

**A CASE STUDY OF MANAGEMENT STUDENTS IN LEARNING
ENGLISH FOR ECONOMIC PURPOSES**



THESIS

*Submitted to Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for
Degree of Education in English Education Department*

NORAINI BINTI ABDULLAH

105351100521

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2025

LEMBAR PENGESAHAN



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 290 Makassar
Telp: (0411) 490817 / 490732 (Fax)
Email: kip@umh.ac.id
Web: <https://kip.umh.ac.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Noraini binti Abdullah NIM 105351100521**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 845 Tahun 1447 H/2025 M, tanggal 05 Rabi'ul Awal 1447 H/28 Agustus 2025 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 30 Agustus 2025**.

Makassar, 07 Rabi'ul Awal 1446 H
30 Agustus 2025 M

Panitia Ujian:

1. Pengawas Umum : **Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU** (.....)
2. Ketua : **Dr. H. Baharullah, M.Pd.** (.....)
3. Sekretaris : **Dr. Andi Husniati, M.Pd.** (.....)
4. Dosen Penguji :
 1. **Dr. Farisha Andi Baso, S.Pd., M.Pd.** (.....)
 2. **Dr. Andi Bulkis Magfirah Mannong, M.Pd.** (.....)
 3. **St. Asmayanti AM, S.Pd., M.Pd.** (.....)
 4. **Maharida, S.Pd., M.Pd** (.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Dr. H. Baharullah, M.Pd.
NBM. 779 170

APPROVAL SHEET



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 082343432060
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : A Case Study of Management Students in Learning English for
Economic Purposes

Name : Noraini binti Abdullah

Reg. Number : 105351100521

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 30 Agustus 2025

Approved By,

Consultant I

Consultant II

Dr. Farisha Andi Baso, S.Pd., M.Pd.
NIDN. 0921018406

Maharida, S.Pd., M.Pd.
NIDN. 0916048501

Dean of FKIP
Universitas Muhammadiyah Makassar

Head of
English Education Department

Dr. H. Baharullah, M.Pd.
NBM. 779470

Ariana, S.Pd., M.Pd.
NBM. 1141 851



COUNSELING SHEET FOR THESIS CONSULTATION

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

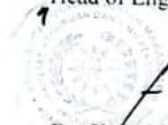
COUNSELING SHEET FOR THESIS CONSULTATION

Name : Noraini binti Abdullah
NIM : 105351100521
Department : English Education Department
Title : A CASE STUDY OF MANAGEMENT STUDENTS IN
LEARNING ENGLISH FOR ECONOMIC PURPOSES
Consultant I : Dr. Farisha Andi Baso, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
28 July 2025	1-5	- chapter 4 (Findings) - answer the RA 1 & 2	<i>[Signature]</i>
01 August 2025	1-5	- Students Result (Real in app) - Discussion (Relate w/ theory)	<i>[Signature]</i>
04 August 2025	1-5	- analysis chapt 4 - check referensi	<i>[Signature]</i>
07 August 2025	1-5	- instruments	<i>[Signature]</i>
09 August 2025	1-5	Acc	<i>[Signature]</i>

Makassar,^{by}.....2025

Approved by
Head of English Education Department



[Signature]
Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Noraini binti Abdullah
NIM : 105351100521
Department : English Education Department
Title : A CASE STUDY OF MANAGEMENT STUDENTS IN
LEARNING ENGLISH FOR ECONOMIC PURPOSES
Consultant II : Maharida, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
June 28	I-IV	Chapter 1 - 3, Double check the content after the revision	[Signature]
June 28	III	Double check the used of tenses and the content before revision	[Signature]
July 25	IV	Clarify the structure of the narrative	[Signature]
July 25	IV	Findings and Discussion	[Signature]
August 25	IV-V	Make sure the suggested focuses were already included	[Signature]

August 25

Makassar, 2025

Approved by
Head of English Education Department



[Signature]

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI BAHASA INGGRIS

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama : Noraini binti Abdullah
NIM : 105351101521
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : A Case Study of Management Students in Learning English for Economic Purposes

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 21 Agustus 2025

Yang membuat pernyataan,

Noraini binti Abdullah



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI BAHASA INGGRIS

SURAT PERJANJIAN

Saya yang bertandatangan dibawah ini:

Nama : Noraini binti Abdullah
NIM : 105351101521
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri (tanpa dibuatkan oleh siapapun).
2. Dalam menyusun skripsi ini, saya akan selalu melakukan konsultasi dengan pembimbing yang telah di tetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiasi) dalam menyusun skripsi.
4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 21 Agustus 2025

Yang membuat pernyataan,

Noraini binti Abdullah

MOTTO AND DEDICATION

Motto

*“I’m not a special person;
I’m just one who didn’t give up”*

– Jay.

“So, indeed, with every difficulty, there is ease.

Indeed, with every difficulty, there is ease.”

(QS. Al-Insyirah: 5-6)

Dedication

I dedicate this thesis to my beloved parents for their endless love, prayers, and unwavering support, and to myself for persevering through challenges, staying patient, and never giving up.

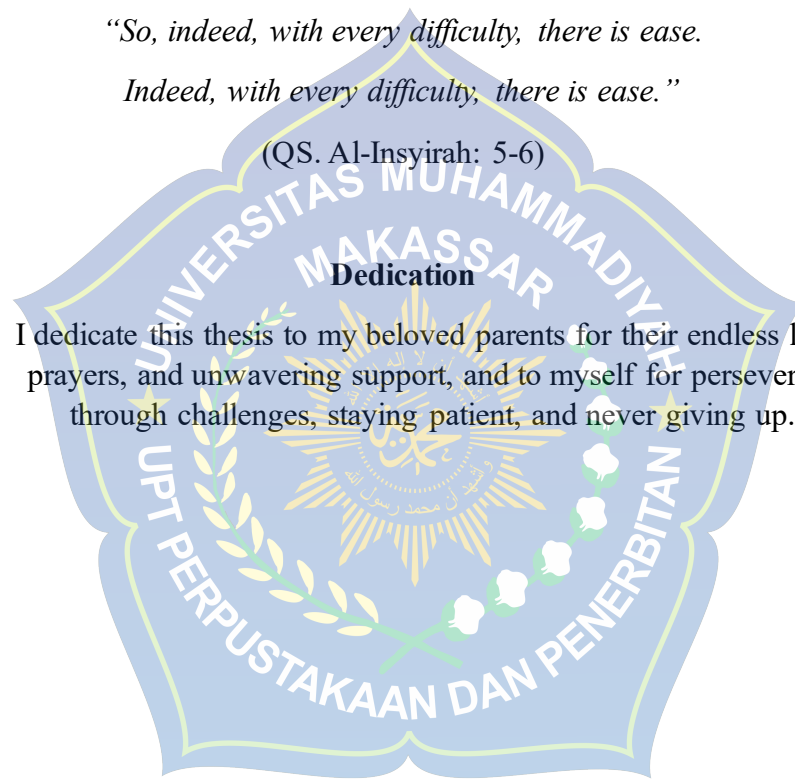


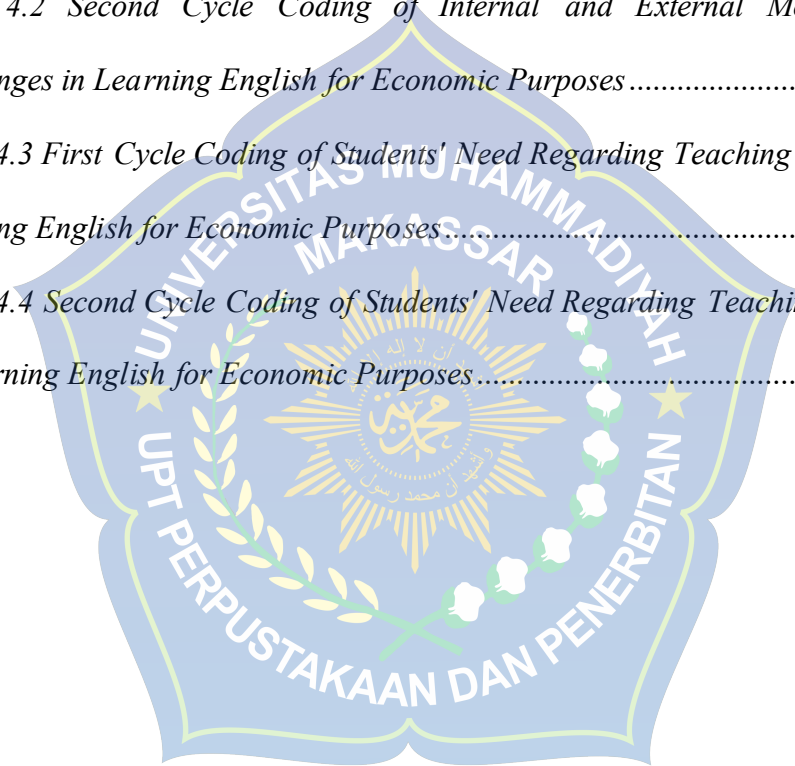
TABLE OF CONTENTS

COVER.....	i
LEMBAR PENGESAHAN.....	ii
APPROVAL SHEET.....	iii
COUNSELING SHEET FOR PROPOSAL CONSULTATION	iv
SURAT PERNYATAAN.....	vi
SURAT PERJANJIAN	vii
MOTTO AND DEDICATION	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
ABSTRACT.....	xiii
ABSTRAK.....	xiv
ACKNOWLEDGEMENT.....	xv
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Research Questions.....	5
D. Objective of the Research	5
E. Significance of the Research.....	6
C. Scope of the Research.....	7
CHAPTER II REVIEW OF LITERATURE.....	9
A. Previous Research Related Findings.....	9

B. Some Pertinent Ideas	13
C. Conceptual Framework.....	33
CHAPTER III RESEARCH METHOD	35
A. Research Design.....	35
B. Research Subject.....	36
C. Instrument of the Research.....	36
D. Data Collection Procedures.....	37
E. Technique of Data Analysis.....	39
CHAPTER IV FINDINGS AND DISCUSSION	41
A. Findings.....	41
B. Discussion.....	87
CHAPTER V CONCLUSION AND SUGGESTIONS.....	92
A. Conclusion.....	92
B. Suggestion	93
BIBLIOGRAPHY.....	96
APPENDIX	102
DOCUMENTATIONS.....	139
CURRICULUM VITAE.....	140

LIST OF TABLES

<i>Table 2.1 Differences in the Meaning of Economic Terms in General Language and Economic Language</i>	<i>17</i>
<i>Table 4.1 First Cycle Coding of Internal and External Motivational Challenges in Learning English for Economic Purposes</i>	<i>42</i>
<i>Table 4.2 Second Cycle Coding of Internal and External Motivational Challenges in Learning English for Economic Purposes</i>	<i>52</i>
<i>Table 4.3 First Cycle Coding of Students' Need Regarding Teaching Method in Learning English for Economic Purposes</i>	<i>62</i>
<i>Table 4.4 Second Cycle Coding of Students' Need Regarding Teaching Method in Learning English for Economic Purposes</i>	<i>77</i>



LIST OF FIGURES

<i>Figure 1. Interview with Management Students from M24F and M24I Class</i>	139
<i>Figure 2. Interview with Management Students from M24B, M24D and M24E Class</i>	139
<i>Figure 3. Interview with Management Students from M24A and M24G Class</i>	139
<i>Figure 4. Interview with Management Students from M24C and M24H Class</i>	139



ABSTRACT

Noraini binti Abdullah, 2025, *“A Case Study of Management Students in Learning English for Economic Purposes.”* English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervisor by Farisha Andi Baso dan Maharida.

This study aims to analyze the motivational challenges faced by management students in learning English for Economic Purposes (EEP) and to identify the teaching methods needed to support their learning process. This study used a qualitative descriptive research design with a case study method, involving second-semester students of the Management Study Program at Universitas Muhammadiyah Makassar. The data collected through semi-structured interviews focusing on investigate motivational factors as well as students' preferences regarding teaching methods. The sample consisted of nine students, selected using a random sampling technique, with one student representing each class. The data were analyzed using thematic analysis to identify patterns related to motivational challenges and instructional needs. This study was expected to provide a deeper understanding of the barriers students face in English for Economic Purposes learning and offer insights into teaching strategies that can improve motivation and engagement. The results were also expected to serve as a reference for lecturers and curriculum developers in enhancing the effectiveness of English for Specific Purposes instruction in economic fields.

Keywords: *English for Economic Purposes, motivational challenges, teaching methods, management students*

ABSTRAK

Noraini binti Abdullah, 2025, *“A Case Study of Management Students in Learning English for Economic Purposes.”* Prodi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Supervisor by Farisha Andi Baso dan Maharida.

Penelitian ini bertujuan untuk menganalisis tantangan motivasional yang dihadapi oleh mahasiswa manajemen dalam pembelajaran Bahasa Inggris untuk Tujuan Ekonomi dan mengidentifikasi metode pengajaran yang dibutuhkan untuk mendukung proses pembelajaran mereka. Penelitian ini akan menggunakan desain penelitian deskriptif kualitatif dengan metode studi kasus, yang melibatkan mahasiswa semester dua Program Studi Manajemen di Universitas Muhammadiyah Makassar. Data dikumpulkan melalui wawancara semi-terstruktur yang berfokus pada investigasi faktor-faktor motivasional serta preferensi mahasiswa terkait metode pengajaran. Sampel terdiri dari sembilan mahasiswa, dipilih menggunakan teknik pengambilan sampel acak, dengan satu mahasiswa mewakili setiap kelas. Data dianalisis menggunakan analisis tematik untuk mengidentifikasi pola-pola yang berkaitan dengan tantangan motivasional dan kebutuhan pembelajaran. Penelitian ini diharapkan dapat memberikan pemahaman yang lebih mendalam tentang hambatan yang dihadapi mahasiswa dalam pembelajaran Bahasa Inggris untuk Tujuan Ekonomi dan menawarkan wawasan tentang strategi pengajaran yang dapat meningkatkan motivasi dan keterlibatan. Hasil penelitian ini juga diharapkan dapat menjadi referensi bagi dosen dan pengembang kurikulum dalam meningkatkan efektivitas pembelajaran Bahasa Inggris untuk Tujuan Khusus di bidang ekonomi.

Kata kunci: *Bahasa Inggris untuk Tujuan Ekonomi, tantangan motivasi, metode pengajaran, mahasiswa manajemen*

ACKNOWLEDGEMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh

All praise and gratitude are dedicated to Allah SWT for His infinite mercy, guidance, and blessings, which allowed the researcher to complete this thesis as a partial requirement for achieving a Bachelor's degree in English Education at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

With great honor and humility, the writer conveys sincere appreciation and deepest gratitude to all those who have given support, encouragement, and prayers during the preparation of this thesis. In particular, heartfelt thanks are addressed to:

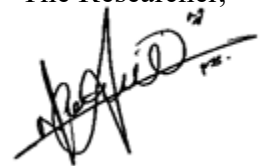
1. Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU the Rector of Universitas Muhammadiyah Makassar.
2. Dr. Baharullah, S.Pd., M.Pd., the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, for his invaluable guidance and motivation.
3. Dr. Ummi Khaerati Syam, S.Pd, M.Pd, the Head of English Education Department and Ismail Sangkala. S.Pd., M.Pd. as secretary of English Education Department, FKIP Universitas Muhammadiyah Makassar for their encouragement and insightful suggestions throughout the thesis process.
4. Dr. Farisha Andi Baso, S.Pd, M.Pd and Maharida, S.Pd., M.Pd, for their time, advice, patience, knowledge and motivation as supervisors so that the author can complete this thesis.
5. Herlina Daddi, S.Pd. M.Pd., as academic supervisor for 4 years, always providing support and direction to researcher.

6. My first love, Bapak Sufian, as my father and my superhero. Through your tenacity, sincerity, and tireless efforts in supporting your children's education, you have shown me the true meaning of struggle, perseverance, and sacrifice. Your guidance, patience, and wisdom have been the pillars that shaped my character and motivated me to pursue my dreams. Every lesson you have imparted and every example you have set have left a lasting impact on my life.
7. My greatest woman, Ibu Sahriani, as my gateway to 'Syurga'. With your boundless love, nurturing care, and sincere prayers, you have always been my greatest comfort, a shoulder to lean on, and a source of unwavering encouragement. Your gentle words, patience, and faith in me have guided me through challenges, lifted my spirits in times of doubt, and inspired me to always strive for excellence.
8. My dearest siblings, Safuan, Anisah, and Sofhea Hana Wafeeya, thank you for being my greatest comfort when the world feels unkind. You are my strongest motivation to keep striving toward success and becoming a person of value in the future.
9. My big family, from both my father's and mother's sides, including my grandparents, uncles, aunts, cousins, and all relatives. Thank you for teaching me that within this family there is no envy or resentment, only mutual support and sincere prayers.
10. My beloved best friends, Mir'atul Aeni, Sumarni, Lisa Sari and classmates Alfea, thank you for being a constant source of laughter, support, and encouragement. Your presence has made this journey lighter and more meaningful.

11. My very good listeners, Nurmila Sari Putri, Fitriah Amalia Nurullah, and Nursupiani Putri, thank you for always being there to listen to my stories, share advice, and become a place to lean on. Your presence has truly added colors that made my university life richer, more vibrant, and unforgettable.
12. My fellow friends in Zona 8 and UKM Bahasa, thank you for being an invaluable part of my college journey. You all have not only been friends but also mentors who shared lessons, a place to grow, and a space to develop together.
13. Enhypen (*Jay, Jake, Sunghoon, Heeseung, Jungwon, Sunoo, Ni-Ki*) and EXO (*Suho, Xiumin, Lay, Baekhyun, Chanyeol, Chen, D.O, Kai, Sehun*), thank you for your music and performances that have inspired me, lifted my spirits during difficult times, and given me strength to keep moving forward.
14. Someone who changed his username from 'Lucky Man' to 'Smooooth Operatorrrr' on Weverse (2025), whose unexpected presence has been a meaningful source of encouragement in this journey. Your influence has inspired continuous perseverance and strengthened the commitment to bring kindness and happiness to others.
15. Last but not least, to myself, the one who has endured sleepless nights, unseen tears, and unspoken doubts. Thank you for carrying the weight of expectations, fighting silent battles, and continuing to move forward when giving up felt easier. From every failure, you have learned; from every fear, you have grown.

Makassar, 21 Agustus 2025

The Researcher,



Noraini binti Abdullah

CHAPTER I

INTRODUCTION

A. Background

Awareness of the importance of learning foreign languages, especially English as an international language, continues to grow in line with various existing needs. As a global language, English is a key means of communication in diplomacy, business, tourism, education, science, and other fields. In higher education, English courses are mandatory for all students, regardless of their major, focusing on academic comprehension and oral communication skills (Sutrisna, 2021). In the professional world, fields such as education, tourism, entertainment, healthcare, international relations, economics, and business have different English language requirements, demanding a strong understanding suited to each profession (Dugošija, 2021). Therefore, it was essential for students to learn English vocabulary specific to their field (English for Specific Purposes).

In the realm of economics and business, English serves as a lingua franca that facilitates international negotiations, presentations, and transactions. This language skill is crucial for understanding the global market. A study by Hidayati and Nur'aini, (2020) found that English was crucial for economics students, both for academic preparation and career readiness. Similarly, research by (Purnamasari, 2023) business administration students choose to study English to advance their careers as business professionals, as English was recognized as the global business language. Furthermore, research by

Wahyuningsih et al, (2021) highlights the importance of mastering English, given that many companies require English language proficiency to market products or collaborate with foreign firms. Thus, these studies collectively highlight the importance of English for economic purposes in supporting students' academic and professional success.

Previous researches revealed that learning English for specific purposes (ESP) faces various problems for non-English major students, which can be categorized external factors and internal factors. External factors include difficulties in understanding learning materials as English is often perceived as a difficult subject with varying levels of complexity by non-English major students (Pham and Nguyen, 2021). In addition, Pham & Nguyen (2021) noted that English is not only difficult but also a boring subject due to unengaging teaching methods, resulting in an unappealing learning environment (Iftanti and Maunah, 2021). On the other hand, internal factors identified by Amri, (2022) include students' limited language skills, high level of anxiety towards English, lack of vocabulary, low interest in learning, relatively short time allocation and so on.

Also, several studies have identified challenges in learning English for Specific Purposes (ESP). Enesi et al. (2021) noted that low general English proficiency and lack of motivation hinder students' participation in ESP learning. Fitria (2020) and Ghafar (2022) categorized these challenges into three areas: teacher-related issues, including inconsistent teaching quality and lack of ESP expertise; student-related issues, such as varying educational

backgrounds and over-reliance on dictionaries; and environmental issues, like overcrowded classrooms and inadequate materials. Likewise, Sari (2019) observed that non-English majors often struggle with vocabulary and grammar, which hinders their professional communication. To address these issues, Sulastini et al. (2023) suggests integrating ESP into other courses and fostering collaboration between English and non-English lecturers to create more relevant and engaging materials.

The novelty of this study lies in its specific focus on learning English for Economic Purposes (EEP) among management students, by examining two main aspects: the challenges of learning motivation and the students' needs related to teaching methods. Unlike previous studies that mostly focused on technical issues such as limited vocabulary, grammar, or general problems in ESP learning, this study explored students' internal and external motivation barriers that affect their engagement in learning EEP. It also highlighted what students actually need in terms of teaching methods, rather than just evaluating teaching effectiveness. This research offered a more contextual and student-centered understanding of the challenges they faced when learning English in the field of economics. Therefore, this study provided a fresh contribution that had not been widely explored in previous research, particularly in the context of higher education in Indonesia.

The research gaps addressed in this study included three main points. First, there was still limited research focusing specifically on English for Economic Purposes in Indonesia, especially studies that explore the learning

experiences of non-English majors like management students. Second, students' learning motivation, both intrinsic and extrinsic, was rarely the main focus, even though it plays a crucial role in second language acquisition. Third, teaching methods in English for Economic Purposes had not been widely examined from the students' perspective, which often resulted in teaching approaches that did not match their expectations or learning needs. This study aimed to fill those gaps and support the development of more relevant and student-oriented English for Specific Purposes instruction.

Pre-observation at the Management Study Program of Universitas Muhammadiyah Makassar revealed additional research gaps. Students showed strong internal motivation to learn English for Economic Purposes, driven by awareness of global competition, while external motivation stemmed from job market demands and further study opportunities. However, issues like low self-confidence and limited vocabulary were found to affect the consistency of their motivation. The observation also indicated that lecturers mainly rely on textbooks, making classes less engaging and limiting student participation and understanding. Moreover, English for Economic Purposes was usually taught only in early semesters without continued practice, reducing opportunities for skill development. These findings highlight the need to examine both motivational challenges and teaching methods needed in English for Economic Purposes learning. Therefore, these observations emphasized the importance of exploring both motivational challenges and the teaching methods that need by the students in learning English for Economic Purposes.

The main focuses in this research were the challenges faced by management students and students' need in terms of teaching methods in learning English for Economic Purposes. The challenges were examined in terms of motivation, both internal and external, that influenced students' learning processes. Additionally, the research also focuses on investigated the teaching methods that needed by the students in English for Specific Purposes (ESP) classes. Through a qualitative design, this research aimed to uncover real barriers students faced in terms of the motivational challenges in learning English for Economic Purposes, and provide a deeper understanding of their specific needs in terms of teaching methods to support more effective and engaging learning.

Therefore, this was crucial for higher education in Indonesia, where English proficiency was becoming increasingly essential. The findings provided valuable insights to enhance students' motivation or improve the learning environment in learning English for Specific Purposes (ESP) specifically English for Economic Purposes (EEP). By identifying these challenges and teaching method needs, this study contributed to bridge the gap in English learning for economic purposes and supported further research on solutions to these challenges in Indonesia.

B. Research Questions

Based on the background above, the research problem can be formulated as follows:

1. What are the challenges faced by the management students in terms of motivation in learning English for Economic Purposes?
2. What are the students' needs regarding the teaching method of English for Economic Purposes subject for management students?

C. Research Objectives

The objectives of this research were to identify and analyze the motivational challenges experienced by management students in learning English for Economic Purposes, as well as to explore the students' needs regarding the teaching methods used in this subject. This study aimed to understand both internal and external motivational factors that influenced students' engagement and consistency in learning, and to examine their needs and expectations toward teaching approaches that can effectively support their academic and professional language development in the field of economics. The results of this study were expected to provide valuable insights for educators to improve the quality of English for Economic Purposes instruction, enhance student motivation, and create more relevant and engaging learning experiences that align with the actual needs of students in learning English for Economic Purposes.

