

Article History

Received :  
2022-03-14

Accepted :  
2022-06-29

Published :  
2022-07-14

DOI: <https://doi.org/10.33367/ijies.v5i1.2476>

## Students' Perceptions on English Learning Materials: Need Analysis of Islamic Studies Students

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### Abstract

The English material has not met the needs of students and was created with the lecturer in mind. This study analyzes the English language needs of students majoring in Islam (*ushuluddin*) at the State Islamic University of North Sumatera, Indonesia. This study applied a qualitative descriptive research method to explore student perspectives on ESP courses. The research data was obtained through interviews and data collection of material documentation. The findings in this study proved that students who learned ESP need good material and can apply the results at the end of the lesson. Besides, what they have learned so far was the obtained course in high school, so it was not so difficult to understand. Hence, the language skills they command must be fulfilled from listening, speaking, reading, and writing to support their insights with Islamic foundations and majors. In sum, the materials of ESP should be formulated by practitioners of English for Specific Purposes (ESP) who know ESP instruction, and the aim of ESP might concern the improvements in students' proficiency in English. Thus, the students are better academically and professionally in the work domain.

**Keywords:** *English for Specific Purposes, Need Analysis, Students' Perception*

### Introduction

Education in the era of globalization, technology, and information is overgrowing in line with the fields of human science, supported by digitalization that is easily accessible anytime and anywhere, so the presence of sophisticated media can support the spread of knowledge, information, and new insights to its users. Therefore every education needs to be supported by academic facilities to produce perfect output. Starting from elementary school education with a period of six years, junior high school for three years, high school for three years, and higher education in three stages, undergraduate education with four years, strata two with two years, and strata three takes three years.

The length of the education period demonstrates that people's cognitive abilities are not solely the result of self-learning but also require assistance from others, such as

teachers or lecturers.<sup>1</sup> Associated with a person's cognition has also been mentioned in the Qur'an, especially when combined with the concept of education with multiple insights, following the concept of media sophistication that is very easily accessible.<sup>2</sup>

The widespread use of technology and digitalization is in line with the development of the times with contemporary Islamic studies. The role of Muslim scientists and scholars is indispensable to supporting and balancing the sophistication of digitalization and modern human lifestyles from time to time. Because Islamic science is not incompatible with science, in this sense, Choirudin et al. said that the Qur'an and Hadith could increase students' understanding of mathematics, religious values, and morals.<sup>3</sup> That is often happening in science and technology, both in scientific discourse and everyday conversations, that science is opposed to Islam, and Islam is not appropriate to be associated with science, i.e., language.<sup>4</sup> We need to enhance our English proficiency to browse the latest sciences and information from research, journal, and new insight from worldwide sources to update our knowledge and be successful in our careers. English is essential in every business and market globally and in international partnerships.<sup>5</sup>

English language skills are needed, so English is not only for English-speaking departments. Even departments with other branches of science need English, such as those in campus faculties with Islamic basics. Because Islamic universities already require students to take English courses with a semester credit unit at the beginning of the second semester. However, Kusni argued that learning does not follow what is ideally in English for non-English learners, such as needs analysis, goal setting, selection of teaching materials, determination of teaching and learning activities, and evaluation planning.<sup>6</sup>

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<sup>1</sup> M. Noor Sulaiman Syah, "English Education For Islamic University In Indonesia: Status And Challenge," *QIJIS (Qudus International Journal of Islamic Studies)* 3, no. 2 (August 1, 2015): 168–91, <https://doi.org/10.21043/qijis.v3i2.1585>.

<sup>2</sup> M. Husnaini, Ahmad Syauqi Fuady, and Irnie Victorynie, "Multiple Intelligence in the Perspective of the Qur'an," *Indonesian Journal of Islamic Education Studies (IJIES)* 3, no. 2 (December 28, 2020): 141–59, <https://doi.org/10.33367/ijies.v3i2.1358>.

<sup>3</sup> Choirudin Choirudin et al., "Development of Qur'an And Hadith-Based Mathematics Module for Students' Mathematical Understanding and Religious Character," *Jurnal Tatsqif* 19, no. 2 (December 9, 2021): 114–32, <https://doi.org/10.20414/jtq.v19i2.4086>.

