



Students' Perspective toward English Learning for Non-EFL Students in Higher Education

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Abstract

English course should provide concrete evidence in supporting skills in various fields of science. This research aims to determine the extent of the material provided by lecturer of English courses in teaching non-EFL students. This research was descriptive qualitative research. Data was collected through questionnaires and interviews on research subjects. The subjects of this research were students at the Faculty of Sports Science, Universitas Negeri Makassar, consisting of 4 (Four) study programs: Sports Coaching Education, Physical Education. Recreation and Health, Elementary School Physical Education, and Sports Science. Researcher randomly selected ten (10) students from each study programs using purposive random sampling. Based on data from the results, twelve students (30%) thought that the most material needed in teaching English Material was Vocabulary. Ten (25%) students who thought that the most material needed was Speaking. Six (15%) students who thought that the most material needed was Listening. Five (12.5%) students who thought that the most material needed was Grammar. Three (7.5%) students who thought that the most material needed was Writing. Three (7.5%) students who thought that the most material needed was Reading. One (2.5%) student who thought that the most material needed was Pronunciation.

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INTRODUCTION

In University, there are various policies for the implementation of the curriculum. One of them is the determination or selection of courses for a study program at the university. The selected courses have gone through various discussions and study processes so that the courses are selected. In general, the division of curriculum based on courses can be distinguished into several types, including University courses, faculty courses, study program courses, and elective courses.

University courses are usually generally applicable. All study programs or majors must include the course in the curriculum. Faculty courses are usually only valid at the faculty level, so the course becomes an elective course or has characteristics in a faculty. Courses of study programs are usually the compulsory courses for a study program based on the scientific background of the study program itself. At the same time, the course of interest or elective courses are not required to be chosen by students but are selected based on the interests or choices of each student who wants to develop other scientific talents.

As English courses included in university courses where all study programs or students must take and graduate this course to graduate at the college level, especially at the undergraduate level, this course is a consideration for a lecturer who teaches in a non-English department. This English language course must follow or adjust the goals and achievements of graduate learning in each significant or study program. Therefore, in choosing materials in English language teaching, pay attention to the rules of teaching English for Specific Purposes (ESP) tailored to the needs of students no longer just teaching English with a general-purpose or commonly called English for General Purposes (EGP). Each selection of ESP material must have contributed to the achievement of graduate learning and the vision-mission of the practical or study program (Roza, 2013).

While the concept of ESP in universities is very closely related to the derivative rules of ESP itself, namely English for Academic Purposes, in this rule, a material taught to students must be appropriate or related to the scientific background. After graduation, students can also develop English according to their profession or English for Occupational Purposes. Universities have widely adopted the concept of ESP in selecting materials in English language teaching. This concept is due to the point of view of students who urgently need the concept of ESP for non-English department students. This concept also considers that English is academically not only needed by international students, but this concept is also essential for domestic students. Students with academic life will always be faced with English. English has become accessible as the language of science, technology, and scientific publications. This concept is characterized by the number of reputable scientific article products that require to be written in English. So it is very influential in the quality of an article in a reputable journal in writing and in reading articles in English. Robinson in Ayu Sityamurti (2012) states that English for Specific Purposes (ESP) is a new approach in the teaching and using English for specialized fields and studies that suits the needs of science and profession of English users. ESP is goal-oriented learning. In this context, ESP students learn English with a specific purpose following their respective fields.

Especially students at the Faculty of Sports Sciences should be familiar with English in Pronunciation, speaking, and accessing information about sports. Often they are faced with English language skills. These terms can not be denied will be inhibiting factors in developing sports or professional skills or accessing information about the sport they need. Therefore, in line with the rules or concepts of ESP development, these students should, in English courses, get teaching or materials related to sports or commonly called English for Sports. This statement

evolved with the assumption that they had completed learning general English at the elementary and secondary school levels (Pranoto & Suprayogi, 2020).