D. Significances of Research

The researcher was certain that the results of this study would be beneficia for both further research and readers. The outcomes of this inquiry were expected to have theoretical and practical significance.

1. Theoretically

For researchers, this study contributes to the literature on English language learning in an economic context. The results of the study could be used as a reference for further studies and developing appropriate interventions to overcome the challenges identified and better align teaching practices with students' needs and expectations.

2. Practically

a. Higher Education Institutions in Indonesia

This study helped institutions identify challenges students faced in learning English. The findings can guide improvements in curriculum and teaching methods, enhancing education quality and graduate competitiveness.

b. Students

Students gained a clearer understanding of the challenges they and their collages encounter. This awareness could encourage them to seek solutions together, such as group study or asking teachers for help.

c. Lecturers

This study provided information about the difficulties experienced by students, allowing lecturers to adjust teaching methods and teaching materials to be more relevant and effective in meeting students' needs.

E. Scope of the research

This research was limited to the analysis of motivational challenges and students' need regarding the teaching methods used in the English for Economic Purposes subject. The study focused on management students at Universitas Muhammadiyah Makassar, specifically on second semester students in Management study program. The research explored both internal and external motivational factors, as well as students' need in terms of the teaching methods that could support their learning process in this subject. Therefore, this study did not examine all aspects of English language skills in detail, such as grammar proficiency or writing structure, but rather emphasized students' challenges and needs to the teaching process.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

Several studies have identified the challenges faced by students in learning English for Specific Purposes (ESP), as well as their specific needs. These studies also provide insights from ESP analyses, which highlight the various obstacles students encounter in mastering English for professional and academic purposes. Some of these studies are as follows:

1. The study by Larasati et al. (2022:63) examines the English learning needs of students at the Faculty of Economics and Business, Universitas Muhammadiyah Palembang. The findings show that students need materials tailored to their professional tasks, including understanding work instructions, job interviews, writing proposals and cover letters, preparing CVs, delivering business presentations, handling emails and business correspondence, and producing reports. The study stresses the importance of integrating the four key language skills: listening, speaking, reading, and writing. It suggests that the development of ESP materials should be based on real-world workplace situations and informed by a needs analysis involving students, lecturers, and graduates.
2. Research by Alharbi (2022:76) indicates that students hold a positive perception of Business English, viewing it as essential for job readiness particularly in areas such as professional communication, job interviews,

and writing business-related documents. However, they encounter several challenges, including limited language proficiency, a lack of opportunities to practice English in social settings, and teaching materials and methods that are not sufficiently practical or relevant. Many students perceive ESP courses as their last opportunity to enhance their English skills before entering the workforce. Therefore, the study highlights the need to improve the quality of ESP instruction by adopting more practical, needs-based teaching approaches.

3. Previous research by Fitria (2020:61) identified various challenges in teaching ESP to economics students from the perspectives of teachers, students, and the learning environment. Obstacles for teachers include poor-quality lectures and teaching materials, inappropriate teaching methods, a lack of ESP training, and minimal understanding of students' fields of study. Meanwhile, students struggle with learning motivation, limited vocabulary, language differences, and reliance on dictionaries. Environmental factors, such as unsupportive classroom conditions, a lack of teaching materials, and overcrowded classrooms, further exacerbate the situation. This study highlights the need for policy reforms in ESP teaching, particularly in non-English majors, to enhance teaching quality and reduce the challenges faced by both teachers and students.
4. Wiastuti (2024:1222) in their research on the challenges of learning English for Specific Purposes (ESP) for Business Management students, revealed that students face various obstacles in mastering English related

to economics. The main difficulties include understanding and memorizing specific economic terminology, reading and comprehending complex academic texts, writing essays and business reports, and interpreting as well as analyzing data, diagrams, and graphs. Beyond linguistic and academic challenges, the unique nature of business practices, which differ from conventional business systems, further complicates English learning in this field. From the teaching perspective, lecturers struggle with conveying complex vocabulary, designing integrated learning, engaging students in active discussions, and maintaining their motivation. This study highlights the need for an innovative approach that connects language learning with students' real experiences and future career prospects to address these challenges effectively.

Based on the previous research above, similarities were found with this study in identifying various technical challenges faced by students in learning English for Specific Purposes (ESP), such as limited vocabulary, difficulties in understanding economic terminology, reading complex academic texts, and writing business reports. From the teaching perspective, earlier research also revealed several obstacles, including the lack of specialized training for ESP lecturers, the use of monotonous and non-contextual teaching methods, and limited understanding of students' academic disciplines. In line with these findings, the present study also addressed challenges in ESP learning, but with a more specific emphasis on students' learning motivation. Furthermore, this study explored teaching methods that aligned with the actual needs of students

in the field of economics, aiming to enhance the effectiveness of ESP instruction within an economic context.

On the other hand, this study differed from previous studies that primarily highlighted some technical challenges faced by students in learning English for Specific Purposes (ESP), such as limited vocabulary, difficulty in applying ESP terms in real-world contexts, and barriers in reading or writing academic texts. Additionally earlier studies also emphasized teaching-related obstacles, including the lack of specialized training for lecturers, monotonous teaching methods, and limited understanding of students' academic fields. In contrast, this study will specifically underlined students' challenges in terms of motivation in learning ESP in the context of economic, as well as the importance of conducting a needs analysis of teaching methods based on students' perceptions.

To sum up, this study shared similarities with previous research in identifying challenges faced by students in learning English for Specific Purposes (ESP), such as limited vocabulary, difficulty understanding economic terms, and challenges in reading or writing academic texts. Both studies also highlighted teaching barriers, such as a lack of training for lecturers and the use of monotonous methods. However, this study differed from previous research by placing a stronger emphasis on the challenges related to student motivation and conducting a student needs analysis in terms of teaching methods, particularly within the context of economics, to enhance the effectiveness of ESP instruction.

B. Some Pertinent Ideas

1. Concept of English for Specific Purposes (ESP)

a. Definition of English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an approach to English language learning that emphasizes the targeted and purposeful use of language based on specific academic or professional needs. According to Cummins in Hyland (2022:203), ESP involves 'context-reduced' language, which is more abstract and less reliant on immediate situational context compared to everyday language. Furthermore, Robinson in Kostanyan (2024:147) defines ESP as a specialized branch of English Language Teaching (ELT), focusing on goal-oriented language learning tailored to the learner's specific field of study or profession.

A similar opinion was stated by Hutchinson & Waters in Ibrahim (2020:84) that English for Specific Purposes (ESP) is a systematic teaching approach that prioritizes students as the central focus of learning. ESP plays a significant role in teaching English for specialized purposes, gaining recognition for its emphasis on intensive needs analysis in course design. This analysis involves a thorough assessment of students' existing skills and identifying gaps in their proficiency within their target language context. Based on this evaluation, appropriate steps can be taken to equip learners with the

specific linguistic and communicative knowledge required for their academic or professional success.

Moreover, Iswati et al. (2024:1) also highlighted that English for Specific Purposes (ESP) is a distinct area of English language teaching that adapts language learning to meet the specific needs of learners in their chosen professional domain. The main goal of ESP is to provide learners with the crucial language and communication abilities needed to succeed in their particular careers. Since its emergence in the 1960s, English for Specific Purposes (ESP) has evolved into a key discipline within applied linguistics, driven by significant contributions from researchers worldwide.

As the demand for English proficiency in specialized fields continues to grow among students and professionals, ESP has become indispensable in equipping them with the necessary communication skills tailored to their academic and career needs. It is widely implemented across various countries to address specific linguistic and communicative requirements, particularly in academic and professional settings (Shalash, 2024:16).

Based on various expert definitions above, English for Specific Purposes (ESP) can be concluded as an approach to English learning that adapts the materials to meet students' academic or professional needs. ESP goes beyond grammar, focusing on language use in specific contexts. A key aspect of ESP needs analysis, which plays a

crucial role in designing a relevant and effective curriculum, ensuring that students acquire the necessary communication skills required in their respective fields.

b. The characteristic English for Specific Purpose (ESP)

English for Specific Purposes (ESP) has several distinctive characteristics. First, Robinson in Mohamed and Alani (2022:28) stated that ESP is oriented towards student needs and is specifically designed to achieve academic or professional goals and English for Specific Purpose course development is derived from a thorough needs analysis aimed at determining the specific tasks that students must complete through the medium of English.

Besides, Dudley-Evans and St. John in Daulay (2021:3) added that ESP has absolute characteristics, which is designed to meet the specific needs of learners, using the methodology of the targeted discipline, and focusing on language appropriate to the professional context, including grammar, lexis, register, study skills, discourse, and genre while the variable characteristics include the possibility of ESP related to a particular discipline, using different methods from general English, aimed at intermediate or advanced adult learners, and assuming basic knowledge of English.

In addition, according to Hutchinson and Waters in Rahman & Arefin (2023:63), English for Specific Purposes (ESP) is a language learning approach in which all decisions about content and methods

are based on the reasons students are learning the language. They emphasize that ESP emerged as a response to the increasing global demand for English, especially in the fields of science, technology, and commerce. In their view, ESP focuses on the real needs of learners, both in academic and professional contexts, and emphasizes the importance of needs analysis as a primary basis for course design. They also state that the difference between ESP and General English lies in the awareness of learner needs, not in the type of language taught.

While both General English (GE) and English for Specific Purposes (ESP) aim to improve learners' proficiency in English, they differ significantly in focus, content, and instructional approach. General English is designed for broad language use in everyday contexts, emphasizing general vocabulary, grammar, and the four basic skills (listening, speaking, reading, and writing). It is typically used in school curricula and language courses for general communication Rahman & Arefin (2023:66). There are some examples of vocabularies that differences General English and English for Economic Purposes as in the table below:

Table 2.1 Differences in the Meaning of Economic Terms in General

Language and Economic Language

Vocabularies	Meaning in General English	Meaning in English for Specific Purposes (ESP) in economy context
Interest	<i>Interest or curiosity about something.</i>	<i>Additional cost paid on a loan or earned from savings</i>
Capital	<i>The capital city of a country or region</i>	<i>Money or assets used for investment or production.</i>
Market	<i>A physical market or public for shopping.</i>	<i>A place or system for buying and selling goods or services.</i>
Credit	<i>Recognition or praise for an achievement.</i>	<i>Money that is borrowed or an amount available for borrowing.</i>
Return	<i>To return to a previous place or condition.</i>	<i>Profit or gain from an investment. .</i>

The table above provides several examples of vocabulary differences between General English and English for Specific Purposes (ESP), both in meaning and usage. In summary, ESP is an approach to English teaching that focuses on learners' specific academic or professional needs. Unlike General English, which covers broad language use, ESP is guided by what learners need to achieve in their field, making the content more targeted, practical, and relevant.

c. Branches of English for Specific Purposes (ESP)

The two main branches of English for Specific Purposes are English for Academic Purposes (EAP), English for Occupational Purposes (EOP) which can be defined as below:

1. English for Academic Purposes (EAP)

English for Academic Purposes (EAP) is a specialized English language learning program designed to support academic communication needs in higher education settings. It helps both local and international students to understand, produce, and engage in academic activities using English effectively. Bo et al. (2022:12) stated that the main goal of EAP is to equip students with the language skills needed for academic study, such as reading, writing, speaking, and listening in a university context. This program typically targets international students or those who use English as a second language.

The materials taught include essay writing, research reports, presentations, discussions, and mastery of academic vocabulary (Knežević et al., 2020:4). Topics and subtopics in EAP are often tailored to students' needs based on specific fields of study, such as engineering or science, so that learning becomes more relevant and applicable. This adjustment of materials is done through surveys and analysis of student needs (Ahrens and Zascerinska, 2020:19).

EAP plays a crucial role in preparing students to meet the academic demands of higher education. The program emphasizes the mastery of academic language skills, the adaptation of materials to students' specific needs, and the integration of technological innovations to enhance learning effectiveness. While challenges

still exist, research has shown that EAP positively contributes to students' academic success.

2. English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) is a branch of English for Specific Purposes (ESP) that focuses on teaching English to meet communication needs in the workplace. It is designed to help individuals develop language skills relevant to specific professions or fields of work, thereby enhancing their performance and competitiveness in professional environments. EOP emphasizes the development of both spoken and written English skills that align with the demands of various industries such as aviation, engineering, healthcare, tourism, and hospitality (Warman et al., 2024:2895).

Furthermore, EOP materials are typically tailored to reflect real-life workplace situations, covering language use for daily conversations, negotiations, presentations, and the writing of professional documents (Chen & Duan, 2023:32). Bui and Huong (2023:8) stated effective EOP instruction commonly adopts a communicative approach and integrates language learning with job-related content. However, differences in perspectives between teachers and learners may arise concerning teaching methods, assessment practices, and the prioritization of language skills.

English for Occupational Purposes (EOP) plays a vital role in preparing individuals to meet the communication demands of the professional world. Well-structured and relevant EOP programs can enhance language proficiency, increase employability, and support professional development. Nonetheless, continuous adjustments to teaching materials and strategies are necessary to ensure alignment with the evolving needs of industries and learners.

d. Types of material of ESP in Higher Education

English for Specific Purposes in higher education involves a variety of teaching materials tailored to the needs of specific academic and professional fields. In the context of English for Economic Purposes (EEP), the materials must address the linguistic and communicative needs of economic and business students. These includes such as economic reports, financial statements, business case studies, scholarly journal articles, and market analysis documents (Märunțelu, 2024:249).

Research by Yao (2021:25), further highlights the importance of incorporating a wide range of materials, including reading texts for comprehension practice, vocabulary and grammar exercises, translation tasks, and writing activities such as essays, abstracts, and letters. While supplementary activities like oral presentations and discussions are also included, their implementation remains limited. Nevertheless, Yao's comprehensive approach demonstrates the

necessity of well-structured ESP materials in supporting students' English learning at the tertiary level.

Similarly, a study by (Nurjannah et al., 2023:119) found that the ESP materials implemented in the Islamic Economics Department were tailored to students' academic and professional needs. The learning process begins with general English topics such as greetings and self-introductions then progresses to more field-specific content like business introductions involving formal and informal expressions. Students are also exposed to economic-themed reading texts aimed at enhancing reading proficiency and expanding their technical vocabulary relevant to Islamic economics.

Compared to the ESP curriculum designed for management students at Universitas Muhammadiyah Makassar in the 2024/2025 academic year, the focus is on developing basic communicative competence within an ESP framework. The materials cover practical themes such as greetings, spelling, self-introduction, introducing others, numbers and fractions, dates, polite expressions (e.g., "*please*" and "*thank you*"), and describing objects. These topics are intended to support students in handling every day and professional communication tasks in both general and business-related contexts.

The integration of authentic materials that reflect real-world economic contexts is essential, as they expose students to relevant vocabulary, discourse structures, and communication styles used in

international economic environments. By utilizing applicable and field-specific resources, EEP courses can better prepare students to meet the demands of the professional world, particularly in navigating the global economic landscape where English proficiency is increasingly indispensable.

e. The Advantages of ESP in English Language Learning

English for Specific Purposes (ESP) offers significant benefits in English language learning due to its strong alignment with students' academic, professional, and vocational needs. It has been proven to enhance language skills effectively while making the learning process more focused, practical, and engaging. From a skills perspective, ESP helps students develop English language skills relevant to their field of study or work such as writing, speaking, listening, and specific vocabulary and has been shown to provide significant improvements in these aspects compared to general English language learning (Indasari et al., 2024:41).

Meanwhile, from the learning aspect, Maulida (2024:1361) found that ESP materials are tailored to students' needs, interests, and gaps in knowledge, making the learning process more engaging, meaningful, and applicable to real-life situations. Additionally, innovative learning models in ESP such as flipped classrooms and project-based learning along with the integration of technology and interactive methods, enhance student engagement, independence, and motivation, while

also improving their participation, comprehension, and self-confidence (Baekani et al., 2023:855; Kristianto & Harendita, 2022:7).

Hence, English for Specific Purposes (ESP) not only enhances English language skills relevant to academic and professional contexts, but also fosters a more contextual, engaging, and effective learning experience through tailored materials and innovative teaching methods, thereby directly supporting students' readiness to meet the demands of the workplace and further education.

2. **Concept of English for Economic Purposes (EEP)**

English for Economic Purposes (EEP) is a subfield of English for Business and Economics that focuses on the specific language needs within the field of economics. According to Hutchinson and Waters as cited in Prodanovska-Poposka, 2022:4), EEP can be classified under either English for Academic Purposes (EAP) or English for Occupational Purposes (EOP) depending on its context of use. It falls under EAP when used in academic settings, such as studying economics at the university level, and under English for Occupational Purposes (EOP) when applied in professional contexts, such as business communication or financial reporting.

English for Specific Purposes (ESP) encompasses both English for Academic Purposes (EAP) which prepares students for academic activities such as writing scientific papers or delivering presentations (Knežević et al., 2020:1) and English for Occupational Purposes (EOP)

which equips individuals for professional tasks such as negotiations and writing business reports (Chen & Duan, 2023:32). However, in practice, the boundaries between EAP and EOP often overlap, leading to the widespread adoption of integrated approaches that combine academic and professional skills within a single course to better prepare students for the demands of the workplace after graduation.

The design of English for Economic Purposes (EEP) courses, in particular, heavily relies on detailed needs analysis for both academic and occupational contexts and often incorporates a flexible, eclectic teaching approach, including the use of simulations that are now commonly employed in both domains (Warman et al., 2024:2900). Therefore, EEP can be classified as EAP, EOP, or a combination of both depending on the context of its use, and integration between the two becomes important to respond to the needs of real-world economic communication.

3. Internal and External Motivation Challenges

Motivation in learning English can be divided into two types: internal (intrinsic) motivation and external (extrinsic) motivation. Internal motivation originates from within the student, while external motivation is influenced by external factors, such as the environment. These two types of motivation are explained in more detail as follows:

a. Internal Motivation

. Internal motivation plays an important role in English learning because it encourages students to learn independently, persist in the face of challenges, and achieve better results. Students with strong internal motivation are generally more active, persistent, and successful than those who are only driven by external factors (Hashemi et al., 2024:3).

This type of motivation often stems from an intrinsic interest in English, enjoyment of the learning process, and a desire for personal growth, all of which have been shown to positively influence academic achievement (Jiao et al., 2022:8). Moreover, personal goals and integrative motivations such as the desire to communicate with foreign speakers, understand other cultures, and broaden one's horizons are frequently stronger than purely instrumental motivations (Kumar, 2021:420). Internal motivation is also strongly linked to autonomy and perseverance, as students who are internally driven tend to manage their own learning process and exhibit greater independence and persistence in pursuing academic success (Nguyen and Habók, 2021:9).

Internal motivation has a significant impact on English learning outcomes, especially in improving student achievement and engagement (Jiao et al., 2022:12) found that students who are internally motivated tend to be more active in class, more focused

in the learning process, and show higher academic achievement. In addition, internal motivation provides a more stable and sustainable learning drive than external motivation, which often fades quickly if not internalized. A strong positive relationship was also found between internal motivation and English learning intensity, where students with high motivation are more consistent and intense in their learning efforts (Nguyen and Habók, 2021:9).

Furthermore, a key implication for English language teaching is the importance of fostering students' internal motivation by creating a learning environment that is enjoyable, relevant, and aligned with their interests. Teachers can implement visualization techniques and emotionally engaging strategies to enhance student involvement and support improved learning outcomes (Zhou, 2024:1). By cultivating students' interest, personal goals, and self-confidence, the English learning process becomes more effective, sustainable, and meaningful positioning internal motivation as a central factor in achieving long-term language learning success.

b. External Motivation

External motivation is a significant factor that encourages students to learn English, as it originates from outside the individual such as social expectations, parental pressure, academic or career requirements, and the presence of reward and punishment systems. In the context of English learning, external motivation often serves

as the initial driver that engages students and helps them remain committed to the learning process (Ajmal et al., 2021:544)

Common forms of external motivation include social and environmental support, where encouragement from parents, lecturers, friends, and the academic environment can increase students' enthusiasm for learning (Permangil, 2024:1). Besides, academic demands such as graduation requirements and the needs of the world of work are also strong reasons for students to master English (Zulfa and Zahidah, 2023:167). Solihah et al., (2023:50) also added that rewards in the form of good grades, praise, or certain facilities, as well as punishments for not achieving targets, also serve as drivers of student learning behavior. Additionally, setting learning targets such as the number of readings or assignments to be completed is also an effective external motivation strategy in maintaining student engagement.

External motivation plays a significant role in English language learning, particularly in enhancing student engagement during the early stages or when internal motivation is not yet fully developed. External encouragement such as academic requirements, social pressure, and environmental expectations can help students remain focused and actively participate in learning activities (Vu and Nguyen, 2024:84). However, the impact of external motivation tends to be less stable and often short-lived, potentially diminishing

over time if not reinforced by internal motivation. Therefore, a combination of external and internal motivation is essential for successful learning, as students who possess both tend to demonstrate more consistent performance and achieve better outcomes in mastering English (Permangil, 2024:18).

In the context of teaching, (Solihah et al., 2023:64) emphasize that teachers and the learning environment play a crucial role in harnessing external motivation by providing support, positive feedback, and appropriate rewards to boost students' enthusiasm for learning. Teaching strategies should also aim to internalize external motivation, enabling students to become less dependent on external factors and more capable of developing autonomy and sustained motivation. Therefore, while external motivation such as social support, academic expectations, and rewards significantly contributes to initiating and sustaining the English learning process, it must be complemented by the cultivation of more stable and intrinsic motivation to achieve optimal and long-term learning outcomes.

4. Challenges in Implementing and Learning English for Specific Purposes (ESP)

Challenges in implementing and learning English for Specific Purposes (ESP) are multifaceted, encompassing both educational and practical hurdles. These challenges can be divided into two main areas:

those faced in the implementation of ESP programs and those encountered by students learning ESP.

a. Challenges in implementing ESP

The implementation of English for Specific Purposes (ESP) in higher education faces a range of complex challenges. One of the primary issues is the lack of teacher qualifications and preparedness, as many instructors have not received specialized training in ESP instruction and continue to rely on teaching methods that are not aligned with students' professional needs. Moreover, the existing ESP curricula often lack clear guidelines and are not sufficiently aligned with the demands of the job market (Nabung et al., 2024:833)

Additionally, ESP lecturers acknowledge the importance of covering the four language skills listening, speaking, reading, and writing along with grammar and vocabulary, but face challenges in developing materials that are both relevant and comprehensive. Meanwhile, feedback from department heads and alumni indicates that existing ESP materials do not adequately meet academic and workplace demands, such as reading economic journals or drafting financial reports in English (Oktavia & Suwartono, 2020:977). Besides, assessment strategies in ESP classes also remain largely traditional and are not well-suited to measuring students' abilities in real-world professional communication. This issue is further

compounded by the limited opportunities for teacher training in developing appropriate and field-specific evaluation tools (Abbassi et al., 2021:1213).

b. Challenges in learning ESP

Challenges are often associated with learning difficulties, including in the context of English for Specific Purposes (ESP), particularly for economic purposes, as stated by Sèna, (2022:131) students struggle due to limited basic English proficiency, which hinders their ability to use professional vocabulary and terminology relevant to their field of study. Additionally, low learning motivation can lead students to perceive ESP as irrelevant to their future careers.

Similar findings were highlighted by Mao and Zhou (2024:1), who observed that students face challenges in language skills, particularly in reading academic texts and writing descriptions of work, abstracts, and reports. They also encounter difficulties in understanding English-language lectures and effectively taking notes. Supporting this, (Suherman, 2023:197) found that the most significant challenge for students is low linguistic competence, which impedes their ability to grasp technical terms in economics. Furthermore, teaching methods that overly emphasize grammar and general English, without aligning with the specific needs of the

discipline, make the learning experience monotonous and less contextual.

In conclusion, the main challenges faced by students in learning ESP for economic purposes include limited English language proficiency, lack of relevance in learning materials to professional demands, and instructional approaches that do not reflect the specific context of their field. Therefore, a more contextualized and learner-responsive approach is essential to enhance the effectiveness of ESP instruction.