<sup>4</sup> M. Suandi Fajar, "Identification of the Use of Al-Qur'an Verses in the Final Project for Alumni of the Department of Physics Education Class of 2012 [Identifikasi Penggunaan Ayat Al-Qur'an dalam Tugas Akhir Pada Alumni Jurusan Pendidikan Fisika Angkatan 2012]" (Undergraduate, Makassar, Universitas Islam Negeri Alauddin Makassar, 2018), <http://repository.uin-alauddin.ac.id/9469/>.

<sup>5</sup> Farnia Sari, "The Issues of ESP Instruction for University Level in Indonesia," *Global Expert: Jurnal Bahasa Dan Sastra* 7, no. 1 (November 27, 2018): 1–6, <https://doi.org/10.36982/jge.v7i1.517>.

<sup>6</sup> Kusni Kusni, "ESP Program Design Reformulation in Higher Education [Reformulasi Perancangan Program ESP Di Perguruan Tinggi]," *Linguistik Indonesia* 25, no. 1 (2007): 63–72.

The importance of knowing and analyzing student needs will provide policies and considerations for lecturers, expert staff, and stakeholders, so research on the English language in terms of English for specific purposes becomes enjoyable to be corrected. In addition to being a significant concern, there are difficulties in developing the English language for non-English students. In Cambodia, Eleni Petraki and Korop Khat found four challenges and obstacles in designing English for Specific Purposes (ESP): lack of ESP training for teachers or lecturers; lack of teacher motivation; students' low English skills, and difficulties in developing materials.<sup>7</sup> Then Vietnamese teachers encountered challenges in shifting the way of teaching, which was previously done using the lecture method but was upgraded to an active learning approach.<sup>8</sup> These findings align with the study result Iswati and Triatuti's that ESP teachers lacked knowledge on students' field study, ESP training, need analysis, oversized classes, and different learners' English competencies.<sup>9</sup>

ESP has a massive impact worldwide. Different people with different backgrounds can communicate quickly, even if they have different vocabularies and contexts. Realizing people worldwide have different needs and wants makes ESP most necessary in diversity and distinction the most targeted.<sup>10</sup> Expert in ESP is potentially recommended in every corner of job seeker, staff, and companies that increase the chance and relation for international business.<sup>11</sup>

English is not only for business but also in the academic field. Indeed, English is also used and taught from primary school until the university level. English is a compulsory subject at higher levels of education. The subjects taught to first-year students in the first two semesters are determined by Chapter 10 of National Education Act No. 20 of 2003 Art. 37 Paragraph 2 and Chapter 2, Article 9 (2) of Government Decree No. 19 of 2005 on National Educational Standards. Chapter 10, article 37, paragraph 2 of the National Education Law No. 20/2003 stipulates that the tertiary education curriculum should include

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<sup>7</sup> Eleni Petraki and Korop Khat, "Challenges and Constraints in the Design of an ESP Course in Cambodia: Implications for Higher Education Institutions," *Asia Pacific Journal of Education* 42, no. 2 (April 3, 2022): 260–75, <https://doi.org/10.1080/02188791.2020.1798738>.

<sup>8</sup> Buu Huan Nguyen, Penny Haworth, and Sally Hansen, "Challenging ESP Teacher Beliefs about Active Learning in a Vietnamese University," *Teacher Development* 23, no. 3 (May 27, 2019): 345–65, <https://doi.org/10.1080/13664530.2019.1598481>.

<sup>9</sup> Luluk Iswati and Anita Triastuti, "Voicing the Challenges of ESP Teaching: Lessons from ESP in Non-English Departments," *Studies in English Language and Education* 8, no. 1 (January 3, 2021): 276–93, <https://doi.org/10.24815/siele.v8i1.17301>.

<sup>10</sup> Rabiathul Adhabyiah Sayed Abudhahir and Afida Mohamad Ali, "English for Islamic Studies: Should I Learn English? – From the Eyes of Islamic Studies Students," *LSP International Journal* 5, no. 1 (May 30, 2018), <https://doi.org/10.11113/lspi.v5n1.65>.

<sup>11</sup> Laurence Anthony, *Introducing English for Specific Purposes*, 1st ed. (London: Routledge, 2018).

religious education, civic education, and languages. Chapter 2, article 9, paragraph 2 of the Government Regulation No. 19/2005 on National Standards of Education mentions what languages should be included in the curriculum.

