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## Syllabus Design for Teaching English for Specific Purposes to Non-English Study Programs at IAIN Syaikh Abdurrahman Siddik Bangka Belitung

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### ARTICLE INFO

Received: 20-07-2024

Revised: 25-08-2024

Published: 01-10-2024

Volume:7

Issue: 2

DOI:

<https://doi.org/10.33019/berumpun.v7i2.237>

### KEYWORDS

*ESP, Language Learning, Syllabus Design, Teaching English, Curriculum Design*

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### ABSTRACT

This study discusses the importance of English language learning based on needs analysis with the English for Specific Purposes (ESP) approach in non-English study programs. The questionnaire results showed that 86% of students realized the importance of English for their studies and careers, while 72% liked learning English but wanted materials that were more relevant to their fields of study. As many as 58% of students considered speaking skills the most important but difficult to master, and 67% needed more practice in writing for academic needs. The majority of students (75%) liked interactive learning methods such as group discussions and simulations, and 80% agreed that learning technology was very helpful. The needs analysis showed that students of Islamic Religious Education, Early Childhood Islamic Education, Islamic Banking, and Islamic Da'wah and Communication needed materials that were relevant to their respective academic and professional contexts, such as delivering sermons, telling stories to children, presenting Islamic financial products, and participating in interfaith discussions. In addition, students expect lecturers with pedagogical, personality, professionalism, and social competencies who can create relevant and motivating learning. With a student-centered approach, English learning becomes more engaging and supports the development of applicable skills for the future.

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## 1. INTRODUCTION

According to latest curriculum implemented in IAIN Syaikh Abdurrahman Siddik Bangka Belitung, every study program must conduct two (2) English Subjects in the first and the second semester. In the first semester, the students get *Bahasa Inggris Dasar* and in the second semester, they get *Bahasa Inggris Wacana*. Based on preliminary study; some

interviews and small talks with some lecturers who usually teach English for Islamic Higher Education, the researcher found that most lecturers do not have specific syllabus in teaching non-English study programs such as Pendidikan Agama Islam (PAI), Pendidikan Islam Anak Usia Dini (PIAUD), Perbankan Syariah, and so on. They still use General English (GE) syllabus which might not base on the students need. There are many reasons why some lecturers still teach GE. Some of them realize that different study programs or departments should be taught different teaching materials and it is advised for them to integrate the Islamic values in their teaching. The lecturers usually consider the students educational background which rarely used English in their school before. Moreover, it would burden the students if they are given many too many vocabularies and expressions related to Islamic studies, some lecturers added.

Another finding in preliminary study done by the researcher was interviewing some students who passed the four-credit subject for English. Some of them said that learning a foreign language is not totally easy for them, because they think that the levels of difficulties of the lesson are not suitable for them. They also think that the materials of the lessons learned are created for students of English department. Their answers and responses might be very subjective but the researcher have already noted their voices in order to be used as one of instruments used in gathering the data for need analysis in designing an ESP syllabus for non-English study programs. Concerning the English skills proficiency, in general the students' language proficiency is still low as indicated from the data of the interview to the lecturers in the preliminary study. However, it seems that the students have interests and want to improve all of English skills (speaking, reading, writing, and listening).

Based on the reality and current condition for learning EFL in IAIN Syaikh Abdurrahman Siddik Bangka Belitung, it is true that different study program needs its own language targets to fulfill the students' competence and performance. Therefore, teaching GE would not be the same with teaching English for Specific Purposes, especially Islamic studies (Alfian et al., 2021; Mataram, 2013; Muhsinin, 2013; Muhsinin et al., 2017; Solehan et al., 2021). The differences are usually shown in themes or contents to be delivered to students such as reading texts, listening materials, expressions and vocabularies used in speaking skill (Lapele, 2019), and even materials for writing skills (Nur, 2018). The lecturers should be very creative in planning the lesson for non-English Departments because most text books available now are for General English (Budianto & Mason, 2021; Islam et al., 2022; Lee, 2016; Nur, 2018).

