

# English for Economics Education Department Student: Case Study of Students' Perspective at University of HKBP Nommensen Pematangsiantar (UHKBPNP)

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## Abstract

In today's globalized world, English has become an essential tool in various academic and professional fields, including economics. This study explores the perceptions of economics students at the University of HKBP Nommensen Pematangsiantar (UHKBPNP) regarding the role and importance of English in their education and future careers. Using a descriptive qualitative approach, the study focuses on students' experiences, challenges, and attitudes toward English language learning within the context of their economics studies. A total of 44 students of Economics Education Department participated in this case study, with data collected through structured questionnaires and analyzed using descriptive statistics. The results indicate that the majority of students recognize the critical role of English in understanding economic concepts, accessing academic resources, and participating in discussions. Students also acknowledge the significance of English proficiency for career development, particularly for job opportunities in multinational companies and international organizations. However, many students face challenges in mastering technical economic vocabulary, reading English textbooks, writing academic reports, and comprehending English lectures. The findings highlight a strong demand for more specialized English courses, such as Business English or English for Specific Purposes (ESP), to better prepare students for the linguistic demands of the global economic sector. In conclusion, the study emphasizes the need for enhanced English language instruction tailored to the specific needs of Economics Education Department students at UHKBPNP. Incorporating practical and specialized English courses into the curriculum will enable students to achieve academic success and excel in their future careers in a globalized marketplace.

**Keywords:** Economic students; English; Perspective; UHKBPNP

## I. INTRODUCTION

In an increasingly globalized world, English has become a fundamental tool for students in various academic disciplines, especially in fields like economics, where international communication and access to resources are largely facilitated by the language. According to Seidlhofer (2011), English as a global lingua franca serves as the bridge that connects individuals from diverse linguistic backgrounds, particularly in professional and academic settings.[1] For students in the Economics Education Department, proficiency in English is crucial not only for their academic development but also for future career opportunities, as much of the world's economic research, international business, and trade negotiations occur in English (Jenkins, 2009).[2]

Economics students must navigate a vast amount of literature, academic papers, and resources written in English to fully engage with their discipline. Hyland (2004) emphasizes that English for Specific Purposes (ESP) addresses the distinct needs of learners within specific fields, such as economics, by focusing on the language skills relevant to their academic and professional success.[3] Similarly, Paltridge and Starfield (2013) argue that ESP enables students to develop the specialized vocabulary and communicative competencies needed to succeed in their chosen professions.[4] This case study aims to explore the perspectives of Economics Education students at the University of HKBP Nommensen Pematangsiantar (UHKBPNP) on their English learning experience and how they perceive the language's role in their academic journey and future careers.

The importance of English in higher education, particularly in non-English-speaking countries, has been well-documented. According to Graddol (2006), the global dominance of English in fields such as economics creates both opportunities and challenges for students, who must master the language to access critical resources and participate in international

discussions.[5] This research will delve into how students perceive these challenges and opportunities, offering insights into the strategies they employ to overcome linguistic barriers and excel in their studies. As Richards and Rodgers (2001) note, language learning strategies are crucial for academic success, especially in fields that require engagement with specialized texts and materials. [6]

In line with the growing body of research on English for Academic Purposes (EAP), the present study also highlights the importance of developing English proficiency for academic writing, reading, and communication. According to Hyland (2004), EAP is designed to prepare students for the demands of academic environments, focusing on skills such as critical reading, essay writing, and oral presentations.[3] For economics students, these skills are particularly important, as they often need to produce reports, papers, and presentations that demonstrate their understanding of complex economic concepts. Furthermore, Basturkmen (2010) emphasizes that EAP instruction should be tailored to meet the needs of students in specialized fields, ensuring that they can effectively engage with academic materials in their discipline.

By investigating the perspectives of economics education department students at UHKBPNP, this research seeks to understand how they view the role of English in their academic lives and how it relates to their future professional aspirations. This is particularly important given the increasing role of English in global economics and business. As Hyland and Hamp-Lyons (2002) suggest, the ability to communicate effectively in English is an essential skill for students in fields where international collaboration and communication are common. The students' perspectives on English learning can provide valuable insights into how language programs can be improved to better support their academic and professional development.