5. Teaching Methods in applying ESP

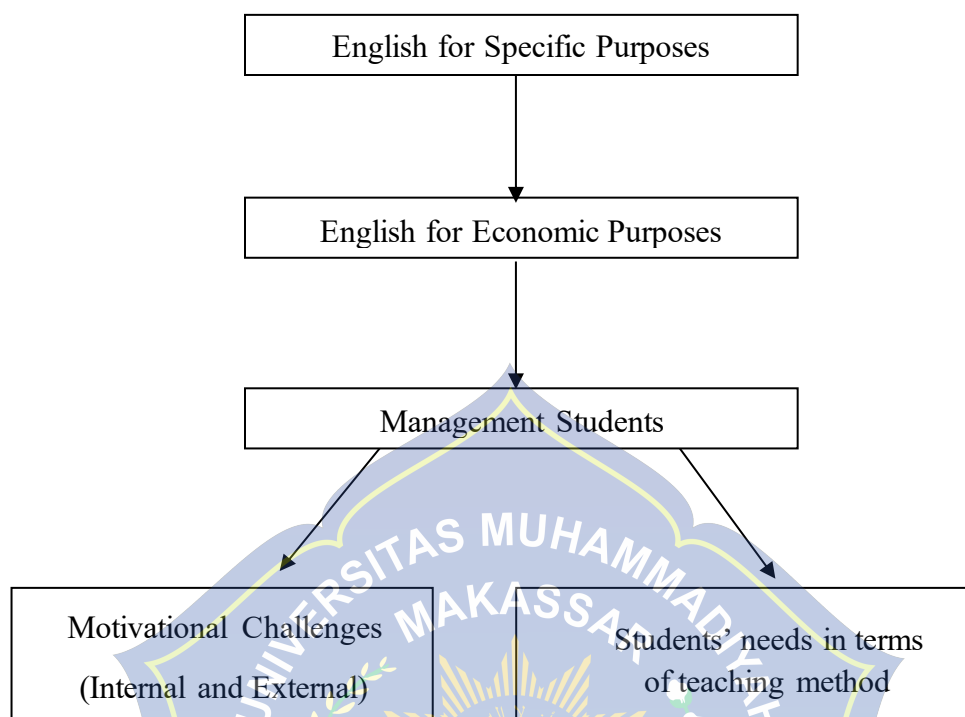
From several previous studies, there are various of teaching method applied in ESP instruction. For instance, Tenieshvili (2023:209) applies the Communicative Language Teaching (CLT) method in English language learning. This method emphasizes the use of language as a tool for real communication, rather than just a set of grammatical rules. In practice, teaching is focused on activities that encourage interaction, such as role-plays, group discussions, simulations, pair work, and task-based activities, all aimed at enhancing communicative language skills.

Other than that, Gvelesiani (2023:35) in his research on the course ARET (Abstracting and Reviewing of the English Text), implements various innovative approaches, including academic text translation, heteroglossia, code-switching, and translanguaging. These approaches

allow for the simultaneous use of multiple languages in a multicultural classroom and foster a deeper understanding of academic material. The results show significant improvements in students' academic skills, including vocabulary, language structure, and the speed and accuracy of translating academic texts.

Similarly, Ageicheva et al., (2025:23) employ various teaching methods in the context of ESP (English for Specific Purposes), such as pair and group work, project-based tasks, the use of authentic materials, self- and peer-assessment, and simulations of authentic communication tailored to students' needs. These methods not only enhance students' communicative and professional competencies but also increase motivation and foster independence in the learning process. Therefore, selecting and applying the right teaching methods is a critical aspect of the teaching and learning process. Teachers are expected to develop instructional plans that are both effective and adaptable to ensure that education proceeds in an optimal and holistic manner.

C. Conceptual Framework

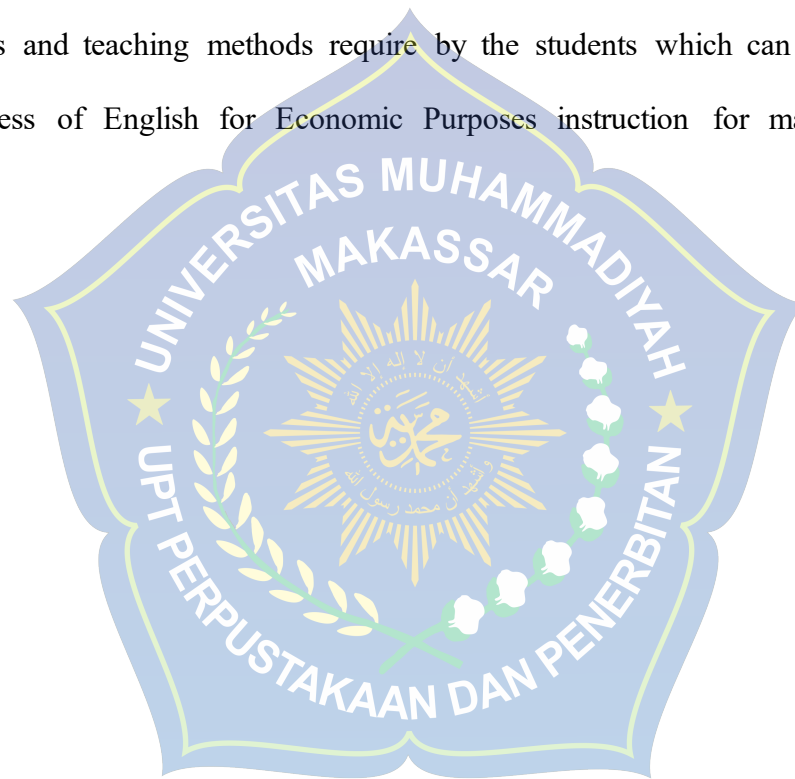


The diagram above illustrates the logical flow of this research, beginning with the English for Specific Purposes (ESP) course, which in this context is specifically focused on English for Economic Purposes (EEP) a branch of English language instruction designed to meet the needs of the economic field. The primary focus of this course was students in the management study program, who serve as the subjects of this research.

The diagram highlights two main areas of investigation based on the research problem: first, motivational challenges, which addresses the challenges faced by management students in terms of motivation when studying English for Economic Purpose and second, students' needs regarding of teaching methods,

which explores students' views and perceived needs regarding the teaching methods used in the course.

Overall, the diagram shows a clear relationship between the learning context (EEP), the research subjects (management students), and the two key aspects being examine learning motivation and teaching methods that expected by the students. This conceptual framework serves as the foundation for analyzed both motivational challenges and teaching methods require by the students which can affect the effectiveness of English for Economic Purposes instruction for management students.



CHAPTER III

RESEARCH METHODOLOGY

In this part, the researcher explained the research design, research subject, instrument of the research, data collection procedures, and technique of data analysis.

A. Research Design

This study used a qualitative descriptive research design to examine the motivational challenges faced by the students and the teaching methods that the students of Management Study Program need in learning English for Economic Purposes. Qualitative research aimed to understand human or social phenomena by providing a detailed and thorough portrayal of individuals in real-world, natural settings (Royadi et al., 2019:89) and its goal was to describe and analyze social issues comprehensively (Fadli, 2021:33). This design aligned with the objectives of this study, which were to gain a deeper understanding of the motivational challenges faced by the students and to identify the teaching methods required to support their learning process. To support this study design, the study was conducted using a case study method. This method enabled the researcher to investigate in depth the motivational challenges and teaching method needs of early semester management students at Universitas Muhammadiyah Makassar in a real life and specific academic context, which made the case study method suitable for this research.

B. Research Subject

The subjects of this study were second-semester students of the Management Study Program at Universitas Muhammadiyah Makassar in the 2024/2025 academic year, as they were taking the English for Economic Purposes course during the research period. There were approximately 270 students across 9 classes, with around 30 students in each class. The participants were selected using a random sampling method, which one student from each class was randomly chosen, resulting in a total of 9 participants. This selection was intended to ensure that the data represented a variety of motivational challenges and students' needs regarding teaching methods in learning English for Economic Purposes. The chosen participants were expected to provide relevant and meaningful insights aligned with the focus of this study.

C. Instrument of the Research

There was one primary instrument for data collection in this study which was semi-structured interviews, that were expected to answer both of the first and second problem statements. The interview was conducted in two sessions.

1. The first session explored the motivational challenges students had encountered in their English for Economic Purposes course.
2. The second session focused on the teaching methods that the students deemed most necessary for learning English for Economic Purposes.

The interviews were divided into two sessions to explicitly address this research's primary focuses which were the motivational challenges students faced in learning English for Economic Purposes and the teaching methods they required. Each session consisted of five questions designed to probe students' motivational challenges and their need in terms of teaching methods. The semi-structured format provided the flexibility to follow up on interesting responses and explore emerging themes in depth, ensuring the collection of rich, meaningful qualitative data.

D. Data Collection Procedures

In collecting the data, the researcher will follow these procedures below:

1. **Determining the Research Subjects**

The data collection procedure for this study began with determining the research subject. The researcher identified and selected participants from second semester students in the Management Study Program at Universitas Muhammadiyah Makassar using random sampling.

2. **Designing the Interview Questions**

The researcher developed semi-structured interview questions to explore students' motivational challenges and the teaching methods that their need with five main questions each of the session. The questions were open-ended to allow participants to express their opinions freely.

3. Conducting the Interviews

The interviews were conducted individually and face to face. Each session is lasted between 20 to 30 minutes with nine participants. The researcher used audio recordings with participants' consent and took field notes to ensure data accuracy and richness. The first session explored the motivational challenges students faced in learning English for Economic Purposes, while the second investigated the teaching methods they needed.

4. Transcribing the Data

The recorded interviews were transcribed verbatim. The transcription process aimed to preserve the participants' original expressions while ensuring clarity for analysis.

5. Analyzing the Data

The transcribed interview data were analyzed using a thematic analysis. The researcher began by reading through all transcripts thoroughly to become familiar with the data. Next, important statements and keywords were coded and grouped into categories that reflected recurring ideas or issues. These categories were then organized into broader themes that represented the motivational challenges faced by students and their needs in terms of the teaching methods used in the English for Economic Purposes course.

E. Technique of Data Analysis

The data collected through interviews in this study were analyzed using the qualitative coding method described by Saldana in Lungu, (2022:232). This method consists of a structured process involving two main coding cycles which are *First Cycle Coding* and *Second Cycle Coding* followed by the development and interpretation of themes. Each phase guided the researcher in organizing, categorizing, and interpreting data related to the students' motivational challenges and their needs regarding teaching methods in learning English for Economic Purposes.

1. First Cycle Coding

In the first stage, the researcher conducted open coding on the interview transcripts. This involved breaking the data into smaller, meaningful units to uncover initial codes. The researcher employed techniques such as *In Vivo Coding* (using participants' exact words to capture authentic expressions), *Descriptive Coding* (labeling basic topics discussed), and *Process Coding* (highlighting actions or behavioral patterns related to motivation and learning needs). The goal of this stage was to identify important data segments that represented internal and external motivational challenges and specific needs in teaching methods as expressed by students.

2. Second Cycle Coding

After the initial codes were generated, the researcher carried out *Pattern Coding* to group similar or related codes into broader

categories. This step focused on identifying patterns and recurring ideas across the interviews that reflected the main themes of the study, such as common motivational obstacles faced by students and their needs of teaching method in learning English for Economic Purposes. This cycle helped reduce the data into thematic units that formed the foundation for deeper analysis.

3. Theme development and Interpretation

In the final stage, the themes identified through the second coding cycle were developed and interpreted in relation to the research questions. The researcher examined how the themes connect to the challenges students faced in staying motivated and to their instructional needs in the English for Economic Purposes course. Key findings were supported with direct quotations from participants to illustrate important insights. To enhance the credibility of the analysis, triangulation was applied by referencing related literature and theories, ensuring that the interpretation aligned with the broader academic context and the research objectives.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents a detailed description and analysis of the research findings in relation to the research questions. The findings were based on data collected through interviews.

A. Findings

This section outlines the findings of from the interviews with nine participants from Management study program at Universitas Muhammadiyah Makassar. The purpose of these interviews was to explore in depth, the challenges that the students faced in terms of motivation and their needs in terms of teaching method in learning English for Economic Purposes. The data collected through interviews in this study were analyzed using the qualitative coding method described by Saldana in Lungu, (2022:232). This method consists of a structured process involving two main coding cycles which are First Cycle Coding and Second Cycle Coding followed by the development and interpretation of themes.

1. Motivational Challenges of Management Students in Learning English for Economic Purposes

This section discusses the findings based on an analysis of interview transcripts. The analysis focused on the motivational challenges they experienced, both internal and external, in learning English for Economic Purposes (EEP). The analysis was carried out in three stages: First Cycle

Coding, Second Cycle Coding, and Theme Development and Interpretation.

a. First Cycle Coding

In the First Cycle Coding stage, the researcher applied a combination of coding techniques including In Vivo Coding (using the participants' actual words), Descriptive Coding (labelling key topics), and Process Coding (highlighting actions or processes). These techniques were selected to accurately and authentically capture the meanings reflected in students' experiences related to motivational challenges in learning English for Economic Purposes.

Table 4.1 First Cycle Coding of Internal and External Motivational Challenges in Learning English for Economic Purposes

Internal Challenges in Terms of Motivation			
Participants	Quote	Technique	Code
P1	"I feel there has been no significant improvement in my English skills"	In Vivo and Descriptive	Feeling no progress
P2	"I often feel shy when I have to speak in front of the class"	In Vivo	Low self-confidence
P3, P9	"Basic materials being repeated made me feel bored"	Descriptive	Boring material
P4	"Sometimes I feel anxious to speak because I might be mocked by others"	In Vivo	Speaking anxiety

P5	“I hesitate to speak because I’m afraid of mispronouncing words during a presentation or when explaining something”	Process	Fear of making mistakes
P6, P8	“To be honest, my weak listening and speaking skills made me demotivated”	Descriptive	Low language ability
P7	“I find it hard to understand the content because my memorization skill is weak, especially since it’s in English”	Descriptive	Difficulty understanding content
External Challenges in Terms of Motivation			
Participants	Quote	Technique	Code
P2, P6	“Online class made it difficult for me to focus”	Descriptive	Technical distraction
P1, P3	“A passive classroom environment lowered my motivation because there were no active peers to discuss with”	Descriptive	Passive classroom environment
P4	“The environment is not supportive because sometimes I get mocked when trying to practice speaking”	In Vivo	Unsupportive learning environment

P5	“Discussion without feedback from the lecturer reduce my enthusiasm”	Descriptive	Lack of feedback
P7	“Translation-based assignments made the learning process boring”	Descriptive	Unengaging teaching method
P8	“Discussions without the lecturer’s guidance made me lose focus and be less active in class”	Descriptive	Lack of teacher guidance
P9	“During the course, I received more theoretical tasks than practical ones, which demotivated me”	In Vivo	Lack of practical application

Based on the First Cycle Coding table, it revealed various motivational challenges faced by Management students in learning English for Economic Purposes (EEP). This analysis was categorized into two main groups: internal motivational challenges and external motivational challenges, as reflected through In Vivo, Descriptive, and Process coding techniques. The following section presents a detailed interpretation based on the coded data.

1) Internal Challenges in Terms of Motivation

Internal challenges refer to obstacles that originate from within the students themselves, both psychologically and cognitively. In general, internal motivational challenges in English learning include a lack of intrinsic interest, a lack of clear personal goals, low self-confidence, a lack of learning independence, and a learning environment perceived as unpleasant or irrelevant. The results of the initial coding revealed several key patterns, such as low self-confidence and feelings of not developing and learning language ability, which will be further explained in the following section.

a) Low Self-Confidence

Some students reported feelings of fear, embarrassment, and anxiety when speaking in English, especially in public settings as what three participants stated :

Table 4.1.1 Low Self-Confidence: Participants' Statements

Participant 2	<i>"I often feel shy when I have to speak in front of the class,"</i>
Participant 4	<i>"Sometimes I feel anxious to speak because I might be mocked by others"</i>
Participant 5	<i>"I hesitate to speak because I'm afraid of mispronouncing words during a presentation or when explaining something"</i>

These statements shown the speaking anxiety commonly experienced by students when learning English for

Economic Purposes. These emotional barriers significantly hinder active participation in class, particularly in courses that emphasize communication skills like EEP.

b) Feelings of Not Developing (Learning Stagnation)

Some students felt that they had not made meaningful progress in improving their English proficiency. For example, P1 mentioned that there had been no significant improvement in this course, as he perceived the learning process to be driven solely by academic requirements.

Similarly, P3 and P9 stated that he often felt bored because the materials were repetitive and lacked variation as below :

Table 4.1.2 Feeling of Not Developing (Learning Stagnation): Participants' Statements

Participant 1	<i>"I feel there has been no significant improvement in my English skills"</i>
Participant 3	<i>"Basic materials being repeated"</i>
Participant 9	<i>made me feel bored"</i>

Based on the students' experience above, this sense of stagnation negatively affects students' motivation, as the lack of diversity in content and teaching approaches makes the learning process feel unchallenging and disengaging.

c) *Limited Language Ability (Skill Barrier)*

Several students encountered limitations in core English skills such as listening, speaking, and reading comprehension especially those from non-English majors.

A few students reported that :

*Table 4.1.3 Limited Language Ability (Skill Barrier):
Participants' Statements*

Participant 6	<i>"To be honest, my weak of listening and speaking skills made me demotivated"</i>
Participant 8	
Participant 7	<i>"I find it hard to understand the content because my memorization skill is weak, especially since it's in English"</i>

P6 and P8 reported that their weaknesses in listening and speaking led to a loss of motivation, particularly when communicating with fluent speakers. Meanwhile, P7 shared her struggles in understanding content due to poor memorization skills, which made tasks involving extensive vocabulary memorization feel overwhelming and discouraging. These accounts illustrate linguistic competence barriers that directly impact students' confidence and motivation in the learning process.

2) *External Challenges in Terms of Motivation*

External challenges refer to environmental factors, teaching methods, and classroom conditions that are beyond students'

control. In general, these external motivational challenges include social pressure and environmental expectations that may trigger anxiety, a lack of support from lecturers and the learning environment, and many more. Based on the initial coding process, several key categories were identified, including technical distractions, unsupportive learning environment, passive classroom atmosphere, lack of support from lecturers, and unengaging teaching methods, which will be explained in the following section :

a) Technical Distractions

Online learning became a source of distraction for some students due to the lack of direct guidance and supervision from lecturers. This condition often resulted in reduced concentration during learning activities as what a few students have faced :

Table 4.1.4 Technical Distractions: Participants' Statements

Participant 2	<i>"Online class made it difficult for me to focus"</i>
Participant 6	

For example, P2 and P6 stated that online classes made it difficult for them to focus because of numerous distractions in his surroundings, such as background noise and the temptation to use their devices. This illustrates the difficulty in maintaining attention outside the physical

classroom, which ultimately affects learning effectiveness and decreases motivation.

b) Unsupportive Learning Environment

Some students encountered social barriers due to an unsupportive learning environment. For instance, P4, expressed fear of speaking up in class because of teasing from peers.

*Table 4.1.5 Unsupportive Learning Environment:
Participant' Statements*

Participant 4	<i>"The environment is not supportive because sometimes I get mocked when trying to practice speaking"</i>
---------------	--

In certain contexts, speaking English is perceived as showing off, particularly since Indonesia is not an English-speaking country. This kind of social environment, both inside and outside the classroom, can lead to a fear of negative judgment. Such fear becomes a major obstacle in language learning, where confidence and willingness to take risks are crucial for progress.

c) Passive Classroom Environment

In addition, other than the distractions of online learning, a passive classroom atmosphere was also reported to reduce students' participation.

*Table 4.1.6 Passive Classroom Environment:
Participants' Statements*

Participant 1	<i>"A passive classroom environment lowered my motivation because there was no active classmate to discuss with"</i>
Participant 3	

P1 and P3 noted that the absence of active discussion in class made them feel unmotivated. Many students appeared disinterested or lacked the confidence to respond when called upon by the lecturer. A non-interactive classroom, lacking collective energy and engagement, made the learning process feel flat and demotivating, especially for students who were actually eager to participate. They even felt as though they was the only one enthusiastic about speaking up during lessons.

d) Lack of Support from Lecturers

Lecturers play a crucial role in sustaining students' motivation and engagement. A lack of feedback and instructional guidance can leave students feeling lost or directionless.

Table 4.1.7 Lack of Support from Lecturers: Participants' Statements

Participant 5	<i>"Discussions without feedback from the lecturer reduce my enthusiasm"</i>
Participant 8	<i>"Discussions without the lecturer's guidance made me lose focus and be less active in class."</i>

Without timely clarification or support from instructors, students may become disengaged and less motivated to explore the course content more deeply.

e) Unengaging Teaching Methods

Another challenge that negatively impacted student motivation was the use of monotonous or unengaging teaching methods. Several students expressed dissatisfaction with the instructional strategies employed in the course.

Table 4.1.8 Unengaging Teaching Methods: Participants' Statements

Participant 7	<i>"Repetitive translation assignments made the learning process boring"</i>
Participant 9	<i>"During the course, I received more theoretical tasks than practical ones, which demotivated me"</i>

Based on the students' experiences, they felt these barriers made the material feel irrelevant to their needs. These accounts suggest that a misalignment between teaching approaches and students' expectations contributed significantly to their declining motivation.

Through this first cycle of coding, it became evident that students' motivational challenges in learning EEP could be categorized into two major spectrums: internal and external. Each student quote was carefully coded to capture its underlying meaning.

This process will be followed by the Second Cycle Coding (Pattern Coding) to identify the key themes emerging from the study.

b. Second Cycle Coding

In the second cycle of coding, the researcher employed pattern coding by grouping the initial codes from the first cycle into recurring patterns. This stage aimed to identify overarching themes that represent the motivational challenges faced by students in learning English for Economic Purposes (EEP). The codes were organized into meaningful categories that revealed deeper issues within the students' learning experiences. These categories contributed to the development of central themes that emphasized internal struggles as well as external barriers. Based on the coding process, three main themes were identified as follows:

Table 4.2 Second Cycle Coding: Themes and Categories of Motivational Challenges

Themes	Categories	First Cycle Codes	Participants
Self-Esteem Barries in Learning English for Economic Purposes	Fear of making mistakes and low confidence	Lack of confidence, speaking anxiety, fear of making mistakes	P2, P4, P5
	Feeling of stagnation in learning English	Feeling no progress, boredom due to repetitive material	P1, P3
	Language skill limitations	Low languange	P6, P7

		ability and difficulty understanding content	
Environmental Barriers to Motivation	Lack of social support	Unsupportive environment	P4
	Unstimulating classroom atmosphere	Passive classroom and lack of feedback and interaction	P3, P5
Learning Process Barriers	Monotonous teaching methods	Boring material, unengaging teaching method and lack of practical application	P3, P7, P9
	Limited instructional support	Technical distraction (online class) and lack of guidance from the lecturer	P1, P8

The Second Cycle Coding table above illustrates that at this stage, the findings from the first, more specific and detailed coding were grouped into broader patterns using the Pattern Coding technique. This process resulted in three major themes which are *Self-Esteem Barriers in Learning English*, *Environmental Barriers to Motivation*, and *Learning Process Barriers* emerged in the Second Cycle Coding process because each represents a major pattern of motivational challenges experienced by students, whether originating from within themselves

(such as low self-confidence), from the learning environment (such as lack of support and a passive classroom atmosphere), or from the learning process itself (such as monotonous methods and less relevant materials). The further explanation in the following section :

1) *Self-Esteem Barriers in Learning English for Economic Purposes*

Table 4.2.1 Theme and Categories of Self-Esteem Barriers in Learning English

<i>Theme</i>	<i>Category</i>
<i>Sel-Esteem Barriers in Learning English for Economic Purposes</i>	<i>Fear of making mistakes and low confidence</i>
	<i>Feeling of stagnation in Learning English</i>
	<i>Language Skill Limitations</i>

This theme encompasses challenges that stem from students' psychological states and self-perceptions regarding their English language abilities. One prominent category is fear of making mistakes and low confidence, in which many participants expressed feelings of fear, embarrassment, or anxiety when asked to speak in class. They were particularly concerned about making pronunciation errors or being ridiculed by peers. These issues reflect low self-confidence and high levels of speaking anxiety, both of which hindered active classroom participation. For instance, P2, P4, and P5 reported feeling anxious and hesitant about speaking in public.

Another emerging category is the feeling of stagnation in learning, which refers to students' perceptions that their learning progress has plateaued. Some students indicated that the materials were too repetitive and lacked challenge, leading to boredom and decreased interest. This was seen in the responses of P1 and P3, who mentioned that the lessons did not offer anything new or engaging.

The third category is language skill limitations, which describes students' struggles with essential English language skills such as listening, speaking, and reading comprehension. These challenges became even more pronounced when students were expected to understand economic texts or memorize specialized vocabulary. P6 and P7 expressed concerns that their limited English proficiency hindered their ability to follow the course content, which in turn lowered their confidence and motivation to continue learning.

