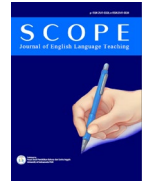




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Research Article

## Developing Materials in English for Sharia Economics Students: An ESP Design

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### KEYWORDS

materials;  
 need analysis;  
 ESP  
 Sharia Economics

### A B S T R A C T

The study concentrates on the demand to provide the Sharia Economics students with the relevant knowledge in English. This paper attempted to investigate the development of English materials for Sharia Economic students. Data were compiled from 120 students and five lecturers through questionnaires and semi structured interviews. This study was analyzed using the need analysis procedure (learner's factor analysis, present situation analysis and target situation analysis) with a descriptive percentage. The results demonstrated that the students need materials with regard to their preferred future career as entrepreneurs. Materials for speaking and writing skills related to work situations such as a job interview, application letter, product description, product name and tagline, and language used for a company profile were mostly needed by most students. Regarding academic purposes, the students need knowledge of language of academic writing. Furthermore, strategies for paraphrasing are more needed than other materials. Writing becomes the most needed skill practiced by the students during the study due to their preference for a thesis or article as the final project for graduation requirements. The implication of the study can be used in determining materials for preparing students to communicate constructively during study and further work situations.

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## INTRODUCTION

The need for innovative ESP has grown in recent years among university students. ESP offers more specialized materials that correspond to the study program in which students are enrolled in, especially in higher education settings where students are equipped to work in any job. ESP is frequently created to satisfy a student present and future professional demands (Cheraghi, & Motaharnejad, 2023). Three primary areas may be used to broadly categorize ESP instruction as a reflection of the variety of settings which are differentiated into: (1) English for

Academic Purposes (EAP) encompasses academic study requirements; (2) English for Occupational Purposes (EOP) pertains to the language needed for work-related tasks and instruction; and (3) English for Professional Purposes (EPP) focuses on teaching English to professionals such as doctors, business leaders, attorneys, etc. (Lesiak-Bielawska, 2015).

Needs analysis is a typical strategy to build or improve ESP courses and materials, and adapt methodologies and contents to these new demands and requirements. This is because most ESP courses need to be personalized based on the user's academic environment, social demands, and

professional profile (Candel-Mora, 2015). According to an empirical study, several researchers have noted that the execution of needs analyses carried out before the program is crucial to the success of teaching and learning activities in ESP (Pranoto & Suprayogi, 2020). Needs analysis is crucial for English for Specific Purposes (ESP) teachers as it identifies students' essential English abilities for future success. The three main areas to successfully manage the ESP course and produce acceptable learning outcomes are selection of materials, various exercises utilizing the text, and establishment of a motivating learning environment (Saliu, B., & Hajrullai, H. (2016). A need analysis is important to ensure that the material meets the needs of students. The investigation of materials is unsuitable materials for students (Lapele, 2019). Therefore, to properly fulfill their tasks, ESP teachers must base their instruction on the needs of their students by providing language instruction that addresses their own specific purposes (Bui, 2022).

Material selection is one of the stage need analysis in developing an ESP course (Flowerdew, 2012). Materials are fundamental parts of ESP practice (Lesiak-Bielawska, 2015). For ESP teachers, a major obstacle is the unavailability of relevant materials; however, using technical materials aids students' development of specialized communication skills (Cheraghi, & Motaharnejad, 2023). For this reason, it is important to give ESP teachers the teaching resources they need in order for them to perform their jobs well. Teachers must ensure the correctness and appropriateness of materials (Sari, et al., 2019). To achieve the objectives of the English language module, materials must be tailored to the students' needs. High-quality materials facilitate the learning process and aid in course organization for both teachers and students.

