

Students' Perceptions on Business English Writing through Business Plan in English for Business

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Abstract

The aim of this study is to discover business English writing through business plan. English for Specific Purposes focuses on English learning that is specified for purposes in each different field. By mastering specified materials based on the purpose of learning, then students have specified competence in their field. English for Business is one of English for Specific Purpose fields. Writing is one of English skills that is challenging to be learned. In the Entrepreneurship study program, business plan is needed so that the students are able to build a business after graduation. The ability to write business plan in English is needed. This study used survey research. The respondents of this study were English for Business class students in Entrepreneurship study program that consisted of 23 students. The study used questionnaire that was divided into closed-ended and open-ended questions. The results of this study were students' ability in business English writing increased in the number of 52%. The students could write sentences and paragraphs well and their vocabulary in business English increased. They could write business plan in English well. It also increased collaboration among students. Future researchers can explore other skills for research of business English in Entrepreneurship study program.

Keywords: Business English; Business Plan; English Class; Writing

Introduction

English is as an international language. English is used globally in many areas in order to collaborate globally (Indrawati & Lestiyowati, 2024). The mastery of English is needed in all skills, namely Writing, Speaking, Listening, Reading (Nair, S et al., 2025). People need to be able to write English well and speak English fluently. Those skills also need components. They are Grammar, Vocabulary, Pronunciation.

Writing is a skill that needs to be mastered since high school and university levels so that people can write well in working area. Writing is one of English skills that is difficult to acquire (Luan et al., 2024). In order to be able to write well, students need to learn writing English from basic in high school and continue to write in advance in university. Writing is often challenging in Business English (Nair, S et al., 2025). However, business English writing is important since it is highly needed.

There are three approaches of teaching writing (Guo & He, 2020). The first is the product approach to writing. This approach focuses on the final product of writing. The second is the process approach to writing. This approach focuses on the process of writing. The third is genre-based approach. This approach focuses on the combination of product and process of writing.

Writing needs to have broad knowledge of vocabulary and good English grammar. In order to form a sentence, students need to have vocabulary to be made into sentence. It also needs to have proper grammar (Rahman & Feriyadin, 2022) so that the sentences can be made well according to the time and meaning. The sentences are formed in a paragraph. The sentences consist of topic sentences, supporting sentences, and closing sentences (Asfah, 2019). In paragraph writing, it is needed to have good coherence and cohesion so that the paragraph can flow well. Coherence relates to logical organization of writing in the paragraph and cohesion relates to the connectivity of paragraph (Wirantaka A., 2016). Writing a good paragraph needs to organize simple sentence, compound sentence, and complex sentence well (Famularsih & Helmy, 2020; Wijaya et al., 2023). Writing also needs correct grammar to form sentences (Luan et al., 2024). Writing anxiety can be a challenge for writing success and it can decrease through writing habit (Thaksanan, 2023).

English in university is divided into general English and English for specific purpose. English for specific purpose is based on the study program. There are English for Business, English for Architecture, English for Information System, and others. English for Business is included in English for Specific Purposes (Fitria, 2025). It is stated that English for specific purposes relates to specific disciplines, specific teaching situations, and be designed for adult learners (Dudley-Evans & St.John, 1998). English for specific purpose is needed so that students can have English ability based on their purposes on learning that support their future after graduation.

English for Business is a subject in Economics Department, specifically in Entrepreneurship, Management, Accounting, and any other study programs in Economics area. Business English competency relates to the use of English correctly in the context of business (Indrawati & Lestiyowati, 2024). The syllabus of English for Business is according to the study programs so that it can fulfill students' needs in learning. It includes the topics in business. English for Business in Entrepreneurship study program is designed to prepare the students to be able to have good English as an entrepreneur. The topics are prepared in entrepreneurship area and general English. It is as stated that English for Specific Purposes focuses on content related to the topics which are coherent with the purpose of course (Hyland, 2003). The students need to be able to write well and speak English fluently related to business in entrepreneurship area. The mastery of related vocabularies is also needed (Indrawati & Lestiyowati, 2024). Business writing is crucial in international trade (Guo & He, 2020).

