

**THE STUDENTS' PERCEPTIONS OF ENGLISH FOR SPECIFIC PURPOSES (ESP)
FOR BUSINESS ADMINISTRATION PROGRAM**

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Abstract

Perception analysis plays an important role in designing English language courses at higher education levels that apply the English for Specific Purposes (ESP) approach. This study intends to determine the perceptions of Business Administration students at the Open University in learning English, including the perceptions of target learning, and the most dominant. The survey method was applied in this research by distributing questionnaires to 30 students. The results showed that out of 30 students who were the respondents, Most students are motivated to learn English in order to have the ability to communicate orally in English and get a good job after graduation. However, most students have difficulty in understanding grammar. From the results, it can be concluded that speaking and writing skills can be further improved through learning activities to discuss topics or problems related to the field of ESP courses for Business Administration program students in The Open University.
Key Words: *Perceptions, ESP, Business Administration*

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Abstrak

Analisis persepsi memegang peranan penting dalam merancang mata kuliah bahasa Inggris di tingkat universitas yang menerapkan pendekatan Bahasa Inggris dengan Tujuan Khusus (ESP). Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Administrasi Bisnis di Universitas Terbuka dalam mempelajari bahasa Inggris, termasuk persepsi terhadap target pembelajaran, dan yang paling dominan. Metode survei digunakan dalam penelitian ini dengan menyebarkan kuesioner kepada 30 mahasiswa. Hasil penelitian menunjukkan bahwa dari 30 mahasiswa yang menjadi responden. Sebagian besar mahasiswa termotivasi untuk belajar bahasa Inggris agar memiliki kemampuan berkomunikasi secara lisan dalam bahasa Inggris dan mendapatkan pekerjaan yang baik setelah lulus. Namun, sebagian besar siswa mengalami kesulitan dalam memahami tata bahasa. Dari hasil penelitian dapat disimpulkan bahwa keterampilan berbicara dan menulis untuk lebih ditingkatkan melalui kegiatan pembelajaran dengan mendiskusikan topik-topik atau permasalahan yang berkaitan dengan bidang mata kuliah ESP bagi mahasiswa program studi Administrasi Bisnis di Universitas Terbuka.

Kata Kunci: Persepsi, ESP, Administrasi Bisnis.

INTRODUCTION

English for Specific Purposes (ESP) is an approach to language teaching that focuses on developing English language skills tailored to specific professional or academic contexts. ESP has a multidisciplinary field of science, and English is the language of instruction. The use of English in this field gave birth to ESP, which focuses on acquiring integrated professional expertise across a variety of disciplines and practices. Such as Education, Business administration, Law, Religion, and others (Bhatia et al., 2011). Based on the statement, this research focuses on English for business administration. So, ESP in business administration focuses on teaching language skills tailored to the needs and contexts of business administration professionals. It emphasizes specialized vocabulary, terminology, and communication strategies relevant to business administration fields such as finance, trade, and business analysis. This targeted approach enhances proficiency in English within business administration contexts, enabling effective communication and collaboration in professional settings.

Scientific literature and business administration discourse are created through a process that involves socio-cultural, psychological, and pragmatic factors. This purposeful social action requires interaction between people and engages cognitive mechanisms of consciousness (Zaykova, 2018). ESP has become increasingly important in recent decades due to the growing use of English as the language of communication in various fields such as science, technology, medicine, aviation, hospitality, business, or trade across international borders (Limbii & Pentru, 2018). ESP for English Business is a specialized language program designed to equip learners with the linguistic skills necessary for success in various business-related contexts. It focuses on teaching industry-specific vocabulary, communication strategies, and cultural norms relevant to business environments, enabling individuals to effectively engage in professional interactions and transactions.

Previous research has taught that all English in education has the same function and purpose. So, national boundaries are no longer significant to the global community. The ability to communicate in global languages allows the global community to transcend these limitations. Therefore, global languages play a crucial role in unifying various tribes, nations, ethnicities, and religions around the world. Currently, English is widely used as a global language to convey information between individuals and groups around the world (Sulaiman, 2019).