In addition to examining the challenges students face, this study will explore the methods they use to enhance their English proficiency. According to Chamot and O'Malley (1994), learners use a variety of strategies, including cognitive, metacognitive, and social strategies, to improve their language skills.[7] For economics students, these strategies may involve the use of economic literature, English-language media, and collaboration with peers and instructors. Moreover, feedback from teachers is crucial in helping students refine their language abilities, especially when it comes to academic writing and technical terminology (Ferris, 2003).[8]

Understanding the perspectives of students from the Economics Education Department at UHKBPNP is essential for designing more effective English language programs that cater to their specific needs. The findings from this research will provide insights into how English instruction can be improved, both in terms of content and teaching methodologies, to better prepare students for the linguistic demands of their field. As Basturkmen (2010) points out, ESP programs need to be closely aligned with the professional and academic needs of students to ensure their success. [9]

This research aims to contribute to the growing body of research on the role of English in higher education, particularly within specialized fields like economics. By exploring how students perceive their English learning experience, this research will offer recommendations for enhancing curriculum design and instructional practices at UHKBPNP. The findings will also have broader implications for other institutions aiming to improve their ESP and EAP programs, ensuring that students are well-equipped to meet the linguistic challenges of their academic and professional careers.

Finally, this case study investigates the perspectives of economics education department students at UHKBPNP on the role of English in their academic and future professional lives. Drawing on the insights of experts such as Hyland (2004), Graddol (2006), and Basturkmen (2010), this research underscores the importance of English for students in specialized disciplines and seeks to provide practical recommendations for improving English instruction in higher education. The results will offer valuable insights into how English language programs can be tailored to better serve the needs of economics education department students, equipping them with the linguistic skills necessary for success in the global economy.

## LITERATURE REVIEW

In today's interconnected global landscape, English has solidified its role as a primary language for communication, particularly in academic and professional domains like economics. English proficiency has become essential for students in non-English-speaking countries who aspire to excel in globally oriented fields. For Economics Education students, English serves as both a medium for academic learning and a bridge to global professional opportunities. According to Seidlhofer (2011), English functions as a *lingua franca*, connecting diverse linguistic communities and providing a shared platform for knowledge exchange in fields such as international business, research, and economic policy-making.[1]

### A. English in Academic and Economic Contexts

For students pursuing economics, English proficiency is not merely an academic requirement but a gateway to understanding complex theories, accessing scholarly resources, and contributing to international discussions. Jenkins (2009) argues that English, as a global language, enhances students' ability to interact with an extensive body of economic research, much of which is published in English.[2] This engagement with English-language literature is essential for developing a nuanced understanding of economic concepts and staying abreast of emerging global trends. Additionally, the literature suggests that English is increasingly recognized as a "soft skill" that significantly impacts career advancement, particularly for economics graduates who aspire to work in multinational organizations or international markets (Graddol, 2006).[5]

## B. The Role of English for Specific Purposes (ESP)

Economics Education students require specialized English language training that goes beyond general proficiency. English for Specific Purposes (ESP) is particularly relevant in this regard, as it equips students with the linguistic tools tailored to their academic and professional needs. Hyland (2004) describes ESP as an approach that prioritizes the development of field-specific vocabulary, comprehension skills, and communication strategies that are essential for academic success and professional competence in specific domains.[3] This specialized instruction can be especially beneficial for students in fields like economics, where complex terminology and discipline-specific discourse are frequently encountered. Paltridge and Starfield (2013) expand on this notion, emphasizing that ESP enables students to grasp technical economic terms, interpret data-driven studies, and engage with economics literature more effectively. [4]

The need for ESP courses in economics is further supported by Basturkmen (2010), who advocates for language instruction that aligns with the professional requirements of students' chosen fields.[10] In an increasingly globalized economy, economics students who are proficient in English are better positioned to access international research, collaborate with foreign counterparts, and contribute to global economic conversations. Specialized courses, such as Business English or English for Specific Purposes (ESP) for economics, help students master these language skills and build a solid foundation for future professional engagement.