According to Bialystok and Frohlich (Rosemala, 2008) learning English in the context of ESP (English for Specific Purposes) in Islamic colleges aims to use English both in writing and orally in understanding readings in English texts, specifically majoring in each faculty. In particular, the purpose of Learning English is students can understand the basic Grammar of English and basic skills of Reading (teaching English in general), the purpose of which refers to ESP, teaching is that students are expected to have knowledge of sentence structure in English, techniques of understanding reading texts written in English, and able to understand the meaning of Vocabulary in context (English language teaching for English Special Purpose). Students are expected to have a competitive and competitive advantage following national and international quality based on competence, especially in building and developing English language skills and skills both oral and written, which include: listening, speaking, reading, and writing.

Perspective can be defined as a person's view of something. So perspective is a person's assessment of a phenomenon that occurs. Sumaatmadja and Winardit in (Kuliah & Global, 2017) define perspective as the way a person views or the way a person behaves toward an event or problem phenomenon. Suhanadji and Waspada TS (2004) mentioned that perspective is a person's perspective/insight in assessing problems. So perspective is a way of looking that arises due to a person's awareness of an issue. Perspective can enhance one's insight or knowledge to see everything that happens with a broad view.

According to Aisha Bibi in Annisa (Astrid, 2011), English teaching is divided into two core groups: language skills (language skills) and language elements (language elements). Where language skills include: Listening, Listening is an ability in English as a process of receiving information to what is conveyed and said, not only hearing that others are saying words but also capturing what words are being said and understanding them. Speaking, By speaking, a speaker can communicate to convey his or her purpose and purpose. In the speaking techniques learned in the form of Pronunciation of English words and the ability to speak in English, transferring information between the speaker and the interlocutor can take place well. Speaking is one of the skills that must be mastered, and able to practice it on the field with others as the interlocutor. Reading, Through Reading, information and knowledge will be obtained easily. Reading becomes one way to explore the information of the outside world. By Reading, we will have a fantastic treasury of knowledge. While in English itself. Reading English text can usually be done in three ways: Skimming, Scanning, and Skipping. These three things have an essential role in Reading, especially to get the main idea or problem point from the text we read. Writing, Writing is the ability or skill of pouring ideas or ideas into writing. The product of language produced in writing is conveying the purpose and purpose in writing, such as letters, poems, novels, and other language products. So that the purpose of writing also varies according to the author's intention in pouring ideas or ideas. Meanwhile, language elements are needed in the process of improving language skills. Language elements include Pronunciation, Grammar, and Vocabulary (Risan & G, 2019)

According to Ali Mustadi (2013: 35), Pronunciation skill is the ability to pronounce. There is a difference in Pronunciation in English with Indonesian. That difference includes vowels, consonants, and diphthongs. Pronunciation is pronouncing the alphabet precisely, pronouncing consonants, vowels, and dithering appropriately with the correct pressure and intonation. At the same time, the aspects that can usually be assessed in Pronunciation are fluency of spelling and Pronunciation, the accuracy of spelling pronunciation, stressing, and intonation. In Indonesian, such aspects are fluency and Pronunciation, accuracy in pronunciation and pronunciation, emphasis, and intonation.

According to Geoffrey Leech in (Birch, 1984) in his book *English Grammar for Today*, Grammar is defined as "Grammar refers to the mechanism according to which language works when it is used to communicate." That is, Grammar refers to the mechanisms following the workings of language when used in communicating. From this understanding, we can understand that Grammar is a science that learns how a language works to communicate and has grammatical skills so that language communication can occur correctly.

According to Kridalaskana in (Purwaningsih, 2016), Vocabulary is a component of language that demands all information about the meaning and use of words and the wealth of words that a speaker or author of a language has. In addition, learning a language has the meaning of learning Vocabulary and Vocabulary because Vocabulary is a component of language that cannot be separated from language learning. Therefore, someone who mastered many vocabularies will be easier to master a language than others who do not have many vocabularies.

Therefore, researchers must identify the students' knowledge, especially sports students, to view the extent of ESP (English For Specific Purposes) teaching materials that play an essential role in supporting their scientific field through English Material given.

