



P-ISSN 2355-2794
E-ISSN 2461-0275

Investigating Students' Needs for TPACK Elements in Listening Materials for an English for Economics and Business E-book

M. Zaim^{1*}
Vanica Serly²
Muhd. Al Hafizh¹
Nur Rosita¹
Delvi Wahyuni¹
Leni Marlina¹
Muflihatuz Zakiyah¹

¹Department of English Language and Literature, Faculty of Languages and Arts, Universitas Negeri Padang, Padang 25131, INDONESIA

²Study Program of Accounting, Faculty of Economics and Business, Universitas Negeri Padang, Padang 25131, INDONESIA

Abstract

Developing an English e-book for Economics and Business with sufficient and proper content, pedagogical approaches, and integrated technology is required. This research analyzed Economics and Business faculty students' need for TPACK elements of listening materials in an e-book for learning English for Economics and Business. Listening material is highlighted because it is the most challenging skill to acquire among many non-English major students. This needs analysis can provide more focused and practical listening materials in English for Economics and Business, facilitating students' acquisition of the necessary abilities to improve their listening skills and for their future careers. Accordingly, descriptive research was conducted, and the questionnaire was used to collect data related to the student's needs, which were analyzed from five aspects: target situations, discourse, deficiency, present situations, and TPACK elements (technology, pedagogy, content, technological pedagogy, technological content, pedagogical content, and technological pedagogical content). From an ESP perspective, the data were analyzed descriptively. The study reveals that students require technology such as audio, short clips, and songs with engaging and meaningful listening materials, namely, business ethics, job interviews, business meetings, negotiations, and discussions. This study provides insights for English for Economics and Business e-

* Corresponding author, email: mzaim@fbs.unp.ac.id

Citation in APA style: Zaim, M., Serly, V., Al Hafizh, M., Rosita, N., Wahyuni, D., Marlina, L., & Zakiyah, M. (2025). Investigating students' needs for TPACK elements in listening materials for an English for economics and business e-book. *Studies in English Language and Education*, 12(1), 83-102.

Received April 29, 2024; Revised September 3, 2024; Accepted November 21, 2024; Published Online January 31, 2025

<https://doi.org/10.24815/siele.v12i1.38423>

Copyright © 2025 by Authors, published by *Studies in English Language and Education*. This is an open-access article distributed under the Creative Commons Attribution 4.0 International License. (<https://creativecommons.org/licenses/by/4.0/>)

book authors to design and develop e-books based on students' need for TPACK elements for listening materials.

Keywords: E-book, English for economics and business, listening skill, needs analysis, TPACK.

1. INTRODUCTION

Despite being a universal language, English is used for various purposes, including communication, commerce, education, and entertainment. English is also frequently used as a lingua franca for international business transactions and discussions (Roshid et al., 2022; Sing, 2017) because it promotes efficient communication and allows businesses to extend beyond their local markets (Setiawan & Wahyuningsih, 2023). Further, English is used for conferences, publishing, and economic research, enabling professionals to exchange ideas and insights on a global scale (Aqeel et al., 2023; Kawakibi & Indrawan, 2024). Tunga (2022) also found that 99.83% of cited economics articles come from English-language sources, facilitating access to various information.

Furthermore, English proficiency is required in many job vacancies (Zebedeus & Sihotang, 2015) due to communication skill requirements (Deming & Noray, 2020), even in non-English countries (Keirstead et al., 2016), including Indonesia. For example, for a hotel in Bali, awarded as the best hotel in the world by Travel + Leisure World's Best Awards 2023, English language skills are among the first skills required when selecting applicants for the interview (British Council, 2021). Meanwhile, a study at P.T. English Efficient Services revealed that English Language Proficiency (ELP) influenced recruitment by 3% and selection by 23%. In another case, a study conducted by two U.S. economists, Saiz and Zoido (2005), discovered that college graduates who can communicate in a foreign language make more money than those who cannot. Therefore, having an excellent command of English allows prominent economics graduates to work in multinational organizations and interact with clients from different countries.

Moreover, the field of economics has been evolving into a digital economy. The digital economy is the digitalization of economic sectors in versatile and pervasive ways to ease human businesses (e.g., e-commerce and e-payment) (WallStreetMojo Team, n.d.). In short, digitalization improves economic processes and values. In addition, bringing digitalization into economics learning is essential for students to achieve good digital economics literacy, which can be defined as the capacity to use ICT to access socioeconomic opportunities, and it is necessary to participate in the digital economy (Prasetyo & Anggraeni, 2020).

Considering that English is crucial for preparing graduates in global economics, lecturers may have provided the students with English for Economics and Business learning materials in the form of e-books, which can integrate subject materials and English language learning with technology better than printed materials. Additionally, TPACK serves as a model for effectively integrating technology into learning by connecting three essential areas of knowledge: content, pedagogy, and technology (Rahmat et al., 2022). Such rich learning materials can improve students' motivation and learning experiences (Suri et al., 2023).

However, based on the researchers' preliminary observations in the research setting, the materials were formatted in PDFs posted on e-learning and focused on TOEFL preparation and grammar without paying attention to integrative language skills. Thus, the students lacked critical thinking, creativity, collaboration, and active communication skills in economics and business. Particularly, 65% of the students belong to basic levels (A1 to A2 in CEFR) of English listening. These limitations will lead to unreadiness and unemployment once they graduate because they can provide an English certificate but fail to demonstrate that they are outstanding at meeting the job's English communication requirements.

Based on the background of the problem above, developing a course e-book that follows subject content and pedagogical approaches and promotes digital economic literacy (ICT use) and listening ability is highly needed. Therefore, this study investigates students' need for TPACK

elements when they learn listening using the English for Economics and Business e-book, with the following guiding questions:

1. Which listening skills do the economics and business faculty students aim to achieve using the TPACK-based e-book?
2. How can the students practice listening to support the targeted skills?
3. What is the student's current level of listening skills?
4. What is the student's current learning context?
5. What technological pedagogical content do the students need for learning listening using the TPACK-based e-book?

2. LITERATURE REVIEW

This section reviews the existing literature on needs analysis in ESP, TPACK, listening skills, and e-book. These topics highlight key contributions and provide a foundation for the present study.

2.1 The Needs Analysis in ESP

In ESP, needs analysis collects valuable inputs to develop or evaluate learning implementation in many aspects, such as objective, content, media, pedagogy, and assessment (Pushpanathan, 2013). This process involves identifying specific language skills and knowledge that learners require to communicate effectively in their chosen field or professional context (Astika, 1999). By conducting a thorough needs analysis, lecturers can tailor their teaching to meet the specific needs of their students, thus enhancing their overall language learning experience.

Needs analysis is divided into subjective and objective analyses (Lam et al., 2023). In ESP, subjective analysis refers to gathering information about an individual's needs and preferences through surveys, interviews, or observations. This type of analysis relies on personal opinions and perceptions to identify learners' specific requirements. In contrast, objective analysis in ESP involves analyzing existing data and materials to determine everyday language needs and patterns within a specific field or profession. This approach relies on empirical evidence and statistical data to identify the most important language skills and knowledge that learners require in their professional contexts. This needs analysis study belongs to subjective analysis because it is based on economics and business faculty students' needs and preferences. Specifically, the analysis around TPACK elements is reviewed in the following.

