

A Descriptive Study of Students' Perceptions toward the Focus of Learning English for Specific Purposes: EAP in the English Educational Field

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Abstract

The article aims to describe the students' perceptions toward the focus of learning English for specific purposes: EAP in the English Educational Field after the students had learned English for specific purposes course. A quantitative approach was used to process the questionnaire data analyzed statistically, and a qualitative approach with a descriptive study was conducted to answer the problem of this study. The researcher used a closed questionnaire and document of observation to the 6th-semester students of Islamic Institute of Hasanuddin, Pare Kediri in the academic year 2020/2021. The result of this study from a closed questionnaire indicates that students' perceptions toward the focus of learning ESP: EAP in the English Educational Field refers to a very strong group with 88,8% based on the score interpretation criteria. It was also proved from 34 respondents answering 15 points related to data sources that the average percentage in the strongly agreed was 56 %, agreed was 35%, doubtful was 6%, disagreed was 3%, and strongly disagreed was 0%. Therefore, it can be concluded that although the students had different perceptions, they were able to focus more on learning English for specific purposes or academic-related English or based on their field or needs. The result of observation obtained from the field as data sources was the involvement of the students' needs towards the particular use of vocabularies and the use of tactics to accomplish the target of learning English for specific purposes/ English for academic purposes through presentation and negotiation.

Keywords: Students' perceptions, English for specific purposes, English for academic purposes

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Introduction

English still plays a role as a foreign language in Indonesian, because it has not been evenly applied throughout Indonesia as a second language as a daily communication. This could also be because Indonesia has never been a colony of the British state, so it can be considered a new language for Indonesian. The methods of teaching English as a second language and foreign languages also look different. For example, for a second language class, an English teacher does not use a lot of illustrations, pictures, or videos. Meanwhile, teachers who teach English as a foreign language class, where students are not very familiar with the language, are advised to always use lots of illustrations, pictures, videos and / or sound recordings to help students listen, speak, read, and write in English very well.

Considering the importance of English as an international language, students in particular need to be equipped with English for their academic purposes by paying attention to the purposes of their communication skills. There must be an integration between their academic needs and the use of English communication in order to meet the target in learning English, namely being able to understand both oral and written communication in English. English is the language used in many sectors, such as in science, technology, computer, business or economics, tourism, education, literature, and so forth. These specific uses will provide English learners with specific purposes to be able to compete with the outside world in this era of globalization. As we know today, the language of science and technology uses English as the unifying language of international nations.

The English learners need to learn English based on their educational field and their work field as the integration between English for academic field and communicative field. In academic field, English plays a role as the language of instruction with the scope directed to the multidisciplinary science. The use of English in this multidisciplinary science engendered English for Specific Purposes (ESP), which focuses on acquiring integrated professional expertise with a variety of skills, disciplines and practices. Meanwhile, in the communicative field based on the specific

purposes, English can make it easier to access science and technology, provide wider and easier job opportunities because various accesses to the use of foreign languages in this case is English, provide great opportunities for advancement of work careers, and provide convenience in the business world.

English for specific purposes (ESP) teaching is conducted to equip learners with a certain English proficiency level for a situation where the language is going to be used, termed target needs. Since it provides instructional objectives, materials and methods developed on the basis of learners' needs and potential of interests, from the early 1960s, ESP has grown to become one of the most prominent areas of English foreign language. Nowadays, ESP is not only applied for adults of English language learners who have mastered basic level of English proficiency or those with specific purposes of learning English, but also is adopted for English language learners learning general English.² We can take an example for the application of ESP at the high school level and the equivalent where General English is taught at that level. ESP can also be applied in providing specific needs in learning English. For senior high school level, English can be taught for natural and social sciences, meanwhile for vocational high school level, it is English for vocation as technology and information, economics and business, hospitality and tourism, and so on.

