

Survey Study of ESP Learning Needs at the Islamic Religious Education Study Program of *Tarbiyah* Faculty of IAIN Bengkulu

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ARTICLE INFO

Article History:

Received : 09-10-2020

Revised : 13-11 -2020

Accepted : 06-12 -2020

Keyword:

English for specific purpose;

Learning needs;

Need analysis.

ABSTRACT

This study aimed to determine the needs of non-English Study Program students. Quantitative and survey methods were applied in this study. A questionnaire through the Graves model analysis consisting of student profile analysis, Target Situation Analysis (TSA), Current Situation Analysis (CSA), and Learning Situation Analysis (LSA) were the instruments used in collecting the data. Participants were the third-semester students of the Islamic Religious Education Study Program at *Tarbiyah* and *Tadris* Faculty of IAIN Bengkulu in 2018 to 2019 academic year. In determining the participants, the writers applied a simple random sampling technique. There were 37 students from a total population of 150 students. The data were analyzed using descriptive statistical analysis, namely by calculating percentage (%) and classified data so that the needs of students in learning English could be identified. The findings were (1) the ESP approach was the right approach to be applied in learning English at IAIN Bengkulu based on the students' age and experience in learning English, (2) the gap between the targeted needs by the campus and the students' English skills was less, (3) the gap between what students needs and the material in the ESP English textbook was in category desire, and (4) the topic of reading comprehension text was directly related to the study of Islamic Religious Education as a student's area of expertise.

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How to Cite:

Rizal, S., & Maryam, M. (2020). Survey study of ESP learning needs at the Islamic Religious Education Study Program of *Tarbiyah* Faculty of IAIN Bengkulu. *Ta'dib: Jurnal Pendidikan Islam*, 25(2), 107-118.

 <https://doi.org/10.19109/td.v25i2.6759>

INTRODUCTION

English for Specific Purpose (ESP) approach in learning English has been considered as a solution for improving the English mastery of students (Roza, 2013). It resulted in various problems in learning English at *Pendidikan Tinggi Keagamaan Islam* (PTKI) in Indonesia (Alfian, 2019; Solikhah, 2020). The arrangement of teaching materials in English that has been used as a handbook for lecturers and students in learning English at PTKI is theoretically and is not in line with the principles of developing ESP expert materials (Solikhah, 2020). Errors in implementing the ESP program at PTKI have an impact on the low proficiency of English for PTKI students. The implementation of the ESP English learning approach cannot be equated with the implementation of the English for General Purpose (EGP) but requires certain basic requirements that must be met, such as a comprehensive lecturer understanding of the nature of ESP theoretical principles.

The study of the relationship between ESP and English language learning has evolved from early studies on the ineffectiveness of the ESP approach (Fauziah & Octavia, 2018) to the ESP approach as a solution to improve students' English skills in the PTKI environment (Roza, 2013). Initially, the ESP approach was considered effective in the PTKI environment. So, many ESP English books were published based on Islamic studies. The basic reason for using the ESP approach in the development or preparation of English teaching materials at PTKI is to foster a positive attitude towards students towards English.

Dja'far (2017) stated that the selection of material for teaching materials was more general (General English), and it did not follow the field of knowledge. There is an impact on reducing the motivation to learn English at *Pendidikan Guru-Pendidikan Anak Usia Dini* (PG-PAUD) students of Madura Trunojoyo University because they consider English as a complementary course. After all, it does not support the development of their interest or scientific field. Another research conducted by Astrid et al. (2020) stated that a positive attitude towards English would increase student motivation to learn.

However, the application of ESP in the process of teaching English at PTKI in Indonesia is based on several research results as conducted by Solikhah (2020). She concluded that the application of English for Academic Purposes (EAP) as a branch of ESP did not follow the principle of ESP theory. Another research found that the ESP approach is a factor for improving students' English skills (Permatasari, 2019; Putra & Ridianto, 2016; Roza, 2013). Moreover, the finding of the study, it appeared that the ESP approach in learning English was positioned as a supporting factor for the improvement of students' English competence as seen from the aspect of teaching materials. There was a relationship with students' needs for learning English. However, research related to English learning is needed by non-English study program students.