## C. Challenges Faced by Economics Students in Learning English

While the benefits of English proficiency are widely acknowledged, students often encounter significant challenges in mastering the language, especially within specialized fields. Understanding technical vocabulary, reading dense academic texts, and listening to lectures delivered in English can pose substantial hurdles for students who are non-native speakers. According to Graddol (2006), the prevalence of English in global economics adds both opportunities and obstacles for students, who must overcome language barriers to fully engage with critical resources.[5] In a study on language learning strategies, Chamot and O'Malley (1994) found that students frequently struggle with cognitive tasks, such as decoding specialized terminology and synthesizing information from English-language texts, which are crucial for economics students aiming to succeed academically.

Hyland (2004) argues that reading comprehension is one of the most challenging aspects of ESP, as it requires students to interpret complex economic theories and data in English, often with minimal support.[3] Similarly, writing assignments in English on economic topics can be challenging, as students must employ precise language to articulate their understanding of intricate concepts. Ferris (2003) highlights the role of teacher feedback in helping students refine their academic writing skills, particularly when writing about technical subjects like economics. [8] However, despite the significance of writing and reading proficiency, many students report difficulties in mastering these skills, which suggests a need for enhanced institutional support and additional practice opportunities within the curriculum.

Listening comprehension also emerges as a major challenge, as students are often required to follow lectures, presentations, or discussions delivered in English. This skill is especially crucial in economics, where rapid changes in discourse and the use of specific jargon are common. Students who struggle with listening comprehension may find it difficult to engage fully in lectures, potentially hindering their academic performance. Richards and Rodgers (2001) emphasize that language learning strategies, such as note-taking and contextual guessing, are critical for students who must process English lectures on complex subjects like economics.[6]

## D. English Proficiency and Career Development

The importance of English extends beyond academia to the realm of career development. For Economics Education students, English proficiency is increasingly seen as a key competency that enhances employability in the global job market. As Jenkins (2009) and Graddol (2006) note, English fluency is often a prerequisite for employment in international organizations, where effective communication and the ability to interpret economic data in English are essential for collaboration and decision-making. Many multinational companies require English skills for positions in economics, finance, and trade, making English proficiency a competitive advantage for graduates.

Hyland and Hamp-Lyons (2002) emphasize that the ability to communicate effectively in English is essential in fields where international collaboration is common, such as economics. The global nature of economics means that professionals frequently interact with colleagues, clients, and stakeholders from diverse linguistic backgrounds. As such, English serves as a shared medium that enables professionals to discuss, negotiate, and strategize on economic issues at an international level. Basturkmen (2010) argues that English for Specific Purposes (ESP) programs should be closely aligned with the practical needs of students to better prepare them for the professional demands of their chosen field.

Furthermore, studies show that students who are proficient in English have broader career options and are more likely to secure positions in multinational firms or international organizations. The need for English proficiency in career contexts is especially pronounced in economics, where global partnerships and cross-border transactions are standard. A study by Hyland (2004) highlights that English fluency is not only valuable but necessary for building professional relationships with colleagues worldwide and for participating in economic forums and discussions that are predominantly conducted in English. This underscores the importance of incorporating career-oriented English training into Economics Education programs.