The Islamic economics of UIN Raden Mas Said Surakarta is regarded as a new program study based on the decree of the Ministry of Religious Affairs of Republic Indonesia number 250 in 2023 to permit the establishment of Islamic economics as a program study. The available lesson plans for ESP in the Faculty of Islamic Economics and Business UIN Raden Mas Said Surakarta are English for Sharia Accounting, English for Sharia Banking and English for Sharia Business Management, whereas English for Sharia Economics needs to be created. The existing lesson plans still contain similar topics for three different subjects. In ESP, target learners' needs are considered while choosing goals or objectives, instructional resources, information, and techniques. Tomlinson (2011) argues that different types of learners need different materials which should follow principles, criteria, and procedures. Therefore, an ESP course for airline engineers' students has very different materials than those used in a business English course. Similarly, English for Sharia economics students

must be different from other unrelated economics course. Even though, some topics can be interrelated with other ESP subject matters in the Faculty of Islamic Economics and Business, further consideration for developing materials that suit students' needs to be taken into account.

Previous studies have been conducted in ESP for Sharia economics such as Una (2018), Jaya&Subiyanto (2018), Ridwan, et al. (2021), Solehan et al. (2021), and Furwana&Hartina (2023). Previous studies have already considered some problems, language skills, and topics needed in ESP. However, they were still lacking in providing materials with current developments in academic settings for theses and workplaces in the Sharia Economics sector. ESP concerns when, where and why learners require the language for either study or workplace purposes (Basturkmen, 2015). Therefore, it is essential to determine how Sharia Economics students view their English language needs in order to identify the materials that Islamic economics students require in ESP. The goal of this study is to provide materials and skills of ESP that are appropriate for Sharia economic students. The findings of this study will be used as the foundation for creating the syllabus for adjusting the rules for students regarding the final requirements for graduation that are governed by the Minister of Education and Culture: Regulation Number 53 of 2023 concerning quality assurance in higher education. Furthermore, this study gives students some views related to the materials for preparing to communicate in workplace as part of their future careers in Sharia Economics sector.

## METHOD

In this study, we applied quantitative and qualitative approaches. Mixed methods research can yield stronger conclusions because the data are examined from various perspectives. Both methods can provide depth and breadth; and can be used in conjunction to confirm or supplement each other (Pole, 2007, Creswel, 2009). This study used a survey to collect the data. However, the survey data were designed for quantitative data, so this study mixed the method with the qualitative method for classifying and analyzing data descriptively.

A need survey in the form of a questionnaire was conducted to determine what they needed from the ESP class. A questionnaire is the principal tool to obtain quantitative primary data (Roopa & Rani, 2012). Closed-ended questions were used in the questionnaires. The questions were included in a straightforward questionnaire using Google Formulir and WhatsApp. The participants were 120 undergraduate students majoring in Sharia Economics and five lecturers teaching English and Sharia Economics. This study also employed a semi structured interview. The semi-structured strategy involves asking a standard set of questions to obtain data, and asking

additional questions if an intriguing or fresh line of inquiry emerges throughout the interview process (Young, et al., 2018). This study applied semi structured to gather deeper information that could not be gathered from the questionnaire.

The technique for analyzing data followed the procedures in need analysis. Basturkmen (2015) offers needs analysis' procedures, including: (1) target situation analysis which involves identifying the tasks, activities, and skills that learners will use English for, as well as their expected knowledge and abilities; (2) discourse analysis: describes the terminology employed in the preceding; (3) present situation analysis to identify learners' knowledge, abilities, and limitations with respect to the target situation; (4) learner factor analysis identifies motivators, learning styles, and perceived needs; (5) analyzing the teaching context involves identifying characteristics connected to the course environment, consider the ESP course and the teacher's practical offerings.

This study employed three need analysis procedures involving learner factor analysis, present situation analysis, and target situation analysis. Learner factor analysis was conducted by collecting prior information about personal information. Next, the present situation analysis was conducted by identifying the perception of learners' proficiency in English language skills. Finally, the need for language skills, preferred future career of the Sharia Economics students, and preferred thesis of the Sharia Economics students, perception of materials' topics and learning activities were calculated to analyze target situation.