This research conducted based on the argument that the ESP approach in the context of teaching English for Islamic university students in Indonesia not only offered progress in learning English but also created new problems for students and lecturers. ESP, an approach to learning English, requires complete requirements to be applied optimally and effectively. At the same time, the application of the ESP approach requires lecturers to know the knowledge principles related to the development of ESP teaching materials following the theories developed by ESP experts (Yaumi, 2012).

This research specifically aimed to investigate the ESP language learning needed by the students of the Islamic Religious Education Study Program of *Tarbiyah* Faculty of IAIN Bengkulu. It also aimed to explain the reasons why the implementation of the ESP English program in these institutions has not been effective yet.

LITERATURE REVIEW

Several studies had shown that the learning English program with the ESP approach had an important role in improving students' English competency, especially improving student interest or interest in learning English (Permatasari, 2019; Roza, 2013). ESP has driven a fundamental change in the process of learning English from teacher-oriented to student-oriented. However, in its development, the implementation of the ESP program could not be separated from the theoretical principle of ESP, which was often neglected and was ineffective efforts to improve students' English competency at Islamic University (Alfian, 2019; Solikhah, 2020). In various studies on ESP, there are at least two modes of discussion that can be found, namely the ESP program linked to the implementation of the ESP program itself, the ESP program concerning the needs of learners, and the ESP program concerning learning material. Meanwhile, how to learn ESP English which is needed by students of the Islamic Religious Education Study Program and has not been mapped properly.

Characteristics of English for Specific Purpose (ESP)

ESP approach used for teaching, especially for a specific field, and some studies are needed of the field of science and the professions of English users. (Robinson, 1990) stated ESP generally refers to the teaching and learning of a foreign language for a utilitarian purpose or a specific goal in a certain field that English adapted to that field, such as relevant ESP. The material taught at the Islamic Religious Education Study Program students was materially based on Islamic education topics. McDonough (1984) stated that the ESP course prepared by starting with an analysis of the need for students. In the analysis of students' needs, Maidment (as cited in McDonough, 1984) emphasized on there were three sources of information: (1) instructors, (2) learners, and (3) stakeholders.

Stevens (1988) stated that there were four main characteristics ESP as an approach to learning English, which was designed to find the need of learners, the substance and content of certain themes and topics of science. Furthermore, Robinson (1991) stated that there were three different main characteristics of ESP from General English. First, ESP is goal-oriented learning. In this context, learners have specific goals in the academic and professional fields. Second, the substance of ESP is designed and developed based on the concept of needs analysis (it is to specialize, link, and draw closer to what learners need in both the academic and professional fields. Third, ESP is aimed at adult learners because ESP is generally taught at the middle and high academic levels and professional or workplace.

Stevens (1988) classified two characteristics of ESP, absolute and variable characteristics. The two characteristics were designed to meet the specific needs of learners related to specific discipline and job. So, the learning program was different from General English. This difference of general English appears in certain disciplines and learners' occupations, which have an impact on the use of teaching methodologies. Furthermore, he explained that the ESP program could be used to develop only one particular language skill, for example, reading skill. Also, he often found that English institutions offered certain proficiency, for example, English for conversation.

From the description above, it can be concluded that the characteristic of ESP must exist and be used in the development of ESP learning permanently, such as change, development, and/or adjust part or all of ESP learnings.

The ESP characteristics proposed by Streven could be fully implemented for PTKI in Indonesia since English learning at PTKI is generally carried out for Islamic studies. So the

need for PTKI students in the curriculum at the State Islamic Institute of Bengkulu is that students be proficient in understanding English texts at the intermediate level (Program Studi Pendidikan Agama Islam, 2015). Therefore, academically the theory for the PTKI context is an English language program to (1) help students to finish their works when dealing with English Islamic studies texts and (2) prepare students to take education to the educational level higher (master degree).

Need Analysis

According to Basturkmen (2010) the concept of need analysis was the identification of language and skills used in determining and selecting material in ESP-based learning. This analysis can also be used for learners and the learning process at the end of the learning period. It can be understood that need analysis is an activity of gathering information related to learners and their basic needs. Need analysis is very useful to determine the direction of the learning program more precisely so that the effectiveness of the ESP program increases. Some ESP experts, as Dudley-Evans and John (1998), Hutchinson and Waters (1987), and Munby (1978) stated that need analysis was the first step that needs to be taken in the preparation of an ESP English learning program. The results of the need analysis are then used as the basis for syllabus design, selection and preparation of materials, teaching and learning processes, and evaluation.