Practically, English lessons in non-English majors at Indonesian universities are called general introductory lectures (MKDU), taught to new students sitting in the second semester and partly in the fourth semester.<sup>12</sup> Every educational institution strives for English competence. The goal is for every student to be able to compete in the world of work and career. The purpose of ESP is to complete students' English skills with the aim of acceptance in various fields of work.

Students' English proficiency is still at a lower level and needs more treatment to upgrade it in response to the demand of institutions and companies. The application of ESP in Indonesia does not meet the needs of society and students' careers.<sup>13</sup> If viewed from various sides, many things interfere with ESP development in non-English students. There are several difficulties faced by students that affect their English skills, namely the place of residence, heterogeneity, size content of ESP course, limited knowledge of vocabulary, inadequate language skills, lack of motivation, and ineffective ESP material to teach.<sup>14</sup> Another finding from Sayed Abudhahir & Mohamad Ali concluded that the use of the general English syllabus is not following the student's needs.<sup>15</sup> Although, not many have examined the need for English in the perceptions of students majoring in Islam or religious basics.

English is one input for modernization in the nuances of an Islamic campus.<sup>16</sup> Although English has been studied for several years, from elementary school to college, ideally, the student is proficient in English. Sari revealed the issue of ESP instruction at the student level. Several factors cause students or students to be unprepared to accept English courses,<sup>17</sup> namely: residential areas related to distance and the location where the English language was obtained; then heterogeneous, which is the number and differences of students in the class that are not proportional to the student's absorption of the lesson; then the lack of vocabulary richness, the vocabulary for ESP is categorized into four types of

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<sup>12</sup> Kusni, "ESP Program Design Reformulation in Higher Education [Reformulasi Perancangan Program ESP Di Perguruan Tinggi]."

<sup>13</sup> Sari, "The Issues of ESP Instruction for University Level in Indonesia."

<sup>14</sup> Sari.

<sup>15</sup> Abudhahir and Ali, "English for Islamic Studies."

<sup>16</sup> Silvani Umar Ali, "Esp Teacher Education Model in Indonesian Context," *EDUKASI* 13, no. 2 (November 3, 2016), <https://doi.org/10.33387/j.edu.v13i2.54>.

<sup>17</sup> Sari, "The Issues of ESP Instruction for University Level in Indonesia."

high-frequency words, academic vocabulary, technical vocabulary, and low-frequency words.<sup>18</sup> And lastly, inadequate English skills.

This study analyzes ESP students' needs in the non-English department. Especially those with Islamic majors, which is investigating the need for Islamic studies for major Al-Qur'an Science and interpretation, faith and Islamic philosophy student are included in religious basics (*ushuluddin*) faculty are still not widely attached.

Many studies have examined the needs analysis of students with non-English backgrounds majoring in economics.<sup>19</sup> Then there was the culinary department.<sup>20</sup> However, the study's novelty was analyzing students' needs regarding the material taught to the *Ushuluddin* faculty. This study must present two things: students' experience during English language learning in the first semester and an analysis of student needs on ESP material.

## Methods

The researcher used a qualitative design with a descriptive qualitative approach to find problems experienced individually or in groups. That way, students can review the material they are learning through the attached perspective. Qualitative research is used to explore deeper information, how the abilities and experiences of a person or group.<sup>21</sup> This study was conducted at the State Islamic University of North Sumatera, Indonesia. The respondent of this study was eleven-person (N=11) ESP students of the *Ushuluddin* faculty. Their first language is Indonesian. Six (N=6) responding students were male, and five (N=5) were female. They were in different semesters; two people were in the first semester, five in the third semester, two in the fifth semester, and two in the seventh semester. While based on the department, from AFI (Islamic faith and philosophy) were three persons, and from IAT (Qur'an science and interpretation) were eight persons. At the

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<sup>18</sup> Handoyo Puji Widodo, "Framing Vocational English Materials from a Social Semiotic Perspective: The Design and Use of Accounting English Materials," in *SLA Research and Materials Development for Language Learning*, ed. Brian Tomlinson (New York: Routledge, 2016), 248–65, <https://doi.org/10.4324/9781315749082-30>.

