DEVELOPMENT OF ENGLISH FOR SPECIFIC PURPOSES MODULES IN ISLAMIC EDUCATION LEARNING AT HIGHER EDUCATION INSTITUTIONS

Muhammad Sulaiman[1], Suci Madiarti Isman[2], Ardik Ardianto[3], Liana Sari[4], Firmansyah[5]

[1,2,3]Universitas Terbuka, South Tangerang, Indonesia
[4]Universitas Sriwijaya, South Sumatra, Indonesia
[5]Universitas Islam Negeri Raden Fatah Palembang, South Sumatra, Indonesia
Email: muhammad.sulaiman@ecampus.ut.ac.id

Abstract: This study aims to develop an English for Specific Purposes (ESP) module tailored to the needs of Islamic Education (PAI) programs in higher education institutions. The research employed a qualitative approach with a descriptive-exploratory method, involving three stages: (1) document observation, including the analysis of Syllabus (RPS) and existing teaching materials, (2) needs analysis through interviews and focus group discussions (FGDs) with faculty members and students, and (3) the design and development of ESP modules integrating Islamic content. The study was conducted at two Islamic universities in Indonesia, University A and University B, with participants comprising program heads, lecturers, and students from Islamic Education programs. The findings highlight several key points: University A lacks a structured ESP module, relying solely on RPS and inconsistent content across study programs. In contrast, University B demonstrates a more organized approach, with a dedicated ESP textbook titled English for Islamic Studies that incorporates Islamic themes, such as *tafsir*, *fiqh*, and *aqidah*. Additionally, University B effectively integrates digital tools and employs student feedback mechanisms to enhance engagement and flexibility in learning. Reading skills emerged as the most critical competency, supported by thematic Islamic content to improve linguistic and religious competencies. The study concludes that a well-structured ESP module aligned with institutional goals and students' academic and spiritual aspirations can significantly enhance the teaching and learning process. These findings contribute to the broader discourse on ESP as a transformative tool for education in Islamic contexts.

Keywords: English for Specific Purposes (ESP); Learning; Module; Student Feedback; Textbook.

INTRODUCTION

The globalization era has fundamentally transformed the educational landscape, establishing English as a critical tool for accessing global knowledge and enhancing professional and academic capacities (Abdelhalim, S. M., & Alqubayshi, H. A, 2020). Therefore, academics and educators in various educational institutions extensively research the teaching of English for Specific Purposes (ESP) tailored to their respective fields. (Schneider, 2016; Rahmawati & Anindhyta, 2022; Muhammad & Utami, 2023; Sari *et al*.,

2022; Sukerti, & Yuliantini, 2018). For students pursuing Islamic studies, English proficiency is not only a medium of communication but also an avenue for engaging with international Muslim communities, exploring contemporary Islamic scholarship, and presenting Islamic values globally (Abudhahir & Ali, 2018). Despite its significance, the existing English curricula in many higher education institutions are insufficient in addressing the unique linguistic needs of Islamic studies students (Hillalliyati, 2022). This gap highlights the importance of ESP, which aims to tailor language instruction to the academic and professional demands of specific disciplines (Rizal, 2017; 2019).

Research underscores the necessity of integrating Islamic content into ESP programs for Islamic studies students (Ma'mur, 2005; Astutik & Astuti, 2023). For instance, a study conducted at the State Islamic University of North Sumatra highlighted the need for English modules that incorporate Islamic texts, such as *tafsir*, *fiqh*, and *hadith*, while simultaneously enhancing students' core language skills, including reading, writing, speaking, and listening (Warda & Dalimunte, 2022). Similarly, an evaluation of English for Islamic Studies (EIS) programs at IAIN Palu revealed that contextual evaluation is vital in aligning course content with institutional goals and student needs (Bandu *et al.*, 2021). These findings indicate that integrating Islamic themes within English instruction significantly enriches students' linguistic and religious competencies.

The role of needs analysis in curriculum development is pivotal for ESP courses. Studies from diverse academic contexts have shown that understanding learners' goals and challenges leads to the creation of effective and relevant materials (Syah, 2015). For example, ESP programs tailored for medical students in China demonstrated how incorporating domain-specific texts can motivate learners and bridge gaps in their language proficiency (Li & Heron, 2021). Similar outcomes were observed in Indonesia, where ESP materials designed for sports students enhanced their engagement and learning outcomes (Risan *et al.*, 2021). In the context of Islamic studies, well-structured syllabi and teaching methodologies have been emphasized to ensure that students' academic and spiritual objectives are met effectively (Zakaria, 2021; Ma'mur, 2005).

