


## Students' Outlook on Materials of English for Economics

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Article Info	ABSTRACT
<b>Keywords:</b> Materials, English for Economics.	In 5.0 industry era, English proficiency is prioritized to satisfy people's goal in life aspects such as politics, education, business, social and culture. English is taught as a compulsory subject in formal education starting from primary school. For university level, English is taught with varied purposes, depending on their study program to support the basic major or discipline. To fulfill this need, the material should be designed in such a way. When authentic material is offered based on students' need, actually we are preparing them to meet the demands of the workplace. This study focuses to represent students' outlook of English material in English for Specific Purpose. A survey took third-semester university student in one of state university in Lampung Province. The result ensures that students show a positive outlook on materials of English for Economics. In terms of material attraction, practicality, authenticity, variety, difficulty level, proportion of language skill and discussed topics, the materials are designed well. However, some additional parts need to be added proportionally.
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### INTRODUCTION

In 5.0 industry era, English proficiency is prioritized to satisfy people's goal in life aspects such as politics, education, business, social and culture. English is taught as a compulsory subject in formal education starting from primary school. Even though government changes curriculum for several times, English position as compulsory subject is not changed.

For university level, English is taught with varied purposes, depending on their study program to support the basic major or discipline. To fulfill this need, the material should be designed in such a way. When authentic material is offered based on students' need, actually we are preparing them to meet the demands of the workplace (Nuraeningsih, 2019).

Based on OBE curriculum, mostly English for Economics is taught for third semester university students and places English in the first semester as the requirement to join this course. If students do not pass on English course in the first semester, they cannot join English for economics. The materials are developed by study program lecturer. Due to some change of curriculum policy, this course is categorized newly implemented in new system. Study about how the materials used has not been evaluated comprehensively.

As the user of the materials, it is essential to get students' outlook about the materials they study at class (Esmer, 2016). The research is to inspect whether the material is appropriate or not for student. This study discusses how students recognize the themes addressed and how beneficial they are for them. Thus, the writer directed research entitled "Students' Outlook on Materials of English for Economics"

By piloting this research, some contributions to the development of teaching English as a foreign language in general is probably produced. Perhaps, the theory of teaching English can be enriched and practical input for English lecturers in developing teaching materials can be reached. Consequently, the materials more relevant and meaningful materials for students can be implemented by this research result.

### **Teaching English for Specific Purpose**

English for Economics is the continuation course for non-English department students at the third semester. This course is categorized as English for Specific purpose (Farani, 2017). Previously, students get English in the first semester. To join English for Economics, students should pass on English in the first semester as the minimum requirement to take English for Economics. Since this course is the next level of English, students are expected to be in an intermediate level, mainly in the field of business management, covering four language skills.

As the students' level mastery of English is varied, the challenge of English teaching turns into higher. Fun learning is required to make students stimulated to drawn in the teaching and learning activity (Sitti Nurpahmi, 2023). Moreover, the big number of students in every class gives concerns to develop interesting learning activities which take in all students. There are around 48 students per class.

### **Teaching Materials of English for Economics**

Lecturer develops teaching materials by him/herself. Mostly, the materials from several sources are selected and compiled. In ideal world, in designing materials lecturer considers many aspects, such as relevant topics or themes to its major, difficulty level, contextual, etc. According to (Dubin, 2000), clear teaching objectives and detailed teaching procedures should be provided in developing teaching materials. Thus, when different lecturers address it, they will do the similar mechanism and the result will not be far unlike. The materials of English for Economics consist of some topics, such as English for communication, description, negotiation strategies, presentation skills and critical thinking skills. They are delivered in 14 meetings.

### **Need Analysis**

Needs analysis plays an essential role in the process of developing and applying language education both ESP (English for Specific Purposes) or General English Course. ESP, a design approach, has to reflect the needs of learners, as specified by (Algadrie, 2002) that by with need analysis, students are able to concern on what they would like to learn. In the analysis of the target situation, (A. Waters, 1987) claims that the language needed for several things: to study, to work, to training, or a combination of all three, or for other purposes such as status, test, and others. In specific purposes, teaching materials developed specifically

according to their expertise. English skills taught in accounting are quite different from English taught in banking. Furthermore, (A. Waters, 1987) clarifies: 1) how language is used if the speaking, reading, writing, etc. by means of the telephone or face to face, 2) type of text or discourse that is used as an example is a technical manual, catalogs, informal conversations, etc., 3) Fill material covers the field of machinery, shipping, etc., 4) level for technicians, craftsmen, students, etc. 5) in which the language is used whether in the office, in hotels, in the garage, or in the factory.

