

**ESP MATERIALS FOR AGRIBUSINESS DEPARTMENT STUDENTS:
STUDENTS RECOMMENDATION FOR ESP MATERIALS**

(A Qualitative Research)



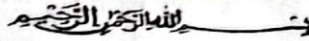
Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Part Fulfilment of the Requirement for the Degree of Education in English Education Department

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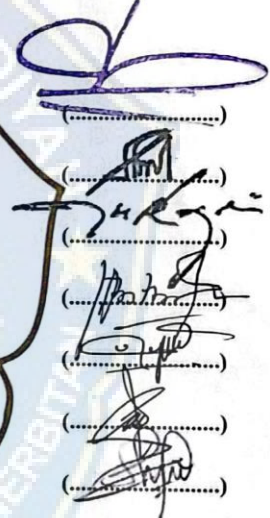
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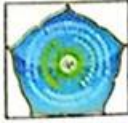
Day / Date	Chapter	Note	Sign
19/5/2024	IV	<ul style="list-style-type: none"> - tambahkan kef pada Gambar appendix - tambahkan gambar sebelum dengan yang di bagian pada bab IV. di bagian sebelum nama fischer - Sederhanakan dan referensi pada discussion tentang hewan. 	
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Tuesday/14/11/2023	IV - V	- Interpret all the interview data - Provide some references in your discussion - Complete the appendix data - Provide CV - Provide the abstract & abstract - Give brief explanation in your document	
Tuesday/21/11/23		- Provide your article - Revise your data interpret in your findings - Revise your abstract - Revise your apparatus & instrumentation code your lab - Revise all the paper - Exchange your progress - Add the reference in your discussion - Pay attention on your appendix - Pay attention on the writing style of	
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MOTTO AND DEDICATION

MOTTO

“Be a responsible man who puts things in place.”

“Never doubt God's destiny.”



DEDICATION

I dedicated this thesis to:

*My parents, my brothers, my big family and all the people who always support
me.*

ABSTRACT

Andi Muh Utama Putra, 2024. *ESP Materials for Agribusiness Department Students: Students Recommendation for ESP Materials.* A thesis of English Education Department, Faculty of Teacher Training Education, Universitas Muhammadiyah Makassar, Supervised by Saiful and Sitti Maryam Hamid.

This study aims to find out the materials are recommended by students of the Department of Agribusiness, University of Muhammadiyah Makassar. This research conducted a qualitative descriptive approach. The participants of this research are the of agribusiness major class of 2020. There are 104 students in 4 classes, A, B, C, and D, and the main subject of this research is class A, the researcher took 27 students. The interview for this study was semi-structured because the researcher intended it to be more informal and allow for a closer relationship with the responder, which will make it simpler for researchers to gather data.

The researchers found several recommendations from agribusiness students for ESP courses. The recommendations are in the form of applying varied and flexible materials that streamline the learning process, using image media that will make it easier for students to understand the material. In addition, the application of English language skills and materials in particular that relate to the needs of agribusiness students which will certainly be needed by agribusiness students in supporting careers.

Keywords : Students' Recommendation, ESP Material.

ABSTRAK

Andi Muh Utama Putra, 2024. *Materi ESP untuk Mahasiswa Jurusan Agribisnis: Rekomendasi Mahasiswa untuk Materi ESP.* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, Dibimbing oleh Saiful dan Sitti Maryam Hamid.

Penelitian ini bertujuan untuk mengetahui materi apa saja yang direkomendasikan oleh mahasiswa Jurusan Agribisnis Universitas Muhammadiyah Makassar. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Partisipan penelitian ini adalah mahasiswa jurusan agribisnis angkatan 2020. Terdapat 104 mahasiswa yang terbagi dalam 4 kelas yaitu A, B, C, dan D, dan yang menjadi subjek utama dalam penelitian ini adalah kelas A, peneliti mengambil 27 mahasiswa. Wawancara untuk penelitian ini bersifat semi-terstruktur karena peneliti menginginkan wawancara yang lebih informal dan memungkinkan adanya hubungan yang lebih dekat dengan responden, yang akan mempermudah peneliti dalam mengumpulkan data.

Peneliti menemukan beberapa rekomendasi dari mahasiswa agribisnis untuk mata kuliah ESP. Rekomendasi tersebut berupa penerapan materi yang variatif dan fleksibel sehingga mengefektifkan proses pembelajaran, penggunaan media gambar yang akan memudahkan mahasiswa dalam memahami materi. Selain itu, penerapan kemampuan berbahasa Inggris dan materi khususnya yang berhubungan dengan kebutuhan mahasiswa agribisnis yang tentunya akan sangat dibutuhkan mahasiswa agribisnis dalam menunjang karir.