This study was conducted to find out the students' needs of English in an Islamic studies college, especially in Islamic Studies Education Program, to analyze the existing syllabus in seeking its relevance to the students' needs, and to propose an ESP-based syllabus relevant with the students' needs of English at IAIN SAS Babel. There are 12 (twelve) majors for 3 (three) departments in IAIN Syaikh Abdurrahman Siddik Bangka Belitung. This research focused on designing ESP syllabus for 4 (four) specific majors in Tarbiyah Department; Pendidikan Agama Islam, Pendidikan Anak Usia Dini, Bahasa Arab, and BKPI

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and Perbankan Syariah and Dakwah Department in general. The teaching strategies and learning media might be the same but the differences will be in themes or topics given. The research problems of this study were formulated into three discussions:

1. How is the need analysis of non-English study programs in order to design an ESP based syllabus?
2. How is English for Specific Purposes based Syllabus implemented?
3. How should the lecturers teach English in non-English majors according to ESP based syllabus?

## **2. LITERATURE REVIEW**

In Indonesia, there were also some research studies of needs analysis and ESP in the context of business, science and technology (Budianto & Mason, 2021; Islam et al., 2022; Lapele, 2019; Lee, 2016; Nur, 2018) and in the context of Islamic studies conducted by (N. A. Syam, 2016) in terms of course book development, (Sari et al., 2021) in terms of syllabus development, (Anthony, 2018) in terms of the relevance of English materials to the students' needs, and (Habibah, 2021) in terms of the use of specific English textbook to Islamic Studies students. (Alfian, 2019) also did a research related teaching ESP for Islamic Higher Education Students in Islamic Universities. Still in 2018, Sukirman studied the need to develop ESP reading syllabus for students of Islamic Education Department (Sukirman, 2016, 2018), Faculty of Education and Teacher Training, Palopo State Islamic Institute ( IAIN Palopo). Another research which is similar done by (Furwana & Hartine, 2023) they investigated a need analysis for designing an English for Specific Purposes in an Islamic Studies Education Program. Last but not least, one the most current research related to this field specifically for Early Childhood Education Students in Islamic Higher education was conducted in 2020 by (Diningrat et al., 2020a, 2020b)

If we talk about the students need, we discuss about need analysis (Aprianto, 2020; Nashir et al., 2022; Sultana, 2018; West, 1994). And that need analysis will be linked to English for specific purposes (ESP) which currently become trends in teaching English for foreign language (EFL). In addition, English for Islamic Studies is also a new branch of ESP. Some years ago, there was not much syllabus made and teaching material specifically created in this field. Needs analysis emerged in the 1960s through the ESP movement and increasingly began to be employed in the language teaching by applied linguists since its emergence. Needs analysis was also known as a necessary phase in planning educational programs as the demand for specialized language programs grew from that time, such as English for science, business, and medicine (Basturkmen, 2010; Gusmuliana et al., 2023; Paltridge & Starfield, 2012). In Indonesia, the English subject in some non- English departments of higher education has shifted from General English Course to English for Specific Purposes Course such as English for Law, English for Chemistry, English for Technical, English for Business, English for Tourism, English for Islamic Studies, and other ESP topics (Ayuningtyas, 2020; Hendriani, 2016; "Implementation of Blended Learning

Based-Model in English For Specific Purposes for The Islamic University: A Case Of UNISNU, Jepara, Indonesia,” 2020; Muhsinin et al., 2017)

However, along the last few years of English teaching and learning in this college, the designing of English syllabi and the teaching of English have been carried out without considering the learners' needs. In the previous period (2007-2011) the students were given General English from English 1 to 6 (Islam et al., 2022; Nur, 2018). In this new period, 2011-2015, the instructors have tried to make specific English for the students in the first and the second semester by teaching some reading topics on Islamic issues and precepts, and reading comprehension on general topics in the third semester (Jaya, 2020; Mukminin et al., 2019).

Nevertheless, the syllabi have been designed without considering the learners' needs. Meanwhile some researchers propose a brilliant findings (Hamied, 2010; Macalister & Nation, 2020; Richards, 2017), in one of twenty principles of language teaching, suggest that the contents of a syllabus in a language course should be based on the learners' needs. Considering the learners' needs as the bases of teaching and learning English seems necessary for the students of this institute because they are students of Islamic Studies Education, and they might need specific English, as Richard, et al state different types of students have different language needs and what they are taught should be restricted to what they need (Richards, 2010, 2015, 2018; Richards et al., 2002; Richards & Schmidt, 2014). Furthermore, Hutchinson and Waters (1987: 8) said that the learning based on the learners' needs would improve the learners' motivation and thereby make learning better and faster.