The latest research reveals that there are two types of English learning: general and specific. First, English in general is English education and English literature in our academic. Second, English-specific is English for Specific Purposes (ESP), which explains that there are several types of functions, such as English for business administration, medicine, technical, and so on. ESP aims to facilitate communication between actors in a particular field. This is why it is highly recommended to promote the learning of ESP in the academic field. Each field has its own development. ESP facilitates communication between actors in specific contexts. ESP in business administration is a customized language program that aims to equip professionals with specialized linguistic skills and knowledge required for effective communication and decision-making in their respective fields.

The accommodation for increasing use of English for instrumental purposes, such as professional, academic and purposes, models of English language teaching and teacher training have had to be redesigned. English is spoken globally due to the migration of English-speaking people, British colonization, America's global role and influence, international communication, media, film, and technology (Deniz et al., 2016). In addition, English is the primary language of trade, diplomacy, and education around the world. In contemporary times, a significant amount

of research and scientific sources are written and presented in English. Therefore, a command of the English language can be a gateway to the knowledge of the future.

English communication skill for university students has a lot of benefits, either in knowledge development, social-politic communication, economy, culture, or daily activity. Therefore, in university, an English subject is a subject that must be studied by all university students. This shows the power of English as one of the ways to reach successful people in academic life. Unfortunately, it is found that university students have low English capability, especially in private universities. This is because the person's interest in the English language is different from each other. The fact that the interest is low can be seen from the low examination scores, from Junior High School, Senior High School, and also University, (Hayati & Puspitaloka, 2022).

There are three matters that are needed to motivate university students in learning ESP, namely: Necessity, instigation, and a goal (Tauhid et al., 2024). First, Necessity in ESP emphasizes the crucial requirement for acquiring English language proficiency tailored to specific contexts, such as professional obligations or academic pursuits. Second, Instigation signifies the catalyst or motivating factor compelling individuals to engage in ESP, which can stem from external influences like industry demands or internal aspirations such as personal growth. Third, the goal in ESP is to teach English language skills that are directly relevant to a particular field or occupation, ensuring learners can effectively communicate in their professional context. Without understanding the three matters the learning process will be difficult to get the goal and get the success. Thus, the students' difficulties experienced in reaching the target of English learning is an ongoing problem for study to work out solutions. Both institutions on the side of academic regulators and English college teachers must constantly think about and also work out the correct solutions to address it.

The Open University is one of the International Universities, especially in Indonesia. It aims to be a world-class campus with a strong emphasis on foreign language skills, especially English. This is evidenced by the intensive foreign language learning programs offered to university students from various departments, which are integrated into regular courses to support lectures. ESP in Business equips students with language skills tailored to their field, focusing on terminology, communication strategies, and writing styles pertinent to business contexts. This specialized approach enables students to effectively engage in academic discussions, conduct research, and communicate proficiently in professional settings within the field of business administration.

The researcher wants to analyze the students' perceptions according to 4 dimensions offered by (Emiliasari & Kosmajadi, 2019). Namely: Learning process and teaching facilities (action), student motivation (expectation), environment (view), and learning goal. 1) Students' perceptions of the learning process and teaching facilities affect their actions and engagement within the educational setting. 2) Student motivation shapes their expectations and drives their efforts and persistence in learning. 3) The environment, including physical and social aspects, influences students' perceptions and experiences of learning. 4) Clarity and alignment with learning goals help students understand the purpose of their studies and guide their efforts toward achievement.

RESEARCH METHODS

This research approach uses a survey method. The research method is based on the philosophy of positivism and is used to examine a population or sample, where data is collected using research instruments and analyzed to further that are established (Rahayu & Puji, 2017). Survey research involves taking a sample from a population and using a questionnaire as the primary data collection tool (Febrianty et al., 2020). The data was collected through the distribution of questionnaires, which are commonly used in statistical research (Dornyei, 2014, p.3). The data-obtaining researcher observes the study, and analyzes and describes the results of these observations by distributing questionnaires using Google Forms.