Kata Kunci: *Rekomendasi Mahasiswa, Materi ESP.*

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Makassar, 15 Mei 2024

The Researcher

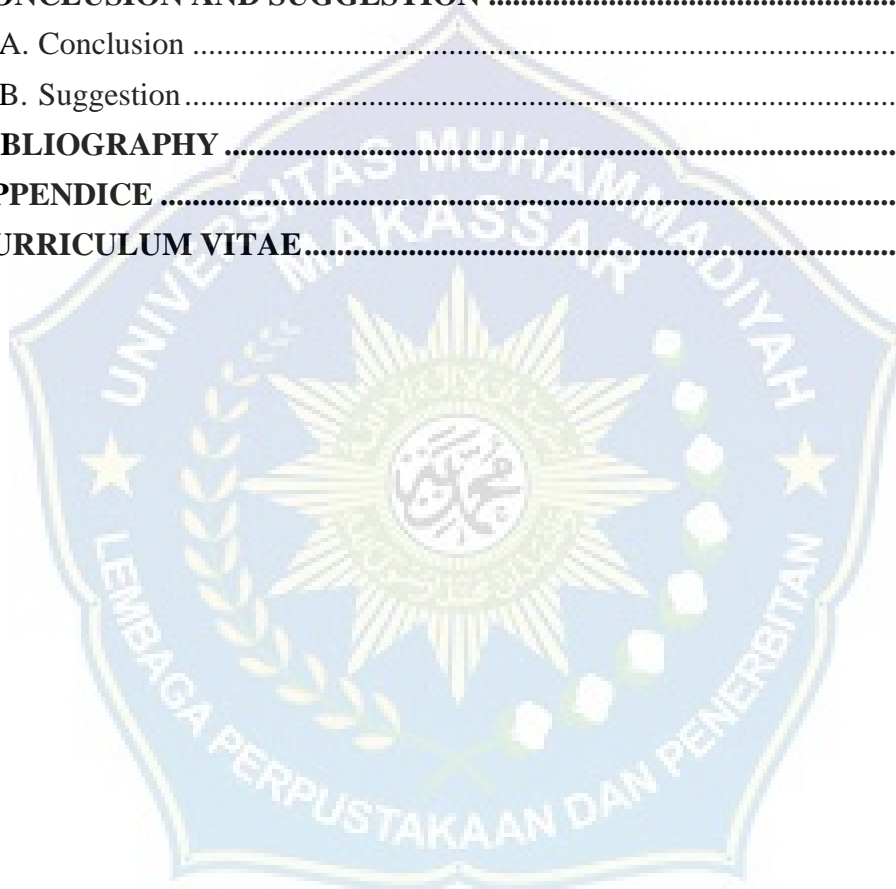


Andi Muh. Utama Putra

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CHAPTER I

INTRODUCTION

A. Background

Waters at al, 1987 stated that teaching English for a specific purpose entailed teaching a specific course in accordance with the student's area of expertise. English for Special Purposes, according to Tomlinson 2003, is a catch-all phrase that refers to pupils who are learning the language for a particular job or related academic purpose. English for Specific Purposes, or ESP, is the teaching and development of specific language abilities that are required by some pupils for particular purposes. In addition, English for Specific Purposes (ESP) is a teaching strategy for specialized courses and fields that meets the demands of English language competency and career, according to Rizal 2017. English for law, medical, mechanical engineering, economics, seafaring, and other science-related professions.

Seto 2013 stated that the core of ESP is an approach that is a focus on learning. This implies that ESP courses are created specifically to address students' needs as they relate to their English learning objectives. For instance, a college prep ESP course will place a strong emphasis on teaching students how to read scholarly works, compose scholarly essays, attend lectures, and present seminars. In order to determine the program's objectives, for instance, course designers for an ESP training programme for engineers should speak with seasoned technical experts. By drawing on ESP concepts, teachers can

employ a wider range of texts in their classrooms to exemplify language use in particular contexts.

Robinson 1990 noted that ESP has three components: (1) ESP is goal-oriented learning. Instead of studying ESP because they must because of the language and culture it contains, learners do so in this context because of its unique goals in bridging academic and professional backgrounds. 2) The requirement analysis idea is used in the design and development of ESP material. By concentrating on particular requirements, relating to them, and getting students closer to what they require in both academic and professional spheres. 3) Adult learners, rather than kids or teenagers, are the target audience for ESP. Given that ESP is frequently taught in secondary and upper-level academic contexts, as well as in the workplace or in professional settings, this makes sense.

English for a Specific Purpose (ESP) aims to teach students English according to their areas of competence. The ability of students to use the language directly in the context of their academic areas for both academic and extracurricular purposes, as stated by Kusumaningputri in Badu et al 2020, is one advantage.

The concept of needs analysis is used to generate and create the material for the ESP. The benefit is that it attends to needs that are always particular to the students themselves in both the academic and professional realms. Needs analysis is crucial in ESP because kids have particular expectations when learning English itself. As a result, each learner's or study group's needs will be

different from those of other groups. At the Agribusiness Department of Universitas Muhammadiyah Makassar, English is a course that practically all students take, particularly in the Agribusiness Students. This course is regarded as a service to assist non-English speaking students in understanding particular terms in their course of study.

According to information from numerous Agribusiness Students in Universitas Muhammadiyah Makassar who contribute materials, it is more frequently focused toward less specialized teaching materials (General English). While this is going on, Agribusiness Students will need to speak English in order to comprehend literature or certain phrases connected to their majors. According to the information obtained by the study of English, there are still many people who use general English, not specific to Agribusiness, which is why the basis of this research is carried out to find out the needs of students, especially in the matter of agribusiness. This is in line with the findings of a study conducted by Hafiz et al, 2008 entitled "Recommendation of English for Accounting Students in Padang," which shows a discrepancy between the academic standards for the English teaching materials used by the accounting department and those required by the banking industry. As a result, because they view English classes as complimentary, pupils seem less interested in listening to lectures in class.

For these reasons, it is regarded vital to examine the necessity for English usage among Agribusiness Department of Universitas Muhammadiyah Makassar as well as the discrepancy between the material that psychology

students are taught or given a model for learning and the material they are expected to learn.

B. Problem Statement

Based on the results above, the research problem is “What are the ESP material recommended by Agribusiness Department students?”

C. Objectives of The Research

Based on the results above, the research objective are “To find out agribusiness students recommendations for ESP materials”.

D. Significance of Study

In the significance of the research, the result of this research is expected to be useful for:

1. Theoretical

The result of this research are expected to help the students that studying English at Agribusiness Department Universitas Muhammadiyah Makassar.

2. Practical

a. For teachers

By conducting this research , the researcher wants to tell the teachers that they should be aware of the difficulties on giving materials for the students

b. For students

By conducting this research, the researcher wants to tell the students that there is a material which suit for them.

c. For researcher

The result of this study should be an additional guideline or reference for future researchers who will examine related problems.

E. Scope of The Study

Based on the background and the identification of the problem, the research is to find out recommendations of ESP materials for agribusiness department students.



CHAPTER II

RELATED LITERATURE REVIEW

A. The Previous Related Research Findings

Pranoto et al, 2020 found that the best English study materials for students studying physical education at universities in Lampung. The findings demonstrate the need for ESP among physical education students across a wide range of topics. The information is presented as qualitative data and covers both the necessary topics and the teaching methodology. It was gathered through interviews and questionnaires given to lecturers and students. English for sports journalists and English for coaches, authorities, and professional athletes are the subjects that are in high demand.

Badu et al., 2020 revealed that the goal of this study is to evaluate the English learning requirements of students enrolled in the Electrical, Architecture, Civil, Industrial, and Informatics study programs at Gorontalo State University. The findings showed that the engineering students need to acquire English in order to improve their four language skills—speaking, writing, listening, and reading. The findings of this study are anticipated to be used as a guide by the lecturers in creating the English course syllabus and teaching materials for those five study programs at the Faculty of Engineering.

According to Arif et al, 2020 stated that social media has a lot of potential to boost students' motivation and the effectiveness of language learning as a result of technological innovation. As a result, the current study clarifies how using Instagram affects ESP students' writing skills. It featured 36

Indonesian ESP students from a university in Surakarta who were majoring in Sharia Banking. The pre-experimental study, which included the pre- and post-writing tests, was conducted over the course of eight meetings. The students were given the task of writing a descriptive essay using Instagram as the teaching tool. In order to learn more about how they felt about using Instagram to practice writing, a questionnaire was also distributed to them. The analysis of the data revealed a substantial difference between the pre-test and post-test writing scores for the pupils. The results of this study are anticipated to have a substantial impact on Indonesian English instruction for specified purposes (ESP). Some recommendations are made for teachers and upcoming scholars regarding the potential impact of Instagram on the teaching of writing in light of the findings.

Mustafa et al, 2018 stated that this study focused on the four language abilities in an ESP environment to examine the language requirements of engineering students in Turkey. According to the study, the students' language demands were mostly related to their professional setting, and the improvement of their language abilities was crucial for their success in their future careers.

