

Needs Analysis Of English For Academic Purposes (Eap) For Public Sector Financial Management Students

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Abstract

This study aims to analyze the English for Academic Purposes (EAP) needs of students in the Public Sector Financial Management Program at the Lombok Business Academy. This study uses a mixed-methods approach with a descriptive design to obtain a comprehensive picture of students' academic English needs. The research subjects consisted of 54 students selected using total sampling. Data were collected through questionnaires, diagnostic tests, interviews, and documentation, then analyzed using descriptive statistics and thematic analysis. The results indicate that students have high needs regarding English language skills, particularly in writing ($M = 4.60$), reading ($M = 4.42$), and speaking ($M = 4.35$). However, students' actual proficiency remains in the low to moderate categories, with writing (59.8) and speaking (61.2) scores being the lowest, while reading (67.5) and listening (64.3) fall into the moderate category. Additionally, the majority of students are in the low and moderate proficiency categories (86%), while only 14% are in the high proficiency category. Students also face various challenges, such as limited vocabulary (76%), difficulty constructing academic sentences (72%), and low self-confidence in speaking (67%). The gap analysis results indicate a significant gap in writing and speaking skills. Based on these findings, English language instruction in higher education needs to be developed using an English for Academic Purposes (EAP) approach based on student needs. Instruction should be designed contextually, emphasizing academic skills, vocabulary mastery, and the use of interactive, student-centered learning methods. Thus, the development of EAP instruction is expected to optimally improve students' English proficiency and support their academic success.

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1. INTRODUCTION

English for Academic Purposes (EAP) is an approach to English language learning designed to meet the academic needs of college students. In the current context of higher education, English language proficiency has become crucial as students are expected to access various sources of scholarly literature, write academic papers, and participate effectively in academic communication. Therefore, English language instruction should not only focus on general aspects but also be tailored to the specific academic needs aligned with students' fields of study.

However, the reality on the ground shows that English language instruction in non-language degree programs still tends to be general in nature and has not fully accommodated students' academic needs. This situation creates a gap between the academic demands students must meet and the English language proficiency they possess. In the context of English for Specific Purposes (ESP), language learning should be tailored to students' specific needs to make

it more relevant and applicable in both academic and professional contexts (Imran & Muhlisin, 2025; Lestari et al., 2024; Nguyen et al., 2024; Nirwijayanti & Rofiqoh, 2025).

Theoretically, second language learning is heavily influenced by language exposure and the experience of using the language in real-world contexts. Language learning occurs through the interaction between language input and cognitive processes that enable learners to gradually build an understanding of language structures (Imran & Muhlisin, 2025; Mutongoza & Hendricks, 2025). Furthermore, direct language use in various contexts also plays a crucial role in shaping learners' linguistic competence (Fitria, 2023; Nasrullah, 2024; Sadyva et al., 2024a, 2024b). Thus, effective English language learning must provide students with opportunities to use the language in authentic academic contexts.

One of the most important skills in an academic context is writing. This skill is not only related to the ability to construct sentences but also encompasses the ability to organize ideas, construct arguments, and understand the structure of academic texts. Students often face difficulties in writing due to limitations in vocabulary mastery, language structure, and understanding of academic writing conventions (Amalia, 2020; Rustan et al., 2023; Tuny, 2023). This indicates that academic writing ability remains one of the primary challenges in English language learning at the university level.

In addition to writing, speaking skills are also a crucial aspect that students must master. Speaking is a productive skill involving various language components such as pronunciation, grammar, vocabulary, and fluency in communication (Gusti Ayu Mahatma Agung et al., 2023; Khomsah et al., 2023; Syam et al., 2023). This skill is particularly important in an academic context, especially during presentations, discussions, and scientific communication. However, many students still struggle with speaking English due to a lack of practice and psychological factors such as low self-confidence and anxiety (Dewa et al., 2022; Purnomo et al., 2024; Rinaldi et al., 2022; Suriani & Tantri, 2022). Additionally, changes in the learning system during the pandemic have contributed to increased anxiety among students when speaking, resulting in suboptimal speaking proficiency (Muhlisin & Imran, 2025).

Speaking skills are also significantly influenced by the learning methods employed. The use of appropriate learning techniques can help improve students' speaking abilities. One approach that can be utilized is the storytelling technique, which enhances speaking skills by strengthening vocabulary, language structure, and phonological awareness (Nirwijayanti & Rofiqoh, 2025). This indicates that interactive and contextual learning can have a positive impact on the mastery of speaking skills.

In addition to productive skills, reading skills also play a crucial role in supporting students' academic success. Reading is the process of understanding the meaning of a text, which involves critical thinking and the analysis of the information presented. However, many students still struggle to understand English texts due to limited vocabulary and a lack of effective reading strategies (Masyudi, 2023). Poor reading skills will make it difficult for students to understand scientific literature, which can ultimately hinder their learning process.