<sup>19</sup> Solehan Solehan, Alamsyah Harahap, and Irma Diani, "Needs Analysis of English Materials for Islamic Economics Students," *SALTeL Journal (Southeast Asia Language Teaching and Learning)* 4, no. 2 (July 2, 2021): 1–6, <https://doi.org/10.35307/saltel.v4i2.75>.

<sup>20</sup> Annisa Ayutami, Alamsyah Harahap, and Syahril, "Learners' Need Analysis of English for Specific Purposes of Culinary Department Students at SMKN 3 Kota Bengkulu," *Journal of English Education and Teaching* 2, no. 1 (June 7, 2018): 13–21, <https://doi.org/10.33369/jeet.2.1.13-21>.

<sup>21</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks, California: SAGE, 2014).

beginning of the study, the students were informed and included for participating in this research voluntarily. The data of participants showed as below:

**Table 1.** Data of Participants

Participant	Initial Name	Major	Semester	Gender	Senior High School
S1	SB	AFI (Islamic faith and philosophy)	V	Male	MAN Tanjung Balai
S2	MIA	IAT (Qur'an science and interpretation)	VII	Male	MAN I Aceh Tenggara
S3	RHH	AFI (Islamic faith and philosophy)	I	Male	MAN Labuhanbatu
S4	HG	AFI (Islamic faith and philosophy)	I	Male	MA Islamic Centre North Sumatera
S5	FA	IAT (Qur'an science and interpretation)	V	Male	Aliyah Al Washliyah 12 Perbaungan
S6	WYS	IAT (Qur'an science and interpretation)	III	Female	MAS Istiqomah Islamic Full Day School
S7	HNH	IAT (Qur'an science and interpretation)	III	Female	Islamic Boarding
S8	MAD	IAT (Qur'an science and interpretation)	III	Male	SMA
S9	MAH	IAT (Qur'an science and interpretation)	VII	Female	Islamic Boarding School
S10	NIA	IAT (Qur'an science and interpretation)	III	Female	Ma'had Tahfizh Ahmad Fadhlan
S11	NA	IAT (Qur'an science and interpretation)	III	Female	MA Islamic Centre North Sumatera

The data of this study was collected through two instruments, including 1) interview, to explore students' perception of learning English based on their different backgrounds, within the different skill, and need. The interview is an open-ended interview conducted by Creswell.<sup>22</sup> The questions are 13 numbers. 2) artifacts of their learning process, assignments, and materials are given.

The questions posed to participants are as follows:

1. Do you like English? Why?
2. Do you need English, why?

<sup>22</sup> John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (California: SAGE Publications, 2016).

3. Do you struggle to learn English? Name the issue!
4. What semester did you study English? Furthermore, mention the course name!
5. Why is it important for non-English majoring students, particularly *Ushuluddin* faculty, to learn English?
6. What did you learn while studying English in college, in your opinion?
7. How do you put your English lessons into practice?
8. What types of assignments do you fulfill in order to complete the English course?
9. Tell me how the English material is taught in your class!
10. Which English skills do you wish to improve? Why
11. Do you believe the English material has anything to do with *Ushuluddin*? Elaborate it!

The collected data was analyzed using content analysis techniques by Creswell.<sup>23</sup> The Thematic Content analysis identified different views of the students through their perception of the need in English, and the result of participants' perceptions elaborated in the study's findings.

## Discussion

Based on the two research questions presented, one analyzes students' perceptions of what they got after learning English for the semester, and the other analyzes students' perceptions of what they need. The researcher identified three findings that must be developed in the teaching and learning process of English with specific objectives for students majoring in Islam: the content of the material being taught, English language skills, and the learning process.

The issues encountered during the ESP teaching and learning process are detailed in one of the three items. First, the content of the material taught in class is the same as what they learned in high school. Second, the teaching materials are more general, implying that they do not directly address the ESP target. They require Islamic materials such as Islamic history, modern-day *da'wah*, and Islamic thought.

