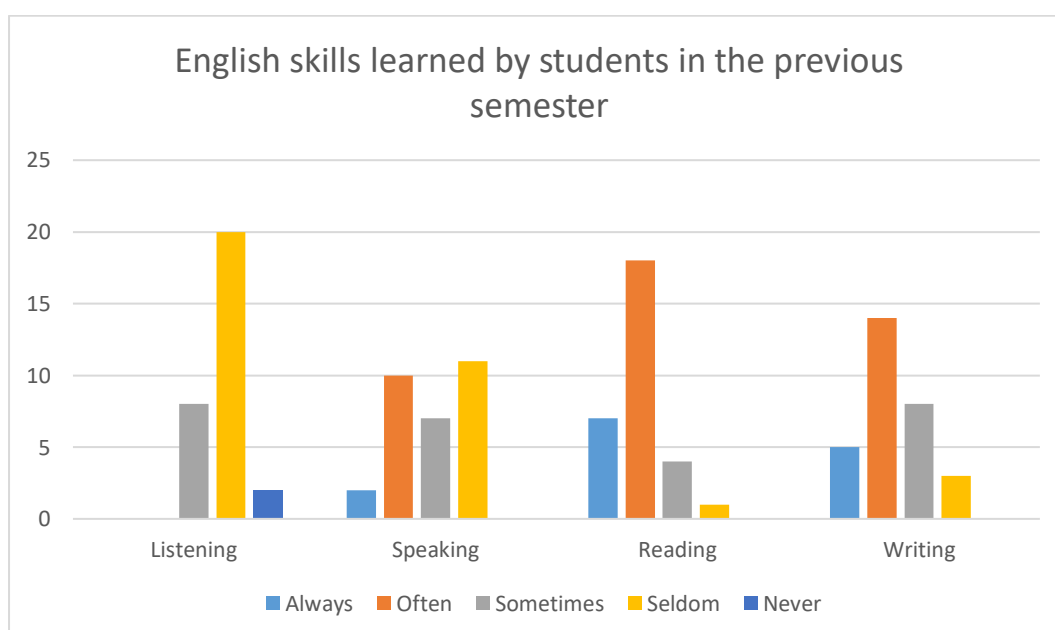


Diagram 2. English skills learned by students in the previous semester

From the information in Diagram 2, it can be deduced that students believe they acquired various English skills in their prior learning experience, with a particular emphasis on reading and writing skills. Furthermore, the questionnaire also asked about the students' expected situation, such as their preferences for English Skills they need to learn, which are available in Table 2 below:

Table 3. Students' Preferences of English Language Skills They Need to Learn

Language Skill	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree
Listening	10 (33%)	11 (37%)	3 (10%)	5 (17%)	1 (3%)
Speaking	19 (63%)	8 (27%)	3 (10%)	0 (0%)	0 (0%)
Reading	9 (30%)	9 (30%)	7 (23%)	5 (17%)	0 (0%)
Writing	11 (37%)	8 (27%)	4 (13%)	4 (13%)	3 (10%)

Table 3 indicates that speaking is the students' most desired English skill to learn at present (27 responses or 90%). This aligns with (Saefullah & Nugraha, 2020) research findings, indicating that speaking is the most crucial English skill students need to enhance, as evidenced by 60 responses or 89.55% of their participants. Following closely is listening, with the second highest frequency of responses (21 responses or 70%). Writing (19 responses or 63%) and reading (18 responses or 60%) skills also received significant student attention. This suggests that the students expect to learn these four language skills, but speaking is the skill that students predominantly prioritize in their English learning. Therefore, to cater to the diverse expectations of the students in learning English, lecturers should focus on teaching these language skills, with particular emphasis on speaking, as it can potentially motivate students in their English learning. The teaching-learning process can be well implemented based on the students' needs (Markus & De Vega, 2023).

Table 4. The Students' Goals in Learning English

No	Goal	Total Students	Percentage
1	For academic success	25	83%
2	For career opportunity	23	77%
3	For global communication	19	63%
4	For travelling	15	50%
5	For cultural exploration	8	27%
6	For skill development	17	57%
7	For studying abroad opportunities	20	67%
8	For networking and social opportunities	21	70%
9	Others	9	30%

The reasons behind students' pursuit of English language skills vary, ranging from academic success, career opportunities, global communication, travelling, cultural exploration, skill development, studying abroad opportunities, and networking and social opportunities. A significant number of students focus on learning English primarily for academic success (83%), for career opportunity (77%), networking and social opportunities (70%), and for studying abroad opportunities (67%). Additionally, some students have unique motivations for learning English, such as the desire to find a romantic partner from another country, the opportunity to meet their favourite international celebrities, the convenience of enjoying English music and movies without subtitles, and the ability to access and appreciate diverse global cultures. It is in line with the research by (Jamilah, 2016), that students had various goals in learning English programs. These include enhancing their ability to communicate with foreigners, getting high grades in their courses, improving their

internet proficiency, boosting their TOEFL scores, and developing the skill to sing English songs with accurate pronunciation.

