

Exploring the ESP Students' Voices on the Integrated English Skills for Professional Context

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Abstract: In today's globalized world, proficiency in English has become a vital skill for students pursuing careers in various professional fields. For accounting students, mastering integrated English skills is essential for success in their academic and professional endeavors. This study explores students' perceptions of the importance of integrated English skills for professional contexts and examines how these skills impact their academic performance and success. The participants were 47 undergraduate students from non-English departments, majoring in Accounting. The combination of quantitative and qualitative approaches allows for a comprehensive understanding of the students' perspectives by distributing questionnaires and conducting semi-structured interviews. The findings showed that students perceive proficiency in all four language skills as essential for their future professional contexts, particularly in the field. This study highlights several advantages of mastering integrated English skills for accounting students, emphasizing the practical benefits these skills bring to their academic and professional lives. Furthermore, by focusing on their perspectives, this study contributes to a more inclusive understanding of how integrated English skills are developed and utilized in real-world professional settings.

Key words: perspectives, English, integrated skills, professional context

INTRODUCTION

Mastering integrated English skills is essential for accounting students preparing to enter a globalized professional environment. Effective communication in English is a critical competency for accountants, who must interact with international clients, collaborate with colleagues from diverse linguistic backgrounds, and interpret financial documents written in English. (Takino, 2020). Proficiency in reading, writing, listening, and speaking is vital for tasks such as preparing detailed financial reports, presenting data to stakeholders, and comprehending complex industry regulations (Derekoy, 2019). Therefore, accounting students require a comprehensive approach to English language learning that aligns with the demands of their professional roles.

In line with that, research on exploring ESP students' perspectives on integrated English skills for professional contexts is necessary to address this critical need. Accounting students often face several challenges in mastering integrated English skills, which can hinder their preparation for the global professional environment. These challenges include a lack of exposure to accounting-specific terminology and real-world applications (Dafouz & Camacho-Miñano, 2016), opportunities to practice English in professional contexts (Estisari & Sinaga, 2024), and precise verbal communication (Musa et al., 2023).

However, various studies related to students' perceptions of English skills have been conducted. Arini and Wahyudin (2022) conducted a study that explores students' views on using questioning techniques to enhance their speaking skills. The findings indicate that students had a positive attitude toward these techniques, as they boosted their confidence as well as improved their fluency, accuracy, comprehension, vocabulary, and pronunciation. Still, about students' perception of English speaking skills, the study of Liando et al. (2018) revealed that movies are seen as more effective than other teaching media and have a stronger impact on listening than speaking skills. Even though students also believed movies could enhance their speaking abilities by watching movies. Erya and Pustika (2021) examined students' perceptions of using Webtoon to enhance reading comprehension skills. The study reveals that using Webtoon increased students' interest and motivation to enhance their reading comprehension skills. In line with the previous studies, Sari and Wahyudin (2019) explored a study on students' perceptions of blended learning through Instagram in English for business classes. They elicited that most students expressed highly positive views about using Instagram for learning, as the social network boosted their motivation, engagement, and attitudes.

Another study conducted by Derekoy (2019) aimed to identify the skills that should be gained in accounting education according to the perceptions of students and the expectations of professional accountants, and to determine whether there is a difference between the opinions of students and professionals. The result shows that students and professional accountants differed in their opinions on 11 out of 30 skills that should be part of accounting education. The study by Wyness and Dalton (2018) believed that students felt that all accounting undergraduates should learn about sustainability, not just those taking a specialist module, and that problem-based learning is a suitable and effective way to teach it.

Studies on students' perceptions of English language skills have been widely conducted; however, research focusing specifically on students' perceptions of integrated skills, particularly in professional contexts, remains limited. Therefore, it is deemed necessary to explore this gap in greater detail. Such research can reveal gaps in the nuanced perceptions of students regarding the challenges and benefits of mastering integrated English skills in real-world scenarios. By understanding students' experiences, preferences, and difficulties in learning these skills, educators can design tailored curricula that enhance their language proficiency in meaningful ways. Thus, the study is conducted to answer two key research questions:

1. What are the students' perceptions of the importance of integrated English skills (listening, speaking, reading, writing) for professional contexts?
2. In what ways do ESP students believe integrated English skills impact their overall academic performance and success?