Data were analyzed using descriptive statistics. According to Mishra et al. (2019), descriptive statistics are brief descriptions of the study's data. These included measures of frequency, central tendency, and variation. This study used frequency rate to calculate the amount of English material required as a percentage. Frequency statistics measures the number of times each variable occurs. Personal data, preferred future career, preferred thesis for graduation, language skills, and activities were rated according to the number occurrences in the population. The rate of language proficiency was categorized as 1) very good, 2) good, 3) weak and 4) very weak. The scores for topic needs were leveled into 1) very needed, 2) less needed, 3) needed, and 4) less needed.

**RESULTS AND DISCUSSION**

First, this study examined learners factor analysis. Teachers in this stage can search for information related to learners' personalities such as prior English learning experiences, motivations for learning, and expectations (Lapele, 2019). This study identified the learner's factors of personal information related to their personal

background, experience in participating a course and motivation in learning English as follows:

**Table 1.** Personal Information of the Islamic Economics Students

Personal Data	Information	Frequency
Gender	Male	27.7%
	Female	72.35%
High school background	State High school	54.7%
	Vocational High School	13.5%
	Islamic boarding school	31.8%
Participation in an English course	Ever	16.9%
	Never	83.1%
The desire to learn English	More	58.1%
	Less	41.95

Table 1 shows participants' personal information. Most of them were female which dominated 72.35% of the total class. The students are from three different high school backgrounds that are state high school, vocational high school, and Islamic boarding school. It is important to know the background of the students' high school to know the materials that have already been provided by the teachers in the previous school. The materials given in state high school and Islamic boarding school are commonly general English, but the materials in vocational high school are ESP. By knowing this condition, the previous materials in high school will not be repeated and the materials will be focused on the need for academic and workplace context. Furthermore, in regard to participation in an English course, about 83.1% have not participated in an English course yet. Surprisingly, only 58.1% of the students are seen to have a greater desire to learn English. It seems that students lack motivation to learn English. Based on the interview of some students, they find difficulties in understanding English and they do not want to improve their English skills because they think that they do not really need them in reality or in the workplace. Therefore, there is a need for materials that suit the students' interests to enhance their curiosity.

The respondents' assessment of their degree of English proficiency was described after the personal information about the learners. Basturkmen (2015) stated that present situation analysis can be conducted by obtaining English language information on learners. Assessing the learners' present skills enables teachers to identify areas of weakness. As stated by Rachmawati, et al. (2021) if the lecturer is unaware of students' English level while

teaching ESP, the class may be useless. As a result, it is extremely beneficial to people who design the material, modify it for the student's level, and progressively increase difficulty. In this study, language proficiencies are categorized into four categories: speaking, listening, reading and writing, and other competencies like vocabulary and grammar. Four categories were identified by the researcher: very weak, weak, good, and very good. Table 2 shows the respondents' response distribution for current language skills:

**Table 2.** Islamic Economics Students Perception towards Their Proficiency in English Language Skills, vocabulary, and grammar

Language proficiency	Very good	Good	Weak	Very Weak
Speaking	1,4%	32.4%	58.8%	7.4%
Listening	-	29.7%	55.5%	14.7%
Reading	4.1%	70.3%	24.3%	1.4%
Writing	2%	44.6%	50.7%	2.7%
Vocabulary	0.7%	28.4%	68.9%	2%
Grammar	-	18.9%	76.4%	4.7%

The data in table 2 indicate that the students' English proficiency needs to be improved. More than half of the students said that they were weak in speaking, listening and writing. However, students claimed that they were good at reading. The data on speaking, listening, and writing weakness are supported by the students' claims of vocabulary and grammar which are stated by more than half of the students. By considering the current language proficiency, the materials should be prioritized based on the learner's lack. This is also supported by the result of the interview of the head of study program, who encouraged the English lecturer to provide more knowledge about economic terminologies.