### Previous Research

Some similar research has been addressed. One was held by (Gufron, 2022). He explores students' views on teaching English for Academic Purposes using Authentic Materials. His findings showed that teaching English for Academic Purposes using authentic materials is more interesting than previous experiences of learning English using teaching materials that are not in accordance with students' subject matter. The second is a study which was conducted by (Qurrotul Aini S, 2023) on students' perception of shadow teaching covered several aspects, such as teaching materials, learning outcomes, teaching activities, teachers' teaching performance, and learning media. Their result proved that the student's perspective towards shadow education had an average of positive experiences.

Another research on developing teaching materials was conducted by (Menggo, 2022) which aims to expose academic studies related to the types of teaching materials and learning activities desired by students. The findings revealed that the types of teaching materials and learning activities required by students highlighted the importance of providing English materials in promoting 21st-century education themes. English materials should be adapted to match the needs of students, with an emphasis on the six themes of 21st-century education themes, such as global awareness, financial literacy, entrepreneurship, civic, health, digital, and environmental literacy.

## RESEARCH METHODOLOGY

As the purpose of the research was to define students' outlook of teaching materials of English for Economics, this research was categorized as descriptive research. To acquire the responses of the research questions, a survey was held to third-semester university students in academic year 2024/2025. There were 152 students divided into four classes. Each class is varied in number of students. In this research, the writer took only one instrument, it is a questionnaire. The students were tested to answer to several items in the questionnaire about teaching materials of *English for Economics*. It applies two types of questions, closed and open questions as proposed by (Yuli Sintha Asi, 2020). Likert scale with 4 options (strongly agree, agree, disagree and strongly disagree) was applied in close questions covering materials' attraction, usefulness, difficulty level, variety, authenticity, and proportion of the four language skills. The questions are put in a questionnaire and distributed via google form.

## Research Findings

The results are shown as follows:

### Material Attraction

**Table 4.1** The data of material attraction

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
The materials of English for Economics are interesting for me	17%	83%	–	–
Total				100%

As seen on table 4.1, it is gained that 83% of students come to an agreement that the materials of *English for Economics* are interesting for them. However, 17 % of students claim that they strongly agree to the statement. It shows that all students are interested in the materials.

**Table 4.2.** The data of Material Usefulness

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
The materials of English for Economics are useful for me	43%	57%	–	–
The materials of English for Economics are relevant to current and future workplace needs	45%	55%	–	–
The materials of English for Economics help me to understand terms in other subjects	15%	75%	10%	–
The materials of English for Economics develop my English skills	25%	70%	5%	–
Total				100%

The item above is about material usefulness; whether or not students acquire benefits from the materials they learn. Table 4.2 above shows that the materials of *English for Economics* are beneficial for students. It can be seen from the table where 40% students strongly agree, 57% agree that the materials of English for Economics are useful for students. Moreover, 45% of students strongly agree and 55% of students agree that the materials of English for Economics are relevant to current and future workplace need. 15% said that strongly agree, 75% agree and only 10% who disagree that the materials of *English for Economics* help them to understand some terms that they find in other subjects. 25% strongly agree, 70% agree and only 5% disagree said that the materials of *English for Economics* develop my English. Simply, the materials are very useful for student.

**Table 4.3.** The data of Difficulty Level

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I think the materials of English for Economics match my competence	15%	85%	5%	–

Total 100%

According to table 4.3, most students stated that the materials of *English for Economics* satisfy with their competence. It is proven by the percentage that 95% saying that they strongly agree (15%) and most said agree (85%) to the statement. Still, there are 5% who said that they disagree. In short, the materials are not too difficult nor too easy.

#### Material Variety

**Table 4.4.** Data of Material Variety

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
The topics covered in English for Economics are varied	20%	70%	5%	–
Total	100%			

According to the respondents, the topics covered in *English Economics* are varied. This is shown by the percentage of choosing strongly agree and agree which touch 90%. However, there is 5% of them who said disagree.

#### Material Authenticity

**Table 4.5.** Data of Material authenticity

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
The materials of English for Economics authentically cover daily life topics for communication	10%	90%	–	–
Total	100%			

At table 4.5, it can be seen that all respondents confirm that the materials of *English for Economics* is authentic since they cover daily life topics for communication. There are 10% of respondents who strongly agree and others or 90% said to agree.