To address these questions, the researchers conducted a mixed-methods study using an explanatory design. The data were collected in two distinct phases: first, through an online questionnaire to gather quantitative data, and second, through semi-structured interviews to obtain qualitative insights.

RESEARCH METHOD

Research Design

The researchers conducted a mixed-methods study with an explanatory design. It usually follows a two-part procedure. The quantitative phase is undertaken first, gathering numerical data, and then the qualitative phase. This explanatory design allows researchers to analyze relationships, highlight findings, and gain deeper insights by merging qualitative and quantitative data (Fraenkel et al., 2022; Gay et al., 2012). As articulated above, the research data were typically collected in two distinct phases: through an online questionnaire (quantitative) and semi-structured interviews (qualitative).

Participants

The study involved 47 participants who were undergraduate students from non-English departments with majors in Accounting at one of the schools of economic sciences in Yogyakarta, Indonesia. Thus, the researchers mentioned to ESP students that ESP is the abbreviation of ESP Purpose. The participants comprised 16 male students (34.04%) and 31 female students (65.96%), as indicated in Table 1. Purposive sampling, also called judgment sampling (Gay et al., 2012) was implemented to select the participants with particular characteristics relevant to the study. Furthermore, using precise criteria, the researchers chose them depending on their prior knowledge to generate conclusions (Fraenkel et al., 2022) to make judgments. Researchers took procedures to guarantee compliance with ethical research guidelines before data collection began. The goals, methods, risks, and benefits of the study were detailed in the informed consent letters that were sent to participants. The participants' right to withdraw at any point without penalty and the complete voluntariness of their involvement were highlighted in these letters. To ensure that no one may misinterpret or feel pressured into giving their agreement, the researchers chose simple, straightforward language. All participants were required to remain anonymous and confidential during the study. To ensure the confidentiality of the participants, their personal details and answers were encrypted and kept in a safe place. Findings were provided in aggregate to prevent connecting outcomes to specific individuals, and only the research team had access to the data.

Table 1.
Demography of Participants

		Frequency	Percent	Valid Percent
Valid	Male	16	34.04	34.04
	Female	31	65.96	65.96
	Total	47	100.0	100.0

Data Collection Technique

The researchers formulated a systematic questionnaire of closed-ended questions to gather quantitative data. The questionnaire was distributed to a significant sample of participants, allowing the researchers to collect statistical data that may uncover patterns or correlations within the population. This phase emphasizes broadness, collecting data from diverse demographics to yield generalizable results. The questionnaire was created online using Google Forms, consisting of 16 items and organized into four sections to represent the students' perspectives on each English skill. In this case, the design of the questionnaire referred to the four scales of Likert, identified as score 4= strongly agree, 3= agree, 2=disagree, and 1= strongly disagree.

Table 2.
A Questionnaire Item Classification

Sections	Question Items Classification
Speaking skill	1, 2, 3, 4
Reading skill	5, 6, 7, 8
Writing skill	9, 10, 11, 12
Listening skill	13, 14, 15, 16

A semi-structured interview became the second instrument. The researchers asked ten questions to find out how the participants felt about integrated English skills to support their professional learning in their expertise. In a semi-structured interview, participants answered a series of flexible but predefined questions or themes under direction. Unlike asking all participants identical questions in the same sequence, it enables more flexibility and depth in investigating the research issue, thereby varying from structured interviews. Moreover, the question-and-answer session took place in *Bahasa Indonesia*, the participants' first language. In line with that, the researchers had several reasons why interviewing participants in their first language can be beneficial. First, using the first language allows the interviewees to express themselves more relaxed and straightforwardly (Gay et al., 2012; Knott et al., 2022), resulting in more thorough responses. For this reason, the researchers chose and labelled four participants as P1, P2, P4, P4, and P5.

Data Analysis Technique

This study used two types of data analysis: qualitative and quantitative. Descriptive statistics is a helpful method for summarizing and outlining the key characteristics of a dataset. Based on the questionnaire style, the researchers analyzed the data using this adjectival rating (see Table 3) to interpret the mean score. That is why, before interpreting the mean scores, the researchers used Microsoft Excel to calculate the frequency and mean score of each item. The findings were then presented using graphs, facilitating the interpretation and clear communication of the results.