In Aniqoh 2018 stated that This research preparation of instructional materials entails a number of processes beginning with the identification, choice, adaptation, and evaluation of the particular needs of the students. The outcomes of this Recommendation were then calculated from the perspectives of both students and teachers to show that teaching English should include the four language skills components of listening, reading, speaking, and writing and

that the two language contents should be crucial for the students' academic studies and target career.

According to Poorebrahim et al, 2017 ESP concepts is to develop a course and example materials that will assist agriculture students in meeting their academic English needs. Thirty hours of the students' classes were observed, and five professors were questioned in order to familiarize ourselves with agriculture as a subject of study and the demands of the students in English. After that, a survey was given to students to gauge their judgments of their needs and level of English ability. Reading was determined to be the most important ability. So, when building the course, a skill-centered approach was used.

According to Ličen 2017 the difficulties teachers have when setting up the evaluation procedure for the ESP classroom are discussed in this study, with a focus on improving the speaking abilities of ESP pupils. It is crucial that teachers understand how to set up the evaluation criteria, instruct students on the subject, and provide them appropriate feedback while avoiding potential roadblocks and misconceptions along the way. Students develop their speaking abilities as well as their ability to evaluate others and themselves. This raises their level of overall language ability and performance and helps them become more aware of the most frequent issues and errors they make when learning to communicate. As a result, teachers may spend more time on other worthwhile tasks in the classroom.

In the previous research, they discussed how to use ESP in lectures in various majors. It is also discussed how to apply materials, especially in some

major lectures. In this case, there are similarities and differences from this research and the previous research. The similarity is that in this study, knowing what the material recommendations from the agribusiness department students. While the difference is the location & subject of the research.

B. Some Pertinent Idea

1. Concepts of English for Specific Purpose

a. Definition of English for Specific Purpose (ESP)

According to Mustafa et al, 2018 stated that Since English became the acknowledged global language of technology and commerce, ESP has existed. For a variety of reasons, a large population wants to learn English. Others need to know English to understand school materials and textbooks that are written in it. Some of them want to learn English so that it would help them finish their task successfully. An growth in the necessity for English studies coincided with a linguistic revolution.

The way that linguistics views English usage was altered by a fresh idea. The goal of linguistics has traditionally been to explain grammar rules. As a result of the new study's revelations on how language is actually employed in communication, the viewpoint was altered. The advancement of educational psychology also contributed to the development of ESP. Robinson, 1990 the main idea of "the learners and their attitudes towards learning" was emphasized. The learners' needs and interests in learning English will have an impact on their motivation to do so and, in turn, on how well the learning process goes.

Pranoto et al, 2020 stated that English for specific purposes (ESP) is teaching English that is associated with the students' area. ESP must be regarded correctly, not as a product of a single language but as an approach to language teaching that is led by specific and obvious reasons for learning. Because they concentrate on analyzing student needs, ESP courses are more specialized than ELT (English Language Teaching) courses. Additionally, because 10 ESP courses have more fractional targets than typical ESL courses, it can be claimed that they are more proficient. Learning goals are more constrained in ESP courses than in normal ESL (English as a Second Language) courses since they are based on needs assessments. Some experts have given ESP specific definitions.

b. Types of ESP

As ESP developed over time, many perspectives on its division emerged. Different categories are suggested by the linguist; the Hutchinson and Waters subdivision is used in this investigation. They established one of the most well-known and practical ideas about English language teaching in 1987, and they split ESP into three types in their ELT tree. English for business and economics (EBE), English for social studies (ESS), and English for science and technology (EST) Each kind focuses on a particular area of scientific knowledge, such as technology, business and economics, or the social sciences in general, and includes a wide range of human sciences disciplines. Each of them is further broken down into 13 English for Occupational Purpose (EOP) and English for Academic Purpose (EAP).

'English For Psychology' is an example of EOP for the ESS branch, whereas 'English For Teaching' is an example of EAP for the ESS branch. However, Hutchison Water's classification of EAP and EOP is somewhat ambiguous; hence, more clarity is required to distinguish between them. According to the justification given, it can be inferred that the use of English in diverse fields—such as English for Science and Technology, English for the Social Sciences, and English for Business and Economics—which require students to master English as a tool for communication in each field—is what gave rise to ESP in English language teaching. By offering pertinent English material, ESP aims to aid students in mastering English in each sector.

c. Objectives of ESP

Goals for teaching ESP According to Helen Basturkmen 2006, teaching ESP must accomplish the following five broad goals:

- 1) To identify language used for a certain topic: This purpose determines what knowledge should be taught to the learners by focusing on how English is utilized in the target environment.
- 2) The goal is to improve the learners' language proficiency so they can carry out the tasks in the target setting. The teaching and learning processes must take into account the learners' behavior towards language as well as the abilities required to deliver the language.
- 3) To impart fundamental knowledge: According to Helen Basturkmen, teaching ESP entails imparting not only linguistic skills but also a

working understanding of the subject matter. Both linguistic proficiency and disciplinary concepts must be understood by the students.

- 4) To cultivate strategic competence: Strategic competence, according to Basturkmen 2010, "is the link between context of situation and language knowledge," and it may also be characterized as the means of effective communication.
- 5) To promote critical awareness: The learners will encounter the target scenario's norms in the target situation. In order to respond appropriately, they must be aware of and understand the target language, in this case English. The teacher's job during instruction is to help the students become more critical thinkers. It can be achieved by talking about how the target situation's norms and communication practice can be developed. According to Stren's classification in Basturkmen 2010, "this objective can be linked to the affective and cultural knowledge objectives."
- 6) The lesson plan's goals to accomplish the aforementioned goals, ESP should challenge teachers and syllabus designers to offer courses. This is because in order to offer a course, teachers and syllabus designers must take into account a variety of factors, including the material that must be provided, the needs of the students—including their learning styles—in order to determine the best learning strategies, the environment of the school, such as facilitation, etc.

d. Teaching Material Analysis

In the manner that requirements analysis is the first stage in establishing an ESP program, needs analysis is the foundation for operating an English language program for a particular purpose. The findings of a requirements analysis can serve as a foundation for creating curricula, choosing and preparing instructional resources, developing learning and teaching procedures, and evaluating those activities.

All initiatives performed to learn more about students' learning requirements, preferences, and other factors are included in a needs analysis. Sometimes the procedure also takes into account the aspirations of a third party or other parties, such as instructors, administrators, financiers, or other parties who could experience the effects of this educational program. Needs analysis has multiple meanings from various specialists. In order to choose and enhance the material for ESP classes, Basturkmen claims that requirements analysis is the process of identifying languages and abilities. According to Graves, a needs analysis is an organized and ongoing process that gathers data on student needs, interprets that data, and then determines the best teaching strategies to suit those needs. According to Hayland, who is quoted by Paltridge and Starfield, needs analysis is a method for gathering data and discovering pertinent information to build courses.