2.2 TPACK

Technological, Pedagogical, and Content Knowledge (TPACK) is a teaching model that integrates content, pedagogy, and technology. This model was developed by Koehler et al. (2013) and is claimed to be effective when it comes to teaching with technology because it requires the teacher's basic knowledge of the technology, which teaching technique is appropriate to deliver the content of materials using the technology, and how to use it in the classroom context. Thus, while previously considered a supporting component, technology is now a core teaching component, including pedagogy and content.

However, the implementation of TPACK in the design of instruction by English teachers in West Sumatra remains below average, indicating the need to improve teaching quality and the understanding and implementation of TPACK (Adnan & Yunisari, 2023). These approaches include workshops, seminars, TPACK-exposed teacher training programs, and mentoring (Adnan & Yunisari, 2023; R. Jannah et al., 2019; Nuryadi et al., 2023; Tondeur et al., 2020). According to Adji et al. (2022) and Rahmatiah et al. (2022), TPACK training helps improve teacher competence and expand their horizons using learning programs and resources. Another approach

is to provide a teacher book that explains what to understand, know, and deal with TPACK elements.

According to [Koehler et al. \(2013\)](#), TPACK requires teachers to master three core components: technology (T), teaching methods and practices (P), and subject matter (C). Additionally, teachers should understand the methodologies for teaching specific content (PC), identify technologies suited for teaching practices (TP), determine technologies best for delivering subject matter (TC), and integrate technologies for both pedagogy and content delivery (TPC). In this study, the researchers integrated these seven elements into listening materials to improve listening skills.

2.3 Listening Skills

Most EFL students perceived listening as a challenging skill to learn ([Alzamil, 2021](#); [Ningsih & Mariyati, 2022](#); [Rullu, 2022](#)) and even the most difficult to acquire online ([Fadlilah & Ma'rifah, 2022](#); [Wiraatmaja et al., 2022](#)). A lack of vocabulary and phonological awareness, different speech rates, accents, noises, extended spoken text, poor audibility of the text, and monotonous activities made the students find it challenging to comprehend the message ([Hardiyanto et al., 2021](#); [Jaya et al., 2021](#); [Sekkal, 2020](#)).

In teaching listening skills, many studies have integrated technology into English teaching to improve students' listening skills. Using podcasts as listening media, in which the students use their own digital devices to play the podcasts, successfully increases the students' listening comprehension ([Sabrila & Apoko, 2022](#); [Widodo & Gunawan, 2019](#); [Wulandari & Sya'ya, 2021](#)). In addition, digital stories also worked for this purpose ([Demirbaş & Şahin, 2022](#); [Jakob, 2021](#); [Köroğlu, 2020](#)). Moreover, [Polat and Erişti \(2022\)](#) proved that authentic video materials elevate students' listening skills and lower their anxiety. Watching videos helps students enhance listening comprehension by providing nonverbal cues, such as facial expressions, gestures, and eye contact, to support their understanding. Such integration can be presented in the form of e-book because it can provide interactive multimedia elements that can benefit student listeners.

2.4 E-book

According to [Duvnjak et al. \(2022\)](#), e-books are much more than just an online version of conventional textbooks; they have many functions, tools, and multimedia. They offer interactive features such as multimedia content, quizzes, and simulations that can enhance the learning experience. These features allow students to actively engage with the material and better understand economics and business concepts. Additionally, e-books are easily accessible on various devices, making it convenient for students to study them at any time and place.

Some related studies have been conducted on using e-books to teach listening. [Larson \(2015\)](#) combined an e-book and audiobook to facilitate sixth-grade students' reading-while-listening experiences to examine how the students used and perceived the combination. The results revealed that the students used e-book tools to access digital dictionaries, personalize screen settings, annotate, adjust the reading rate, pronounce words, and generate text into speech, and they loved having different reading/listening experiences. Moreover, e-books are not only suitable for elementary students but also for secondary students. [Hsieh and Huang \(2020\)](#) investigated the impact of e-books on teaching listening to secondary school students and found that e-books improved listening comprehension, especially among students with low skill levels.

3. METHODS

3.1 Research Design

This needs analysis examines economics and business students' requirements for an e-book in English for economics and business courses. A survey was employed to investigate their

targeted skills, language use, deficiencies, current situation, and TPACK elements for learning listening.

3.2 Respondents

The research population comprised economics and business faculty students at a state university in Indonesia. The sample was selected using a purposive sampling technique; only those enrolled in the course during this research were included. Of all the students, 46 voluntarily agreed to participate in this research.

3.3 Instrument

The data were collected using a questionnaire consisting of 15 items and 3–9 options to be chosen according to the respondents' needs. The questionnaire was adapted from a needs analysis instrument developed by Syafitri et al. (2023) and was developed based on needs analysis theory and TPACK. In adapting the questionnaire, the researchers reviewed several kits, such as syllabi and textbooks, used by lecturers at the faculty of economics and business for teaching English. Three experts in ESP, economics, business, and English language teaching validated the questionnaire for content validity. It was revised based on their suggestions until deemed valid (see Appendix). The questionnaire details are presented in Table 1.

Table 1. Questionnaire details.

Indicators	Sub Indicators	Item number
Target situation analysis	Desired listening ability	1
Discourse analysis	Language for target situation analysis	2
Deficiency analysis	Skills should be improved	3
Present situation analysis	Learner factors, such as motivation, how learners learn and their perceptions of needs and wants related to the ESP course	4-7
Strategy analysis	Technology	8
	Pedagogy	9
	Content	10, 11
	Pedagogical content	12
	Technological content	13
	Technological pedagogy	14
	Technological pedagogical content	15

3.4 Data Collection Technique

To make the questionnaire accessible online, Google Forms was chosen as the survey platform. The form was distributed to the students through an auto-generated link via WhatsApp groups. After collecting several responses in the platform, they were downloaded for further analysis using Microsoft Excel functions and tools.

3.5 Analysis Procedure

The data were analyzed descriptively in Microsoft Excel, where frequencies and percentages were calculated to interpret the findings. The percentages were categorized based on a 4-point Likert scale to determine the level of necessity for each item. As shown in Table 2, percentages ranging from 0–25% were classified as “Unnecessary”, indicating that the item holds minimal importance. Percentages from 26–50% were categorized as “Somewhat necessary”, reflecting moderate importance. Those from 51–75% were labeled “Necessary”, signifying a high level of importance, while percentages from 76–100% were considered “Very necessary”, representing critical importance. This categorization provided a clear framework for interpreting the data and identifying priorities based on the students' responses.

Table 2. Percentage interpretation guide.

Percentage	Category
0 – 25	Unnecessary
26 – 50	Somewhat necessary
51 - 75	Necessary
76 - 100	Very necessary

4. RESULTS

4.1 Target Situation Analysis

The students targeted some listening skills: a) distinguishing intonation in sentences, b) writing words omitted from a transcript/sentence, c) deriving the essence of a sentence, and d) deriving the essence of a long dialog, as presented in Table 3.

