

INNOVATION OF ESP DESIGN TO IMPROVE STUDENTS' ENGLISH LEARNING ACHIEVEMENTS IN NON-ENGLISH DEPARTMENT

Rini Ekayati, Imelda Darmayanti Manurung, Selamat Husni Hasibuan

Universitas Muhammadiyah Sumatera Utara (UMSU)

Medan, Indonesia

E-mail: riniekayati@umsu.ac.id

Received: 2022-03-21

Accepted: 2022-06-10

Published: 2022-06-28

Abstract

Designing and providing learning materials that suit the needs of learners is one of the important roles of a lecturer. This study is conducted to examine the appropriate English learning design in non-English Education Study Programs at UMSU with an orientation to the English for Specific Purpose (ESP) approach to analyze the factors that become ESP learning needs and analysis of ESP English learning model design in non-English Education Study Programs. This study involved eight lecturer respondents who teach English in non-educational study programs. This study used a qualitative research design using questionnaires and interviews as research instruments. The results of data analysis showed that factors that underlined the need for ESP in teaching and learning English in non-English Education department were going under two categories, namely the short-term factor and the long-term need factor. The design of the ESP English learning model, then, was concerned to the students' need of English after their study period. This fact is in accordance with the theory of ESP learning approach under the skill-centered course design which aims to help learners develop skills and strategies that will continue after the ESP learning. The combination of both (Learning-centered approach and skill-centered course design) emerged as an innovation of the ESP course design for students of non-English study program.

Keywords: *ESP Desain; English Learning; Students' Learning Achievement; Non-English Department*

1. Introduction

The application of teaching and learning curricula, both in schools and in tertiary institutions currently requires an educator (lecturer) to be creative in conducting teaching and learning activities to improve students' learning outcomes of the subjects/courses being taught. In other words, activities and learning processes must be able to assist students in achieving their learning goals. Currently, the learning model that is being developed is student-centered or known as student-centered learning (SCL). SCL creates an active learning situation that has an influence on improving students' learning outcomes.

The learning model in today's globalized world increasingly shows the need for abilities, not only academic abilities but also other skills that support academic abilities. One of them is the ability to language skills, in this context a foreign language. Communicating and interacting using language tools that can be used globally today forces every individual to equip themselves with mastery of global languages such as English. In addition, at this

time English is increasingly widespread and continues to develop in developing countries, including Indonesia. English is currently also increasingly dominating the world of information both related to science and technology which is increasingly available in English.

At the university level, English language learners should have started to focus on developing their communication skills under their chosen scientific fields because almost all departments in some private universities offer English courses for one or two semesters in department, including non-English department. It shows how important it is to master English as one of the foreign languages used in the current era of globalization, and at the same time serves as an introduction to students' academic success and their future careers.

In addition, students of higher education are supposed to be adequately with basic skills in English that support their competence to use English. However, there are still weaknesses of English learners on the topic of basic grammar in English, namely the subject-verb agreement with a high average percentage, which is a high level of error (95%) (Ekayati, 2014). It can affect the students' achievement of English learning outcomes based on the reason that the understanding of language structure is the basis for sentence formation in the language system itself.

At Universitas Muhammadiyah Sumatera Utara (UMSU), students take English courses in semester 1 with 2 credits a semester for all existing study programs, including the English Education Department. Generally, the aim of learning English is to provide an understanding of the linguistic aspects of the language so that it can be used for communication. Especially for students of non-English department, English courses aim to make the learners know and able to use English according to the scientific fields in each of the language skills (listening, speaking, reading, and writing), both formally and informally. However, those have not been fully achieved.

Ekayati, et al. (2020) stated that the students' aim in learning English, apart from being a compulsory subject, was identified in two categories, namely short-term goals, related to academic/educational needs, and long-term goals, related to the needs of the world (their future career). Based on this finding, learning English in non-English Department should be implemented under the student's specific field of knowledge to maximize learning outcomes as needed.

Furthermore, the implementation of teaching and learning in English courses, especially those taught in non-English Department at UMSU is still oriented to the application of General English (GE) concepts, where the materials were oriented in understanding English language by its general concepts, not focused on one scientific related field. This situation may lead to the misconception of the students' purpose of learning English itself. Innovation is needed in the implementation of English courses for students in non-English Department. The innovation is needed in the concept of teaching and learning English which is intended for a certain learner with certain purpose.

This kind of innovation is offered in this research under the implementation of teaching and learning English with a specific purpose known as English for Specific Purpose (ESP). ESP can provide the teaching and learning English with dual benefits for students, namely: 1) academic benefit (while college period), and non-academic (for daily purposes), and 2) readiness to enter the world profession under their specific field by which English language skills can be the major qualification to compete and be competent in the world of work (Kusumaningputri, 2016). Therefore, the implementation of the existing English course-learning model in the non-English Department needs to be reformed into the application of ESP English course learning as a breakthrough so that students of non-English Department can get a double benefit.

