

Analysis of Student Needs for English Teaching Materials in Management Department Faculty of Economics and Business University of Mataram

Tria Rizki Husmia¹, Amrullah², Arafiq³

^{1,2,3} English Education Program, Faculty of Teacher Training and Education, University of Mataram, NTB, Indonesia

Received :

Revised :

Accepted :

Published:

Corresponding Author

Author Name*: Tria Rizki Husmia

Email*: husmiatria@gmail.com

DOI: [10.29303/jeef.v5i2.859](https://doi.org/10.29303/jeef.v5i2.859)

© 2025 The Authors.

This open access article
is distributed under a

(CC-BY License)



Abstract

This study aims to investigate the English language needs of Management Study Program students at the Faculty of Economics and Business, University of Mataram, emphasizing the importance of English for Specific Purposes (ESP). As globalization intensifies, proficiency in English tailored to students' academic and professional fields becomes critical. Employing a qualitative descriptive method, data were collected from 35 third-semester students through questionnaires and interviews, focusing on their learning needs, goals, and preferred content. Analysis revealed that speaking skills are prioritized by students to enhance their future career prospects, while there is a strong demand for English materials directly related to management contexts. The findings highlight that students require materials that are not only easy to understand but also practically applicable to their future workplaces. This study underscores the need for lecturers to develop specialized English teaching materials that align with students' professional goals and specific disciplines. It also recommends that English teaching at the university level move beyond general proficiency to incorporate industry-relevant language skills. Finally, the study suggests future research involve larger sample sizes to further enrich understanding and curriculum development. The integration of ESP principles into English teaching is essential for preparing graduates who are competent, confident, and ready for the demands of their professions.

Keywords

ESP, needs analysis, management students, speaking skills, teaching materials

INTRODUCTION

In the era of globalization and science, the ability to use English Materials is needed by everyone, especially students, in their field of work or in the academic field. English is a global language (Crystal, 2000). This statement implies that various nations use English to communicate with other nations around the world. In terms of means of communication, both spoken and written, English is used as the language of instruction in various fields of knowledge. And English is used as the main subject in every country, including Indonesia. Therefore, it is important to learn English for students in Indonesia.

Need analysis is a systematic process for collecting accurate data that includes all activities used to gather information about students' learning needs, wants, or desires (Barghamadi, 2020). The importance of analyzing student needs aims to teach language learning according to the needs of students and their respective fields. As is the case with English taught at the Management Department of the Faculty of Economics Mataram Business University. The department has no direct relationship with English, the professional needs that will be faced in the future are the most significant material. They are required to understand and share information in their department by using English as a communication tool.

It is a fact that students in Indonesia learn English from elementary school to university, English has become one of the most important topics in their education (Rasendria, 2021; Mardianti & Dwipa, 2024). At the university level, English courses are made a compulsory subject for the students themselves. Of course, to develop teaching English for students, the material obtained must be in accordance with their respective fields. Robinson (1991) stated that goal-oriented learning, more specific in the academic and professional fields, is one of the main characteristics of ESP that distinguishes it from GE. The teaching is not general

English but also about (English for specific purposes). Hutchison & Waters (1987) defines ESP as a language teaching method in which all content and method decisions are based on the learner's motivation to learn. This learning model is very important to be carried out according to the needs of students in their respective fields.

A research and development of teaching materials will be focused on developing textbook products that suit the needs of students, lecturers and also departments. The cultural and literary knowledge learned in the Mataram business economics faculty of management study program is not optimal and in accordance with the needs of students.

Teaching materials serve as the core of instruction. Offord-Gray and Aldred, as cited in Musikhin (2016), emphasized that the structure and content of educational resources should be responsive to learners' prior experiences, making them one of the key components in the ESP teaching and learning process. Therefore, when developing instructional materials, ESP lecturers must ensure that the content aligns with students' specific needs.

In Indonesia, there are already educational institutions implementing the ESP approach in their curriculum. These programs focus on specialized areas where English proficiency is integrated with professional skills. Fields such as legal English, medical English, technical English, economics, maritime studies, travel and tourism, and others prepare graduates for direct entry into the workforce. Hence, this approach offers various vocational programs like accounting, secretarial studies, marketing, computer networking, beauty therapy, catering, mechanical engineering, automotive technology, religious services, hospitality, tour guiding, and more. In the teaching process, instructors prioritize practical training over theoretical knowledge so that students can apply their skills effectively once they graduate. In other words, the goal is to produce job-ready graduates

skilled in their respective fields. Consequently, ESP should be included as part of university education.

