


## AN ANALYSIS OF MARKETING MAJOR STUDENT ON ENGLISH SPECIFIC PURPOSE AT SMKN I ACEH BARAT DAYA

Aswarni<sup>1</sup>, Meristika Moetia<sup>2</sup>

<sup>1,2</sup>STKIP Muhammadiyah Aceh Barat Daya, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: June 21, 2024 Revised: July 11, 2024 Accepted: August 11, 2024 Published: August 15, 2024</p> <p><b>Keywords:</b> Speaking Skill Specific Materials Marketing Students Material Development</p>	<p>The purpose of this study was to ascertain what instructional resources SMKN I Aceh Barat Daya's marketing students require and analyzing student's needs in learning English in this school. This research was also influenced by the marketing students' background, that the material provided did not specifically address the marketing department and the teachers only used English textbooks in general material. This research used descriptive qualitative as the research method. The instruments used to collect data are questionnaires and interview. Data analysis in this study is analysis Data Reduction, Data Display, and Conclusion Drawing. The results at this study showed that the teacher still use general for vocational schools and ESP is not yet implemented at SMKN I Aceh Barat Daya. Second, the data interview indicated that the English language skill most needed by marketing students is speaking. In addition, teacher and students agreed that speaking is a helpful skill to support their future work.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>How to cite: Aswarni, &amp; Moetia, M. . (2024). An Analysis of Marketing Major Student On English Specific Purpose At SMKN I Aceh Barat Daya: STKIP Muhammadiyah Aceh Barat Daya. English Language Teaching Methodology, 4(2). <a href="https://doi.org/10.56983/eltm.v4i2.1496">https://doi.org/10.56983/eltm.v4i2.1496</a></p>	
<p><b>Corresponding Author:</b> Aswarni English Education Department STKIP Muhammadiyah Aceh Barat Daya St. Nasional (Komplek Pendidikan Padang Meurante), Susoh – Aceh Barat Daya, 23765, Indonesia Email: <a href="mailto:aswarnirahma@gmail.com">aswarnirahma@gmail.com</a></p>	

### INTRODUCTION

A technique for teaching the English language that considers the demands of students in the context of their field is called English Specific Purpose (ESP). The primary branches English as a foreign language and as a second language are the two main categories of English language instruction, of which English is only one for specialized purposes (Asfihana, 2013). English for Specific Purpose (ESP) is a teaching method designed to satisfy the demands of learners who need to utilize the language for employment or academic purposes (Haryono et al., 2020). As a result, ESP is crucial for comprehending student needs and tailoring instruction to meet those needs while utilizing all of the student's potential. According to

(Setyowati et al., 2023), English-specific purpose (ESP) facilitates English language learning tailored to students' fields of knowledge. Additionally, ESP offers instructors and students more thorough instructions regarding how to match the learning environment to the needs of the students in order to investigate data and student feedback regarding the English textbooks they use. To put it briefly, the idea behind ESP is an efficient and successful method of teaching English that considers the demands of the students during the teaching process.

ESP is a branch of applied linguistics founded by scholars with experience teaching and applying English to the demands of science and other fields where the language is employed. (Kurniawan & Fitriani, 2022) Claims that the primary characteristic of ESP that sets it apart from ordinary English is that it is learning-oriented toward particular objectives, particularly in the domains of academia and professions. In the meantime, the needs analysis idea serves as the foundation for creating and developing ESP's content. A progressive word used before, during, and after a language program needs analysis (Oktarin & Harahap, 2019). Then, because ESP seeks to connect what learners need in the academic and professional domains, it emphasizes learners at the academic or higher education level and the professional or workplace level process. English for Special Purposes (ESP) has drawn much attention in educational settings around the globe, particularly for professional or academic needs related to science fields and professions that use the language, such as the application of English in the fields of law, agriculture, medicine, and economics (Kurniawan & Fitriani, 2022).