The population refers to a group of objects or subjects with specific qualities and characteristics that are selected by the researcher for study. The conclusions are then drawn based on the findings (Sugiyono, 2009). In this study, the population consisted of 30 students enrolled in the Business Administration at The Open University. The sample in research is a subset of the population being studied and is used as a representative of the population (Suharsimi, 2020). The sample in research is a subset of the population being studied and is used as a representative of the population. As such, it must be selected carefully to ensure that it can accurately represent the entire population. The research sample consists of 30 students enrolled in the first Business Administration in The Open University. They used non-probability sampling in this study, specifically purposive sampling. Purposive sampling is employed to select data sources based on specific considerations. The sample taken by the researcher only focused on Business Administration Program students in Batch 2024 who are taking English learning (Hardani et al, 2022).

The questionnaire is a data collection technique that involves providing a set of questions or written statements for the respondent to answer (Purwanza et al., 2022). In this study, a closed questionnaire is used, where the answers to the questions or statements are already provided, and the respondent only needs to state their answers. It is important to note that the language used in the questionnaire is clear, objective, and value-neutral, avoiding biased, emotional, figurative, or ornamental language. The research data used correlational research and was collected using questionnaires. A questionnaire is a set of questions used to obtain statistical or personal information from individuals. Data collection methods refer to the techniques used by researchers to collect data. The questionnaire is used as a technique for collecting data in the early study to find the problem that should be investigated, and the questionnaire can be used when the researcher wants to know small information of the questionnaire in depth.

The techniques for analyzing data involve activities that take place after the data have been collected from all the respondents or from other sources. This research employs a survey research method. The data obtained from the completed research questionnaire will be analyzed in a single-stage of analysis using a single table analysis. The data that has been collected will be analyzed with the results of each research instrument's percentage formula. The process of data analysis in this study takes place after data collection and involves techniques such as survey research methodology. The collected data from completed research questionnaires will undergo analysis in a single stage, using a single table analysis approach.

This analysis is carried out on a questionnaire that had been distributed and answered by the respondents, by calculating the average value of each answer from the statements in the questionnaire. Descriptive statistics is a collection of methods used to analyze and present relatively large amounts of data, with the aim of describing the data so that they can be easily understood for collection, processing, percentage, and analysis.

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency of respondent

N = Number of data/samples

Descriptive statistics provide a description of data from a number of samples (n) those are the minimum, maximum, sum, mean, standard deviation, and variance (Sugiyono 2009).

RESULTS AND DISCUSSION

1. Findings

The questionnaires are based on Fitria (2022) there are 3 questionnaire concepts: 1. Expectations of English Language Learning for Business Administration Program. 2. Expectancy of learning English during the KBM process. 3. English skills (Speaking, writing, reading, listening, and structural/grammar). The number of statements is 9 items. The questionnaire consists of two parts. The first part is question number 1, the students choose one of the four-point Likert scale, namely: strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). For question number 2, the students choose one of the three-point Likert scales, namely: Basic, Intermediate, and Advanced. While the second part consists of questions number 3 to 9, the respondents can choose the answer more than once, they can use which statement applies to their experiences. Here are the data results and the researcher presents them in the form of a table:

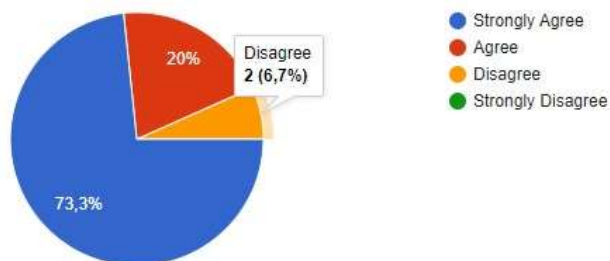
a. The Data Results

Table 1. Questionnaire

1. Learning English is very important for life and education.

Mempelajari Bahasa Inggris sangat penting untuk kehidupan dan pendidikan.

30 jawaban



Based on the table above, It can be concluded that learning English is very important for life and education the students seen from their knowledge of the ESP are in a high position. This is shown from the results of data analysis that most of them fall into the category of strongly Agree.

Table 2. Questionnaire 2

2. Level of English proficiency.

Tingkat Kemampuan Bahasa Inggris.