English for Specific Purposes (ESP) is a subfield of applied linguistics that links language instruction with the specific needs of learners in relation to their professional environments. As such, ESP educators need to understand what students require in order to identify relevant and meaningful content for their lessons, as well as to explore students' potential. This allows language instruction to become a process of assessing students' communicative needs and determining how they will use the target language in real-life contexts. To summarize, the concept of ESP involves learning English within a specific context, using tailored materials and engaging in appropriate language activities.

RESEARCH METHOD

This research employed a qualitative descriptive method to explore the needs of Management Study Program students at the Faculty of Economics and Business, University of Mataram. According to Ghanad (2023), descriptive research focuses on representing the status of a human group, systematically, factually, and accurately illustrating a fact or phenomenon. Creswell (2015) further defines qualitative research as a means of understanding and exploring individual human intentions or meanings related to social problems. The qualitative descriptive approach was chosen because it is considered actual and measurable, allowing the researcher to describe conditions in detail based on facts obtained from the field. Descriptive statistics were employed to assist in the analysis and reporting of the data collected.

The subjects of this research consisted of 35 third-semester Management Study Program students from one class at the Faculty of Economics and Business, Mataram University. This location was selected due to the absence of prior similar studies conducted there. Data collection was carried out through two primary techniques: questionnaires and interviews. The questionnaires, based on the theories of Hutchinson & Waters (1987), Graves (2000), and Nunan (2004), contained 15 questions covering aspects such as personal identity, goals, target needs (necessities, lack, wants), and learning needs (input, procedure, setting, teacher's role, and students' role). A closed questionnaire format was used, providing options ranging from strongly agree to strongly disagree (Sugiyono, 2017), and students were given 20 minutes to complete them. The questionnaire was translated into Indonesian to ensure better comprehension.

In addition to the questionnaires, interviews were conducted with several students to gather deeper insights into their experiences and perceptions regarding teaching materials, classroom situations, and English learning needs. The interview process, as defined by Gall et al. (2003), involved the researcher asking oral questions and receiving verbal responses from participants. Eight questions were prepared to elicit detailed information, enriching the data obtained from the questionnaires. The combination of both data collection methods aimed to provide a comprehensive understanding of the students' needs and expectations.

The data analysis process followed the qualitative analysis technique as suggested by Rahmadi (2011), involving several stages. First, data reduction was carried out through editing, segmenting, summarizing, coding, and memoing activities. Second, data display organized, compressed, and assembled the information for easier interpretation. Finally,

drawing and verifying conclusions were performed by logically connecting and validating the findings obtained from the reduction and display stages. Questionnaire results were tabulated and analyzed by calculating the percentage of students' responses using the formula $NP = (R/SM) \times 100$, where NP is the percentage, R is the number of students' answers, and SM is the total number of students (Purwanto, 2010).

FINDING AND DISCUSSION

Research Findings

After collecting and processing the data obtained from students' responses in questionnaires and interviews, the researcher analyzed the results. Subsequently, the data collected from the students through questionnaire and interview were presented in the form of a data display.

The researcher distributed 15 questionnaire items to the students in order to gather information regarding their needs in learning English. The questionnaire was given to 35 third-semester students of the Management Study Program, Faculty of Economics and Business, University of Mataram. The research was carried out on July 19, 2024. These 15 questions were divided into two main categories: target needs and learning needs. Target needs consisted of three components—necessities, lacks, and wants—while learning needs included input, procedures, settings, lecturer roles, and student roles.

Following the collection of questionnaire data, the researcher conducted interviews with several students to obtain direct feedback about their actual needs, as well as to confirm the truthfulness and relevance of the answers they had provided in the questionnaire.

Data Display

After students filled in the questionnaire about students' needs in learning English and interviewed several students, the researcher analyzed students' responses in the questionnaire and interview. After that, the results of the analyses were distributed in questionnaire data and interview data.

Questionnaire Data

• Target Needs

Target needs include several important points; necessities, lacks and wants (Hutchinson & Waters, 1987). From the theory, it can be indicated that target needs refer to what the learner needs to communicate effectively in the target situation. Its meaning tends to be closer to the term goal, which is why a further division is made to distinguish between needs, lacks, and wants.

▪ Students of Goal

Table 1. Students of Goal

NO	Target Need Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I learn English to improve my English skills.	54,3 %	45,7 %	0 %	0 %	0 %
	Total	100 %				

The results show that 19 out of 35 students' have chosen strongly agree (54,3%), 16 out of 35 students' chose agree (45,7%) and none of the students chose neutral, disagree and strongly disagree (0%).

The researcher found that 19 students (54.3%) as respondents with dominant answers strongly agree that they wanted to improve their English language skills. English language skills are needed to support the potential of students majoring in Management in the Faculty of Economics and Business.