Additional insights emerge from research examining explicit reading strategies and their role in improving comprehension within Islamic studies contexts. The incorporation of explicit strategy instruction has been shown to significantly enhance students' ability to understand and analyze Islamic texts in English, thereby underscoring the importance of customized pedagogical approaches (Sa'dulloh & Suhono, 2019). Furthermore, Islamic studies students often exhibit positive attitudes toward learning English when they perceive its relevance to their field and its potential to foster global engagement (Abudhahir *et al.*, 2018). The integration of culturally and contextually appropriate materials further enhances their motivation and academic outcomes (Al-Jarf, 2021; Roza, 2013).

Blended learning, combining face-to-face and digital methodologies, represents a transformative approach for ESP courses, particularly for Islamic studies. Research has demonstrated the effectiveness of blended learning in

providing flexible, interactive, and engaging educational experiences. For example, Sulaiman (2023) developed e-modules for Islamic Religious Education using the ADDIE model, which combines multimedia elements to support independent and collaborative learning. Such innovations align with the broader objectives of ESP by integrating specialized content with modern instructional techniques (Yuliana *et al*., 2022).

A corpus-based approach to vocabulary selection in ESP materials has also proven valuable, particularly for Islamic studies. This method ensures that learning resources align with high-frequency words and phrases critical for comprehension and application in academic contexts (Kirana *et al*., 2018).

Despite the progress in ESP material development, challenges remain. Many ESP programs fail to meet students' specific needs due to inadequate needs analysis or mismatched materials, leading to dissatisfaction and reduced motivation (Hartina & Syahrir, 2021). For example, Islamic broadcasting students often cite the lack of tailored materials and professional input as barriers to achieving their learning goals (Hartina & Syahrir, 2021). Addressing these gaps requires a robust curriculum design process that integrates context evaluations and aligns with learners' academic and professional aspirations (Zaitun *et al.*, 2022).

The potential of ESP to bridge linguistic and cultural gaps is particularly evident in non-Western contexts. Studies from Pakistan and Indonesia reveal that English, when adapted to reflect Islamic cultural and linguistic values, serves as an effective medium for intercultural dialogue and knowledge dissemination (Mahboob, 2009; Syandri, 2023). Such adaptations counter the perception of English as a hegemonic language and highlight its utility in supporting global Muslim identities (Alhamami & Almosa, 2023).

In light of these insights, this research seeks to develop an ESP module specifically designed for Islamic studies students at two Islamic universities in Indonesia. The module integrates Islamic content with communicative language teaching methods, addressing both linguistic and religious objectives. By aligning with institutional goals and student aspirations, this study contributes to the broader discourse on ESP as a transformative tool in education.

METHODS

This study adopted a qualitative approach using a descriptive-exploratory method to gather in-depth information about the needs of ESP modules relevant to the learning of Islamic Education (PAI) and to develop appropriate modules based on field findings. The research involved three stages: (1) document observation, including the analysis of Syllabus (RPS), the learning environment, and teaching materials used in Islamic studies programs; (2) needs analysis, which identified module requirements through interviews and focus group discussions (FGDs) with selected faculty members from Islamic Education departments; and (3) module development, designing ESP modules that integrate Islamic content based on the results of the needs analysis. This study was conducted at two universities: University A, a prominent State Islamic University in Java, and University B, a leading private Islamic university in East

Java. Participants included faculty members and students from the Islamic Education programs, providing comprehensive insights into the current needs and challenges of ESP module development tailored to Islamic Education.

Data collection

In this qualitative study, data were collected through interviews and observations.

Data for this study were collected through two primary methods: in-depth interviews and document observations. In-depth interviews were conducted with faculty members from the Islamic Education program at University B to explore the specific needs and challenges related to ESP module development. The interviews focused on several aspects, including the primary competencies required for students, the integration of Islamic content into ESP materials, and the incorporation of digital tools into teaching resources. Participants emphasized the importance of "Reading" as a core skill in ESP and highlighted challenges, such as limited interactive exercises and difficulties in understanding specific vocabulary.

Document observations involved analyzing Syllabus (RPS) and existing teaching materials used in Islamic Education programs. These documents provided a baseline understanding of the curriculum structure, key topics, and learning objectives, which informed the design and content of the proposed ESP module.