Hutchinson and Waters added that the capacity to perceive or generate the language components of the target scenario is a prerequisite for Recommendation. According to Songhori, conducting a requirements

analysis is the initial stage in course design since it gives all future course design efforts legitimacy and relevance. Hutchinson and Waters 1987 in Asti, 2020 stated that one of the most distinctive features of ESP in practice is materials. The following guidelines for pertinent and original ESP content are mentioned:

- 1) Materials have the power to encourage learning. Although it doesn't always educate, good material motivates kids to learn. The qualities of good material include information that is interesting to students, stimulating activities that develop their critical thinking abilities, chances for students to apply their knowledge, skills, and content, as well as material that is manageable for both students and teachers.
- 2) Materials help to structure the teaching-learning process by providing a route through the complex mass of the language that must be taught. The unit structure of effective materials should be clear and constant, leading the instructor and the student through numerous tasks to maximize active learning. While remaining flexible for originality and variation, the materials approach must be concise and methodical.
- 3) Materials convey a perspective on language and education. The materials ought to represent the nature of learning and what doing so implies.
- 4) The information is pertinent to the learning job. Materials should try to present a balanced picture that acknowledges the difficulty of the work while also making it seem doable.

- 5) By exposing instructors to methodologies, materials also significantly contribute to strengthening the foundation of teacher education.
- 6) Examples of effective language use are provided in the materials.

C. Component of English Skills

1. Speaking

Speaking is using language verbally to interact with other people.

We won't even try to give instances because this isn't a book on human wants and desires and the reasons we want to speak with people are so many that we won't be able to list them all. Its meaning is rooted in how all languages, whether spoken or written, are structured and understood. However, there are still a number of ways in which speaking and writing are different. Halliday & Biber in Rahmawati 2016.

2. Listening

In the study of second and foreign languages, listening is crucial. It is a skill that appears to be a passive activity but is not. In addition to hearing what was spoken, the receiver also analyses what was heard. At least five steps are taken by listeners as they digest the information they hear: hearing, attending, comprehending, responding, and remembering. Stewart, 2016.

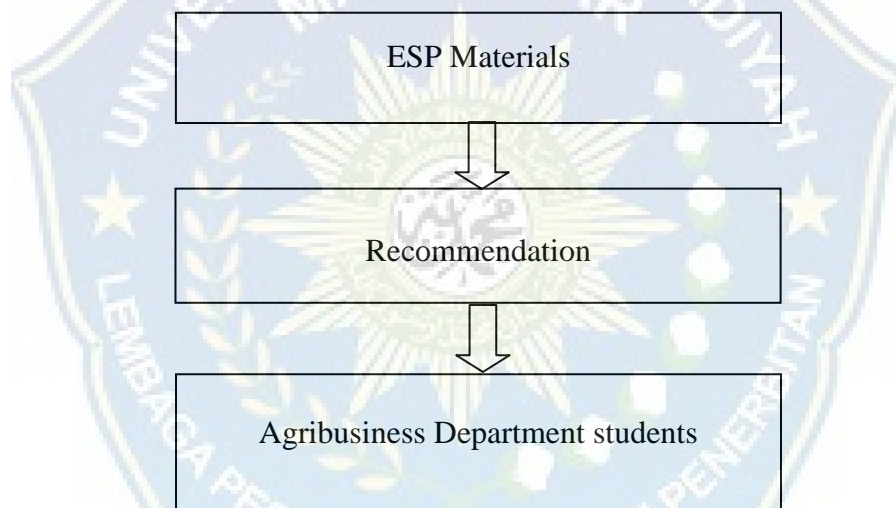
3. Writing

Writing is a tool for learning and critical thinking. It is an original method of investigating concepts and data. English has four talents, with writing being one of them. Training is eventually required to improve writing ability Rafika et al, 2021.

4. Reading

Reading is defined as the process of deriving meaning from a word or group of words. It implies that reading is a process of putting words and phrases together so the reader may understand what is being said. Then, use word clusters as a technique to help pupils comprehend the ideas in the sentences. Students can infer the sentences' major concepts from the word clusters without having to read the entire text. Gunawan et al.2019

D. Conceptual Framework



The conceptual framework above describes the research that has been conducted by the researcher. This research is a descriptive research that describes the recommendation of ESP materials. First of all, researchers conducted interviews with several students to find ESP materials based on student recommendations. After collecting interview data, researchers analyzed ESP materials for students majoring in agribusiness: student recommendations for ESP materials.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses qualitative descriptive techniques. Where this method is to find data from several forms of interview activities. This research requires researchers to understand, pay attention, analyze, interpret, and then develop it into a theory so that later it can be used as a basis.

This study aims to knowing what is the materials recommendation by the Agribusiness Department of Universitas Muhammadiyah Makassar students. After obtaining the results from direct interview and questionnaire, it will be found the material recommendation by the Agribusiness Department Students.

B. Research Subject

The subject of this study is agribusiness department students class of 2021, totalling 80 students in 4 classes. with details of A class: 18 students, B class: 18 students, C class: 24 students, and D class: 20 students. And the main subject of this research is C class with 24 students because the students in C class are easier to reach and easier to communicate with.

C. Research Instrument

In collecting data, the researcher uses instruments, namely: Semi-Structured Interviews

The researchers interviewed the agribusiness department students who served as the respondents in order to collect data. The interview for this study

was semi- structured because the researcher intended it to be more informal and allow for a closer relationship with the responder, which will make it simpler for researchers to gather data.

D. Procedure Data Collection

Several steps have been carried out by the researchers in collecting data, that is:

1. The researcher go to the Faculty of Agribusiness of Universitas Muhammadiyah Makassar to ask for official permission, in this case the Dean of faculty of Agriculture.
2. After obtaining permission from the dean, the researcher conducted semi-structured interviews to obtain data from several Agribusiness students regarding questions about the materials recommendation from the students. Semi-structured interviews help researchers so that the data obtained from respondent is wider and more open.

The first step the researcher asked for permission from the dean of the faculty of social politics regarding research that would be conducted in bilingual classes. after obtaining permission, the researcher contacted two lecturers who would be research subjects to arrange research schedules in bilingual classes. after that, the researcher prepared everything that would be needed during the observation process.

E. Tecnique Data Analysis

In analyzing the data that has been collected, the researcher uses data collection techniques Miles et al., with the following steps:

Step I: Data Reduction,

Namely selecting relevant data, then the data is simplified, then classified based on its substance, the data obtained must be factual and write objective notes.

1. Selecting relevant data that has been collected interviews
2. Coding the data to make it easier for researchers to classify data.
3. Making objective notes and classify the data that has been collected from the results of interviews.
4. Making reflective notes that are spontaneously thought of by researchers that are relevant to the data collected
5. Making memos, namely developing opinions or theories and concepts from the results of the data.

Step II: Data Display

Display data is an organized collection of information that enables the researcher to make inferences. The collection and organization of interview data into written language was done in order to portray the material in the best way feasible.

Step III: Conclusion

Verification describes the approaches that might address the study's goals, as well as its main questions and significance. Interview data will be used in this study to draw a conclusion. The researcher came to the conclusion that the students' suggested reading in the department of agribusiness.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the students' recommendation for ESP materials, the researcher collected the data by using interview. The interview consists of 9 questions given to 24 students

1. The use of English in agribusiness student

a. English is important for agribusiness students

Extract (1)

Based on the results of the interview, the researcher found that the participant said that English is important for agribusiness students.