2. Literature Review

2.1 General Overview of English for Specific Purpose (ESP)

Globally known, English as one of the most used languages in the world takes its role in many dimensions in human's life, include in human education. Particularly in higher level education, there has been a high demand for English in Academic courses. In this situation, English as the lingua franca of all science has come out in non-English speaking countries in the form of English for Specific Purpose (ESP) (Ghanbari, 2010).

Hutchinson and Waters (1987) introduced ESP as an approach in learning English that is more oriented to the process of learning, in the sense that ESP approach is designed for the needs of the learners, which implies what knowledge of English that the learners need, in what context the learners learn English, and what goals the English learners want to achieve specifically. By this, ESP is focused on the process that defines the skills and instruments of English related to the learners need.

In addition, Hutchinson and Waters (1987) described ESP as an approach to English learning by which the learning topics and methods are designed based on the needs of why learners learn English. This is in line with what was stated by Paltridge and Starfield (2013), "English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain". In other words, learners have a specific reason/purpose for learning English. This is the base that underlies the difference between learn English in general context (General English) and learning English for specific context. In a similar context, Basturkmen (2010) said that ESP is designed to teach "language and communication skills that specific groups of language learners need or will need to function effectively in their disciplines of study, professions or workplace". However, ESP is expected for the learners who have specific goals in learning English.

2.2 ESP Learning Design Approach

Hutchinson & Lancaster (1986) said that English for Special Purposes (ESP) is teaching that has a specific purpose". ESP is focused on a learning style that focuses on the specific categories of what people learn, not how people learn. It is related to the teachers that can develop their learning scenarios that focus on what materials they have to learn to achieve the goals.

Learning design is a pattern of the learning process that is derived from data about the need of learning and then interpreted to create a serial of integrated teaching-learning environment. The purpose of instructional design directs the learner to a specific state of knowledge. In practical terms, this demands the implementation of available information (theoretical and empirical) to design a syllabus, to choose, to adapt or to arrange material according to the syllabus, to enhance methodologies of the teaching material, and to conduct evaluation of the progress procedures towards certain goals of measurement. (Hutchinson and Waters, 1986)

There are three major types of ESP learning designs, namely: 1) language-centered course, 2) Skills-centered course, and 3) learning-centered approach.

2.2.1 Language-centered Course Design

Language-centered course design is regarded as the basic type, and is more common to be used by English teachers. It is a design that concentrated on understanding the linguistic features of English by the learners in the target situation (Hutchinson and Waters,

1987). This approach aims to map a direct relationship between the situational target and the content of the ESP learning material. It continues as the followings:

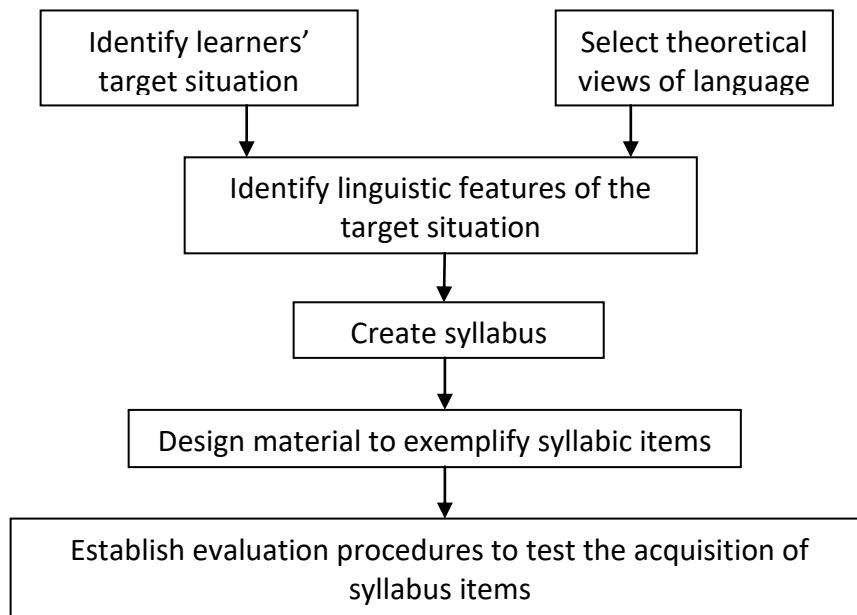


Figure 1. Language-centered ESP Design

2.2.2 Skill-centered Course Design

This ESP learning approach aims to help learners develop skills and strategies that will continue after ESP learning. The aim is not only to impart knowledge of the language but also to make learners better information processors. The figure below presents this model.

