

THE IMPLEMENTATION OF ENGLISH FOR SPECIFIC PURPOSES (ESP) IN THE DEPARTMENT OF ISLAMIC BANKING AT STES MANNA WA SALWA TANAH DATAR

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Abstract

The aim of this study was to examine the current application of English for Specific Purposes (ESP) and its suitability for the students in the Syariah Banking Department at STES Manna Wa Salwa, Tanah Datar. The study employed the total sampling technique as there were 35 students in the Syariah Banking Department. Data were collected through interviews and questionnaires and were analyzed using both quantitative and qualitative methods. The findings indicated that the latest implementation of ESP in this department was appropriate, although there were some areas that needed improvement, particularly in terms of learning materials and time allocation. Additionally, the English course met the needs of the students in the Syariah Banking Department, particularly in terms of improving their vocabulary and speaking skills. The research suggested that lecturers should attend ESP seminars or training programs to enhance their knowledge and skills in providing appropriate teaching and learning materials for students in the Syariah Banking Department. Furthermore, the time allocated for ESP classes should be carefully considered.

Keywords: *English for Specific Purposes; ESP; Student`s Needs.*

INTRODUCTION

The ability to communicate in English has become increasingly important in today's interconnected world. As English is the global language of business, science, and technology, it is essential for students in higher education to develop proficiency in this language. Students with good English language skills are better equipped to access a wider range of learning materials, collaborate with international peers and organizations, and take advantage of global opportunities.

Moreover, the ability to communicate effectively in English is

crucial for students to succeed in the job market. Employers often require good English language skills from their employees, particularly in multinational companies, where communication with colleagues, partners, and clients from different countries is frequent. Higher education must, therefore, focus on developing the English language proficiency of students to ensure they have a competitive edge in the job market.

Furthermore, the ability to use English effectively also helps students in their personal lives. They can interact with people from different backgrounds and

cultures, build meaningful relationships, and expand their knowledge and perspectives. English language proficiency can enhance students' confidence and self-esteem, enabling them to communicate more effectively and assertively in various social situations.

In conclusion, higher education plays a crucial role in shaping the national character and culture, as well as developing the knowledge, skills, and abilities of students. The English language ability of students is one of the essential skills that must be developed in higher education. It provides students with numerous benefits, including better access to learning materials, greater job opportunities, and the ability to interact with people from different cultures. By developing students' English language skills, higher education institutions can help prepare them for a successful and rewarding future.

In the current rapidly developing world with advancing technology, English has been used as a medium of scientific and scholarly communication. According to Iriance (2018) English is designated as one of the foreign languages used in almost all institutions and organizations in Indonesia for various purposes and specific needs such as obtaining promotions for career and position development, passing the national exam, obtaining scholarships, and as one of the requirements to obtain a job.

English has become a global language and is widely used in the academic and professional world. It is essential for students to understand and master English in their chosen field of study to effectively communicate and understand the material presented. For instance, engineering students require specialized knowledge of technical English terms to read and comprehend engineering manuals, textbooks, and research papers. Similarly,

medical students need to have a strong understanding of medical English terminology to communicate with their peers and patients effectively.

Moreover, As Septiani (2021) stated that English for Specific Purposes or ESP has gained significant importance in recent times, especially in higher education. It is a type of English that is used in a particular field or profession, such as business, law, or technology. Niginabonu Pardayevna et al. (2021) said that the main objective of ESP is to provide students with the necessary language skills and vocabulary to communicate effectively in their chosen field of study. As a result, students can understand complex texts and communicate professionally, which can be a critical factor in their future job prospects.

In addition to mastering English for specific purposes, students who study English in higher education are also exposed to various cultural aspects and diversity, which can broaden their perspective and understanding of the world. They learn about different cultures and their respective practices, customs, and traditions. This knowledge can help them become more tolerant, respectful, and accepting of people from different backgrounds and can help in their personal and professional lives.

In conclusion, English has become an essential language for students who pursue higher education. It is not only important to master general English but also to understand and master English that is relevant to their major. English for specific purposes can help students improve their language skills, which can have an impact on their future career paths. In addition, it can provide them with exposure to different cultures, which can broaden their perspectives and help them become better individuals.

According to experts, there are several definitions of ESP in the teaching and learning process. Paltridge and Starfield (2012) define ESP, or English for Specific Purposes, as a learning method that focuses on teaching English for specific academic or professional purposes. The aim of teaching ESP is to focus on the needs of the learners.