English-specific purpose (ESP) has yet to ultimately be part of the vocational school's learning process in Aceh Barat Daya. One of the three primary features of English that sets it apart from other forms of English is goal orientation. ESP training is more precisely goal-oriented and focuses on each student's unique needs (Dashtestani & Stojković, 2015). ESP stands for goal-oriented (or task-oriented) education (Basri Muhammad et al., 2019). Teachers frequently employ SMKN I Aceh Barat Daya, the English general-purpose learning technique. The term "English general purpose" describes English instruction at the school level, when students learn the grammar and structure of the language in order to pass tests. Thus, teacher does not impart knowledge based on the context of their profession. It occurred because the instructor intended to fulfill the school's obligation to prepare students for the national English final exams by teaching them the language.

To achieve the right ESP learning concept in a vocational school and make the topic more accessible for students to understand, the instructional materials should include ESP criteria. The criteria for ESP include the following: ESP learning is primarily intended for vocational students, both at a higher level of education and in professional job scenarios; ESP learning is primarily based on scientific disciplines; ESP learning employs a different methodology from EGP. Since ESP learning has specific objectives that lead to and concentrate on comprehension of English in a particular field, it differs from general English language learning in its dynamic nature (Sulastini et al., 2023). ESP strongly emphasizes understanding student work after graduation and prioritizes teaching and learning activities based on the needs of the students. In that instance, educators must analyze the needs of students enrolled in vocational programs.

Prior studies have demonstrated the significance of requirements analysis in identifying the materials and instructional strategies required to meet the needs of students (Aflah & Fajar, 2018). According to (Halimatussakdiah & Munazar, 2021), gathering and evaluating this kind of data is a crucial component of a teacher's work to guarantee that our instruction is carried out effectively and efficiently. According to Frenedo, when we do a needs analysis correctly, our instruction is grounded in the needs of the pupils. On the contrary, we can only teach ESP when we get the needs analysis right. This is why needs analysis is a skill that is the most critical professional for ESP teachers (Aflah & Fajar, 2018).

Numerous studies have backed up the issues with vocational high schools. For example, (Fadlia et al., 2022) study discovered that the reading materials used in vocational high schools are still too general and that the topics covered in the textbook need to be sufficiently related to the programs offered there. According to another study, to meet the goals of vocational schools, English reading resources must be integrated with the content-area materials (Fadlia et al., 2022). As a result, research on the issue of instructional materials meant for high school students pursuing vocational careers is still urgent.

SMKN I Aceh Barat Daya is one of the well-known vocational high schools in Aceh Barat Daya. In this study, the researcher will focus on marketing students and whether the instructional resources employed fulfill the ESP requirements. On December 10, 2023, the researcher did preliminary observations and conducted interviews with ten marketing students in order to acquire insight into the English teaching and learning process at this institution. The students claimed that the offered material was insufficient, did not specifically lead to the marketing department, and was limited to English textbooks.

The use of ESP in vocational schools is essential for English learning to run well. English Specific Purpose (ESP) is very important for marketing students because it allows them to master English according to the needs of their field. Additionally, learning English improves teacher comprehension and prepares students for the target language (Amaliah et al., 2023). One of an English teacher's responsibilities is to carefully prepare, choose, arrange, and change the materials so that pupils are engaged in learning the language (Roza, 2013). Marketing students also have to learn English and communicate professionally in English in their careers and workplaces. Because it substantially impacts student learning results, the appropriateness of learning English through ESP is crucial. Therefore, this ESP is required to apply to SMKN I Aceh Barat Daya's vocational school.