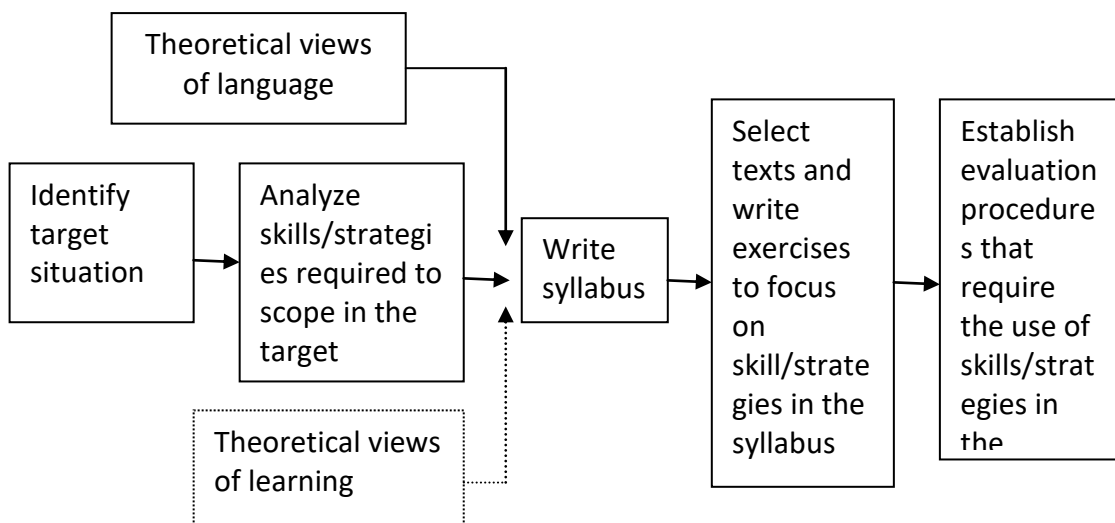


Figure 2. Skill-centered ESP Design

Hutchinson and Waters (1987) state that the function of needs analysis in this approach is to help ESP instructors discover the knowledge and potential competencies of learners, and their perspectives on the target situation. This ESP design model centers on the skill of viewing language in terms of how the mind of the learners' processes it rather than viewing it as an entity itself. In addition, this ESP learning design tries to build the positive factors that students have into the learning situation, not just on the negative idea of

"deficiency". Finally, this design frames its objectives in open terms, thereby enabling the learner to achieve at least something of value from the learning process. However, despite its concern for learners, this ESP learning design still considers learners as language users, not as language learners.

2.2.3 Learning-centered Approach

The learner-centered approach is based on the principle that learning is entirely determined by the learner. When teaching, a teacher can influence what is taught, but what students learn is determined by the students themselves. Learning is seen as a process in which learners use their existing knowledge or skills to understand new insight. Therefore, it is an internal process, which is highly needed to be supported by the background knowledge that learners have and also based on their ability and effort (motivation) to use it.

It is hardly to say that learning is only as an end product in the learner's mind, since it can, and should, be seen in the context in which learning occurs. Learning is not just a mental process. In fact, it is a process of negotiation between the individual and society. Society plays as sets targets, in this case as the performance in target situations, and individuals must do their best to get as close as possible to them (or reject them). Learners certainly define their path to the target and the speed/time at which they travel along the path, but without considering that the target is unimportant. In the learning process, there is more than just the learner to consider, since a learning-centered approach is chosen to show that its concern is to maximize learning. So, the term: learner-centered for learning purposes would be misleading.

In detail, the design flow of the learning-centered approach is shown in the following figure below.