Based on the data above, it shows that the majority of students are very aware of the importance of mastering English in improving their skills. This can be caused by various factors, including the need for English language skills in academic, professional, and social contexts. Therefore, the desire to improve their English language skills is the main motivation for many students to study this language, which is reflected in their choices that strongly support this statement.

▪ **Necessities**

The necessities refer to the types of needs that students should have (Hutchinson & Waters, 1987). These necessities reflect the ultimate goals of learning, indicating what learners are expected to accomplish by the end of their English study. In order to identify their necessities and determine their learning objectives, the researcher included 3 questions in the questionnaire.

Table 2. Students' Necessities

NO	Target Need Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	I want to be proficient in learning English so that I can apply it in Economic and Business activities.	60 %	40 %	0 %	0 %	0 %
3	I learn English to improve my English communication skills to increase my competitiveness in getting future jobs related to Economic and Business.	42,9 %	57,1 %	0 %	0 %	0 %
4	I learn English to improve my speaking skills because it is related to developing an increasingly global marketing world.	51,4 %	45,7 %	2,9 %	0%	0%

Firstly, based on a questionnaire on the indicators of Necessities to determine needs of students in achieving learning objectives, The researcher asked students of the management program at Mataram University about their goals in learning English (*"I want to be proficient in learning English so that I can apply it in Economic and Business activities"*). The researcher found that that 21 out of 35 students' have chosen strongly agree (60%), 14 out of 35 students' chose agree (45,7%) and none of the students chose neutral, disagree and strongly disagree (0%).

Based on the data above, shows that the majority of students are highly motivated to master English, especially in the context of its application in Economics and Business. This high percentage indicates a significant need for English language teaching focused on skills relevant to their discipline, which can assist them in improving their future professional competencies.

Students understand that English is an important communication tool in the international world, especially in the context of economics and business which often involves collaborating with foreign parties, reading business literature, and participating in international conferences.

Secondly, the researcher gave questions on question number 3 to students about the student's need for English ability to be able to support education to a higher level or support their work later (*I learn English to improve my English communication skills to increase my competitiveness in getting future jobs related to Economic and Business*). The researcher found that that 15 out of 35 students' have chosen strongly agree (42%), 20 out of 35 students' chose agree (57,1%) and none of the students chose neutral, disagree and strongly disagree (0%). All of them want to be proficient in learning English (advanced level).

This shows that the majority of students realize the importance of mastering English as one of the essential skills in Economics and Business. They see English as a tool that can increase their chances of success in the world of work, thus supporting the need for the development of relevant and applicable English teaching materials in their major.

Thirdly, to observe the students' needs for English speaking skills, the researcher made a question in number four about it (*I learn English to improve my speaking skills because it is related to developing an increasingly global marketing world*). The researcher found that that 18 out of 35 students' have chosen strongly agree (51,4%), 16 out of 35 students' chose agree (45,7%) and 1 out of 35 students' chose neutral (2,9%).

This indicated that students predominantly strongly agree to have a high awareness of the importance of English-speaking skills as a crucial provision in facing the dynamics of globalization in the field of Economics and Business. They realize that being able to communicate well in English will not only expand their professional network but also open up greater opportunities in the international job market. Thus, these results highlight the urgent need to develop an English language teaching curriculum that focuses on practical speaking and communication skills relevant to the global context of business and economics, so that students can be better prepared and competitive in an increasingly globally connected world of work.

▪ **Lacks**

"Lacks" refers to the proficiency level and background of the learners, as well as what they are missing in order to reach the desired level of competence. According to Hutchinson & Waters, Lacks also describe the difference between the current abilities students possess and the skills they need to attain. After identifying the learners' wants through the first four questions, the researcher further examined their lacks or weaknesses in the present state in order to achieve their English learning goals. To assess these deficiencies related to their learning objectives, the researcher included 3 questions in the questionnaire.

Table 3. Students' Lacks

NO	Target Need Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	I have difficulty understanding English because the language used is not specific to studying English which is applied in Economic and Business.	8,6 %	60 %	17,1 %	11,4 %	2,9 %
6	I am not interested in English material because the teaching material is not related to the field of Economic and Business.	2,9 %	0 %	2,9 %	47,1 %	47,1 %
7	I am not interested in learning English because the book cover is not attractive.	0 %	0 %	2,9 %	48,6 %	48,6 %

Firstly, to find out the lacks that students have in understanding English, this can be seen in questionnaire number 5 (I have difficulty understanding English because the language used is not specific to studying English which is applied in Economic and Business). The researcher found that 3 out of 35 students' have chosen strongly agree (8,6%), 21 out of 35 students' chose agree (60%), 6 out of 35 students' chose neutral (17,1%), 4 out of 35 students' chose disagree (11,4%) and 1 out of 35 students' chose strongly disagree (2,9%). The researcher found that students predominantly agreed that they had shortcomings in understanding English because the language used was not specifically applied to the learning process.