Furthermore, as the researcher identified them, it became clear that the English teaching materials needed to be better with the ESP criteria. Additionally, students must be more engaged in improving their English language skills. According to (Pratami et al., 2021), students are more likely to engage in practice when they use textbooks. Textbooks serve as reading material and a means of knowledge extraction for students during the learning process. The textbook must be appropriate for the needs of students in various subject areas (Diana, 2023). English marketing textbooks can serve as educational resources for students to actively and autonomously integrate their knowledge. Therefore, the researcher will interview

teachers to analyze marketing students for English-specific goals at SMKN I Aceh Barat Daya. The problem to be researched can be phrased as follows: what learning resources are required for marketing majors at SMKN I Aceh Barat Daya, and what marketing teachers think about teaching ESP in English at SMKN I Aceh Barat Daya. This is based on the background information provided above.

## RESEARCH METHOD

The researcher employs a descriptive design along with a qualitative methodology. A study with a descriptive focus aims to describe the circumstances and settings that will be detailed in the study report. According to Cevilla, descriptive research is a methodology used to characterize the state of a human group (Pratami et al., 2021). This technique establishes a methodical, factual, precise image, item, or painting of an occurrence or fact. Then, Zaim states that the descriptive qualitative method directly presents the language data obtained in the field according to its use (Nur, 2018).

Descriptive research examines social issues and the norms that govern society and particular circumstances, including the connections between actions, attitudes, prevailing viewpoints, and the impact of a phenomenon (Rusli & Rusandi, 2021). Then (Creswell, 2015) defines qualitative research as researching social phenomena and human problems. Thus, qualitative research is a research technique that uses narratives or words to explain and date the meaning of each particular phenomenon, symptom, and social situation. This study analyses the English learning needs of students marketing at SMKN I Aceh Barat Daya. The reason for choosing this school was based on preliminary observations, and this school must be a researcher on the use of English for marketing students. In this grade, the subject was 10th-grade students majoring in marketing, consisting of 20 students. Purposive sampling was used to select research participants. A purposeful sample is a portion of the general population that is not a consultant subset and is intended to address a specific need. (Warti, 2020). This class was selected to be the subject of this study because the first grade is for analysis, and it is easy for researchers to find out what they need to learn English.

The instruments used in this research are questionnaires and interviews. It is to obtain the data required per the objectives and standardize the implementation of the situation. To collect the data, the researcher uses surveys to determine students' needs. The researcher gives students marketing questions covering topics related to the marketing department. The questions are related to students' need for advertising to improve their English language skills. The researcher uses questions, such as interview questions the teacher wants to ask. In this study, researchers asked English teachers teaching marketing courses to obtain information from the teacher about teaching materials, classroom situations, and English materials according to student's needs.

The researcher will use descriptive analysis to examine the data gathered for the study. The writers first review, characterize, and evaluate the information gathered before concluding known phenomena. Data analysis was done by the researchers using the descriptive method.

Positivism and paradigms provide the foundation of data analysis (Creswell, 2015). The amount of data created makes qualitative data analysis more complex, and the researcher needs help conducting a thorough study and succinctly and logically presenting the findings (Creswell, 2015). According to Sugiono, Data collection, reduction, display, and conclusion drawing were used for data analysis (Ekayati et al., 2020). Several procedures are included in the data analysis process, such as data reduction, data display, and conclusion drafting and verification.

Condensing field notes accomplishes data reduction by identifying the critical elements of the research question and then methodically organizing the information to define and facilitate data searches as needed. The data presentation fully describes the result of the matrix or coding. If the researcher has concluded, they can confirm the significant data. Using data reduction and visualization, the conclusion was drawn and verified. Data reduction and logical display. The conclusion can then be noted and confirmed. Grave, Nunan, Hutchinson, and Waters states the questionnaire type alludes to the need's analyses (Pratami et al., 2021).