Table 3.
Likert Four-Point Scale Range Interpretation (Nee & Yunus, 2020)

Point	Scale Range	Explanation
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99-1.00	Disagree
1	1.00-0.99	Strongly Disagree

Next, the semi-structured interview results as qualitative data were analyzed using the verbatim technique, which involved writing down every word the participants said (Halcomb

& Davidson, 2006). By doing this, researchers captured all aspects, including participants' pauses, fillers, and laughter, to guarantee that the results were natural and appropriate. Furthermore, this careful approach maintained the accuracy of participants' responses, letting researchers analyze the data without any bias. It also provided a deeper insight into the meaning, context, and subtle differences in language that could be essential to the research findings.

Once the transcription was completed, the researchers applied thematic analysis to identify and explore patterns or themes within the qualitative data. The process started with familiarizing themselves with the data, typically by reading and rereading the interview transcripts. They then coded the data, highlighting key phrases or sections relevant to the research questions. These codes were grouped into broader themes that reflected the core content of the data. Finally, the researchers interpreted these themes to draw meaningful conclusions and insights about the research objectives.

RESULTS AND DISCUSSION

This section divides the results into two sections, in line with the research questions: 1) *What are the ESP students' perceptions of the importance of integrated English skills for professional contexts?* 2) *In what ways do ESP students believe integrated English skills impact their overall academic performance and success?* The first is for quantitative data findings from the questionnaire. The second is for qualitative data from the semi-structured interview. They were collected to answer two research questions.

Results

ESP Students' Perceptions of The Importance of Integrated English Skills for Professional Contexts

Table 4 represents each item's mean scores and interpretation, so the perceptions can also be analyzed.

Table 4.

Interpretation of Questionnaire

Item	Mean Score	Likert Four-Point Scale
X1	3,77	Strongly Agree
X2	3,55	Strongly Agree
X3	3,13	Strongly Agree
X4	3,74	Strongly Agree
X5	3,57	Strongly Agree
X6	3,72	Strongly Agree
X7	3,47	Strongly Agree
X8	3,45	Strongly Agree
X9	3,60	Strongly Agree
10	3,53	Strongly Agree
X11	3,45	Strongly Agree
X12	3,60	Strongly Agree
X13	3,66	Strongly Agree
X14	3,64	Strongly Agree
X15	3,55	Strongly Agree
X16	3,21	Strongly Agree

As seen in Table 4, the data obtained from the Likert scale questionnaire reveals that the responses indicate "Strongly Agree" for all questions, suggesting that the students possess highly favourable and robust opinions. If most students strongly agree, they see integrated English abilities as critical to their future professional success. They are likely to feel that proficiency in all aspects of language: speaking, listening, reading, and writing will be required for their professional contexts, especially in accounting.

Speaking

X1. I believe that good speaking skills in English are essential for effective communication to build networks in global business.

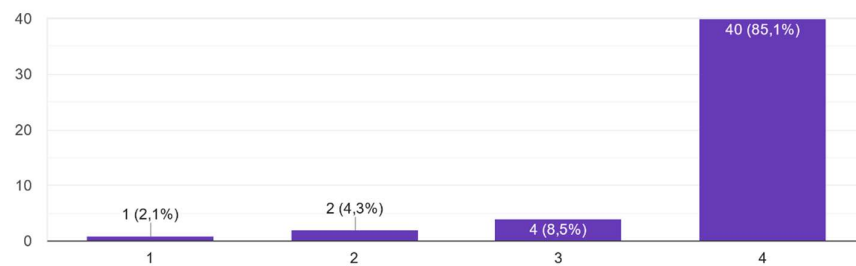


Figure 1.
Perception of Speaking (X1)

The finding was that 85.1% (N=40) of respondents strongly agreed with statement number 1. The overwhelming majority of 40 students showed a positive perspective, suggesting that they place a high value on speaking skills as essential for effective communication in global business contexts.