This indicated that students feel the English teaching materials currently used are not relevant to their specific needs in Economics and Business. Further, the students feel inhibited in mastering English which will directly benefit their studies and careers. There is a need for adjustments and improvements in the development of English teaching materials that focus more on practical applications in Economics and Business, to improve students' understanding and English skills more effectively and contextually. This step will help students to be better prepared to face challenges in the world of work that require mastery of English.

Secondly, the researcher wants to find out the students' lack of interest in learning English, this can be seen in questionnaire number 6 (*I am not interested in English material because the teaching material is not related to the field of Economic and Business.*). The researcher found that 1 out of 35 students' chose agree (2,9%), 1 out of 35 students' chose neutral (2,9%), 16 out of 35 students' chose disagree (47,1%) and 16 out of 35 students' chose strongly disagree (47,1%). The researcher found that students predominantly strongly disagreed that they had a lack of interest in learning English.

Based on the data, it shows that the majority of students have an interest in English language teaching materials, even though the materials may not be fully relevant to the field of Economics and Business. This indicates that students consider mastery of English important and show a strong interest in

learning the language, even if the current materials do not fully meet their needs. This shows that there is a high motivation from students to learn English, which can be utilized by students in the context of Economics and Business.

Thirdly, to find out students' lack of interest in learning English, this can be seen in questionnaire number 7 (*I am not interested in learning English because the book cover is not attractive*). The researcher found that 1 out of 35 students' chose neutral (2,9%), 17 out of 35 students' chose disagree (48,6%) and 17 out of 35 students' chose strongly disagree (48,6%). The researcher found that the students mostly strongly disagreed that they were less interested in learning English despite the book's unattractive cover.

Based on the data, it indicated that the majority of students have a deeper and more substantial motivation to learn English, which is not affected by superficial factors such as book cover design. The students understand the importance of English in their academic and professional contexts, especially in Economics and Business, the students remain interested in learning regardless of the physical appearance of the teaching materials. This indicated that aesthetic factors, such as book covers, are not a significant barrier to their interest in learning.

▪ Wants

According to Hutchinson & Waters (1987), "*wants*" reflect students' own views regarding their learning needs. This term can also be understood as the individual objectives learners hope to achieve through language study. To identify what the students aim to gain from learning English, the researcher included 3 statements that were chosen by the respondents in the questionnaire.

Table 4. Students' Wants

NO	Target Need Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8	I can understand the proper use of vocabulary and grammar in English books.	5,7 %	62,9 %	25,7 %	5,7 %	0 %
9	I can understand the four English skills directly, namely listening, reading, writing and speaking skills	5,7 %	51,4 %	34,3 %	8,6 %	0 %
10	I can master the contents of the material, such as vocabulary, grammar, pronouns and others.	5,7 %	28,6 %	60 %	5,7 %	0 %

Firstly, to find out the students' wants based on their needs, this can be seen in questionnaire number 8 (*I can understand the proper use of vocabulary and grammar in English books*). The researcher found that 2 out of 35 students have chosen strongly agree (5,7%), 22 out of 35 students chose agree (62,9%), 9 out of 35 students' chose neutral (25,7%), and 2 out of 35 students' chose disagree (5,7%). The researcher found that the students predominantly agreed that they have a desire to understand vocabulary and grammar in learning English.

Based on the data, it shows that most students feel able and wants to master correct vocabulary and grammar in

English. This shows that there is a strong basic desire for English among students, which is an important asset in the further development of their language skills. This ability is crucial given that English is an essential global communication tool, especially in the fields of Economics and Business. A good understanding of vocabulary and grammar allows students to be more effective in absorbing information, analyzing academic texts, and applying them in practical contexts.

Secondly, to find out students' wants to master English language skills, this can be seen in questionnaire number 9 (*I can understand the four English skills directly, namely listening, reading, writing and speaking skills*). The researcher found that 2 out of 35 students have chosen strongly agree (5,7%), 18 out of 35 students chose agree (51,4%), 12 out of 35 students' chose neutral (34,3%), and 3 out of 35 students' chose disagree (8,6%). The researcher found that the students predominantly agreed that they have a desire to understand and master four English skills.

This indicated that students recognize the importance of holistically mastering all four language skills to support their academic and professional achievements in Economics and Business. The desire to understand these four skills directly indicates that students have a strong motivation to achieve comprehensive English language competence, which involves the ability to listen and understand information, read and interpret text appropriately.