#### Skills Proportion

**Table 4.6** Data of 4 Skills Proportion

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
The materials of English for Economics have covered the four English skills (listening, speaking, reading, writing)	40%	55%	5%	–
The materials of English for Economics should have more speaking activities	20%	75%	5%	–
Total	100%			

English learning should cover four language skills (listening, reading, speaking and writing). According to the respondents, the materials of *English for Economics* have covered the four English skills. There are 40% who strongly agree and 55% agree. However, there is 5% who disagrees. It means that most students approve that the topics are balanced. In second

statement, almost all respondents (95%) show a positive response. There is only 5% disagrees. The data can be found in table 4.6

### Students' Outlook of Topics of English for Economics

In part 2, the questionnaire puts three open questions asking about students' outlook about which topics should be eliminated and which part should be explored more. The other one is about the real advantage the students get after joining the English class.

**Table 4.7.** Students outlook of topics

No.	Questions	Responses
1	From the teaching materials of English for Economics, which topic should be more explored?	Speaking about business, Listening, Vocabulary related to the text
2	From the teaching materials of English for Economics, which topic should be eliminated?	Grammar
3	After joining the English class, which materials are the most beneficial for you?	Job interview

The first question is about topics of the material which should have more exploration. Most respondents expected that business English topic for speaking should be added and get a bigger portion. In addition, neither difficult words nor new terms related to the topics commonly used were also talked over. Furthermore, students think that listening is essential too. They said that listening should have more exploration in the class.

The second question is contradictory to the first one. It is about topics which should be eliminated. Some students argued no topics should be deleted because all of them are needed for their future, but some others said that grammar is too theoretical and they need something more practical. The last question deals with which the most advantageous topic for students is. Overall, many of them assumed that all topics they discussed give advantages. Nevertheless, surprisingly, most think that a job interview is the most useful for them.

## Discussion

### Material Attraction

Table 4.1 displays that all respondents are fascinated with the materials. It can be verified by the ratio of choosing options strongly agree and agree. 83% respondents agree that the materials of *English for Economics* are fascinating for them, while 17 % of students strongly agree with the statement. It concludes that the material have a novelty for students. It could be their first time to find such topics like *Communication, Description, Presentation Skills, Negotiation Strategies and Critical Thinking Skills* with different content or tasks. For example in unit *Communication*, students viewed a video of advertisements, discussed a written text about it, then they had to analyze an advertisement around them. Perhaps, it was their first practice to do it, but they reckon as a fun activity. The material is categorized as stimulus materials (Hyland, 2006) in (Khoshhal, 2018) that can activate students' stimulus in learning.

### Material Usefulness

Table 4.2 above highlights that the materials of *English for Economics* are beneficial for students. It is demonstrated by the proportion of 45% of the respondents believed they

strongly agree and 55% agree. Furthermore, there are 43% of students strongly agree and 57% of students agree that the materials are appropriate for recent and upcoming workplace requirement. To clarify, the materials are very advantageous for students. The first question of this part is connected to the second one. Respondents claim that the material contributes a lot of benefits for them since they will have it in their workplace. Simply put, the materials gratify their necessity in their upcoming. Some materials offer understanding such as *Communication, Description, Presentation Skills, Negotiation Strategies and Critical Thinking Skills*. Besides, each topic gives actual tasks that turn into a fascinating experience for students. When they must accomplish *Job Interview*, formerly they had difficulty but they finally could achieve it as they were confronted to do so. It is valuable not only for the upcoming but also for the latest time. From the statement whether the materials of *English for Economics* supports them to comprehend some terms that they get in other courses, it is set up that 15% strongly agree, 75% agree and only 10% disagree. As the class is planned as English for Specific Purpose, the topics trained are those which fit in to the primary of their field, in this case, Islamic Business Management, as it has been declared before. By learning English, students of Islamic Business Management study program actually learn about their major. As example, in unit *Negotiation Strategies*, they study about kinds of negotiation, how people do negotiation and practice negotiation in oral and written communication. Therefore, English takes a role as a media. Moreover, in the last part of this item, most of the respondents have a positive reaction to the statement that the teaching materials studied in the English for Economics class cultivate their English skills. It can be seen from the percentage that 25% strongly agree, 70% agree and only 5% disagree. Overall, it look as if respondents approve that they increase their English after getting involved in the class comprehensively as the teaching materials offer what they need. (Khoshhal, 2018) argues that teaching materials must be truly correlated to the learners' target need. In other words, the materials are very beneficial for students.

### **Difficulty Level**

One of the influencing factors in students' enthusiasm to study is a difficulty level. When the material is very hard, they will depress. Vice versa, if it is very easy, students will disregard it. Table 4.3 demonstrates that most students stated that the materials of *English for Economics* suits to their capability. It is evidenced by the ratio that 85% strongly agree to the statement. Yet, there are 15% disagree. It means that the materials are not too hard or too easy. The topics were chosen based on some concerns, such as familiarity, authenticity, novelty, and difficulty level. When a topic is absolutely different and hard, it will create the students unenthusiastic and have no readiness to come to the class. (Spirovska Tevdovska, 2016) discovers that in selecting materials language proficiency and students' prerequisite come to be the most dominant considerations.