### 3. METHODOLOGY

The objectives of this study is find out to the need analysis of non-English study programs in order to design an ESP based syllabus; how English for Specific Purposes based Syllabus implemented; and how the lecturers should teach English in non-English majors according to ESP based syllabus. This study was classified descriptive research. Need analysis was conducted in order to know the students' competencies, and the effectiveness of the English subjects (syllabus and materials) which was implemented during the courses.

This research was conducted in IAIN Syaikh Abdurrahman Siddik Bangka Belitung. The population is the students who have already taken *Bahasa Inggris Dasar* and *Bahasa Inggris Wacana*. Since this a very large population, that is why we need sampling. And the researcher will use purposive sampling. Since a large number of respondents in the same time are participated in this study, questionnaires will be used in this research. Brown (1995: 50) points out that “questionnaires are more efficient for gathering information on a large scale than are many of the other procedures. Questionnaires were given to 127 students in four different study programs. Close and open- ended questionnaires were implemented to find out some information about the learners' English background

knowledge (their competences), the learners' views and voices to ESP, the learners' expectations of how to learn and improve their skills in English.

#### 4. RESULTS AND DISCUSSION

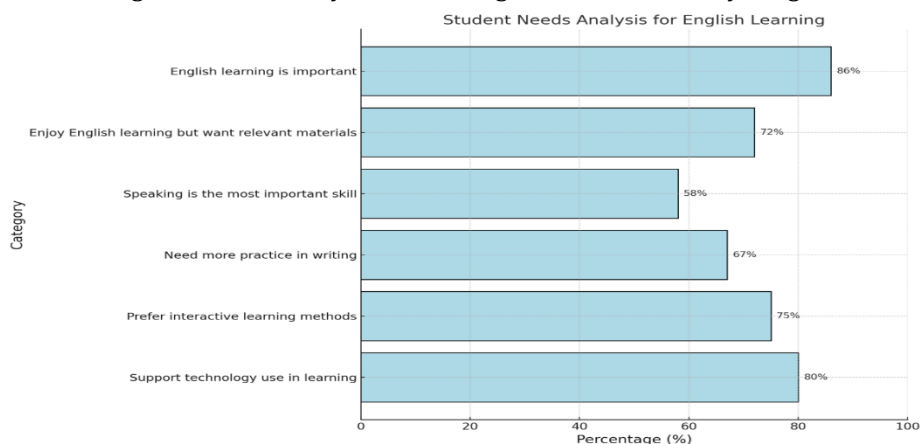
Learning English in higher education, especially for study programs outside the field of language, has its own challenges in developing the syllabus. In this context, the English for Specific Purposes (ESP) approach is important to ensure that the material taught is relevant to students' needs and in accordance with the competencies in their field of study. This research aims to analyze students' needs for English language learning in non-English language study programs based on the results of questionnaires. The respondents of this research were 127 students who had taken Basic English and Discourse English courses. The questionnaire used consists of 15 questions with a Likert scale (Agree, Disagree, Undecided), covering aspects of learning material, desired skills, learning techniques, use of technology, and evaluation of existing teaching systems.

##### 4.1 Questionnaire Results on Student Needs Analysis

Based on the results of the questionnaire, it was found that 86% of students agreed that learning English was important to support their studies and careers in the future. Most students (72%) like learning English, but want material that is more relevant to their field of study. For example, students from the Engineering study program want material that focuses on technical terminology, while students from the Economics study program prefer learning that emphasizes business presentation and discussion skills in English.

In terms of skills, 58% of students consider speaking ability to be the most important, but also the most difficult to master. On the other hand, 67% of students feel that they need more practice in writing skills for academic purposes such as reports, papers, and final assignments. Regarding learning techniques, the majority of students (75%) said they liked interactive learning methods such as group discussions, role-playing and simulations. The use of technology in learning also received high appreciation, with 80% of students agreeing that the use of learning applications such as Learning Management Systems (LMS) and online platforms helped them understand the material better. The result can be seen in figure.1 below.