Thirdly, to find out students' wants to master grammar, vocabulary and grammar in English, this can be seen in questionnaire number 10 (*I can master the contents of the material, such as vocabulary, grammar, pronouns and other*). The researcher found that 2 out of 35 students have chosen strongly agree (5,7%), 10 out of 35 students chose agree (28,6%), 21 out of 35 students' chose neutral (60%), and 2 out of 35 students' chose disagree (5,7%). The researcher found that the students predominantly neutral that they have a desire to understand and master vocabulary, grammar and pronouns in English.

Based on the data, it indicated that there is uncertainty among students about their ability to master the fundamental aspects of English. This doubt may be caused by various factors, such as lack of confidence, limited time to study, or ineffective teaching methods that are inadequate to meet their needs. Although they realize the importance of mastering these basic components of English, the uncertainty suggests the need for a more supportive and adaptive approach to the learning process.

• *Leaning Needs*

Learning needs refer to the essential actions or requirements students must engage in to effectively learn. According to Hutchinson & Waters, learning needs can be defined as the abilities or knowledge that learners must acquire in order to perform well in the target language context. In addition, to better identify these learning needs, they are categorized into several components, including input, procedures, settings, the role of students, and the role of lecturers.

▪ *Input*

As stated by Nunan (2004), input consists of the oral, written, and visual information that learners utilize when carrying out tasks. In other words, input refers to the spoken, written, and visual materials that students interact with while performing assignments. Input can come from a variety of

sources. In this part, the researcher included eight questions in the questionnaire about input, starting from question number 11. The following results from the questionnaire are connected to the types of textual resources that students require during their English language learning process.

Table 5. Input

NO	Learning Need Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	I need original English materials such as listening to films about Economic and Business.	22,9 %	60 %	17,1 %	0 %	0 %

Based on the questionnaire, to find out the text of the listening teaching materials needed by students, the researcher asked question number 11. The researcher found that 8 out of 35 students have chosen strongly agree (22,9%), 21 out of 35 students chose agree (60%), and 6 out of 35 students' chose neutral (17,1%). The researcher found that the students predominantly agree that management students really need input regarding the types of listening texts that students need, namely monologues and dialogues with pictures or videos.

This shows that students have a strong desire to learn English through authentic sources that are relevant to their field of study. They understand that native English materials, such as films and videos related to Economics and Business, can benefit them in their use of English in the professional world. Further, the use of materials in the form of films and videos helps students understand technical terms and important concepts in Economics and Business more interestingly and interactively. This can also improve their listening skills, as they become familiar with the various accents and speaking styles they may encounter in international business situations.

▪ *Procedure*

Nunan (1992), the procedure is useful for explaining what students will do with the material to achieve certain goals in their field of expertise. There is only 1 question in the procedures section, this question was created to find out what kind of English learning activities students need.

Table 6. Procedure

NO	Learning Need Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12	I learn English to speak and dialogue when doing discussions and presentations in class.	5,7 %	54,3 %	28,6 %	11,4 %	0 %

Based on the data above, the aspects of the procedures needed by students' management major in their learning needs, the researcher found that 2 out of 35 students have chosen strongly agree (5,7%), 19 out of 35 students chose agree (54,3%), 10 out of 35 students' chose neutral (28,6%) and 4 out of 35 students chose disagree (11,4%). It indicated that the students predominantly agree that the students wanted to learn English directly in class with dialogue while discussing in class using English.

This shows that the students understand the importance of English-speaking skills to actively participate in academic activities such as discussions and presentations. They realize that the ability to dialogue and convey their ideas clearly and effectively in English is a critical component of academic and professional success, especially in an increasingly global environment. This ability not only boosts their confidence when speaking in public but also prepares them to interact with peers from diverse backgrounds in the future.

▪ *Setting*

Nunan (2004) stated that setting refers to the class settings that are applied in the teaching and learning process. There is only 1 question in the setting section.

Table 7. Setting

NO	Learning Need Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13	I want to learn English outdoors, such as by communicating with foreigners, and it can be applied not only in campus but in the surrounding environment.	11,4 %	28,6 %	57,1 %	2,9 %	0 %

Based on the data, the researcher found that 4 out of 35 students have chosen strongly agree (11,4%), 10 out of 35 students chose agree (28,6%), 20 out of 35 students' chose neutral (57,1%) and 1 out of 35 students chose disagree (2,9%). It indicated that the students predominantly neutral that the students want to learn English outdoors.

This indicated that the students have a neutral view of outdoor English learning. The students may see the benefits of direct interaction with native speakers and the application of English in everyday contexts, but they may also face barriers such as a lack of opportunities or confidence to communicate with foreigners. This neutral attitude suggests that, although they recognize the potential advantages of language practice outside the campus environment, they may not be fully convinced or ready to take advantage of them.