In English language learning, vocabulary mastery is a crucial aspect. Vocabulary serves as the foundation for understanding and producing language. Without adequate vocabulary mastery, students will face difficulties in reading, writing, and speaking. Vocabulary acquisition is significantly influenced by language exposure, phonological memory, and cross-linguistic similarities possessed by learners (Alharbi, 2025). Therefore, vocabulary development must be an integral part of English language learning.

Along with technological advancements, English language learning has also undergone significant changes. Technology facilitates access to information and enables learning to be more flexible and interactive. The use of technology in English language learning can increase student engagement and help them understand the material better (Muhlisin & Imran, 2025). Additionally, the use of digital media such as Google Forms has also proven effective in improving vocabulary mastery and student learning outcomes (Adelia et al., 2021; Erawan, 2022; Iqbal et al., 2018; Suryanovika, 2019; Ulfa & Ramadhani, 2022).

However, various studies conducted so far have tended to focus on specific aspects of English language learning, such as writing, speaking, or the use of technology, without comprehensively assessing students' needs. In the context of EAP, it is crucial to understand students' needs comprehensively so that the designed learning is truly aligned with their academic requirements.

Based on the above discussion, it can be concluded that there remains a gap between students' academic needs and their English proficiency. Therefore, a comprehensive English for Academic Purposes (EAP) needs analysis is required to identify students' needs in greater depth. The results of this needs analysis are expected to serve as a foundation for designing English language instruction that is more contextual, relevant, and aligned with students' needs, particularly within the Public Sector Financial Management Program.

2. RESEARCH METHODS

This study employs a mixed-methods approach that combines quantitative and qualitative methods to obtain a comprehensive understanding of students' English for Academic Purposes (EAP) needs. This approach was chosen because it integrates numerical and descriptive data, thereby yielding a more in-depth analysis of students' academic English needs. The research design used is descriptive, focusing on needs analysis, which aims to identify the gap between students' academic English needs and their current proficiency.

This study was conducted in the Public Sector Financial Management Program at the Lombok Business Academy. The research subjects were active students in that program, with a total of 54 respondents. All respondents were selected using total sampling, meaning all students meeting the criteria were included as the research sample. This was done to obtain representative data that accurately reflects the actual state of students' academic English needs in an academic context.

The variables observed in this study encompass three main aspects: academic English needs, students' initial proficiency, and learning needs. Academic English needs include the need for reading, writing, speaking, and listening skills in an academic context. Students' initial proficiency encompasses their level of English mastery, including vocabulary, grammar, and communication skills. Meanwhile, learning needs encompass the difficulties faced by students, preferences for learning methods, and the learning media they expect.

The research model used is an integrated EAP needs analysis model, which includes target situation analysis, present situation analysis, and learning needs analysis. This model is used to identify students' needs comprehensively, in terms of language usage goals, initial proficiency levels, and learning process needs. Through this model, researchers can obtain a clear picture of the gap between students' needs and abilities.

Data collection methods in this study included questionnaires, diagnostic tests, interviews, and documentation. Questionnaires were used to obtain quantitative data regarding students' learning needs, difficulties, and preferences using a Likert scale. Diagnostic tests were used to

measure students’ initial proficiency in reading, writing, speaking, and listening skills. Interviews were conducted on a limited basis to gather more in-depth information regarding students’ learning experiences, difficulties, and expectations regarding English language learning. Additionally, documentation was used as supporting data to supplement the research findings.

Data analysis was conducted both quantitatively and qualitatively. Quantitative data obtained from the questionnaires and tests were analyzed using descriptive statistics, such as mean values and percentages, to describe the level of students’ needs and abilities. Meanwhile, qualitative data from the interviews were analyzed through the stages of data reduction, data presentation, and drawing conclusions to identify patterns of needs and problems faced by students. To ensure data validity, triangulation was performed by comparing results from various data sources to obtain more accurate and reliable research results.

3. RESEARCH RESULTS AND DISCUSSION

3.1 Research Results

Description of Research Data

This section presents the research findings obtained from questionnaires, diagnostic tests, and interviews with students in the Public Sector Financial Management Program at the Lombok Business Academy. This study involved 54 respondents selected using total sampling. The data obtained were then analyzed to describe the needs, abilities, and gaps in learning English for Academic Purposes (EAP). To provide an initial overview of the respondents’ characteristics, the following table presents the distribution of respondents by gender.

Table 3.1 Distribution of Respondents

Category	Number	Percentage
Male	25	46.3%
Female	29	53.7%
Total	54	100

Based on Table 3.1, it can be seen that the number of female respondents was higher than that of male respondents, at 53.7%. This difference is not very significant, so it can be said that the research data adequately represents the student population in general. This relatively balanced distribution of respondents allows the research results to objectively describe students’ English language needs.