Business English writing is important. It is important for the students when they are in the corporate field and build well-structured documents (Isma et al., 2024). Business English writing is used to give information for professionals with various kinds of documents (Isma et al., 2024). Business English writing is important in international business and in the globalization era (Fitria, 2025).

Business Plan is as one of the topics in business English for preparing the students when they become an entrepreneur after graduation. Business plan is in the scope of writing area. It is

given in several meetings so that the students are able to write well. Business Plan relates to visions, missions, and preparations to build a business (Sari et al., 2024). It includes marketing and financial strategies and also income and expenses calculation (Sari et al., 2024). Business plan means writing business plan for various activities (Welter et al., 2021). All business aspects are seen in business plan. They are description of business, description of industry, technology plan, marketing plan, financial plan, production plan, organizational plan, and operational plan (Abdullah, 2020). Business plan includes business concept, marketplace section, and financial section (Anantadjaya, 2013).

The integration of writing exposure on writing skill elements and good writing skill and also business plan exposure on business plan elements lead to writing knowledge growth and business plan knowledge growth in which there is vocabulary growth simultaneously both general English and specific in economics area. This growth brings to writing improvement which leads to writing confidence. The conceptual model of this study can be seen in Figure 1 below.

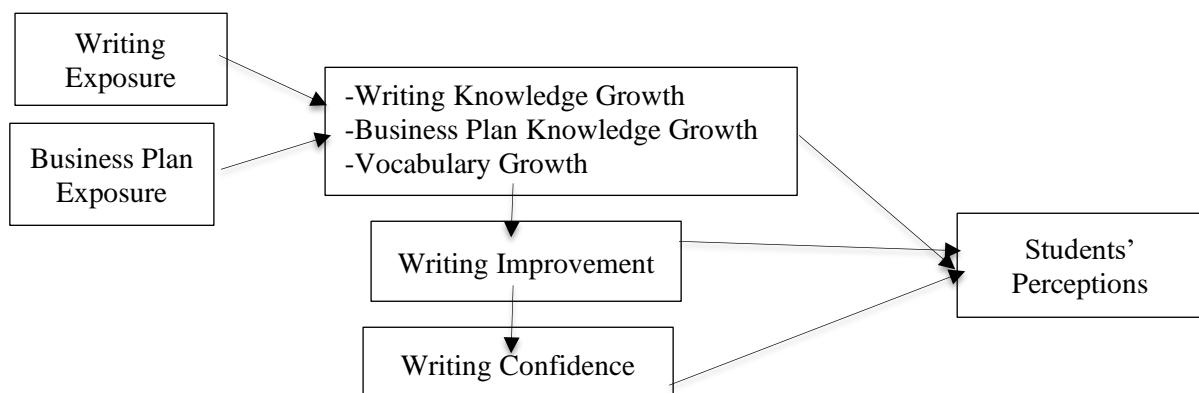


Figure 1. Conceptual Model

There were five previous studies. The first was research of business English writing in vocational college (Ying, 2022). The result was the students' writing skill increased. The second was the study of writing business letter for university students (Rahayu et al., 2025). The result was different writing skill abilities in each university student. The third was teaching strategies in business English (Dahlan et al., 2024). The result was the strategy was significant to develop business concept. The fourth was insights and recommendations in business English teaching (Nurdiana, 2025). The result was simulation, role plays, and authentic materials in business English teaching. The fifth was using a business app to improve creative thinking in business writing. The result was students' creative thinking increased in business English writing.

From those previous studies, there were not yet a study that focused on business plan writing. Hence, this study filled this area of study. Research question of this study is How do students perceive business English writing through business plan in English for business? This study aims to discover students' perceptions of business English writing through business plan since entrepreneurship students need to be able to write business plan in English when they start business after graduation. By having students' perceptions, business plan writing skill improvement is known through specific statements about the improvement of writing skill and business plan knowledge.