## RESULT AND DISCUSSION

Two components were found from the twenty respondents' questionnaire responses, namely aspects of the goal demand and learning requirement. First, consider the *student aim* indicator, which shows that 90% of students wish to get better at speaking English. Additionally, regarding the *Necessity* indicator, most respondents—100%—want to improve speaking English to interact with people in the field. Then, based on the *Lacks* indicator, the findings reveal that 75% of students are drawn to the book's appearance and design, and 60% of respondents find it challenging to grasp English because it is not department-specific terminology. Furthermore, the findings demonstrate that 50% of students cannot comprehend and grasp English skills and pronouns and that 80% wish to learn the proper use of vocabulary and grammar in English texts.

Regarding the second aspect, the learning requirement, the questionnaire's outcome is that 100% of pupils must hope they will have the chance to study English through audiovisual learning materials like viewing movies and listening to music on television. According to the results of the questionnaire about learning additional topics, such as the parts of the process students require for their learning needs, 55% of students said they wanted to learn English via dialogue and in-class discussion. The researcher discussed the 55% *setting* and *The Role of the Teacher* in assessing the need for additional learning. As a result, all students found studying English boring when it was limited to the indoors. However, students also expected learning English to be enjoyable in the classroom, where they expected professors to foster a lively and welcoming environment. In addition, as much as 100% expected, *the teacher's role* creates a lively learning environment in the classroom, especially during class debates and material explanations. This was required of them to the fullest extent possible.

Furthermore, 75% of students desired active learning in class with English-language discussions under the final component, the *learner's role*.

In addition, the researcher finished using the questionnaire to collect data. In order to bolster the study's results, the researcher also wrote an interview script. Six questions consist in the interview that the researcher gives to the teacher. The interview concerns students learning English's opinions, needs, and problems. The first question concerns the teacher's challenges in becoming an English teacher for marketing students. One of the biggest challenges for teachers is choosing teaching materials relevant to the major. According to (Ika Sari et al., 2021), the primary challenge for teachers lies in choosing appropriate and engaging teaching materials. This challenge, like students struggling to comprehend and retain vocabulary, marketing students feeling self-conscious when completing practical English language learning tasks due to a lack of confidence, marketing students are sluggish when carrying English dictionaries, and students find listening to songs or class discussions challenging.

The second question discusses the teaching materials teachers use to marketing students; the teaching materials used are the same as those used for other majors and are still general materials for vocational high schools. Teachers also still use the K-13 curriculum according to school regulations, and this ESP has yet to be implemented at SMKN I Aceh Barat Daya.

The third question concerns marketing students' competencies: speaking, writing, reading, and listening. According to (Mentari, 2019), Acquiring General Competencies is the main goal of English. But it should also concentrate on certain requirements and offer ESP training that takes the learner's future demands into account. In speaking, marketing students can communicate using English actively and precisely. According to Tarigan, "Speaking is a way to communicate that impacts our daily lives." In writing, students can write descriptive, narrative, and simple sentences and must also understand tenses (Rokhayani et al., 2015). According to (Martha & Situmorang, 2018), writing is a productive linguistic talent because it results in writing. Writing is a skill, and the more you write, the better your techniques will be (Hidayah & Ardila, 2019). In reading, students can read simple texts in English and answer the questions in a short text. (Irdawati et al., 2017) states that reading is a complicated mental and physical activity. In listening, the students listen to English songs and watch English videos about buying and selling. (Martoredjo, 2014) posits that engaging in listening activities can be understood as an active process of obtaining auditory stimulation. These four skills, the most important thing for marketing students to learn is speaking because, in the future, they will be able to communicate actively and appropriately with other people.

The fourth question is whether using English textbooks alone is adequate for marketing students. According to the teacher, it is not adequate to use only textbooks because it can make students bored and not interested in learning English. The teacher then creatively creates material by combining several regional stories to engage students in learning English. The fifth question concerns other technological media that can help teachers in teaching, such

as Infocus, speakers, PowerPoint, and other media. Technology in education is intended to improve student performance, support and ease the work of teachers in the classroom, and utilize online learning technologies (Effendi & Wahidy, 2023).