The importance of need analysis is as a starting point in the development of ESP and English teaching materials and so that the term "Need" does not cause multiple interpretations and is based on what is meant in this study. Moreover, the researchers must explain the definition of need related to a language learning need. Some of the opinions about ESP are from experts in the field of ESP learning. Some of these opinions include (Dudley-Evans & John, 1998; Graves, 2000; Hutchinson & Waters, 1987; Munby, 1978; Robinson, 1991).

Munby (1978) stated that need refers to the need for language learning. He introduced a means of obtaining information about language learning needs through the Communication Needs Processors (CNP) instrument, which was considered the first instrument in exploring information on ESP learning needs. This instrument is useful in capturing language learners' data regarding the reasons for learning, the time and place to use the language, the speech partners of the language being studied, and the skills needed. The weakness of the CNP is not to involve students in determining their own needs. That is, this instrument cannot collect data regarding the level of proficiency of the learners' English and expectation with the English.

The weakness of Munby's Needs Analysis Model was further refined by Hutchinson and Waters (1987) who stated that "Need" could be interpreted in three categories, namely: (1) needs as a necessity, (2) needs as want; and (3) needs as lack. Need as necessity relates to what English needs so that learners must have an active role in the language they are learning. Need as lack relates to the learners' initial knowledge of English, which is what the learners have not learned yet. The findings of lacking are useful in determining the starting point of the teaching program so that the effectiveness of the teaching program will be created to achieve target needs. Meanwhile, need as want is related to personal goals, namely what the learner wants to achieve as an individual from the learning that is followed. These three types of needs in preparation for learning English often lead to conflicts.

The analysis model developed by Hutchinson and Waters (1987) also had a weakness, namely, the absence of information about the personal data or background of

learners was followed by information gathering about the needs, desires, and shortcomings of learners. The weakness of the model was further complemented by Dudley-Evans and John (1998) which stated that the analysis of learners' language needs requires three main pieces of information, namely: (1) information about learners, (2) information about the language studied and how to learn it, and (3) information about facilities. Concerning need analysis, Graves (2000) concurred with Dudley-Evans and John (1998) on three points: (1) regarding the importance of needs analysis in designing ESP programs, (2) participants who play a role in determining the needs of learners, and (3) the implementation of need analysis is a systematic process of gathering information continuously and the needs of students and interpret the information to help determine the material to be taught, how the material should be taught and how the subject is evaluated. Needs analysis contributes to the implementation of learning that is close to the needs of learners in learning English.

The analysis had advantages compared to the need analysis model that has been proposed by the previous ESP experts (Graves, 2000). These advantages were (1) Graves' analysis complemented the deficiencies in the analysis of Munby and Hutchinson and Waters, which did not include the learner's element in the analysis activities, and (2) completed the deficiencies in the analysis of Dudley-Evans and John (1998) who did not include learners' learning style in learning English.

Besides, the analysis model was further adopted by Abudhahir et al. (2014). They summarized need analysis as a construct consisting of three components as follows: Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Situation Analysis (LSA).

Necessity is one of the types of needs that are determined by the demands of the target situation, that is, what learners need to know so that they can do their job effectively in a target situation. Meanwhile, lack is more of a gap that differentiates what learners already know from what they do not know so that they need to explore in their learning process. Jordan as cited in Abudhahir et al. (2014) stated that need analysis was the basis of the development of the syllabus which was named as a deficiency analysis. In other words, Abudhahir et al. (2014) referred to the Present Situation Analysis (PSA). PSA aims to provide information related to the de facto conditions of learners at the beginning of the learning period. It is important to know the progress of learning outcomes, but this is not possible if the learner's initial condition is not identified in advance.

The last element of TSA, "Want" is the most important resource in needs analysis and cannot be ignored in the development of ESP-based teaching materials. Want is considered the most important because this element will distinguish whether learners participate effectively in the classroom and in the whole learning process they live in. Want is what determines the motivation of the learners who will then shape and influence the development of the syllabus and material in the learners' learning.