Interviews

The interviews were conducted with key stakeholders, including the heads of the Islamic Education programs, faculty

members, students, and the heads of the Language Centers at both University A and University B. The purpose of the interviews was to understand the specific requirements for an ESP module tailored to their contexts, including competencies required for students, integration of Islamic content into ESP materials, and the use of digital tools in teaching resources. At both University A and University B, the interviews with the heads of programs and faculty members lasted approximately two hours per session. Interviews with the heads of the Language Centers lasted one hour per session, while interviews with students were shorter, varying in duration but generally under one hour. The questions focused on the challenges faced by students, specific vocabulary needs in Islamic Education, and strategies to enhance engagement and comprehension.

Observations

Observations were conducted to complement the interview data by examining the existing learning environments and teaching practices. At University A, observations were conducted over a one-week period, focusing on faculty members while they delivered lectures in Islamic Education courses. The aspects observed included teaching strategies, the use of English in instructional materials, and student interactions during the learning process. At University B, three observations were carried out over three different sessions, each lasting around two hours. Detailed notes were taken on the instructional methods and materials used, as well as the challenges observed in the learning environment. Observations were conducted in a non-intrusive manner to

ensure authenticity and accuracy of the data.

The combination of interviews and observations across these two universities provided a comprehensive understanding of the current state and needs for developing an effective ESP module tailored to Islamic Education programs.

Data analysis

The qualitative data collected from interviews and observations were analyzed using the framework proposed by Miles and Huberman (1994). This approach consisted of three stages: data reduction, data display, and conclusion drawing and verification. In the data reduction stage, transcripts and observation notes were organized and coded to identify key themes such as vocabulary needs and instructional challenges. These reduced data were then displayed in structured formats like matrices to facilitate the identification of patterns and relationships. Finally, conclusions were drawn by interpreting the data and validating the findings through cross-referencing, ensuring consistency and alignment with the research objectives. This process provided a comprehensive understanding of the participants' needs, which informed the development of an effective ESP module tailored to Islamic Education programs.

The qualitative data collected from interviews and observations were analyzed using the framework proposed by Miles and Huberman (1994). This approach involved three interrelated stages of analysis:

1. Data Reduction: The collected data, including transcripts from interviews and notes from observations, were organized and simplified. This step involved coding the data to identify key aspects relevant to ESP module development, such as specific vocabulary needs, instructional challenges, and integration of Islamic content. Irrelevant information was discarded to focus on meaningful data.

2. Data Display: The reduced data were presented in a structured format, such as matrices, charts, or thematic maps. This stage allowed for the visualization of patterns and relationships between different data elements, facilitating a deeper understanding of how the identified needs and challenges could inform the module design.

3. Conclusion Drawing and Verification: The final step involved interpreting the displayed data to drawing conclusions. This stage included cross-checking and validating the results to ensure their consistency and reliability. Emerging themes, such as the emphasis on "Reading Skills" and "Interactive Digital Tools," were refined and linked to the research objectives.

By applying the Miles and Huberman framework, this study ensured a systematic and rigorous analysis of the qualitative data, enabling the identification of actionable insights for developing an effective ESP module tailored to the needs of Islamic Education programs.

RESULTS
University A

University A does not yet have a module book specifically designed as an ESP textbook. The current pattern involves the study program directing the development of course outlines (RPS) for English courses, gathering lecturers who teach the subject, and then guiding them to

incorporate Islamic examples into their teaching. The approach to ESP instruction at University A is still very basic, leading to inconsistencies across different study programs. Moreover, the Language Center does not have the authority or a program to develop an ESP curriculum for the study programs. The Language Center at University A only administers English competency tests, such as TOEFL.

The teaching model at University A can be visualized sequentially in the following figure:

Figure 1: Workflow for Developing ESP Modules at University A
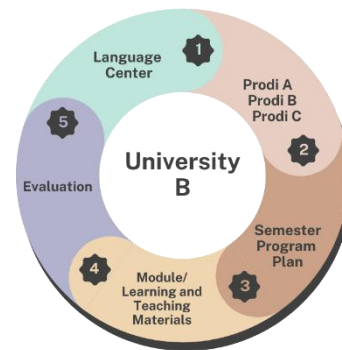

University B

University B demonstrates excellent management of ESP due to its clear workflow. The Language Center is responsible for developing the ESP curriculum, and it has even published a textbook titled *English for Islamic Studies*. The workflow at University B involves the Language Center inviting representatives of English lecturers from each study program to collaboratively formulate competency goals, syllabus, and the content to be delivered. This ensures that the materials taught across all study programs are standardized and measurable. The data collection process also revealed that regular informal feedback from students plays a significant role in evaluating the effectiveness of teaching materials. Faculty members at University B expressed a commitment to gradually adopting digital resources, such as online exercises, to enhance student engagement and independent learning.