Table 3. Required listening skills.

Skill	Frequency	Percentage	Category
Distinguishing intonation in sentences	37	80%	Necessary
Distinguishing phonemes	14	30%	Somewhat Necessary
Writing words omitted from a transcript/sentence	29	63%	Necessary
Getting the gist of a sentence	29	63%	Necessary
Getting the gist of a short dialogue	23	50%	Somewhat Necessary
Getting the gist of a long dialogue	27	59%	Necessary
Getting the gist of a monologue	16	35%	Somewhat Necessary

Table 3 shows that the students needed to upgrade some listening skills, such as distinguishing intonation in sentences, writing words committed from a transcript/sentence, obtaining the gist of a sentence, and obtaining the gist of an extended dialog. These findings indicate that students still lack micro- and macro-listening skills and require improvement.

4.2 Discourse Analysis

Furthermore, we analyzed the language use for the targeted listening skills identified in the previous analysis. The results regarding how the students can practice their English listening skills are presented in Table 4.

Table 4. Required language use for listening.

Language Use	Frequency	Percentage	Category
Listening to conversations in formal situations	39	85%	Very Necessary
Listening to conversations in informal situations	31	67%	Necessary
Listening to phrases about conveying information to younger people	31	67%	Necessary
Listening to expressions about conveying information to older people	28	61%	Necessary

Table 4 shows that the students needed to acquire and use listening skills to engage in formal and informal conversations and convey information to younger and older people. Listening to conversations in formal situations also needed to be included when designing the e-book because this item received the highest percentage (85%), categorized as very necessary.

4.3 Deficiency Analysis

We further analyzed the types of materials that can help students improve their listening skills. The results related to listening materials are presented in Table 5.

Table 5. Listening materials to improve.

Materials	Frequency	Percentage	Category
Conversations from native speakers	35	76%	Very Necessary
English news without transcripts/subtitles	35	76%	Very Necessary
Information from radio, TV, and the Internet	29	63%	Necessary

Table 5 shows that the students targeted all three materials but still needed improvement: authentic conversation, news, and information delivered by native English speakers. Overall, the students believed the three items listed in this section were all necessary, placing more emphasis on authentic conversations and news, respectively, obtaining a percentage of 76%, categorized as very necessary.

4.4 The Present Situation Analysis

4.4.1 Students' motivation to learn English

Motivation is a student factor that influences their learning. The findings on what motivates students to learn English are presented in Table 6.

Table 6. Students' motivation to learn English.

Motivation	Frequency	Percentage	Category
English is important for my future career	41	89%	Very Necessary
English is a compulsory subject at the university	20	43%	Somewhat Necessary
I want to be proficient in communication with native English speakers	40	87%	Very Necessary
I want to work for a foreign company	34	74%	Necessary
I want to continue my studies abroad	46	100%	Very Necessary
Good relationship between lecturers and students	21	46%	Somewhat Necessary

From Table 6, it can be inferred that the factors that motivated students to learn English were their future careers, their willingness to communicate effectively with native speakers, and their desire to study abroad. Therefore, learning materials should facilitate students' preparation of valuable language skills in the workplace and universities abroad and allow them to practice effective communication with native speakers.

4.4.2 Students' course book preferences

Another student factor analyzed in this study is how the students preferred their course book. Table 7 presents students' preferences regarding what should be included in a course book or module.

Table 7. Students' course book preferences.

Inside the Book	Frequency	Percentage	Category
There are learning objectives for each topic	34	74%	Necessary
English language materials are accompanied by interactive	26	57%	Necessary
Materials are accompanied by contextual examples	28	61%	Necessary
Teaching and teaching materials are developed with methods that are appropriate to the material	24	52%	Necessary
Teaching materials are appropriate to the level of the student's ability	21	46%	Somewhat Necessary
Learning experiences are appropriate to the level of the student's ability	16	35%	Somewhat Necessary
Learning is carried out outside the classroom according to the topic	12	26%	Somewhat Necessary
Teaching materials are presented with appropriate ICT	10	22%	Unnecessary
Learning activities are interesting and presented in a variety of ways	20	43%	Somewhat Necessary

Based on Table 7, students expected that they could find, in a course book, learning objectives for each topic. This indicates that the students preferred that a course book provides learning experience that is clear and focused, helping them prioritize their study efforts. Moreover, they preferred a course book that is accompanied by interactive materials and with contextual examples. This shows that the students enjoyed their learning better when it was engaging, relatable, practical and applicable. Besides, they favored learning materials that was developed using appropriate methods. This reveals that the students expected that a course book could improve their learning outcomes.

4.4.3 Students' learning approach preference

The next student factor that was analyzed in this study is how the students expected the materials to be organized and their learning to be assessed. The results are presented in Table 8.

Table 8. Students' preferred learning approaches.

Approach	Frequency	Percentage	Category
Task-based approach	21	46%	Somewhat Necessary
Communicative approach	35	76%	Very Necessary
Project-based approach	17	37%	Somewhat Necessary
Case-based approach	17	37%	Somewhat Necessary
Flipped learning	7	15%	Unnecessary

Table 8 shows that the students preferred communicative learning approach. This result indicates that the students prioritized the ability to use the language in real-world situations, so that they could communicate effectively with others. Besides, preferring this approach, the students showed that they enjoyed learning with peers to express themselves and to be prepared to use the language in authentic contexts.

4.4.4 Students' learning environment preferences

The other student factor that was analyzed in this study is the students' expected learning environment. Students' responses to questions about the learning environment that they needed is summarized in Table 9.

Table 9. Students' preferred learning environment.

Environment	Frequency	Percentage	Category
Inside the classroom	37	80%	Very Necessary
Outside the classroom	17	37%	Somewhat Necessary
Library	16	35%	Somewhat Necessary
Language Laboratory	14	30%	Somewhat Necessary

Table 9 indicates that the students were comfortable with listening activities in the classroom, instead of after class. This suggests that the students found it easier to concentrate and engage with the materials when they were in the classroom. In addition, the results show that the students preferred active learning because in-class activities often involved active participation.

4.5 Strategy Analysis

4.5.1 Students' need for technology to learn listening

Based on the results of data analysis about the technology used to practice listening using the e-book, the students found that listening media, such as audio, short clips, and songs, are more effective than podcasts in promoting better understanding and better retention of information. The results are presented in Table 10.

Table 10. Listening media.

Media	Frequency	Percentage	Category
Audio	31	67%	Necessary
Podcast	21	46%	Somewhat Necessary
Short Clip	34	74%	Necessary
Song	29	63%	Necessary

Table 10 shows that most of the students agreed that audio, short clips, and songs were necessary technology for learning to listen, in which a short clip was preferred the most (74%), followed by audio (67%) and songs (63%). However, they consider podcasts somewhat necessary because only less than half regard them as necessary (46%). These results indicate that students prefer technology that can deliver consistent, precise, and clean sound, unlike podcasts that are more casual, conversational, and sometimes noisy.