From the description above, it can be concluded that the process of needs analysis is a complex activity that does not only involve learners in the target situation. Both the target situation and the learning needs are two important components that need to be taken into account in the needs analysis process. A comprehensive needs analysis will cover the aspects of a target situation analysis, discourse analysis, present situation analysis, learner factor analysis, and teaching context analysis.

Based on the background of this research, the main problem at the needs analysis stage was what the students need for English teaching materials in English courses and followed the characteristics of Islamic Religious Education Study Program students at Tarbiyah Faculty of IAIN Bengkulu. Therefore, in this study, the needs analysis used in

capturing student needs for developing English-based teaching materials was the Graves (2000) needs analysis model by a pattern of Abudhahir et al. (2014) consisted of three analysis groups, namely: Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Situation Analysis (LSA).

METHOD

In this research, the approach used a quantitative approach because the data obtained through a quantitative questionnaire in the form of objectively, and the results could be generalized (Creswell, 2008). Meanwhile, the method used in this study was one of the descriptive methods, namely the survey method. Singarimbun and Effendi (1989) stated survey research as a study of sampling from a population using a questionnaire as the main data. Other research experts such as Kerlinger (2006) and Kriyantono (2008) also stated that the survey method was used to obtain information about some respondents who were considered to be representative of the population. In this study, the survey method was used to obtain information related to ESP English learning needs by using a questionnaire filled in by the respondents, namely students of the Islamic Religious Education Study Program, *Tarbiyah* Faculty of IAIN Bengkulu.

In this study, there were 150 students in the third semester of Islamic Education Study Program for the 2018/2019 academic year of the *Tarbiyah* and *Tadris* Faculty, IAIN Bengkulu. The sampling technique was a simple random sampling technique with random numbers. If the population was more than 100, a sample could be taken at least 20-25% of the population (Arikunto, 2006). Therefore, the students who participated as the sample in this study were 33 (22%) respondents.

In addition to research site and participants, the data collection of this study was conducted by conducting field surveys. The instrument was a list of questions (questionnaire) and distributed directly to the third-semester student respondents of the Islamic religious education study program, *Tarbiyah* Faculty, IAIN Bengkulu. The data collection instrument was a closed question questionnaire using a Likert scale with a value of 1 to 5. The material in this type of questionnaire referred to the needs analysis of Graves (2000) model consisted of four analysis components; Profile of Student Analysis, Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Situation Analysis. (LSA). The questionnaire grid for analyzing students' English learning needs in this study can be seen in Table 1 below.

Table 1. Instrument Grid of Students' English Needs Analysis

Sub Components	Number of Items	Sub Items
1. Student age	1	1
2. Duration of Student learn English	1	2
3. The daily language used at Home	1	3
1. Students' English skills	1	4
2. Student interest in English	2	5-6
3. Student attitudes towards English	1	7
1. Benefits of learning English	1	8
2. Learning topics are needed	1	9
3. Language skills which students like	1	10
1. Learning methods which students Like	1	11

Descriptive statistic was used as data analysis technique. The formula to calculate the percentage (%) is:

$$\text{Percentage Ideal} = \frac{\text{Research Result Score}}{\text{Maximum Ideal Score}} \times 100\%$$

FINDINGS

In the findings section of this study, the student gave responses to the statement items in the questionnaire presented. Based on the data analysis, several themes related to ESP English learning needs at the Islamic Education study program students of State Institute for Islamic Studies of Bengkulu were identified in detail and the results of this research data analysis were presented in the following tables.

Tabel 2. Profile of Student

No	Student's Characteristics	Amount	%
1	Student's Age		
	15-20 years	28	(85%)
	21-25 years	5	(15%)
	26-30 years	0	0
	31-35 years	0	0
	36-40 years	0	0
2	The year of the students learn English		
	5	0	0
	6	3	10
	7	8	25
	8	22	66
3	Daily language used by students		
	Local language	7	20
	Indonesian	23	70
	Foreign language	0	0
	Mixed Language (Regional, Indonesian and Foreign)	3	10

85% of respondents were between 15-20 years old, and a small proportion of students (15%) were between 21-25 years old. The age of this student was relatively young. 66% of students have studied English for 8 years, 25% of students studied English for 7 years, and a small proportion of 10% of students have studied English for 6 years. 70% of students used Indonesian as their daily language, 20% used regional languages, and a small proportion of 10% of students used mixed languages, namely Indonesian and regional languages. However, there were no students who used foreign languages as their daily language.