30 jawaban



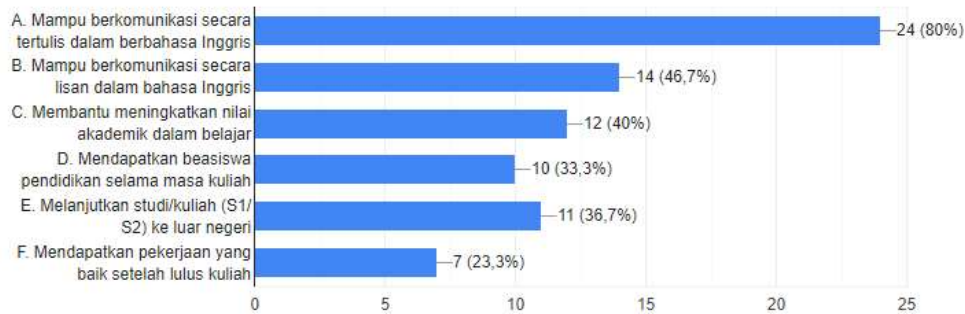
Based on the table above, The level of English proficiency. Most students respond with Basic: Most students are able to use understanding or simple expressions in English and also their background is not English but Business Administration.

Table 3. Questionnaire 3

3. Motivation to Learn English in Study.

Motivasi mempelajari Bahasa Inggris di perkuliahan.

30 jawaban



Based on Table 3 above, Most students respond they are able to communicate in writing in English because written assignments and exams are emphasized in academic contexts, the majority of students indicate in the motivation questionnaire that they are able to communicate in written English.

Table 4. Questionnaire 4

Questionnaire 4		Responds	Percentage
Obstacles to learning English. <i>Kendala-kendala mempelajari Bahasa Inggris.</i>	A. Keterbatasan kosakata Bahasa Inggris	13	43,3%
	B. Sulit memahami tata bahasa yang baik	24	80%
	C. Kesulitan melafalkan kosakata Bahasa Inggris	12	40%
	D. Kesulitan dalam memahami bacaan atau teks Bahasa Inggris	11	36,7%

(Anda bisa memilih lebih dari 1 jawaban).	E. Kesulitan dalam menulis kalimat/essai dalam Bahasa Inggris.	12	40%
	F. Kesulitan berbicara Bahasa Inggris.	9	30%
	G. Kesulitan dalam mendengarkan percakapan Bahasa Inggris.	7	23,3%

Table 4 above indicates the main obstacle that The majority of students see one of the biggest obstacles to learning English as the intricacy and irregularity of English grammar rules. They frequently struggle to use these guidelines appropriately when writing or speaking, which can result in mistakes and misunderstandings.

Table 5. Questionnaire 5

Questionnaire 5		Responds	Percentage
The students need to learn English in reading skills. <i>Kemampuan yang Anda butuhkan untuk pelajaran Bahasa Inggris dalam "READING".</i> (Anda bisa memilih lebih dari 1 jawaban).	A. Mencari Informasi yang dibutuhkan tentang teks/sastra Bahasa Inggris.	26	86,7%
	B. Memahami teks Bahasa Inggris dari internet.	9	30%
	C. Memahami bacaan dalam buku/modul Bahasa Inggris.	16	53,3%
	D. Memahami bacaan dalam koran/majalah dan artikel ilmiah Bahasa Inggris.	16	53,3%
	E. Memahami arti kata dalam teks Bahasa Inggris.	17	56,7%

Table 5 that since this ability is critical to both academic success and research, the majority of students say they wish to increase their capacity to locate pertinent information in English texts and literature. They understand that improving their ability to find and grasp important information in reading texts can improve their comprehension in general and their performance in English classes.