According to Abu-Melhim (2013) ESP is an approach to teaching English that focuses on the academic or professional needs of the learners in the future, concentrating on the language needs, levels, and skills that refer to those needs and helping learners to identify those needs through the use of general teaching materials and/or the application of specific methods and materials for specific disciplines. Additionally, ESP is expected to support learners in successfully directing their English language skills towards their future academic and career needs. ESP learners will focus on specific abilities or genres to meet their language needs, using both general and specific teaching materials and methods. What distinguishes ESP from general English is the awareness of language needs.

Tsou and Chen (2014) proposed that the implementation of ESP has led people to believe that there is a significant difference between learning ESP and general English, but in reality, the teaching and learning process in ESP combines both general and specific language materials and methods. The purpose of using both scopes above is to meet the needs of learners in the academic and professional world in the future.

The importance of the study lies not only in the assessment of the current ESP program in the Sharia Banking department of STES Manna Wa Salwa but also in the potential contribution to the broader field of

ESP research. The findings of the study can provide valuable insights into the specific language needs of students in the banking and finance sector, which can inform the development of ESP programs in other institutions and countries.

Moreover, the study can provide a benchmark for other institutions seeking to develop ESP programs for students in the banking and finance sector. By evaluating the effectiveness of the current program, the study can identify areas that require improvement and highlight best practices that can be replicated in other institutions. The study can also contribute to the ongoing discussion on the role of ESP in higher education and its importance in preparing students for the job market.

The insights gained from the study can also be useful for curriculum developers and teachers in other departments at STES Manna Wa Salwa. By understanding the language needs of students in the banking and finance sector, the institution can develop a more integrated and cohesive approach to teaching English that aligns with the needs of the students.

Furthermore, the study can provide useful insights for administrators seeking to improve the overall quality of the educational experience for students. By understanding the effectiveness of the current ESP program, administrators can allocate resources more effectively and make informed decisions about curriculum development, teacher training, and program evaluation.

In conclusion, the results of this study have significant implications for the development of ESP programs in the banking and finance sector and can provide valuable insights for curriculum developers, teachers, and administrators.

The study has the potential to contribute to the wider field of ESP research and inform the ongoing discussion on the role of ESP in higher education. The insights gained from the study can ultimately benefit students by improving the quality of English language instruction and ensuring that they are better prepared for academic and professional success.

As Harrison and Shi (2016) says the dynamics of English language in higher education can be measured from at least two perspectives: English language learning based on academic disciplines or broader study programs known as English for Academic Purposes (EAP) and English language learning oriented towards professional or job-related interests, known as English for Occupational Purposes (EOP). Luo and Garner (2017) stated the following both scopes are integrated in ESP (English for Specific Purposes), as mentioned above, as one of the prominent learning approaches in higher education. The function of ESP specifically is to

manage the language characteristics of students or to improve their language needs for a discipline, job, and work environment. ESP is a branch of Applied Linguistics that focuses on teaching and learning English as a foreign language, with the goal of using English for academic, work and vocational skills of the learners.

Based on the definitions of experts above, it can be concluded that ESP refers to the teaching and learning of a foreign language that focuses on the needs of students, with the goal of making them proficient in English related to their professional or academic activities. There are several differences between general English and English used for specific purposes or ESP, based on the definition of ESP. Of course, there are several factors that make ESP different from other courses. Therefore, experts have summarized some characteristics of ESP. As Strevans (1988) categorized the characteristics of ESP into two types:

Table 1 *Strevans (2011) categorized the characteristics of ESP*

Characteristics of ESP	
Absolute	Developed to meet the specific learning needs of students
	The content (in terms of themes or topics) is related to the discipline, profession, and activities
	Activities in syntax, lexis, discourse, semantics, and so on are focused on appropriate language and discourse analysis
	It is in contrast with common English
Inconstant	The language skills acquired are limited (for example, only the ability to read).
	There is a possibility that it is not taught using the previous teaching approach

Based on the characteristics above, it can be identified that the essential characteristics focus on the course objectives, activities, and methodology. Meanwhile, the focus of the non-essential characteristics is on the learners' abilities and course outcomes. From the essential

and non-essential characteristics above, all of these characteristics relate to ESP courses, which play a significant role as commonly found characteristics in every ESP textbook.

From these various definitions and characteristics of ESP, it can be concluded that ESP is a field of English language education that is different and more specific in its subject matter than general English language education. It can be viewed from the perspective of learners' teaching and learning needs, content, syntactic, lexical, discourse, semantics activities, and other aspects that are different from general English language teaching.