4.5.2 *Students' needs for pedagogy in learning listening*

The results of the data analysis of the need to learn pedagogy show that students need selective and authentic listening the most. The analysis results are summarized in Table 11.

Table 11. The listening learning technique.

Learning Technique	Frequency	Percentage	Category
Transferring information through images	27	59%	Necessary
Paraphrasing and translating after students listen to the conversation	27	59%	Necessary
Answering questions based on dialogue	23	50%	Somewhat Necessary
Inferring after listening to the dialogue	21	46%	Somewhat Necessary
Completing incomplete transcripts while listening to the conversation	19	41%	Somewhat Necessary
Answering and giving a tick as a form of understanding the conversation heard	15	33%	Somewhat Necessary

Table 11 shows that more than half of the students (59%) needed to learn listening by transferring information through images, paraphrasing, and translating a conversation after listening to it. Meanwhile, some of them ($\leq 50\%$) regarded learning to listen by answering questions based on dialog, making inferences from it, completing incomplete transcripts while listening to the conversation, or answering and giving a tick as a form of understanding the conversation heard. These results demonstrate that the students required the most selective listening skills in the information transfer task and authentic listening skills in the retelling task.

4.5.3 *Students' need for content to learn listening*

Based on the data collected and analyzed, economics students' need of English materials for listening materials were varied and multimedia. The needs were reviewed from two aspects: listening topics and activities.

a. Listening topics

The topic most needed by economics students was listening to spoken texts about a) the use of English in the business world, b) business ethics, c) job interviews, d) negotiations, and e) business discussions. The results are presented in Table 12.

Table 12. Listening topics needed.

Task	Frequency	Percentage	Category
Listening to the use of English in the business world	42	91	Very Necessary
Listening to business ethics	31	67	Necessary
Listening to job interviews	26	57	Necessary
Listening to business meetings	24	52	Necessary

Table 12 continued...

Listening to business negotiations	26	57	Necessary
Listening to remote business conversations	18	39	Somewhat Necessary
Listening to business presentations	23	50	Somewhat Necessary
Listening to job openings	17	37	Somewhat Necessary
Listening to business discussions	26	57	Necessary

Table 12 reveals that students needed listening materials to perform specific listening topics, such as using English in business and listening to business ethics, job interviews, business meetings, negotiations, and discussions. However, they considered it necessary to listen to job openings, remote business conversations, and business presentations. This indicates that they could manage listening to the three spoken texts because they are ubiquitous in reality and on the Internet.

b. Listening activities

The form of listening activity that suits the needs of students is listening to monologs, dialogs, and short videos that are appropriate for the business context. However, they focused on the first two activities (Table 13).

Table 13. Required listening activities.

Activity	Frequency	Percentage	Category
Listening to monologues (narration) in audio and audio-visual in a business context	33	72%	Necessary
Listening to audio and audio-visual conversations (dialogues) in a business context	42	91%	Very Necessary
Listening to short videos in a business context	28	61%	Necessary

Based on Table 13, the students highly needed listening activities that helped them listen to audio and audio-visual conversations (dialogs) in a business context because they considered that activity very necessary (91%). In addition, they also needed to do activities that allowed them to listen to monologs (narration) in audio and audio-visual in a business context (72%) and to short videos in a business context (61%). These findings indicate that students understood that visualization, such as listening to videos, could improve listening skills.

4.5.4 Students' need for pedagogy to facilitate content

Pedagogy plays a crucial role in facilitating students' comprehension and engagement with learning materials. The results related to the pedagogy implemented to facilitate content are presented in Table 14.

Table 14. Listening learning method, strategy, assessment, and model.

Pedagogy	Frequency	Percentage	Category
Audio containing short conversations and exercises done individually and studied in the language laboratory	33	72%	Necessary
Audio containing conversations and tables that will be ticked as a measure of student understanding and done individually in the language laboratory	30	65%	Necessary
The lecturer reads a short story about a tutorial on becoming a bank customer, and the exercise is done in paired work	14	30%	Somewhat Necessary

Table 14 shows that the students preferred recorded audio to the lecturer's real-time voice reading a text because the related item received the highest percentage (72%), indicating that it was necessary for the students. Listening to the audio containing dialogs while they filled out the answer sheets was also necessary because 65% of the students chose this item. They also liked performing the exercises individually in the laboratory rather than in pairs. Therefore, these two items must be included in the e-book design. Instead, the last item, i.e., the lecturer reads a short

story about a tutorial on becoming a bank customer, and the exercise is done in paired work, was considered somewhat necessary, so it could be included as an extra or excluded because only 30% of the students believed it was necessary.

4.5.5 *Students' need for technology to mediate learning content delivery*

It is important to integrate technology when delivering the learning materials. Table 15 presents the results of the technologies that the students needed to mediate learning content delivery.

Table 15. Listening material presentation.

Presentation	Frequency	Percentage	Category
In the form of a compact disk (CD)	20	43%	Somewhat Necessary
In audio form in the form of a recording of the lecturer's voice	24	52%	Necessary
In the form of a short film originating from YouTube	35	76%	Very Necessary

Table 15 shows that regarding technological content knowledge, the students believed that content materials could be learned when teachers provided recorded audio or YouTube videos. This was indicated by the number of students who chose the last two items listed in the table, which was more than half for recording (52%) and YouTube videos (76%). Between these two, videos from YouTube should be embedded into the e-book design. However, as time progressed, the students found using CDs to learn listening less necessary, with a percentage of 43%.

4.5.6 *Students' need for technology to facilitate pedagogy*

The integration of technology is key component in the concept of TPACK. The results related to the technologies that the students needed to facilitate their pedagogy are presented in Table 16.

Table 16. Listening to technological pedagogical knowledge

Pedagogical Technology	Frequency	Percentage	Category
The audio contains short conversations with relevant images from the textbook, and the exercises are completed individually.	30	65%	Necessary
Audio contains conversations accompanied by relevant pictures in textbooks and tables. This audio will measure student understanding and the task is pair work.	34	74%	Necessary
The lecturer reads conversations that are relevant to the pictures in the textbook, and the exercises are completed individually.	14	30%	Somewhat Necessary

Table 16 shows that the students perceived that technologies such as audio containing conversations accompanied by relevant textbook pictures, individual exercises, and pair-assessment tables were necessary. Meanwhile, the lecturer's reading voice, mediated by relevant pictures and followed by individual exercises, was somewhat necessary for the students since only 14 students chose the item.

4.5.7 *Students' need for technology to facilitate pedagogy and content*

Another of importance is the integration of technology into pedagogy and learning materials. Table 17 presents the technologies that can be used for pedagogical purposes and content delivery.

Table 17. Technology to facilitate pedagogy and content.

Pedagogical Technology	Frequency	Percentage	Category
Short conversations in the form of audio related to entrepreneurship and the exercises completed individually in the language laboratory.	28	61%	Necessary

Table 17 continued...

