



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

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Abstract

This study explored motivational challenges faced by Management students in learning English for Economic Purposes and their needs for effective teaching methods. Using a qualitative descriptive case study, data were collected from nine second-semester students at Universitas Muhammadiyah Makassar through semi-structured interviews and analyzed thematically. The study identified three key motivational barriers: low self-esteem, environmental influences, and issues within the learning process. Students expressed the need for a more practical and supportive learning environment, guided and engaging classroom practices, and contextual, career-oriented content. These findings suggest targeted instructional strategies can enhance motivation and improve English for Economic Purposes learning outcomes.

Keywords: *English for Economic Purposes, Motivational Challenges, Teaching Methods, Management Students*

INTRODUCTION

The awareness of learning foreign languages, especially English as an international language, continues to grow along with global demands. As a global lingua franca, English plays a crucial role in diplomacy, business, tourism, education, science, and other fields. In higher education, English courses are compulsory for all students regardless of their major, focusing on comprehension and communication skills (Sutrisna, 2021). In the professional world, each discipline requires specific English proficiency, including economics and business, where mastery of English vocabulary and expressions relevant to the field is essential (Dugošija, 2021). Therefore, English for Specific Purposes (ESP) becomes a necessity for non-English major students to equip them with practical skills aligned with their academic and career needs.

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In economics and business contexts, English proficiency is highly important as it supports international negotiations, presentations, and global transactions. Hidayati and Nur'aini (2020) emphasized that English is vital for economics students in both academic preparation and career readiness. Similarly, Purnamasari (2023) reported that business administration students choose to learn English to advance their careers, recognizing its role as the global business language. Wahyuningsih et al. (2021) also highlighted that many companies demand English proficiency to enable product marketing and international collaboration. These findings underline the urgency of ensuring that management students master English for Economic Purposes (EEP) to remain competitive in academic and professional domains.

Despite its importance, various challenges hinder students' engagement in ESP courses. Pre-observations at Universitas Muhammadiyah Makassar revealed that students showed strong motivation but were hampered by low self-confidence, limited vocabulary, and learning environments dominated by textbooks and teacher-centered methods. Furthermore, English for Economic Purposes is typically offered only in early semesters, with limited opportunities for practice, which weakens students' ability to apply knowledge in real contexts. These conditions demonstrate the need for deeper exploration of both motivational challenges and effective teaching methods in English for Economic Purposes learning.

The purpose of this research is to analyze the motivational challenges experienced by management students in learning English for Economic Purposes and to identify the teaching methods most needed to support their learning. The study examines both internal and external motivational factors and seeks to propose appropriate instructional approaches that can enhance engagement and effectiveness. Through a qualitative case study approach, this research aims to uncover authentic barriers, provide insights into students' expectations, and suggest solutions to improve the teaching and learning process in English for Economic Purposes courses.

A review of previous literature shows that ESP learning difficulties are well documented. External problems include the complexity of materials and perceptions of English as a difficult or boring subject due to unengaging teaching approaches (Pham & Nguyen, 2021; Iftanti & Maunah, 2021). Internal problems such as lack of skills, anxiety, limited vocabulary, and low learning interest also persist (Amri, 2022). Enesi et al. (2021)

identified low proficiency and lack of motivation as key barriers, while Fitria (2020) and Ghafar (2022) grouped challenges into teacher-related, student-related, and environmental categories. Sari (2019) further observed difficulties in vocabulary and grammar that hinder professional communication. Meanwhile, Sulastini et al. (2023) suggested integrating ESP into subject courses and promoting collaboration between English and non-English lecturers to ensure relevance and engagement.

Grounded in motivation theory and supported by previous studies, this research is based on the hypothesis that both internal barriers (such as low confidence and limited ability) and external barriers (such as unsupportive classroom atmosphere and monotonous teaching) significantly reduce students' motivation in learning English for Economic Purposes. It is also assumed that student-centered, contextual, and interactive teaching methods such as case studies, discussions, simulations, and bilingual instruction can foster motivation and improve the overall effectiveness of English for Economic Purposes instruction.

RESEARCH METHOD

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) and its goal was to describe and analyze social issues comprehensively (Fadli, 2021).

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.

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 will represent 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.

There was one primary instrument for data collection in this study which was semi-structured interviews. The interview was conducted in two sessions where the first session explored the motivational challenges students had encountered in their English for Economic Purposes course, while the second session focused on the teaching methods that the students deemed most necessary for 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). 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.

FINDINGS AND DISCUSSION

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

a. First Cycle Coding

Based on the First Cycle Coding, 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. The following section presents a detailed interpretation based on the coded data.