The teaching model at University B can be visualized sequentially in the following diagram:

Figure 2: Workflow for Developing ESP Modules at University B

The list of materials in the *English for Islamic Studies* textbook at University B, delivered over one year or two semesters, is as follows:

Table 1: List of materials in the *English for Islamic Studies* textbook at University B

Unit	Table of Contents
Unit 1	**The Importance of Islamic Studies**
	Writing Autobiography
	Introducing Oneself and Others
Unit 2	**Is There a Dress Code in Islam**
	Describing a Public Figure
	Describing People
Unit 3	**What is the Quran?**
	Present Tense
	Daily Activities

Unit 4	**5 Amazing Health Benefits of Performing Salah**
	Writing Progressive Actions
	Telling Progressive Actions
Unit 5	**What is *Zakah*?**
	Writing a Memo
	Asking and Giving Direction
Unit 6	**Some Wisdom behind Fasting**
	Writing an Invitation Letter
	Inviting People
Unit 7	**Hajj**
	Writing an Announcement
	Giving an Announcement
Unit 8	**Abu Bakar As-Siddiq, the First Person of *Ashara Mubashara***
	Writing Advertisement
	Promoting a Product of Service
Unit 9	**Business Ethics in Islam**
	Writing a Poster
	Poster Presentation
Unit 10	**Islamic Banking in the Digital Age**
	Writing a Brochure
	Presenting a Brochure
Unit 11	**Population of Islam**
	Writing a Narrative Paragraph
	Telling a Story
Unit 12	**Islam in Indonesia**
	Writing a Narrative Paragraph
	Telling a Story
Unit 13	**Gold and Silk for Men in Islamic Views**
	Procedure Texts
	Telling a Procedure
Unit 14	**Treating Guest: The Islamic Way**
	Writing a Descriptive Paragraph
	Describing Places and Things
Unit 15	**The Prophet of Islam**
	Writing a Past Experiences
	Telling a Memorable Past Experiences
Unit 16	**Muslim Brotherhood**
	Writing News Item
	News Reporting
Unit 17	**Islam and Modernity**
	Writing Speech Script
	Delivering a Speech
Unit 18	**Zamzam Water: Scientific Research Findings**
	Writing a Report Text
	Presenting a Report
Unit 19	**Woman in Islam**
	Comparison and Contrast Paragraph
	Comparing Things
Unit 20	***Akhlaq***
	Writing Personal Message
	Making and Declining an Appointment
Unit 21	**Effective Leadership Steps for Strategy Implementation in Islamic**

	Organization	
	Writing Tips	
	Giving Tips Orally	
Unit 22	**Proofs of the Existence of Allah**	
	Writing an Expository Paragraph	
	Expressing Opinion	
Unit 23	**What Does Islam Say about Terrorism?**	
	Writing an Argumentative Essay	
	Performing Classroom Mini Debate	
Unit 24	**Steps to an Islamic Divorce**	
	Writing a Persuasive Text	
	Presenting a Campaign	
Unit 25	**The Rise of Homosexuality: An Islamic Perspective**	
	Writing a Contract Letter	
	Making a Meeting's Arrangement	
Unit 26	**Work and Wealth**	
	Writing Curriculum Vitae	
	Presenting Curriculum Vitae	
Unit 27	**Concept of Marriage in Islam**	
	Writing an Application Letter	
	Performing Job Interview	
Unit 28	**A Negative Effect of Teen Sex**	
	Writing a Personal Agenda	
	Telling a Plan	

From the table above, it is evident that the Islamic content included in the ESP module is very comprehensive, complemented by two learning activities.

The summary of the comparison between University A and University B can be presented as follows:

Table 2: Summary of the Comparison between University A and University B

Aspect	University A	University B
ESP Module	No dedicated module, only based on Syllabus (RPS).	Dedicated ESP module: *English for Islamic Studies*.
Role of Language Center	Limited to TOEFL-like competency tests; no authority over ESP curriculum development.	Actively involved in ESP curriculum and material development.
Material Standardization	Inconsistent across study programs.	Standardized and measurable materials across all study programs.
Integration of Islamic Content	General direction for incorporating Islamic examples in teaching.	Comprehensive integration of Islamic themes such as *aqidah*, *hadith*, and *fiqh*.
Use of Technology	No technological innovations in teaching.	Incorporates digital tools to enhance engagement and flexible self-learning.
Feedback Mechanism	No structured feedback mechanism from students.	Regular feedback mechanism for module evaluation and improvement.