(It's quite important)

“Agak penting kak”

(MH)

b. English is not important for agribusiness students

Extract (2)

Many of the participants stated that they feel that English is not important for agribusiness students. according to the extract below, they said that English is not their main learning therefore they think English is not important for them.

(No, because it's not our main learning)

“Tidak kak, karena bukan pembelajaran utamanya kami”

(MP)

Based on the questions that have been asked, researcher found different opinions by participants in the use of English in agribusiness students. Some of them say that the use of English is important for agribusiness students and many others say the use of English is not important for agribusiness students.

2. English skills required in ESP courses

Extract (3)

Talk about ESP courses, the statement below represents many participants who said that the four English skills of writing, reading, listening and speaking are needed in ESP courses.

(Yes, I think the 4 skills are important)

“Iye, menurutku 4 skill itu penting kak”

(MD)

Extract (4)

Among the participants, some said they only needed 1 to 2 English skills in ESP courses.

(In my opinion, speaking and reading are the most important)

“Menurutku, berbicara dan membaca yang paling penting kak”

(MA)

The researcher again found several different statements, especially in the question that referred to the English skills needed in ESP courses. Many of the participants said that all 4 English skills are needed in ESP courses, many also only specifically mentioned one or two of the 4 English skills.

3. The use of grammar in ESP courses

Extract (5)

Regarding the use of grammar in ESP courses, the statements below say that according to some of them the use of grammar is not important especially in ESP courses.

(I don't think so)

“Sepertinya tidak ji kak”

(MB)

Extract (6)

The statement below is supported by many participants who said that the use of grammar is important in ESP courses.

(I think it's important to pay attention to grammar)

“Iye kak menurutku penting untuk memperhatikan tata Bahasa”

(MP)

Out of 24 participants, 2 participants said that the use of grammar in ESP courses is not necessary. The other 22 participants actually agreed that the use of grammar in ESP courses is important to use.

4. Flexible and varied materials

Extract (7)

All participants said that they needed flexible and varied materials. The statements below give reasons why they need flexible and varied materials, they said that it is fun and not boring.

(I think flexible and varied materials are fun and not boring)

“Menurutku materi yang fleksibel dan bervariasi itu menyenangkan kak dan nda membosankan”

(MO)

In reference to the statements of all participants, the researcher found that they agreed and liked that the materials were varied and flexible.

5. The use of picture media in learning

Extract (8)

The participant's statement below states that image media makes it easier for students to understand the material.

(The presence of pictures in a learning material in my opinion makes it easier to learn)

“Adanya gambar dalam sebuah materi pembelajaran menurutku memudahkan untuk belajar kak”

(MP)

Based on question no. 7, the participants said that through learning media in the form of images, it will make it easier for students to understand lecture material.

6. English skills that support agribusiness students' careers

Extract (9)

Based on the results of the interview, few of the participants said that English is not needed in the career of agribusiness students, according to the statement below saying that there are not many jobs that require foreign languages (English) in the agribusiness sector.

(No, because there is not much agribusiness work that requires foreign languages)

“Tidak ada kak karena nda banyak kerjaan agri yang butuh Bahasa asing”

(MK)

Extract (10)

There is a difference between this statement and the previous one. This time, some participants said that there are several English skills needed in the world of agribusiness work, especially reading and speaking.

(Reading and speaking, because who knows there will be terms later and I didn't know)

“Membaca dan berbicara, karena siapa tau ada nanti istilah dan tidak kutauki bacai kak”

(MB)

The researcher again found differences in the views of the participants, especially on English language skills that support the careers of agribusiness students. A few of them said that some English skills are needed because they will help the continuity of work, especially in sectors that require the use of English. While many of them said English skills do not support the careers of agribusiness students because there are not many jobs in the scope of agribusiness that require English.

B. Discussion

The discussion part deals with further explanation of the research findings, accompanied by the exchange of concerning former studies. As stated at the research question that this study desire to seek agribusiness student recommendations for ESP materials. To answer the research questions, the research conducted by researcher in the form of interviews. The data has been collected from 24 agribusiness students through 9 questions. After finding the data, the researcher discusses all the obtained data to give some consideration on the research.

The researcher detected the difference between this study and former studies, which is where agribusiness students at Muhammadiyah University of Makassar have different material absorption needs.

1. The use of English in agribusiness student

Based on the findings above, the use of English in agribusiness students concluded 2 different opinions. Many of them stated that the use of English is important for agribusiness students. As for the others, mentioning that the use of English is not important for agribusiness students. This is in line with the findings

of a study conducted by Hafiz et al, 2008 entitled "Recommendation of English for Accounting Students in Padang," which shows a discrepancy between the academic standards for the English teaching materials used by the accounting department and those required by the banking industry. As a result, because they view English classes as complimentary, pupils seem less interested in listening to lectures in class.

2. English skills required in ESP courses

Based on the findings above, the researcher found various varied statements, particularly in the question about the English abilities required in ESP classes. Many participants stated that all four English abilities are required in ESP classes; however, many only specified one or two of the four English skills. Kusumaningputri in Badu et al 2020 stated that English for a Specific Purpose (ESP) aims to teach students English according to their areas of competence. The ability of students to use the language directly in the context of their academic areas for both academic and extracurricular purposes is one advantage. This statement was followed by Badu et al., 2020 stated that the students need to acquire English in order to improve their four language skills— speaking, writing, listening, and reading. Based on previous findings, some participants mentioned that there are several English skills that need to be mastered especially for agribusiness students such as reading and speaking. However, many of them agreed that the use of 4 English skills in the form of reading, writing, listening and speaking is important for agribusiness students.

3. The use of grammar in ESP courses

The use of grammar is also one of the crucial parts of the ESP course, this is of particular concern to researchers because the implementation of ESP with 4 English language skills also requires grammar as a refinement. Based on the findings above, 2 out of 24 participants said that the use of grammar is not important or not needed, especially for agribusiness students. Other than that, others mentioned that the use of grammar in ESP courses is important. According to Mustafa et al. (2018), this study examined the language needs of Turkish engineering students by focusing on the four language competencies in an ESP setting. The survey found that the majority of the students' language requirements were tied to their professional environment, and that developing their language skills would be essential to their success in those jobs.

4. Flexible and varied materials

Every participant acknowledged the necessity for diverse and adaptable materials. The following statements explain why they require adaptable and diverse resources; they also mentioned that it is enjoyable rather than tedious. Based on the statements made by each participant, the researcher discovered that they were all in agreement with and enjoyed the variety and adaptability of the materials. According to Poorebrahim et al, 2017 ESP concepts is to develop a course and example materials that will assist agriculture students in meeting their academic English needs. This theory is related to findings point 4th above, which describes the use of flexible and varied materials. ESP courses become effective with the delivery of varied and flexible materials according to what is needed by students. Likewise, the

participants agree that they need varied and flexible materials to make it easier for them to understand the material.