▪ *Teacher's Role*

Nunan (2004) stated that the teacher's role refers to the teacher's desired role by students in the teaching and learning process and social and interpersonal relationships between students. Related to the role of the lecturer, the researcher makes the question to know opinions about of their lecturer with the question in the number 14.

Table 8. Teacher' Role

NO	Learning Need Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14	English teacher can create a more vibrant learning atmosphere in the Economic dan Business class.	34,4 %	57,1 %	8,6 %	0 %	0 %

Based on the data, the researcher found that 12 out of 35 students have chosen strongly agree (34,3%), 20 out of 35 students chose agree (57,1%) and 3 out of 35 students' chose neutral (8,6%). It indicated that the students predominantly

agree that students wanted the lecturers to create an atmosphere so that students are active in solving problems, discussions and lecturers explain learning material in class.

This shows students' confidence that lecturers are able to create a learning environment that is conducive and relevant to their field of study. Students appreciate the lecturers' ability to integrate Economics and Business concepts into English language teaching, which not only makes the material more interesting but also more useful for their future careers. They feel that this contextual and interactive teaching approach can help them understand English in a framework that is directly related to their discipline.

▪ *Student's Role*

Nunan (2004) stated that the role of students refers to the part that is expected of students in carrying out learning tasks as well as social and interpersonal relationships between students.

Table 9. Students' Role

NO	Learning Need Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15	I am active in-class learning and able to discuss in English.	8,6 %	42,9 %	37,1 %	11,4 %	0 %

Based on the question number 15, the researcher found that 3 out of 35 students have chosen strongly agree (8,6%), 15 out of 35 students chose agree (42,9%), 13 out of 35 students' chose neutral (37,1%) and 4 out of 35 students chose disagree (11,4). The researcher found that the students predominantly agree, it indicated that the student's role is to be able to complete learning tasks, build social or interpersonal relationships in the classroom.

This showed an increase in self-confidence in their English language skills as well as their active participation in the learning process. Further, the high percentage of students who feel active and able to discuss in the class is a positive indicator of the effectiveness of the teaching methods applied and students' commitment to improving their language competence.

Interview Data

To answer the research question and as a data support for this research, the researcher gave the 8 questions for the 5 interviewees. The questions still about their opinions, need and their problems in learning English to Management students at Faculty of Economics and Business, University of Mataram.

• *Target Need*

Data 1:

Researcher : What motivate you to learn English?

Student : In my opinion, the motivation to learn English is because it is an international language that is widely used in various fields, such as business, economics, and management. By mastering English, I can more easily communicate with many people from abroad.

Data 2:

Researcher : What skills in English do you need?

Student : Speaking skills in English is very important for me because it will be useful when I get a job where I have to use English.

Data 3:

Researcher : Do you have difficulty learning English subjects?

Student : Yes, I have difficulty in understanding complex grammar which sometimes makes me confused and difficult to use correctly in writing and speaking.

Data 4:

Researcher : Do you need new, more specific teaching materials?

Student : Yes, I need teaching materials that focus more on everyday conversation. It would be helpful in improving my speaking and listening skills when communicating with others.

Based on the results of the interview data above, the researcher found that the main motivation for students to learn English is because English is an international language used in various fields such as business, economics, and management. By mastering English, students can communicate more easily with people from abroad. Speaking skills in English are very important for my future career, especially if the job requires the use of English. However, students have difficulty in understanding complex grammar, which often makes me confused in writing and speaking. So, students need teaching materials that focus more on daily conversations to improve their speaking and listening skills in English.

• **Learning Need**

Data 5:

Researcher : Do you agree that the teaching materials currently being developed are more varied and specific?

Student : I agree, because more varied and specific teaching materials can fulfil the diverse learning needs of students. Because for me, every student has different learning styles and needs, so variations in teaching materials will help them understand the material better.

Data 6:

Researcher : What are the appropriate methods to improve your speaking and dialogue skills in English learning?

Student : In my opinion, the right method is to often communicate with friends using English, it can develop my skills and confidence in communicating using English

Data 7:

Researcher : Do you need an interesting learning environment, for example being outdoors or in the library?

Student : Sometimes I want to study outside because it will provide a different and more fun atmosphere.

Data 8:

Researcher : Are you actively involved in the class?

Student : I still tried to be actively involved by taking notes on the material written by the lecturer on the board, listening, and following all instructions from the lecturer.

Based on the results of the interview data above, the researcher found that varied and specific teaching materials are

essential to meet students' learning needs, each student has a different learning style. In addition, an effective method for students to learn English is to frequently communicate with friends using English, which will develop skills and increase confidence. Further, learning outside can provide benefits for students with a different and fun atmosphere, and in the learning process students try to be actively involved in learning by taking notes on the material from the lecturer, listening, and following all instructions.