### E. Institutional Support and Curriculum Development

Institutions play a pivotal role in supporting students' language learning efforts, particularly in specialized fields like economics. The literature suggests that while students recognize the value of English proficiency, they often lack adequate institutional support to meet the linguistic demands of their studies. According to Chamot and O'Malley (1994), institutional support, such as targeted language courses, tutoring, and access to resources, can significantly enhance students' ability to develop their English skills and overcome the challenges they face in mastering academic English.[7]

Ferris (2003) emphasizes that feedback from instructors is critical for students to improve their language proficiency, particularly in writing and speaking tasks relevant to their field of study. [8] Economics students at UHKBPNP, for instance, may benefit from a curriculum that includes more specialized English courses, such as Business English or ESP for economics, that address the unique language needs of their discipline. Paltridge and Starfield (2013) suggest that by tailoring English courses to the specific requirements of Economics Education students, institutions can better prepare students for the linguistic and professional demands they will face in the global economy.[4]

Moreover, increased opportunities for students to practice English in academic settings, such as discussions, presentations, and group projects, can further enhance their language skills and confidence. The need for specialized language support is evident, as students often report a desire for more curriculum offerings that integrate English language learning with economics content. Such integration can not only help students grasp economic concepts more effectively but also enable them to communicate their ideas with greater precision and clarity in English.

The literature on English for Economics Education students underscores the critical role of English proficiency in both academic and career contexts. The studies reviewed highlight the importance of ESP and tailored institutional support in addressing the unique language needs of students in economics. Despite the challenges they face in mastering academic English, Economics Education students recognize the value of English as a tool for engaging with global economic literature, participating in international discussions, and advancing their career prospects. Institutions like UHKBPNP can play a vital role in supporting these students by offering specialized English courses, enhancing feedback mechanisms, and creating opportunities for English practice within the curriculum. Through these measures, students can be better prepared to meet the linguistic demands of their field and achieve success in an increasingly globalized economy.

## II. METHODS

This research employs a descriptive qualitative approach to examine the perceptions of economics education department students at the University of HKBP Nommensen Pematangsiantar (UHKBPNP) regarding the role of English in their academic studies and future professional careers. The study aims to gather in-depth insights into students' experiences, attitudes, and challenges in learning and using English as part of their economics education. A case study design has been chosen for this research as it allows for an in-depth exploration of the perceptions of a specific group of students within a defined context. By focusing on economics education department students at UHKBPNP, this research seeks to provide a detailed and contextualized understanding of how English is perceived and utilized in their academic and professional trajectories. The case study approach is suitable for capturing the complexity of students' perceptions and the factors influencing their attitudes toward English proficiency. The participants in this study are undergraduate students enrolled in the Economics Education Department at UHKBPNP. A total of 53 students, selected through purposive sampling, will participate in the study. The selection criteria include students who are currently taking courses in economics and who have varying levels of exposure to English language instruction. The purposive sampling technique is used to ensure that participants represent a range of perspectives, including those with different levels of English proficiency and diverse educational backgrounds. To gather data on students' perceptions, the following instruments will be used questionnaires. A structured questionnaire will be distributed to all participants to collect quantitative data on their perceptions of the importance of English in their academic studies and future careers. The questionnaire will consist of 20 closed-ended questions using a Likert scale (ranging from "strongly agree" to "strongly disagree"), covering topics such as the relevance of English in economics courses, the challenges students face in learning English, and their attitudes toward the integration of English in their field of study. This research also used a Likert-type scale. According to Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015), a five-point Likert-type scale typically includes options such as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1), commonly used in attitudinal research. [10] According to Sugiyono (2016), a Likert scale is used to measure the attitudes, opinions and perceptions of a person or a group of happening.[11] A phenomenon measured on a Likert scale becomes an indicator, in which case the indicator is used as a comparison in the preparation of instruments in the form of questions.

The data collection process will be carried out over a period of one week. Initially, the questionnaires will be distributed to all participants via online platforms, Google Form, allowing students to complete them at their convenience. The result shown by the Google Form itself. Data analysis will be conducted in qualitative analysis. The data from the questionnaires will be analyzed using descriptive statistics. Percentage will be calculated to summarize students' responses to each question. This analysis will provide an overview of students' perceptions of English in their studies and career aspirations, highlighting any trends or patterns in their responses. The questionnaire will be piloted with a small group of students before full distribution to

ensure that the questions are clear and appropriate for the target audience. Feedback from the pilot study will be used to refine the questionnaire.