Reading

X5. The ability to read and understand English text is essential for reading business documents, reports, and emails

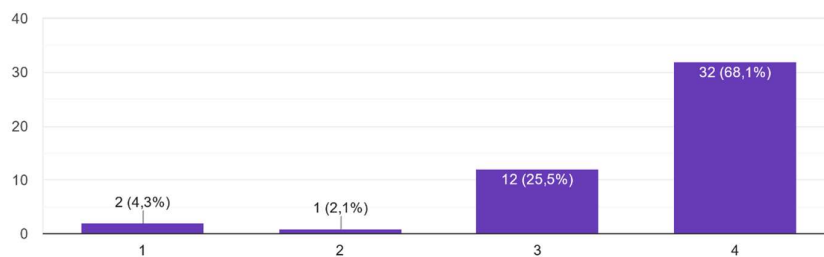


Figure 2.
Perception of Reading (X5)

A substantial portion of the respondents (68.1%) strongly agree, indicating that 32 students recognize reading and comprehension skills in English as crucial for understanding

various types of business documents, including reports, emails, and other written materials. This highlights the practical importance of English reading skills in professional settings.

Writing

X12. English writing skills are essential for conveying business ideas in a global context.

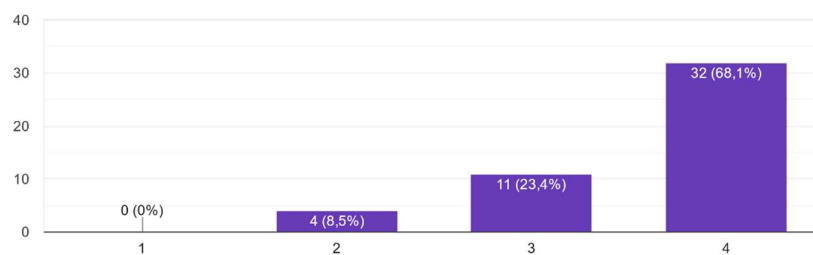


Figure 3.
Perception of Writing (X12)

Most students (N=32) strongly agree, which suggests they understand that writing skills are crucial for presenting business ideas clearly and professionally, especially in global business environments where English is often a common language for communication.

Listening

X13. English listening skills are essential for understanding business conversations, presentations, and negotiations.

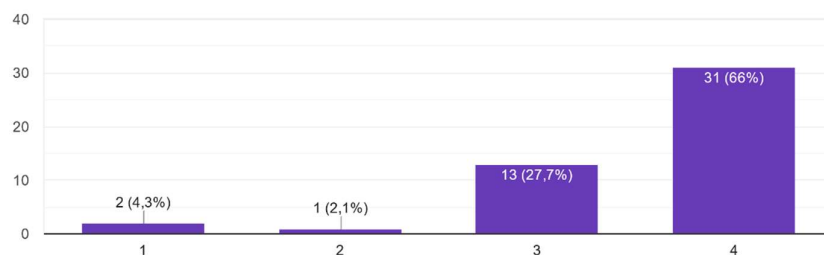


Figure 4.
Perception of Listening (X13)

Figure 4 shows that 66% (N=31) of respondents strongly agree with the statement, "English listening skills are essential for understanding business conversations, presentations, and negotiations," suggesting that many students acknowledge the crucial role of listening skills

in professional settings. It implied that they recognized listening as vital for successfully participating in business-related activities.

ESP Students' Belief in Integrated English Skills Impact Their Overall Academic Performance and Success

The researcher gained further insights by conducting interviews with students who had been exposed to English for the Economic and Business course. Five students were randomly selected from the research setting to participate in these interviews, during which they shared their perspectives on the use of integrated English skills and their impacts on the students' academic performance and future. The interview was conducted to find out the students' perspectives on integrated English skills for professional contexts. The questions explored more specifically the importance of integrated English skills, the students' learning experience, their priority of English skills, career readiness and professional communication, the benefits of learning English for the business economics context, the challenges they face, and their suggestions on ESP course improvement.

Participant 1 (P1) highlighted the critical role of integrated English skills, emphasizing their importance in both global and professional contexts. According to the participant, English, as a global language, facilitates easier communication and interaction across diverse audiences. They noted that the ability to master the four key components is vital for effective engagement with clients and consumers. The participant stressed that proficiency in these areas enables smoother communication, fosters better relationships, and enhances professional interaction. Participant 3 (P3) added that English is important in accounting since some of the accounts in the computer system usually use English. The participant insights reflect the global relevance of English and its critical role in professional contexts.