5. The use of picture media in learning

The participant claims that image media facilitates students' understanding of the subject matter, which is supported by the data mentioned above. so that kids can easily afford to study. According to Arif et al, 2020 stated that social media has a lot of potential to boost students' motivation and the effectiveness of language learning as a result of technological innovation. One of the parts provided by social media is images, therefore the theory above is related to the application of ESP for agribusiness students. Based on the previous findings, 24 participants agreed that the use of image media is an effective learning alternative, especially for agribusiness students in ESP courses.

6. English skills that support agribusiness students' careers

Once more, the researcher discovered discrepancies in the participants' opinions, particularly with regard to the English language proficiency that helps agribusiness students pursue their professions. Several of them stated that having some proficiency in the language is essential for maintaining employment, particularly in fields where it is necessary. However, several of them claimed that because there aren't many occupations in the field of agriculture that demand English, having proficiency in the language doesn't help students pursuing careers in the field. Mustafa et al, 2018 stated that the improvement of the language abilities was crucial for success in the future careers. However, in the findings it has been presented that many of the participants said that English is not important in

supporting the careers of agribusiness students because many job vacancies do not require English skills in it. However, some of them actually said that English language skills are important and needed in supporting the careers of agribusiness students later.

Contingent on the findings and discussion part, it provides theoretical and practical. The implications can be explained as follows

1) Theoretical implication

The results of this study support the former theories agribusiness students of Muhammadiyah Makassar university need to be given an understanding of English language materials that are in accordance with the needs on the scale of their majors. As Kusumaningputri in Badu et al 2020 stated that English for a Specific Purpose (ESP) aims to teach students English according to their areas of competence. The ability of students to use the language directly in the context of their academic areas for both academic and extracurricular purposes is one advantage. The existence of this ESP course is expected to provide a special review of the English language needs of agribusiness students whose output will have an impact on student academics.

2) Practical implication

In reference to the theoretical implication, it can be concluded that agribusiness students need a variety of material management that suits their needs as agribusiness students and those who will later continue their careers in the sector. It is suitable with According to Mustafa et al, 2018 stated that the students' language

demands were mostly related to their professional setting, and the improvement of their language abilities was crucial for their success in their future careers.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the deliberation of the findings and discussion part, the researcher accomplish that the implementation of ESP courses certainly aims to support the English language skills of agribusiness students which will be needed in the career world. Unlike English learning in general, the application of ESP courses needs to specifically discuss and involve material that is indexed to the agribusiness sector. Through the use of varied and flexible learning methods will help agribusiness students easily understand the material. In addition, mastering English will be a plus point for agribusiness students at Muhammadiyah Makassar University in the career world.

B. Suggestion

1. For Teachers

The findings of this research are hoped to provide some specific materials about the use of English in the agribusiness sector. The urgency of mastering English Skills is important. Hence the teachers could identify the effective material delivery in their classroom.

2. For Students

It is imperative that students comprehend the necessity of continuing to practice and participate in the learning task. They also need to focus more and listen intently to the teacher while they are discussing things because it will affect how well they perform in both college and the workplace. It is therefore

imperative that students themselves adopt a more proactive approach to enhancing their educational abilities, especially in the area of English.

3. For Other Researchers

The literature and the result of this study also hope the other researchers to be inspired to conduct the research in this theme and provide beneficial contribution on their research.



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APPENDIX I
INSTRUMENT

The question of Interview

1. What is your name?
2. What kind of material best for your need in learning esp of Agribusiness?
(speaking, listening, reading or writing)
3. Are you happy with flexible and varied materials?
4. Among the 4 language skills (speaking, reading, writing and listening) which are the most important in supporting your career in agribusiness?
5. Do you feel the need to study English everyday to help you in other studies in agribusiness?
6. Among the 4 language skills (speaking, reading, writing and listening) which one do you feel the need to study to help you studies in agribusiness?
7. Do you think pictures and images are important to be included into the material?
8. Among the 4 language skills (speaking, reading, writing and listening) what kind of material do you like most when teaching and learning in classroom?
9. Do you think that learning ESP requires paying attention to grammatical language?

1. Siapa namamu?
2. Diantara 4 skill berbahasa, yang manakah menurutmu yang paling penting dalam mempelajari ESP di agribisnis?
3. Apakah kamu menyukai materi yang fleksibel dan bervariasi?
4. Diantara 4 skill berbahasa, yakni berbicara, membaca, menulis dan mendengar. Yang manakah menurutmu yang mendukung karirmu di agribisnis nanti?
5. Apakah kamu merasa belajar Bahasa Inggris setiap hari itu penting untuk pembelajaranmu di agribisnis?
6. Diantara 4 skill berbahasa, skill yang manakah menurutmu yang dapat membantumu belajar di agribisnis?
7. Apakah menurutmu sebuah gambar itu penting untuk di masukkan dalam sebuah materi?
8. Materi yang manakah yang paling kau sukai diantara 4 skill berbahasa dalam proses belajar mengajar?
9. Apakah menurutmu dalam belajar ESP(English for Specific Purpose) membutuhkan perhatian dalam tata Bahasa?

APPENDIX II
STUDENTS' NAME INITIAL

Initial

MA

MB

MC

MD

ME

MF

MG

MH

MI

MJ

MK

MY

MM

MN

MO

MP

MQ

MR

MS

MT

MU

MV

MW

MX



APPENDIX III
INTERVIEW RESULT

FACILITATOR:

1. What is your name?
2. Among the 4 language skills, which one do you think is the most important in learning ESP in agribusiness?
3. Do you like flexible and varied materials?
4. Among the 4 language skills, namely speaking, reading, writing and listening. Which one do you think supports your future career in agribusiness?
5. Do you feel that learning English every day is important for your studies in agribusiness?
6. Among the 4 language skills, which one do you think can help you learn in agribusiness?
7. Do you think a picture is important to be included in a material?
8. Which material do you like the most among the 4 language skills in the teaching and learning process?
9. Do you think learning ESP (English for Specific Purpose) requires attention to grammar?

MA:

1. *"Nur Termawut"*

Nur Termawut

2. *"Menurutku, berbicara dan membaca yang paling penting kak."*

In my opinion, speaking and reading are the most important.

3. *"Iye kak, kusuka."*

Yes, I like it

4. *"Sama seperti jawaban yang tadi kak, membaca dan berbicara."*

Same as the previous answer, reading and speaking

5. *"Kurasa tidak kak."*

I don't think so

6. *"Mendengarkan kak, karena biasa dulu dosen pake Bahasa inggriski."*

Listening, because the lecturer used to use English.

7. *"Iye kak, supaya mudah dipahami."*

Yes, so that it is easy to understand

8. *"Membaca kak."*

Reading.

9. *"Tidak ji kak."*

I don't think so.