2) *Environmental Barriers to Motivation*

Table 4.2.2 Theme and Categories of Environmental Barriers to Motivation

<i>Theme</i>	<i>Category</i>
<i>Environmental Barriers to Motivation</i>	<i>Lack of social support</i>
	<i>Unstimulating classroom atmosphere</i>

This theme is related to the social context and classroom environment that may negatively impact students' motivation. A key category here is lack of social support, which refers to insufficient encouragement or acceptance from peers. Some students felt hesitant to speak up due to fears of being mocked or negatively judged, which created psychological barriers to learning. For example, P4 reported feeling demotivated due to peer pressure and a fear of being ridiculed.

Another significant category is the unstimulating classroom atmosphere, which refers to a passive learning environment lacking interaction, discussion, or meaningful feedback from lecturers. Students described such classrooms as monotonous and disengaging, making it difficult for them to participate meaningfully in lessons. P3 and P5 noted that the absence of dynamic discussion and an interactive environment diminished their academic motivation and made the classroom experience feel less productive.

3) *Learning Process Barriers*

Table 4.2.3 Theme and Categories of Self-Esteem Barriers in Learning English

<i>Theme</i>	<i>Category</i>
<i>Learning Process Barriers</i>	<i>Monotonous teaching method</i>
	<i>Limited instructional support</i>

This theme refers to issues related to teaching methods and the overall instructional approach. One category identified is monotonous teaching methods, in which students criticized the heavy reliance on text translation and theoretical instruction, with minimal real-world application. This lack of practical and relevant learning activities made lessons feel boring and less impactful. P3, P7, and P9 highlighted that the repetitive nature of assignments and lack of innovation in teaching methods reduced their enthusiasm for the course.

Another important category is limited instructional support, which denotes the lack of active lecturer involvement in guiding and facilitating student learning especially in online learning contexts. Some students reported difficulties in maintaining focus due to insufficient feedback and supervision. For instance, P1 and P8 shared that they often felt confused and unsupported during online discussions, which led to a decline in motivation and engagement.

Based on the results of the Second Cycle Coding, it can be concluded that the motivational challenges faced by students in the EEP course are rooted not only in internal factors such as low self-confidence and language skill limitations but also in external conditions,

including social environment, classroom atmosphere, and teaching methods. Recognizing and addressing these three overarching themes is essential for designing a more effective and supportive teaching approach in English for Economic Purposes instruction.

c. Theme Development and Interpretation

After conducting the Second Cycle Coding using the Pattern Coding technique, the researcher successfully identified three major themes that represent patterns in students' motivational challenges. These themes emerged from the consolidation of initial codes generated during the First Cycle Coding and reflect both internal and external barriers encountered by students in learning English for Economic Purposes (EEP). These themes not only provide a summary of students lived experiences but also reveal meaningful insights into their learning context and pedagogical needs.

The first theme is self-esteem barriers, highlights psychological factors that weaken students' internal motivation. This includes feelings of fear, embarrassment, and low confidence, especially when students are required to speak in class. Participants reported being afraid of making pronunciation errors or being ridiculed by peers, which discouraged them from participating in discussions or giving presentations. This psychological discomfort was further exacerbated by a perceived lack of progress, where students felt that the material was repetitive and unchallenging. As a result, some participants

experienced boredom and disinterest, believing their learning had stagnated. In addition, many students identified limited language skills particularly in speaking, listening, and vocabulary as a significant source of frustration. They struggled to follow lessons that used economic vocabulary or abstract terminology in English, which diminished their confidence and willingness to engage. Interpretation of this theme suggests that affective factors in language learning must receive more attention. Students require a safe, non-judgmental environment where they can practice and make mistakes without fear. Lecturers should cultivate a climate that supports risk-taking and emotional well-being, not just cognitive mastery. Effective strategies may include peer support systems, small-group speaking activities, and error-tolerant classroom practices that focus on confidence-building and emotional resilience.

The second theme is environmental barriers to motivation, pertains to social dynamics and classroom atmospheres that hinder motivation. A recurring issue was a lack of social support students expressed reluctance to speak due to fear of judgment or ridicule by peers. Such peer pressure created psychological barriers that limited participation and reduced students' willingness to use English in class. Another critical factor was the unstimulating classroom environment, marked by passive teaching, minimal interaction, and limited feedback. In such environments, students felt disengaged and uninspired, which

led to decreased motivation and learning interest. The interpretation of this theme emphasizes the importance of fostering an interactive and socially supportive learning community. Creating opportunities for collaborative learning, encouraging peer interaction, and promoting lecturer facilitation can help reduce anxiety while increasing motivation. Approaches such as group discussions, role-playing, and simulated business scenarios in English can offer more engaging and meaningful learning experiences that develop both social and language skills.

The third theme is learning process barriers, addresses the challenges embedded in instructional practices, lecturer involvement, and assignment structure. Many students criticized the monotonous teaching methods lessons focused heavily on text translation or memorization, with little real-world application. Participants expressed that these methods felt disconnected from practical economic contexts and failed to spark their interest or meet their professional needs. Furthermore, students reported a lack of instructional support, particularly in online learning settings. Minimal lecturer presence, lack of interactive guidance, and insufficient feedback contributed to students feeling disoriented and unsupported during the learning process. Interpretation of this theme highlights the need for pedagogical innovation. Lecturers should move beyond passive content delivery and integrate active, relevant, and student-

cantered learning approaches. Incorporating project-based learning, case study analysis, and problem-solving tasks in English can bridge the gap between theoretical knowledge and real-world application. Moreover, the lecturer's role must evolve into that of a facilitator and guide, offering consistent feedback and fostering student engagement throughout the learning process.

In summary, the findings from the Second Cycle Coding reveal that students' motivational challenges are shaped by a combination of internal psychological factors and external environmental and instructional conditions. Addressing these three thematic areas is crucial for designing a more supportive, engaging, and effective learning environment in the English for Economic Purposes classroom.

2. Students Needs regardings the Teaching Methods in learning English for Economic Purposes

This section discusses the findings based on an analysis of interview transcripts. The analysis focused on the students' needs regarding the teaching methods in learning English for Economic Purposes (EEP). The analysis was carried out in three stages: First Cycle Coding, Second Cycle Coding, and Theme Development and Interpretation. The First Cycle Coding aimed to identify initial codes directly from the interview data. The Second Cycle Coding involved grouping these codes into broader categories. Finally, the Theme Development and Interpretation stage

synthesized these categories into overarching themes that address the first research question.

a. First Cycle Coding

In the First Cycle Coding stage, the researcher applied a combination of coding techniques including In Vivo Coding (using the participants' actual words), Descriptive Coding (labelling key topics), and Process Coding (highlighting actions or processes). These techniques were selected to accurately and authentically capture the meanings reflected in students' needs regarding the teaching methods in learning English for Economic Purposes.

Table 4.3 First Cycle Coding of Students' Needs Regarding Teaching Method in Learning English for Economic Purposes

Types of Learning			
Participants	Quote	Technique	Code
P1,P3, P8 and P9	"I need more active learning such as discussions, role-plays and speaking-focused activities"	In Vivo and Descriptive	Active and interactive learning
P2	"The use of real-life case studies and group analysis would be very helpful"	Descriptive	Contextual and Collaborative Learning
P4	"It would be better if learning involved more student presentations"	Descriptive	Active and interactive learning

	and group work.”		
P5	“I want simulations like business negotiations or economic discussions in English”	In Vivo	Contextual and Collaborative Learning
P6	“I understand better when the lecturer explains using both English and Indonesian.”	In Vivo + Descriptive	Bilingual instruction method
P7	“Students should be more involved. We shouldn’t just be passive listeners.”	Descriptive	Active and interactive learning
Lecturer Roles			
Participants	Quote	Technique	Code
P1, P5	“There should be economic simulations in class, such as business negotiations or marketing discussions in English”	In Vivo	Lecturer as provider of practical context
P2	“The lecturer should use real-life case studies and ask students to analyze them in groups”	Descriptive	Lecturer as provider of practical context
P3, P7	“Lecturer should involve students more in class, not just keep lecturing”	Descriptive	Lecturer as Participatory Facilitators

P4	“I learn better if the lecturer gives us more presentations and group work, not just theory”	Descriptive	Lecturer as Participatory Facilitators
P6, P9	“I prefer if the lecturer explains in both English and Indonesian. Full English is too hard to follow”	In Vivo + Descriptive	Lecturer as bilingual explainer
P8	“I understand better when doing something practical, not just reading and translating articles.”	Descriptive	Lecturer as promotor of applied practice
Learning Activities			
Participants	Quote	Technique	Code
P1	“I believe role-plays, discussions, and interactive activities will improve my speaking skills”	In Vivo + Descriptive	Interactive activities on speaking and collaboration
P2	“Real-life case studies and group discussions really help in understanding economic topics”	Descriptive	Business and Negotiation Simulation
P4	“Group presentations and teamwork make the lessons more engaging”	Descriptive	Interactive activities on speaking and collaboration

P3, P5	“Economic simulations like business negotiations really help with mastering terminology”	In Vivo	Business and Negotiation Simulation
P6	“I feel more enthusiastic about learning if the material can be directly practiced, such as discussing it directly with friends and lecturers.”	Descriptive	Practice-based learning activities
P7	“Learning shouldn’t just be listening; we need to be more involved”	Process	Interactive activities on speaking and collaboration
P8	“I prefer hands-on activities, not just reading and translating texts.”	Descriptive	Practice-based learning activities
Material & Assignments			
Participants	Quote	Technique	Code
P1	“We need practice in writing job application letters and CVs in English”	Descriptive	Writing application letters and CVs
P2	“We need more vocabulary and grammar practice before moving on to difficult tasks”	Descriptive	Economic Vocabulary and Grammar Practice
P3, P8	“More practical material like	Descriptive	Practical and professional

	writing financial reports or business proposals in English would be useful.”		writing material
P4	“We should learn how to write simple business reports and proposals”	Descriptive	Practical and professional writing material
P5	“I want material related to business negotiations and formal conversation.”	In Vivo	Practical and professional writing material
P6	“We should learn technical economic terms since they are often used in journal or news.”	Descriptive	Economic Vocabulary and Grammar Practice
P7	“I think it’s also important to learn how to write business emails and invoices in English”	Descriptive	Practical and professional writing material
P9	“We need more practice material like making self-introductions for job interviews or product presentations.”	In Vivo + Descriptive	Practical and professional writing material

Based on the First Cycle Coding table, it revealed various student needs regarding teaching methods in learning English for Economic Purposes. This analysis was categorized into four main groups: types

of learning, role of the lecturer, lesson activities and materials and assignments, as reflected through In Vivo, Descriptive, and Process coding techniques. The following section presents a detailed interpretation based on the coded data.

1) Types of Learning

Types of learning refer to the general style or approach used in delivering material to students. This includes whether the learning is lecture-based, discussion-based, practice-oriented, or theory-focused, and whether the approach is more formal or contextual.

a) *Active and Interactive Learning*

Several students expressed a need for active and interactive learning in the process of studying English for Economic Purposes. They felt that a solely lecture-cantered approach quickly caused them to lose focus and motivation.

Table 4.3.1 Active and Interactive Learning: Participants' Statements

Participant 1	<i>"I need more active learning such as discussions, role-plays and speaking-focused activities as they can improve my skills and confidence"</i>
Participant 3	
Participant 8	
Participant 9	
Participant 4	<i>"It would be better if learning involved more student presentations and group work."</i>
Participant 7	<i>"Students should be more involved. We shouldn't just be passive listener"</i>

The statements above highlights that direct involvement in classroom activities is crucial for developing language skills and boosting self-confidence. Besides, this suggests that

students tend to be more engaged when learning is dynamic and provides space for two-way interaction.

b) Contextual and Collaborative Learning

The need for contextual and collaborative learning also emerged from several participants. Students preferred lessons that were relevant to the field of economics and allowed them to work in teams. Two students expressed that :

Table 4.3.2 Contextual and Collaborative Learning: Participants' Statements

Participant 2	<i>"The use of real-life case studies and group analysis would be very helpful."</i>
Participant 5	<i>"I want simulations like business negotiations or economic discussions in English."</i>

These responses indicate that students benefit from learning activities that not only enhance language proficiency but also promote critical thinking and teamwork, which are vital in professional economic contexts.

c) Bilingual Instruction Method

Based on the interview, there is one student who stated the importance of a bilingual approach as a learning aid.

Table 4.3.3 Bilingual Instruction Method : Participants' Statements

Participant 6	<i>"If the lecturer speaks entirely in English, sometimes I don't understand. But if they explain it first in Indonesian and then continue in English, it's easier."</i>
---------------	--

This reflects the need for initial explanations that can bridge the language gap, especially for students who still have limitations in vocabulary and sentence structure. This bilingual approach is considered capable of helping students understand the material more fully before they try to apply it in English.

2) Lecturer Roles

The role of the lecturer in English for Economic Purposes (EEP) learning extends beyond delivering material. Lecturers are expected to act as facilitators, motivators, and guides who can create an engaging and supportive learning environment. Their active involvement significantly influences students' motivation and learning outcomes.

a) *Lecturers as Participatory Facilitators*

Students expect lecturers to encourage active participation rather than merely conveying information as what they expressed in following section :

*Table 4.3.4 Lecturers as Participatory Facilitators :
Participants' Statements*

Participant 4	<i>"I learn better if the lecturer gives us more presentations and group work, not just theory,"</i>
Participant 3	<i>"Lecturer should involve students more in class, not just keep lecturing"</i>
Participant 7	

Participant 8	<i>“I understand better when doing something practical, not just reading and translating articles”</i>
---------------	--

These responses indicate that students highly value two-way interaction in the classroom, where lecturers actively invite students to speak, collaborate, and engage in the learning process.

b) Lecturer as provider of practical context

Beyond participation, students also view lecturers as important sources of practical guidance, especially in applying language skills to real-world tasks.

*Table 4.3.5 Lecturers as Provider of Practical Context :
Participants' Statements*

Participant 2	<i>“The lecturer should use real-life case studies and ask students to analyze them in groups”</i>
Participant 1 and Participant 5	<i>“There should be economic simulations in class, such as business negotiations or marketing discussions in English.”</i>

This highlights the need for lecturers to accompany students not only conceptually but also in practicing language use in professional contexts, such as proposal writing, job applications, and business communication.

c) Lecturers as Bilingual Explainers

The use of both Indonesian and English by lecturers is perceived as helpful, particularly for students who are still

developing their English proficiency. Some participants explain as below :

Table 4.3.6 Lecturers as Bilingual Explainers : Participants' Statements

Participant 6	<i>"I prefer if the lecturer explains in both English and Indonesian. Full English is too hard to follow."</i>
Participant 9	

This confirms that a bilingual explanation model provides a cognitive bridge that eases comprehension and supports gradual language acquisition. It also fosters confidence before students are expected to use English independently.

3) Learning Activities

Learning activities refer to the structured tasks or exercises conducted during the learning process, including discussions, role-plays, simulations, presentations, and practical assignments. These activities are instrumental in shaping students' engagement and motivation.

a) Interactive Activities Focused on Speaking and Collaboration

Students consistently voiced a preference for interactive, speaking-based activities that promote peer interaction.

Table 4.3.7 Interactive Activities Focused on Speaking and Collaboration : Participants' Statements

Participant 1	<i>"I believe role-plays, discussions, and interactive activities will improve my speaking skills."</i>
Participant 4	<i>"Group presentations and teamwork make the lessons more engaging."</i>

Participant 7	<i>“Learning shouldn’t just be listening, we need to be more involved”</i>
---------------	--

As what the students have explained above, the students need an interactive yet collaborative activities which these activities not only enhance speaking fluency but also foster teamwork, confidence, and a more dynamic classroom environment.

b) Business and Negotiation Simulations

Several participants highlighted the importance of simulations related to business and economics.

*Table 4.3.8 Business and Negotiation Simulations :
Participants’ Statements*

Participant 2	<i>“Real-life case studies and group discussions really help in understanding economic topics.”</i>
Participant 3	<i>“Economic simulations like business negotiations really help with mastering terminology.”</i>
Participant 5	<i>“Economic simulations like business negotiations really help with mastering terminology.”</i>

These reflects a demand for professionally relevant tasks that mimic workplace scenarios, allowing students to practice English in authentic economic or managerial contexts.

c) Practice-Based Learning

Students emphasized the effectiveness of hands-on learning, where theoretical knowledge is directly applied in meaningful tasks.

*Table 4.3.9 Practice-Based Learning : Participants’
Statements*

Participant 6	<i>“I feel more enthusiastic about learning if the material can be</i>
---------------	--

	<i>directly practiced, such as discussing it directly with friends and lecturers.”</i>
Participant 8	<i>“I understand it better when I directly practice writing application letters or business proposals, not just theory.”</i>
Participant 9	

This suggests that students are more motivated and learn more effectively through experiential and task-based approaches that bridge the gap between academic material and real-world applications.

4) Materials and Assignments

Materials and assignments refer to the learning content and homework assignments assigned by lecturers to students. Relevant and applicable assignments will motivate students because they feel that what they learn has a direct benefit to their future careers.

a) *Writing Job Application Letters and CVs*

Students consider the ability to write job application letters and CVs in English to be one of the most pressing needs, given that these documents are highly relevant and directly used in the job recruitment process, especially in companies that require foreign language skills.

*Table 4.3.10 Writing Job Application Letters and CVs :
Participants' Statements*

Participant 1	<i>“I want to be taught how to write application letters and CVs in English because it will be very useful when I apply for jobs later.”</i>
---------------	--

The students' explanations above shown that they recognize mastering the correct structure and language in writing professional documents is a sign of readiness for the world of work. This indicates that students need training in writing formal documents that meet international standards.

b) Economic Vocabulary and Grammar Practice

Several students express their opinions that before being given assignments that require high-skill skills, they need to strengthen their vocabulary and grammar, especially those related to economic terms. Their lack of understanding of vocabulary and grammar often makes them feel confused when reading texts or constructing sentences in a business context.

*Table 4.3.11 Economic Vocabulary and Grammar Practice:
Participants' Statements*

Participant 2	<i>"We need more vocabulary and grammar practice before moving on to difficult tasks."</i>
Participant 6	<i>"We should learn technical economic terms since they are often used in journal or news."</i>

These statements confirms that basic language proficiency is an important foundation for students to be better prepared for more complex learning.

c) Practical and Professional Writing Materials

In addition to application letters, students also want to learn how to compose various types of business documents in English relevant to the workplace, such as business proposals, sales reports, purchase orders, and invoices.

Table 4.3.12 Economic Vocabulary and Grammar Practice: Participants' Statements

Participant 3	<i>"More practical material like writing financial reports or business proposals in English would be useful."</i>
Participant 8	<i>"We should learn how to write simple business reports and proposals."</i>
Participant 4	<i>"I want material related to business negotiations an formal conversation."</i>
Participant 5	<i>"I think it's also important to learn how to write business email and invoices in English"</i>
Participant 7	<i>"We need more practice material like making self-introduction for job interviews or product presentations"</i>
Participant 9	

The statements above shown that the students feel this material is highly relevant to the fields of management and economics.

These demonstrates the importance of hands-on practice in writing formal documents to improve job readiness. These need for realistic assignments reflects students' desire for English for Economic Purposes (EEP) learning to be more contextual and have a real impact on their job readiness.

The first coding cycle revealed that students had clear needs regarding how English for Economic Purposes should be taught. Their responses fell into four main categories: type of learning, lecturer role,

classroom activities, and materials or assignments. Overall, students preferred interactive and hands-on learning, supportive and bilingual lecturers, real-world assignments, and assignments that prepared them for future careers. These findings will be further refined through a second coding cycle to identify key themes related to teaching methods.

b. Second Cycle Coding

In the second cycle of coding, the researcher employed pattern coding by grouping the initial codes from the first cycle into recurring patterns. This stage aimed to identify overarching themes that represent the students' need regarding teaching methods in learning English for Economic Purposes (EEP). The codes were organized into meaningful categories that revealed deeper issues within the students' learning experiences. These categories contributed to the development of central themes that emphasized students' needs in learning English for Economic Purposes. Based on the coding process, three main themes were identified as follows:

Table 4.4 Second Cycle Coding: Themes and Categories of Students' Needs Regarding Teaching Methods

Themes	Categories	First Cycle Codes	Participants
Practical and Supportive Learning Environment	Practical Learning Structure	Practice-based teaching, Practice-based learning activities	P3, P8

	Interactive Learning Atmosphere	Active and interactive learning, Student-centered teaching strategy, Group case-based discussions	P1, P2, P7
	Collaborative Learning Strategy	Presentations and group-based learning, Case-based and Collaborative Method, Group presentations and collaborative work	P2, P4, P9
Guided and Engaging Classroom Practice	Role of Lecturer	Lecturer as facilitator, as task guide, Lecturer as provider of practical context, Lecturer bilingual explainer, Lecturer as facilitator of participation and Lecturer as promotor of applied practice.	P2, P4, P5, P6, P7, P8
	Teaching Approach	Participatory and student-centered activities, Bilingual instruction method	P6, P7
	Practical Communication Focus	Business negotiation and formal expressions, Simulation and negotiation-based activities	P5

Contextual and Career-Oriented Learning Content	Economic English Proficiency	Grammar and vocabulary development, Interview simulation and product presentation, technical economic terminology	P2, P6, P9
	Practical Economic Writing Tasks	Business report and proposal writing, Business email and invoice writing, Practical and professional writing material	P4, P7, P8

The Second Cycle Coding table above illustrates that at this stage, the findings from the first cycle coding, more specific and detailed coding were grouped into broader patterns using the Pattern Coding technique. This process resulted in three major themes that represent Management students regarding teaching methods in learning English for Economic Purposes (EEP) which are *Practical and Supportive Learning Environment, Guided and Engaging Classroom Practice and Contextual and Career-Oriented Learning Content*. These three themes emerged because the results of the First Cycle Coding showed consistent patterns of student needs related to the desired learning environment, desired teaching methods, and required learning materials. Through Pattern Coding, these patterns were grouped into main themes that reflect students' expectations for a more contextual, interactive, and

workplace-relevant EEP learning process. The following section provides an explanation of each theme in detail.

1) *Practical and Supportive Learning Environment*

Table 4.4.1 Theme and Categories of Practical and Supportive Learning Environment

<i>Theme</i>	<i>Category</i>
<i>Practical and Supportive Learning Environment</i>	<i>Practice Learning Structure</i>
	<i>Interactive Learning Atmosphere</i>
	<i>Collaborative Learning Strategy</i>

This theme encompasses students' need for a learning structure that allows for active engagement and support throughout the learning process. The first category that emerged was practical learning structure, where students desired learning activities that included not only theory but also real-world practice, such as writing cover letters, compiling reports, presentations, or business simulations. Practice-based activities are considered more effective in building language skills and job readiness.

The second category was interactive learning atmosphere, which includes the need for a classroom atmosphere that allows students to actively interact, discuss, and express their opinions. Many students feel bored and underdeveloped if learning is only one-way. As what P1 stated, she needs an interactive learning environment to gain confidence. This demonstrates that an

interactive classroom atmosphere can increase student confidence and participation.

The third category is collaborative learning strategies, which indicates that students feel more comfortable and supported when studying in groups. Collaboration is considered to reduce individual stress and foster self-confidence as what P4 already experienced helpful it was to learning in group. By working in teams, students feel the learning process becomes more relaxed and enjoyable.

2) *Guided and Engaging Classroom Practice*

Table 4.4.2 Theme and Categories of Guided and Engaging Classroom Practice

<i>Theme</i>	<i>Category</i>
<i>Guided and Engaging Classroom Practice</i>	<i>Role of Lecturer</i>
	<i>Practical Communication Focus</i>

This theme highlights the importance of the lecturer's role and teaching approach in creating effective learning. In this context, students expect lecturers not only to deliver material but also to actively guide them through practical tasks, provide clear instructions, and encourage active participation. The role of the lecturer as both facilitator and mentor is especially crucial in hands-on activities such as drafting business proposals or conducting negotiation simulations. Additionally, the use of a bilingual approach in explaining material is considered important to enhance

understanding, particularly for students who still struggle with fully comprehending English. Providing explanations in Indonesian before continuing in English helps bridge comprehension gaps and builds students' confidence in using the language.

Furthermore, the teaching approach itself plays a key role in fostering student engagement. Participatory methods such as group discussions, case studies, and task-based learning are viewed as more effective, as they offer opportunities for students to think critically, interact with peers, and become more actively involved in the learning process. A more open and collaborative classroom environment is seen as a way to increase learning enthusiasm and student involvement.