Results of the Target Situation Analysis (TSA)

A needs analysis was conducted to determine the extent to which students require English language skills in an academic context. The questionnaire results were analyzed using the mean to determine the level of need for each language skill. The results of the analysis of students’ English language skill needs are presented below.

Table 3.2 English Language Skill Needs

Skill	Mean	Category
Writing	4.60	Highly Sought After
Reading	4.42	Highly Required
Speaking	4.35	Highly Desired
Listening	4.08	Needed

Based on Table 3.2, it is evident that all English language skills fall into the “needed” to “highly needed” categories. The writing skill has the highest average score of 4.60, indicating that students highly need English writing proficiency. This is related to academic requirements that necessitate students to write papers, reports, and final projects.

Additionally, the reading skill also has a high score (4.42), indicating that students need the ability to comprehend academic texts such as journals and reference books. Meanwhile, speaking (4.35) is also classified as highly needed, particularly for presentations and discussions. As for listening, it has the lowest score (4.08), though it still falls within the needed category.

These findings indicate that students’ needs are more dominant in productive and academic skills, particularly writing, which is the top priority in EAP learning.

Results of the Present Situation Analysis (PSA)

After identifying students’ needs, the next step is to analyze their actual proficiency through diagnostic tests. This analysis aims to determine the actual state of students’ English proficiency. The results of the students’ English proficiency tests are presented below.

Table 3.3 Results of the English Proficiency Test

Skill	Mean Score	Category
Reading	67.5	Fair
Writing	59.8	Low
Speaking	61.2	Low
Listening	64.3	Fair

Based on Table 3.3, it is evident that students’ proficiency remains in the low to adequate range. Writing skills scored the lowest at 59.8, indicating that students struggle with writing in English. This aligns with the high demand for such skills.

Speaking skills also fall into the low category, with an average score of 61.2. This indicates that students are not yet able to communicate effectively in English, particularly in an academic context. Meanwhile, reading (67.5) and listening (64.3) skills fall into the adequate category, indicating that students possess basic abilities, though these are not yet optimal.

To provide a clearer picture, the distribution of students’ proficiency levels is presented below.

Table 3.4 Distribution of Proficiency Levels

Level	Percentage
Low	42%
Moderate	44%
Good	14

Based on Table 3.4, the majority of students fall into the low and fair categories, totaling 86%. Only 14% of students fall into the good category. This indicates that, in general, students’ English proficiency still needs to be improved, particularly in productive skills.

Results of the Learning Needs Analysis (LNA)

A learning needs analysis was conducted to identify the difficulties students face as well as their preferences in the learning process. The results of the analysis of student difficulties are presented below.

Table 3.5 Student Difficulties

Aspect	Percentage
Limited vocabulary	76
Constructing academic sentences	72%
Grammar	70%
Understanding academic texts	69%
Lack of confidence in speaking	67

Based on Table 3.5, the main difficulty students face lies in limited vocabulary, with the highest percentage at 76%. This indicates that vocabulary is the primary factor hindering students' ability to use English.

Additionally, difficulties in constructing academic sentences (72%) and using grammar (70%) are also major obstacles. This indicates that students do not yet have a sufficient understanding of proper English language structure. A lack of confidence in speaking is also one of the barriers to speaking skills. Next, the students' learning preferences are presented below.

Table 3.6 Learning Preferences

Method	Percentage
Hands-on practice	81
Task-based learning	74%
Text models (examples)	72%
Educational videos	63

Based on Table 3.6, the majority of students prefer practical and interactive learning methods. Hands-on practice has the highest percentage (81%), indicating that students learn more easily through direct experience. This suggests that conventional learning approaches need to be combined with more active and participatory methods.

Gap Analysis

To identify the differences between students' needs and abilities, a gap analysis was conducted.

Table 3.7 Gap Between Needs and Abilities

Skills	Needs	Abilities	Gap
Writing	4.60	59.8	High
Speaking	4.35	61.2	Tall
Reading	4.42	67.5	Medium
Listening	4.08	64.3	Moderate

Based on Table 3.7, there is a significant gap between students' needs and abilities, particularly in writing and speaking skills. This gap indicates that students have high needs, but these are not yet matched by adequate abilities.

Meanwhile, for reading and listening skills, the gap falls into the moderate category. This suggests that while students' abilities are sufficient, further improvement is still needed to optimally meet academic needs.

Interview Results

Interview results indicate that students struggle to understand English-language journals and lack confidence when speaking. Students also stated that the English language instruction they receive remains too theory-focused and lacks opportunities for practice.

Additionally, students hope for more contextual learning that aligns with their fields of study, so it can be directly applied in academic activities.