Figure 1. Need Analysis of Non-English Education Study Programs



## **4. 2 Analysis of Material Needs for Listening, Speaking, Writing, and Reading Skills Based on Study Programs**

The following is an explanation of how English lecturers can teach in four study programs (Islamic Religious Education, Early Childhood Islamic Education, Islamic Banking, and Islamic Da'wah and Communication) to suit the context of English for Specific Purposes (ESP) based on the needs analysis that has been conducted, while motivating students to study enthusiastically, both inside and outside the classroom.

### **4.2.1 Relevance of Learning Materials to Study Programs**

English lecturers must ensure that the materials taught are relevant to the specific needs of each study program. In the context of Islamic Religious Education (PAI), learning materials can be focused on religious vocabulary, analysis of religious texts, and speaking skills to deliver sermons or lectures. For Early Childhood Islamic Education (PIAUD), lecturers can prioritize storytelling techniques, teaching children's vocabulary, and English-based lesson planning that can be applied in the context of teaching children. In Islamic Banking, English learning should focus on mastering Islamic banking terms, business communication, and presentation skills that are relevant to the world of work. Meanwhile, for students of Islamic Da'wah and Communication, materials such as da'wah techniques, media communication, and writing for the public should be the core of teaching. With this relevant material, students feel that what they learn has direct benefits to their fields of study and careers, so they are more motivated to learn. Below are the examples of materials preferences from the need analysis questionnaires.

The first is the Islamic Religious Education study program, the materials needed for listening skills include listening to sermons, lectures, or studies in English. Students need the ability to understand the intonation and structure of English used in a religious context. For speaking skills, students want to be trained to deliver sermons or short lectures in English, so that they can communicate effectively with an international audience. In writing skills, students need materials that focus on creating articles or academic manuscripts related to Islamic studies, such as tafsir, hadith, and Fiqh in English. As for reading, students want materials that involve the analysis of classical and modern Islamic texts in English, such as journal articles or books on Islamic themes. The second is Students of Islamic Da'wah and Communication, they need listening skills to understand interfaith debates or discussions in English. In speaking skills, they need training to deliver lectures or discuss in international forums. For writing skills, students need the ability to create opinion articles or da'wah content in English. As for reading skills, they need the ability to understand literature and communication texts related to da'wah, such as journals or books on the theme of Muslims' life and Islamic affairs globally.

The third study program is PIAUD students. They need listening skills that focus on understanding children's stories in English, such as fairy tales or songs. For speaking skills, they need practice telling stories to children with clear and interesting pronunciation. In writing skills, students need materials that focus on compiling lesson plans and teaching materials for children in English.

As for reading skills, they need an understanding of pedagogical texts that discuss early childhood education theories. On the other hand, students of the Islamic Banking study program need listening skills that focus on understanding Islamic financial terms in seminars or international business discussions. In speaking skills, students need training to present Islamic-based financial products or services in English. For writing skills, they need the ability to prepare financial reports, business proposals, and official correspondence in English.

#### **4.2.2 Interactive Learning Strategies and Technology**

To maintain student interest and motivation, lecturers need to adopt interactive learning strategies. Activities such as role-playing, group discussions, real-life task simulations (e.g., making banking reports in English for Islamic Banking students), and language games can make learning more interesting and fun. The use of technology is also very important to create a more dynamic learning atmosphere. Lecturers can utilize the Learning Management System (LMS), interactive learning videos, applications such as Kahoot or Quizizz for quizzes, and platforms such as Google Meet or Zoom for online business communication or da'wah simulations. To encourage students to learn outside the classroom, lecturers can give creative assignments such as making da'wah vlogs or explaining religious topics in English, or working on group projects related to lecture topics. When learning feels varied and contextual, students will be more engaged and motivated to actively participate.