### **Material Variety**

Table 4.4 captures that the topics covered in *English for Economics* are varied. This is shown by the proportion of strongly agree and agree reach 95%. Though, there is 5%

disagree. It concludes that most of the students declare that the teaching materials have a wide range of variety. It can be grasped from the various tasks and activities in the class, such as class survey, games, group discussion, and simulation as what they do a job interview. Moreover, the language skills distribution in each meeting reinforces this variation which avoids students' boredom in the class.

### **Material Authenticity**

Authenticity means the width of being the real life of teaching materials. How given texts are displaying daily life which students can have in their real life. Based on table 4.5, it can be understood that all respondents ratify that the materials of *English for Economics* are genuine as they wrap daily life topics. There are 10% strongly agree with and others or 90% agree that they studied authentic materials in the class. The authentic materials can be realized from some topics studied, such as Business Letter, Negotiation, Presentation Skill, etc. Based on the result, the most authentic topic is a job interview. All respondents were responsive that later they will practice it; consequently they attempted to do their best. This indication is related to Tomlinson's statement (Tomlinson, 2011) that teaching material should be authentic to gratify what learners require in their upcoming and empower them to practice the language in real life, as also stated by (Alina, 2018). They discover that through authentic materials, students are able to grow in the real world due to the usage of real language. Along with (Kilickaya, 2004) and (Alshumaimeri, 2015) argued that authentic materials are those which is able to lead students to use the target language as frequently as possible. In other words, authentic materials contribute more chances for students to uncover English with a significant context (Spirovskatevdovska, 2016).

### **Language Skills Proportion**

As English owns four language skills, they should be in the teaching-learning process. Since the finding exposes that the materials of *English for Economics* have enclosed the four English skills, it signifies that all are comprehensively addressed in the class. No single skill is neglected. It is essential to remind that "in real communication, more than one skill is exposed" (Hungkyo, 2009). Besides, there are no skills which are dominantly discoursed. In Contrast, respondents stated that they hoped to get more speaking topics on Business English. It is due to some English terms they discovered in other courses that they study. From this, it seems like English develops more significant function as a knowledge transfer medium. The complete data can be seen in table 4.6.

### **Students Outlook on Topics of English for Economics**

The second part of the questionnaire is related to topics of *English for Economics* in detail and three questions delivered. The first question is about topics of the material should be deliberated and discovered more intensely. Most respondents projected that speaking topic on business English should be inserted more and take a bigger percentage. Additionally, neither hard words nor new terms associated with the topics should also be talked over. Students' vocabulary has not been sufficient to comprehend the topic under discussion. Moreover, some of them were not reinforced by a dictionary. This finding displays that students own a great

concern in elevating their understanding of business through English. Subsequently, the topics should be chosen based on factual and actual concern and also based on their proficiency level as this is strengthened and in line with (Berlinda Mandasari, 2018).

Unlike with the first question, the second question is testing about topics which should be eliminated. Many students argued no topics should be eliminated since all of them are needed for their future. However, some others state that grammar is too theoretic and they need something which is more practical. It is understandable since they learned about grammar starting from primary school. Unluckily, what they learn is grammar in isolation, not the language usage in a proper context. Briefly, the structural things of the material should be chosen in terms of practicality and contextuality.

The last question talks about the most beneficial theme for students. According to the finding, most students say that all topics that they study are beneficial for them. It tells that they took something in every lesson they participated. Five topics cover Communication, Description, Negotiation Strategies, Presentation Skills and Critical Thinking Skill. In the middle of them, remarkably most students think that Job Interview turns out to be the most beneficial material. Although the material is more thought-provoking than others, they feel that through a dialogue they have a very actual circumstance in the class. It signifies that the language they study is truly implemented in everyday life. They not only identify terms about occupation but also they can apply them in real communication. The video of job interview helps them respond to the situation of the job interview. It is due to most students were full-time students and never experience it; therefore they find it would be very important for them to gain the skill of taking a job interview.

## CONCLUSION

After analyzing the data, finally, some conclusions can be drawn. Based on the finding and discussion, the students' perspective on teaching materials of *English for Economics* is positive. They think affirmatively that the materials taught have selected properly in terms of material attraction, usefulness, authenticity, variety, level of difficulty, language skill proportion and the discussed topics. In other words, the materials are appropriate for satisfying Islamic Business Management study program students' need to prepare their future. They get many benefits from learning the materials and are challenged to become English proficient.

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