METHOD

This research was descriptive qualitative research. Data was collected through questionnaires and interviews of research subjects. After that, the collected data was analyzed qualitatively in describing the phenomena during the implementation of the study (Sugiyono, 2006). The subject of this research was students at the Faculty of Sports Science, Universitas Negeri Makassar, consisting of 4 (Four) study programs: Sports Coaching Education, Physical Education. Recreation and Health, Elementary School Physical Education, and Sports Science. Researchers randomly selected ten (10) students from each study program so that 40 students were selected as research subjects using purposive random sampling.

RESULT AND DISCUSSION

Based on data collected through questionnaires and interview results from students. This data shows how students' perspectives on English language teaching to non-English students in college. From the questionnaire data, it can be known that students do need English courses as public courses in university. This course only needs to be maximized by providing materials related to the scientific field of

students. Scientific material or the linguistic, scientific major is more popular with ESP (English for Specific Purposes) concerning student major.

This section describes the results of data analysis from research questions to students of the Faculty of Sports Sciences, Universitas Negeri Makassar about the extent of ESP (English For Specific Purposes) teaching materials that play an important role in supporting their scientific fields.

Based on questionnaire and interview data, students' materials most in demand can be sorted as follows: Teaching Vocabulary, Speaking, Listening, Grammar, Writing, Reading, and Pronunciation.

Tabel 1. Percentage of Students' perspectives of English Materials

English Materials	Number of Students	Percentage
Vocabulary	12	30%
Speaking	10	25%
Listening	6	15%
Grammar	5	12.5%
Writing	3	7.5%
Reading	3	7.5%
Pronunciation	1	2.5%
	40	100%

a. Vocabulary

The total number of students who were the subject of research, as many as 12 students (30%) chose Vocabulary learning as the most popular English material. Data from student interview results reinforce this.

Extract 1 (US):

"Baik untuk elemen bahasa baik dari segi grammar pronunciation structure dan vocabulary memang sangatlah penting akan tetapi yang harus diutamakan di dalam dunia olahraga yaitu kosakata Mengapa karena mulai dari awal pertandingan dan dalam pertandingan baik dalam peraturan pelanggaran dan lain-lainnya semuanya sering kita jumpai dalam bentuk bahasa Inggris" (Good for the language elements both in terms of grammar pronunciation structure and vocabulary is very important but what must take precedence in the world of sports is vocabulary Why because starting from the beginning of the match and in matches both in the rules of violation and others we often encounter in English form)

Extract 2 (AUC):

"Menurut saya semuanya penting dan bagi saya yang paling penting itu kosakata dan penghafalan karena di olahraga juga punya banyak istilah-istilah jadi kosakata harus banyak. tidak jarang yang mengucapkannya hampir mirip jadi penghafalan yang berada tepat sangat diperlukan " (I think everything is important and for me, the most important thing is vocabulary and memorization because in sports there are also many terms, so the vocabulary

has to be a lot. Not infrequently who say it almost similar, so right memorization is needed.)

Extract 3 (AKA):

"Baik saya akan menjawab pertanyaan yang ketiga menurut saya elemen yang mesti dipahami oleh mahasiswa olahraga yaitu vocabulary Karena pada saat kita memberikan materi kita akan lebih banyak menggunakan istilah-istilah dalam bahasa Inggris dan kita bisa memberikan bayangan atau gambaran istilah yang kita sebutkan dengan dengan cara menjelaskan atau mempraktikkannya secara langsung"(Well I will answer the third question, in my opinion, the element that must be understood by sports students is vocabulary because when we give the material we will use more terms in English, and we can give a shadow or picture of the terms we mention by explaining or practicing them directly," he said)

Extract 4 (AK):