#### **4.2.3. Building Personal Connections and Long-Term Motivation**

Lecturers must also build personal connections with students so that they feel supported in their learning journey. This can be done by providing constructive feedback and encouraging students to continue improving their skills. In addition, lecturers can provide inspiration on how mastery of English can open up great opportunities in the global world, for example job opportunities in international institutions for Islamic Banking students, or preaching to the international Muslim community for Islamic Da'wah and Communication students. It is also important to instill the mindset that learning English is a long-term investment, not only for academic grades but also for self-development. By conveying the practical benefits of mastering English and creating a positive learning atmosphere, students will be more enthusiastic and committed to learning English, both in and outside the classroom.

### **4.3 Students' expectation of ESP implementation in learning English**

Non-English students have specific expectations of English teaching that are not only oriented towards linguistic abilities, but also on their relevance and specific needs. Therefore, lecturers are expected to have competence in four main aspects: pedagogy, personality, professionalism, and social. Here is an in-depth explanation of how lecturers can meet these expectations and inspire students to learn enthusiastically.

#### **4.3.1 Pedagogical Competence: Able to Adapt to Students' Needs**

Pedagogical competence is the main foundation in teaching English, especially for non-English students who have specific needs according to their study program ("Pre-Service Teachers' Perceptions Toward Their Pedagogical Competence," 2022; Sari et al., 2021; N. A. Syam, 2016). The ideal lecturer is one who is able to conduct a needs analysis before designing a curriculum (Arnita, 2022; Azis et al., 2020). Through the English for Specific Purposes (ESP) approach, lecturers can provide learning materials that are relevant to students' fields of study. For example, for Islamic Banking students, lecturers must prepare materials that focus on Islamic financial terms, business communication strategies, and negotiation simulations (Beta, 2018; Syawaluddin, 2017).

Meanwhile, students from the Early Childhood Islamic Education study program need simple communication-based learning that supports interaction with children and understanding of pedagogical texts in English. In addition, the teaching methods applied must be student-centered learning. The expected lecturers are those who are able to create interactive classes through the use of strategies such as role-playing, group discussions, real-world simulations, and project-based assignments. In this way, students feel that learning is not only theoretical, but also practical and relevant to their needs. In addition, lecturers must also utilize modern technology in teaching, such as certain artificial intelligence, language learning applications (computer assisted language learning (CALL) and Mobile assisted language learning (MALL) and interactive videos, to increase student engagement both inside and outside the classroom. This approach will make students feel more motivated because learning feels relevant to their lives (Tomlinson, 2008).

#### **4.3.2 Personality Competence: Inspirational and Close to Students**

Lecturers who are successful in teaching English to non-English speaking students are those who have an inspiring personality and are able to create a comfortable classroom atmosphere (Beta, 2018; Dra. Dewi Dyah Widyastuti, 2020; Rismasari et al., 2022). Students often feel nervous or lack confidence in using English, especially because this is not their main field. Therefore, lecturers need to show a friendly, patient, and enthusiastic attitude in teaching. A good lecturer must also be able to build student confidence by providing positive and constructive feedback, so that they feel appreciated and motivated to continue learning (Budiasih & Dewi, 2023; A. T. Syam & Furwana, 2022; Wahyuningsih & Susanti, 2020).

In addition to a friendly attitude, lecturers are expected to be those who are able to be role models in using English. Lecturers who are fluent in English, confident in speaking, and have good communication skills will provide real examples to students on how English is used effectively. The positive attitude and energy shown by lecturers when teaching can be contagious to students, making them more enthusiastic in learning (Sagita et al., 2020; Widhi et al., 2023). In addition, lecturers also need to show empathy for students' difficulties and encourage them to keep trying, even though there are obstacles in the learning process.

#### **4.3.3 Professional Competence: Mastering the Material and Understanding the Needs of Students**

Professional lecturers are those who not only master English thoroughly, but also understand how the language can be applied in the specific context of each study program (NGUYEN XUAN HONG\* et al., 2023; Warda & Dalimunte, 2022; Yulfi et al., 2023). This professional competence involves the ability of lecturers to continue learning and updating their knowledge, either through research,

training, or collaboration with experts in the field of ESP (Moiinvaziri, 2014; Rachman et al., 2022). For example, lecturers who teach students of Islamic Da'wah and Communication must understand the concept of cross-cultural communication and English for rhetoric, so that the learning material is more relevant. Likewise, students of Islamic Religious Education need learning that focuses on Islamic vocabulary, academic texts, and the ability to write essays or scientific articles.