Table 5. The materials needed by economy students

No	Materials	Total Students	Percentage
1	Telephone Conversation	23	77%
2	Negotiation/Meeting	20	67%
3	Presentation Skills in Economics	28	93%
4	Writing Emails and Report	21	70%
5	Management	18	60%
6	Marketing and Advertising	22	73%
7	Finance and Banking	19	63%
8	Economic Theories	16	53%
9	Economic Issues	17	57%
10	Government Taxation	16	53%
11	International Trade and Regulation	18	60%
12	Networking and Professional Communication	24	80%
13	Economic Policies and Their Global Impact	19	63%

The survey, as outlined in Table 5, involved consultations and interviews with the head of the economy study program at Institut Teknologi dan Bisnis Widya Gama Lumajang, five lecturers in economics, some economics students, and six alumni now working in various sectors. This process resulted in the identification of 13 key topics. According to the data collected, all the topics pertinent to the field of economics were deemed essential for inclusion in the curriculum. This assessment was supported by the fact that each topic received a favourable rating of over 50%. Incorporating these topics into the economics program is critical for equipping students with the skills to excel in the competitive job market and secure promising career opportunities.

Finding from Interview

The analysis of the present situation reveals that students demonstrate the least proficiency in speaking, indicating it as their weakest skill compared to others. Speaking English is often considered the most challenging skill to master, especially for university students whose first language is not English. (Leong & Ahmadi, 2017) I have also emphasized that while speaking is essential, it is also the most challenging skill. This complexity and its necessity present a unique challenge in educational contexts. Therefore, it becomes imperative for economics students to focus on substantially enhancing their speaking skills. Many students are afraid to speak English for several reasons. Firstly, English has a complex grammar system with various rules, exceptions, and tenses, making it challenging for students to grasp and apply these rules correctly. Additionally, English pronunciation can be tricky, as it only sometimes follows consistent patterns. Students may need help pronouncing certain sounds and words, leading to a lack of confidence in their speaking abilities. Moreover, the vast vocabulary and numerous idiomatic expressions in English can overwhelm students, especially non-native speakers, who must memorize and use these words and phrases appropriately. According to (Lily, 2019), it is asserted that students need to master vocabulary well to have the four language skills: Listening, Speaking, Reading, and Writing. This is because a correlation exists between vocabulary mastery and students' comprehension of English for Specific Purposes (ESP) texts. In light of this, it is

recommended that lecturers incorporate Economics key terms and vocabulary into the curriculum and syllabus to support students in enhancing their English proficiency.

Furthermore, fear of making mistakes is a common factor. Many students fear being judged or misunderstood when speaking English, which undermines their confidence in expressing themselves. Limited practice opportunities also contribute to this fear. Students may need more chances to engage in English conversations in a supportive and immersive environment, hindering their fluency development and making them hesitant to speak. Lastly, cultural and social factors play a role. English is often associated with prestige and seen as a symbol of intelligence or social status. This societal pressure can create anxiety among students, as they fear judgment or negative perceptions if they do not meet certain language standards. Addressing these challenges and creating a supportive learning environment can help students overcome their fears and improve their English speaking skills.

Interview results with the Head of Economics Major on Students' Need for English in Economics showed that English proficiency is becoming increasingly important for students in economics. As the discipline expands globally, students must have the necessary language skills to communicate and comprehend economic concepts effectively. English plays a crucial role in economics for various reasons. Firstly, it enables students to access a vast array of economic literature, research papers, and predominantly English publications. Proficiency in English allows students to stay updated with the latest economic theories and developments. English fluency is highly valued by employers in the field of economics. Many multinational organizations and financial institutions require employees who can effectively communicate and collaborate with international partners and clients. Proficiency in English gives students a competitive edge in the job market and allows them to work in diverse economic settings.

We have recognized the importance of English proficiency in economics and will try to integrate relevant components into our curriculum. We offer specialized English courses tailored to the specific needs of economics students. These courses focus on enhancing students' reading, writing, speaking, and listening skills in the context of economics. We will continue to prioritize the development of English language skills among our economics students to ensure their competitiveness in the global economic landscape.

Then, in the interview results regarding the English materials taught in the economics major, they noticed that the English materials provided sometimes need to be more directly relevant to their field of study. For example, they often come across generic English textbooks or articles focusing more on general language skills than economics-specific terminology and concepts. It can be frustrating at times. They spend a significant amount of time studying complex economic theories and models, and having inadequate English materials can hinder our understanding and limit our ability to engage with the subject matter effectively. It is crucial to have English materials related to economics to enhance their comprehension and academic growth. They stated that economics students need English materials aligned with their academic needs. Economics has unique vocabulary, jargon, and technical terms that are essential for us to understand and apply in our studies. When the English materials are not tailored to economics, it becomes challenging for us to grasp the subject matter fully.