Third, English proficiency. Every student generally desires English language skills from speaking, reading, writing, and listening, but this has not been realized, owing to both

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<sup>23</sup> Creswell, *Research Design*; Creswell and Poth, *Qualitative Inquiry and Research Design*.

internal factors within the students and external factors from the lecturers. It is hoped that they will be able to use English as a medium of *da'wah* and Islamic literacy. As a result, teaching by relating the four English skills is highly recommended beginning in elementary school.

At this point, it has been demonstrated that students prefer an active learning environment rather than simply listening to lectures and writing papers. They want a learning model that includes methods for collaboration, discussion groups, and discovery learning. In this case, all students are interested in English, even if they find it difficult, because it is still enjoyable and does not bore them. The researcher noted two points about students' perceptions of teaching materials and their needs and desires for ESP based on the description of the findings above, which are discussed below:

### **Students' Perceptions of Their Current Learning of ESP**

The author interviewed 11 students to explore what they learned while learning English in lectures. Their answers stated that English is important in addition to being an international language, with it can also facilitate careers and find work. This finding is similar to the research findings of Wahyuningsih et al. that English is used to establish communication at work, mainly with foreigners from other nations. Nowadays, some job vacancies require active English competence.<sup>24</sup> The most important thing is mastering world civilization with English adds references to Islamic insights from English-speaking sources. Data acquisition also proves a discrepancy between student expectations and what they have learned during one or two semesters. In other words, the ESP lessons taught are only material related to basic English. That is where the vital role of the teacher is to help students learn while at the same time designing learning by creating authentic materials that suit the student's needs.<sup>25</sup>

Based on the reports that have been received, the ESP material they have learned is material that they have learned while in high school, so they seem to be repeating the material, and there is nothing new. The following illustrates some of the students who stated the same thing.

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<sup>24</sup> Ristia Wahyuningsih, Hanifah Aulia Kusuma, and Heni Listyanti, "Analysis of Non-English Students' Perceptions of the Need for English in the World of Work [Analisis Persepsi Mahasiswa Non Bahasa Inggris Terhadap Kebutuhan Bahasa Inggris Di Dunia Kerja]," *Literasi : Jurnal Kajian Keislaman Multi-Perspektif* 1, no. 2 (June 30, 2021): 319–46, <https://doi.org/10.22515/literasi.v1i2.3718>.

<sup>25</sup> Hussein Hassan Ibrahim, "The Role of an Ideal ESP Practitioner," *Open Journal of Modern Linguistics* 9, no. 2 (March 15, 2019): 76–91, <https://doi.org/10.4236/ojml.2019.92008>.



More and less is not much different from what I have learned in high school. However, what has been learned is slowly forgotten as time goes by. (Afd, IAT). 29 December 2021. 5:46:26 pm.

It is more about honing what I have learned in senior high school (Mkh, IAT). 29 December 2021. 8:23:01 pm.

I think the lessons I get are pretty lacking and what I get is the same as in high school (Hmd, IAT). 29 December 2021. 4:30:33 pm

In this case, it is clear that what they get for the current lesson is the same material and is still not improving. Related to that, Emiliasari and Kosmajadi also found that the student's perspective on learning English is not optimal.<sup>26</sup> Therefore, the teacher or lecturer still equates General English (GE) with English for specific purposes. It should be different because the students taught have different majors and goals. Huckin claimed that teaching ESP is similar to teaching GE but must be different from the typical and specific material delivered.<sup>27</sup> Likewise, McDonough described that ESP teaching should not be confused with general English language development.<sup>28</sup> That indicates the need for serious attention in conducting ESP.<sup>29</sup>

### **Students' Perception of Their Need for ESP**

To obtain information about their perceptions of the needs of students during ESP how their wants, 11 people were interviewed and asked what they needed from ESP to support their improvement in ESP learning. The following data were taken to answer the second research question.

What I need is an English environment so that I can quickly understand. (Sbl, AFI). 29 December 2021. 2:54:10 pm.

I think there should be a trigger for fun and interest that cannot cause boredom and instead foster a sense of excitement and curiosity. I do not know what to do, for sure the problems faced by people, in general, are laziness, lack of interest, and others. This problem may sound very simple. However, it is not very easy to solve. (Hmk, AFI). 29 December 2021. 9:48:22 am.