"Yang paling penting adalah penguasaan vocabulary atau kosakata yang berhubungan dengan olahraga atau kosakata pada cabang-cabang olahraga yang sering kita temui atau sering digunakan. Kita pindah ke pertanyaan yang selanjutnya menurut anda keterampilan dan elemen bangsa apa yang paling penting untuk anda pelajari"(The most important thing is the mastery of vocabulary or vocabulary related to sports or vocabulary in sports that we often encounter or often use. We move on to the question that you think what skills and elements of the nation are most important to you learn)

Extract 5 (A):

"Materi yang saya minati itu materi Vocabulary ini sangat penting karena hal tersebut adalah dasar bagi seorang pelajar atau mahasiswa untuk memahami materi lebih lanjut sedangkan pronunciation sepertinya bisa dikesampingkan karena menurut saya setiap negara mempunyai aksen tertentu saat berbicara bahasa Inggris terima kasih" (The material I am interested in is significant because it is the basis for a student or student to understand the material further whereas pronunciation seems to be ruled out because I think every country has a particular accent when speaking English. Thank you)

Extract 6 (OZ):

"Ya Menurut saya materi vocabulary sangatlah penting Pak Apalagi saya seorang mahasiswa olahraga yang mempunyai cita-cita untuk menjadi seorang pelatih" (Yes, I think vocabulary material is essential, especially if I am a sports student who has aspirations to become a coach.)

Extract 7 (NA):

"Baik materi yang paling menarik antara diajarkan oleh Bapak yaitu Vocabulary Inggris yaitu mencocokkan kalimat ke dalam cabang olahraga tertentu" (The most interesting material among the fathers is English vocabulary that is to match sentences into certain sports.)

Extract 8 (HP):

"Menurut saya yang paling penting kita kuasai yaitu vocabulary. Kenapa karena dengan kita menguasai vocabulary kita tahu semua arti arti atau istilah-istilah dalam bahasa Inggris karena ketika kita membaca atau ketika ada orang yang mengucapkan sesuatu berbicara ketika kita menguasai vocabulary maka kita tahu oh ini artinya ini oh ini artinya ini secara tidak langsung kita akan lebih mudah mengerti hal-hal tersebut" (I think the most important thing we have is vocabulary. Why because? With us mastering vocabulary, we know all meanings or terms in English because when we read or when someone says something speaks, when we master vocabulary, then we know, oh, this means this indirectly, we will more easily understand these things)

From questionnaire and interview data shows that students really like Vocabulary material as very relevant to the discipline for a student, so the material can increase or increase knowledge of the terms and Vocabulary of students related to the field of sports. Therefore, with this material, students are expected to understand Vocabulary well and correctly and use it in every field of sports appropriate. In addition to this material, students who have a considerable level of vocabulary mastery can easily understand other materials or skills in English (Sulistiana et al., 2019). Therefore, it cannot be denied that Vocabulary has a vital role in shaping a student's language skills.

b. Speaking

The following material that is in demand by students is Speaking material. Ten students (25%) choose this material as the most desirable material in learning English language material. Then the results of student interviews also showed interest in this material.

Extract 1 (US):

"Baik untuk keterampilan bahasa Inggris dalam dunia olahraga tentunya semuanya sangat penting baik dari segi speaking listening writing dan reading akan tetapi yang harus kita dahulukan yaitu yang pertama menurut saya speaking Mengapa karena di dalam suatu cabang olahraga tentunya komunikasi dan yang paling penting bagi para calon atlet ataupun para calon pelatih" (Good for English skills in the world of sports, of course, everything is vital both in terms of speaking listening writing and reading but what we must first is the first in my opinion speaking Why because in a sport of course communication and the most important for prospective athletes or prospective coaches.)