MB:

1. *“Nurmila Jasia kak.”*

Nurmila Jasia

2. *“Membaca dan berbicara kak yang paling penting”*

Reading and speaking are the most important

3. *“Iye kak baguski kurasa, nda bosanki.”*

Yes, it's good I guess, not bored

4. *“Membaca dan berbicara, karena siapa tau ada nanti istilah dan tidak kutauki bacai kak.”*

Reading and speaking, because who knows there will be terms later and I didn't read them.

5. *“Tidakji kak, kecuali memang diluar negeri ki mau kerja.”*

No, unless you want to work abroad.

6. *“Membaca dan mendengarkan kak.”*

Reading and Listening.

7. *Iye kak penting.*

Yes, it is important

8. *“Membaca kak, karena membacaji orang.”*

Reading, because it is just read a text

9. *“Sepertinya tidak ji kak”*

I don't think so

MC:

1. *“Awal kak”*

awal

2. *“Menurutku penting semua ji kak”*

I think it is important

3. *“Iyee kak lumayan”*

I think so

4. *“Membaca, berbicara dan mendengar kak”*

Reading, speaking and listening

5. *“Kurasa tidak ji kak”*

I don't think so

6. *“Membaca dan mendengar kak”*

Reading and listening

7. *“Menurutku penting kak”*

I think it is important

8. *“Membaca kak”*

Reading

9. *“Penting kak”*

It is important

MD:

1. *"Mulyadi kak"*

Mulyadi

2. *"Iye, menurutku 4 skill itu penting kak"*

Yes, I think the 4 skills are important

3. *"Iye kak, baguski."*

Yes, it is good

4. *"Membaca dan mendengar kak"*

Reading and listening

5. *"Tidak kak"*

No

6. *"Berbicara dan mendengar kak"*

Speaking and listening

7. *"Iye kak, mempermudah."*

Yes, make it easy

8. *"Membaca kak"*

Reading

9. *"Penting kak"*

It is important

ME:

1. *"Febi kak"*

Febi

2. *"Penting semua kak"*

All of them are important

3. *Iye kak suka*

Yes, I like it

4. *"Membaca dan menulis kak"*

Reading and writing

5. *"Tidak kak"*

No

6. *"Membaca dan mendengar kak"*

Reading and listening

7. *"Iyee kak penting"*

Yes, it is important

8. *"Mendengar dan membaca kak, lebih mudahki"*

Listening and reading, it is easier

9. *"Iye "*

Yes

MF:

1. *"Ahmad kak"*

ahmad

2. *"Penting semua sih menurutku kak"*

In my opinion all of them are important

3. *"Iyee kak, baguski karena nda kaku"*

Yes, good because it's not stiff

4. *"Membaca dan mendengar kak"*

Reading and listening

5. *"Tidak ji kak"*

No

6. *"Membaca kak"*

Reading

7. *"Iye kak karena mempermudah"*

Yes, because it makes it easier

8. *"Membaca juga kak"*

Also reading

9. *"Iyee penting kak"*

Yes, it is important

MG:

1. *“Adit kak”*

Adit

2. *“Keempat-empatnya penting kak”*

4 of them are important

3. *“Iye kak”*

Yes

4. *“Membaca dan berbicara kak”*

Reading and speaking

5. *“Tidak ji kak”*

I don't think so

6. *“Membaca sama mendengar kak”*

Reading and listening

7. *“Iye kak penting”*

Yes, it is important

8. *“Membaca dan mendengar ji juga kak”*

Reading and listening

9. *“Iye kak penting”*

Yes, it is important

MH:

1. *“Riswan kak”*

Riswan

2. *“Saya pikir dengan materi mendengar itu penting kak”*

I think, listening is important

3. *“Menurutku menyenangkan kak”*

In my opinion it is delightful

4. *“Membaca dan mendengar kak”*

Reading and listening

5. *“Agak penting kak”*

I think it is important

6. *“Membaca dan mendengar kak”*

Reading and listening

7. *“Iye itu penting kak”*

Yes, it is important

8. *“Materi mendengar kak”*

Listening

9. *“Iye kak penting”*

Yes, it is important

MI:

1. *“Eni kak”*

Eni

2. *“Menurutku penting semua ji kak”*

I think all of them are important

3. *“Iye kak suka“*

Yes, I like it

4. *“Membaca dan mendengar menurutku kak”*

Reading and listening

5. *“Tidak ji kak”*

No

6. *“Skill membaca dan mendengar kak”*

Reading and listening skills

7. *“Iyee kak karena memudahkan untuk mengerti”*

Yes, it is easy to understand

8. *“Mendengarkan dan membaca kak”*

Listening and reading

9. *“Iye kak penting menurutku”*

In my opinion it is important

MJ:

1. *“Afiq kak”*

Afiq

2. *“Semuanya penting ji kak”*

All of them are important

3. *“Iye kak karena nda cepat bosan”*

Yes because it doesn't get boring quickly

4. *“Membaca kalau saya kak”*

In my opinion it is important

5. *“Tidak ji kurasa kak”*

I don't think so

6. *“Membaca dan mendengar kak”*

reading and listening

7. *“Iye kak penting”*

yes, it is important

8. *“Membaca dan mendengar kak”*

reading and listening

9. *“Iye kak menurutku penting”*

Yes, in my opinion it is important

MK:

1. *"Fuji kak"*

Fuji

2. *"Membaca dan mendengarkan kak"*

Reading and listening

3. *"Iye kak suka ji"*

Yes, I like it

4. *"Tidak ada kak karena nda banyak kerjaan agri yang butuh Bahasa asing"*

None because there are not many agri jobs that require foreign languages.

5. *"Tidak ji kak"*

No

6. *"Membaca dan mendengar kak"*

Reading and listening

7. *"Iye kak penting sekali itu"*

Yes, it is very important

8. *"Tidak ada kak"*

Nothing

9. *"Iye kak penting"*

Yes, it is important

MY:

1. *"Marwa kak"*

Marwa

2. *"Penting semua ji kak"*

All of them are important

3. *"Iye kak, kalau tidak biasa bosanki"*

Iye, if it's not usual bosanki

4. *"Membaca kak"*

Reading

5. *"Kurasa tidak kak"*

I don't think so

6. *"Membaca dan mendengar kak"*

Reading and listening

7. *"Iye kak karena memudahkan ki untuk pahami materi"*

Yes because it makes it easier to understand the material

8. *"mendengar kak, karena suka ka dengar lagu barat"*

listening, cause I like to listen English song

9. *"Iye penting kak"*

it is important

MM:

1. *Husna kak*

Husna

2. *"Membaca dan menulis kak"*

Reading and writing

3. *"Iye kak karena tidak itu-itu ji saja yang najelaskan"*

Yes, because they are only explain that

4. *"Tidak ada kurasa kak"*

I don't think so

5. *"Tidak ji kak"*

No

6. *"Membaca dan mendengar kak"*

Reading and listening

7. *"Iye kak penting karena memudahkan untuk memahami"*

Yes, because it is easier to understand

8. *"Membaca kak"*

Reading

9. *"Iyee penting kak"*

Yes, it is important

MN:

1. *"Ika namaku kak"*

My name is Ika

2. *"Penting semua jadi kalau saya kak."*

In my opinion, all of them are important

3. *"Iye kak, bagus kalau fleksibel"*

Yes, it is good and flexible

4. *"Tidak ada menurutku kak"*

In my opinion nothing

5. *"Tidak jadi menurutku kak"*

I don't think so

6. *"Membaca dan mendengar kak"*

Reading and listening

7. *"Iye kak penting"*

Yes, it is important

8. *"Yang paling disukai itu mendengar kak"*

The most I like is listening

9. *"Iye kak penting"*

Yes, it is important

MO:

1. *“Asyrar kak”*

Asyrar

2. *“Membaca dan mendengar kak*

Reading and listening”

3. *“Menurutku materi yang fleksibel dan bervariasi itu menyenangkan kak dan nda membosankan”*

I think flexible and varied materials are fun and not boring.