The last question was about the advantages and disadvantages of teachers in teaching English. According to the teacher SMKN I Aceh Barat Daya, there are only a few advantages: it can make the atmosphere more active and effective, thus making students enthusiastic about learning English; according to (Yusriyah et al., 2021), a supportive learning environment encourages students to be eager about learning. The disadvantages are that teachers must learn new words in English and use technology effectively, and teachers do not teach ESP at SMKN I Aceh Barat Daya.

According to the findings of teacher interviews with marketing English, pupils have difficulty understanding English vocabulary and speaking English because they still use general and non-specific words, and the requirements of the target students still need to be higher. In terms of learning needs, Students desire to study English in a way that is understandable in terms of vocabulary and grammar. This stems from the theory that (Isrotun, 2022) student learning requirements will increase in developing diverse vocabulary and grammar. Then, students must fulfill four English language competencies: reading, speaking, listening, and writing. (Asroji, 2014) states that student activities in English learning include all language proficiency in reading, writing, speaking, and listening. Of the four competencies, the most important thing for marketing students to master is speaking.

Furthermore, the teacher said using only English textbooks was inadequate because students would quickly get bored while studying. That is why teachers use technological media such as focus, PowerPoint, and speakers to learn English so that students are interested and enthusiastic about learning.

The following findings from the research mentioned above were derived from surveys and interviews:

1. ESP is yet to be available at SMKN I Aceh Barat Daya, and students' marketing of English learning activities and resources is still generic for vocational schools.
2. Based on the to questionnaires completed by instructor interviews, speaking is the English ability marketing students most need. Teachers and students both concurred that speaking is a valuable skill for their future employment.

## CONCLUSION

Considering the findings of this study, students' views about learning English are pretty good because teachers teach students to have dialogue and vocabulary in English in the class. After that, the teacher considers that for their future employment, pupils must be able to communicate and speak English proficiently. Consequently, marketing students must study according to their requirements and circumstances and continue with their future goals in speaking, writing, listening, and reading. To sum up, students require straight forward materials to comprehend and applicable to their future careers.

Thus, future English language learning for marketing students must consider student needs to achieve student capacity. Teachers can provide an active and effective learning

atmosphere through the teaching methods and media used in the classroom so that students remain enthusiastic and do not get bored in learning English. So, the investigator anticipates that the findings of this study will assist educators and educational institutions in implementing ESP in SMKN I Aceh Barat Daya because ESP is essential and suitable for application in vocational schools.