Extract 2 (NI):

"Menurut saya yang paling penting dalam materi bahasa inggris ini yaitu speaking karena menurut saya di materi speaking ini, biasanya kita dilatih untuk lebih banyak berkomunikasi atau berbicara dengan mengambil contoh atau yang berhubungan dengan olahraga. menurut saya seperti itu mungkin itu

bisa saja Pak terima kasih” (I think the most important thing in this English material is speaking because I think in this speaking material, usually we are trained to communicate more or speak by taking examples or related to sports. I think that is probably it, sir, thank you)

Extract 3 (MI):

”Baik menurut saya keterampilan berbahasa dalam bahasa Inggris. Mungkin semuanya penting pak tapi yang paling penting speaking itu bagaimana cara kita berbicara dengan orang lain menggunakan bahasa Inggris. Saya rasa itu yang paling utama pak” (Well, in my opinion, the language skills in English. Maybe everything matters, sir but most importantly, speaking is how we talk to others using English. I think that is the main thing, sir)

Based on the data from the questionnaire and interview results above, speaking material is considered the best thing in establishing interaction through communication with others. Because students assume that the sport is very closely related to communication and how to touch the outside world with this speaking material. Speaking material is critical to master because it will benefit from communicating well with the outside world later. This material can also be used as proof that a person with good quality science will also show a good level of communication (Arianti, 2017).

c. Listening

The following material that is in demand by students is Listening learning materials. Six students (15%) choose this material as the most desirable material in learning English language material. Then the results of student interviews also showed interest in this material.

Extract 1 (M):

”Baiklah saya akan menjawab pertanyaan. paling menarik Menurut saya itu materi listening karena materi listening itu sangat mudah dimengerti dan juga kita akan dilatih untuk memahami atau mengetahui apa yang disebut orang lain atau orang tersebut dan materi seperti ini juga sangat membantu kita dalam mempelajari speaking” (Okay, I will answer the question. I think it is listening material because listening material is elementary to understand, and also we will be trained to understand or know what other people or people are called and material like this also helps us a lot in learning speaking)

Extract 2 (HP):

”Yang menurut saya lebih penting kita mendengarkan karena ketika kita contohnya berada di dalam atau luar negeri untuk bertanding kita itu akan lebih sering mendengarkan instruksi listening ketika kita menguasainya maka kita akan lebih mudah untuk berinteraksi dengan official pertandingan” (What I think is more important is that we listen because when we are, for example, at home or abroad to compete, we will listen more often when we master it, then we will be easier to interact with the match officials)

Extract 3 (DKY):

"Menurut saya sangat menarik belajar listening karena seperti kita tahu semua orang itu punya speaking itu berbeda-beda, kemudian pada logatnya juga saya agak tidak paham dengan cara mereka speak atau pronunciation mereka" (I think it is exciting to learn listening because like we know everyone has spoken it is different, then in the accent also I do not understand the way they speak or pronunciation them)

The data above shows that pronunciation material is also considered the most in-demand by students. Students assume that Listening is also very closely related to one's communication skills. This material can support one's communication process in training or be in a match event (Chen et al., 2016).

d. Grammar

The following material that demand by students is Grammar learning materials. Five students (12.5%) chose this material as the most desirable material in learning English language materials. Then the results of student interviews also showed interest in this material.

Extract 1 (Z):

"Baik terima kasih atas pertanyaan dari bapak baik materi yang paling menarik menurut saya dalam pembelajaran mata kuliah Bahasa Inggris ini adalah Grammar itu saat kita mempelajari cara penggunaan tenses di mana kita di sini di ajarkan untuk mengubah kata baik ke kalimat positif negatif dan interogatif atau kata pertanyaan Sekian dan terima kasih" (Well thank you for the question from the father of good material that is most interesting in my opinion in learning this English course is Grammar that when we learn how to use tenses where we are here taught to change the word either to a negative and interrogative positive sentence or the word question So and thank you.)

The data above shows that grammar materials are very much needed in the academic world. Mastery of this material supports the skills they master later both to communicate and interact with sportspeople in the future. Learning English related to the academic field will significantly support the quality of students on the academic path. This skill is following the academic field or popularly called English for Academic Purposes (Kusumaningputri, 2010)

e. Writing

The following material that demand by students is writing learning materials. There are three students (7.5%) who choose this material as the most desirable material in learning English language material. Then the results of student interviews also showed interest in this material.