In this study, a researcher focuses on ESP specifically in English for academic purposes (EAP) for the undergraduate students or higher school level, and precisely to learners in the field of English education. They automatically learn English for teaching purposes or in this case is English education. They fully concentrate not only on receptive skills (listening and reading), but also on productive skills (speaking and writing). Although all these skills have been taught at the previous educational level, in English for academic purpose, they are more focused on specific vocabularies for education. The focus of English for academic purposes is how to teach English with

² Titik Agustina. "English for Specific Purposes (Esp): An Approach of English Teaching for Non-English Department Students". Journal of Beta, Vol. 7, Number.1, 2014, p.1-2.

proper and easy method for the specific goals. The learners may study general English in some courses, but on the other hand, ESP is taught with no emphasis on language, but focuses on the need of them. The main goal is definitely to apply those skills not only in general terms, but also specifically to their needs, namely in the teaching by being able to understand the types of verbal and written communication in the field of education. ESP is specifically for adult students (intermediate or advanced) who are of course familiar with English and / or are studying the language to communicate a series of professional / academic skills and to perform work-related functions as educators (related to certain disciplines).

English for Academic Purposes (EAP) is an English language education program specifically for students at the university level (undergraduate, graduate, and / or post-graduate education). This is the most common form of English for specific purposes, which in this case is an academic purpose. EAP focuses on both language skills and academic study skills, which is what differentiates them:

- a. Language skills addressed include listening comprehension, fluency development, oral intelligibility, reading, grammar, writing, and vocabulary development.
- b. Academic study skills addressed include test taking and note taking skills, academic vocabulary usage, critical reading and writing, comprehending academic lectures, research and library skills, formal composition forms and development, including research papers.

(<https://sites.udel.edu/eli/programs/iep/tracks/eap/>)

Basically, the dynamics of English in the context at the higher education level can be measured through two kinds of learning orientations, namely English language learning based on scientific disciplines or in this case is based on a study program known as English for Academic Purposes (EAP) and English language learning oriented to a professional field or work known as English for Occupational Purpose (EOP). For English study program students, EAP is definitely prepared to be able to master English in the field of English language teaching or education as EOP.

In EAP, students majoring in English as EFL learners want to use English in an educational or teaching environment in the future. EAP classroom learning is of course a little different from GE (General English) class, because students in EAP class have specific goals based on their needs. They intend to use the English language necessary to succeed in an English education or teaching context. Since EAP has a specific purpose, they not only learn fluency such as native speakers or complete knowledge of English, but also most importantly focus on specific skills, skills that students will need in their academic future. They might be able to take these following skills:

- Taking language tests such as TOEFL, TOEIC, or IELTS as a college graduation requirement, entrance to the graduate or magister program, and/or to continue study abroad.
- Listening to lectures based on the college context.
- Being able to read texts based on the college context
- Writing papers for university classes including scientific papers.
- Being able to read and write in the English language, they need to use it over the internet.

Several courses for General English are also taught to students majoring in English education which still refer to four language skills (listening, speaking, reading, writing) and aspects of language (vocabulary, grammar, pronunciation, translation). However, English for specific purposes which refers to English for academic purpose becomes their main reference in accordance with their discipline. EAP for English skills and the aspects, linguistics, second language acquisition, teaching English as a foreign language, curriculum, micro teaching, English education research, language assessment, and so forth.

The researcher observed and retrieved data intended for 6th-semester students, who happen to be teaching the English for Specific Purposes (ESP) course in that semester. With this course, the researcher, who is also a lecturer in the course, certainly provides an understanding of the importance of learning English for specific purposes

and happens to be related to English for academic purpose. Some discussion materials for this course are:

1. The History of ESP, Definition of ESP (ESP vs. General English), Characteristics of ESP, Benefit of ESP
2. The Roles of Teacher and Students in ESP teaching-learning process
3. Type of ESP:
 - English as a Restricted Language;
 - English for Occupational Purposes
 - English for Academic Purposes
 - English with specific Topic
4. Analyzing Needs:
 - Purpose of the needs assessment
 - The needs assessment process
 - What to look for
5. Developing Language Skills: Listening and speaking
6. Developing Language Skills: Reading and Writing
7. Program Design:
 - Setting Goals
 - Designing Units
 - Planning Lessons
8. Material Selection and Development:
 - Assessing reading difficulty
 - Selecting materials
 - Developing your own materials
 - Using commercial materials
9. Program Management and Evaluation:
 - Group work
 - Error correction
 - Testing

- Helping students learn outside
- 10. Concept of Special Language; Rhetorical / Discourse Analysis; Learning Centered Approach
- 11. ESP for upper secondary school level
- 12. Difference of ESP for formal and informal field
- 13. Thirteen Curriculum (K13), Content Standard, Syllabus, and Lesson Plan for ESP on Senior High School and Vocational High School level.