DISCUSSION

Teaching English in the context of Islamic education in Indonesia highlights the importance of a holistic approach that integrates Islamic values to address the challenges of globalization while preserving cultural and religious identity. Hidayati (2016) emphasizes that concerns over Western cultural influences in

English language teaching can be mitigated by incorporating Islamic values into the curriculum, which not only enhances language competence but also instills moral principles. This value-based approach is supported by Lismay (2019), who found that affective strategies, such as internal motivation and environmental support in the Ma'had of IAIN Bukittinggi, are highly effective in helping students develop their English language skills for daily communication. These findings align with Nosratinia *et al.* (2015), who revealed that learning autonomy and critical thinking skills significantly influence the success of vocabulary learning strategies, enabling learners to more effectively understand and use the language.

Furthermore, Mappile *et al.* (2022) demonstrated how the development of Islamic content-based teaching materials can provide practical solutions to meet the needs of students at SMP Annuur Timor Leste. Using the *English for Specific Purposes* (ESP) approach, the teaching materials not only improve students' language proficiency but also strengthen their Islamic identity through themes, such as the pillars of Islam. The relationship between value-based approaches, innovative learning strategies, and supportive environments shows that English language teaching in the context of Islamic education can be optimized to meet global demands without losing cultural and religious roots. This reinforces the argument that holistic English teaching can bridge the gap between global competencies and Islamic character.

The findings of this study reveal several key points regarding the development of ESP modules for the Islamic Education (PAI) study program. One of the main findings is the challenge in mastering specific vocabulary relevant to Islamic texts, such as terms from *tafsir* and *fiqh*. This finding aligns with the research by Warda and Dalimunte (2022), which identifies a lack of vocabulary resources as a major obstacle in Islamic studies programs. Furthermore, learning motivation influenced by religious identity plays a critical role in overcoming this challenge, as highlighted by Alshammari *et al.* (2024). In this regard, University B has made significant strides by designing vocabulary that encompasses concepts from *aqidah, hadith, Quran, fiqh,* and other Islamic sciences.

Reading skills were identified as the most critical core competency to be developed in the ESP module. This is supported by studies by Al-Jarf (2021) and Astutik & Astuti (2023), which emphasize the importance of specialized reading materials to facilitate student comprehension and engagement. Additionally, the integration of Islamic content, such as Quranic verses and hadith, in the ESP module is found to be relevant for supporting students' academic goals. This finding is consistent with Mahboob (2009), who argues that culturally relevant content can enhance student engagement and learning outcomes. Here lies the shortcoming of University A, which relies solely on syllabus (RPS), making it difficult for students to engage in flexible self-directed learning.

The use of interactive digital tools also emerged as a strong preference among lecturers and students. Golparvar *et al.* (2025) and Alhamami (2022) highlight that technology can enhance engagement and enable flexible self-learning. This is

particularly relevant in the context of Islamic studies programs, where students often exhibit varying levels of language proficiency. Moreover, aligning the module with institutional objectives, as emphasized by Zakaria (2021), is a key element in ensuring the sustainability and relevance of ESP programs. A well-structured curriculum-based content is critical because, without it, an effective ESP for Islamic Studies module cannot be achieved (Benson & Lor, 1999; Maynanda, 2018).

Student feedback mechanisms also play a crucial role in evaluating the module's effectiveness. Wardah (2016) highlights the importance of iterative feedback processes to support the development of dynamic curricula (Suryani & Dalimunte, 2023). Based on this discussion, the study emphasizes the need for contextually tailored ESP modules, incorporating thematic content, technological tools, and a focus on reading skills (Mahripah, 2016). The integration of institutional feedback mechanisms ensures that the module remains relevant and responsive to the evolving needs of both students and lecturers.

By comparing these findings with relevant literature, this study provides an important contribution to the development of Islamic Education-based ESP modules, which not only enhance linguistic competence but also support students' cultural-religious understanding. This is achieved through the creation of well-planned modules (Benson & Lor, 1999; Muluk & Aunie, 2019; Paltridge, 2013).

CONCLUSIONS

The findings of this study address the research problem by providing significant insights into the development of English for Specific Purposes (ESP) modules tailored for Islamic Education (PAI) programs. The research identifies specific challenges, such as the mastery of domain-specific vocabulary, particularly related to Islamic texts like *tafsir* and *fiqh*, and highlights the importance of integrating Islamic content to enhance students' linguistic and religious competencies. These findings align with the theoretical framework emphasizing the role of contextualized content and customized curriculum in ESP programs, as noted in prior studies.