Extract 1 (OS):

"Menurut saya writing karena dari pengalaman saya mengikuti kursus dan beberapa kali menjadi official kejuaraan internasional Selama saya tinggal di Brunei Darussalam" (I think writing is because from my experience taking courses and several times being an official international championship during my stay in Brunei Darussalam)

Next is the interview data on writing material. This data shows that students are in writing materials. This material requirement is based on academic needs (English for Academic Purposes) and work needs (English for Occupational Purposes) (Nur, 2018). The need in the academic field is based on sports-related writing skills for a student. As for work needs, if they act as event organizers or as match officials.

f. Reading

The following material that demand by students is Reading learning materials. Three students (7.5%) choose this material as the most desirable material in learning English. Then the results of student interviews also showed interest in this material.

Extract 1 (AB):

"Baik untuk pertanyaan yang ketiga mungkin saya pribadi sedikit mengerti tentang bahasa Inggris mungkin tentang cara atau teknik membaca atau reading, karena masalah kami sebagai mahasiswa itu kurangnya minat kami untuk membaca apalagi bacaan bahasa inggris yang kami tidak mengerti artinya" (Good for the third question maybe I understand a little bit about English may be about the way or technique of reading or reading, because our problem as students was our lack of interest in reading let alone reading English that we do not understand the meaning)

The data further describes the student's interest in reading materials. This data can be known as reading material. This material reveals students' interest in English-language text or reading sources. So it motivates students to understand English text easily. English Mastery of this material must also be emphasized to students to support the mastery of other English language skills (Arianti, 2019)

g. Pronunciation

The following material that demand by students is pronunciation learning materials. One student (2.5%) chooses this material as the most desirable material in learning English language material. Then the results of student interviews also showed interest in this material.

Extract 1 (NA):

"Baik menurut saya, yang paling penting itu yang harus kita kuasai sebagai mahasiswa olahraga yaitu Pronunciation atau pelafalan. Karena bisa saja apa yang dituliskan itu tidak sama persis seperti yang diucapkan" (Well, in my opinion, the most important thing that we have to master as sports students is

Pronunciation or pronunciation. Because it could be that what is written is not the same as what is said)

This data shows students' interest in pronunciation material. Students assume that learning pronunciation will make it easier for students to learn speaking materials. Students can be more confident if in speaking practice, they can recite words correctly. Pronunciation material is considered necessary to be studied because the process of Pronunciation of words in English is quite different from those in writing and can lead to misperceptions or misperceptions in communicating (Syafii et al., 2019).

Based on the results of the above research, it can be seen that all the material is very important for students, this can be observed from the percentage of research results regarding the material even though the percentage results show different results but basically students are enthusiastic in responding to the material. This material strongly supports the discipline of a student both in improving knowledge and in language skills. Many students also assume that the English language material taught is ESP material because later this material will be very useful for them both in improving academic ability and in supporting their profession after graduating in this study program. Therefore, English in existing non-English study programs needs to be converted into ESP English courses as a policy in developing the existing curriculum, so that non-English Students can earn in this course. In addition, later the results of this study can be used as an evaluation material for the process of selecting the material taught. (Ekayati et al., 2020)

CONCLUSION

Based on the results of research and discussion, Several materials are in demand by students related to teaching English sports specificity or English for Sports based on questionnaires and interviews. The materials are Vocabulary, Speaking, Listening, Grammar, Writing, Reading, Pronunciation. Based on students' perspectives, each of the materials has advantages that can contribute to science regarding academics (English for Academic Purposes) and their work (English for Occupational Purposes). Based on data from the results, Twelve students (30%) thought that the most material needed in teaching English Material was Vocabulary. Ten (25%) students who thought that the most material needed was Speaking. Six (15%) students who thought that the most material needed was Listening. Five (12.5%) students who thought that the most material needed is Grammar. Three (7.5%) students who thought that the most material needed was Writing. Three (7.5%) students who thought that the most material needed was Reading. One (2.5%) students who thought that the most material needed was Pronunciation.

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