After conducting present situation analysis and learner's factor analysis, target situation analysis was conducted to identify the skills, needs in academic and workplace settings, topics, and activities which they will be using English. These are illustrated in table 3 to table 8 as follow:

**Table 3.** The Perception of Language skills needed by the Islamic Economics Students

Language Skills	Frequency
Speaking	53.6%
Listening	3.4%
Reading	10.1%
Writing	32.8%

Based on the previous personal information, the learners' lack due to language skills are speaking and writing. To confirm this result, the perception of the language skills required was calculated. This result is in line with Una (2018) and Jaya&Subiyanto (2018), who found that speaking and writing skills were the main productive skill priorities. Previous researchers also found that vocabulary, especially economic vocabulary, is the primary component of language. In this study, the students had similar perception that they still lacked English vocabulary related to economic terms in Sharia. Therefore, all language skills and materials need to be explored with some sharia economic terminologies. Additionally, Kareva (2013) stated that developing student output abilities, including speaking and writing, is prioritized based on feedback from both students and future employers. The active usage of English in professional settings requires students to develop their speaking skills. They need to develop their speaking skills, so that they can communicate in English with foreigners especially in the workplace. Furthermore, it is important to include writing skills in the syllabus, such as business interaction, email, and letter writing (Kareva, 2013). However, this study did not only examine the language skills used in the workplace, but also in the academic setting. Therefore, further analysis was carried out to determine the need for ESP in either the workplace or the academic setting.

ESP teachers can create educational materials and instructions tailored to their students' needs in the workplace. Conducting a need analysis allows teachers to tailor the teaching and learning process to the needs of ESP students, who require specialized abilities applicable in the workplace. Therefore, the next target situation analysis was carried out by identifying the use of English based on the learners' preferred future career, so that the teacher could decide the materials that were suited to the learners' goal.

**Table 4.** Preferred Future Career of the Islamic Economics Students

Occupation/ Career	Frequency
Entrepreneur	39.2%
BUMN employee	23.6%
Company employee	3.4%
Sharia bank Banker	4.1%
Government employee/ civil servant	12.8%
Other	16.9%

Based on the survey, most students (39.2%) aspired to be entrepreneurs as their preferred future career. The second choice of students' dream job is state-owned enterprise (BUMN) employee. There are many categories of state-

owned enterprises in Indonesia, including government-owned banks, mind id (Freeport, antam, inalum), pertamina, Telkom Indonesia, and so forth. About 12.8% of the students chose to be civil servants, and 3.4% wanted to be company employees. However, the growth of Sharia banks in Indonesia is not linear with the desire of students to become bankers especially for Sharia banks. This is shown by only 4.1% of students who preferred to be sharia bank bankers. Finally, 16.9% of the students still have not decided on their aspiration for the future. Based on the interview, the students who have not yet decided their dream job are due to the initial plan that they actually do not choose Sharia economic as their first-choice major in college.

Target Situation Analysis (TSA) is a type of needs analysis that focuses on assessing learners' language requirements in their occupational or academic environments (Rahman, 2015). In addition to identifying the preferred future career, in this study, target situation analysis was carried out by analyzing the learners' goal of learning English in academic setting. Based on the open ended question in the survey, the students needed materials that related to the thesis and assignment requirements.

**Table 5.** Preferred Thesis of the Islamic Economics Students

Thesis	Frequency
Thesis	38.4%
Collaborative project	3.4%
Prototype	2%
Apprentice project	40.8%
Product Prototype	4.1%
Article publication	11.4%

Based on the rules for students about the final requirements for graduation that are governed by Minister of Education and Culture: Regulation Number 53 of 2023 concerning quality assurance in higher education, there are six categories of final theses that can be chosen by the students for graduation: thesis, collaborative project, prototype, apprentice project, product prototype, and article publication. Actually, if the rules are applied in this major, more than a half of the students (40.8%) will prefer to choose an apprentice project for their final requirement. However, in this major, the faculty has not yet applied this rule completely, and it still uses only two categories: thesis and article publication. The second-grade students still prefer to make a thesis than an article publication for their final requirements. Based on the interview, the students still lack information about article publication and they have prior information that article publication needs extra

time and money due to the peer review and publication process and charge.

Furthermore, the students stated that they need knowledge about the techniques of translation, especially for sharia technical terminologies. They said that when they read a text with sharia terms, they found very difficulties in finding a similar intended meaning in the target language either Indonesian into English or English into Indonesian language. When they used translation tools, they found that the result of the translation was not quite accurate, readable, and accepted in the target language, such as the words: mudharabah, musyarakah, and so forth. Therefore, they wanted the materials about how to translate specific vocabulary in an appropriate way.