## REFERENCE

- Aflah, M. N., & Fajar, E. (2018). ANALISA KEBUTUHAN (NEED ANALYSIS) MATA KULIAH BAHASA INGGRIS UNTUK MAHASISWA KEJURUAN. *JURNAL PENDIDIKAN BAHASA*, 7(1). <https://doi.org/https://doi.org/10.31571/bahasa.v7i1.828>
- Amaliah, N., Limbong, S., Syam, N. I., Room, F., & Bashar, K. (2023). Using Technology as Learning Media to Enrich ESP Students' Speaking Skill for Indonesian Higher Education Students. *INTERNATIONAL JOURNAL OF EDUCATION AND HUMANITIES*, 2(1), 43–51. <https://doi.org/10.56314/ijoleh.v2i1>
- Asfihana, R. (2013). TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) IN EFL CONTEXT. *Jurnal Linguistics, Literature and English Teaching*, 3(1). <https://doi.org/https://doi.org/10.18592/let.v3i1.1384>
- Asroji. (2014). STRATEGI PENINGKATAN KOMPETENSI BERBICARA BAHASA INGGRIS SISWA SMK NEGERI 1 PACITAN TAHUN PELAJARAN 2012/2013. *JURNAL RISET MNAJEMEN*, 1(1). <https://doi.org/10.32477/jrm>
- Creswell, W. J. (2015). *Penelitian Kualitatif & Desain Riset*. <https://jurnal.untirta.ac.id/index.php/psnp/article/view/5886>
- Dashtestani, R., & Stojković, N. (2015). THE JOURNAL OF TEACHING ENGLISH FOR THE USE OF TECHNOLOGY IN ENGLISH FOR SPECIFIC PURPOSES (ESP) INSTRUCTION: A LITERATURE REVIEW. *SPECIFIC AND ACADEMIC PURPOSES*, 3(3), 435–456.
- Diana, A. (2023). CLASSROOM OBSERVATION IN ESP: A CASE STUDY OF MECHANICAL ENGINEERING STUDENTS' EFL COURSE. *Edukasi Lingua Sasra*, 21(1). <https://doi.org/10.47637/elsa.v21i1.570>
- Effendi, D., & Wahidy, D. A. (2023). PEMANFAATAN TEKNOLOGI DALAM PROSES PEMBELAJARAN MENUJU PEMBELAJARAN ABAD 21. *Social, Humanities, and Educational Studies*, 6(1). <https://doi.org/https://doi.org/10.20961/shes.v6i1.71152>
- 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. <https://doi.org/10.30743/ll.v4i2.3152>
- Fadlia, F., Asra, S., Zulida, E., & Santosa, M. H. (2022). Developing ESP based-digital learning materials support students' needs at Indonesian vocational schools: Perceived quality. *Englisia: Journal of Language, Education, and Humanities*, 10(1), 40. <https://doi.org/10.22373/ej.v10i1.12166>
- Halimatussakdiah, & Munazar. (2021). A Need Analysis of Learning English For Nutrision Department Student. *Jurnal Kesehatan Ilmiah*, 14(2). <http://ejournal.poltekkesaceh.ac.id/index.php/jn>
- Haryono, E. P., Tajū, D. R. J., Tombokan, F. F., & Lonan, T. P. (2020). Needs Analysis dalam Konteks ESP (English for Specific Purpose): Analisis Kebutuhan Pembelajaran Bahasa Inggris Mahasiswa Teknik Sipil. *Jurnal TEKNIK SIPIL TERAPAN*, 2(3), 36–47. <https://doi.org/http://dx.doi.org/10.47600/jtst.v2i3.254>
- Hidayah, L. W., & Ardila, R. (2019). A Daily Activity Book As A Strategy Of Learning English For Esp Learners To Improve Writing Skill. *Wacana Didaktika*, 7(01), 31–45. <https://doi.org/10.31102/wacanadidaktika.7.01.31-45>
- Ika Sari, L., Faridi, A., Rukmini, D., & Mujiyanto, J. (2021). THE CHALLENGES OF ESP TEACHING AND HOW THE USE OF ICT CAN HELP TO ADDRESS THEM: A SOCIAL-SEMIOTIC



PERSPECTIVE. *English Language and Literature International Conference*, 4. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/7396>