### III. RESULTS AND DISCUSSION

The data analysis results were obtained using a questionnaire about students' perception on English for the 44 students of seventh semester of Economics Education Department at University of HKBP Nommensen Pematangsiantar, Group PE1. As well the benefits that students get. The discussion focused on how to interpret the research findings.

Table 2. List of Questionnaire

No.	Questionnaire Statement
<i>Section 1: Importance of English in Economics Education</i>	
1.	I believe that English is important for understanding economic concepts.
2.	English proficiency is essential for reading academic articles in economics.
3.	English helps me participate in class discussions and presentations on economic topics.
4.	I think learning English will enhance my overall academic performance in economics.
5.	I believe English is necessary for accessing global economic information and resources.
<i>Section 2: Challenges in Learning and Using English</i>	
6.	I find it difficult to understand economic terms in English.
7.	Reading English textbooks on economics is challenging for me.
8.	I struggle with writing assignments in English on economic topics.
9.	Listening to English lectures on economics is difficult for me.
10.	I need more support from the university to improve my English for economics.
<i>Section 3: English for Career Development</i>	
11.	English proficiency will be important for my future career in economics.
12.	I believe that job opportunities in the economic sector require good English skills.
13.	English is necessary to work in multinational companies or international organizations.
14.	I think learning English will help me build professional relationships with colleagues in economics worldwide.
15.	I am motivated to improve my English skills because I believe it will benefit my future career.
<i>Section 4: English Language Support and Curriculum</i>	
16.	The English language courses provided by the university are helpful for my studies in economics.
17.	The university's economics program provides sufficient opportunities to practice English in an academic setting.
18.	I feel that more specialized English courses, such as Business English or English for Specific Purposes (ESP), should be included in the curriculum.
19.	My economics lecturers encourage the use of English during lessons and assignments.
20.	I receive adequate feedback from my lecturers on my use of English in economics-related tasks.

#### DATA FINDINGS

The research aimed to investigate the perceptions of seventh semester Economics Education students at University of HKBP Nommensen Pematangsiantar (UHKBPNP) regarding the importance of English in their academic journey and career aspirations. Using a descriptive qualitative research methodology, the data was analyzed from the responses to a Likert-scale questionnaire, which measured their agreement with various statements about English. These responses were categorized into four primary sections: the importance of English in Economics Education, challenges in learning and using English, the role of English in career development, and the effectiveness of English language support and curriculum provided by the university.

Table 3. Interpretation of Score Based on Internal

No.	Questionnaire	Interpretation of Score Based on Internal				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Section 1: Importance of English in Economics Education</i>						
1.	I believe that English is important for understanding economic concepts.	54,5% (24 students)	45,5% (20 students)	2,3% (1 student)	0% (0 students)	0% (0 students)