Gu (2019) stated that the fundamental guidelines for selecting ESP training materials are to select resources that can convey the most recent advancement, maintain material updates, and ensure that the resources include a range of study topics to aid in the students' vocabulary growth. Lecturers responsible for developing teaching materials must be able to identify topics as one of the components of teaching materials (Menggo, 2022). Topics should be related to standard competencies and instructional objectives. The following are the topics perceived by students based on their needs:

**Table 6.** The Perception of Topics in speaking and listening practice needed by the Islamic Economics Students

Topics	Very Needed	Needed	Less Needed	Not Needed
Asking and offering help	43.2%	50.7%	6.1%	-
Job interview	71.6%	25.7%	2.7%	-
Handling telephone	31.8%	51.4%	14.9%	2%
Giving instruction	37.2%	54.1%	7.4%	1.4%
Handling complaint	41.2%	47.3%	10.1%	1.4%
Ability and past ability	14.2%	30.4%	54.1%	1.4%
Meeting	48.6%	39.2%	9.5%	2.7%
Negotiating	46.6%	41.9%	9.5%	2%
Marketing presentation	59.5%	35.1%	5.4%	-

The topics for listening and speaking skills being taught in the previous meetings based on lesson plan in Faculty of Islamic Economics and Business majoring sharia accounting, sharia business management, and sharia

banking are similar. The materials included telephoning, marketing presentations, dream jobs, ability and past ability, meetings and negotiation. Based on the interview with the English lecturer, they made handouts which were not similar to the lesson plan, and they recommended developing the materials. In this study, new materials are offered based on the need and some previous personal information. Based on the survey, more than a half of the students (59.5%) still need marketing presentation material. This is in line with their preferred job as entrepreneurs. Students must be able to present their products appropriately in English, either online or offline shop. They consider that their consumers may come from other countries, so that they need to be able to speak English to offer and persuade the customer. Furthermore, they felt that they would be engaged in a company requiring active English employees. The next material that is most needed by the students (71.6%) is about job interviews. Based on the interview, the students from vocational high school have already been given material about job interviews, but they are in Indonesian. They have been given materials of types of questions and answer and strategies for becoming job applicants. They still do not know how to handle questions from job interview in English.

In addition, in a workplace setting, students need information and knowledge of the English expressions used in dealing with excellent services such as asking and offering help, handling the telephone, giving instructions and handling complaints. In the previous lesson plan, the material only dealt with telephone expressions. Therefore, in this study, the materials focused on the demand of students to deal with excellent services in broader ways and contexts. Other materials about meetings and negotiation are still perceived as needed by the students in the workplace context. However, material about ability and past ability seems to be less needed by students, in both academic and professional contexts.

**Table 7.** The Perception of Topics in reading and writing practice needed by the Islamic Economics Students

Topics	Very Needed	Needed	Less Needed	Not Needed
Job advertisement	58.8%	37.8%	2.7%	0.7%
Curriculum V	65.5%	29.7%	4.1%	0.7%
application letter	58.8%	34.5%	6.1%	0.7%
Describing product	38.5%	48%	12.8%	0.7%
Language of brand name and tagline	42.6%	43.9%	11.5%	2%

Language of company profile	51.4%	36.5%	10.8%	1.4%
Language of academic writing	48.6%	43.2%	7.4%	0.7%
Paraphrasing	67.4%	23.1%	7.4%	2%
Describing chart	37.8%	48.6%	12.2%	1.4%
Emailing	39.2%	48.6%	9.5%	2.7%

Based on the lesson plan created by previous lecturer, the materials contained reading and writing skills only about job ads, application letters, curriculum vitae, and emailing. However, based on previous personal information about preferred future jobs and final requirements for graduation, some materials need to be adjusted. The materials also should be adjusted based on the handouts or books that are published by this faculty. This faculty has published three books, but some materials are have not been included in lesson plan. Therefore, some materials in the book, such as a chart description needed to be added in the lesson plan. Based on the previous survey, the students' most preferred future job is entrepreneur. Therefore, the materials needed by the students involved product description, language of brand name and tagline and language of the company profile. The students reported that they want to be entrepreneurs in the sectors of culinary, fashion, printing, and other services like computers and hand phones. The most interesting sector is culinary, and they stated that they need knowledge in naming a brand and making a good and engaging tagline without ignoring halal rules. They mentioned that some brands with the only purpose to be viral often did not adhere to the halal guidelines. In addition, they need knowledge of the language used in company profile.