Table 6. Questionnaire 6

Questionnaire 6		Responds	Percentage
The students need to learn English in writing skills. <i>Kemampuan yang Anda butuhkan untuk pelajaran Bahasa Inggris dalam "WRITING".</i> (Anda bisa memilih lebih dari 1 jawaban).	A. Menulis kalimat Bahasa Inggris dengan baik dan benar.	21	70%
	B. Menulis sebuah paragraf Bahasa Inggris dengan baik dan benar.	13	43,3%
	C. Menulis dengan ejaan kosakata Bahasa Inggris.	9	30%
	D. Menulis dengan tanda baca Bahasa Inggris.	13	43,3%
	E. Menulis sebuah laporan atau artikel dalam Bahasa Inggris sederhana.	15	50%
	F. Mengevaluasi dan merevisi sebuah tulisan Bahasa Inggris.	11	36,7%

Table 6 above indicates that the majority of students state that they wish to become more proficient in crafting English sentences since precise and legible writing is essential for both academic work and communication. They are aware that writing the researcher can improve their performance on tests, essays, and reports, which will improve their grades and help them succeed academically.

Table 7. Questionnaire 7

Questionnaire 7		Responds	Percentage
The students need to learn English in listening skills. <i>Kemampuan yang Anda butuhkan untuk pelajaran Bahasa Inggris dalam "LISTENING".</i> (Anda bisa memilih lebih dari 1 jawaban).	A. Mendengarkan dan memahami presentasi Bahasa Inggris dari Guru atau Dosen.	19	63,3%
	B. Mendengarkan dan memahami percakapan sehari-hari dalam Bahasa Inggris.	14	46,7%
	C. Mendengarkan percakapan Bahasa Inggris untuk memperoleh informasi tertentu	13	43,3%
	D. Mendengarkan dan memahami instruksi Bahasa Inggris	14	46,7%
	E. Mendengarkan dan memahami media Bahasa Inggris (seperti: berita, film, lagu, dll.)	14	46,7%

Table 7 above shows that Since this ability is essential for adhering to lectures and understanding important topics, the majority of students say they wish to improve their capacity to listen to and comprehend English presentations from teachers or lecturers.

Table 8. Questionnaire 8

Questionnaire 8		Responds	Percentage
The students need to learn English speaking skills. <i>Kemampuan yang Anda butuhkan untuk pelajaran Bahasa Inggris dalam "SPEAKING".</i> (Anda bisa memilih lebih dari 1 jawaban).	A. Mengucapkan kata-kata Bahasa Inggris dengan baik dan benar.	18	60%
	B. Bertanya dan menjawab pertanyaan dalam Bahasa Inggris.	4	13,3%
	C. Ikut serta dalam sebuah diskusi kelompok Bahasa Inggris.	10	33,3%
	D. Melakukan presentasi menggunakan Bahasa Inggris dengan baik	17	56,7%
	E. Ikut serta dalam sebuah percakapan Bahasa Inggris	17	56,7%

Based on Table 8 above, the majority of students state that they wish to become more proficient at pronouncing English words clearly and accurately since proper pronunciation is necessary for efficient communication. They are aware that clear pronunciation minimizes misconceptions and aids in communication with others.

Table 9. Questionnaire 9

Questionnaire 9		Responds	Percentage
English language material for specific purposes required by students for the next "English 2" course/English for Specific Purpose (ESP). <i>Kebutuhan materi Bahasa Inggris untuk tujuan khusus yang dibutuhkan mahasiswa untuk mata kuliah "BAHASA INGGRIS 2".</i> (Silahkan beri ceklis untuk semua jawaban).	A. Kosakata : Mengerti arti dari istilah tertentu dalam beberapa referensi seperti buku, artikel jurnal, buku teks, modul atau sumber lain sesuai program studinya.	21	70%
	B. Topik Reading : Membaca dan memahami buku/modul Bahasa Inggris yang berkaitan dengan topik di lapangan	14	46,7%
	C. Topik Writing : Penulisan kalimat atau teks Bahasa Inggris sederhana yang berkaitan dengan topik di lapangan	13	43,3%
	D. Topik Listening : Mendengarkan monolog atau dialog Bahasa Inggris terkait topik di lapangan	13	43,3%
	E. Topik Speaking : Berbicara sesuai topik monolog atau dialog Bahasa Inggris terkait topik di lapangan	14	46,7%

Based on Table 9 above, since it improves their comprehension and mastery of subject-specific knowledge, most students place a high priority on knowing specific terminology found in a variety of references, including books, journal articles, textbooks, modules, and other sources pertinent to their study program.