In addition, students express a strong need for a focus on practical communication within professional contexts. Learning activities such as mock job interviews, business negotiations, and product presentations are seen as effective strategies to equip them with relevant communication skills for the workplace. These activities allow students to develop their speaking abilities in a structured and purposeful manner, while also connecting English language learning to real-world situations they are likely to encounter in their careers.

3) *Contextual and Career-Oriented Learning Materials*

Table 4.4.3 Theme and Categories of Guided and Engaging Classroom Practice

<i>Theme</i>	<i>Category</i>
<i>Contextual and Career-Oriented Learning Materials</i>	<i>Economic English Proficiency</i>
	<i>Practical Economic Writing Task</i>

This theme relates on the type of learning materials that students expect, particularly those that are directly aligned with their future careers and professional development. A key focus is the improvement of economic English proficiency, which includes enhancing vocabulary, mastering sentence structures, and understanding the specific terminology used in the field of economics. Students believe that before engaging in complex academic or professional tasks, they must first build a strong linguistic foundation. Strengthening their grasp of vocabulary and grammar enables them to approach assignments such as report writing, presentations, or document analysis with greater confidence and accuracy. Without this foundation, they often find it difficult to express ideas clearly or understand materials deeply.

Another equally important aspect is the inclusion of practical economic writing tasks in the learning process. Students express a clear need to be trained in producing a variety of business-related documents, including but not limited to financial reports, professional emails, business letters, transaction notes, and

company proposals. These tasks are not only relevant to their academic success but are also highly applicable to real-world scenarios they will encounter in the workplace. By learning how to write proper business correspondence and reports in English, students feel more prepared to enter the job market and perform effectively in professional environments. This preference reflects their desire for a curriculum that moves beyond abstract theory and places greater emphasis on the development of practical, career-oriented communication skills.

Based on the Second Cycle Coding, it can be concluded that students' needs in the English for Economic Purpose course center on three key areas: a practical and supportive learning environment, active and guided teaching methods, and contextual, career-oriented materials. These themes reflect students' expectations for more relevant, engaging, and professionally useful English learning experiences. Addressing these needs is crucial to improving both their language skills and career readiness.

c. Theme Development and Interpretation

After conducting the Second Cycle Coding using the Pattern Coding technique, the researcher successfully identified three main themes that represent students' needs in the process of learning English for Economic Purposes (EEP). These themes were developed based on the grouping of codes from the First Cycle Coding, which reflected the

experiences, expectations, and challenges students face in relation to teaching methods. In addition to summarizing data patterns, these themes highlight the alignment between teaching practices and students' readiness to enter the professional world.

The first theme is a practical and supportive learning environment. This theme reflects students' need for a learning approach that is hands-on, applicable, and encourages active participation in the classroom. Students no longer seek merely theoretical explanations or general content delivery; instead, they emphasize the importance of real-world exercises relevant to the field of economics and management. Activities such as writing cover letters, preparing CVs, compiling financial reports, and conducting business presentations are seen as essential for strengthening both language proficiency and professional competence. A supportive learning structure also implies the importance of an interactive and collaborative classroom environment. Students require opportunities to engage in discussion, exchange ideas, and learn from their peers through group work. Such settings enhance their understanding of the material while simultaneously developing their communication skills and confidence. Role-plays, group discussions, and economic simulations are among the most preferred methods, as they are considered more dynamic and motivating. Overall, the interpretation of this theme shows that an

applied and collaborative approach can significantly enhance the effectiveness of English language acquisition in an economic context.

On the other hand, the second theme is guided and engaging classroom practice, which focuses on the role of the lecturer and the teaching approach in creating a structured and participatory learning process. Students expect lecturers to not only deliver content but also provide guidance, mentorship, and facilitation throughout the stages of learning. The lecturer's presence in shaping an open and active learning environment is essential, particularly in giving feedback, motivating students, and helping them grasp contextual material. Teaching strategies that are participatory and student-centered are considered more effective, as they provide space for students to be actively involved in the learning process. A bilingual approach using both Indonesian and English is also viewed as a necessary strategy to bridge understanding, especially for students with intermediate language proficiency. The interpretation of this theme indicates that learning facilitated by lecturers who take an active mentoring role, using adaptive and engaging teaching strategies, can reinforce material internalization and enhance students' learning motivation.

The third theme is contextual and career-oriented learning materials, which reflects students' expectations for content that aligns with the context of economics and the demands of the professional world. Students believe that mastering English for academic purposes

alone is insufficient; rather, they need to acquire English proficiency tailored to business and management contexts. Therefore, materials such as economic vocabulary, proposal writing, business reports, and professional email writing are seen as crucial components of learning. Career-oriented learning also involves the use of realistic and applicable assignments. Students prefer tasks that mirror real work practices, such as business case analyses, mock job interviews, or business plan development in English. This indicates that students aim to learn English not merely as a communication tool, but as a medium that supports their professional success. The interpretation of this theme reinforces the importance of contextual and workplace-relevant learning in the EEP curriculum, which not only strengthens linguistic competence but also enhances students' job readiness.

In conclusion, these three themes demonstrate that students need more than linguistic mastery; they also require teaching methods that are responsive to real-world professional demands. Therefore, the design of EEP instruction must integrate communicative, participatory, and practice-based approaches to improve learning effectiveness and better prepare students for challenges in the global economic landscape.

B. Discussions

This study aimed to identify and analyze the motivational challenges faced by Management students in learning English for Economic Purposes (EEP), as well as to explore their needs regarding the teaching methods used in

the course. The discussion is divided into two main sections. The first part to discusses motivational challenges arising from both internal and external factors, while the second explores students' expectations and preferences for effective and relevant teaching methods within the English for Economic context.

Based on the findings, three major themes emerged that reflect the motivational challenges faced by Management students in learning EEP. The first theme concerns self-esteem barriers, categorized as internal motivational challenges. Several students reported experiencing low confidence, fear of making mistakes, and anxiety when speaking English in public due to concerns about being judged or ridiculed by peers. These affective barriers are especially prominent in speaking activities (Gobena, 2025; Wisrance & Kristanti, 2024). Additionally, students expressed feelings of stagnation and boredom, as the learning material was perceived to be too basic, repetitive, and insufficiently challenging, resulting in limited progress in their language development (Yue, 2024). Another key challenge was their limited English proficiency, particularly in mastering technical vocabulary and economic terminology, which hindered their ability to fully grasp EEP content. These findings are consistent with Sèna, (2022:131) who noted that ESP students often struggle with economic texts due to a weak linguistic foundation. Similarly, Mao and Zhou (2024:1) identified poor reading academic texts and writing descriptions in economic context as major barriers to understanding academic materials in English.

The second theme highlights external motivational challenges related to the social environment and classroom atmosphere. Many students described learning in socially and emotionally unsupportive settings. A common issue was peer pressure, where students felt anxious about being mocked or criticized for speaking English, fearing they would be perceived as showing off their skills. This social pressure discouraged participation in speaking activities as what Hussain et al., (2021) reported that English learners basically experienced speaking difficulties due to an unsupportive peer environment. In addition, the passive classroom environment marked by minimal discussion, low student interaction, and limited lecturer engagement was also seen as demotivating. Students found such settings to be unengaging and uninspiring, hindering their active participation. Prasetya & Raharjo (2023) found that one-way teaching approaches in ESP classes reduced motivation and involvement. Friska (2022) further emphasized that passive learning environments diminish students' sense of agency, lowering intrinsic motivation.

The third theme centers on learning process challenges, including monotonous teaching approaches, lack of instructional support, and irrelevant assignment design. Students expressed dissatisfaction with teaching methods that overemphasized translation and theoretical content, which they felt made learning uninteresting and disconnected from real-world applications. Many viewed such assignments as ineffective in helping them build practical language skills needed in the workplace. This aligns with findings by (Abbassi et al., 2021; Oktavia,2020) who observed that lack of variety in ESP instruction

negatively affects student engagement. Moreover, the absence of guidance and feedback from lecturers especially during online learning or complex tasks left students feeling confused and unmotivated. Yu and Kaur, (2024) stressed the importance of lecturers serving as facilitators to help students connect English learning to professional contexts. Marlina and Sulastrı (2023) also showed that proper scaffolding from instructors enhanced clarity and engagement, while Osman (2025) found that low lecturer involvement significantly decreased student focus and motivation.

Another crucial aspect to examine in this study is the students' need for interactive, contextual, and applicable teaching methods in English for Economic Purposes (EEP). The findings revealed three key themes reflecting these needs. First, students emphasized the importance of a practical and supportive learning environment, highlighting activities like business simulations, presentations, and proposal writing to improve both language proficiency and job readiness. This aligns with Shi (2024) who noted that practice-based approaches enhance ESP learners' confidence and understanding. Collaborative settings such as group discussions also reduce anxiety and support active language use. This is supported by Mendo-Lázaro et al., (2022), who stressed the value of cooperative and communicative learning methods. When peers are supportive, students feel more at ease to speak and learn from mistakes (Tullis & Goldstone, 2020)

The second theme is the need for guided and engaging classroom practices. Students expect lecturers to act as facilitators during hands-on

activities like business proposals or negotiation simulations. This aligns with the research by Myers et al., (2020) showing that structured, interactive, and well-managed classrooms significantly improve student engagement, behavior, and academic performance. A bilingual approach is also appreciated, especially in explaining economic terms, as it helps lower-anxiety learners grasp concepts more easily (Wang, 2024). Additionally, participatory methods like discussions, case studies, and task-based learning promote critical thinking and confidence, in line with Hildebrant (2024) which employed these methods that enhance students' communicative and professional competencies, increase motivation and foster independence in the learning process.

The final theme focuses on the contextual and career-oriented learning materials that support career readiness. Students need to master technical vocabulary, formal structures, and economic terminology to succeed in academic and professional contexts. This need aligns with ESP principles as what Dudley-Evans & St. John stated in Daulay (2021:3), which stress the importance of content relevance. Understanding financial reports, reading economic texts, and conducting business negotiations were mentioned as top priorities. Yao (2021:25), confirmed that familiarity with technical terms significantly boosts ESP learners' confidence and professional competence. Beyond linguistic competence, management students also express an urgent need to practice writing practical economic documents such as business proposals, formal letters, financial reports, transaction notes, and professional emails. These types of assignments are not only relevant to academic contexts

but also serve as critical preparation for real-world professional demands (Ageicheva et al., (2025:23)

To sum up, students face multifaceted motivational challenges in learning English for Economic Purposes (EEP). These challenges include internal obstacles such as low self-confidence, fear of speaking, and boredom due to repetitive or overly basic material, as well as external factors like a lack of social support and a passive, non-interactive classroom environment. In addition, monotonous teaching strategies and irrelevant tasks tend to reduce student engagement and enthusiasm. On the contrary, students express a clear preference for interactive and contextual learning methods, such as discussions, case studies, and business simulations, which foster active involvement and practical skill-building. They also stress the need for lecturers to act as facilitators who provide direction, feedback, and structured support throughout the learning process. Finally, the inclusion of career-relevant content such as writing proposals, interpreting financial data, and composing professional correspondence is seen as essential for preparing students for future economic roles. Therefore, English for Economic Purposes (EEP) instruction must be responsive to student needs in both method and content to effectively support their motivation, participation, and professional development.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to explore the motivational challenges and teaching method needs of Management students in learning English for Economic Purposes (EEP). Based on the analysis of interviews and discussion of findings, this study yields two main conclusions. First, in learning the English for Economic Purposes course, students faced various motivational challenges, both internal and external. Internal challenges included low self-confidence, language anxiety, and negative perceptions of their English skills. On the other hand, external challenges stem from an unsupportive learning environment, such as a passive classroom atmosphere, monotonous teaching methods, and social pressure from peers. These factors hinder students' active participation in class and dampen their enthusiasm in learning English for Economic Purposes (EEP) course.

Another conclusion was students expressed a need for relevant and applicable teaching methods. They demonstrated a strong need for teaching methods that are practical, contextual, and career-oriented. Besides, they expected English for Economic Purposes learning to include real-world practices such as negotiation simulations, business proposal writing, and exercises in creating professional documents (CVs, reports, job application letters, etc.). Furthermore, they emphasized the importance of the lecturer's role

as a facilitator, guide, and explainer using a bilingual approach. Last but not least, an interactive and collaborative learning environment is considered capable of building self-confidence and motivating students to actively use English in professional contexts.

Thus, it can be concluded that the effectiveness of English for Economic Purposes (EEP) learning is largely determined by the extent to which teaching methods respond to students' emotional, social, and professional needs.

B. Suggestions

Based on the research findings and conclusions presented, several recommendations are proposed for various relevant stakeholders involved in English for Economic Purposes (EEP) instruction and development :

1. Higher Education Institutions in Indonesia

For curriculum developers and academic programs, it was advisable to regularly review and revise EEP learning materials to ensure their relevance to students' career goals. The curriculum should incorporate practical, profession-oriented assignments involving economic and business documents, such as financial reports, business correspondence, and company proposals. It was also important to integrate professional communication tasks into the syllabus, including CV writing, product presentations, job interview simulations, and business negotiations. These additions aim to bridge the gap between academic learning and real-world application, preparing students to perform effectively in future work environments.

2. Lecturers

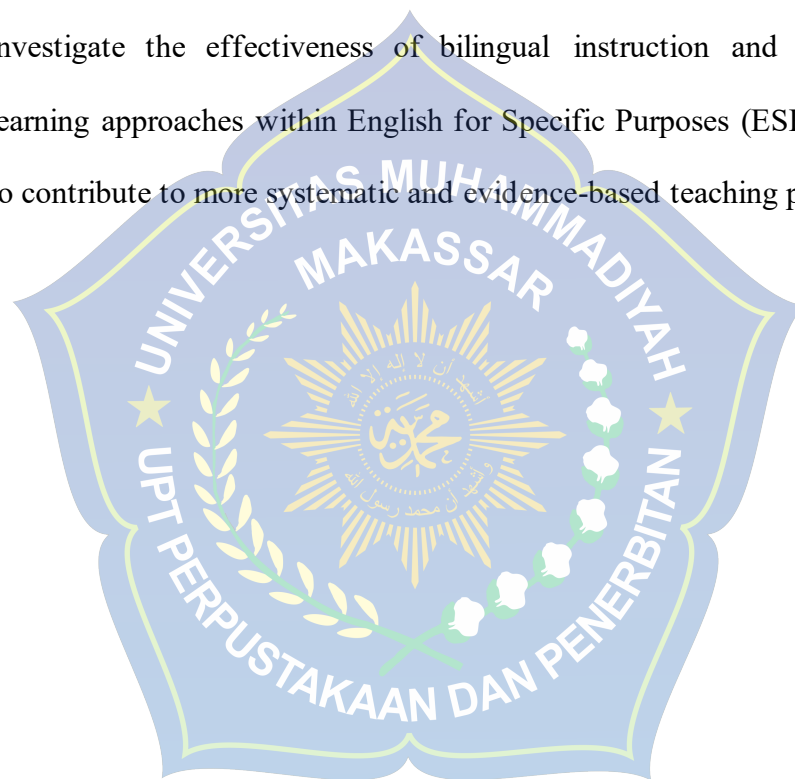
For lecturers and instructors of English for Economic Purposes (EEP), it was recommended to adopt a more participatory and contextual teaching approach, such as task-based learning, group discussions, case studies, and real-world business simulations. These methods were considered effective in enhancing student engagement and developing applicable language skills. Lecturers should also provide structured and consistent guidance and feedback to help students feel supported throughout the learning process. Creating an inclusive and interactive classroom environment is essential for boosting student confidence. In addition, the strategic use of a bilingual approach particularly when introducing complex economic terms was advised to facilitate student comprehension and support the gradual development of English proficiency.

3. Students

Students were encouraged to take a more active role in classroom activities, particularly in discussions, collaborative projects, and simulation-based tasks. Active participation plays a vital role in building confidence and fluency in using English. Furthermore, students should continue developing their English language skills independently outside the classroom. This can be done by engaging with digital tools, attending online learning sessions, using educational apps, and practicing with peers in informal contexts to enhance practical communication abilities.

4. Future Researchers

For future researchers, this study provides a useful foundation for further exploration of EEP instruction. It was recommended that subsequent research involve a larger and more diverse group of participants or include students from different academic programs to gain broader and more representative insights. Additionally, future studies should further investigate the effectiveness of bilingual instruction and task-based learning approaches within English for Specific Purposes (ESP) contexts to contribute to more systematic and evidence-based teaching practices.



BIBLIOGRAPHY

- Abbassi, M.A., Djebbari, Z., 2021. Investigating the Quality of Assessment Methods in ESP Classrooms: Practices and Challenges. *Ichkalat Journal*, 10(2), 1206-1218.
- Ageicheva, A., Bolotnikov, S., Bolotnikova, A., 2025. ESP Teachers Methodological Competence Improvement Main Aspects. [https://doi.org/10.58442/3041-1831-2025-31\(60\)](https://doi.org/10.58442/3041-1831-2025-31(60))
- Ahrens, A., Zascerinska, J., 2020. Comparison of Teacher's and Students' Ranking of English for Academic Purposes Sub-Topics. *Education. Innovation. Diversity*. 1, 16. <https://doi.org/10.17770/eid2020.1.5328>
- Ajmal, M., Salim Keezhata, M., Mujtaba Yasir, G., Alam, S., Khan, D., Professor, A., Author, C., 2021. Exploring the Role of Motivation in English Language Teaching: Learners and Teachers Perspective, *PSYCHOLOGY AND EDUCATION*.
- Al Baekani, A.K., Hapsari, N., & Muslihat, A., 2023. Engaging Students in A Flipped Classroom Instruction: Teaching English for Specific Purpose (Esp) in Higher Education. *English Review: Journal of English Education* 11. <https://doi.org/10.25134/erjee.v11i3.7845>
- Alharbi, W., 2022. Students' Perceptions and Challenges in Learning Business English: Understanding Students' Needs and Job Market Requirements. *International Journal of Learning, Teaching and Educational Research* 21, 65–87. <https://doi.org/10.26803/ijlter.21.12.4>
- Amri, S., 2022. Peningkatan Kompetensi dan Motivasi Belajar Bahasa Inggris Melalui Pendekatan Terpadu (Integrated Approach) Bagi Mahasiswa Non-Bahasa Inggris. *Jurnal Wahana Pendidikan* 9, 1–5. <https://jurnal.unigal.ac.id/index.php/jwp>
- Bo, W.V., Lim, L., & Lin, Y., 2022. An Investigation of Multilingual Domestic University Student Perceptions of English for Academic Purposes. *Behavioral Sciences* 12. <https://doi.org/10.3390/bs12090328>
- Bui, H.P., & Huong, L.P.H., 2023. Students' and Teachers' Beliefs About Effective Teaching of English for Occupational Purposes. *Sage Open* 13. <https://doi.org/10.1177/21582440231153076>
- Chen, W., Duan, R., 2023. A Study on the Application of English for Occupational Purposes in the Equestrian Industry. *Lecture Notes on Language and Literature* 6. <https://doi.org/10.23977/langl.2023.061205>
- Daulay, E., 2021. A Study on English Specific Purpose for English Department. *Vision Journal*, 117, 1-8.
- Dugošija, T., 2021. Integrating the 21st Century Skills into the Business English Classroom. pp. 283–291. <https://doi.org/10.31410/ERAZ.2021.283>

- Enesi, M., Vrapı, F., & Trifoni, A., 2021. Challenges of teaching and learning English language for ESP courses. *Journal of Educational and Social Research* 11, 213–226. <https://doi.org/10.36941/jesr-2021-0090>
- Fitria, N., T., 2020. Teaching English for Specific Purposes to the Students in English Language Teaching, *Journal of English Teaching Adi Buana*, 5(1), 55-66.
- Ghafar, N., Z., 2022. English for Specific Purposes in English Language Teaching: Design, Development, and Environment-Related Challenges: An Overview. *Canadian Journal of Language and Literature Studies*, 2(6), 32-42. <https://doi.org/10.53103/cjlls.v2i6.72>
- Gobena, G.A., 2025. Psychological Barriers Contributing to Students' Poor English Language Speaking Skills. *International Journal of Instruction* 18, 273–290. <https://doi.org/10.29333/iji.2025.18115a>
- Gvelesiani, I., 2023. Teaching ESP - New Strategies and Approaches. *Journal of Research in Higher Education* 7(1), 25–39. <https://doi.org/10.24193/JRHE.2023.1.2>
- Friska, Y., 2022. Developing Students' Understanding in Learning Passive Voice Trough Cooperative Learning. *Eduka : Jurnal Pendidikan, Hukum, dan Bisnis*, 7(1), 39-51.
- Hashemi, S.S.A., Fayaz, M.I., Ramesh, F., 2024. Role of Motivation for Learning English as Foreign Language. *Sprin Multidisciplinary Journal in Pashto, Persian & English* 2, 01–04. <https://doi.org/10.55559/smjpp.v2i01.145>
- Hidayati, D., & Nur'aini, A., 2020. Analisis Kebutuhan Bahasa Inggris pada Mahasiswa Ekonomi Syariah. *Jurnal Eksyar (Jurnal Ekonomi Syariah)*, 7(2), 21-34.
- Hildebrant, K., 2024. Ways to Enhance Students' Communicative Skills in Esp Teaching and Learning. *Humanities science current issues* 1, 354–360. <https://doi.org/10.24919/2308-4863/73-1-54>
- Hussain, S.Q., Akhtar, N., Shabbir, N., Aslam, N., Arshad, S., 2021. Causes and Strategies to Cope English Language Speaking Anxiety in Pakistani University Students. *Humanities & Social Sciences Reviews* 9, 579–597. <https://doi.org/10.18510/hssr.2021.9358>
- Hyland, K., 2022. English for Specific Purposes: What Is It and Where Is It Taking Us? *ESP Today Journal of English for Specific Purposes at Tertiary Level*, 10(2), 202–220. <https://doi.org/10.18485/esptoday.2022.10.2.1>
- Ibrahim, H.H., 2020. Needs Analysis as a Prerequisite for Designing an ESP Course for Medical Students. *Open J Mod Linguist* 10, 83–103. <https://doi.org/10.4236/ojml.2020.102006>

- Iftanti, E., & Maunah, B., 2021. Belief, Perception, and Challenges of Non-English Department Students to Learn English in Globalization Era. *Indonesian EFL Journal* 7, 1–12. <https://doi.org/10.25134/ieflj.v7i1.3985>
- Indasari, N.L., Fajriyah, L., & Rosyidi, A., 2024. Strategies for improving ESP learners' language skills. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 7, 41–51. <https://doi.org/10.54069/attadrib.v7i1.719>
- Iswati, L., Umam, H., A., Hairuddin, H., N., Rohqim, F., A., Nurani, A., P., Gufron, Haryani S., Kristanto, B., Fortinasari, B., O., Afriani, R., Azhar, O., P., H., Latumeten, T., A., A., Kusmayanti, N., I., 2024. Approaches in Teaching English Approaches in Teaching English for Specific Purposes for Specific Purposes. *Future Science*. Jawa Timur.
- Jiao, S., Jin, H., You, Z., & Wang, J., 2022. Motivation and Its Effect on Language Achievement: Sustainable Development of Chinese Middle School Students' Second Language Learning. *Sustainability (Switzerland)* 14. <https://doi.org/10.3390/su14169918>
- Knežević, L., Županec, V., & Radulović, B., 2020. Flipping the Classroom to Enhance Academic Vocabulary Learning in an English for Academic Purposes (EAP) Course. *Sage Open* 10. <https://doi.org/10.1177/2158244020957052>
- Kostanyan, U., 2024. The Essence of English for Specific Purposes (Esp) and the Role of New Technologies in Esp Teaching. "European University" Scientific Collection of Articles 147–152. <https://doi.org/10.59982/18294359-24.15-tk-14>
- Kristianto, I.I., & Harendita, M.E., 2022. The Implementation of Project-Based Learning in an Esp Class to Improve Reading and Speaking Skills. *ELTR Journal* 6, 1–10. <https://doi.org/10.37147/eltr.v6i1.126>
- Kumar, T., 2021. 'Desire to learn, learn to shine': Idolizing motivation in enhancing speaking skill among L2 learners. *Cypriot Journal of Educational Sciences* 16, 411–422. <https://doi.org/10.18844/cjes.v16i1.5542>
- Larasati, F., Adawiyah, D., Yuliani, S., & Septarini, D., 2022. Learners' Need Analysis of English Learning Materials for Economics and Business Students of Universitas Muhammadiyah Palembang, *English Community Journal*.
- Lungu Maria, 2022. F., Book Review: The Coding Manual for Qualitative Research. *American Journal of Qualitative Research*, 6(1), 232–237. <https://doi.org/10.29333/ajqr/12085>
- Mao, F., Zhou, J., 2024. A needs analysis of ESP courses in colleges of art and design: Consensus and divergence. *PLoS One* 19. <https://doi.org/10.1371/journal.pone.0305210>
- Marlina, N., & Sulastri, F. (2023). Eliciting learners' motivation and engagement in online learning: voices from grammar class. *Premise: Journal of English Education and Applied Linguistics*, 12(2), 472–487. <https://doi.org/10.24127/pj.v12i2.5862>

- Măruntelu, C.-L., n.d. Types of Teaching Materials for ESP in the Economic Environment.
- Maulida, I., 2024. Students' Respond in Learning English on ESP Program. *Open Journal Systems*, 18(6), 1359-1366.
- Mendo-Lázaro, S., León-del-Barco, B., Polo-del-Río, M-I., & López-Ramos VM., 2022. The Impact of Cooperative Learning on University Students' Academic Goals. *Frontiers in Psychology*, 12, 1-7. [https://doi: 10.3389/fpsyg.2021.787210](https://doi.org/10.3389/fpsyg.2021.787210)
- Mohamed, O.I., & Alani, N.N., 2022. English for Specific Purposes: An Overview: Definitions, Characteristics and Development. *English Language Teaching* 15, 28. <https://doi.org/10.5539/elt.v15n12p28>
- Myers, D., Simonsen, B., & Sugai, G. (2020, June 30). Creating Engaging Classrooms for All Learners. *Oxford Research Encyclopedia of Education*. Retrieved 14 Aug. 2025, from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1181>.
- Nabung, A., Emilia, E., Purnawarman, P., 2024. Challenges in Integrating English for Specific Purposes into the Indonesian TEFL curriculum: A Literature Study. *Premise: Journal of English Education and Applied Linguistic*, 13(3), 817-841. <https://doi.org/10.24127/pj.v13i3.8880>
- Nguyen, S. V., & Habók, A., 2021. Vietnamese non-English-major students' motivation to learn English: from activity theory perspective. *Heliyon* 7. <https://doi.org/10.1016/j.heliyon.2021.e06819>
- Oktavia, N.F., & Suwartono, T., 2020. A Need Analysis in Instructional Material Development: The Quest for a Better English for Economics Students. *International Journal of Advanced Science and Technology* 29, 965–979.
- Osman, W., S., W., 2025. Motivational Impact of Lecturer-Student Interactions in ESL Contexts Amidst the Shift to Online Learning. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(2), 532-541. <https://dx.doi.org/10.47772/IJRISS.2025.9020043>
- Permangil, J.F., 2024. Demystifying the Indigenous College Students' Learning of English as Determined by Their Language Learning Motivation. *International Journal of Asian Education* 5, 1–20. <https://doi.org/10.46966/ijae.v5i1.365>
- Pham, N.H.T., & Nguyen, H.B., 2021. Difficulties in English Speaking Skills of Non-English Majored Freshmen at a University. *International Journal of Innovative Research and Development* 10. <https://doi.org/10.24940/ijird/2021/v10/i4/apr21008>
- Prasetya, E., R., & Raharjo, H., D., 2023. Exploration of Demotivating Factors in English Language Learning Moodle-Based: Comparison Online and Hybrid Learning. *English Education : Jurnal Tadris Bahasa Inggris*, 16(1), 175-196.