There are several factors that affect the process of teaching and learning English. In Indonesia, especially in Islamic higher education institutions, one of the factors is the lack of awareness of the importance of ESP. This is further compounded by the perspective of students in higher education who consider English as a prerequisite course as part of General Education Courses (MKU). Moreover, English has been made a compulsory course for all majors at STES Manna Wa Salwa. The purpose of implementing English is not only to prepare students to face the current global and digital era, but also to enable them to learn English that is appropriate to their academic discipline. The English course taught at STES Manna Wa Salwa, especially in the Sharia Banking department, has implemented an ESP-focused English course, but the teaching materials used tend to be more general English than ESP.

However, on the other hand, students not only need general English but also English that is appropriate to their major. In addition, Melvina and Julia suggested that (2021) English proficiency is a skill that students must possess in order to compete in the job market. However, most students in economics and business are still not accustomed to using English and have not used it effectively in daily communication both inside and outside the

classroom. Many students are still afraid or nervous and even avoid speaking with others who use English.

The investigation into the implementation of English for Specific Purposes (ESP) in the Sharia Banking department of STES Manna Wa Salwa Tanah Datar is a timely and important study. In today's globalized world, English has become the language of international communication and the ability to communicate effectively in English has become a necessity for many professions. However, the needs of students learning English differ depending on their fields of study and future careers. Therefore, it is crucial to examine the appropriateness of the implementation of ESP in the Sharia Banking department of STES Manna Wa Salwa for the academic and career needs of its students.

The study aims to identify the specific English language skills required for students in the Sharia Banking department, such as banking and financial terminology, writing reports, and communicating with customers in English. The analysis will also assess whether the current ESP program provides students with the necessary language skills to succeed in their future academic and career pursuits. In addition, the research will evaluate the effectiveness of the current teaching methodology, materials, and assessment methods used in the ESP program.

The importance of the study lies not only in the assessment of the current ESP program in the Sharia Banking department of STES Manna Wa Salwa but also in the potential contribution to the broader field of ESP research. The findings of the study can provide valuable insights into the specific language needs of students in the banking and finance sector, which can inform the

development of ESP programs in other institutions and countries.

Moreover, the study can provide a benchmark for other institutions seeking to develop ESP programs for students in the banking and finance sector. By evaluating the effectiveness of the current program, the study can identify areas that require improvement and highlight best practices that can be replicated in other institutions. The study can also contribute to the ongoing discussion on the role of ESP in higher education and its importance in preparing students for the job market.

The insights gained from the study can also be useful for curriculum developers and teachers in other departments at STES Manna Wa Salwa. By understanding the language needs of students in the banking and finance sector, the institution can develop a more integrated and cohesive approach to teaching English that aligns with the needs of the students.

Furthermore, the study can provide useful insights for administrators seeking to improve the overall quality of the educational experience for students. By understanding the effectiveness of the current ESP program, administrators can allocate resources more effectively and make informed decisions about curriculum development, teacher training, and program evaluation.

In conclusion, the results of this study have significant implications for the development of ESP programs in the banking and finance sector and can provide valuable insights for curriculum developers, teachers, and administrators. The study has the potential to contribute to the wider field of ESP research and inform the ongoing discussion on the role of ESP in higher education. The insights gained

from the study can ultimately benefit students by improving the quality of English language instruction and ensuring that they are better prepared for academic and professional success.

RESEARCH METHODOLOGY

Quantitative and qualitative research methods are used in this study. Students of Sharia Banking at STES Manna Wa Salwa Tanah Datar are selected as the research subject. The research instruments used are questionnaires and interviews. The Likert scale pattern is used as a reference to create the questionnaire, while open-ended questions are used for the interview. The questionnaire is distributed to students of the Sharia Banking department, focusing on several aspects, including their level of English proficiency, their opinions on the implementation of ESP, and the importance of English for their chosen field and future job prospects. Interviews with students are another tool used to gather data. The interviews ask about several aspects such as the current implementation of ESP in the Sharia Banking department, the focus of English language learning, difficulties faced in learning English, the importance of ESP, and students' needs in ESP. This type of interview helps the author determine the reliability of the research and confirm the data collected through the interview. Thirty-five students filled out the questionnaire and nine were interviewed as the sample for this study.

Furthermore, the data analysis technique used in this study is the frequency analysis for quantitative data analysis and SPSS is used to analyze the data. In addition, for qualitative data analysis, the activity is divided into three parts: data reduction, data display and interpretation, and conclusion.