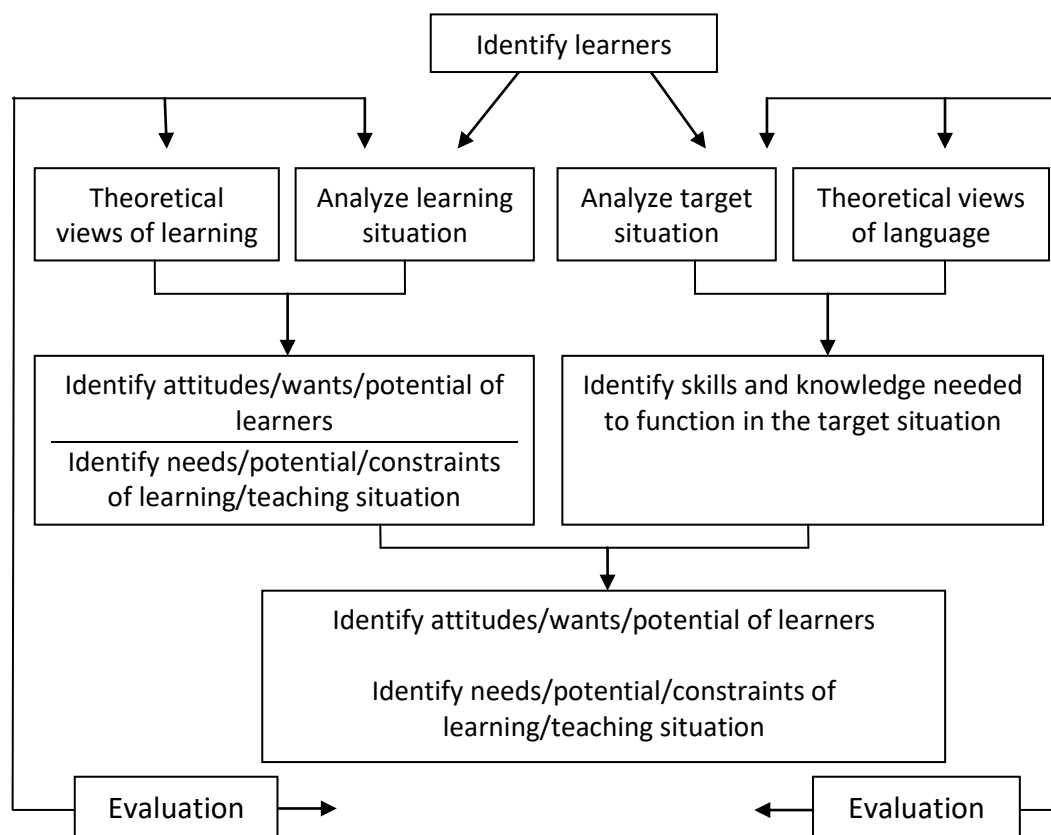


Figure 3 Learning-centered Approach (Hutchinson dan Waters, 1986)

2.3 English Learning Outcomes

Learning outcomes are abilities obtained through internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. The term learning achievement is often used interchangeably with competence, although it has a different meaning in terms of the scope of the approach. The term learning achievement is often used interchangeably with competence, although it has a different meaning in terms of the scope of the approach. Allan in Butcher (2006) explains that many terms are used to describe educational intent, including; learning outcomes; teaching objectives; competencies; behavioral objectives; goals; and aims. According to Butcher (2006), "aims" is a broad and general expression of educational goals, which provides information to students about the objectives of a lesson, program, or module and is generally written for teachers not for students. On the other hand, learning outcomes are more focused on what students are expected to do during or at the end of a learning process. Meanwhile, "objectives" cover learning and teaching and are often used in the assessment process.

Descriptions of learning outcomes for each level of qualification for higher education graduates can be found in the Decree of the Minister of National Education of the Republic of Indonesia Number 232/U/2000 concerning Guidelines for Preparation of Higher Education Curriculum and Assessment of Learning Outcomes, article 3 (paragraph (2), paragraph (3), and paragraph (4), and article 4 (paragraph (2), paragraph (3), paragraph (4), and paragraph (5)).

In the Ministerial Decree, the description of learning outcomes is explained that for the Undergraduate Program (S1), the outcomes are directed to have the following qualifications:

- a. mastering scientific basics and skills in certain areas of expertise so that they can find, understand, explain, and formulate ways to solve problems that exist in their area of expertise;
- b. being able to apply the knowledge and skills according to their field of expertise in productive activities and services to the community with attitudes and behaviors, under the order of living together;
- c. being able to behave and behave in bringing themselves to work in their field of expertise as well as in living together in society; and
- d. being able to follow the development of science, technology, and/or art which is their expertise.

For the achievement of learning English itself, the emphasis of achievement lies in the components of existing language skills, namely the ability to read (reading), speak (speaking), listen (listening), and write (writing). Based on the analysis of the need for learning English in non-English study programs, among the four skills, speaking and listening are the two skills that the students of non English study program need (Ekayati, R., Manurung, I. D., & Yenni, E. (2020)).

The achievement of learning outcomes that have been determined is of course one of them is determined by the learning model carried out. For English courses in non-English Study Programs, of course, the learning outcomes must be adjusted to the learning objectives that focus on the use of English for certain (special) fields.

3. Research Method

The descriptive and qualitative research methods are the methods used in this research to analyze the factors that become the needs of ESP learning for students and to develop designs for ESP-based English learning models as lecturers' innovations to improve English learning outcomes in non-formal study programs. By using the data analysis approach through collection, reduction, displaying, and drawing conclusions, this study involved 8 lecturers as respondents who teach English in non-English education study programs in UMSU. The data were collected by distributing questionnaires and also through interviews with respondents as the main data of the study. Other data sources are literacy materials from several reading sources related to ESP English learning.

4. Results and Discussion

4.1 Data

In this research, data analysis was carried out by a questionnaire containing 22 questions which are aimed to describe the problems of the research in correlation to the analysis of the factors that become the need for ESP learning for students of non-English Education Programs, how to design ESP-based English learning models, and how to implement English learning models. The questionnaires were used by utilizing the online google form facility. In addition to questionnaires, interview techniques were also used to collect data to support this research.

In addition to using data obtained through respondents, data collection is also carried out by reviewing documentation related to curriculum studies related to lesson plans, syllabus, and learning outcomes. From the acquisition of this documentary data, it can be found the number of credits for English courses in non-English study programs in each faculty, types of English teaching materials delivered by lecturers, English learning objectives set by lecturers, English learning objectives, the need for English learning, and also factors for ESP learning needs in non-English study programs.