Their perspective underscores the necessity of mastering listening, speaking, reading, and writing as interconnected skills to thrive in both personal and professional interactions. This finding revealed that accounting students perceive integrated English skills as crucial for their academic success and future career prospects. The participant emphasized that the ability to effectively combine listening, speaking, reading, and writing skills is essential in understanding academic materials, completing assignments, and participating in discussions. They also highlighted that strong English proficiency would be a significant asset in their professional lives, enabling them to communicate with clients, present financial analyses, and work in global environments. This underscores the value students place on integrated English skills as a foundation for both academic excellence and career advancement in the accounting field.

Some participants argued that they use English language skills in their learning experiences, such as when completing lecture assignments, doing presentations, or interacting directly with lecturers or other students.

"...for example, taxation uses a lot of English words" [P4]

The other participants remarked that they use English skills to make content or captions on social media.

"(I) usually use English for making content in social media" [P3]

Nevertheless, one of the participants stated that she rarely uses English in her learning experiences other than the English subject. The findings revealed a variety of experiences

among accounting students in using English skills during their ESP course. Many participants shared that they frequently use English to interact with lecturers and peers, complete assignments, and deliver presentations. These activities highlight the practical application of integrated English skills within academic settings.

Some students also mentioned using their English abilities beyond classroom tasks, such as creating content or captions for social media. This demonstrates how students adapt their language skills for real-world contexts, further broadening their communication abilities. Additionally, one participant highlighted the use of English in taxation-related tasks, reflecting its relevance in specialized areas of the accounting field.

“For example, in taxation, I found some terms in English” [P4]

However, not all participants had similar experiences. The contrasting experience of the participant who rarely uses English outside English-specific subjects underscores that the relevance of English can vary depending on the subject matter, curriculum design, or the individual's academic focus. This suggests a potential gap in integrating English skills across all areas of study. It can also reflect differing levels of institutional emphasis on English as a medium of instruction or communication. It implies that while many students actively apply English in various contexts, there is a gap in ensuring its consistent and widespread use across disciplines. Greater integration of English skills into the accounting curriculum could help all students maximize their language development and practical application.

The interview findings reveal varying priorities among the participants regarding the importance of English skills in their academic and professional pursuits. A majority of the participants emphasized reading as the most crucial skill. They explained that reading proficiency enables them to comprehend international accounting concepts more effectively.

“Reading makes it easier for us to understand accounting concepts internationally and follow the changes that occur in the field of accounting” [P1]

It also facilitates staying updated with developments and changes in the field, which are often documented in English-language texts, journals, and reports. This perspective highlights the centrality of reading in accessing and applying global knowledge in accounting. However, some participants argued that speaking and listening are more important. They noted that these skills are essential for effective communication in professional contexts, such as participating in discussions, networking, and engaging in client or team interactions.

“In short, speaking is important for communicating with customers” [P2]

This viewpoint underscores the practical significance of verbal communication skills in real-world settings, where conveying ideas and understanding spoken information is critical. These differing priorities reflect the multifaceted nature of English proficiency in education and professional environments. While reading skills are key for understanding technical concepts and academic materials, speaking and listening skills are indispensable for interactive and collaborative tasks. Together, these findings suggest that while individual priorities may vary, a balance of all four English skills is crucial for comprehensive language competence.

The interview results also indicate that the participants utilize English skills in various ways within professional settings, particularly in tasks related to accounting and business. The

participants highlighted the importance of English in understanding and applying specific accounting terminology, which is often derived from or predominantly used in English.

“Special accounting vocabulary often appears, such as the words asset, report, balance sheet, value, and so on” [P1]

This proficiency enables professionals to accurately interpret and use technical jargon in their work. The participant added that English is frequently used in transactions with clients, including activities such as bargaining, negotiating, and buying or selling goods and services.

“...in (trade transaction) uses English, for example, bargaining” [P1]

These interactions require clear communication to ensure mutual understanding and successful outcomes. Furthermore, participant 2 (P2) noted that proficiency in English is crucial when working with software applications commonly used in accounting and business operations, such as MYOB (Mind Your Own Business) and Excel.

“...in applications like MYOB and Excel, everything uses English” [P2]

These tools often include English-language interfaces, requiring users to understand commands and functions to use them effectively. The findings indicate that English plays a critical role in the accounting field, both academically and professionally. Students recognize the importance of mastering English for understanding and applying specific accounting terminology, which is foundational to their studies and future careers. The use of English is essential in professional interactions, such as bargaining, negotiating, and managing transactions with clients, highlighting its role in effective communication within a global business environment. It suggests that integrating English language skills into accounting education is vital to equip students with the linguistic and technical abilities required to succeed in their studies and professional endeavours.