Additionally, interview results with Economics Major Alumni regarding the need for appropriate English materials to support their careers showed that in their career as an economist, English proficiency has been crucial for my professional growth. I frequently interact with international clients, collaborate with colleagues from diverse backgrounds, and conduct research using English resources. Access to and understanding appropriate English materials related to economics has been essential for their success.

Alumni 1: *Certainly. In my career as an economist, English proficiency has been crucial for my professional growth. I frequently interact with international clients and collaborate with colleagues from diverse backgrounds. Access to and understanding appropriate English materials related to economics has been essential for my success.*

Alumni 2: *The quality and relevance of the English materials used in my economics major significantly impacted my preparedness for the job market. Materials specifically tailored to economics allowed me to develop a solid foundation in economic terminology, theories, and concepts. This, in turn, equipped me with the necessary skills and knowledge to excel in my career.*

Alumni 3: *Absolutely. In my role as an economic analyst, I often have to analyze and interpret economic data from various sources. Access to English materials such as research papers, reports, and industry publications has been essential for staying updated with the latest economic trends and developments. It has also helped me communicate my findings effectively to English-speaking and non-English-speaking stakeholders.*

Alumni 4: *As an economist, English is badly needed. Economic activities and transactions often involve international collaboration and communication in today's interconnected world. Proficiency in English allows me to effectively engage with colleagues, clients, and stakeholders from different countries and cultures.*

Alumni 5: *It is essential to have a strong command of English to stay updated with the latest economic theories, developments, and debates. Without English proficiency, I may be unable to access comparable resources in my field.*

Alumi 6: *Economic theories, models, and frameworks often have unique terms and jargon best understood and communicated in English. By learning English for economics, economists can effectively communicate their ideas, analyze economic data, and contribute to economic discourse on a global scale.*

Alumni 7: *Many multinational organizations, financial institutions, and research institutions require economists with strong English language skills. Proficiency in English opens up career opportunities in various sectors, including economic research, policy analysis, consulting, and international finance. It enhances one's competitiveness in the job market and increases the chances of career advancement.*

Furthermore, the interview results with 5 lecturers of Economics Major regarding the Need for Appropriate English Materials:

Lecturer 1: *In our experience, having English materials directly relevant to the economics major is crucial for students' academic and professional development. Economics has unique vocabulary, concepts, and theories, and students need access to English materials that align with these specific requirements.*

Lecturer 2: *When English materials are tailored to economics, students may need help understanding and applying economic principles effectively. Inappropriate materials may need more economic terminology and examples, making it easier for students to grasp the subject matter fully. This can hinder their learning experience and academic progress.*

Lecturer 3: *It would be helpful to have English materials that cover a wide range of economic topics, including microeconomics, macroeconomics, econometrics, and specialized fields of economics. These materials should incorporate relevant case studies, research papers, and articles that showcase real-world applications of economic theories. Additionally, textbooks and resources that explain economic concepts clearly and concisely greatly benefit students' understanding.*

Lecturer 4: *English proficiency is essential for economics students' future careers. Many job opportunities in economics require strong English language skills, especially for roles involving international collaboration, research, or policy analysis. Having access to and familiarity with appropriate English materials during their studies equips students with the necessary language skills and economic knowledge to succeed in their careers.*

Lecturer 5: *Collaboration between economics faculty and English language instructors is key. They can identify and develop or recommend English materials tailored to the economics major by working together. This collaboration should involve regular review and evaluation of the existing materials to ensure their relevance and effectiveness in supporting students' learning needs.*

CONCLUSION

English language proficiency is crucial for economics students to succeed in their careers. The study found that students face speaking and listening skills challenges, which are essential for effective communication in professional contexts. Therefore, it is necessary to provide appropriate English materials tailored to economics students' needs. The research recommends conducting a needs analysis to identify the specific requirements of students and develop teaching strategies and materials accordingly. Collaboration between economics faculty and English language instructors is also essential to ensure the relevance and effectiveness of the materials. By addressing the needs of economics students, institutions can help them develop the necessary language skills and economic knowledge to succeed in their careers.

Based on these research results, some suggestions for future research include conducting a longitudinal study to track the progress of economics students in their English language proficiency over an extended period, providing insights into the effectiveness of language programs and materials. Then, conducting comparative Analysis: Compare the English language needs of economics students across different institutions or regions to identify variations and commonalities, contributing to a more comprehensive understanding of these needs and exploring stakeholder perspectives like employers and alumni to understand the specific English language skills and competencies that are valued and sought after in the professional field of economics. By addressing these areas in future research, a more nuanced understanding of the English language needs of economics students and effective strategies for meeting those needs can be developed.

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