The data were accurate with that obtained from respondents who are lecturers in non-English study program in Universitas Muhammadiyah Sumatera Utara. The first to third questions on the questionnaire is about students' English skills at the present condition, including the strengths/weaknesses, English skills, and students' experiences in learning English as the primary step in designing developed English learning materials. The distribution of respondents' responses is presented in the following explanation.

4.1.1 General English and Need Analysis

The data collected to be used as the basis for drafting the ESP concept design for learning English in non-English study programs begins with confirming to the respondents about the topics contained in the English learning design that has been carried out by respondents in the learning and teaching process.

In the development of the ESP design in the English learning approach, it cannot be separated from the concept of General English (GE; General English), where GE is often included and dominates the content of the syllabus based on the conception that GE is the 'reality of English' that must be mastered by English learners. According to the data collected, all respondents already know what GE is, and mostly think that it is necessary to be taught for students who have specific learning objectives. It can be seen in the following table:

Questions	Responses		Frequency
	Yes	No	
Do you know about General English?	8	-	8
	Need	No Need	
In your opinion, is General English necessary to be taught to English learners with certain needs?	5	3	8

Tabel 1. GE in Learning English in Non-English Study Programs

The next question relates to needs analysis activities. Needs analysis is the activity that became the initial focus of the ESP approach (Dudley & St. John, 1998). From the data obtained, the majority of respondents answered that they had conducted a need analysis and felt helped by the results obtained from the data analysis to describe the learning methods/strategies conducted in the respondent's class in non-English study programs. This data is also supported by further questions related to respondents' understanding of the ESP learning approach. The majority of respondents stated that they knew about ESP, and felt the necessity for ESP to be used in teaching English in their study programs.

4.1.2 Learning English Achievement in Non-English Department

Expected Outcomes	Frequency
Can summarize the journal content and so on written in English	1
Fluent speak English about related field of science	5
Adding specific vocabulary items based on to the field of science	1
Master oral and written English well and correctly	1
Total	8

Tabel 2. Learning English Outcomes That Expect To Be Achieved by Students in Non-English Department

From the data above, it can be seen that according to the majority of respondents, the achievement of learning English that is expected to be achieved by students in non-English department is to be fluent in speaking about the field of science in English (speaking skill). Some expected learning outcomes are; being able to summarize the journals content in English (writing skills), adding specific vocabulary based on their field of science/special vocabulary (reading skills), and mastering English in spoken and written. This data can be used as the initial basis for the preparation of the ESP design later for non-English department students.

After the outcomes from non-English department students in learning English are gained, the information is also valued regarding the objectives of non-English department students in following English courses. Those data is needed to see respondents' perceptions of student learning objectives which will be used as material for preparing learning outcomes. The data is presented as follow:

Student's English Learning Goals	Frequency
To communicate in English fluently both oral and written	6
For work	2
Total	8

Tabel 3 Students' Objectives of Learning English Non-English Department

From the table above, information is obtained that the purpose of students learning English apart from being a compulsory subject, according to the perception of the majority of respondents is to be fluent in communicating, both spoken and in written form, and also for work reasons. The next question is the development of the data obtained previously, which is related to which language competencies are the targets for learning English in non-English department.

Language Skill Competencies	Response		Frequency
	Yes	No	
An English speaking competence skill is a skill that is needed to be learned	8	-	8
An English reading competence skill is a skill that is needed to be learned by students of the non-English study program.	1	7	8
An English listening competence skill is a skill that is important to be learned by students of the non-English study program.	7	1	8
An English writing competence skill is a skill that is needed to be learned by students of the non-English study program.	2	6	8

Tabel 4. English Language Skills Competencies Needed by Students in Non-English Study Programs

From the table data above, it can be seen that the competence of speaking and listening skills is the most needed skill competency for students in non-English study programs. Meanwhile, reading and writing competence is not a priority.

4.1.3 Approach for Teaching English in Non-English Study Programs

After the data related to the basis for determining learning achievement are gained, the data must be sorted related to the English teaching approach method in non-English study programs in UMSU. According to the results of observations made in non-English department, the teaching method used by lecturers is to use the GE (General English) approach. This is further strengthened by evidence of the syllabus and also the existing RPS for English courses in non-English department that are prepared and used by lecturers.

The teaching data collected shows that in essence the teacher or lecturer already knows that there is an English learning approach method that focuses on the needs of the

learner, namely ESP. According the results of the questionnaires, the majority of respondents agree and even strongly agree that ESP is suitable to be applied in teaching English in non-English study program classes. According to respondents, the need for learning methods that adapt to the conditions of the learner will help them in two periods of time, namely during the recovery period and the period after completing their studies. The need for these two periods is the factor that forms the main basis for the preparation of an ESP learning concept design for English courses in non-English study programs at UMSU.