English is also utilized for informal and formal communication in the workplace. Participants 4 and 5 mentioned using English for chatting and interacting with colleagues, clients, and other professionals.

“Sometimes when chatting, it's like mixed up (using English and Bahasa Indonesia)” [P5]

These findings underscore the multifaceted role of English in professional contexts, where it supports technical expertise, transactional communication, and interpersonal interactions. This highlights the necessity for individuals in professional fields, particularly those involving global or multicultural environments, to develop comprehensive English language skills. Moreover, according to the participants, English is essential for fostering collaboration among college peers. Participants emphasized that proficiency in English facilitates effective communication and teamwork in academic settings, enabling them to work more efficiently with others on group projects, discussions, and assignments. This highlights the role of English as a critical tool for academic collaboration and interpersonal interaction in higher education.

The interviews also revealed that participants recognize numerous advantages of mastering integrated English language skills, particularly in the context of business economics and accounting. The participants highlighted that proficiency in English facilitates smoother interactions with clients or consumers, enabling effective communication and fostering stronger

professional relationships. Additionally, they emphasized that such skills open up opportunities to work on an international or global scale, thereby enhancing career prospects in increasingly interconnected industries. As English is widely regarded as the international language of business, those with strong English skills are better positioned to secure employment in multinational companies or roles that require cross-border communication. Another significant benefit identified by participants is the boost in confidence that comes with English proficiency. This increased confidence helps professionals engage more effectively in various work-related situations, such as negotiations, presentations, and cross-cultural interactions.

“(The advantage is), for example when we meet foreigners, who knows?” [P2]

The participant also noted that strong English skills contribute to attracting and retaining customers, which is critical for business growth. Moreover, English proficiency was seen as a factor that can directly enhance career advancement by making individuals more competitive in the job market and by gaining the trust of superiors or clients who value strong communication skills. Other participants emphasized the importance of public speaking skills, particularly in building trust within professional contexts.

“(English competency is) to get a job. I am sure I will get a better future if I can communicate in English.” [P3]

“...then if my public speaking is good, I will be more trusted. Now English is mandatory for me. I will be actively involved in classrooms where I can sharpen my ability.” [P5]

According to the participant, proficiency in public speaking enhances one's ability to convey ideas clearly and persuasively, which is essential for establishing credibility and gaining the trust of colleagues, superiors, and clients. English proficiency often increases an employee's credibility and trustworthiness in the eyes of employers. Employers are more likely to entrust responsibilities to individuals who can confidently navigate English in both written and spoken forms, particularly in tasks such as preparing financial reports, delivering presentations, and using accounting software. This perspective highlights the integral role of effective verbal communication in professional settings, where the ability to articulate thoughts confidently can significantly influence others' perceptions. Public speaking, therefore, emerges as a vital component of professional development, contributing not only to personal confidence but also to fostering trust and respect in business interactions.

While studying ESP from the results of this interview, information was also obtained about the challenges faced by the students. One notable issue was the difficulty in translating complex vocabulary, particularly technical terms related to accounting. The other participants also struggled to understand specialized vocabulary, especially terms related to business economics and accounting. They also had difficulties with grammar and pronunciation. Another problem was the lack of partners to practice speaking English.

“Sometimes I have difficulty in translation” [P1]

“The difficulty in understanding grammar is part of constructing sentences like tenses because sometimes the order is reversed” [P2]

“There were no interlocutors to practice English” [P4]

These challenges made it harder for them to learn the language and understand the content. Without enough practice and support, it was difficult to apply what they learned in real-life situations. Solving these issues is important to help students succeed in learning ESP. These findings underscore the critical role of integrated English skills in achieving professional success within business economics and accounting. Mastery of these skills not only supports effective communication but also enhances career opportunities, builds confidence, and fosters trust, making it a valuable asset in global and dynamic professional environments.

To address these challenges, the participants adopted several strategies to improve their English skills. When they encountered unfamiliar terms, they relied on tools such as Google Translate or dictionaries to understand their meanings.