- Prodanovska-Poposka, V., 2022. Classification of English for Specific Purposes and Overview of the Language Skills in ESP Context. *Beder Journal of Educational Sciences*, 26(1), 1-12. <https://doi.org/10.5281/zenodo.8159371>
- Purnamasari, J., 2023. Analisis Kebutuhan Bahasa Inggris Pada Mahasiswa Administrasi Bisnis di Era Masyarakat Ekonomi Asean. *Jurnal Pendidikan Sultan Agung*, 3(1), 67-74.
- Rahman, M., & Arefin, S., 2023. Distinctive Characteristics of English for Specific Purposes and General English, *Journal of Applied Linguistics and Language Research*. *Journal of Applied Linguistic and Language Research*, 10(4), 63-70.
- Rijal Fadli, M. (2021). *Memahami desain metode penelitian kualitatif*. 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1>
- Royadi, D., Susiana, N., Andhara Khumaida, F. (2019). Effectiveness Management of Qualitative Research in Writing Scientific Papers. *ATM*, 3(1).
- Sari, K., R., 2019. Analisis Kebutuhan Pembelajaran Bahasa Inggris Pada Mahasiswa Kelas Karyawan. *SAP (Susunan Artikel Pendidikan)* 4(1), 38-45.
- Sèna, O., U., H., 2022. Appraising the Challenges Related to the Teaching ESP to Advanced Learners in Business Higher Education. *Journal of English Language and Literature*, 9(1), 118-136.
- Shalash, J., M., 2024. English for Specific Purposes: A Specialization in Tailoring Language Instruction. *Journal of Asian Multicultural Research for Educational Study* 5, 10–18. <https://doi.org/10.47616/jamres.v5i1.486>
- Shi, X., 2024. Effective Strategies and Teaching Methods for Developing Practical English Skills. *The Educational Review, USA* 8, 531–535. <https://doi.org/10.26855/er.2024.04.006>
- Solihah, Y.A., Kartika, V.D., & Setiawan, 2023. Challenges on Teaching and Learning English for Specific Purposes (ESP) for Indonesian Undergraduate Students. *LET: Linguistics, Literature and Language Teaching Journal*, 13(1), 50-67.
- Sulastini, R., Nuraeni, I., I., Marlina, R., Saefullah, S., 2023. Manajemen kurikulum dan Evaluasi Pembelajaran ESP: English for Accounting untuk Meningkatkan Efektivitas Manajemen Keuangan. *Journal of Education Research*, 4(4), 2198-2204.
- Suherman, A., 2023. Students' Perceptions of the Challenges of ESP Courses: A Study from an Indonesian University. *Indonesian Journal of EFL and Linguistics* 193–205. <https://doi.org/10.21462/ijefl.v8i2.645>
- Tenieshvili, A., 2023. Application and Combination of Different Foreign Language Teaching Methods in Esp Classroom. *Journal of Teaching English for Specific and Academic Purposes*. <https://doi.org/10.22190/JTESAP221221013T>

- Tullis, G., J., & Goldstone L., R., 2020. Why does peer instruction benefit student learning? *Cognitive Research: Principles and Implications*, 5(15), 1-12. <https://doi.org/10.1186/s41235-020-00218-5>
- Vu, T.T., & Nguyen, T.T.K., 2024. An Investigation into English-Majored Students' Motivation in Speaking English. *Global Academic Journal of Linguistics and Literature* 6, 78–92. <https://doi.org/10.36348/gajll.2024.v06i02.006>
- Wahyuningsih, R., Kusuma, A., H., & Listyanti, H., 2021. Analisa Peserpsi Mahasiswa Non-Bahasa Inggris Terhadap Kebutuhan Bahasa Inggris di Dunia Kerja. *LITERASI Jurnal Kajian Keislaman Multi-Perspektif*, 1(2), 319-346.
- Warman, D., A., L., Hadriana, & Sumarno, 2024. Enhancing Employability: A Systematic Literature Review on the Significance of English for Occupational Purposes in Higher Education. *AL-ISHLAH: Jurnal Pendidikan* 16, 2892–2907. <https://doi.org/10.35445/alishlah.v16i3.4748>
- Wang, A., 2024. The Use of Mother Tongue in Second Language Teaching. *Curriculum Learning and Exploration* 2. <https://doi.org/10.18686/cle.v2i3.4739>
- Wiastuti, R., Ruminda, Juhana, 2024. Teaching English in English for Specific Purposes Context: Challenges in English for Business Management. *PROJECT Professional Journal of English Education*, 7(5), 1220-1228.
- Wisrance, M.W., Kristanti, E., 2024. Psychological Barriers on EFL Students' Speaking Performance in Border Area 13, 413–430.
- Yao, E., 2021. ESP in higher education: a didactic framework for the training of the students of economics at the Université Peleforo Gon Coulibaly. *Ziglobitha, Revue des Arts, Linguistique, Littérature & Civilisations*, 20-38.
- Yu, S.Y., Kaur, J., 2024. Increasing student comprehension in the English-medium instruction (EMI) context: Lecturers' use of explicitness strategies. *International Journal of Educational Research Open* 7. <https://doi.org/10.1016/j.ijedro.2024.100334>
- Yue, X., 2024. Exploring Language Boredom among Non-English Major Students in English Language Learning, *Transactions on Social Science, Education and Humanities Research*.
- Zhou, L., 2024. Strategies of Stimulating High School Students' English Learning Motivation, 2024. *Applied & Educational Psychology*, 5(4), 1-7. <https://doi.org/10.23977/appep.2024.050401>
- Zulfa, V., & Zahidah, A.N., 2023. Analysis of Student Motivation of English Learning as a Second Language, *International Education Trend Issues*, 1(2), 165-170.

A

P

P

E

N

D

I

C

E

S



APPENDIX 1

INTERVIEW SHEET

Research Title : A Case Study of Management Students in Learning English for Economic Purposes

Interviewer Name : _____

Location Date : _____

Interview Data : _____

No	Interview Questions for Challenges in terms of Motivation	Indicator
1	How do you feel when learning English for Economic Purposes?	Internal Motivation
2	Do you feel motivated to learn English for Economic Purposes?	Internal Motivation
3	Do you think learning English in your class is hard to understand?	External Motivation
4	Do you sometimes feel bored or uninterested in the English for Economic Purposes class?	External Motivation
5	Is the classroom environment (like friends or atmosphere) helpful or distracting for your motivation?	External Motivation

Additional Noted : _____

(Sources: Modified from Dewi, 2021; Listivani, 2024; Permangil, 2024)

No	Interview Questions for Students' Need in terms of Teaching Method	Indicator
1	What the type or learning activity helps you the most in understanding economic terms in English?	Teaching Method
2	Do you prefer more group work, presentations, or individual tasks in English for Economic Purposes class?	Teaching Method
3	What kind of learning makes you more excited or focused in English for Economic Purposes?	Teaching Method
4	What kind of learning materials do you expect the lecturer to use when teaching English for Economic Purposes?	Teaching Material

5	Do you like it when lecturer gives real examples (like business or money topics)?	Teaching Material
---	---	-------------------

Additional Notes : _____

(Sources: Modified from Fitria, 2020; Yao, 2021; Ajmal et al.,2024)



APPENDIX 2

Interview Transcripts for Challenges in terms of Motivation

Participant 1

1. How do you feel when learning English for Economic Purposes?
“I feel excited about learning English because I face many challenges, from learning new English vocabulary to learning new things about business.”
2. You've already explained how excited you are about learning English. Why do you feel that way?
“Why do I feel that way when learning English for economics? Basically, I really like economics. When I use the term in Indonesian, it's commonplace and natural, but when I use it in English, I feel, "Wow, this is something new I'm learning!" And that's what makes me excited to learn English in an economic context.”
3. When you feel that way, are there any factors of it? Internal or external?
“Personally, I have an internal interest in learning English, and externally, I realize that in the world of economics and business, we deal not only within our own country but also with other countries. So, that influences my enthusiasm for learning English.”
4. Do you find English for Economics difficult to understand?
“Sometimes it's difficult because we're studying online, so it's hard to understand what the lecturer is explaining. Learning offline is difficult, let alone learning English.”
5. From the various of learning activities, such as writing, reading, listening, and speaking, which one is the most difficult?
“Personally, I find writing difficult. This is because I don't yet fully understand how to write in English, and it's usually a class assignment.”
6. Do you feel motivated to learn English for Economics?
“For me, I feel motivated because, when I think about it, English is essential in the world of economics and business. Careers in economics and business aren't confined to one country. That's why I feel motivated.”
7. Who most motivates you to learn English for Economics?
“I think my biggest motivation is my social circle, as some of my friends are quite fluent in English, and that makes me think, I have to be like those who are fluent in English.”
8. When studying English for Economics in class, when do you feel most motivated?
“When the lecturer gives a quiz and my classmates are competing to answer, I feel like I have to be able to answer like them, so that's when I'm most motivated.”
9. Do you sometimes feel bored or uninterested in learning English for Economics?
“From personal experience, I've experienced boredom because sometimes the same material is repeated over and over again, for example, the material on tenses, which we learn over and over again, while we as students are

actually looking forward to new material. At the end of the day, I feel there has been no significant improvement in my English skills.”

10. Based on your experience, who do you think can make learning less boring? Is it the lecturer, your friends, or just yourself?
“Personally, I think the lecturers can help keep learning from being too boring because they can try new things, like increasing practical exercises in an economic context.”
11. Does the classroom environment help or hinder your motivation?
“In terms of helping, my friends can be helpful. When there's a theory I don't understand or don't quite grasp, I can ask them, and they can sometimes help me as long as they understand the material. That's what increases my motivation to study this course. In terms of things that hinder my motivation, it's when I want to study offline but don't have adequate facilities, which sometimes makes me lose my enthusiasm for learning English that day.”
12. When do you feel most focused or distracted while studying English for Economics in class?
“I sometimes get sleepy when I only listen to theory, so I lose focus. But when the lecturer gives examples, I feel most focused because I'm more interested in learning from the examples than the theory.”

Participant 2

1. How do you feel when learning English for Economic Purposes?
“I feel happy because I can understand the global context of economics.”
2. You already explained that you are happy when learning English. Why do you feel that way?
“In my opinion, since English is an international language, it is very important for my future career.”
3. When you experience those feelings, are there any internal or external factors that influence them?
“Personally, I feel that the motivation mainly comes from external factors, because I want to continue my career abroad.”
4. Do you find English for Economic Purposes difficult to understand?
“From my experience, yes, it is difficult sometimes. This is because the lecturer often explains using full English, which makes it hard for me since I do not fully understand everything being explained. Other than that, I often feel shy when I have to speak in front of the class”
5. Out of the learning activities such as writing, reading, listening, and speaking, which one do you find the most difficult?
“Personally, I struggle the most with listening. There are still many words I don't understand, and since the classes are conducted online, there are sometimes technical problems, like the lecturer's voice breaking or cutting out.”
6. Do you feel motivated to learn English for Economic Purposes?
“Yes, I do. I am motivated for the same reason I feel happy learning it because I want to pursue a career abroad where English is very important.”
7. Who motivates you the most to learn English for Economic Purposes?

- “I think my friends motivate me the most. Some of them look confident and impressive when speaking English, and that makes me want to be able to speak English as well.”
8. When do you feel most motivated in class while learning English for Economic Purposes?
“I feel most motivated when I am given the chance to speak, discuss with my friends, and then present in front of the class using English.”
 9. Do you sometimes feel bored or uninterested in learning English for Economic Purposes?
“Sometimes I do feel bored, especially when the lecturer only explains the material without adding games or quizzes to make learning more engaging, particularly since the classes are online.”
 10. In that situation, who do you think can make learning less boring. Either the lecturer, your friends, or yourself?
“Personally, I think the lecturer plays the biggest role. If the lecturer gives interesting games related to the theory, it would help make the class more enjoyable and less boring.”
 11. Does the classroom environment help or disturb your motivation?
“Based on my experience, sometimes the environment helps, and sometimes it disturbs my motivation. For example, my classmates can encourage me when they help me understand the material, but on the other hand, some classmates like to joke around or chat during lessons, which makes me lose focus.”
 12. When do you feel the most focused, and when do you feel most distracted while learning English for Economic Purposes in class?
“Since classes are online, I lose concentration when facing technical problems like poor internet connection. But when the lecturer uses Quizizz and asks us to answer in front of our classmates, my focus immediately improves.”

Participant 3

1. How do you feel when learning English for Economic Purposes?
“I feel very happy to learn English for Economic Purposes, especially as an economics student, because we will encounter many economic terms in English. As we know, the founder of economics, Adam Smith, was from England. So, when we want to study and explore economics further, we need English, especially since most of the articles are written in English.”
2. After explaining your feelings, is there anything that influences or drives you to feel that way?
“What drives me is the realization that English is an international language. Wherever we are, English is needed, especially in the world of economics. So, as someone who studies economics, I feel the demand to learn English strongly influences me.”
3. Do you find learning English in class difficult to understand?
“Based on my experience learning English for Economic Purposes, sometimes it is difficult, sometimes it is easy. I already have some basic

English knowledge, so I feel like I am relearning the same basics from school at university. This overlap creates a sense of repetition, and that's when English feels difficult for me.”

4. Out of the learning activities such as writing, reading, listening, and speaking, which one do you find the most difficult?
“Personally, I find speaking and listening the most difficult because I still lack vocabulary and struggle to express my opinions in English.”
5. Do you feel motivated to learn English for Economic Purposes? If yes, what drives you to feel that way?
“Honestly, I feel less motivated, even though I am happy to learn. This is because the materials taught still do not fully match the goals of English for Economic Purposes.”
6. Who motivates you the most to learn English for Economic Purposes?
“Personally, my biggest motivator is a foreign YouTuber who often discusses economics. This inspires me to understand what they are talking about, since it is very relevant to my major.”
7. While learning English for Economic Purposes, have you faced motivational challenges, either internal or external?
“One big external challenge is that in daily life or in society, English is rarely used. So, even though we learn it, we easily forget it, and eventually it becomes unused at the end of the day, this cycle often happens in Indonesia. From an internal perspective, I sometimes feel less interested because after two semesters, I still find many repeated materials. This lowers my curiosity toward the course.”
8. Do you sometimes feel bored or uninterested in learning English for Economic Purposes in class?
“In my personal experience, almost every class feels boring. This is because we don't really touch economic topics in English, and the basic materials being repeated made me feel bored. As a result, I often lose interest.”
9. Who do you think can make the class more interesting when you feel bored?
“In my opinion, it comes back to myself. Relying on friends or the lecturer does not make a big difference. It depends on how I can change the atmosphere of the class to make it more engaging so that my classmates also feel motivated.”
10. Does the classroom environment help or disturb your motivation when learning?
“Personally, I feel the classroom environment disturbs my motivation. During lessons, only a few students are active, so I feel less motivated because I don't have peers who are equally active and ambitious in learning. A passive classroom environment lowered my motivation because there were no active peers to discuss with”
11. When do you feel the most focused and the most distracted while learning English for Economic Purposes in class?
“I am most focused when the lecturer is explaining the material, because I pay close attention. But when it comes to assignments, like group work, I

often get distracted and end up joking around with my friends. That's why my focus is strongest during lectures."

Participant 4

1. How do you feel when learning English for Economic Purposes?
"I feel happy because English is very interesting, especially since it is an international language."
2. After explaining how you feel above, is there anything that influences or motivates you to feel that way?
"Personally, there is external encouragement because my older sister is fluent in English and has taught me since I was little. That motivates me to keep learning English, and I feel happy and interested when I can speak English like her. She also often advises me that as someone who will be involved in economics or business in the future, especially English for Economic Purposes is very important."
3. Do you find learning English in class difficult to understand?
"In my opinion, learning English for Economic Purposes is sometimes easy to understand and sometimes difficult. The difficulty comes when there are some vocabulary terms explained by the lecturer that I don't understand. On the other hand, the easy part is when the material is something we have already learned since elementary to high school."
4. Among the learning activities such as writing, reading, listening, and speaking, which one is the most difficult?
"Based on my experience, the most difficult is listening when learning English for Economic Purposes, because there are still different pronunciations and meanings in English, which makes it hard for me in that part."
5. Do you feel motivated to learn English for Economic Purposes? If yes, what makes you feel motivated?
"Yes, I feel motivated because my sister once told me that I must be able to master this subject so that in the future, when I talk about economic or business terms in an international context, I will already have the ability."
6. Who is the person that motivates you the most to learn English for Economic Purposes?
"In my opinion, the person who motivates me the most is my sister. When she speaks with foreigners in English especially when discussing topics related to economics or business it looks very impressive, and I want to be like that."
7. While learning English for Economic Purposes, have you ever faced motivational challenges, either internal or external?
"The challenge is when I want to practice what I've learned, the people around me don't support me. Once, when I tried, I was mocked for pretending to know English. Internally, sometimes I feel that pronunciation in English is difficult, which makes me afraid to try even though I really want to learn. As a result, there are sometimes I feel anxious to speak because I might be mocked by others"

8. Do you sometimes feel bored or uninterested in learning English for Economic Purposes in class?
“Not too often, but sometimes when the class is conducted online and the teaching is too focused on theory, it can become boring.”
9. Who can help make the class more interesting when you feel bored?
“For me, the lecturer can make the class more interesting. Online learning often disrupts my focus, but in contrast, when the class is held offline, we can meet face-to-face with the lecturer, and that helps me stay focused.”
10. Does the classroom environment help or hinder your motivation when learning?
“The classroom environment doesn’t affect my motivation too much because I have friends who often give me advice and share their knowledge about this subject, which actually helps me. In terms of hindrances, maybe not too significant, but online learning can make me get bored quickly in class.”
11. When do you feel most focused and most distracted while learning English for Economic Purposes in class?
“Based on my experience, I am most focused when receiving the material because I think if I don’t pay attention when the lecturer is explaining, it will make me not understand the material. So, at that time, I concentrate fully on listening.”

Participant 5

1. How do you feel when learning English for Economic Purposes?
“Personally, if asked, I don’t really like learning English, but I realize that learning English is a necessity as an economics student. So, during these past two semesters I have been able to enjoy the learning process, even though there are still some challenges.”
2. After explaining what you feel above, is there anything that influences or drives you to feel that way?
“Maybe at first I wasn’t too interested, but after going through English learning for two semesters, I started to feel more interested because sometimes the lecturer uses tricks like games such as Quizzes, which gradually made me enjoy learning English more.”
3. Do you feel that English lessons in class are difficult to understand?
“Personally, I feel it all depends on how the lecturer teaches. Sometimes the lesson is easy to understand when the lecturer uses fun activities like Quizzes, which helps me understand the theory. On the other hand, sometimes I find it difficult because the lesson can be monotonous, for example when we only get assignments such as making videos. That makes it harder for me to understand the material, especially when there are vocabulary terms that I don’t understand.”
4. Among the learning activities such as writing, reading, listening, and speaking, which one is the most difficult?
“I find it difficult when asked to speak in English because my vocabulary is still limited and I don’t have much direct practice speaking English. Besides

that, listening is also difficult for me, but it depends on the speaker. If the speaker has an accent that is easy to follow, I can understand. But if the accent is difficult, then I struggle.”

5. Do you feel motivated to learn English for Economic Purposes? If yes, what drives you to feel that way?
 “Personally, I feel motivated because I want to enter the workforce in the field of economics and business. In Indonesia, there are both national and international companies that I am targeting for my future career, so this pushes me to learn.”
6. Who is the person that most encourages you to learn English for Economic Purposes?
 I have a friend who once joined a youth exchange program between countries. He has strong English skills, especially in the economic context, and I saw how useful it was when we discussed things. That motivated me to keep learning this course even though at first, I didn’t really like it.”
7. While studying English for Economic Purposes, have you faced motivational challenges? Either internal or external?
 “For internal challenges, I hesitate to speak because I’m afraid of mispronouncing words during a presentation or when explaining something. For external challenges, I feel the community around me doesn’t fully support speaking English, because sometimes when we try, people think we are “showing off” even though we are just trying to learn.”
8. Do you sometimes feel bored or uninterested in learning English for Economic Purposes in class?
 “Not too often, but sometimes when the class is conducted online instead of face-to-face, I feel bored. Online learning has a lot of distractions because there is no direct supervision from the lecturer. As a result, discussions without feedback from the lecturer reduce my enthusiasm”
9. Who do you think can make the class more interesting when you feel bored?
 “In my opinion, the lecturer plays the biggest role in making learning more enjoyable. Activities like games, Quizzes, and face-to-face interactions make the class more engaging.”
10. Does the classroom environment help or disrupt your motivation when learning?
 “Personally, I find the environment helps me, because some friends are willing to help when I don’t understand the material, or they encourage me to attend class when I feel lazy. For example, when doing a class presentation about selling, a friend gave feedback in English, and that motivated me to try to respond in English too.”
11. When do you feel most focused and most distracted while learning English for Economic Purposes in class?
 “I feel most focused when the lecturer gives assignments, especially vocabulary memorization tasks. At that point, I try very hard to memorize the vocabulary assigned.”