Table 1. Motivational Challenges Faced by Students: Categories, Codes, and Statements

| Category | Codes | Participants' Statements |
|---------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Internal Challenges | Low self-confidence | <i>"I often feel shy when I have to speak in front of the class,"</i> |
| | Learning stagnation | <i>"Basic materials being repeated made me feel bored and feel no significant improvement in my English skills"</i> |
| | Limited skills (listening, speaking, vocabulary) | <i>"To be honest, my weak of listening and speaking skills made me demotivated"</i> |
| External Challenges | Technical Distractions | <i>"Online class made it difficult for me to focus"</i> |
| | Unsupportive learning environment | <i>"The environment is not supportive because sometimes I get mocked when trying to practice speaking"</i> |
| | Passive classroom environment | <i>"A passive classroom environment lowered my motivation because there was no active classmate to discuss with"</i> |
| | Lack of support from Lecturer | <i>"Discussion without feedback from the lecturer reduce my enthusiasm"</i> |
| | Unengaging teaching methods | <i>"During the course, I received more theoretical tasks than practical ones, which demotivated me"</i> |

The table above illustrate that, 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*

At this stage, the findings from the first cycle 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 :

Table 2: Themes and Supporting Codes of Motivational Barriers in Learning English for Economic Purposes

| Theme | Supporting Codes (From First Cycle Coding) |
|---------------------------|---------------------------------------------------------------------------------------------------|
| Self-Esteem Barriers | <i>Low self-confidence, learning stagnation, limited skills (listening, speaking, vocabulary)</i> |
| Environmental Barriers | <i>Lack of social support, passive classroom environment</i> |
| Learning Process Barriers | <i>Lack of support from lecturer, unengaging teaching methods</i> |

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

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*

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*

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.

2. *Students' Need Regarding the Teaching Methods in Learning English for Economic Purposes*

a. *First Cycle Coding*

Based on the First Cycle Coding, 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. The following section presents a detailed interpretation based on the coded data.

Table 3: Students' Perceived Needs for Effective English for Economic Purposes Instruction: Categories, Codes, and Supporting Statements

| Category | Codes | Participants' Statements |
|----------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Types | Active and interactive learning | <i>"I need more active learning such as discussions, role-plays and speaking- focused activities as they can improve my skills and confidence"</i> |
| | Contextual and collaborative learning | <i>"The use of real-life case studies and group analysis would be very helpful."</i> |
| | Bilingual instruction method | <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> |
| Lecturer Roles | Participatory Facilitators | <i>"I learn better if the lecturer gives us more presentations and group work, not just theory,"</i> |

| | | |
|--------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Provider of practical context | <i>"There should be economic simulations in class, such as business negotiations or marketing discussions in English."</i> |
| | Bilingual explainers | <i>"I prefer if the lecturer explains in both English and Indonesian. Full English is too hard to follow."</i> |
| Learning Activities | Interactive activities focused on Speaking and Collaboration | <i>"I believe role-plays, discussions, and interactive activities will improve my speaking skills."</i> |
| | Business and negotiation simulations | <i>"Economic simulations like business negotiations really help with mastering terminology."</i> |
| | Practice based learning | <i>"I feel more enthusiastic about learning if the material can be directly practiced, such as discussing it directly with friends and lecturers."</i> |
| Material and assignments | Job application letters and CVs | <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> |
| | Economic vocabulary and grammar | <i>"We need more vocabulary and grammar practice before moving on to difficult tasks."</i> |
| | Practical and professional writing materials | <i>"More practical material like writing financial reports or business proposals in English would be useful."</i> |

The table above shown 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

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.

Table 4. Themes and Supporting Codes of Students' Needs in Learning English for Economic Purposes

| Theme | Supporting Codes (From First Cycle Coding) |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practical and Supportive Learning Environments | <i>Active and interactive learning, Contextual and collaborative learning, Practice based learning and Interactive activities focused on Speaking and Collaboration</i> |
| Guided and Engaging Classroom Practice | <i>Participatory Facilitators, Provider of practical context, and Bilingual explainers</i> |
| Contextual and Career-Oriented Learning Content | <i>Job application letters and CVs, Economic vocabulary and grammar, Practical and professional writing materials and Business and negotiation simulations</i> |

1) Practical and Supportive Learning Environment

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

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

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.

Discussion

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 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) who noted that ESP students often struggle with economic texts due to a weak linguistic foundation. Similarly, Mao and Zhou (2024) 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 Sulastri (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), which stress the importance of content relevance. Understanding financial reports, reading economic texts, and conducting business negotiations were mentioned as top priorities. Yao (2021), 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).

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.

CONCLUSION

Based on the analysis of interviews and discussion of findings, this study found that management students experienced both internal and external motivational challenges in learning English for Economic Purposes (EEP). Internal barriers included low self-confidence, language anxiety, and limited vocabulary, while external barriers arose from monotonous teaching methods, passive classroom environments, and lack of continued practice beyond the early semesters. These challenges negatively affected students' engagement and consistency in learning English for Economic Purposes.

The study also revealed that students strongly preferred contextual, practical, and career-oriented teaching methods. They highlighted the importance of interactive activities such as case studies, discussions, negotiation simulations, and business document preparation, supported by bilingual explanations and lecturer guidance. These findings confirm that the problems investigated have been addressed, as the study provides a clear understanding of the motivational barriers and instructional needs in EEP learning.

In practical terms, the results recommend that lecturers adopt more participatory and contextual teaching strategies to improve engagement, while curriculum developers should integrate profession-oriented tasks into the syllabus. For future research, further studies involving larger and more diverse samples are suggested, with a focus on testing specific teaching approaches such as task-based learning and bilingual instruction to strengthen evidence-based practices in English for Specific Purposes.

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