During their previous education, they felt aware that they focused more on General English and English learning at that time was more focused on the context of reading skill. After that, their target was how to prepare to do the English tests for reading texts in semester exams or national exam. Even in the last grade, those who graduated from science or social studies at high school level still found it difficult to understand some of the vocabulary appropriate to their field. It was also found for those who are vocational school graduates who should focus on English of science and technology. Now they are at the undergraduate level, and majoring in English education, their English refers to the English for Academic Purpose whose main focus is the field of teaching. In the ESP course in semester 6, they began to ask, why at the SMA / MA / SMK level, ESP was not taught, because it aims to improve the ability of their main needs based on their respective fields. This can later be used to take English language tests for scholarships, or to work for international companies, so that they do not have trouble on the test. They began to realize and know the importance of ESP when they took courses in English education. There, it is taught in more depth about English courses whose main focus is EAP on the English skills and language aspects. In addition, there are also specifications for courses on linguistics, second language acquisition, up to the ESP itself, and so forth.

A previous study on the perceptions of ESP Students' target needs in (Sevda and Enisa : 2015) revealed specifically, based on the data obtained through the needs analysis questionnaire and semi-structured interview, the current ESP program should be revised in terms of the students' target needs. The data gathered from the needs

analysis questionnaire and semi-structured interviews revealed that, a great attention should be given to the effective use of strategies in given tasks, which would help students to improve their speaking, listening, reading and writing abilities. This ESP students' target needs perceptions is definitely based on their educational field in English teaching or English for academic purpose. It is hoped that with the ESP course, they will be able to develop their English skills and language aspects based on their academic goals. After graduation, they will be able not only to become general English teachers, but also ESP teachers. In this study, the researcher wanted to describe *Students' Perceptions toward the Focus of Learning English for Specific Purposes: EAP in The English Educational Field*.

Research Method

Related to objectives of this study, to describe the students' perceptions toward the focus of learning English for academic purposes, a design used was a combination of quantitative and qualitative research methods. Quantitative was used to process the questionnaire data analyzed statistically. Meanwhile, qualitative was used to describe data in the form of research observation, or in this case, a researcher attempted to gain perceptions of the data obtained by describing it.

A questionnaire was used as the instrument of this study. According to Sugiyono (2010:199) that questionnaire is a data collection technique by giving a set of questions or written statements to respondents to answer them. This study used a closed questionnaire which means that it was presented in such a form that the respondent only has to give a check mark (√) in the appropriate column or place. The written statements were used to get the answers of students' perceptions by using four absolute characteristics of ESP/EAP proposed by (Streven :1988a in John and Mathew : 2001). According to Strevens, ESP/EAP consists of English language teaching which was:

- designed to meet specified needs of the learner

- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse
- in contrast with 'General English'

Strevens also listed two variable characteristics of ESP: ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only)
- not taught according to any pre-ordained methodology

Furthermore, he suggested that the rationale for ESP was based upon four claims:

- being focused on the learner's need, it wastes no time
- it is relevant to the learner
- it is successful in imparting learning
- it is more cost effective than 'General English'

A further set of factors not mentioned by Strevens, but which we would add are:

- authentic texts
- communicative task-based approach
- custom-made materials
- adult learners
- purposeful courses

The collection of data resulted from questionnaire analyzed quantitatively, aimed to know the percentages of students' perceptions toward the focus of learning English for academic purposes after taking ESP course. The researcher used **Likert scale** on a closed questionnaire in which the respondents can choose between the ones, which include strongly disagreed, disagreed, doubtful, agreed, and strongly agreed. The researcher collected the data by collecting the results of questionnaire, reading them in detail to be then selected based on the research objectives, after that he analyzed the data by describing them, and the last was taking conclusions on how important their perceptions toward the focus of learning English for academic purposes.