Participant 6

1. How do you feel when learning English for Economic Purposes?
 “Personally, my feeling when studying this subject is that I feel very excited and happy because I know I can gain many new things, especially in English. For example, I learn economic vocabulary that will definitely help me later in my career.”
2. After explaining how you feel, is there anything that influences or drives you to feel that way?
 “In my opinion, the main influence is self-motivation, because once my lecturer explained to me how important English is in the world of work, especially since this English is specifically for the field of economics, which is in line with my major.”
3. Do you find learning English in class difficult to understand?
 “Based on my experience, sometimes English for Economic Purposes is difficult for me to understand because there were times when we were given translation tasks related to economics without any explanation of the material. That situation reduced my motivation to learn English for Economic Purposes.”
4. Out of the four language skills such writing, reading, listening, and speaking, which one is the most difficult?
 “While learning English for Economic Purposes, I found listening to be the most difficult, especially when listening to very fluent and fast English speakers, such as when watching discussions about economics in English. I struggled because I couldn’t understand some of the words, and since they spoke too fast, I couldn’t catch all the meanings.”
5. Do you feel motivated to learn English for Economic Purposes? If yes, what makes you feel that way?
 “Personally, I do feel motivated because English is very useful for my future. My dream career is in the field of economics and business, which is directly related to this subject, English for Economic Purposes.”
6. Who motivates you the most to learn English for Economic Purposes?
 “When it comes to motivation, the most important role is myself. I usually feel the drive to become good at English when I see people around me who are better and more skilled than I am. That sense of competition and enthusiasm comes from within, because I also want to be like them.”
7. While studying English for Economic Purposes, have you faced any motivational challenges? Either internal or external?
 “Internally, my biggest challenge is a lack of self-confidence when learning because I realize that my English skills are still weak. I particularly struggle with listening and speaking, which are my greatest internal challenges and to be honest, my weak of listening and speaking skills made me demotivated. Externally, one challenge is that sometimes classroom activities are less

engaging, which makes me feel lazy to learn English for Economic Purposes.”

8. Do you sometimes feel bored or uninterested in learning English for Economic Purposes in class?

“Yes, sometimes I do feel bored when the lessons only consist of translating economics-based texts into Indonesian or making videos of us reading texts. These repetitive tasks make English lessons less interesting for me.”

9. After explaining what makes you feel bored, does it affect your motivation?

“Definitely, if the learning situation is boring, my motivation decreases. At first, I may feel enthusiastic, but when the tasks are only about translating texts repeatedly without further explanation, I lose the motivation to study this subject.”

10. Who do you think can make the class more engaging when you feel bored?

“In my view, the lecturer plays the biggest role in making the class more enjoyable. If the lecturer provides more explanation and understanding, students can grasp the material better, especially if the learning activities are not monotonous and task-based only.”

11. Does the classroom environment help or hinder your motivation when learning?

“On the helpful side, classmates can help because if there is theory I don’t understand, I can ask them, and they sometimes help if they understand the material. That really boosts my motivation. But on the hindering side, sometimes when I want to learn offline, the facilities are lacking, and that immediately kills my motivation to study English that day. Online class made it difficult for me to focus”

12. When do you feel most focused and most distracted during English for Economic Purposes class?

“I am most focused when the lecturer is explaining the material. On the other hand, I get distracted when the class is monotonous and only consists of giving assignments.”

Participant 7

1. How do you feel when learning English for Economic Purposes?

“Personally, I feel very excited and challenged to learn this subject because it is highly needed in my major, but at the same time I feel a bit nervous since English is a foreign language that I am still beginning to learn.”

2. After explaining how you feel, is there any factor or drive that makes you feel this way?

“From my experience, the motivation mostly comes from within myself because I realize that learning English will be useful for my future, especially when entering the workplace.”

3. Do you find it difficult to understand English lessons in class?

“Sometimes, yes. I struggle especially when the task involves memorizing vocabulary because I am not very good at memorization, and this often becomes a challenge for me in this course.”

4. Among the activities of writing, reading, listening, and speaking, which one is the hardest?

“Speaking is the most difficult for me because I have limited vocabulary and often mispronounce words, especially those with similar spelling but different pronunciation.”

5. Do you feel motivated to learn English for Economic Purposes? If yes, what motivates you?

“Of course, I feel motivated because this course can be a valuable asset for my future career, especially in economics and business.”

6. Who encourages you the most to learn English for Economic Purposes?

“Both internal and external factors. Sometimes I push myself to overcome laziness, but at other times my friends encourage me by communicating in English, even if just a few words. That makes learning more enjoyable.”

7. Have you faced motivational challenges in this course, either internal or external?

“Yes. Internally, I often feel a lack of confidence and fear of mispronouncing words. Plus, I find it hard to understand the content because my memorization skill is weak, especially since it’s in English. Externally, I feel anxious when fluent English speakers invite me to have discussions, as I am not yet able to speak fluently.”

8. Do you ever feel bored or uninterested in learning English for Economic Purposes?

“Yes, sometimes I feel bored, especially when the class only focuses on memorizing vocabulary and translations assignment without other engaging activities. Repetitive translation assignments made the learning process boring”

9. After explaining the reasons for feeling bored, does it affect your motivation?

“Yes, my motivation often fluctuates. If we are asked to memorize vocabulary in every meeting, I tend to lose motivation because it becomes repetitive and tiring.”

10. Who can help make the class more interesting when you feel bored?

“I think both the lecturer and myself. For example, the lecturer can include games or quizzes to make the class more interactive, while I can also practice by answering online exercises on my own.”

11. Does the classroom environment help or disturb your motivation?

“It can do both. Discussions and opinion sharing with classmates motivate me because we communicate in English. But sometimes classmates distract me by asking too many questions or depending on me to do tasks, which makes me lose focus.”

12. When do you feel most focused or most distracted in class?

“I feel most focused when the lecturer explains and we practice directly, because I pay close attention during those times. On the other hand, group work often distracts me, since sometimes only one or two people actually do the work while others rely on them.”

Participant 8

1. How do you feel when learning English for Economic Purposes?

“Honestly, I feel quite enthusiastic about learning English. However, sometimes I also feel that my learning is not maximized, especially in getting the material related to English for Economic.”

2. After explaining how you feel, is there any factor or drive that makes you feel this way?

“The main factors are the learning method and the lecturer’s presence. Since many classes were held online, it became a challenge for us who live in villages with unstable internet connection. Sometimes the lecturer gave us presentation tasks but did not attend the discussion session, so we could not get any direct feedback. When the lecturer was absent, our discussion in the breakout room felt ordinary, and we could not know what needed to be improved.”

3. Among the activities of writing, reading, listening, and speaking, which one is the hardest?

“The most difficult for me is listening, especially when listening to someone who is already fluent. They usually speak fast, and I often cannot catch the sentences or the economic terms they use. To be honest, my weak of listening and speaking skills made me demotivated”

4. Do you feel motivated to learn English for Economic Purposes? If yes, what motivates you?

“Yes, I feel motivated. I really want to work in a big company, especially in BUMN. I know that one of the basic requirements is having a good understanding of English.”

5. Who encourages you the most to learn English for Economic Purposes?

“My family and my lecturers. My family encourages me because they know English is very important nowadays. My lecturers also often remind us that the working world pays attention to language skills, so we should not underestimate English.”

6. Have you faced motivational challenges in this course, either internal or external?

“Yes, I have. The challenge is when we had presentations or listened to other groups’ presentations but did not get any explanation from the lecturer. This made it difficult for me to understand economic terms in English.”

7. Do you ever feel bored or uninterested in learning English for Economic Purposes?

“Yes, I often feel bored. One of the reasons is the lack of interaction since the class was mostly online and there were no strict rules from the lecturer. For example, we were not required to turn on the camera, so the interaction among students was minimal. As a result, Discussions without the lecturer’s guidance made me lose focus and be less active in class.”

8. After explaining the reasons for feeling bored, does it affect your motivation?
“Yes, it affects my motivation because when there is no interaction, I don’t feel engaged in the learning process, and my focus decreases.”
9. Who can help make the class more interesting when you feel bored?
“Both the lecturer and the students. The lecturer should be stricter and more active in guiding the learning process, while students should also follow the rules well and participate actively.”
10. Does the classroom environment help or disturb your motivation?
“Even though I haven’t experienced English for Economic Purposes learning in a face-to-face classroom, I know from other subjects that the classroom environment helps a lot. In a classroom, the interaction is better, especially during discussions, and the lecturer can give direct feedback.”
11. When do you feel most focused or most distracted in class?
“I feel most focused during discussion sessions, especially when the lecturer evaluates our understanding and asks questions directly. On the other hand, I feel most distracted when classes are online with weak interaction and without clear guidance from the lecturer.”

Participant 9

1. How do you feel when learning English for Economic Purposes?
“I feel happy to learn English for Economic Purposes, especially because it is suitable for my major, Management. However, I think the materials I received are still very limited, mostly just the basics such as *to be*, subject and object, and vocabulary.”
2. After explaining how you feel, is there any factor or drive that makes you feel this way?
“The main factors are the teaching methods and the lecturer’s attitude. The method really affects my enthusiasm to learn. Since most of the classes in semesters 1 and 2 were held online, it became an obstacle. The lecturer’s way of interacting with students also plays an important role, because if the lecturer has a good approach, students like me will automatically be more motivated to follow the lessons.”
3. Among the activities of writing, reading, listening, and speaking, which one is the hardest?
“The hardest activity for me is reading. I don’t have a strong English foundation, and my pronunciation is still very weak. So, when I am asked

to read, I usually feel nervous, anxious, and stutter when pronouncing the words.”

4. Do you feel motivated to learn English for Economic Purposes? If yes, what motivates you?

“Yes, I feel motivated because the lessons are related to my major, Management. I also like listening to English songs, which makes me more enthusiastic. Another thing that motivates me is seeing my classmates who are smarter in English, because it makes me feel that I should also be able to improve myself.”

5. Who encourages you the most to learn English for Economic Purposes?

“Mostly my classmates. They give me motivation when I see them learning seriously or performing well in class.”

6. Have you faced motivational challenges in this course, either internal or external?

“Yes, I have. The biggest challenge is when classes are online and held in the morning. Sometimes I attend from my bedroom, even lying down, which makes me sleepy and less focused. That is an internal challenge. Externally, it comes from the teaching method and lack of interaction from the lecturer, which sometimes makes the class less engaging. Other than that, during the course, I received more theoretical tasks than practical ones, which demotivated me”

7. Do you ever feel bored or uninterested in learning English for Economic Purposes?

“I don’t usually feel bored, but sometimes I feel lazy. This usually happens when the class is held online in the morning. Also, basic materials being repeated an also made me feel bored.”

8. After explaining the reasons for feeling bored, does it affect your motivation?

“Yes, it affects my focus and makes me feel less motivated to pay attention in class.”

9. Who can help make the class more interesting when you feel bored?

“The lecturer. If the lecturer interacts more with students and makes the class more engaging, it will help students like me become more focused and motivated.”

10. Does the classroom environment help or disturb your motivation?

“It depends. A clean, quiet, and comfortable classroom can help me focus more, but if the classroom is uncomfortable, for example hot and without air conditioning or a fan, it disturbs my concentration.”

11. When do you feel most focused or most distracted in class?

“I feel most focused when the classroom is comfortable and calm. On the other hand, I feel most distracted when the class is online in the morning, or when the learning environment is noisy and uncomfortable.”

APPENDIX 3

Interview Transcripts for Students' Need in terms of Teaching Method

Participant 1

1. What type of activity helps you the most in understanding economic terms in English during class? And why do you think it helps?
“Personally, I feel that discussions help me the most because during discussions there is a Q&A session, and through that I can share opinions with my classmates. Moreover, I think economic materials really require a lot of discussion so we don't just think on our own.”
2. Do you think online learning or face-to-face learning in the classroom is more effective in helping you focus and understand English for economic purposes?
“Online learning is less helpful because no matter how motivated I am, when it is conducted online it doesn't have much impact on my understanding of the material.”
3. Do you think group learning is effective?
“Yes, it can help. But so far, group methods are still rarely used, even though by studying in groups we can actually gain new information.”
4. Do you prefer learning in groups, doing presentations, or studying individually?
“Personally, I prefer presentations because I think they help sharpen my thinking. Preparing a presentation requires learning and using many English sentences, which pushes me to focus and think harder before presenting.”
5. Does individual learning not capture your interest?
“Sometimes, because when I study individually without discussions, I feel less confident and afraid of making mistakes in English. Having friends around helps, because their opinions can support me.”
6. When you learn or discuss in groups, do you think you still need the lecturer's guidance?
“Yes, because our friends don't always know the answers to our questions. At those times, the lecturer is very important to guide us, especially in clarifying how assignments should be done.”
7. What kind of assignments help you the most in understanding economic terms?
“From my experience, I feel assignments are still limited. Since I am still learning basic English sentences, the only task that has helped me so far is being asked to read and then summarize English articles related to economics.”
8. What type of learning makes you more motivated or focused?
“A method with more discussions about economics or business, because throughout this course I feel we haven't had enough of that. It motivates

me, since listening to others' opinions in English encourages me to think critically and express my own ideas in English.”

9. How would you like the lecturer to apply this method?
“Through face-to-face discussions, because they help me stay more focused and directed. Online discussions are less effective since not everyone contributes, and that reduces my motivation.”
10. What kind of learning method do you need the most?
“I need more active learning such as discussions, role-plays and speaking-focused activities”
11. What type of learning material do you expect when studying English for Economic Purposes?
“I need materials related to managing business or economics in English. For example, writing an entrepreneurship proposal in English, because I have not had that kind of material yet and it is still lacking.”
12. How do you think such materials would help you understand economic terms better?
“In writing an entrepreneurship proposal, there are many economic topics such as marketing, pricing, market review, and many others. Learning them in English would help me better understand the economic context, not only in Indonesian. As a result, when preparing an entrepreneurship proposal on an international scale, I could understand it more effectively.”
13. Do you like it when the lecturer gives real examples, such as economic, business, or financial topics?
“I really like that, because it is very relevant to my major. However, in this semester, I haven't had much of that yet. Real examples in the context of economics make me more focused compared to learning basic English materials like tenses.”
14. If you could give suggestions, what method or material would you most expect in English for Economic Purposes classes?
“Materials related to economics that are relevant to our major, such as solving problems within a company, using discussion as the method. That would help me a lot.”

Participant 2

1. What type of activity helps you the most in understanding economic terms in English during class?
“I think case study activities help me the most. For example, analyzing why a company's revenue is not increasing and finding solutions to improve it. Such activities help me learn economic terms in English because I encounter many new vocabulary words.”
2. Do you prefer learning in groups, doing presentations, or studying individually?
“I prefer group learning. It helps reduce nervousness and lack of confidence because I have my group members with me, which makes me feel more relaxed and confident when performing in class.”

3. Does individual learning not interest you?
 “Sometimes, yes. When learning individually, I feel less confident and worry about whether my answers are right or wrong. In contrast, group learning allows discussion and exchange of opinions, and friends can help correct mistakes.”
4. When learning or discussing in groups, do you feel the need for a lecturer to accompany you?
 “Personally, yes. While discussing, if there is something we don’t fully understand, the lecturer can guide us, and we can directly ask and consult with them.”
5. What type of assignments help you understand economic terms better?
 “For me, problem-solving assignments are the most helpful. Also, we need more vocabulary and grammar practice before moving on to difficult tasks. If the lecturer exposes me to new vocabulary and expressions, such as how to describe profit increases or decreases in English. Step by step, I become more familiar with economic terms.”
6. What type of learning makes you more motivated or focused?
 “I feel more motivated when learning involves discussions. For example, discussing how businesses in other countries develop. This encourages me and my classmates to read or watch English articles and materials, which improves our understanding.”
7. How would you like the lecturer to apply this method?
 “I prefer being divided into groups, then discussing, preparing a paper, and presenting it in English as much as we can manage as students who are still learning.”
8. What kind of learning method do you need the most?
 “I need interactive learning methods where I can think critically and share ideas with my classmates and lecturer. This interaction helps me think harder, which I really enjoy. The important thing is that we try to use English, even if sometimes mixed with Indonesian.”
9. What type of learning materials do you expect when studying English for Economic Purposes?
 “Personally, I think I need materials such as writing job applications and practicing job interviews in the context of economics or management in English. To be honest, I want to apply for jobs abroad, so English is necessary when writing job applications, especially for international companies. Also, in interviews, I would like to know how to answer economic or management-related questions in English.”
10. Do you like it when the lecturer gives real examples, such as topics in economics, business, or finance?
 “I really like that, because for example, when preparing financial reports in Excel, there are many English terms used. For instance, the word “hutang” in Indonesian has different English terms like *debt* and *loan*. This kind of material keeps me more focused and interested compared to just learning tenses.”

11. If you could give suggestions, what method or material would you most expect in English for Economic Purposes classes?
 “I would highly suggest learning about preparing financial reports, since I am a management student. This material is very helpful, especially because applications like Excel use English.”

Participant 3

1. What type of learning activity helps you the most in understanding economic terms in English?
 “The learning activity that helps me the most is discussion, because through discussion I can identify my mistakes and get them corrected by the lecturer or classmates. On the other hand, I can also correct my friends if they make mistakes during our discussions.”
2. When do you think this activity is most suitable to be carried out? At the beginning of the course or at the end?
 “In my opinion, the discussion method is most suitable at the beginning of the meetings. For example, discussions can be held before the midterm exam so that during several sessions we can exchange ideas and opinions. That way, before the final exam we can already recap what we have learned and avoid repeating the same mistakes.”
3. Do you prefer group work, presentations, or individual assignments?
 “I prefer group work because when learning in groups, we as students can share opinions and correct each other if there are mistakes, which leads to meaningful discussions among us as students.”
4. How can discussion-based assignments help you understand the material being taught?
 “Again, it’s because during discussions we can correct each other. Among the many group members, there will definitely be someone who can explain and understand the theory delivered by the lecturer. In the end, this creates communication, discussion, and collaboration with our groupmates.”
5. What type of learning approach helps you feel more motivated or focused when studying?
 “I think an interactive learning approach, for example, when lecturers actively involve students by frequently asking whether they understand what has been explained or if they have any questions. This is because when lecturers only deliver knowledge without interaction between teacher and learners, the class outcomes become less effective.”
6. How would you like lecturers to implement that kind of learning?
 “In my opinion, before applying this approach, lecturers should conduct a needs analysis to identify what their students really need whether they still require basic material or are ready to move beyond it. After that, lecturers should provide materials according to students’ needs. Once the right material is given, the interactive part can happen through discussions where students are asked to give examples, peers provide

feedback, and the lecturer corrects them. This way, interactive discussions will take place.”

7. What type of learning material do you need the most from your lecturer?
“Of course, materials related to economics such as proposals, job application letters, economic vocabulary in English, and what I hope the most is practical material on how to collaborate or engage in diplomacy in the world of economics and business. These materials are very useful in today’s era, especially after graduation, because as economics students we really need them as preparation for the next stage.”
8. Do you like it when the lecturer gives real-life examples such as economic or financial topics?
“Yes, I really like it because it is directly related to today’s world. Giving real examples helps us prepare ourselves for the next stage.”
9. What are your hopes for the English for Economic Purposes course?
“My hope for this course is that we don’t just learn economic terms, but also learn how English can be applied for economic purposes, as in the materials I have mentioned earlier. These new things will be very beneficial for us in the future.”

Participant 4

1. What type of learning activity helps you the most in understanding economic terms in English?
“Personally, analytical assignments are one of the learning activities that help me understand economic terms. For example, analyzing company problems, because through these tasks we will definitely encounter new business and economic terms, and if there are still things we don’t understand, we can directly ask the lecturer about them.”
2. Do you prefer group work, presentations, or individual tasks?
“In my opinion, I prefer group work rather than individual learning or presentations because if I don’t understand the material, I can ask my friends. Conversely, if they don’t understand, they can ask me, and if none of us understand, we can directly ask the lecturer. Also, in a group we must collaborate with each other.”
3. How does group learning help you understand the material being taught?
“Just like I mentioned before, with group learning my friends and I can exchange opinions and perspectives, which helps me better understand the material. If I miss something from what the lecturer explained, I can get corrections from my friends, and that is very helpful for me.”
4. What type of learning motivates you or helps you focus more in class?
“Task based learning, where the tasks given serve as an evaluation of the material we learned in class. For example, if we learned about preparing financial reports, we could be assigned related tasks so that we can evaluate our understanding of the material. Other than that, it would be better if learning involved more student presentations and group work.”

5. How would you like the lecturer to implement this type of learning?
 “In my opinion, the lecturer could implement this by asking us to summarize the material we have learned or by asking us to recreate examples we’ve been given but in different cases, so it can show how well we understand the material. Plus, I think I will learn better if the lecturer gives us more presentations and group work, not just theory.”
6. What kind of learning materials do you need the most from your lecturer?
 “Personally, I need more materials related to economic vocabulary because the more vocabulary I learn, the better I can communicate in English in this field. Additionally, it helps me understand economic discussions more effectively since I already have a rich vocabulary in economics. Plus, I think we should learn how to write simple business reports and proposals”
7. Do you like it when lecturers give real examples such as economic or financial topics?
 “Of course, I like it. Real examples actually help me understand economic terms more deeply because they are directly related to my major.”
8. What are your expectations for the English for Economic Purposes course?
 “Personally, I hope that with the needs and challenges I have explained, this course in the future can help economics students improve their English skills, especially in the field of economics.”

Participant 5

1. What kind of learning activities help you the most in understanding economic terms in English?
 “From my experience, one of the most helpful learning activities is direct practice of the theory, such as the product marketing activity I once did in class. That practice really helped me understand economic and business terms because we were asked to market the product we were selling in English, and that gave me new knowledge. In addition, I also stay very focused when the lecturer gives us a Quizzes related to the material being taught because I can concentrate better and find it fun to answer the questions.”
2. When do you think these activities are most suitable to be carried out? At the beginning or at the end of the lecture?
 “Personally, based on my experience in the early semesters, these activities are most suitable to be carried out both at the beginning and at the end of the lecture. That means the lecturer gives us a Quizzes at the beginning to see how far our ability has developed, and then after explaining the material and clarifying our mistakes, we answer another Quizzes with the same topic but slightly different questions so we can see how much we have improved.”
3. Do you prefer group work, presentations, or individual tasks?
 “Personally, I prefer doing individual tasks because when I study alone,

I can express myself better, and I usually prefer searching for information on the internet rather than asking my friends since I feel a bit shy. Also, when I study alone, I can focus more without being distracted by others.”

4. How can individual tasks help you understand the material taught?
“I think individual tasks make me prepare more before coming to class. For example, when the lecturer asks us to do an individual presentation, there will be a Q&A session. From there, I am motivated to prepare possible answers in advance, which allows me to learn many new things and understand more new terms.”
5. What kind of learning makes you feel more enthusiastic or focused in class?
“For me, there are two kinds of learning that really help. The first is a persuasive approach from the lecturer, where they give real examples and demonstrate the practice of the material being taught. The second is inclusive learning, where the lecturer approaches students who are less confident and encourages them to express their abilities. In the end, this helps all students stay more focused and motivated to learn.”
6. How would you like the lecturer to apply these types of learning?
“As I mentioned earlier, lecturers can provide more practical learning and find alternative ways to re-engage students so they are motivated to use their abilities. For example, there should be economic simulations in class, such as business negotiations or marketing discussions in English. Additionally, lecturers can create learning activities that require students to solve problems independently, which will encourage them to find solutions and ultimately improve their critical thinking skills.”
7. What kind of learning materials do you need most from the lecturer?
“I think the materials I need most are writing job application letters in English, discussing economic topics, analyzing economic case studies, preparing company proposals, and writing memos and reports in English. The reason I find these important is because they will be useful for my career, especially as an economics student. Writing reports, proposals, and job applications, economic simulations like business negotiations really help with mastering terminology serve as my main preparation for the future.”
8. Do you like it when the lecturer provides real-life examples such as topics in economics or finance?
“In my opinion, that is already a necessity, and of course, I really like it because it is very relevant to my major.”
9. What are your hopes for the English for Economic Purposes course?
“I hope that through this course, students from the Faculty of Economics and Business, especially Management majors, will be able to improve their communication and interaction skills in the economic field. I also hope that the university and lecturers can provide materials that are more relevant to our major because based on my experience, the materials are still lacking in terms of economics.”