4.2 Data Analysis

1. Factors of ESP Learning Needs for Students in Non-English Education Study Programs

Learning English at the university level is currently increasingly felt necessary to continue to be improved to produce human resources who have the provision of global/international competitiveness in the current era of openness. Some foreigners will enter and have interaction with residents who requires the readiness of local to master foreign languages such as English. This is currently a necessity and expectation of university graduation, where resources from college graduation are equipped with the ability to master foreign languages.

However, in reality, resources graduating from universities in Indonesia lack in their English language skills. Of course, the weakness must be overcome, one of which is by improving the existing English teaching and learning process. In the university curriculum, English courses from the first period of independence until the early 1970s were placed as complementary courses. Then, it changed to be general courses (MKU) until early 1980s, general basic courses (MKDU), and now universities have the right to design it as MKU or basic skills courses (MKDK) (Afriazi, 2016).

Based on data in this study, the factors for ESP English learning needs in non-English Education study programs are classified into two categories, namely the short-term factor and the long-term factor. According to the respondent, the short-term needs factor is the need for learning English during the student's academic period. The English course is one of the subjects that students must take as many as 2-4 credits in 1-2 semesters. In this case, students need to be able to get a passing grade because currently passing grades in English courses have become a requirement for students to be able to take the linguistic exam (English Proficiency Test) to fulfill the completeness of the Certificate of Companion Diploma (SKPI). In this regard, English learning delivered by lecturers is expected to assist students in taking the linguistic exam and obtain maximum results.

As for the long-term factor, it is related to the need for English language skills in the graduate world of work after completing their studies. Whether the English skills they acquire can support the professional world of graduates later, of course, it cannot be separated from the readiness of their learning process while in college. This is in line with what was conveyed by Ekayati, R., Manurung, ID, & Yenni, E. (2020) that the needs of non-English education study program students in learning English include academic/educational needs as well as needs in their professional world after finishing lectures.

Next factor is related to the learning outcomes that are expected to be achieved by

students, showing a tendency to the specificity of each student's study program. From the data, it is found that the learning achievement that is expected to be achieved by students in non-English Department is to be fluent in speaking about the field of science (speaking skills), then followed by other learning outcomes, namely being able to summarize the contents of journals and so on in English (writing skills), add specific vocabulary based on the field of science/special vocabulary (reading skills) and can master English orally and in writing properly and correctly (general language skills). These data generally indicate that the learning outcomes that are expected to be achieved by non-English department students are focused to the field of knowledge they are taking. This shows that ESP is indeed needed as an English learning approach where the learning activities (topics and methods used in the learning) are designed based on the objectives of why learners want to learn English. (Hutchinson and Waters, 1987) This is in line with what was conveyed by Paltridge and Starfield (2013) that "English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain". Moreover, learners have a specific reason/purpose for learning. This situation underlies the difference between learning English in general context (General English) and learning English in specific context (English for Specific Purposes).

Apart from learning achievement factors above, another factor that causes the need for ESP English learning for students in non-English department is the student's learning objectives. From the data, it was found that the purpose of non-English Education study program students in learning English apart from being a compulsory subject, according to the perception of the majority of respondents was to be fluent in communicating, spoken or written English, and also for work reasons. Hi, this means that the lecturer agrees with the opinion that students have certain specific goals with the English course they are taking. This is the main goal of learning English with the ESP approach method. Basturkmen (2010) states that ESP is designed to teach "language and communication skills that specific groups of language learners need or will need to function effectively in their disciplines of study, professions or workplace". This means that ESP is indeed intended for English language learners who have specific goals that can be used according to the field of science, as well as professions in the world of work. This is also one of the important factors in the need for ESP learning for students in non-English Education Study Programs.

2. English ESP Learning Design in Non-English Education Study Programs

The next research problem relates to the innovation design of the ESP English learning model in non-English Education study programs which is designed based on the data obtained in this study. Since the data of this study -based in the teaching and learning activity, the learning-centered approach is chosen to be framed as the prototype model of the innovation in English ESP design for students in the non-English department.

The innovation for the English ESP design was framed as the following figure:

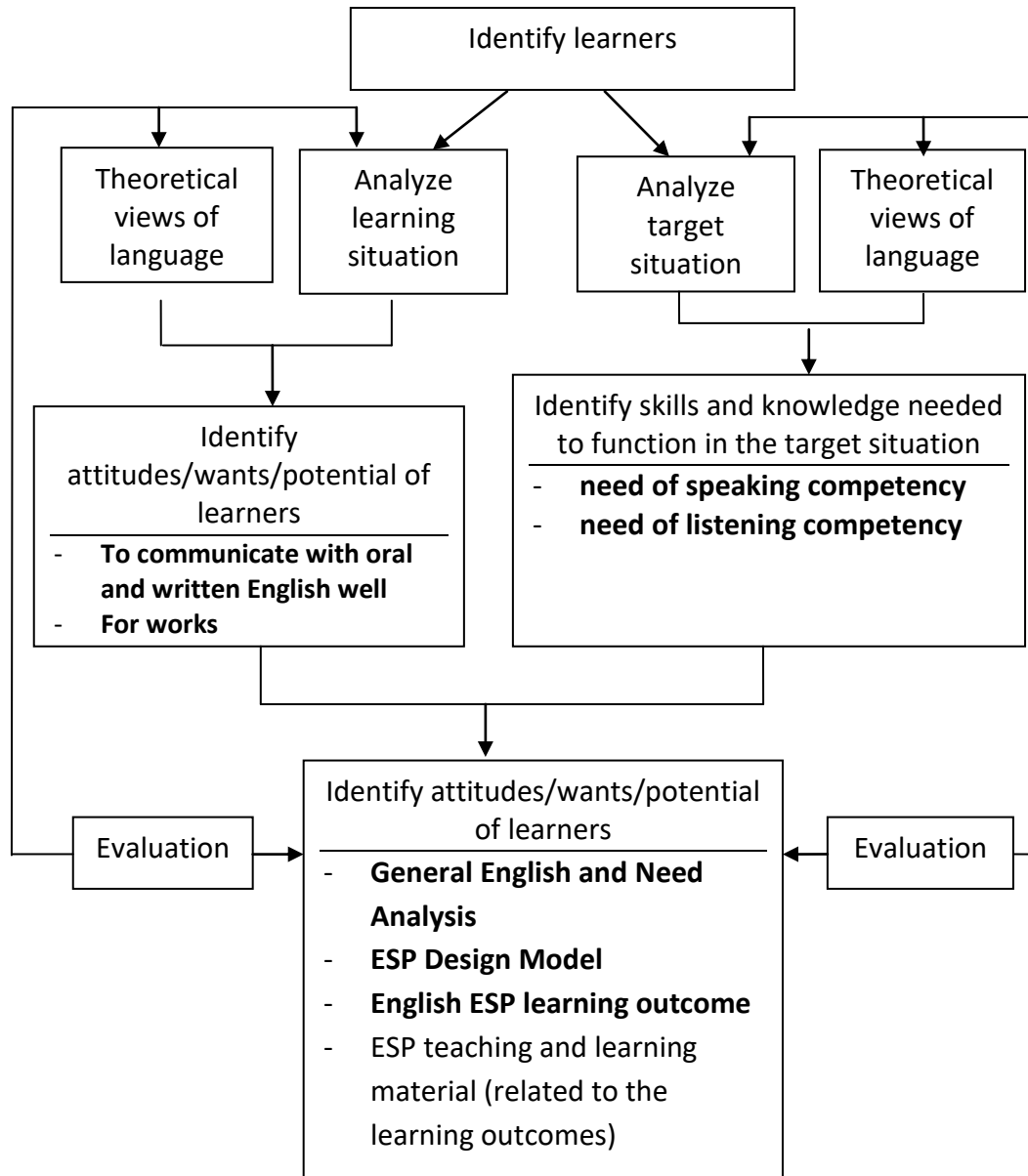


Figure 4. English ESP Design Model Based on Learning-centered Approach (Hutchinson dan Waters, 1986)

Based on the above figure, the design of the ESP English learning model, then, was prepared based on learning outcomes that were under the specifics of the study program, as well as the English learning objectives of students in non-English department that were to be fluent in communicating, spoken and written English, and for work reasons.

Further, the design showed above indicated that the need of ESP course in non-English study program was concerned to the students' need of English after their study period. This fact is in accordance with the theory of ESP learning approach under the skill-centered course design which aims to help learners develop skills and strategies that will continue after the ESP learning. The combination of both designs (Learning-centered approach and skill-centered course design) emerged as an innovation of the ESP course design for students of non-English study program.

The figure below presents the developed model of both designs.