Material about trading in an audio form containing short conversations and tables that will be ticked as a measure of student understanding and done individually in the language laboratory.	31	67%	Necessary
The lecturer reads a short text about Islamic economics with pictures from the textbook, and the exercises are completed individually	16	35%	Somewhat Necessary

Table 17 shows that regarding technological pedagogical content, the students believed that pedagogy and content materials could be understood by providing technologies that recorded audio about entrepreneurship and trading. In addition, exercises and self-assessment tables completed individually in the language laboratory must be provided. Based on the analyses presented above, e-book designers must provide the necessary materials and consider items that are considered necessary to provide a set of listening materials for economics students.

5. DISCUSSION

Regarding the first research question, the results show that students were more skilled at distinguishing intonation in sentences, writing words omitted from a transcript/sentence, and deriving the essence of a sentence and an extended dialog. This result shows that most students had low listening skills and may find it challenging to understand intonation because their pattern rules are complex, and they could only recognize familiar words and phrases. In this case, [Hardiyanto et al. \(2021\)](#) and [Duong et al. \(2022\)](#) found that their students often face difficulties with unfamiliar accents, fast speech rate, and a lack of vocabulary, which can affect their intonation comprehension. Thus, teachers must consider the difficulties faced by students and use appropriate teaching techniques to help them improve their listening skills and understand intonation.

For the second research question, students needed listening materials that covered the use of the English language to participate in formal and informal settings and communicate with younger or older people. This result indicates that the current learning practice did not reflect the authentic academic contexts experienced by the students. In addition, students also needed listening materials with authentic conversation, news, and information delivered by native English speakers. With authentic listening materials, students felt that they had been exposed to the real world, which kept them informed about current events and motivated them to learn more.

Furthermore, as for the third research question, although the students had prior listening skills, they felt they needed to improve in understanding authentic conversation, news, and information from mass media delivered by native English speakers. Students now have easy access to an English native speaker because of the advancement of technology, such as using video conferencing tools, where everyone worldwide can meet online and engage in conversations. Additionally, English from TV news has unique features ([Adnan, 2017](#)) compared to movies. Also available on YouTube, the news can be understood by adjusting the speed rate and checking the closed captions to determine whether what the students hear is correct.

Regarding the fourth research question, the results of this study demonstrate that the students needed audio, short clips, and songs to learn listening. These technologies provide engaging and meaningful sources of listening materials, aligning with the learning principles of young learners ([Chi, 2021](#)). Songs, in particular, have been recommended as supplementary activities for English as a Foreign Language (EFL) classrooms ([Hidayatullah et al., 2022](#)). Previously, audio media based on scripted songs has proven effective in improving English learning outcomes among beginners ([Kurniati et al., 2021](#)). Technology-based media, such as TikTok, mobile-based media, multimedia technology, radio news, podcast applications, and mobile-based audiobooks, can effectively improve listening skills. Students reported increased engagement, collaborative learning, self-directed learning, error consideration, and improved pronunciation when using technology-based listening tools. These findings highlight the importance of incorporating audio, short clips, songs, and other technology-based media into language learning to enhance students' listening abilities.

Finally, to answer the fifth research question, the results show that communicative and task-based learning approaches were the two learning approaches that the students chose the most, and flipped learning was the least preferred. The students strongly preferred communicative and task-based approaches because of their interactive and practical nature. These approaches allow the participants to actively engage in meaningful conversations and real-life scenarios, enhancing their listening skills effectively (R. N. Jannah et al., 2022; Jittisukpong, 2022). The students believed they would learn to listen more effectively through communicative learning, which aligns with a study examining the perception of economics and business faculty students at South East European University toward CLT for English subjects (Radosavlevikj, 2020), which found that the students perceived positively communicative learning to develop communicative language competencies, including listening skills.

On the other hand, flipped learning was the least favored because it required more independent study outside the classroom, which some students found challenging to manage alongside their other commitments. However, they also somewhat preferred learning outside the classroom. They believed that practicing listening skills in real-life situations, such as watching movies or podcasts, helped them better understand natural speech patterns and accents (Adnan, 2015; Chang, 2016). Moreover, they found it more convenient to incorporate listening practice into their daily routines, such as during their commute or while doing household chores. However, the other two alternative learning environments (i.e., library and language laboratory) provided a quieter and more focused environment for students to practice their listening skills without distractions. Additionally, the availability of resources like audio materials and language software further supported their independent learning journey.

Furthermore, it indicates that students need listening materials to facilitate their experience of listening to authentic and practical English texts spoken in business, such as business ethics, job interviews, business meetings, negotiations, and discussions. These tasks are transactional, and students cannot acquire them unless they are actively engaged in the business world because they may vary and cannot be easily accessed. These tasks are suitable for beginner listeners. Based on the Common European Framework of Reference (CEFR), learning tasks at the A1 to B1 level should help students focus on lexical recognition and identification of specific and factual information (Bayliss, 2021). Therefore, they should receive feedback and guidance to do so correctly (Richter, 2012).

Moreover, the results reveal that the students considered it necessary to perform activities that required them to listen to monologs and short videos in business contexts, especially dialogs. This result indicates that the students understood that business is an economic activity that requires interaction between people. This aligns with the results of the study conducted by Ushakova and Sycheva (2022), which revealed that interactive forms of teaching, such as case studies and didactic games, help students develop communication skills and bridge the gap between theoretical knowledge and real situations. Additionally, activities based on videos can enhance the understanding of colloquialisms in the English language, particularly in sitcoms (Hugo et al., 2022). Therefore, incorporating interactive activities, such as video-based exercises and real-life scenarios, can benefit students in developing their communication skills and understanding authentic language use in various contexts. Knight (2016) noted that employers value prospective employees for their conversation skills, empathy, and face-to-face involvement. Using business conversations in various professional settings also helps establish credibility and build customer trust. By effectively communicating their ideas and understanding the needs of their clients, businesses can create a positive impression and increase their chances of success in these competitive industries.

To summarize, students need listening materials such as audio recordings from native speakers and video clips. Providing such authentic materials develops communicative skills and motivates economics and business faculty students to learn English for specific communication (Alhasani, 2017; Radosavlevikj, 2020), so it is communicative. The results of this study will improve student listening and help e-book designers design appropriate listening materials for books that meet students' needs.

6. CONCLUSION

Previous studies have shown that e-books help improve listening skills. The present study surveyed the types of e-books that are necessary for students who learn English for economics and business context, based on TPACK components. The results reveal that the students preferred e-books with audio recordings, short clips, and songs as listening materials. The use of these technologies enhances listening, engagement, and pronunciation. Communicative and task-based approaches were preferred over flipped learning. The students also preferred learning outside the classroom and required authentic business English texts.

However, this study has several limitations. Firstly, the scope is limited to listening skills, neglecting other crucial language skills like speaking, reading, and writing. Secondly, the findings are specific to the target learners and their context, potentially limiting generalizability to other populations. Therefore, future research should focus on broader settings, other language skills, and updated technologies.

ACKNOWLEDGMENT

We would like to express our gratitude to Universitas Negeri Padang for financially supporting our research, with grant number 2093/UN35.15/LT/2023.