In developing English for Specific Purposes (ESP) modules, University A and University B demonstrate significant differences in their approaches and implementation. University A does not yet have a dedicated ESP module designed to meet the academic and religious needs of its students. The approach at University A is limited to developing a Syllabus (RPS), which only guide lecturers to include Islamic examples in their teaching. Unfortunately, there are no standardized content or specific guidelines applicable across programs, resulting in inconsistencies in ESP instruction across different study programs. Furthermore, the Language Center at University A functions only as an administrator of English competency tests such as TOEFL and lacks the authority to develop ESP curricula. As a result, students do not have access to standardized and relevant learning modules, making it difficult for them to engage in flexible self-directed learning.

In contrast, University B exhibits far better ESP management with a structured and integrated approach. The

Language Center at University B plays a central role in developing the ESP curriculum, including defining competencies, designing learning materials, and ensuring content uniformity across study programs. University B has even produced a specialized module titled *English for Islamic Studies*, which covers Islamic themes such as *aqidah*, *hadith*, *fiqh*, and the pillars of Islam. This module is designed to support students' academic needs while strengthening their religious identity. By involving representatives from various study programs, University B ensures that the ESP materials taught are standardized and measurable. Additionally, University B integrates digital technology into its learning process to enhance student engagement and support flexible self-directed learning. A well-established feedback mechanism from students is effectively used to evaluate and improve the module, ensuring its relevance and sustainability.

Overall, University B demonstrates a clear advantage in developing ESP modules compared to University A. Its structured approach, deep integration of Islamic content, adoption of technology, and active involvement of the Language Center make University B a more effective model for addressing students' ESP needs. Meanwhile, University A needs to enhance its planning and management of ESP modules to create more focused, relevant, and supportive learning experiences for students in the era of globalization.

REFERENCES

Abdelhalim, S. M., & Alqubayshi, H. A. (2020). Motivational Orientation and Language Acculturation Experienced by English Speaking Adults Learning Arabic in Saudi Arabia. *Theory & Practice in Language Studies*, *10*(9). DOI: http://dx.doi.org/10.17507/tpls.100 9.04

Abudhahir, R. A. S., Mahdun, M., & Md. Nor, A. (2015). Needs Analysis and Material Development in English for Specific Purposes in Relation to English for Islamic Studies. *Journal of Management & Muamalah, 5*(2), 55-65.

Abudhahir, R. A. S., & Ali, A. M. (2018). English For Islamic Studies: Should I Learn English?–From the Eyes of Islamic Studies Students. *LSP International Journal, 5*(1). https://doi.org/10.11113/lspi.v5n1. 65

Alhamami, M. (2022). Language Learners' Attitudes Toward Online and Face-To-Face Language Environments. *Frontiers in Psychology*, *13*, 926310. DOI: 10.3389/fpsyg.2022.926310

Alhamami, M., & Almosa, A. (2023). Learning Arabic as a Second Language in Saudi Universities: Ajzen's Theory and Religious Motivations. *Language, Culture and Curriculum*, *36*(4), 509-532. https://doi.org/10.1080/07908318.2 023.2242912

Al-Jarf, R. (2021). Designing English for Islamic Studies Courses: Some Basic Considerations. *Journal Educational Verkenning, 2*(2), 10-19. http://hdpublication.com/index.php /jev/article/view/128

Al-Osaimi, S., & Wedell, M. (2014). Beliefs about Second Language Learning: The Influence of Learning Context and Learning Purpose. *The Language Learning Journal*, *42*(1), 5-24. http://www.tandfonline.com/loi/rllj 20

Astutik, Y., & Astuti, R. (2023). *English for Islamic Studies: Reading and*

Exercise Book. Umsida Press, 1-131.
DOI: https://doi.org/10.21070/2023/978-623-464-080-9

Bandu, D. J., Abdulhak, I., Wahyudin, D., Rusmana, R., & Indah, R. N. (2021). Evaluasi Konteks pada Implementasi Program Bahasa Inggris untuk Studi Islam di IAIN Palu, Indonesia. *Kasetsart Journal of Social Sciences, 42*(2), 307-312.

Maynanda, B. S. *An Analysis of the Implementation of ESP for Islamic Education Students: A Case Study of the Islamic Education Department UIN Syarif Hidayatullah Jakarta in the Academic Year 2017/2018* (Bachelor's Thesis, Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah).