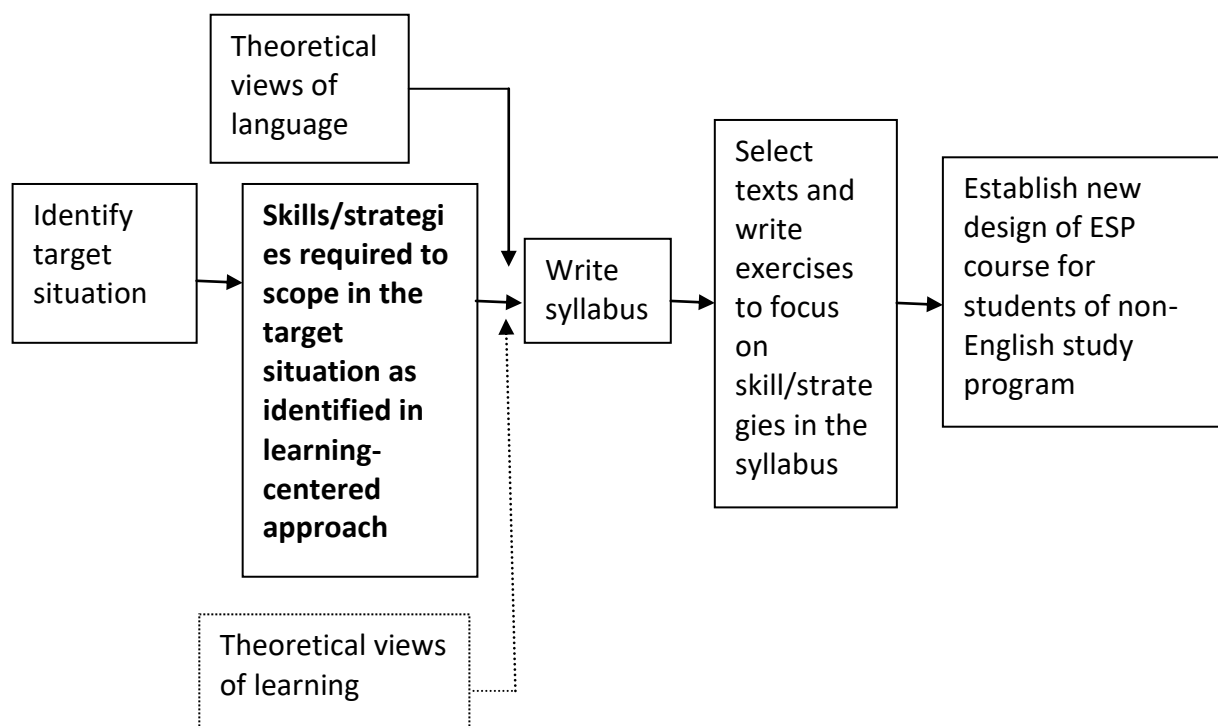


Figure 5. Developed Skill-centered ESP Design

5. Conclusion

Based on the results of the discussion conducted from the data collected, it can be concluded that factors that underlie the need for ESP English learning in non-English department are divided into two categories, namely the short-term factor and the long-term factor. According to the respondents, the short-term needs factor is the need for learning English during the student's academic period and the long-term needs factor is the student's need after completing their academic period. In addition, there are also factors related to learning outcomes that are expected to be achieved by students who show a tendency to the specifics of their respective student study programs and factors related to the English learning objectives of students in non-English department, which is to communicate oral and written English well and also for work reasons. These factors indicate the need for an ESP design plan for English courses in non-English Education study programs.

Furthermore, based on the indicators from the factors that have been obtained, it showed that the need of ESP course in non-English study program was concerned to the students' need of English after their study period. This fact is in accordance with the theory of ESP learning approach under the skill-centered course design which aims to help learners develop skills and strategies that will continue after the ESP learning. The combination of both (Learning-centered approach and skill-centered course design) designs emerged as an innovation of the ESP course design for students of non-English study program.

Acknowledgements

We thank Universitas Muhammadiyah Sumatera Utara (UMSU) for its annual program of Research and Community Service Programs, under the coordination of the

Research and Community Service Institute of UMSU. By this program, a lecturer has an opportunity to increase his/her capacity as a researcher, and supported with funding with contract Number: 211 /II.3-AU/UMSU-LP2M/C/2020, by which this article can be published. To all respondents who had spent time to fulfill the questioners, and for all colleagues who had given their support during the finishing of this research, best wishes to you and thank you so much.

References

- Afriazi, R. (2016). Pembelajaran Bahasa Inggris di Perguruan Tinggi Menghadapi Tantangan Abad XXI. *Jurnal Ilmu Pendidikan*, 7(1).
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Palgrave.
- Butcher, C., Davies, C. & Highton, M. (2006). *Designing Learning. From Module Outline to Effective Teaching*. London and New York: Routledge.
- Dudley-Evans, T. & St John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
- Ekayati, R. (2014). *Analisis Common Errors Dalam Penerapan Aturan Subject-Verb Agreement Bahasa Inggris*. Laporan Penelitian. (Unpublished)
- Ekayati, R., Manurung, I. D. & Yenni, E. (2020). NEED ANALYSIS OF ESP FOR NON-ENGLISH STUDY PROGRAM. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 4(2), 322-332.
- Ghanbari, B. (2010). ESP Practitioner Professionalization through Apprenticeship of Practice: The Case of Two Iranian ESP Practitioners. *English Language Teaching*. 5(2), 112-122.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge: University Press.
- Kusumaningputri, R. (2010). English for Specific Purpose di Universitas Jember: Tantangan dan Solusi. *Pengembangan Pendidikan*. 7(2), 182-189
- Paltridge, B., & Starfield, S. (eds.). (2013). *The Handbook of English for Specific Purposes*. Boston: Wiley-Blackwell.