Participant 6

1. What type of learning activity helps you the most in understanding economic terms in English?
 “From my experience, one of the most helpful activities is learning through discussions and case-based studies. This is because during discussions, we can express and share the information and opinions that we understand. Meanwhile, case studies push us to think critically when giving answers.”
2. When do you think this activity is most suitable to be implemented? At the beginning of the course or at the end?
 “In my opinion, the most suitable time is in the middle of the course. This is because in the beginning sessions we usually receive the theoretical foundations of the subject, and in the middle, we can start exploring and analyzing the materials on our own through discussions, where students can exchange perspectives.”
3. Do you prefer group work, presentations, or individual tasks?
 “Personally, I prefer group work because I can ask questions and seek help from my friends when I don’t understand the material. We also tend to be more open and share information or opinions with each other during group discussions. Additionally, group work makes me feel more confident because of the support from my peers.”
4. How does group work help you better understand the material taught?
 “Personally, group tasks help through practical applications. For example, when we are asked to practice presenting a product, working as a group helps me understand the material better since we can share ideas and opinions with each other.”
5. What type of learning makes you feel more motivated or focused?
 “In my opinion, I feel the most motivated when I can directly engage in discussions with my classmates and lecturer. This is because in this semester, we mostly studied online, and the discussions were not as effective as when held in person. That is why I prefer face-to-face interactions with classmates, where we can exchange views and opinions.”
6. How would you like the lecturer to implement this type of learning?
 “Based on my experience this semester, I would really like discussions to be conducted face-to-face with classmates and the lecturer. Since most of our classes were online, I didn’t feel very enthusiastic because there was no direct guidance from the lecturer. Face to face learning is also easier to understand because there are no technical problems such as poor internet connection. Therefore, I believe I would feel more focused and motivated if we had direct discussions and guidance.”

7. What type of learning materials do you need most from the lecturer?
 “I think the most important materials include writing job application letters in English, discussing economic topics, analyzing economic case studies, preparing business proposals, and creating memos and reports in English, because we should learn technical economic terms since they are often used in journal or news.”
8. Do you like it when the lecturer provides real examples such as economic or financial topics?
 “In my opinion, that is already a must, and of course, I really like it because it makes the material much more interesting for me to understand.”
9. What teaching method do you think you need the most? And what suggestions would you give to the lecturer?
 “My hope is that the lecturer could be more cheerful and give more feedback to students. When learning is only monotonous with material explanations, it can sometimes make students feel bored and less motivated. Other than that, I prefer if the lecturer explains in both English and Indonesian. Full English is too hard to follow because if the lecturer speaks entirely in English, sometimes I don't understand. But if they explain it first in Indonesian and then continue in English, it's easier.”

Participant 7

1. What type of learning activity helps you the most in understanding economic terms in English?
 “In my opinion, the most effective way for me to understand economic terms or materials in English is through practical activities. For example, having direct discussions about economic topics. When I practice directly, the material becomes easier to understand compared to only receiving written tasks or memorization. Students should be more involved. We shouldn't just be passive listener”
2. When do you think this type of activity is most suitable to be carried out? At the beginning or at the end of the lecture?
 “Personally, I think this activity is suitable to be implemented in every meeting that requires practice. For instance, when we learn a topic related to economic discussions, we should immediately practice it so that we don't only receive theory but also see its direct application.”
3. Do you prefer group work, presentations, or individual assignments?
 “Personally, I prefer doing presentations because they give me a chance to practice speaking English directly. Presentations also help me overcome my fear of speaking English, even though I still speak hesitantly. But that experience actually motivates me to keep learning.

However, sometimes I also prefer individual tasks because, from my experience, group work often leads to unequal contributions where only one or two people complete the task. In contrast, individual work allows me to focus better without distractions from friends who may joke too much or ask excessive questions.”

4. How do individual tasks help you understand the material taught?

“I think individual tasks encourage me to prepare more before coming to class. For example, if the lecturer assigns an individual presentation, there will also be a Q&A session. That motivates me to prepare answers for potential questions, which automatically helps me learn new things and understand more economic terms.”

5. What type of learning activity helps you feel more motivated or focused during lessons?

“Honestly, I feel very motivated and focused when learning is conducted collaboratively. Although I sometimes enjoy working individually, I am also very happy when I can exchange ideas and share information with others. However, this requires guidance and firmness from the lecturer to ensure that all group members participate actively instead of only one or two people working.”

6. How would you like the lecturer to implement such a learning method?

“Personally, I feel most motivated when I can study directly in face-to-face sessions with the lecturer and classmates. This is because, in this semester, most classes have been conducted online, and I felt less motivated and less focused in that format. In contrast, during face-to-face classes, I can understand the material better, and if I don't understand something, I can immediately ask the lecturer at the right time.”

7. What kind of learning materials do you need the most from your lecturer?

“I think the most important material for me is learning how to describe a product in English. Personally, I want to pursue a career in the field of economics and business in the future, and I believe that learning how to present, describe, and introduce products in English can be a useful foundation for my career. I think it's also important to learn how to write business email and invoices in English. This is especially important because English is an international language and the world of economics and business is becoming increasingly global.”

8. Do you like it when lecturers give real examples such as economic or financial topics?

“Of course, I really like it because it helps me understand better and I know I can apply it in my future career.”

9. What teaching method do you think you need the most? And what is your suggestion for the lecturer?

“In my opinion, learning would be more enjoyable if lecturers included mini games or and involve students more. If lessons only consist of lecturing or presentations, students can easily get bored. That is why I believe students need fun and engaging learning methods such as games or Quizizz, which can increase students’ interest and make it easier to understand the material because the class atmosphere becomes less tense.”

Participant 8

1. What type of learning activity helps you the most in understanding economic terms in English?

“In my opinion, the most helpful activity to understand economic terms in English is writing reports using accurate references such as journals or academic articles. This kind of assignment encourages me to read, analyze, and explore economic terms in real academic contexts. It allows me to learn not only from the lecturer’s explanation but also from authentic sources related to economics.”

2. When do you think this type of activity is most suitable to be carried out?
- “I believe this activity is most suitable at the beginning of the course. By learning the economic terms early, I can apply them in classroom discussions and in later assignments. It gives students a strong foundation of vocabulary that will guide them throughout the rest of the lessons.”

3. Do you prefer group work, presentations, or individual assignments?

“I prefer group work and presentations because they allow us to exchange opinions, share ideas, and give feedback to one another. This way, I learn not only from my own work but also from my peers. Presentations also train me to be more confident in public speaking and improve my academic communication skills.”

4. How do individual tasks help you understand the material taught?

“Although I prefer group work, individual tasks are also important. They help me focus more on reading, analyzing, and understanding the material on my own before discussing it with others. This way, I come to class prepared and can contribute more actively during group discussions.”

5. What type of learning activity helps you feel more motivated or focused during lessons?

“I feel more motivated and focused when given analysis or case study assignments that are later presented in class. Such activities challenge me to fully understand the material before explaining it to others, which makes me more enthusiastic and engaged in the learning process. Other than that, I think I understand better when doing something practical, not just reading and translating articles”

6. How would you like the lecturer to implement such a learning method?
 “I would like the lecturer to implement this method by giving assignments based on journal analysis, case studies, or fieldwork. The results can then be presented in class so that students can learn from one another’s experiences. If structured properly, this method can make the learning process more meaningful.”
7. What kind of learning materials do you need the most from your lecturer?
 “The materials I need the most are journals, economic case studies, business articles, and examples of company reports. Such materials are useful because they reflect real practices in economics and business, helping us understand how the theories are applied. Plus, I understand it better when I directly practice writing application letters or business proposals, not just theory.”
8. Do you like it when lecturers give real examples such as economic or financial topics?
 “Yes, I really like it when lecturers provide real examples such as company cases or economic issues around us. Real examples make abstract theories easier to understand and also make the lesson more engaging. I feel more interested when the lecturer connects the material with real-life situations or well-known companies.”
9. What teaching method do you think you need the most? And what is your suggestion for the lecturer?
 “I think the most suitable teaching method is a combination of group discussions, presentations, and field studies. This way, theories taught in class are not only discussed but also applied in real contexts. I need more active learning such as discussions, role-plays and speaking-focused activities as they can improve my skills and confidence. My suggestion for the lecturer is to balance theory with practice, for example by organizing field trips or business simulations.”

Participant 9

1. What type of learning activity helps you the most in understanding economic terms in English?
 “According to me, practice and assignments are the most helpful activities. If students are only given material, it feels less effective. It is better if after the material is explained, the lecturer gives directions for practice or implementation so that students can remember it more easily. Assignments also help to strengthen our understanding of the material.”
2. When do you think this type of activity is most suitable to be carried out? At the beginning or at the end of the lecture?
 “For practice, I prefer it to be done in the middle of the lesson so the class feels more interactive. Meanwhile, assignments are better given at the end

of the lesson so they can be completed at home while reviewing the material that has been taught. I need more active learning such as discussions, role-plays and speaking-focused activities as they can improve my skills and confidence”

3. Do you prefer group work, presentations, or individual assignments?
 “It depends on the material. If the material is suitable for group work, then group assignments are better. But if the material is more appropriate individually, then individual tasks are fine. Personally, I prefer group assignments because they build solidarity, allow discussion, and bring out new ideas. Presentations are also good because they push us to understand the material deeply, train confidence, and improve public speaking skills.”
4. How do individual tasks help you understand the material taught?
 “Individual tasks help me review the material at home. For example, when doing assignments at night, I unconsciously recall and study the material again to complete the task. This reinforces my understanding of what was taught in class.”
5. What type of learning activity helps you feel more motivated or focused during lessons?
 “I don’t have one specific favourite, but I feel more motivated when doing practice-based activities. Through practice, I understand the material more easily because I directly experience it. Presentations and group discussions also make me stay focused, since new ideas emerge and I am encouraged to be more active.”
6. How would you like the lecturer to implement such a learning method?
 “The lecturer could be more interactive with students, for example by letting us choose how assignments are given whether in groups or individually, through practice or writing. This makes us feel respected and happier in class. It is also important that the lecturer gives feedback so learning doesn’t feel monotonous. Other than that, I prefer if the lecturer explains in both English and Indonesian. Full English is too hard to follow.”
7. What kind of learning materials do you need the most from your lecturer?
 “Materials that are practical and related to the field of economics and business. Not all materials can be practiced in class, sometimes we also need to do field practice. So, learning materials that are relevant and applicable in real situations are the most useful. For example, I understand it better when I directly practice writing application letters or business proposals, not just theory. Also, I think We need more practice material like making self-introduction for job interviews or product presentations”
8. Do you like it when lecturers give real examples such as economic or financial topics?

“Yes, I really like it. I prefer real examples that happen in well-known companies. With real cases, we can better understand the material and also learn valuable lessons from them.”

9. What teaching method do you think you need the most? And what is your suggestion for the lecturer?

“The methods I need the most are practice, group work, and presentations. My suggestion for the lecturer is to make the class more interactive by often asking for students’ opinions, giving real examples, and letting us take part in choosing how learning activities are carried out. This way, the class feels more engaging, less boring, and students feel respected.”



APPENDIX 4
SURAT KETERANGAN BEBAS PLAGIAT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Noraini binti Abdullah
Nim : 105351100521
Program Studi : Pendidikan Bahasa Inggris
Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	13 %	25 %
3	Bab 3	7 %	15 %
4	Bab 4	0 %	10 %
5	Bab 5	2 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

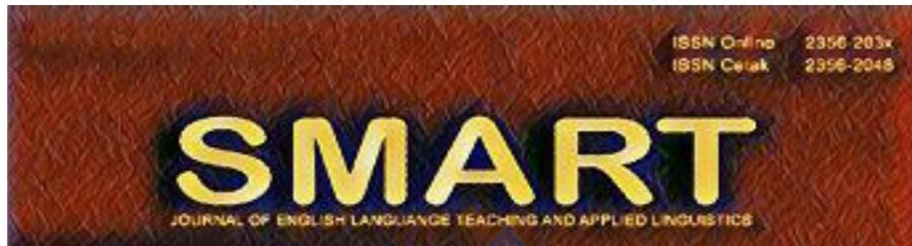
Makassar, 20 Agustus 2025
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX 5 LETTER OF ACCEPTENCE



Lampung, 18 Agustus 2025

Letter of Acceptance (LoA)

No: 102/SMART/Vol.XI, No.1/2025

To: Noraini Binti Abdullah, Farisha Andi Baso, Maharida

Dear Author,

We are pleased to inform you that your paper entitled "*A Case Study of Management Students in Learning English for Economic Purposes*" has been accepted for publication in **SMART**. It is scheduled to be published in the **August–September 2025** edition.

ISSN (Print): 2356-2048 | **ISSN (Online):** 2356-203X

Website: <https://ejournal.umpri.ac.id/index.php/smart/index>

Thank you for choosing to publish with SMART. We truly value your contribution and believe that our collaboration plays an important role in advancing global knowledge creation and sharing. To proceed, please ensure that your manuscript follows the journal's required template. Once your final submission meets the formatting guidelines, we will move forward with the publication process.

Additionally, we kindly request that you confirm your agreement by settling the publication fee of **IDR 500,000** (which covers editing, reviewing, and online publication processing).

Please transfer the fee to the following account:

Bank Name: Bank Rakyat Indonesia (BRI)

Account Name: Rahmatika Kayyis

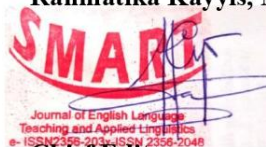
Account Number: 772401005770530

Kindly send proof of payment via WhatsApp to **0899-7418-448**. Should you have any questions or need further assistance, please don't hesitate to reach out.

We look forward to receiving your final publication package.

Sincerely,

Rahmatika Kayyis, M.Pd.



Chief Editor

SMART: Journal of English Language Teaching and Applied Linguistics

APPENDIX 6

SURAT KETERANGAN PENGAJUAN JUDUL/DRAFT



**MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811762101
Email : prodiibg@unismuh.ac.id
Research Service
research@unismuhmakassar.ac.id
Website : ip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT KETERANGAN PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA Nomor : 002/2021-BG-FKIP/Research/XV/1446/2024



Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Prodi menerangkan bahwa telah menerima judul beserta draf penelitian yang saudara(i) ajukan pada tanggal 9 November 2024. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa : **NORAINI BINTI ABDULLAH**
 Research Issue : **ESP**
 NIM : **105351100521**
 Dosen Penasihat Akademik : **Herlina Daddi, S.Pd., M.Pd.**
 Judul Penelitian : **PERCEIVED CHALLENGES IN LEARNING ENGLISH FOR ECONOMIC PURPOSES: A CASE STUDY OF STUDENTS AT UNIVERSITAS NEGERI MAKASSAR**

Hasil Turnitin/Plagiarism Checker:

Originality Report

Similarity Index (max. 35 %)	Internet Sources	Publications	Student Papers
18%	Merged	Merged	Merged

Pembimbing I & II:

1. **Dr. Farisha Andi Baso, S.Pd., M.Pd.**
2. **Maharida, S.Pd., M.Pd.**

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses bimbingan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan international terindeksasi)
3. Lebih teliti dalam melakukan penulisan / pengetikan (gunakan *grammar checker* atau sejenisnya)
4. Gunakan *reference manager* dalam membuat sitasi atau referensi (*Mendeley*, atau sejenisnya)
5. Buat dan miliki akun akademik (*Researchgate, Orcid, Academia.edu, Researcher ID*, atau sejenisnya), silakan *upload / Posting* proses penelitian anda pada akun akademik yang anda buat, dan tambahkan (*add*) dosen pembimbing anda pada proyek penelitian tersebut.

Demikian surat ini dikeluarkan untuk dipergunakan pada proses selanjutnya. Terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 20 Jumadil Awal 1446 II
22 Nopember 2024 M

Menyetujui,
Ketua Jurusan
Prodi Pendidikan Bahasa Inggris



Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM 977 807



APPENDIX 7 SURAT PERUBAHAN JUDUL PENELITIAN



MAJELIS DIKOTILTIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp. 0811 1732101 (Secretary)
Email: prodiibg@unismuh.ac.id
Web: bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

BERITA ACARA

Perubahan Judul Penelitian Mahasiswa

Kepada Yang Terhormat, **Ketua Program Studi Pendidikan Bahasa Inggris**, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat.

Assalamualaikum Warahmatullahi Wabarakatuh,

Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.

Pada hari ini, tanggal 22, bulan Maret, tahun 2025 kami selaku pembimbing tugas akhir mahasiswa (Proposal/Skripsi), dengan identitas:

Pembimbing 1 : Dr. Farisha Andi Baso, S.Pd., M.Pd.

NIDN : 0921018406

Pembimbing 2 : Maharida, S.Pd., M.Pd.

NIDN : 0916048501

Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:



Nama Mahasiswa : Noraini binti Abdullah

Nomor Induk Mahasiswa : 105351100521

Judul lama : Perceived Challenges in Learning English for Economic

Purposes : A Case Study of Students at Universitas Negeri Makassar

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan (<i>theoretical/practical</i>)	Paraf
	A Case Study of Management Students in Learning English for Economic Purposes	The reasons I changed the title is that after discussed it with my supervisor there was a slight change related to the title, my reasons are as follows: 1) The new title will clarify that the research will focus only on management students, not all students in the faculty of economics. This will make the research scope more specific and clearly define the group being studied. 2) The new title will be shorter and easier to understand, while details about challenges and the research location will be included in the <i>Scope of the Research</i> section to keep the title clear without losing the main essence of the study.	Pembimbing 1:  Pembimbing 2: 

(gunakan lembar tambahan jika tidak cukup)

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.

*Coret yang tidak sesuai

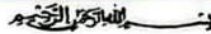


APPENDIX 8
SURAT PENGANTAR PENELITIAN



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 258 Makassar
Telp : 0411.660837/660132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



Nomor : 0507 /FKIP/ A.4-II/VII/1447/2025
Lamp : 1 Rangkap Proposal
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di,

Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa benar mahasiswa tersebut di bawah ini:

Nama : Noraini Binti Abdullah
NIM : 105351100521
Prodi : Pendidikan Bahasa Inggris
Alamat : Pondok Mardhiyah, Jl. Sultan Alauddin No.8
No. HP : 088245052056
Tgl Ujian Proposal : 26 Juni 2025

akan mengadakan penelitian dan atau pengambilan data dalam rangka tahapan proses penyelesaian Tugas Akhir Kuliah (Skripsi) dengan judul : "A Case Studi Of Management Student In Learning English For Economic Purpose (EEP)"

Demikian Surat Pengantar ini kami sampaikan kepada Bapak/Ibu, atas perhatian dan kerjasamanya ucapkan terima kasih
Jazaakumullahu Khaeran Katsiraan.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

15 Muharram 1447 H
Makassar -----
10 Juli 2025

Dekan
Unismuh Makassar,

D. H. Baharullah, M. Pd
NBM. 779 170

APPENDIX 9 PERMOHONAN IZIN PENELITIAN



UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax. (0411) 865588 Makassar 90221 e-mail: lp3m@unismuh.ac.id



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 123/LP3M/05/C.4-VIII/VII/1447/2025
Lampiran : 1 (satu) rangkap proposal
Hal : Permohonan Izin Pelaksanaan Penelitian

Kepada Yth:
Bapak Kepala Lembaga
Universitas Muhammadiyah Makassar
di-
Makassar

Assalamu Alaikum Wr. Wb

Berdasarkan surat: Dekan Fakultas Keguruan Dan Ilmu Pendidikan, nomor: 0507 tanggal: 15 Juli 2025, menerangkan bahwa mahasiswa dengan data sebagai berikut.

Nama : NORAINI BINTI ABDULLAH
Nim : 105351100521
Fakultas : Keguruan Dan Ilmu Pendidikan
Prodi : Pendidikan Bahasa Inggris

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan laporan tugas akhir Skripsi dengan judul :

"A CASE STUDY OF MANAGEMENT STUDENTS IN LEARNING ENGLISH FOR ECONOMIC PURPOSES"

Yang akan dilaksanakan dari tanggal 23 Juli 2025 s/d 23 September 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

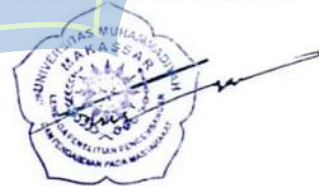
Demikian, atas perhatian dan kerjasamanya diucapkan jazakumullahu khaeran katziraa.

Billahi Fii Sabilil Haq, Fastabiqul Khaerat.

Wassalamu Alaikum Wr. Wb.

Makassar
20 Muharram 1447
16 Juli 2025

Ketua LP3M Unismuh Makassar,



Dr. Muh. Arief Muhsin, M.Pd.
NBM. 112 7761



Management
System
5071021-2018



Kampus
Merdeka
INDONESIA JAYA



Jl. Sultan Alauddin No. 259 Telp. (0411) 866972 Fax (0411) 865588 Makassar 90221
E-mail: lp3m@unismuh.ac.id Official Web: <https://lp3m.unismuh.ac.id>

APPENDIX 10
SURAT KETERANGAN MENELITI

	MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR FAKULTAS EKONOMI DAN BISNIS	
SURAT KETERANGAN IZIN PENELITIAN No.295/05/A.2-II/VIII/47/2025		
<p>Menindaklanjuti surat dari LP3M dengan Nomor: 123/05/C.4-VIII/VII/1447/2025 dari Lembaga Penelitian Pengembangan dan Pengabdian Kepada Masyarakat Universitas Muhammadiyah Makassar, maka yang Bertanda Tangan dibawah ini</p>		
Nama	: Dr. Edi Jusriadi, S.E., M.M.	
NBM	: 1038166	
Jabatan	: Dekan Fakultas Ekonomi dan Bisnis	
Menerangkan bahwa mahasiswa dibawah ini		
Nama	: Noraini Binti Abdullah	
NIM	: 105351100521	
Fakultas	: Keguruan dan Ilmu Pendidikan	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Skripsi	: "A Case Study of Management Students in Learning English for Economic Purposes"	
Dengan ini memberikan izin penelitan di Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Makassar dari tanggal 23 Juli 2025 s/d 23 September 2025.		
Demikian Surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.		
		Makassar, 21 Safar 1447 H/ 14 Agustus 2025 M
		 Dr. Edi Jusriadi, S.E., M.M. NBM 1038166
<p>Tembusan:</p> <p>1. <i>Rektor Unismuh Makassar</i></p>		
<p>Jalan Sultan Alauddin Nomor 259, Makassar, Sulawesi Selatan. 90222 Telepon (0411) 866972, 881 593, Faksimile. (0411) 865 588 Pos-el: feb@unismuh.ac.id / info@unismuh.ac.id Website: unismuh.ac.id</p>		
		 

APPENDIX 11 KARTU KONTROL PENELITIAN



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811.1782101 (Secretary)
Email : prodi@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Noraini binti Abdullah
NIM : 105351100521
Judul Penelitian : A Case Study of Management Students in Learning English for Economic Purposes
Tanggal Ujian Proposal : 26 Juni 2025
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jumat 19/07/2025	Interview	Dr. Farisha Andi Baso, S.Pd., M.Pd	
2	Senin 21/07/2025	Interview	Dr. Farisha Andi Baso, S.Pd., M.Pd	
3	Rabu 23/07/2025	Interview	Dr. Farisha Andi Baso, S.Pd., M.Pd	
4	Jumat 25/07/2025	Interview	Dr. Farisha Andi Baso, S.Pd., M.Pd	
5				
6				



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811.1782101 (Secretary)
Email : prodi@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

7				
8				
9				
10				

Mengetahui,

Ketua Program Studi,
EKIP Unismuh Makassar

Dr. Umni Khaerati Svam, S.Pd., M.Pd
NPM. 977 807

Pimpinan/Kepala Sekolah/Instansi

Dr. Ebi Susriati, M.M
NIP/ID/NBM. 1038166



DOCUMENTATIONS



Figure 1: Interview with Management Students from M24F and M24I

Figure 2: Interview with Management Students M24B, M24D and M24E



Figure 3: Interview with Management Students M24A and M24G

Figure 4: Interview with Management Students M24C and M24H

CURICULUM VITAE



The researcher, Noraini binti Abdullah, was born in Malaysia on June 18, 2001. She is the eldest of four children and the daughter of Bapak Sufian and Ibu Sahriani. She completed her elementary and secondary education in Malaysia before continuing her studies at Universitas Muhammadiyah Makassar in 2021. She was accepted as a student at Universitas Muhammadiyah Makassar, where she majored in English Language Education in the Faculty of Teacher Training and Education. Throughout her study, she was actively involved in various academic, research, and organizational activities, demonstrating a strong commitment to her field of study. As part of her graduation requirements, she completed her undergraduate thesis entitled “*A Case Study of Management Students in Learning English for Economic Purposes*” with dedication, perseverance, and a passion to contribute to the field of English language education.