More than just mastering the language, lecturers must also be able to demonstrate the relevance of English to the world of work and students' careers. For example, lecturers can provide examples of how presentation skills in English can help Islamic Banking students in attracting foreign investors, or how mastery of pedagogical terms in English can support Early Childhood Islamic Education students in accessing international literature (Diningrat et al., 2020a; Musthafa, 2001; Rahminawati et al., 2020). By showing the practical benefits of English, lecturers can motivate students to be more serious in learning. In addition, lecturers also need to provide clear and transparent evaluations, so that students understand their strengths and weaknesses and have guidance to develop better.

#### **4.3.4 Social Competence: Building Positive Relationships with Students**

Social competence is an important aspect that should not be overlooked by lecturers, especially in creating an inclusive and supportive learning environment (Mukminin et al., 2015; Sigler, 2013). Non-English-speaking students often feel burdened by learning English, so lecturers need to demonstrate the ability to build good relationships with them. The expected lecturers are those who are approachable and willing to listen to students' aspirations or difficulties, both related to learning and personal challenges. A good relationship between lecturers and students will create a sense of comfort, so that students are more courageous to actively participate in class activities.

In addition, lecturers also need to encourage students to interact outside the classroom through collaborative assignments or extracurricular activities that involve the use of English. For example, lecturers can suggest that students make vlogs, join debate competitions, or join English communities. In this way, students not only learn in the classroom, but also develop their English skills in a wider environment. Ultimately, lecturers who have good social competence can build a positive learning atmosphere, where students feel supported to continue to develop and reach their full potential.

## **5. Conclusion**

The questionnaire results showed that the majority of students (86%) acknowledged the importance of learning English to support their studies and future careers, with 72% of them enjoying learning English but wanting more relevant materials to their respective fields of study. In terms of skills, speaking skills were considered the most important by 58% of students, despite being the most difficult to master, while 67% of students felt they needed more practice in writing skills for academic needs such as reports and final assignments. In terms of learning methods, the majority of students (75%) preferred interactive approaches such as group discussions, role-playing, and simulations, which increased their involvement in the learning process. In addition, 80% of students agreed that the use of technology was very helpful in understanding the material. In conclusion, English learning in non-English study programs should be designed based on student needs analysis with an English for Specific Purposes (ESP) approach, which integrates specific materials, interactive methods, and modern technology to create a relevant, interesting, and effective learning experience for students.

Analysis of English language skills material needs in four study programs shows that there are different needs according to their respective academic and professional contexts. Islamic Religious Education students need materials that focus on understanding and delivering Islamic content in English, such as listening to lectures, delivering sermons, writing academic articles, and reading classical and modern Islamic texts. Early Childhood Islamic Education students need materials that support English language skills in the context of children's education, such as listening to children's stories, telling stories with interesting intonation, writing lesson plans, and reading pedagogical texts. Islamic Banking students need skills to understand Islamic financial terminology in international discussions, present Islamic financial products, prepare financial reports, and read business and financial documents. Meanwhile, Islamic Da'wah and Communication students need the ability to listen to interfaith discussions, speak in international forums, write opinion articles or da'wah content, and understand communication literature and texts with global Islamic themes. The overall analysis shows that English language teaching in each study program must be designed with an English for Specific Purposes (ESP) approach, which integrates specific materials according to the needs of the field of study. With this approach, students can be more motivated to learn because the material taught is relevant to their academic and professional context, while supporting the development of applicable English language skills for the future.

From the questionnaire also revealed a finding related to the lecturers expected by non-English speaking students are those who are able to combine pedagogical, personality, professionalism, and social competencies in their teaching. Lecturers like this are not only teachers, but also facilitators, motivators, and mentors who help students understand the importance of English in supporting their careers and lives. With a relevant, friendly, and inspiring approach, lecturers can create meaningful and interesting learning, so that students feel motivated to learn with enthusiasm, both inside and outside the classroom.

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