2.	English proficiency is essential for reading academic articles in economics.	50% (22 Respondent)	47,7% (21 students)	2,3% (1 students)	0% (0 students)	0% (students)
3.	English helps me participate in class discussions and presentations on economic topics.	50% (22 students)	47,7% (21 students)	2,3% (1 student)	0% (0 students)	0% (0 students)
4.	I think learning English will enhance my overall academic performance in economics.	52,3% (23 students)	43,2% (19 students)	4,5% (2 students)	0% (0 students)	0% (0 students)
5.	I believe English is necessary for accessing global economic information and resources.	50% (22 students)	47,7% (21 students)	2,3% (1 student)	0% (0 students)	0% (0 students)
<i>Section 2: Challenges in Learning and Using English</i>						
6.	I find it difficult to understand economic terms in English.	22,7% (10 students)	47,7% (21 students)	22,7% (10 students)	4,5% (2 students)	2,3% (1 student)
7.	Reading English textbooks on economics is challenging for me.	29,5% (13 students)	61,4% (27 students)	9,1% (4 students)	0% (0 student)	0% (0 student)
8.	I struggle with writing assignments in English on economic topics.	11,4% (5 students)	50% (22 students)	34,1% (15 students)	4,5% (2 students)	0% (0 student)
9.	Listening to English lectures on economics is difficult for me.	6,8% (3 students)	18,2% (8 students)	43,2% (18 students)	31,8% (14 students)	2,3% (1 student)
10.	I need more support from the university to improve my English for economics.	45,5% (18 students)	50% (22 students)	9,1% (4 students)	0% (0 student)	0% (0 student)
<i>Section 3: English for Career Development</i>						
11.	English proficiency will be important for my future career in economics.	68,2% (30 students)	31,8% (14 students)	0% (0 student)	0% (0 student)	0% (0 student)
12.	I believe that job opportunities in the economic sector require good English skills.	54,5% (24 students)	43,2% (18 students)	2,3% (1 student)	0% (0 student)	2,3% (1 student)
13.	English is necessary to work in multinational companies or international organizations.	65,9% (29 students)	29,5% (13 students)	4,5% (2 students)	0% (0 student)	0% (0 student)
14.	I think learning English will help me build professional relationships with colleagues in economics worldwide.	52,3% (23 students)	47,7% (21 students)	0% (0 student)	0% (0 student)	0% (0 student)
15.	I am motivated to improve my English skills because I believe it will benefit my future career	72,7% (32 students)	27,3% (12 students)	0% (0 student)	0% (0 student)	0% (0 student)
<i>Section 4: English Language Support and Curriculum</i>						

16.	The English language courses provided by the university are helpful for my studies in economics.	40,9% (18 students)	56,8% (24 students)	4,5% (2 students)	0% (0 student)	0% (0 student)
17.	The university's economics program provides sufficient opportunities to practice English in an academic setting.	22,7% (10 students)	72,7% (32 students)	4,5% (2 students)	0% (0 student)	0% (0 student)
18.	I feel that more specialized English courses, such as Business English or English for Specific Purposes (ESP), should be included in the curriculum.	38,6% (17 students)	59,1% (26 students)	2,3% (1 student)	0% (0 student)	0% (0 student)
19.	My economics lecturers encourage the use of English during lessons and assignments.	22,7% (10 students)	72,7% (32 students)	6,8% (2 students)	0% (0 student)	0% (0 student)
20.	I receive adequate feedback from my lecturers on my use of English in economics-related tasks.	39,5% (17 students)	60,5% (27 students)	0% (0 student)	0% (0 student)	0% (0 student)

## Data Analysis

### 1. Importance of English in Economics Education

The first section of the questionnaire emphasizes that students overwhelmingly view English as crucial to their success in economics studies. A significant majority, about 50% or more, agreed that English proficiency is essential for understanding core economic concepts, reading academic articles, and participating effectively in class discussions. For instance, 54.5% of students strongly agree that English is important for understanding economic concepts, while the remaining 45.5% agree. Notably, none of the students disagreed, indicating a universal recognition of English's role.

This sentiment extends to accessing global information and resources—another area where students see the importance of English. Over 50% of students agreed that English enables them to engage with international economics literature, broadening their academic horizons and enhancing their critical understanding of economic trends. Additionally, about 52.3% believe that English improves their overall academic performance in economics by facilitating access to a wider range of scholarly materials. Thus, it's clear that students recognize English not only as a tool for language acquisition but as an essential skill for academic engagement and knowledge expansion within their field.

### 2. Challenges in Learning and Using English

Despite the recognized importance of English, the students face notable challenges, particularly when it comes to technical economic vocabulary, complex academic texts, and language comprehension skills. Around 47.7% of students indicated that they find it difficult to understand economic terms in English, which underscores a struggle with specialized language. Similarly, a large portion—61.4%—find reading English textbooks on economics challenging, indicating the potential difficulty in grasping nuanced economic content without adequate linguistic support.

Writing and listening also emerged as significant obstacles, with 50% of students struggling with writing assignments on economic topics, and 43.2% reporting difficulty with listening comprehension in English lectures. This suggests that students face barriers not only in processing written material but also in oral comprehension, which is critical for participating in lectures, discussions, and academic presentations.