REFERENCES

- Adji, S. S., Kismiati, D. A., Safitri, H., Hartinawati, H., Sugilar, S., Novianti, I., & Zakirman, Z. (2022). Pelatihan Technological Pedagogical Content Knowledge (TPACK) sebagai kerangka pengetahuan untuk meningkatkan kompetensi guru [Technological Pedagogical Content Knowledge (TPACK) Training as a knowledge framework to improve teacher competence]. *Jurnal Pengabdian UNDIKMA*, 3(3), 401-409. <https://doi.org/10.33394/JPU.V3I3.5897>
- Adnan, A. (2015). Enhancing students' listening skill through various listening materials and activities outside the classroom. In *Proceedings of 3rd International Seminar on English Language Teaching (ISELT)* (pp. 76-82). Universitas Negeri Padang. <https://ejournal.unp.ac.id/index.php/selt/article/view/6302/4906>
- Adnan, A. (2017). Assigning students to listen to the English news in listening course. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 7(1), 1-8. <https://doi.org/10.24036/ld.v7i1.3527>
- Adnan, A., & Yunisari, C. (2023). TPACK: Teachers' needs. *Ta'dib*, 26(1), 143-155. <https://doi.org/10.31958/jt.v26i1.9072>
- Alhasani, M. D. (2017). A comparative analysis of the deep content-based ESP textbook to balanced ESP: The case of business English. *Journal of Teaching English for Specific and Academic Purposes*, 5(2), 379-395.
- Alzamil, J. (2021). Listening skills: Important but difficult to learn. *Arab World English Journal*, 12(3), 366-374. <https://doi.org/10.24093/awej/vol12no3.25>
- Aqeel, M., Waqar, S., Majeed, S. A., & Kiran, S. (2023). Role of English language as a global and economical language around the globe: A case of Kachru's model. *Bulletin of Business and Economics*, 12(4), 141-147. <https://doi.org/10.61506/01.00096>
- Astika, G. (1999). The role of needs analysis in English for specific purposes. *TEFLIN Journal*, 10(1), 31-47. <https://doi.org/10.15639/teflinjournal.v10i1/31-47>
- Bayliss, W. (2021, November 18). *Linking writing test tasks to the CEFR* [Webinar]. British Council. https://www.britishcouncilfoundation.id/sites/default/files/assessment_workshop_linking_writing_test_tasks_to_cefr.pdf

- British Council. (2021). *How to unlock career opportunities with an English certificate*. BC EnglishScore. <https://www.englishscore.com/resources/blog/unlock-career-opportunities-english-certificate/>
- Chang, A. C. S. (2016). Teaching L2 listening: In and outside the classroom. In W. Renandya & H. Widodo (Eds.), *English language teaching today: Linking theory and practice* (Vol. 5, pp. 111-125). https://doi.org/10.1007/978-3-319-38834-2_9
- Chi, P. K. (2021). Students' experiences on learning listening through technology-based tool. *European Journal of Education Studies*, 8(8), 106-120. <https://doi.org/10.46827/EJES.V8I8.3841>
- Deming, D. J., & Noray, K. (2020). Earnings dynamics, changing job skills, and STEM careers. *The Quarterly Journal of Economics*, 135(4), 1965-2005. <https://doi.org/10.1093/qje/qjaa021>
- Demirbaş, İ., & Şahin, A. (2022). The effect of digital stories on primary school students' listening comprehension skills. *Participatory Educational Research*, 9(6), 380-397. <https://doi.org/10.17275/per.22.144.9.6>
- Duong, N. H., Tram, T. T. M., Oanh, B. T. K., Hop, N. B., & Vy, L. T. (2022). Students' perception of the influence of intonation in English on conveying the meaning of speech in communication. *European Journal of Foreign Language Teaching*, 6(4), 71-84. <https://doi.org/10.46827/ejfl.v6i4.4572>
- Duvnjak, M., Travica, J., Rončević, M., & Pupavac, M. (2022). E-books in foreign language teaching. In *Sinteza 2022 - International Scientific Conference on Information Technology and Data Related Research* (pp. 309-315). Univerzitet Singidunum. <https://doi.org/10.15308/sinteza-2022-309-315>
- Fadlilah, A., & Ma'rifah, U. (2022). Enhancing students' listening skill through quizizz audio feature in online learning at Jiarawanon-Utis 4 School. *ETERNAL (English Teaching Journal)*, 13(1), 91-102. <https://doi.org/10.26877/eternal.v13i1.10883>
- Hardiyanto, A., Tanjung, M., & Suharjono, S. (2021). Listening comprehension difficulties; a case study of EFL students in listening class. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 7(1), 168-179. <https://doi.org/10.24252/eternal.v7i1.2021.a12>
- Hidayatullah, A., Sakina, R., & Yunita, S. (2022). A comparative study of audio video listening practice at the tenth grade students of a senior high school in Purwakarta. *English Education and Applied Linguistics Journal (EEAL Journal)*, 5(3), 191-201. <https://journal.institutpendidikan.ac.id/index.php/eeal/article/view/375>
- Hsieh, Y., & Huang, S. (2020). Using an e-book in the secondary English classroom: Effects on EFL reading and listening. *Education and Information Technologies*, 25(2), 1285-1301. <https://doi.org/10.1007/s10639-019-10036-y>
- Hugo, V., Salazar, L., Ileana, E., & Soria, V. (2022). Video-based activities for understanding colloquialisms broadcasted in sitcoms among teenagers. *Ciencia Digital*, 6(1), 71-90. <https://doi.org/10.33262/cienciadigital.v6i1.1955>
- Jakob, J. C. (2021). The use of digital storytelling in teaching listening comprehension: An experimental study on the eighth grade students of SMP Negeri 4 Parepare. *ELT Worldwide*, 5(1), 1-9. <https://doi.org/10.2139/ssrn.3923988>
- Jannah, R., Mulyani, S., Ulfa, M., Saputro, S., Yamtinah, S., & Masykuri, M. (2019). Investigation of chemistry preservice teachers' understanding of Technological, Pedagogical, and Content Knowledge (TPACK). In N. Y. Indriyanti, M. Ramli, & F. Nurhasanah (Eds.), *Proceedings of the 2nd International Conference on Science, Mathematics, Environment, and Education* (020045). AIP Publishing. <https://doi.org/10.1063/1.5139777>
- Jannah, R. N., Noni, N., & Jabu, B. (2022). The effectiveness of task-based English language teaching and content-based instruction approaches on students' English listening comprehension. *Pinisi Journal of Art, Humanity & Social Studies*, 2(2), 80-92. <https://doi.org/10.1063/1.5139777>