- Irdawati, Yunidar, & Darmawan. (2017). Meningkatkan Kemampuan Membaca Permulaan Dengan Menggunakan Media Gambar Kelas 1 di Min Buol. *Jurnal Kreatif Online*, 5(4).
- Isrotun, U. (2022). Upaya Memenuhi Kebutuhan Belajar Peserta Didik Melalui Pembelajaran Berdiferensiasi. *SEMINAR NASIONAL TEKNOLOGI DAN MULTIDISCIPLIN ILMU*, 2(2). <https://doi.org/https://doi.org/10.51903/semnastekmu.v2i1.184>
- Kurniawan, A. H., & Fitriani, N. (2022). NEED ANALYSIS FOR ENGLISH FOR SPECIAL PURPOSES (ESP) IN INFORMATICS MANAGEMENT CLASS AT ABC UNIVERSITY. *Jurnal Pendidikan Dan Sastra Inggris*, 2(3). <https://doi.org/10.55606/jupensi.v2i3.1012>
- Martha, N., & Situmorang, Y. (2018). Meningkatkan Kemampuan Menulis Siswa melalui Teknik Guiding Questions. *Journal of Education Action Research*, 2(2), 165–171. <https://doi.org/https://doi.org/10.23887/jear.v2i2.12190>
- Martoredjo, N. T. (2014). KETERAMPILAN MENDENGARKAN SECARA AKTIF DALAM KOMUNIKASI INTERPERSONAL. *Jurnal HUMANIORA*, 5(1). <https://doi.org/https://doi.org/10.21512/humaniora.v5i1.3067>
- Mentari, Y. P. (2019). A Need Analysis of ESP for Office Administration Program At SMK Negeri 2 Purworejo in the Academic Year of 2018/2019. *Journal of English Education and Teaching*, 3(4). <https://doi.org/https://doi.org/10.33369/jeet.3.4.470-480>
- Nur, M. (2018). Penerapan Esp Di Perguruan Tinggi Umum (Non English Majors) Melalui Pendekatan Content-based Instruction-cbt. *Journal Mabasana*, 12(1). <https://doi.org/10.26499/mab.v12i1.39>
- Oktarin, R. A., & Harahap, A. (2019). NEEDS ANALYSIS OF ESP FOR TOURISM STUDY PROGRAM AT SMKN 7 (SENIOR VOCATIONAL SCHOOL) KOTA BENGKULU. *Journal of English Education and Teaching*, 3(1). <https://doi.org/https://doi.org/10.33369/jeet.3.1.14-28>
- Pratami, W. G., Bengkulu, I., Rizal, S., & Haryanto, E. (2021). Need Analysis on English for Specific Purposes of Marketing Major Students. *Publisher: Yayasan Karinosseff Muda Indonesia*, 1(2), 101–115. <https://doi.org/https://doi.org/10.52690/jadila>
- Rokhayani, A., Dwi, A., & Cahyo, N. (2015). PENINGKATAN KETRAMPILAN BERBICARA (SPEAKING) MAHASISWA MELALUI TEKNIK ENGLISH DEBATE. *Jurnal Ilmiah Kependidikan*, 5(1). <https://doi.org/https://doi.org/10.24176/re.v5i1.439>
- Roza, M. (2013). ESP DALAM PEMBELAJARAN BAHASA INGGRIS DI PTAL. *Journal Ijtimaiyya*, 6(2).
- Rusli, M., & Rusandi. (2021). Merancang Penelitian Kualitatif Dasar/Deskriptif dan Studi Kasus. *AL-UBUDIYAH Jurnal Pendidikan Dan Studi Islam*, 2(1). <https://doi.org/https://doi.org/10.55623/au.v2i1.18>
- Setyowati, Y., Astutik, A., & Ayps, S. (2023). NEED ANALYSIS COURSE DESIGN: ESP TEXTBOOK EVALUATION IN THE PSYCHOLOGY FACULTY. *Edulitics Journal*, 8(2). <http://e-journal.unisda.ac.id>
- Sulastini, R., Nuraeni, I. L., Marlina, R., & Saefullah, S. (2023). Manajemen Kurikulum dan Evaluasi Pembelajaran ESP: English For Accounting untuk meningkatkan Efektivitas Manajemen Keuangan. *Journal of Education Research*, 4(4). <https://doi.org/https://doi.org/10.37985/jer.v4i4.595>
- Warti, F. W. (2020). Esp Students' Needs Analysis Based On The Learning-Centred Approached. *Wanastra : Jurnal Bahasa Dan Sastra*, 12(2). <https://doi.org/10.31294/w.v12i1>
- Yusriyah, H. R., Eryansyah, E., & Kurniawan, D. (2021). Interest and Enthusiasm in Learning English as a foreign Language in a Senior High School in Bangka Belitung Islands, Indonesia and How Both Relate to English Achievement. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(2), 22–36. <https://doi.org/10.24256/ideas.v9i2.1919>