The need for university support to address these challenges was also prominent, with nearly half of the students expressing a desire for more structured support to improve their English for economics. This includes potential resources such as tutoring, language workshops, or targeted English assistance for economics students, which could make a marked difference in their comprehension and ability to engage with course materials.

### 3. English for Career Development

The third section of the questionnaire highlights the significant role that English proficiency plays in students' career aspirations. Notably, 68.2% of students strongly agree that English will be important for their future careers in economics, with the remaining 31.8% also agreeing. This reflects a clear understanding among students that English is vital for professional success, particularly in multinational environments or roles that require engagement with international stakeholders.

Furthermore, 65.9% of students view English as necessary for working in multinational companies or international organizations, where effective communication is essential. This statistic indicates that students are aware of the global nature of economics and the necessity of English for cross-border interactions. Additionally, 52.3% believe that English will help them

build professional relationships with colleagues in economics worldwide, reflecting the collaborative nature of economics in today's interconnected world.

Motivation to improve English skills is high, with 72.7% of students stating that they are motivated to enhance their English proficiency, as they believe it will offer substantial career benefits. This motivation aligns with their desire for expanded language skills, not only to fulfill academic requirements but also to increase their employability and competitiveness in the global job market.

#### 4. English Language Support and Curriculum

Finally, in terms of language support and curriculum, the students generally feel positively about the English language courses provided by the university, though they expressed a need for more specialized courses tailored to their academic discipline. About 56.8% agree that the existing English language courses are helpful for their economics studies. However, there is a strong preference for specialized English courses, such as Business English or English for Specific Purposes (ESP), with 59.1% of students agreeing that these should be added to the curriculum. This indicates a perceived gap between general English instruction and the specific language needs of economics students, which could be addressed through more targeted, discipline-specific language courses.

Students also highlighted the importance of practice opportunities, with 72.7% agreeing that the economics program should provide more chances to practice English in an academic setting, such as through presentations, debates, or group projects. Additionally, a similar percentage appreciate the encouragement from lecturers to use English during lessons, though they suggest that more structured feedback from instructors on their English usage in economics-related tasks would be beneficial. More constructive feedback could help students refine their academic writing and presentation skills, particularly in economic contexts.

#### Discussion

The students' responses reflect a balanced perspective on the role of English in their academic and career trajectories. On one hand, there is strong recognition of English as an essential tool for accessing information, participating in discussions, and improving career prospects. However, on the other hand, students face real challenges in reading, writing, and listening comprehension, which suggests a need for greater institutional support and targeted English language resources. The students' call for more specialized English courses tailored to economics aligns with their high motivation to enhance their language skills for career development. This indicates a strategic opportunity for the university to expand its language offerings and better equip students for the global job market.

Based on these findings, the following recommendations are suggested to address the language needs and challenges identified by the students:

1. **Enhanced English Support Programs** : The university should consider expanding its English support services by offering additional workshops or tutoring sessions that focus specifically on reading comprehension, writing, and listening skills for economics students. These programs could provide the support needed to tackle the linguistic complexities of economics.
2. **Inclusion of Specialized English Courses** : Introducing courses such as Business English or English for Specific Purposes (ESP) in the curriculum would provide students with the specialized vocabulary and communication skills necessary for economics. These courses could focus on technical terminology, report writing, and presentation skills specific to economics.
3. **Increased Opportunities for English Practice** : Encouraging more opportunities for students to practice English in academic settings—such as through presentations, group discussions, and English-language assignments—would help them build confidence and fluency. Practical applications of English in economics contexts would enable students to practice their language skills in relevant, real-world situations.
4. **Structured Feedback from Lecturers** : Providing more consistent, detailed feedback on students' use of English in assignments and presentations would allow them to identify areas for improvement and refine their language skills. This feedback could focus on technical writing, clarity in presentations, and proper use of economic vocabulary.
5. **Career-Oriented English Programs** : Given the strong motivation among students to improve English for career reasons, organizing career-oriented English workshops or inviting guest speakers from multinational companies could provide practical insights into how English is used professionally in economics. This approach could also serve as an inspiration for students, reinforcing the importance of English proficiency in achieving their career aspirations.