- Jaya, H. P., Petrus, I., & Kurniawan, D. (2021). Listening comprehension performance and problems: A survey on undergraduate students majoring in English. *Indonesian Research Journal in Education (IRJE)*, 5(2), 375-386. <https://doi.org/10.22437/irje.v5i2.14428>
- Jittisukpong, P. (2022). Implementing task-based learning to improve English listening and speaking abilities of first-year undergraduate students. *Res Militaris*, 12(2), 7903-7913.
- Kawakibi, M. A., & Indrawan, F. (2024). The importance of English in international science research collaboration. *Teaching English as Foreign Language, Literature and Linguistics*, 4(1), 40-44. <https://doi.org/10.33752/teflics.v4i1.6544>
- Keirstead, J., Mehta, S., Webb, S., Silveira, L., & Khikhol, H. (2016, November). *English at work: Global analysis of language skills in the workplace* [Report]. Cambridge English Language Assessment.
- Knight, M. (2016). The importance of conversation. *Business and Professional Communication Quarterly*, 79(3), 267-269. <https://doi.org/10.1177/2329490616665823>
- Koehler, M. J., Mishra, P., & Cain, W. (2013). What is Technological Pedagogical Content Knowledge (TPACK)? *Journal of Education*, 193(3), 13-19. <https://doi.org/10.1177/002205741319300303>
- Köroğlu, Z. Ç. (2020). Effects of digital short stories on the development of listening skills: An action research. *Gist Education and Learning Research Journal*, 20, 65-84. <https://doi.org/10.26817/16925777.766>
- Kurniati, E., Zaim, M., Jufrizal, & Jufri. (2021). The effectiveness of audio media for English learning based on scripted song at the fifth grade of elementary school. *Elementary Education Online*, 20(1), 208-216. <https://doi.org/10.17051/ilkonline.2021.01.023>
- Lam, K. C., Ang, L. H., Hoe, F. T., & Ting, H. L. (2023). Subjective and objective needs analysis of Mandarin learners. *International Journal of Chinese Education*, 12(1), 1-17. <https://doi.org/10.1177/2212585X221144897>
- Larson, L. C. (2015). E-books and audiobooks: Extending the digital reading experience. *Reading Teacher*, 69(2), 169-177. <https://doi.org/10.1002/trtr.1371>
- Ningsih, Y., & Mariyati, N. (2022). Information transfer technique to improve beginner level students' listening skill and classroom participation. *Journal of English in Academic and Professional Communication*, 8(1), 28-34. <https://doi.org/10.25047/jeapco.v8i1.2720>
- Nuryadi, N., Marhaeni, N. H., & Rozi, A. F. (2023). Pendampingan TPACK (Technological Pedagogic and Content Knowledge) di SMA Negeri 1 Pengasih [TPACK (Technological Pedagogic and Content Knowledge) mentoring at SMA Negeri 1 Pengasih]. *Indonesian Community Journal*, 3(1), 11-20. <https://doi.org/10.33379/ICOM.V3I1.2084>
- Polat, M., & Erişti, B. (2022). The effects of authentic video materials on foreign language listening skill development and foreign language listening anxiety at different levels of English proficiency. *International Journal of Contemporary Educational Research*, 6(1), 135-154. <https://doi.org/10.33200/ijcer.567863>
- Prasetyo, P. E., & Anggraeni, O. (2020). The effectiveness of digital literacy in economic learning. *Dinamika Pendidikan*, 15(2), 136-147. <https://doi.org/10.15294/dp.v15i2.26474>
- Pushpanathan, L. T. (2013). A need for needs analysis. *International Journal of Applied Research & Studies*, 11(I), 1-7.
- Radosavlevikj, N. (2020). Teachers' and students' perceptions and challenges in communicative language teaching. *Journal of Teaching English for Specific and Academic Purposes*, 8(3), 307-317. <https://doi.org/10.22190/JTESAP2003307R>
- Rahmat, S. T., Salim, A. A., Ferdina, Hanafi, I., Trianung, T., & Bora, I. F. R. (2022). TPACK's contribution to improving ICT literacy in higher education institution: A systematic literature review. In *Proceedings of The Second International Conference on Humanities, Education, Language, and Culture* (pp. 199-217). Badan Riset dan Inovasi Nasional. <https://karya.brin.go.id/id/eprint/13876/>
- Rahmatiah, R., Sarjan, M., Muliadi, A., Azizi, A., Hamidi, H., Fauzi, I., Yamin, M., Muttaqin, M. Z. H., Ardiansyah, B., Rasyidi, M., Sudirman, S., & Khery, Y. (2022). Kerangka kerja TPACK (Technological Pedagogical Content Knowledge) dalam perspektif filsafat ilmu untuk menyongsong pendidikan masa depan [TPACK (Technological Pedagogical Content

- Knowledge) framework from the perspective of philosophy of science to welcome future education]. *Jurnal Ilmiah Profesi Pendidikan*, 7(4), 2232-2241. <https://doi.org/10.29303/JIPP.V7I4.1069>
- Richter, S. (2012). Learning task. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning* (pp. 1975-1979). Springer. https://doi.org/10.1007/978-1-4419-1428-6_342
- Roshid, M. M., Webb, S., & Chowdhury, R. (2022). English as a business lingua franca: A discursive analysis of business e-mails. *International Journal of Business Communication*, 59(1), 83-103. <https://doi.org/10.1177/2329488418808040>
- Rullu, S. M. (2022). Students' perceptions in learning listening. *Jurnal Pendidikan Glasser*, 6(2), 191-201. <https://doi.org/10.32529/glasser.v6i2.1499>
- Sabrila, R. A. P., & Apoko, T. W. (2022). The effectiveness of podcast on listening skill for vocational school students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1177-1186. <https://doi.org/10.24256/ideas.v10i2.2897>
- Saiz, A., & Zoido, E. (2005). Listening to what the world says: Bilingualism and earnings in the United States. *Review of Economics and Statistics*, 87(3), 523-538. <https://doi.org/10.1162/0034653054638256>
- Sekkal, K. (2020). Listening comprehension for "Business English" students: Obstacles, needs, and strategies. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(1), 36-46. <https://doi.org/10.2139/ssrn.3528314>
- Setiawan, M. R., & Wahyuningsih, S. (2023). The role of English in the business world for import-export entrepreneurs: Insight from the indonesian furniture industry. *Scope: Journal of English Language Teaching*, 8(1), 132-138. <https://doi.org/10.30998/scope.v8i1.17938>
- Sing, C. (2017). 14. English as a lingua franca in international business contexts: Pedagogical implications for the teaching of English for Specific Business Purposes. In G. Mautner & F. Rainer (Ed.), *Handbook of business communication: Linguistic approaches* (pp. 319-356). De Gruyter Mouton. <https://doi.org/10.1515/9781614514862-014>
- Suri, E. M., Jufrizal, J., & Zaim, M. (2023). Need analysis in the development of blended learning model materials on Civil Engineering Department at Universitas Ekasakti. In A. Fauzan, D. Y. Fitri, & E. Kurniati (Eds.), *The 3rd International Conference on Innovation in Education (ICoIE 2021)* (090032). AIP Publishing. <https://doi.org/10.1063/5.0167847>
- Syafitri, W., Zaim, M., & Ardi, H. (2023). Developing need analysis instruments to create economics english instructional material based on Technological Pedagogical and Content Knowledge (TPACK). *GIC Proceeding*, 1(1), 287-298. <https://doi.org/10.30983/gic.v1i1.213>
- Tondeur, J., Scherer, R., Siddiq, F., & Baran, E. (2020). Enhancing pre-service teachers' Technological Pedagogical Content Knowledge (TPACK): A mixed-method study. *Educational Technology Research and Development*, 68(1), 319-343. <https://doi.org/10.1007/s11423-019-09692-1>
- Tunga, S. K. (2022). Information use pattern of researchers in economics: A citation analysis 2007-2016. *International Journal of Information Dissemination and Technology*, 12(3), 87-91. <https://doi.org/10.5958/2249-5576.2022.00017.6>
- Ushakova, E. V., & Sycheva, E. O. (2022). Interactive forms in training sessions as a factor in motivating entrepreneurship students to study the culture of speech. *Современная Конкуренция*, 16(87), 133-143. <https://doi.org/10.37791/2687-0657-2022-16-3-133-143>
- WallStreetMojo Team. (n.d.). *Digital economy*. WallStreetMojo. <https://www.wallstreetmojo.com/digital-economy/>
- Widodo, M. R., & Gunawan, A. (2019). Investigating the effect of using podcast on student's listening comprehension. *LINGUA: Jurnal Pendidikan Bahasa*, 15(12), 35-42. <https://doi.org/10.34005/lingua.v15i2.358>
- Wiraatmaja, T., Sari, L. K., & Cahyadi, P. (2022). How listening deemed as the most difficult English skills during online learning among students? *Premise: Journal of English Education*, 11(3), 438-457. <https://doi.org/10.24127/pj.v11i3.4969>