A qualitative design is present to analyze observation of lecture results in ESP course, which overall activities involved presentation and discussion about ESP based on needs that happen to talk about their specific needs in the field of English education or EAP. Observation is used not as an instrument of this study, but as the data of this study, different from quantitative design. The instrument of qualitative design is a researcher himself. The sources of data in this study based on the observation are 6th-semester students of English Study Program (Tadris Bahasa Inggris), Islamic Institute of Hasanuddin, Pare – Kediri in the academic year of 2020/2021.

The subjects or respondents are 34 students of the 6th-semester. Determination of subjects in this study was based on purposive sampling technique, which according to Arikunto (2010:183) that purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. Therefore, this study focused to the 6th-semester students of English study program, Islamic Institute of Hasanuddin, Pare-Kediri who were taking “English for Specific Purposes” course.

The choice of using a qualitative method in terms of research objectives is to understand how a community or individuals accept certain issues. In this case, it is very important for researchers who use qualitative methods to ensure the quality of the research process, because these researchers will interpret the data they have collected.³

There are three reasons for using qualitative methods, namely (a) the researcher's view of the world phenomenon (a researcher's view of the world), (b) the types of research questions (nature of the research question), and (c) practical reasons related to the nature of the qualitative methods (practical reasons associated with the nature of qualitative methods).⁴

³ Karina McCusker & Serdar Gunaydin. *Research Using Qualitative, Quantitative or Mixed Methods and Choice Based on The Research. Perfusion*. (DOI: 10.1177/0267659114559116, 2015).

⁴ HM Kasinath. *Understanding and Using Qualitative Methods in Performance Measurement. Journal of Educational Studies, Trend and Practices*, 3(1) (2013), 46-57.

Findings and Discussion

Perception is the policy taken by respondents on a written statement, which becomes the closed questionnaire data on research taken from four absolute characteristics of ESP / EAP proposed by Streven by giving choices on the written statement using Likert scale. The following is a closed questionnaire table with the percentage of students' perceptions by using Google form to get the data.

Table 1: A closed questionnaire

Number	Written Statements	Students' Perceptions				
		Strongly Disagreed	Disagreed	Doubtful	Agreed	Strongly Agreed
	A. According to Strevens, ESP/EAP consists of English language teaching which is.....					
1.	designed to meet specified needs of the learner.	0	2	2	14	16
2.	related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities.	0	3	3	10	18
3.	centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse.	0	0	1	13	20
4.	in contrast with 'General English'.	0	1	1	15	17
	B. Strevens also listed two variable characteristics of ESP: ESP may be, but is not necessarily					
5.	restricted as to the language skills to be learned (e.g. reading only).	0	1	2	16	15
6.	not taught according to any pre-ordained methodology.	0	0	1	19	14

	C. Furthermore, he suggested that the rationale for ESP is based upon four claims:					
7.	being focused on the learner's need, it wastes no time	0	0	0	8	26
8.	it is relevant to the learner.	0	0	0	11	23
9.	it is successful in imparting learning.	0	0	1	13	20
10.	it is more cost effective than 'General English'.	0	3	6	12	13
	D. A further set of factors not mentioned by Strevens, but which we would add are:					
11.	authentic texts	0	1	3	16	14
12.	communicative task-based approach.	0	1	3	9	21
13.	custom-made materials.	0	0	0	19	15
14.	adult learners.	0	0	0	4	30
15.	purposeful courses.	0	0	0	7	27
	Amount average of Students	0	1	2	12	19
	Percentage average	0%	3%	6%	35%	56%

After seeing the percentage of students' responses above, or in other words, after collecting data obtained from the respondents through Google form, a researcher described them based on statistical data processed using data analysis techniques of the Likert Scale along with the amount average of students who answered (score percentage) based on the following criteria:

- Answering ***strongly agreed*** with score 5 is 19 students
- Answering ***agree*** with score 4 is 12 students
- Answering ***doubtful*** with score 3 is 2 students
- Answering ***disagree*** with score 2 is 1 students
- Answering ***strongly disagree*** with score 1 is 0 students

This is a calculation of the total score:

- The total score for 19 students answered 5 = $19 \times 5 = 95$
- The total score for 12 students answered 4 = $12 \times 4 = 48$
- The total score for 2 students answered 3 = $2 \times 3 = 6$
- The total score for 1 students answered 2 = $1 \times 2 = 2$
- The total score for 0 students answered 1 = $0 \times 1 = 0$