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<sup>26</sup> Raynesa Noor Emiliasari and E. Kosmajadi, "Students' Perception of Learning English [Persepsi Mahasiswa Terhadap Pembelajaran Bahasa Inggris]," *Jurnal Madinasika Manajemen Pendidikan Dan Keguruan* 1, no. 1 (2019): 35–42.

<sup>27</sup> Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centred Approach* (Cambridge: Cambridge University Press, 2006).

<sup>28</sup> Jo McDonough, *English for Specific Purposes in Perspective: A Practical Guide* (London: Longman ELT, 1984).

<sup>29</sup> Luluk Iswati, "When Teaching Must Go on: ESP Teachers' Strategies and Challenges during COVID-19 Pandemic," *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra* 5, no. 1 (February 14, 2021): 36–52, <https://doi.org/10.26858/eralingua.v5i1.16196>.

Almost all the aspects needed are fulfilled, but the most highly accepted is friends who can be talked to learn English speaking (Wdy, IAT). 29 December 2021.4:09:26 pm.

I need the environment, such as an English tutoring place, and friends who are influential in learning. The learning process is fun and easy to understand. (Afd, IAT).29 December 2021.5:46:26 pm.

What I need are conversation and a competent teacher. (Nr, IAT). 29 December 2021.8:47:33 pm.

From the data above, we can underline several things that students with a background in Islamic majors; need an environment or friends who are invited to speak, an interest in language, an easy and fun learning process, and competent teachers in teaching ESP. That means the ESP teacher has to design a practical need analysis for creating the course, learning material, and appropriate context with students. According to Marcu, an effective needs analysis is the first aspect of creating an ESP course that fits the student's context.<sup>30</sup>

ESP teachers are not suggesting just teaching boring material such as grammar and tenses formulas that students were not interested in. ESP students need more applicable English skills, for example, in communication. Based on the theory listed by Mohan, the ESP lessons prepared for students in the classroom are focused on a selected communication environment that is determined according to their background.<sup>31</sup> Beshaj also emphasized that the concentration of ESP should be more on the context rather than just teaching and explaining grammar structures.<sup>32</sup>

Looking at more detail, their desire as alumni of the Islamic department later, they want to have opportunities with the skills they have, as conveyed in the interview below.

Learning ESP to make it easier for us to understand or provide understanding by using references whose references are in English. (Rmt, IAT).

Students majoring in non-English languages, such as the Ushuluddin faculty and those based on other Islamic religions. They are obliged to learn English to adapt to the principles of international knowledge and then create an intelligent civilization. (Hmk, AFI).

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<sup>30</sup> Nicoleta Aurelia Marcu, "Designing Functional ESP (English for Specific Purposes) Courses," *Procedia Manufacturing*, 13th International Conference Interdisciplinarity in Engineering, INTER-ENG 2019, 3–4 October 2019, Targu Mures, Romania, 46 (January 1, 2020): 308–12, <https://doi.org/10.1016/j.promfg.2020.03.045>.

<sup>31</sup> Bernard Mohan, *Language and Content: Second Language Professional Library* (Reading, Mass: Addison Wesley, 1986).

<sup>32</sup> Lediana Beshaj, "The Growing Importance of English for Specific Purposes (ESP) In Albanian Higher Education," *International Journal on Studies in English Language and Literature (IJSELL)* 3, no. 6 (2015): 10–13.