Benson, P., & Lor, W. (1999). Conceptions of Language and Language Learning. *System*, *27*(4), 459-472.

Chalak, A., & Kassaian, Z. (2010). Motivation and Attitudes of Iranian Undergraduate EFL Students Towards Learning English. *GEMA Online Journal of Language Studies*, *10*(2).

Golparvar, S. E., Hu, G., & Seyedi, S. E. (2025). Cohesion in the Discussion Section of Research Articles: A Cross-Disciplinary Investigation. *English For Specific Purposes*, *77*, 1-19.

Hartina & Syahrir, S. (2021). The Inappropriateness of English for Specific Purposes (ESP) with Learner's Goals: A Need Analysis on Communication and Islamic Broadcasting Program. *Elsya: Journal of English Language Studies*, *3*(3), 225-235.

Hidayati, T. (2016). English Language Teaching in Islamic Education in Indonesia; Challenges and Opportunities. *Englisia: Journal of Language, Education, and Humanities*, *3*(2), 65-82. DOI: http://dx.doi.org/10.22373/ej.v3i2.751

Hillalliyati, N. (2022). The Implementation of ESP at the Faculty of Economy and Islamic Business UIN SMH Banten. *JL3T: Journal of Linguistics, Literature and Language Teaching), 8*(1), 9-17. DOI: https://doi.org/10.32505/jl3t.v8i1.4019

Kirana, D. P., Basthomi, Y., & Fitriani, A. (2018). A Corpus-Based Study of Vocabulary as Input in EFL Text-Book: A Case in an Indonesian Islamic College. *JALLR Journal of Applied Linguistics and Language Research, 5*(5), 93-104.

Li, Y., & Heron, M. (2021). English for General Academic Purposes or English for Specific Purposes? Language Learning Needs of Medical Students at a Chinese University. *Theory and Practice in Language Studies, 11*(6), 621-631. https://doi.org/10.17507/Tpls.1106.05

Lismay, L., & Zubaidah, Z. (2019). Strategi Pembelajaran Bahasa Inggris Mahasiswa Mahad IAIN Bukittinggi. *Journal Educative: Journal of Educational Studies*, *4*(1), 45. DOI: https://doi.org/10.30983/educative.v4i1.967

Mahboob, A. (2009). English as an Islamic Language: A Case Study of Pakistani English. *World Englishes, 28*(2), 175-189.

Mahripah, S. (2016). Analisis Persepsi Mahasiswa dalam Mengembangkan English for Specific Purposes (ESP) Learning Materials (Materi Ajar Pengajaran Bahasa Inggris untuk Tujuan Khusus) [Proposal Penelitian Pengembangan]. *Yogyakarta: Lembaga Penelitian dan*

Pengabdian kepada Masyarakat Universitas Negeri Yogyakarta.

Ma'mur, I. (2005). English for Islamic Studies (EIS): Syllabus Design and Material Development. *Al-Qalam, 22*(2), 320-323.

Mappile, R. W., & Yahya, A. (2022). Laporan Penelitian: Pengembangan Buku Ajar Bahasa Inggris Berbasis Konten Agama Islam untuk Siswa SMP di Yayasan Annur Timur Leste: Sebuah Implementasi Kerja Sama Internasional IAIN Palopo.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook (2nd Ed.).* SAGE Publications.

Muhammad, A. S., & Utami, A. T. (2023). Needs Analysis of ESP (English for Specific Purposes) for Office Administration Students. *Jurnal Pendidikan Tambusai, 7*(1), 1522-1526.
DOI: https://doi.org/10.31004/jptam.v7i1.6013

Muluk, S., & Aunie, L. (2019). *English for Islamic Studies: English for Sophomore.* Darussalam Publishing.

Nosratinia, M., Abbasi, M., & Zaker, A. (2015). Promoting Second Language Learners' Vocabulary Learning Strategies: Can Autonomy and Critical Thinking Make a Contribution?. *International Journal of Applied Linguistics and English Literature*, *4*(3), 21-30. DOI: 10.7575/aiac.ijalel.v.4n.3p.21

Paltridge, B. (2013). *The Handbook of English for Specific Purposes.* Wiley Blackwell.