Based on the information about their final requirements for graduation, the need for materials including a chart description and paraphrasing. This result is also in line with Bui's (2022) finding that ESP instructors ought to engage their students in discipline-specific discussions while skillfully incorporating paraphrasing into the classroom. In this study, the students stated that they required a knowledge about the generic structure of chart descriptions and the language used. They have already read some articles in journals with visual chart and descriptions. However, they do not know how to describe the visual chart in descriptive writing. Therefore, materials describing charts will elaborate on the structure, language use, and language trends. In addition, paraphrasing is the most needed material related to reading and writing skill. The students outlined that nowadays it is easier for people

to paraphrase with Artificial Intelligence (AI). However, it will be easily detected by AI checkers, and it will not make them creative. Therefore, they need knowledge about language used in academic writing that make it different from other language genres. They need materials about tenses used in academic writing as well as the techniques used in paraphrasing

Target situation analysis was also carried out to know preferred activities for learning English. This was also carried out by identifying other topics that are still needed instead of the offered topics.

Table. 8 Preferred activities for learning English for Sharia Economics

Activities	Frequency
50% theory and 50 % practice individually and voluntarily in front of class	50%
Role play, game, discussion, video watching and any other fun activities	25.7%
Self-directed learning by finding and reporting a report from internet and any sources	14.9%
Group presentation and simulation: Creating and presenting a paper for every topic	6.8%
Online lecturing	2.7%

The activities are conducted by integrating language skills that are writing, reading, speaking and listening. The students preferred to have theory and practice in fair portion, so that they have the knowledge about the language use first before practicing them. Practice voluntarily is the most convenient activities preferred by the students. They still have great anxiety if they should practice either orally and written one by one by pointed by the lecturer. This result is quite different from Furwana&Hartina’s (2023) result which reported that the student preferred to have a pair/group discussion. Furthermore, Rachmawati, et al. (2021) found students would rather work in groups to complete the tasks than to work individually, and when learning in a classroom, students would rather perform presentations and have discussions with their lecturers or friends. In this study, group discussions and presentations were preferred less. The students felt some difficulties in English either psychologically such as (anxiety, confidence, and shyness) or knowledge such as (lack of grammar and vocabulary). Therefore, they felt more encouraged if they practiced voluntarily based on their self-readiness. In addition, self-practice in front of class seems more challenging for the students than other activities because they will get any direct feedback and correction from the lecturer.

## CONCLUSION

This study suggests that the existing ESP syllabus be redeveloped to better match the needs of students. Some materials should be adjusted to the academic and future career need. For academic setting, students require knowledge in understanding Sharia texts written in English, and they need to know the language use in academic writing because the students’ preferred theses for graduation are theses and journal articles. In workplace setting, the students’ most preferred future career is entrepreneur, so they need knowledge of language use to deal with product description. Students need to be able to communicate either orally and written in English, so that they require to improve their speaking and writing skill. The students’ needs topics to improve their writing skills due to thesis and article for requirements of graduation including describing chart and paraphrasing. For workplace setting, the students need the knowledge how to write job ad, application letter, CV, emailing correspondences, and describing product. Furthermore, to enhance their speaking skill the students need expressions in the customer’s excellent service, negotiation, job interview and presenting product for future career context. While this study provides valuable insights into the development of recent materials, its findings are limited by the employment of three need analysis procedures involving learner factor analysis, present situation analysis, and target situation analysis, which may not be representative of broader needs. Further study needs to enhance other need analysis procedures that are discourse analysis and teaching context analysis in more detailed elaboration.

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