Method

This research used survey method. Survey method is “procedure in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population”(Creswell, 2012). The respondents of this research were students of English for Business class of Entrepreneurship study program that consisted of 23 students. There were 11 male students and 11 female students. Most of them around 18 or 19 years old. This study used the entire population in this class as the respondents since this study would like to explore writing growth in business plan in the class. The study used questionnaire. The questionnaire used construct validity based on the theoretical concept to construct the statements in the questionnaire. The questionnaire consisted of 25 questions that were divided into two parts, namely closed-ended questionnaire and open-ended questionnaire. Closed-ended questionnaire consisted of 23 questions and it was analyzed by using Likert Scale. Questions 1 until 7 related to English writing skill and questions 8 until 23 related to the process of writing business plan in English. Likert scale consisted of 5 scales, namely 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree). It was analyzed by using percentage. Open-ended questionnaire consisted of two questions and it was analyzed by using description. The questionnaire was taken after the students had several meetings of writing about Business Plan.

Results and Discussion

The findings of this study are divided into two parts for closed-ended questionnaire result and open-ended questionnaire result. The result of closed-ended questionnaire can be seen below in Table 1.

Table 1. The Result of Closed-Ended Questionnaire

No.	Statements	1	2	3	4	5
1	I enjoy learning to create and write Business Plans in English.	4%	0%	22%	35%	39%
2	My English vocabularies grow while writing a Business Plan in English.	0%	0%	8%	70%	22%
3	I learn to write sentences in English correctly while writing Business Plan.	0%	0%	30%	40%	30%
4	I learn to write paragraphs in English correctly when writing Business Plan.	0%	4%	26%	44%	26%
5	My writing skills in English increase when writing a Business Plan in English.	0%	5%	13%	52%	30%
6	I become confident to write paragraphs in English because I often practice writing Business Plans in English.	0%	4%	48%	26%	22%
7.	I can collaborate with a group of friends to create a Business Plan.	0%	0%	9%	39%	52%
8.	I understand the characteristics of entrepreneurs.	0%	0%	18%	52%	30%
9.	I understand the visions in building a business.	0%	0%	4%	61%	35%

10.	I understand the missions in building a business.	0%	0%	4%	61%	35%
11.	I understand business opportunities based on problems that need to be solved.	0%	0%	9%	65%	26%
12.	I understand business opportunities based on the needs of the community.	0%	0%	13%	39%	48%
13.	I understand business opportunities based on passion and hobbies.	4%	0%	14%	52%	30%
14.	I can determine the products in the business precisely.	0%	0%	39%	44%	17%
15.	I can determine the uniqueness of the product in the business precisely.	0%	0%	26%	61%	13%
16.	I can determine the quality of products in the business precisely.	0%	0%	17%	61%	22%
17.	I can accurately price products in the business.	0%	0%	35%	26%	39%
18.	I know customers in business.	0%	0%	18%	52%	30%
19.	I know how to promote business.	0%	0%	17%	48%	35%
20.	I can create advertisements for business products.	0%	0%	22%	48%	30%
21.	I can determine the profit of every product sold in the business.	0%	0%	9%	61%	30%
22.	I can determine the required monthly costs on the business.	0%	0%	26%	52%	22%
23.	I can determine the number of sales I need per month in order to make a profit on the business.	0%	0%	26%	52%	22%

Based on the closed-ended questions, it could be explain as follows. The first was respondents mostly strongly agreed (39%) that they enjoyed learning to create and write Business Plans in English. The second was respondents mostly agreed (70%) that their English vocabularies grew while writing a Business Plan in English. The third was respondents mostly agreed (40%) that they learned to write sentences in English correctly while writing Business Plan. The fourth was respondents mostly agreed (44%) that they learned to write paragraphs in English correctly when writing Business Plan. The fifth was respondents mostly agreed (52%) that their writing skills in English increased when writing a Business Plan in English. The sixth was respondents mostly neutral (48%) that they became confident to write paragraphs in English because they often practiced writing Business Plans in English. The seventh was respondents mostly strongly agreed (52%) that they could collaborate with a group of friends to create a Business Plan. The eighth was respondents mostly agreed (52%) that they understood the characteristics of entrepreneurs. The ninth was respondents mostly agreed (61%) that they understood the visions of building a business. The tenth was respondents mostly agreed (61%) that they understood the missions in building a business. The eleventh was respondents mostly agreed (65%) that they understood business opportunities based on problems that needed to be solved. The twelfth was respondents mostly strongly agreed (48%) that they understood business opportunities based on the needs of the community. The thirteenth was respondents mostly agreed