Discussion

Teaching Materials Needs by Management Students at Faculty of Economics and Business, University of Mataram.

• **Target Needs**

As explained by Hutchinson & Waters (1987), target needs refer to what learners are required to do in the actual language use situation. These needs include the learners' goals, necessities, lacks, and wants. The questionnaire was administered by the researcher in the class.

1) **Goal of Students**

Students are very aware of the importance of mastering English to improve their skills. This awareness is triggered by various factors, including the need for English language skills in academic, professional, and social contexts. Further, the desire to improve English language skills is the main motivation for many students to learn this language which will be useful for them in getting management-related jobs in the future.

2) **Necessities**

Students are very motivated to master English, especially in its application in the fields of Economics and Business. They see English as a tool that can increase their chances of success in the world of work, thus supporting the development of English teaching materials that are relevant and can be applied in their major. The ability to communicate well in English will not only expand their professional network but also open up greater opportunities in the international job market.

3) **Lacks**

Students show interest in English teaching materials, even though these materials may not be fully relevant to the fields of Economics and Business. This shows that students consider mastery of English important and have high motivation to learn it, even though the current material does not fully meet their needs. This high motivation can be utilized in a management context.

4) **Wants**

Students feel capable and want to master English vocabulary and grammar correctly, showing a strong desire to learn English. This ability is important because English is a communication tool, especially in the fields of Economics and Business. The desire to understand these four skills shows a strong motivation to achieve comprehensive English language competence, such as listening, reading, writing, and speaking.

Based on the data presented above, it can be **indicated** that students learn English primarily to enhance their language proficiency. However, some students still have limited understanding of the English content due to its complexity. Moreover, management students expressed a preference for learning English that is more accessible, such as vocabulary, grammar, and the four core language skills tailored to their field.

- **Learning Need**

As stated by Nurpahmi (2013:84–85), a similar checklist used for analyzing the target situation is applied in learning needs analysis, which are categorized into input, procedures, settings, lecturer roles, and student roles.

- 1) Input

Students have a strong desire to learn English through sources relevant to their field of study. They understand that native English materials, such as films and videos related to Economics and Business, can be beneficial in the use of English in the professional world. The use of material in the form of films and videos helps students understand technical terms and important concepts in the field of Economics and Business more interestingly and interactively. This can also improve their listening skills.

- 2) Procedure

Students understand the importance of English-speaking skills to actively participate in academic activities. They realize that the ability to dialogue and convey ideas clearly and effectively in English is an important component of academic success. These skills not only increase their confidence when speaking in public but also prepare them to interact with peers from various backgrounds in the future.

- 3) Setting

Students have views on learning English outdoors. They may see the benefits of direct interaction with native speakers and the application of English in everyday contexts, but they may also face barriers such as a lack of opportunity or confidence to communicate with foreigners. These attitudes suggest that although they recognize the potential benefits of language practice outside the campus environment, they may not yet be fully convinced or ready to take advantage of them.

- 4) Lecture's Role

Students believe that lecturers are able to create a learning environment that is conducive and relevant to their field of study. They appreciate the lecturers' ability to integrate management concepts into English language teaching, which not only makes the material more interesting but also more useful for their future careers.

- 5) Student's Role

Students actively participating in the learning process discussing in class is a student commitment to improving their skills in learning English.

Based on the data above, it can be indicated that the students need learning input such as original material to improve their English skills. Further, some students intend to study outdoors so they don't get bored easily and teachers must be able to create an active classroom atmosphere so that the students involved will be happy and active during the learning process.

Management Students View ESP English Learning Materials That Already Exists at the Faculty of Economics and Business.

- **Target Need**

Management students recognize the importance of English proficiency for their prospective careers, especially in global business environments. Consequently, they express a preference for learning English that is both comprehensible and contextually aligned with their field of study. However, a recurring challenge lies in the limited specialization of the vocabulary and grammar presented in current materials. Most content still tends to be general-purpose rather than field-

specific. Moreover, students emphasize the necessity of speaking and listening skills, which are deemed critical for effective communication in professional management roles.

This aligns with the findings of Basturkmen (2010), who noted that ESP learners prioritize language tasks directly applicable to their professional domains, including oral presentation, negotiation, and meeting participation. Additionally, Siregar et al. (2021) found that 67% of students in business faculties identified speaking as the most crucial skill in their language learning process, primarily due to its relevance in job interviews, client communication, and public presentations.

- **Learning Need**

To effectively address diverse learner profiles, ESP instruction must integrate teaching materials that are customized to suit specific learner expectations and industry demands. Interactive learning methods—such as peer conversation, group discussions, and scenario-based role plays—are particularly effective in enhancing speaking and listening competence. These approaches not only develop communicative skills but also build learners' confidence.