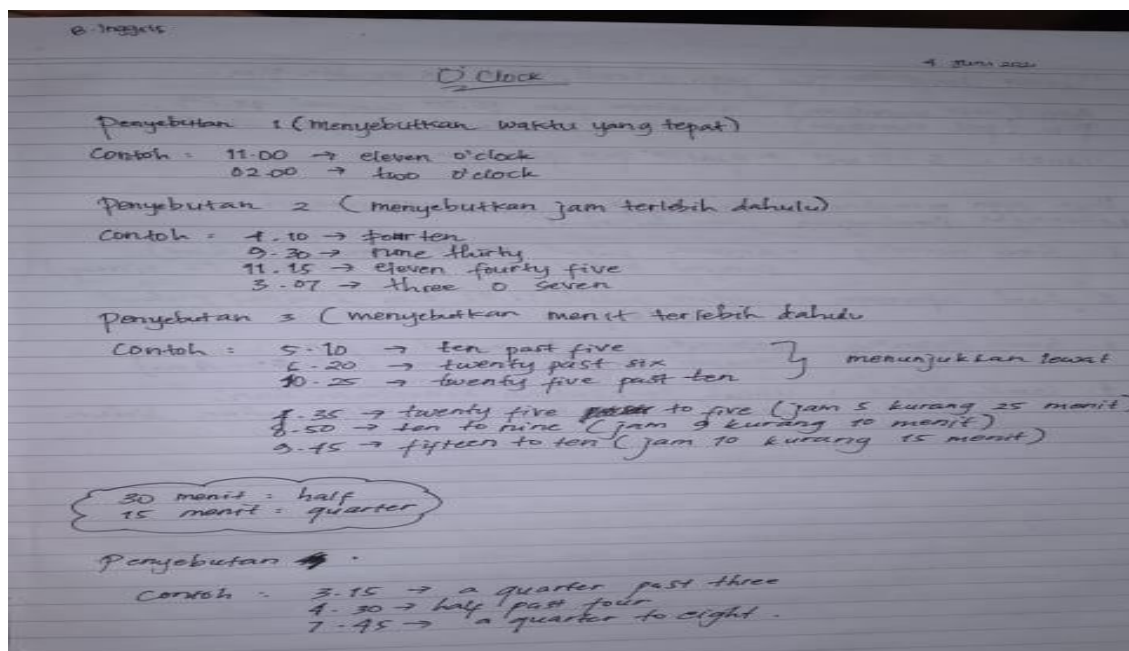
Because Esp can be used for the future, learning a language is a sunnah. Although English is not applicable in learning now, it will be advantageous in the future, for example, reading journals in English, seeing good explanations from books, YouTube which English content, and others that are not found in Indonesian. (Afd, IAT).

Because English is a scientific language, the world's largest academic language of communication, English is a scientific language and is often used by leading scientists in several of their articles, books, and research. (Wdy, IAT).

The perceptions above were clear: students need to explore scientific sources to reference their knowledge from English books and articles, research, and integrate their Islamic knowledge into English. Everyone in the world can access it.

Listening, speaking, reading, and writing must be complete and adequate to meet their needs and desires for work, academic prospects, and writing articles. It is not just grammar with its structure. Appropriate and adequate material is needed so that teachers do not just transfer knowledge and students receive it. ESP must have a final output after the lesson has been delivered Dudley-Evans & St John stated against selecting the material needs addressed to students and emphasizing the practical results they are doing. The development of ESP materials must follow the needs analysis.<sup>33</sup>

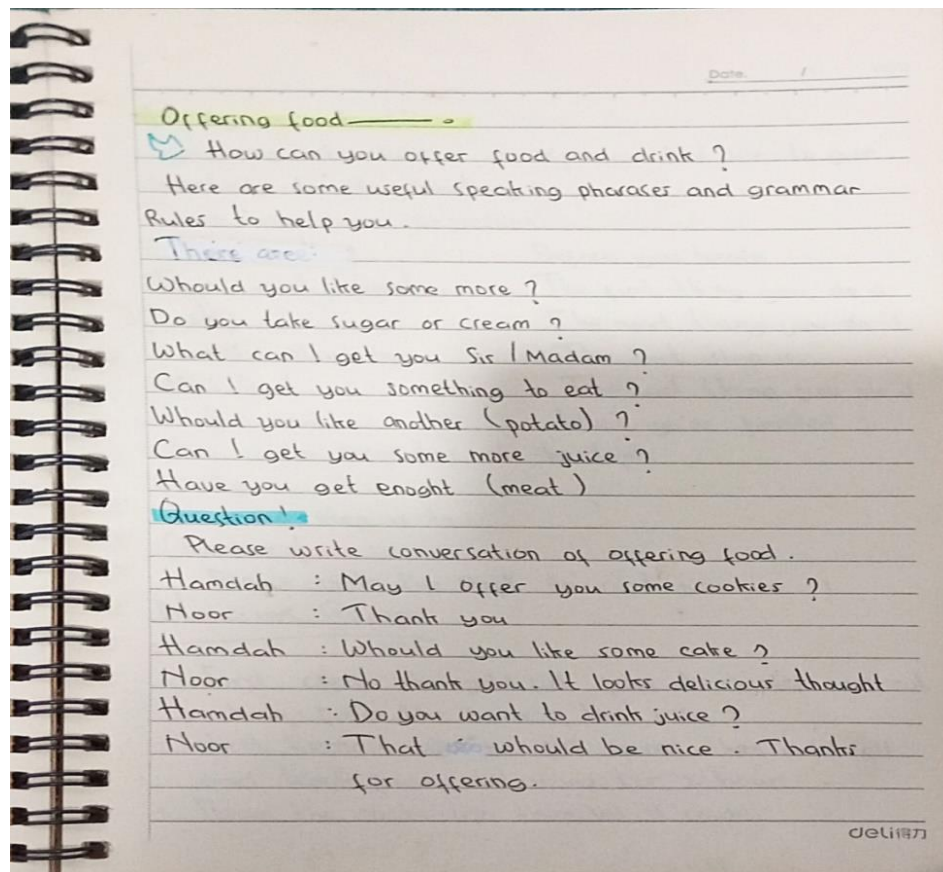
Student assignments include the following documents such assignments and learning material:



**Figure 1.** One of the materials for the English Course in the Faculty of *Ushuluddin*

<sup>33</sup> Tony Dudley-Evans, *Developments in English for Specific Purposes: A Multi-Disciplinary Approach* (Cambridge: Cambridge University Press, 1998).

Figure 1 is one of the materials with the title "o'clock," As can be seen, it contains no Islamic elements. They learned the above material in high school and even junior high. Materials that lead to Islamic content should begin in the first semester so that students are familiar with Islamic content while also getting an introduction to English and meeting their need for English. Because different students have different language needs, the language's goals and needs must be tailored to their specific requirements.<sup>34</sup>



**Figure 2.** The material of English given by another lecturer

Figure 2 is English material titled "offering food," and the exercise below did not contain Islamic content. Although there are two examples of Islamic names, Noor and Hamdah, in the practice section on writing conversation, it was not included in the specific purpose. The reference books used in the first semester of English class were classified as grammar books that contain basic information. This explanation shows that learning English has not led to specific or academic goals. So, there seems to be no difference

<sup>34</sup> Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001).

between learning English in college and school. At that point, the ESP teacher needs to adjust the learning strategy to the student's level of English proficiency.<sup>35</sup>

**Table 1.** The courses of semester 1 in the *Ushuluddin* faculty

Semester		Gasal 2020/2021			
No.	Kode	Mata Kuliah	Kelas	W/P	SKS
1.	010010204	Pancasila	010010204-3	W	2
2.	010204014	Ilmu Tauhid	010204014-3	W	2
3	010120204	Metodologi Studi Islam	010120204-3	W	2
4.	010040204	Bahasa Inggris I	010040204-3	W	2
5.	010050204	Bahasa Arab I	010050204-3	W	2
6.	010060204	Al-Qur'an	010060204-3	W	2
7.	010070204	Al-Hadis	010070204-3	W	2
8.	010080204	Teologi Islam	010080204-3	W	2
9.	010090204	Akhlak Tasawuf	010090204-3	W	2
10.	010120204	Sejarah Peradaban Islam	010120204-3	W	2

Table 1 is a study result and credit card for the odd semester students in the 2020/2021 academic years. According to the informant, English courses were taught from semesters one, two, and three. The learning material taught in the first and the second semester contains basic grammar, and the third semester leads to Islamic content.

## Conclusion

According to the findings of this study, there was an imbalance between students' desires and needs and what had been implemented in classroom learning because the content of teaching materials, English language skills, and the learning process remained monotonous and unsatisfactory. Moreover, this study explored the analysis of student needs based on their perceptions. ESP students at the *Ushuluddin* faculty need a supportive learning environment to support their learning. Furthermore, this research can be implemented and used as an evaluation to carry out ESP material, syllabus, and teaching for the first semester and subsequent semesters following the curriculum that develops based on students' needs and desires.

<sup>35</sup> Alfian Alfian, "Proficiency Level and Language Learning Strategy Choice of Islamic University Learners in Indonesia," *Teflin Journal* 29, no. 1 (July 25, 2018): 1–18, <https://doi.org/10.15639/teflinjournal.v29i1/1-18>.

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