(52%) that they understood business opportunities based on passion and hobbies. The fourteenth was respondents mostly agreed (44%) that they could determine the products in the business precisely. The fifteenth was respondents mostly agreed (61%) that they could determine the uniqueness of the product in the business precisely. The sixteenth was respondents mostly agreed (61%) that they could determine the quality of products in the business precisely. The seventeenth was respondents mostly strongly agreed (39%) that they could accurately price products in the business. The eighteenth was respondents mostly agreed (52%) that they knew customers in business. The nineteenth was respondents mostly agreed (48%) that they knew how to promote business. The twentieth was respondents mostly agreed (48%) that they could create advertisements for business products. The twenty-first was respondents mostly agreed (61%) that they could determine the profit of every product sold in the business. The twenty-second was respondents mostly agreed (52%) that they could determine the required monthly costs on the business. The twenty-third was respondents mostly agreed (52%) that they could determine the number of sales they needed per month in order to make a profit on the business

There were two open-ended questions. The first was about respondents' experience in learning to create a Business Plan in English. Most respondents answered that they became more knowledgeable on how to write Business Plan and their English especially vocabulary increased. They were able to write Business Plan in English. They also could collaborate well with their classmates when writing Business Plan. The second was about whether writing skill in English improved after practicing writing Business Plans in English frequently. Most respondents answered that their writing skill in English increased in the form of organizing ideas in sentences and paragraphs, writing with good vocabulary and grammar, and writing with formal English in Business Plan writing. One of the statements by the respondent was as follows:

"I think learning to make a Business Plan was very useful for me. I learned how to analyze my ideas, calculate expenses and profit, and understood what I needed to prepare before starting a business. It also helped me practice my English skills, especially in writing and explaining my plan clearly. Overall, it made me feel more confident to plan and run a real business in the future."

Based on the results above, students' ability in writing increased. The students could form sentences well. It was also stated by (Famularsih & Helmy, 2020; Wijaya et al., 2023) that sentences could be formed by simple sentences, compound sentences, and complex sentences. The students could also write paragraph well. It was also stated by (Wirantaka A., 2016) that coherence and cohesion were needed to form paragraph. Students' vocabularies also increased in the process of writing business plan. It was also stated by (Indrawati & Lestiyowati, 2024) that vocabularies of specified field was needed in writing. Students' grammar in the process of writing paragraph also increased. It was as stated by (Luan et al., 2024) that correct grammar was needed in writing sentences. The students also enjoyed writing business plan in English and they could collaborate with their classmates. Moreover, the students' knowledge of business plan increased. They could write business plan in detail well. They could write the visions and missions of their business. They could also write their marketing strategies in business plan well, including product, customer, and promotion. It was as stated by (Sari et al., 2024) that vision, mission, and

marketing strategies were needed in the business plan. They could also describe the business and opportunities in business since it was needed as stated by (Abdullah, 2020). They could also write financial plan about product price, profit, expenses since it was included in business plan as stated by (Anantadjaya, 2013). From the previous studies, it added the study since there was no study yet that focused on business plan writing in business English writing. The previous studies focused on business letter writing and business concept understanding.

Conclusion

Based on the results and discussion above, it can be concluded that students' ability to write increase in terms of vocabulary and the process to form sentences and paragraph. The students can write sentences and paragraph in English well. The students' knowledge about business plan in all areas increased and they can write business plan in English. It means that their ability in writing English specifically business English in business plan increase. The limitation in this study is the time since there are several topics in one semester in English for Business class. Hence, the practice of business plan writing needs more time for practicing writing. Future researcher can do another study in other skills, specifically in Speaking, Listening, and Reading in English for Business in Entrepreneurship study program.

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