The number of the total score = 151

The following is the calculation realization from the questionnaire data collection:

- a. The highest total ideal score based on the first item is multiplied by the number of students ($5 \times 34 = 170$), and The lowest score based on the fifth item is multiplied by the number of students ($1 \times 34 = 34$)
- b. The result of the questionnaire data analysis obtained is *The number of the total score divided by the highest total ideal score, and then the result is multiplied by 100%*. The following is the calculation:

$$\frac{\text{The number of the total score}}{\text{The highest total ideal score}} \times 100\%$$

$$\frac{151}{170} \times 100\% = 88.8 \%$$

- c. The data analysis then uses the score interpretation criteria:

Numbers 0% - 20% = Very Weak

Numbers 21% - 40% = weak

Numbers 41% - 60% = Enough

Numbers 61% - 80% = Strong

Numbers 81% - 100% = Very strong

- d. Based on the result of the questionnaire data analysis obtained is 88.8 %, it means that students' perception toward the focus of learning ESP: EAP in The English Educational Field refers to a very strong group.

Furthermore, the data are described qualitatively using observational data. Observation data were obtained during the process of presentation activities from each group of students, which simultaneously took place questions-answers, and feedback between the presentation group and the audience, as well as a lecturer in a teaching course as the intermediary for the activity. The observation was analyzed based on the presentation activities of several groups toward the focus of learning English for academic purpose: ESP in the English Educational Field with the activities as follows:

Table 2. Results of Observation

Activities	Results of Observation
1. Presentation	<p>Presentations occurred 13 times (13 groups of presentations that took place online and offline) with presentation materials mentioned in the introduction chapter on page 3. The results of the observation were taken based on the discussion results of several presenters who directly linked ESP with EAP. So, not all presentation activities are described here as the results of observation from the researcher.</p> <p>Results of observation: The presentation did not only mention ESP for adult learners or in other words based on academic needs at the University / EAP level, but also touched on the application</p>

	<p>of ESP for school-age children at the upper secondary school level, namely SMA / SMK / MA. Several students who gave the presentation which became parts of observation revealed that ESP should have been applied first for school age children at the upper secondary school level, and even the EAP application can also be done for their level, because it is based on their majors and profession, although in general it is said that ESP for EAP is for the University level.</p>
<p>2. Q&A (Question and Answer) between the presenters and audiences</p>	<p>The researcher took the results of the observations from the Q&A between the presentation group and the audience who directly intersected with ESP for EAP.</p> <p>Results of observation: There was a question raised by the audience in the group with the presentation material "The Roles of A Teacher and Students in ESP Teaching-Learning Process" about whether "The Roles of A Lecturer and Students in EAP Teaching-Learning Process" was the same as what was delivered by the presenters based on the material of the presentation. One of presenters answered that the roles of a</p>

	<p>teacher and students in the EAP teaching-learning process could be applied to the roles of a lecturer and students in the EAP teaching-learning process, this was because the application of ESP was the same as EAP because it fitted the needs of learning English and EAP was part of the ESP. There was also an important point that can be taken from the results of observation when an audience asks the group with "analyzing needs" presentation material, namely what is the reason for the presenters to say that EAP can be applied to upper secondary school aged children? Because based on one of the definitions of EAP is a program for students (S1, S2 and S3) and lecturers who want to improve language skills to support study at universities abroad. One of the presenters answered that the upper secondary school level was the level at which students were prepared for the world of work, because they have been equipped with competencies with the majors they need. While general English dominates in English learning at their level, the weakness actually occurs in</p>
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	<p>their English skills according to their needs. So, when they want to take the English test "TOEIC / TOEFL / English Proficiency" as an entry requirement for state universities, official services, and work in large companies both on a national and international scale, they experience big problems on the test, this is because there is no English learning specifically or academically for them.</p>
3. Feedback	<p>Feedback is the comments given by the audience on what the presenters have answered. Here the researcher takes feedback that occurs based on questions and answers on the presentation material "The Roles of Teacher and Students" and "Analyzing Needs" as in point 2 above.</p> <p>Feedback: The application of EAP for the upper secondary school level cannot be their main focus in learning English, this is because the time allocated for English lessons cannot meet their target if they want to develop English language skills according to their fields or needs. At the university level, whether majoring in English or non-English, students will be exposed to broader knowledge and competencies internationally, so they</p>