Students also demonstrate active engagement in academic activities such as listening attentively to lectures and taking structured notes, which supports their overall comprehension and language retention. This is in line with Hutchinson and Waters' (1987) learner-centered approach in ESP, which emphasizes the importance of analyzing both the present situation (current proficiency) and target situation (future needs) of learners.

Based on the current study's findings, it was observed that speaking remains the most prioritized skill among management students. They believe that mastery of spoken English is essential for supporting their career trajectories, particularly in sectors requiring leadership, negotiation, and teamwork. Accordingly, there is a strong demand for instructional materials that incorporate all four core English skills—listening, speaking, reading, and writing—but with an emphasis on professional management contexts. Materials should ideally reflect real-world business scenarios and use authentic texts, such as company reports, business emails, and meeting transcripts.

The effectiveness of ESP programs is significantly improved when content begins with learners' immediate realities and progresses toward their future goals, a strategy supported by Nunan (2004), who emphasized task-based learning as a bridge between classroom instruction and practical language application.

CONCLUSION

Based on the research findings and discussions, the English language skill most required by management students is speaking. The students consider this skill to be highly beneficial for their professional development. The English teaching content they require should align with the four core language skills. They need instructional materials that match their current needs and situation, and that also support their future goals in areas such as listening, speaking, reading, or writing. The researcher found that management students at the University of Mataram require learning materials that are clear, engaging, and applicable to their future careers.

Based on the conclusions regarding students' needs for English teaching materials in the Management Department, Faculty of Economics and Business, University of Mataram,

the researcher offers several suggestions for English teachers, students, and future researchers. It is hoped that the results of this study will assist lecturers in developing a syllabus that aligns with students' needs. Students expressed a desire to master English, emphasizing the importance of all four language skills, particularly speaking, for their future careers; however, they also expect the materials to be more specifically related to the field of management. Therefore, it is suggested that lecturers and the Management Study Program administrators pay attention to creating specialized teaching materials based on these findings. Furthermore, English teachers are encouraged to consider students' needs carefully by fostering interest, enjoyment, and engagement in the learning process, which in turn can enhance students' active participation, discipline, and attentiveness during English lessons. Recognizing the limitations of this study, particularly the small sample size of only 35 students, the researcher also recommends that future studies involve a larger number of participants to yield findings that can contribute more significantly to academic development and the broader community.

REFERENCES

- Barghamadi, M. (2020). A critical study of the principles and approaches to needs analysis. *Studies in Educational Management*, 7, 1–16. <https://doi.org/10.32038/sem.2020.07.01>.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Creswell, J. W. (2015). *Penelitian kualitatif & desain riset*. Pustaka Pelajar.
- Crystal, D. (2000). *The Cambridge encyclopedia of language* (3rd edition). Cambridge University Press.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research*. Pearson Education.
- Ghanad, A. (2023). An overview of quantitative research methods. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS*, 06(08). <https://doi.org/10.47191/ijmra/v6-i8-52>.
- Graves, K. (2000). *Designing language course & guide for teachers*. Heinle & Heinle Publisher.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learner-centered approach*. Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Mardianti, N., & Dwipa, L. B. M. (2024). Portraying the learning needs of English language in non-English department students. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 8(3), 2110. <https://doi.org/10.58258/jisip.v8i3.7236>
- Musikhin, I. A. (2016). English for Specific Purposes: Teaching English for science and technology. *ISPRS Annals of the Photogrammetry, Remote Sensing and Spatial Information Sciences*, III–6, 29–35. <https://doi.org/10.5194/isprs-annals-iii-6-29-2016>.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge University Press.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Nurpahmi, S. (2013). *An introduction to English for Specific Purposes*. Alauddin University Press.
- Purwanto. (2010). *Evaluasi hasil belajar*. Pustaka Pelajar.
- Rahmadi. (2011). *Pengantar metode penelitian*. Antasari Press.
- Rasendria, F. (2021). The importance of English at primary schools in Indonesia. <https://www.researchgate.net/publication/351993068> <https://doi.org/10.33394/jollt.v9i2.3572>
- Robinson, P. C. (1990). *English for specific purposes*. Pergamon Press.
- Siregar, F. L., Simanjuntak, R. F., & Siahaan, S. (2021). The analysis of English for Specific Purposes (ESP) needs of economic students at a university in Medan. *Journal of Languages and Language Teaching*, 9(2), 150–159. <https://doi.org/10.33394/jollt.v9i2.3572>
- Sugiyono. (2017). *Quantitative, qualitative, and r&d research methods*. Alfabeta.