"I usually use Google Translate or a dictionary" [P1]

These resources provided immediate assistance and helped bridge gaps in comprehension. To enhance their grammar, they used language-learning applications like Duolingo, which provided interactive and structured practice. These tools helped them build their vocabulary and strengthen their grammar skills. This method also allowed for consistent language exposure and interactive learning experiences. By taking these proactive steps, the participants were able to gradually overcome some of the difficulties they faced while studying ESP. One of the participants took an additional approach by practicing speaking English regularly. Regular speaking practice was another strategy adopted by participants, helping to build confidence and fluency over time. She also sought help from her mother, who has a background in English language studies. This support provided her with valuable guidance and feedback, helping her improve her pronunciation and conversational skills. The participant also used YouTube and TikTok to learn English.

"I usually ask my mom, since she graduated with a diploma in English. For example, when I attended an online class, I asked my mother if I did not understand (the topic)" [P2]

"(I learn) English by watching content in English on YouTube or TikTok" [P3]

These platforms offered many videos with tips, tutorials, and examples of real English conversations. Watching these videos helped her improve her listening skills and learn new words. She also became more familiar with how English is used in everyday situations. This method was fun and easy to access, making it a helpful addition to her other learning efforts. Engaging in these activities not only enhanced her confidence in using the language but also allowed her to develop a more practical understanding of ESP. These strategies reflect the proactive efforts of participants to overcome challenges and improve their integrated English skills. They also underscore the importance of accessible tools, supportive networks, and diverse learning opportunities in helping students navigate the complexities of English in academic and professional contexts.

At the end of the interview session, the researcher asked the participants for suggestions to improve the ESP courses. Participants provided valuable suggestions to enhance the learning process and address their challenges in mastering integrated English skills. This feedback highlights the students' needs and emphasizes areas where ESP courses can be improved. The participants suggested offering students opportunities to participate in internships and increasing the focus on speaking and listening practice. These real-world engagements would enable students to apply their English skills in professional settings, such as interacting with

clients, handling transactions, and using industry-specific terminology. They highlighted the importance of building fluency and confidence through activities such as public speaking and real-world communication exercises.

“It's difficult if we don't practice directly, so it would be better if we were given internship opportunities or real practice in English” [P1]

“I hope I can improve my public speaking (by attending ESP class)” [P3]

They also recommended incorporating real-world case studies related to business economics and accounting. Additionally, they proposed adding English materials for entrepreneurs and extending English instruction beyond the early semesters. Participants expressed the need for continuous English language instruction throughout their academic journey, rather than limiting it to the early semesters.

“English subject should not only be given in the early semesters” [P4]

As additional information, the ESP course is only given in the first and second semesters. Expanding the curriculum to include topics such as English for Entrepreneurship was also proposed, reflecting students' interest in applying English skills to business and entrepreneurial contexts. All those ideas can help make ESP courses more relevant and effective for students' needs. Moreover, the voices of ESP students are often underrepresented in academic discussions about language education. By focusing on their perspectives, this research can contribute to a more inclusive understanding of how integrated English skills are developed and utilized in real-world professional settings. It can also provide valuable insights into how language learning can be made more relevant, engaging, and effective for accounting students, ultimately bridging the gap between academia and industry expectations.

Discussion

Students place a high priority on developing a variety of language skills to succeed in the global corporate environment, according to this study on ESP students' assessments of the significance of integrated English skills for professional situations. The first important conclusion was the general agreement that effective networking and communication in international business depend heavily on having strong speaking abilities. Given that professionals in global settings frequently rely on in-person or virtual chats to build relationships, exchange ideas, and close deals, this viewpoint emphasizes the significance of fluency and confidence in verbal interactions (Vanamali, 2023). The capacity to communicate effectively and convincingly (Zainuddin et al., 2019) in English is regarded as a fundamental skill that might lead to new career prospects as the company becomes more worldwide.

The students stressed the value of reading and understanding English literature for professional success, in addition to speaking abilities. Since English is the primary language used in reports, emails, and business papers, having great reading comprehension is crucial for any professional navigating global markets (Shliakhovchuk, 2021). Making educated decisions requires the capacity to extract important information, analyze data, and comprehend complex business messaging. This view is in line with the increasing importance of textual communication in international business, where reports, emails, and digital content serve as the

main means of communication (Frendo, 2019; Lockwood & Elias, 2021). Therefore, it is considered essential for professional development to be able to comprehend and critically evaluate business documents written in English.