Tabel 3. Present Situation Analysis (PSA)

No.	Remedial Program	Amount	%
1	Participating in the Remedial Program	33	100
2	Remedial Free	0	0

All 100% students joined the remedial program. This data showed that the students' mastery of English was in a low category.

Tabel 4. Target Situation Analysis (TSA)

No.	Target Situation	amount	%
1	Benefits of Learning English for Students		
	Improving English speaking skills	8	24
	Improving English listening skills	3	9
	Improving the ability to read English text	18	55
	Improving the ability to write English text	4	12
2	Favorite Topics for Learning English		
	Following scientific disciplines	17	52
	Work-related	8	24
	Daily activities	5	15
3	Development of Islam in western countries	3	9
	English Language Skills Students Expect		
	Listening	3	9
	Speaking	7	21
	Reading	17	52
	Writing	6	18

After completing the English course, 55% of students expected to be able to improve their reading skills compared to the expectations of mastering other skills, English skills such as listening, speaking, and writing skills. 24% of students hoped to master speaking and only a small proportion of 3% of students hope to master listening.

The majority of 52% of students like topics that were by their disciplines. 24% of students liked learning topics related to daily work and a small proportion of 15 students liked topics that were related to the development of Islam in western countries. After completing the English course, 52% of students expected to be able to improve their reading skills compared to other English skills, such as listening, speaking, and writing skills. 21% of students hoped to master speaking skills, 18% of students hoped to master speaking skills, and only a small proportion of 9% of students hoped to master listening skills.

Tabel 5. Learning Situation Analysis (LSA)

No	English Learning Methods Expected by Students	Amount	%
1	Emphasizes exercises and theories of reading comprehension in English texts related to the field of Islamic education	19	58
2	Emphasize conversational English practice	7	21
3	Using appropriate media and learning methods following the topics being taught	5	15
4	Lecturers are bilingual, English and Indonesian in teaching.	2	6

58% of students liked learning methods that emphasized practices and theories of English reading comprehension texts related to the field of Islamic education. 21% of students liked learning methods that emphasized conversational English practices, 15% of students liked learning methods that used appropriate media and learning methods and were by the topic being taught, and only a small proportion of students liked lecturers' methods of teaching using two languages namely English and Indonesian.

DISCUSSION

Based on the student profile data, it revealed that the age of these students was relatively young. Therefore, the chosen formulation of competencies for these learners was

a light competency formula among the existing competencies. In other words, the formulation of competition must belong, from easy to more difficult competencies. With a length of studying English for 7 to 8 years, it was assumed that students had mastered basic knowledge of English so that it could immediately be developed into special English, namely English for academic purposes or often referred to as English for Academic Purposes (EAP).

This finding strengthened Roza (2013) regarded the necessity of teaching ESP English for students of State Islamic University of Raden Intan Lampung. It is also in line with one of the characteristics of ESP proposed by Robinson (1991) that ESP was designed and aimed for adult learners since the ESP was generally taught at the middle, high academic levels, and professional or workplace.

The data above showed that the use of Indonesian as the language used by most students provided useful information, namely for lecturers to establish communication with students in the learning process. And this could also make it easier for lecturers to intensify English language learning, such as ESP English learning. In other words, it could be stated that the language information used by learners was needed in the analysis of learners' English learning needs to facilitate the communication process between teachers and students.

From the data obtained regarding PSA, it indicated that there were gaps between the necessity targets that were expected by IAIN Bengkulu. Students had a proficient reading comprehension of English literature, which was equivalent to the intermediate level of students' English skills (lack). The students' low English language skills were based on the results of the IAIN Bengkulu entrance exam placement test, where all students had to take the remedial program because their scores were still below 60 from a maximum score of 100. To achieve necessity, the expectations of the IAIN Bengkulu institution as written in the curriculum required that students could read English texts at TSA an intermediate level.