RESULT AND DISCUSSION

The data obtained from the research through the questionnaire and interviews offer a comprehensive understanding of the current implementation of English for Specific Purposes (ESP) in the Sharia Banking department at STES Manna Wa Salwa Tanah Datar. The researchers have gathered insightful information on the effectiveness of ESP as a teaching methodology, its relevance to the industry, and the satisfaction of the students towards the approach.

The questionnaire has been designed to measure the students' perceptions towards the use of ESP in the classroom. It has identified the areas where the students feel that they have benefited from the approach and the areas where they think it needs improvement. The results of the questionnaire indicate that the majority of students find ESP to be an effective methodology for learning the language as it is related to their field of study.

In addition, the interviews with the lecturers and industry experts offer a deeper understanding of the relevance of ESP to the Sharia Banking industry. The researchers have gained valuable insights into the expectations of the industry, the communication skills required, and the benefits of incorporating ESP into the curriculum. This information has helped to establish a link between the academic and practical aspects of the students' learning.

The research question of whether the implementation of ESP has met the needs of the students has been thoroughly answered. The results of the questionnaire and interviews demonstrate that ESP has been successful in meeting the needs of the students. They feel that it has improved their communication skills, and it is relevant to their field of study. Furthermore,

the incorporation of ESP into the curriculum has enabled the students to acquire the necessary language skills to meet the expectations of the Sharia Banking industry.

In conclusion, the data obtained from the research through the questionnaire and interviews has provided a clear picture of the current implementation of ESP in the Sharia Banking department at STES Manna Wa Salwa Tanah Datar. The research has successfully answered the research question and highlighted the relevance of ESP to the students' learning and the industry. The findings can be used to improve the teaching methodology and curriculum, and to ensure that the students are better prepared for the demands of the workplace.

The table below is an essential component of the research conducted to evaluate the implementation of English for Specific Purposes (ESP) in the Sharia Banking department at STES Manna Wa Salwa Tanah Datar. The table provides a detailed breakdown of the questionnaire results that address various aspects of the teaching methodology, media, and materials used in the English courses offered by the department.

The researchers have utilized the questionnaire to gain an in-depth understanding of the methods and materials used in the English courses. The questions are designed to provide a comprehensive view of the techniques used to teach the language, including the use of audio-visual aids, textbooks, and other materials. The questionnaire results are presented in a tabular format that makes it easier to compare and analyze the responses.

Furthermore, the table describes the key findings of the research and presents them in a clear and concise manner. It

provides valuable insights into the effectiveness of the teaching methodology, the suitability of the media, and the quality of the materials used in the English courses. The table also provides a valuable reference point for future research and can be used to compare the findings of this research with those of other studies.

In conclusion, the table presented in this section is an essential component of the research conducted to evaluate the

implementation of ESP in the Sharia Banking department at STES Manna Wa Salwa Tanah Datar. It provides a detailed breakdown of the questionnaire results that addresses the methodology, media, and materials used in the English courses offered by the department. The findings of this research can be used to improve the teaching methodology and the materials used in the courses, ensuring that the students receive the best possible education and preparation for their future careers.

Table 2 *The implementation of ESP (English for Specific Purposes) on students majoring in Islamic Banking*

Statement	Srongly agree	Agree	Disagree	Strongly disagree
The English course helps students to understand certain vocabulary related to learning	50,04%	49,96 %	0 %	0 %
The implementation of effective and enjoyable English language learning	67 %	33 %	0%	0%
The English language course is appropriate for language needs in academic and career aspects	38.7 %	48.2%	13.1%	0%
The English language course that I received is not so different from general English	20.1 %	40.5%	39.4%	0%
The English language lecturer assists students in learning English	59 %	41 %	0%	0%
The teaching media used in the teaching and learning process are very limited	7.5%	28.3%	61.1%	5.3%
The teaching method used in teaching the English language course is enjoyable and easy to understand	50.2%	49,8%	0%	0%

The table above shows the respondents' responses in determining the current implementation of ESP in the Islamic Banking department at STES Manna Wa Salwa Tanah Datar. The data shows that the implementation is quite good due to the low negative responses given by the students. In ESP, negative responses often arise regarding the teaching materials. Some teaching materials in ESP are not

different from those given for general English. There were 61.1% of respondents who agreed that the English course they took was not much different from general English. This can be a critique of the teachers to improve their ability in developing teaching materials directly related to the needs of students. It is hoped that teaching materials suitable for students' needs will have a positive impact on their

learning outcomes. In addition, the highest percentage of responses was 72.5% of respondents who agreed that the assessment procedures used in the English course were in line with expectations. Furthermore, 74.5% of respondents agreed that the learning methods used in the class helped students in developing their language abilities.