The results of this questionnaire reflect the critical role of English in the academic and professional development of Economics Education students at UHKBPNP. English is not only viewed as beneficial for their academic progress but also as a necessary skill for future career success. Addressing the challenges identified and implementing the suggested curriculum enhancements would provide students with the support they need to excel both academically and professionally. Such steps would ensure that students are well-prepared to engage with global economic discourse and contribute meaningfully in international contexts.

The findings from this study provide a comprehensive view of the role of English in the academic and professional lives of Economics Education students at UHKBPNP. The students' strong agreement across most categories emphasizes the importance of English not only for their academic success but also for their future careers. English is clearly perceived as an



essential tool for understanding economic concepts, reading academic materials, and engaging with global economic trends. Despite the recognition of English's importance, students also face significant challenges in mastering the language, particularly in reading, writing, and listening. These challenges suggest a need for further institutional support, whether through additional language courses, tutoring, or specialized programs. The students' desire for more specialized courses, such as Business English or ESP, also highlights the need for the university to tailor its English language instruction to meet the specific needs of economics students. Furthermore, the overwhelming motivation to improve English skills demonstrates that students are highly aware of the competitive advantage that English proficiency offers in the global job market. Therefore, enhancing the English language support provided by the university, both in terms of curriculum and additional resources, could greatly benefit students in achieving their academic and career goals. Finally, this qualitative analysis reveals the critical role of English in the academic and professional development of Economics Education students, while also identifying key areas where additional support is needed to overcome language-related challenges.

#### IV. CONCLUSION

The results of this study reveal that Economics Education students at the University of HKBP Nommensen Pematangsiantar (UHKBPNP) overwhelmingly recognize the importance of English in their academic pursuits and future careers. The majority of respondents strongly believe that English proficiency is essential for understanding economic concepts, accessing global information, and improving academic performance. Furthermore, they acknowledge the significant role English will play in advancing their careers, particularly in the global job market and within multinational organizations. However, despite this recognition, students face several challenges in learning and using English, particularly in reading, writing, and listening comprehension. The demand for more institutional support, including tailored language instruction such as Business English or English for Specific Purposes (ESP), further underscores the need for improvements in the university's English language offerings. The strong motivation to enhance English skills is a clear indicator that students are aware of the benefits such improvements will bring to their academic and professional lives.

#### Suggestions:

- Enhanced English Support Programs:**  
The university should consider expanding its English language support for Economics Education students, providing additional tutoring services or workshops that focus specifically on reading academic texts, writing assignments, and listening comprehension. These areas were identified as key challenges in the study.
- Inclusion of Specialized English Courses:**  
The curriculum could be enriched by introducing specialized English courses, such as Business English or English for Specific Purposes (ESP), which would better align with the professional needs of economics students. Such courses can help students become more proficient in the specific vocabulary and communication styles required in the field of economics.
- Increased Opportunities for English Practice:**  
The university's economics program should offer more opportunities for students to practice their English skills in academic settings. This could include group discussions, presentations, and debates on economic topics in English, as well as incorporating more English-based tasks into assignments and class activities.
- Additional Lecturer Support:**  
While the majority of students felt encouraged by their lecturers to use English, the feedback provided to students on their English usage in economics-related tasks could be enhanced. More structured feedback and support from lecturers could help students improve their language skills in a focused manner, particularly regarding academic writing and presentation skills.
- Motivation and Career-Oriented English Programs:**  
Since students are highly motivated by the belief that English will benefit their careers, it would be advantageous for the university to organize career-oriented English workshops or seminars. These could involve guest speakers from multinational companies or international organizations, who can share real-world insights on the importance of English in the economics field. By implementing these suggestions, the university can better equip its students to succeed academically and professionally in the global economic landscape, ensuring that they have the necessary English skills to thrive in their future careers.

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