Rahmawati, S., & Anindhyta, C. (2022). English for Law: Analisis Kebutuhan Bahasa Inggris untuk Tujuan Khusus di Fakultas Hukum Universitas Nahdlatul Ulama Indonesia. *Jurnal Al-Wasath, 3*(2), 2022. DOI:

https://doi.org/10.47776/alwasath.v3i2.602

Risan, R., Mahyuddin, R., & Hasriani, H. (2021). The Importance of ESP Materials (English for Specific Purposes) Specialization on Sport in English Courses. *Proceedings of the International Conference on Science and Advanced Technology (ICSAT), 1532-1535.*

Rizal, S. (2017). Developing ESP Reading Comprehension Instructional Materials through Schema Theory Approach at PAI Study Program of Tarbiyah Faculty of IAIN Bengkulu. *In 4th UAD TEFL International Conference, Yogyakarta, Indonesia.*

Rizal, S. (2019). Desain Pengembangan Bahan Ajar "English for Specific Purpose" Berbasis Study Islam dalam Mata Kuliah Bahasa Inggris Perguruan Tinggi Keagamaan Islam. *Nuansa: Jurnal Studi Islam dan Kemasyarakatan, 12*(1).

Rizkya, M. (2023). EFL Students' Ability in Writing Argumentative Text: A Comparative Study. *Thesis, Universitas Islam Ar-Raniry.*

Roza, M. (2013). ESP dalam Pembelajaran Bahasa Inggris di PTAI. *Ijtimaiyya*, *6*(2), 143-156.

Sa'dulloh, M., & Suhono, S. (2019). Providing Explicit Strategy Instruction to Enhance Students' Reading Comprehension at English for Islamic Studies Class. *Jurnal SMART, 5*(2), 81-93.

Sari, A. A., Farida, L., Astuti, Y. D., Karimah, U. N., & Sarapil, H. (2022). Peran English For Specific Purpose (ESP) terhadap Performa Pembelajaran Mahasiswa Akuntansi. *Academica: Journal of Multidiciplinary Studies*, *6*(2), 319-334.
DOI:10.22515/academica.v6i2.5705

Schneider, E. W. (2013). Leisure-Activity ESP as a Special Case of ELF: The

Example of Scuba Diving English: A Call for the Recognition of a Close Relationship between English as a Lingua Franca and English for Specific Purposes, and of the Fact that This can Be (and can Have to Do with) Fun!. *English Today*, *29*(3), 47-57.

Sukerti, G. A., & Yuliantini, N. (2018). Learning Autonomy in Writing Class: Implementation of Project-Based Learning in English for Specific Purposes. *Journal of Physics: Conference Series*, *953*(1), DOI:10.1088/17426596/953/1/012101

Suryani, I., & Dalimunte, A. A. (2023). Needs Analysis of Learning English: What are Islamic Boarding School Students' Voices?. *Premise: Journal of English Education and Applied Linguistics*, *12*(2), 699-719. DOI: 10.24127/pj.v12i2.7480

Syah, M. N. S. (2015). English Education for Islamic University in Indonesia: Status and Challenge. *QIJIS (Qudus International Journal of Islamic Studies)*, *3*(2), 168-191.

Syandri, G. (2023). Pembelajaran Bahasa Inggris dalam Konteks ESP di Universitas Muhammadiyah Sumatera Barat. *Inovasi Pendidikan, 10*(1), 19-22.

Wardah, W. (2016). Pembelajaran Bahasa Inggris di Perguruan Tinggi Islam dalam Konteks ESP (English for Specific Purposes). *Jurnal Al-Hikmah: Jurnal Dakwah*, *10*(2).

Warda, Z., & Dalimunte, A. A. (2022). Students' Perceptions on English Learning Materials: Need Analysis of Islamic Studies Students. *Indonesian Journal of Islamic Education Studies, 5*(1), 51-55. https://doi.org/10.33367/Ijies.V5i1.2476

Yuliana, Y., Astrid, A., & Desvitasari, D. (2022). The Challenges Associated with Instructing English for Specific Purposes (ESP) to Midwifery Students: A Case Study was Conducted at Stikes Abdurahman Palembang. *Conciencia*, *22*(2), 41-54. DOI: https://doi.org/10.19109/conciencia.v22i2.17118

Zahraini, D. A. (2023). Analisis Kebutuhan English for Specific Purposes (ESP) Mahasiswa PJKR Terhadap Sumber Pembelajaran Jurnal Internasional Berbahasa Inggris pada Mata Kuliah Gizi Olahraga. *Jendela Olahraga*, *8*(1), 74-89. DOI: 10.26877/jo.v8i1.14086

Zakaria. (2021). English for Islamic Purposes: Pengembangan Silabus Pengajaran Bahasa Inggris Untuk Mahasiswa Program Studi Pendidikan Agama Islam. *Tarbawi, 4*(1), 68-72.