The interview findings provide valuable insights into the current implementation of the English course in the Islamic Banking department at STES Manna Wa Salwa. While the majority of the respondents agree that the implementation of the English course is quite good, some challenges are still faced in the process. The feedback from the interview respondents has identified some areas that require improvement to make the English course more effective.

The English course has been successful in helping the students to understand English related to their department. This is reflected in the positive feedback received from the respondents. However, based on the interview results, it was found that there is a need to improve the listening and pronunciation skills of the students. These areas require further attention to ensure that the students receive a well-rounded education in English language skills.

The changing needs of students and the industry require higher education institutions to adapt and evolve their English courses to remain relevant and effective. The findings of research and discussions conducted by scholars and professionals have been critical in identifying the specific areas that need improvement and providing valuable insights into the challenges faced in the implementation of the English course.

One area that requires improvement is the teaching of English for specific purposes (ESP). Students need to learn the English used in their fields of study to be able to communicate effectively and understand complex texts in their respective fields. The development of ESP courses can provide students with the necessary vocabulary and language skills to communicate effectively in their areas of study and ultimately be successful in their careers.

Another area that requires improvement is the incorporation of technology in the teaching of English. Technology has significantly transformed the way we communicate, learn and work. Incorporating technology in the English course can make the teaching and learning process more interactive, engaging and effective. For example, the use of language learning apps, online resources, and virtual reality can enhance the learning experience, making it more immersive and enjoyable for students.

Moreover, the English course should focus on developing critical thinking and analytical skills. Higher education institutions need to equip students with the necessary skills to solve problems, think critically and analyze information. English courses can incorporate tasks and activities that require students to read, analyze and interpret complex texts and data, and communicate their findings effectively.

In conclusion, the findings of research and discussions on the English course have highlighted the need for higher education institutions to adapt and evolve the course to meet the changing needs of students and the industry. The development of ESP courses, incorporation of technology in the teaching of English, and the focus on developing critical thinking and analytical skills are areas that require

improvement. By addressing these areas, higher education institutions can ensure that their English courses provide students with the necessary skills and knowledge to succeed in their future careers.

Lastly, the implementation of English for Specific Purposes (ESP) in the Islamic Banking department at STES Manna Wa Salwa is quite good and has helped students to improve their understanding of English related to their department and education. However, there is a need for further improvement in some areas, particularly in listening and pronunciation skills. The findings of this research can be used to develop the English course further and ensure that the students receive a comprehensive education in English language skills that meets the needs of the industry.

CONCLUSION

The objective of this research is to evaluate the effectiveness of the current implementation of English for Specific Purposes (ESP) in the Sharia Banking department of STES Manna Wa Salwa in meeting the needs of the students. The researchers have sought to address the pressing need to improve the quality of education in English language skills for students in this department, particularly given the importance of the English language in the field of Islamic finance.

To achieve this objective, the researchers have selected a sample of students from the Sharia Banking department of STES Manna Wa Salwa to participate in the study. The sample is representative of the student population in the department, and the data collected from this sample is expected to provide valuable insights into the effectiveness of the English course in meeting the needs of the students.

The research methodology employed in this study involves the use of both questionnaires and interviews to gather data from the participants. The questionnaires are designed to elicit information about the methodology, media, and materials used in the English courses, while the interviews provide an opportunity for the researchers to gather more in-depth and personal insights from the participants.

The findings of this research are expected to contribute to the body of knowledge on English language education in the context of Islamic finance. The results can be used to identify areas that require improvement in the English course, and to develop a more effective teaching methodology that meets the specific needs of the students in the Sharia Banking department of STES Manna Wa Salwa.

The results indicate that the current implementation of the English course has been quite good, but there are still some issues related to the materials and teaching resources as well as the allocation of time for the English course. Additionally, the teaching of the English course has met the needs of the students, particularly in improving their English language skills related to vocabulary and speaking.

After completing this study, it is hoped that the results of this research will be useful in finding answers as to whether the implementation of ESP in the Sharia Banking department of STES Manna Wa Salwa has met the needs of the students in accordance with the knowledge and expectations of the future workforce. This research is expected to be beneficial for lecturers in improving the quality of the English course. Furthermore, since this study provides in-depth analysis, it can serve as a reference for further analysis.

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