On the other hand, listening abilities were identified as a significant area of importance in the study. Students concurred that proficient listening abilities are crucial for comprehending intricate commercial dialogues, presentations, and negotiations (Newton & Nation, 2020). In a globalized business environment, professionals frequently participate in meetings or virtual conferences with colleagues, clients, or stakeholders from various linguistic backgrounds. Accurately understanding spoken English across many accents and circumstances is essential for efficient collaboration and decision-making (Sawalmeh & Dey, 2023). This perspective highlights the significance of listening comprehension in a professional environment, especially regarding the grasp of essential messages and engagement in discussions when misinterpretations may lead to lost chances or expensive errors.

The study shows that ESP students understand the professional interdependence of speaking, reading, writing, and listening. In business, these talents are commonly used together. Students' perceptions match the need for multi-skilled professionals who can use English across multiple modalities to navigate a globalized economy. By promoting integrated language abilities, schools can better prepare students for the professional world (Alam, 2023; Beribe, 2023), where English proficiency is increasingly valued. In line with the statements above, important areas for improving ESP courses to better suit students' needs are revealed by the participant comments. One important recommendation was to provide more chances for practical experience, especially through internships. Through these hands-on activities, students would be able to use their English proficiency in real-world professional settings, including interacting with clients, handling transactions, and utilizing terminology unique to their field. Giving students these chances would help them become more fluent in the language and develop a greater awareness of the professional contexts in which English is employed.

Therefore, students also stressed the importance of speaking and listening skills in ESP classes. Professional communication demands good oral and aural abilities to comfortably participate in conversations, negotiations, and presentations. These curricular improvements can better prepare ESP students for the global business communication dynamic nature. More interactive and immersive speaking and listening exercises would prepare students for real-life circumstances, bridging the gap between academic learning and practical application (Thai & Chen, 2021). These exercises could involve simulated business meetings, role-playing situations, and group discussions, all of which are intended to imitate real-world professional encounters. By participating in such activities, students will build confidence in using English in a variety of circumstances, improving both their fluency and adaptability (Wang et al., 2024). Finally, this strategy would ensure that students are not just linguistically prepared, but also culturally and situationally aware, allowing them to succeed in global business situations.

The results of this study provide insight into the critical role that integrated English skills play in preparing ESP students for professional success in a globalized business environment. The students' positive attitudes toward the significance of speaking, reading, writing, and listening skills are indicative of their understanding of the interdependence of these skills in effective communication. Nevertheless, the feedback also emphasizes the need for increased emphasis on speaking and listening practice and the provision of real-world engagement opportunities, such as apprenticeships, in ESP courses. By integrating more interactive, immersive learning experiences, ESP courses can more effectively provide students with the

requisite skills and confidence to navigate the professional world, thereby bridging the divide between academic knowledge and practical application.

To sum everything up, hearing ESP students' perspectives on the Integrated English Skills for Professional Context has given important new information about their requirements, expectations, and learning experiences. Teachers and curriculum designers can more effectively adapt instruction to facilitate the development of pertinent language skills that complement students' academic and career objectives by taking into account their viewpoints. In addition to emphasizing the usefulness of learner-centered approaches in ESP training, this study also underscores the necessity of incorporating authentic, context-driven activities that mirror the demands of professional communication in the real world.

CONCLUSION

In conclusion, the students in this study showed robust endorsement for the significance of integrated English skills in professional settings, acknowledging the critical role of speaking, reading, writing, and listening in effective communication within global business. Their affirmative responses underscore the significance of these abilities in improving their capacity to establish networks, analyze business documents, articulate views, and participate in negotiations. It is advised that ESP programs integrate additional real-world experiences, such as internships, to provide students with opportunities to apply their skills in practical contexts, and to enhance the focus on interactive speaking and listening exercises to prepare students for professional settings more effectively. This study has drawbacks, including a very small sample size and a focus on a specific group of students, which may not adequately represent the wider ESP student community. Subsequent studies may build upon these findings by incorporating a larger, more heterogeneous cohort of students and examining the enduring effects of integrating practical experiences into the ESP curriculum.

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