	<p>inevitably have to concentrate on ESP learning. For example, as students of English education, writing a scientific paper, linguistics, teaching English, preparation for national and international tests such as TOEFL and IELTS, and special development in language skills and their aspects, EAP is a top priority in learning English. to be prepared to become professional English language teaching staff</p>
<p>4. Lecturer's Explanations</p>	<p>As an ESP course provider and mediator in presentation activities, a lecturer who is also a researcher in this study explained several things:</p> <ul style="list-style-type: none"> - The roles of a teacher and students in the upper secondary school for ESP is same with the roles of a lecturer and students in a college / higher education. - ESP which is applied in higher education is in the form of EAP focusing on both language skills and academic study skills. Upper secondary school can be given not only general English but also ESP which refers to English for occupational purpose. We take the

	<p>example of vocational high school, it should implement ESP for EOP, because students' competencies are prepared for the world of work.</p> <ul style="list-style-type: none">- As students majoring in English education, starting from semester 1 to currently semester 6, have studied EAP, which is in the development of language skills and language components. They also explore academic study skills in the use of English in the field of teaching English.
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Based on several points obtained from the results of observation during the ESP course lecture along with activities in the form of presentations, questions and answers, feedback, and explanations from a lecturer, the researcher then analyzed the data into the form of the results of observation on students' perceptions toward the focus of learning English for specific purposes: EAP in The English Educational Field. The following are students' perceptions taken by a researcher as his data analysis:

1. Students perceived that ESP should be introduced from the age of upper secondary school, so that the EAP obtained in higher education made it easier for them to develop their English competencies according to their needs.
2. The students perceived that what had been learned so far in the lectures from semester 1 to semester 6 was really in accordance with the needs of study and in the future, it could be applied in the world of work in accordance with the field of study, which in this case was education or teaching English.

3. Students perceived that what they had learned so far was in accordance with their needs and targets to be able to develop English language skills both academically and in communication. During their school years, they had never been able to master English communication as their foreign language competence, and they were very weak in the need to learn English in accordance with their field of study. Therefore, at this time they have entered higher education, and the field of English education is their need, as well as they can focus on the following specific skills:
 - a. Language skills addressed include listening comprehension, fluency development, oral intelligibility, reading, grammar, writing, and vocabulary development.
 - b. Academic study skills addressed include test taking and note taking skills, academic vocabulary usage, critical reading and writing, comprehending academic lectures, research and library skills, formal composition forms and development, including research papers.

Conclusion and Suggestion

Conclusion

Based on the data analysis, result and the discussion of this study, the researcher finally proposes the conclusion as follows:

- 1) From the 34 respondents of 6th-semester students who gave their responses through a closed questionnaire as the instrument of this study counted statistically with 15 points included in it, were found the average percentage in the strongly agreed is 56%, agreed is 35%, doubtful is 6%, and disagreed is 3%, and strongly disagreed is 0%. However, their perceptions toward the focus of learning English for specific purposes: EAP in the English educational field refer to a very strong interpretation criteria.

- 2) The respondents perceived that ESP truly met the needs of English language learners according to their fields.
- 3) **ESP: EAP in academic field** is present to help them develop their language skills and academic study skills.
- 4) The students really felt satisfied and gained more knowledge toward ESP: EAP in academic field as their needs of learning English, and they started realizing the importance of learning ESP through ESP course in the 6th-semester.

Suggestion

This study is suggested for the English lecturer to be able more active in analysing students' needs in learning English and frequently observes their students in learning English which aims to gain the high target in teaching English especially in achieving a successful English communication either written or verbal communication.

The focus of learning ESP: EAP in academic field is able to facilitate students to get good proficiency in learning English. Through the communicative activity, students need to be observed in order to have good verbal and written communication skill and the lecturer directly can give them the appropriate feedback for their success in developing their English proficiency.

The higher school institution should provide the appropriate and complete learning facilities to the ESP/EAP learners to gain the better progress achievement of English. However, the things that need to be considered by the institution are, having professional lecturers with educational philosophy, good material of instruction, good and attractive method, as well as a good skill and interest in giving the lecture to the higher school students as the ESP/EAP learners.

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