2. Discussion

The students will learn abilities that are immediately transferable to their future careers if the ESP course topic is relevant to them. Teachers can better prepare their students for the workforce by creating materials that specifically meet the language and professional needs of medical records students by undertaking Need Analysis. The majority responded choosing to communicate in writing in English according to the statement of motivation to learn English in the study probably reflects the practical necessity in business studies. Drafting reports, proposals, and emails all of which are critical in business administration requires effective written communication. Students understand that writing in English clearly helps them communicate with peers and possible employers, which improves their chances of success both academically and professionally. Additionally, having a strong command of written English helps them interact with global markets and corporate processes, which motivates them to give this ability top priority in their education.

According to Madkur (2018), the materials of ESP do not yet offer the topic concentration required for students to learn English in the context of academic challenges. Thus, an integrated approach to teaching English is used, and the curriculum needs to be revised. The statement about the obstacles to learning English probably reflects the major difficulties that students

encounter. Effective written and vocal business communication significantly depends on proper grammar and requires accuracy and clarity. Many students may find it difficult to understand the intricate grammatical rules and structures required for professional communication, especially those who are not native English speakers. These challenges are exacerbated by the scholarly emphasis on technical and specialist terminology in commercial situations.

The results of the questionnaire indicate that students place a high value on their ability to pronounce English words accurately. This preference emphasizes how important it is to communicate clearly and effectively in professional settings, as proper pronunciation can have a big impact on professionalism and intelligibility. Mispronunciations can cause miscommunication and even harm to business relationships. As a result, students' emphasis on pronunciation accurately demonstrates their understanding of its significance for facilitating fruitful commercial dealings and developing their professions in an international marketplace.

Regarding the English language resources that students will need for the ESP course, especially in English Business Book, the majority of students want to obtain materials, particularly in the vocabulary of particular terms in multiple references, including books, journal articles, textbooks, modules, or other sources in accordance with their study program in the English-heavy fields of Accounting, Taxation, Engineering and Information Systems, and Economics (Fitria, 2022). The statement indicates that vocabulary understanding the definitions of specific terms used in a variety of academic references is given top priority by the students. This choice emphasizes how important domain-specific language is to both academic achievement and career preparedness. Students who are proficient in this language are more equipped to interact with academic literature, understand difficult materials, and use their knowledge in real-world situations. So, the minority of students choose the topic of reading, writing, listening, and writing because its more difficult to get studying than understanding business vocabularies. It emphasizes the necessity for focused vocabulary education in ESP courses and reflects their realization that success in their studies and future employment depends on their ability to comprehend specialized language.

CONCLUSION AND SUGGESTIONS

According to the research results, speaking and writing skills, particularly in formal communication and letter writing, are the most important demands of The Open University's Administration Business students in the ESP course. These dominating perceptions were deduced from learning (necessities, lacks, and wants). Given that these are the most essential English abilities for the student's future employment, both are crucial to master. The goals of the students were demonstrated by their want to learn, support, and prepare for their future careers, as well as by their desire to meet their academic requirements, travel abroad, and become fluent in their preferred language. The students anticipated that after taking the English course, they would be able to grasp the fundamentals of the language, comprehend written and spoken English, and communicate in the language both actively and effectively. Unfortunately, the students' deficiencies were highlighted by their struggles with these crucial abilities. It is because they felt uneasy speaking English that made them less confident when they tried to practice it. Furthermore, it is imperative that lecturers provide comments on students' performance in order to boost their self-esteem and encourage them to practice English more often.

The researcher hopes that this research finding will provide the information necessary to help the students be successful in learning ESP in the Business Administration program. The researcher hopes that the institution will provide the needed materials/curriculum, facilities, environments, and other sources that relate to Business Administration student learning. The future researchers to conduct future research in relation to the research's findings, hopefully that future research add instruments other than the questionnaire if using a questionnaire is better than 9 items. In this research using a survey of respondents, it is recommended to use more respondents, not only from one major but also from other majors. The research design uses survey methods, it is hoped that it can be developed with other methods, for example: mixed methods, quantitative, or others. This will make the research more comprehensive.

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