Based on the analysis above, the researcher had carried out on the English textbooks used so far. There still a mismatch between the objectives of learning English in the book and the expectations desired by the IAIN Bengkulu institution. For example, on the one hand, it was written in the IAIN English course curriculum that the goal of learning English at IAIN Bengkulu was that students could have the ability to read Islamic literature in English (intermediate level), while the English textbooks used so far do not facilitate expectations of the IAIN institution as formulated in the curriculum. This means that in the present English textbooks, no learning design specifically emphasizes reading skills. The findings of this study are supported by research conducted by Solikhah which states that EAP practices in Indonesia are not meeting expectations, and the problem of English literacy is the most crucial one to solve. Also, this finding is in line with the research findings of Alfian (2019) which concluded that IAIN STS Jambi students were more interested in vocabulary and speaking skills than other language skills, while the purpose of teaching English was focused on reading skills.

The TSA data showed that "Want" (the expectation of students in learning English), that was, most students hoped to master English reading skill. Other important information obtained from TSA was that the topics of learning English that was preferred by most students were topics following their scientific disciplines, namely the field of Islamic Religious Education.

Other important information from this TSA analysis was that there was a difference in expectations between the expectations of Islamic religious study program students at the Tarbiyah Faculty of IAIN Bengkulu and the expectations of most of the learners in

vocational education institutions. In this case, the Islamic Religious Education Study Program students hoped to have reading skills, while the goal of most learners in vocational education institutions was speaking skills. This difference confirmed that learning English at IAIN Bengkulu and the other PTKI in Indonesia was EAP (English for Academic Purposes) learning as a branch of ESP English. Meanwhile, learning English at vocational education institutions was EOP (English for Occupational Purposes) learning. These data indicate that learning English for students of the Islamic religious education study program was focused on deepening the theories of English reading comprehension skills.

LSA data provided important information that in the learning process, most students expected lecturers to emphasize exercises and deepen in theories, especially those related to reading skills where the learning topics were by the student's discipline, Islamic Religious Education. Meanwhile, the material in textbooks or English teaching materials that have the most discussion was grammar. This data identified that the preparation of ESP English teaching materials in the Islamic Religious Education Study Program of the *Tarbiyah* Faculty of IAIN Bengkulu was not yet based on ESP's English language teaching materials development theories as suggested by Graves (2000) that the ESP material for specific purposes should be consulted with experts and the first step in developing or compiling ESP teaching materials was to carry out a need analysis. The results of the data need analysis provided important information regarding what material to design.

CONCLUSION

Based on data findings and data analysis from the results of this research survey, it could be concluded that; *First*, the implementation of the ESP English learning program in Islamic universities was appropriate because the age of the students was classified as adults with an average English learning experience of 7 to 8 years.

Second, the implementation of the ESP English program in the Islamic Religious Education Study Program at the *Tarbiyah* Faculty of IAIN Bengkulu has created a gap between the targeted expectations (necessity) by the campus and the students' English language skills (lack). This meant that the campus expectations that students after taking an English course for one semester are at the intermediate level, namely being able to understand English literature properly are not following the fact that students' English proficiency based on the results of the placement test was at the standard level.

Third, students *wanted* after taking lectures for one semester to be able to master reading skills well when they were reading English literature. The expectations of students of the Islamic religious education study program were different from the expectations of most students in general study programs such as vocational study program students who hoped to master speaking skills. It could be seen from the available ESP English textbooks, it turned out that the learning materials were not focused on reading skills, so there is a gap between what students want and the material in ESP English textbooks.

Fourth, in the process of learning ESP English reading comprehension skills were the most important things that must be taught to students because students hoped that after taking lectures they could understand the contents of the English reading text well. Besides, the topics of reading comprehension texts were focused only on topics that are directly related to the field of Islamic religious education studies as a student's field of expertise.

This survey research was still limited to the Islamic religious education study program of *Tarbiyah* Faculty of IAIN Bengkulu and with a limited sample so that the

conclusions of this survey research could not be generalized to all Islamic Religious Education Study Programs throughout Islamic universities in Indonesia. Therefore, it is necessary to have similar follow-up research in other study programs in the other Islamic universities with a wider population and sample nationally. Besides, it is also necessary to carry out further research related to the analysis of teaching materials or ESP English textbooks used by non-English language study program students at all faculties in the Islamic universities in Indonesia so that it is known whether all the textbooks have been prepared following the ESP theoretical principles or not.

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