- Wulandari, T., & Sya'ya, N. (2021). The effectiveness of students' listening skill by using podcast at the second grade of SMK Negeri 6 Balikpapan in academic year 2019/2020. *Borneo Journal of Language and Education*, *I*(1), 25-38. <https://doi.org/10.21093/benjole.v1i1.3134>
- Zebedeus, Z. V., & Sihotang, R. B. (2015). The impact of English language proficiency on the recruitment and selection process: A study from PT. English Efficient Services. *Jurnal Manajemen dan Bisnis (Performa)*, *12*(2), 227-249. <https://elearning2.unisba.ac.id/index.php/performa/article/view/3273>

APPENDIX

Survey on Analysis of Learning Material Needs for English for Economics and Business Based on TPACK and 4C Skills for Students of the Faculty of Economics and Business

Student Identity:

Name : _____
 ID : _____
 Study Program : _____

Guide:

- This questionnaire aims to obtain information about the form of knowledge and English language skills for economic and business contexts required by students of the Faculty of Economics and Business.
- Completing this questionnaire will not affect your grades, therefore please fill it out as objectively as possible and with the actual conditions.
- The data provided will not be disseminated
- Fill in with a check mark (✓) to answer based on the criteria below and provide input if your answer is not in the available options.
- Criteria:
 - D = Disagree
 - SD = Somewhat disagree
 - A = Agree
 - SA = Strongly agree

Thank you for your help in filling out this questionnaire.

Listening Skills

No	Statement	Response			
		D	SD	A	SA
1	The targeted listening skills are....				
	Distinguishing intonation in sentences				
	Distinguishing phonemes				
	Write words omitted from a transcript/sentence				
	Getting the gist of a sentence				
	Getting the gist of a short dialogue				
	Getting the gist of a long dialogue				
	Getting the gist of a monologue				
2	Other, please specify!				
	The language use that I need to learn in listening skills learning is....				
	Listening to conversations in formal situations				
	Listening to conversations in informal situations				
	Listen to phrases about conveying information to younger people				
	Listen to expressions about conveying information to older people				
	Other, please specify!				

3	The English listening skills that I still need to improve are...				
	Listening to conversations from native speakers				
	Listening English news without transcripts/subtitles				
	Listening information from radio, TV, and the Internet				
	Other, please specify!				
4	Here are some things that motivate me to learn English...				
	English is important for my future career				
	English is a compulsory subject at the university				
	I want to be proficient in communication with native English speakers				
	I want to work for a foreign company				
	I want to continue my studies abroad				
	Good relationship between lecturers and students				
	Other, please specify!				
5	Some things that make me excited to study English books or modules are because...				
	There are learning objectives for each topic				
	English language materials are accompanied by interactive				
	Materials are accompanied by contextual examples				
	Teaching and teaching materials are developed with methods that are appropriate to the material				
	Teaching materials are appropriate to the level of the student's ability				
	Learning experiences are appropriate to the level of the student's ability				
	Learning is carried out outside the classroom according to the topic				
	Teaching materials are presented with appropriate ICT				
	Learning activities are interesting and presented in a variety of ways				
	Other, please specify!				
6	The most effective teaching method in my opinion is...				
	Task-based approach				
	Communicative approach				
	Project-based approach				
	Case-based approach				
	Other, please specify!				
7	I feel comfortable learning English in...				
	Inside the classroom				
	Outside the classroom				
	Library				
	Language Laboratory				
	Other, please specify!				
8	I want listening skills learning to be facilitated through media....				
	Audio				
	Podcast				
	Short clip				
	Song				
	Other, please specify!				
9	The listening skills learning technique that I want....				
	Transferring information through images				
	Paraphrasing and translating after students listen to the conversation				
	Answering questions based on dialogue				
	Inferring after listening to the dialogue				
	Completing incomplete transcripts while listening to the conversation				
	Answering and giving a tick as a form of understanding the conversation heard				
	Other, please specify!				
10	The listening topic I need is....				
	Listening to the use of English in the business world				
	Listening to business ethics				

	Listening to job interviews				
	Listening to business meetings				
	Listening to business negotiations				
	Listening to remote business conversations				
	Listening to business presentations				
	Other, please specify!				
11	The listening activity that I need is....				
	Listening to monologues (narration) in audio and audio-visual in a business context				
	Listening to audio and audio-visual conversations (dialogues) in a business context				
	Listening to short videos in a business context				
	Other, please specify!				
12	The teaching materials for listening skills that I want to present in the form of....				
	Audio containing short conversations and exercises done individually and studied in the language laboratory				
	Audio containing conversations and tables that will be ticked as a measure of student understanding and done individually in the language laboratory				
	The lecturer reads a short story about a tutorial on becoming a bank customer, and the exercise is done in paired work				
	Other, please specify!				
13	I want the teaching materials for listening skills to be packaged as follows....				
	In the form of a compact disk (CD)				
	In audio form in the form of a recording of the lecturer's voice				
	In the form of a short film originating from YouTube				
	Other, please specify!				
14	The teaching materials for listening skills that I want to present in the form of....				
	The audio contains short conversations and is accompanied by relevant images from the textbook, and the exercises are done individually				
	Audio containing conversations and accompanied by relevant pictures in textbooks and tables which will be checked as a tool to measure student understanding and carried out in pair work				
	The lecturer reads conversations that are relevant to the pictures in the textbook, and the exercises are done individually				
	Other, please specify!				
15	The teaching material for listening skills that I want is....				
	Short conversations in audio form on the theme of entrepreneurship and the exercises are done individually and studied in the language laboratory				
	Material about trading in an audio form containing short conversations and tables that will be ticked as a measure of student understanding and done individually in the language laboratory				
	The lecturer reads a short text about Islamic economics accompanied by pictures from the textbook, and the exercises are done individually				
	Other, please specify!				