3.2 Discussion

The results of this study indicate that students have a high need for English for Academic Purposes (EAP), particularly in the areas of writing, reading, and speaking. The high demand for these skills in EAP indicates that students recognize the importance of English proficiency in supporting their academic activities, such as reading scientific literature, writing academic assignments, and giving presentations. This underscores that English is not merely an elective course but has become a primary necessity in the higher education learning process.

However, the results of the analysis of students' actual proficiency indicate that the majority of students still fall into the low to moderate categories, particularly in writing and speaking skills. Writing skills are the weakest aspect, even though they are simultaneously the students' greatest need. This situation indicates a mismatch between academic demands and the students' actual abilities. Weaknesses in writing suggest that students are not yet able to organize ideas systematically, do not fully understand academic writing structures, and still struggle with the appropriate use of vocabulary and grammar.

Additionally, speaking skills also remain in the low category. This indicates that students do not yet possess adequate oral communication skills in English, particularly in academic contexts such as presentations and discussions. The low level of speaking ability is not only caused by linguistic factors but is also influenced by affective factors such as a lack of self-confidence and anxiety when using English. Students tend to fear making mistakes, making them reluctant to practice speaking, which ultimately hinders the development of their skills.

On the other hand, reading and listening skills are in the "sufficient" category, indicating that students have basic proficiency in understanding English. However, these skills are not yet optimal to support more complex academic needs, such as understanding scientific journals or English-language course materials. This suggests that while students have a foundational skill set, they still require reinforcement to achieve a higher level of comprehension.

The results of the learning needs analysis indicate that limited vocabulary is the primary challenge faced by students. Vocabulary is a fundamental element in language learning; therefore, a limited vocabulary directly impacts reading, writing, and speaking skills. Additionally, difficulties in constructing academic sentences and using proper grammar also pose significant barriers. This indicates that students do not yet possess sufficient linguistic competence to use English in an academic context.

From a learning perspective, students show a strong preference for practical and interactive learning methods. Students prefer learning that involves hands-on activities such as discussions, presentations, and practice-based assignments over learning that focuses solely on theory. This preference indicates that a student-centered learning approach is more effective in enhancing student engagement and motivation.

An analysis of the gap between needs and abilities reveals a significant disparity, particularly in writing and speaking skills. This gap indicates that the English language instruction currently in place has not fully addressed students' academic needs. Instruction that remains too general and lacks contextual relevance is one of the factors contributing to this gap. Therefore, a shift toward a learning approach more oriented toward students' needs is necessary.

Furthermore, the findings of this study emphasize that the development of EAP instruction must be systematic and needs-based. EAP instruction should be designed with consideration for students' academic contexts, including the types of tasks they face, their initial proficiency levels, and the challenges they encounter. Additionally, instruction must prioritize the development of productive skills, particularly writing and speaking, which have been shown to have the largest gaps.

The use of interactive learning methods, such as task-based learning and hands-on practice, is one solution that can be implemented to improve students' abilities. These methods allow students to learn through direct experience, thereby enhancing their understanding and skills more effectively. Furthermore, the integration of technology into learning can also serve as an alternative to increase student engagement and facilitate access to learning resources.

Thus, the results of this study indicate that English language learning in higher education needs to undergo a transformation toward an approach that is more contextual, needs-based, and oriented toward the development of academic skills. The development of an EAP learning model tailored to students' needs is expected to significantly improve their English proficiency and support their overall academic success.

4. CONCLUSIONS

Based on the research findings and discussions conducted, it can be concluded that the need for English for Academic Purposes (EAP) among students in the Public Sector Financial Management Program at the Lombok Business Academy is at a high level. This need is primarily focused on writing, reading, and speaking skills directly related to academic activities, such as writing academic papers, understanding English-language literature, and conducting presentations and discussions.

However, students' actual proficiency remains in the low to moderate range, particularly in writing and speaking skills. This situation indicates a significant gap between students' needs and their proficiency in English for Academic Purposes. This gap suggests that the English language instruction currently in place has not fully met students' academic needs optimally.

Furthermore, the research findings also reveal that limited vocabulary, difficulties in constructing academic sentences, and low self-confidence are the primary factors affecting students' English proficiency. On the other hand, students prefer learning methods that are practical, interactive, and experience-based, such as discussions, presentations, and task-based learning.

Thus, it can be concluded that English language learning in higher education needs to be developed using an English for Academic Purposes (EAP) approach based on students' needs. Such instruction should be designed contextually, emphasizing the development of academic skills, vocabulary mastery, and the use of interactive, student-centered learning methods. The development of appropriate EAP instruction is expected to bridge the gap between students' needs and abilities and enhance their English proficiency to support academic success..

5. LITERATURE

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