4. *“Tidak ada juga menurutku kak”*

In my opinion, nothing

5. *“Tidak menurutku kak”*

In my opinion, nothing

6. *“Membaca dan mendengar kak”*

Reading and listening

7. *“Iye kak penting”*

Yes, it is important

8. *“Materi berbicara sama mendengar kak”*

Speaking and listening

9. *“Iye pentingki menurutku kak”*

In my opinion, it is important

MP:

1. *“Ami kak”*

Ami

2. *“Membaca kak”*

Reading

3. *“Materi yang fleksibel dan bervariasi itu membuat saya merasa tidak bosan kak.”*

None because there are not many agri jobs that require foreign languages.

4. *“Membaca kalau saya kak”*

For me, reading

5. *“Tidak kak, karena bukan pembelajar utamanya kami”*

No, because it is not our main learning

6. *“Membaca dan mendengar kak”*

Reading and listening

7. *“Adanya gambar dalam sebuah materi pembelajaran menurutku memudahkan untuk belajar kak”*

The presence of pictures in a learning material in my opinion makes it easier to learn

8. *“Membaca kak”*

Reading

9. *“Iye kak menurutku penting untuk memperhatikan tata Bahasa”*

Yes, I think it's important to pay attention to grammar.

MQ:

1. *"Fandi namaku kak"*

My name is fandi

2. *"Penting semua ji kak"*

All of them are important

3. *"Iye suka ji kak"*

Yes, I like it

4. *"Tidak adaji kurasa kak"*

I think nothing

5. *"Tidak ji juga kak"*

No

6. *"Membaca kak"*

Reading

7. *"Iye kak penting, menurutku memudahkan ki kalau ada gambarnya"*

yes it is important, I think it makes it easier if there is a picture.

8. *"Membaca kak"*

Reading

9. *"Menurutku tata Bahasa itu penting kak"*

In my opinion grammar it is important

MR:

1. *"Iye. Sulham kak"*

Sultan

2. *"Membaca dan mendengar kak"*

Reading and listening

3. *"Iye suka kak"*

Yes, I like it

4. *"Membaca mungkin kak, karena siapa tau ada istilah Bahasa Inggris nanti"*

Maybe reading, because who knows there are English terms later

5. *Tidak ji kak*

No

6. *"Membaca dan mendengar juga kak"*

Also reading and listening

7. *"Iye penting itu kak"*

Yes, it is important

8. *"Membaca kak"*

Reading

9. *"Iye butuh kak"*

Yes, it is needed

MS:

1. *"Ilham kak"*

Ilham

2. *"2 ji kak, Membaca sama mendengar"*

It is only 2, reading and listening

3. *"Iye kak suka"*

Yes, I like it

4. *"Tidak ada kurasa kak"*

I don't think so

5. *"Tidak ji juga kak"*

I don't think so

6. *"Membaca kak"*

Reading

7. *"Iye penting sekali kak"*

Yes, it is very important

8. *"Membaca kak"*

Reading

9. *"Iye perlu kak"*

Yes, it is important

MT:

1. *“Atma kak”*

Atma

2. *“Penting semua ji kak”*

All of them are important

3. *“Materi yang fleksibel dan bervariasi, Iye suka kak”*

Flexible and varied materials, yes I like it

4. *“Tidak ada ji yang mendukung kayaknya kak”*

There is no support it

5. *“Tidak kak”*

No

6. *“Membaca kak, karena itu yang mudah menurutku”*

Reading, because it is easy I think

7. *“Iye kak penting, mempermudah memahami kalau tidak ditauki artinya”*

Yes it is important, make it easier to understand if the meaning is unknown

8. *“Membaca kak, karena tinggal dibacaji”*

Reading, because it is only to read

9. *“Iye kak butuh perhatian”*

Yes, it is need to pay attention

MU:

1. *"Ferdin kak"*

Ferdin

2. *"Tentunya membaca kak"*

Reading of course

3. *"Iye kak sukaji"*

Yes, I like it

4. *"Membacaji juga kak"*

Also reading

5. *"Tidakji kak"*

No

6. *"Membaca kak"*

Reading

7. *"Iye penting kak untuk dimasukkan"*

Yes, it is important to be in

8. *"Membaca juga kak"*

Also reading

9. *"Iye penting untuk diperhatikan kak"*

Yes, it is important to pay attention

MV:

1. *"Jusman kak"*

Jusman

2. *"Penting semua ji untuk dipelajari kak"*

All of them are important to learn

3. *"Iye suka ji kak"*

Yes, I like it

4. *"Tidak ada kak"*

Nothing

5. *"Tidak kak"*

No

6. *"Membaca kak"*

Reading

7. *"Iye penting untuk dimasukkan kak"*

Yes, it is important to be in

8. *"Membaca kak"*

Reading

9. *"Iye butuh kak"*

It is needed

MW:

1. *"Iye Riska kak"*

Riska

2. *"Sepertinya Penting semua kak"*

In my opinion, all of the are important

3. *"Iye sukaji yang fleksibel kak"*

Yes, I like the varied

4. *"Membaca dan mendengar kak"*

Reading and listening

5. *"Tidak kak"*

No

6. *"Membaca dan berbicara kak"*

Reading and speaking

7. *"Iye penting kak"*

Yes, it's important

8. *"Membaca kak, karena nda butuh ji effort banyak tuk dikerja"*

Reading, because no need more effort to do

9. *"Iye penting kak"*

Yes, it's important

MX:

1. *"Fhutry kak"*

Fhutry

2. *"Membaca sama mendengar kak, karena perlu ki memahami"*

Reading and listening, because need to understand

3. *"Iye suka ji kak"*

Yea, I like it

4. *"Tidak ada kak"*

Nothing

5. *"Tidak ji kak"*

No

6. *"Membaca dan mendengar kak"*

Reading and listening

7. *"Iye kak penting itu"*

Yes, it's important

8. *"Membaca kak"*

Reading

9. *"Iye penting kak"*

Yes, it's important



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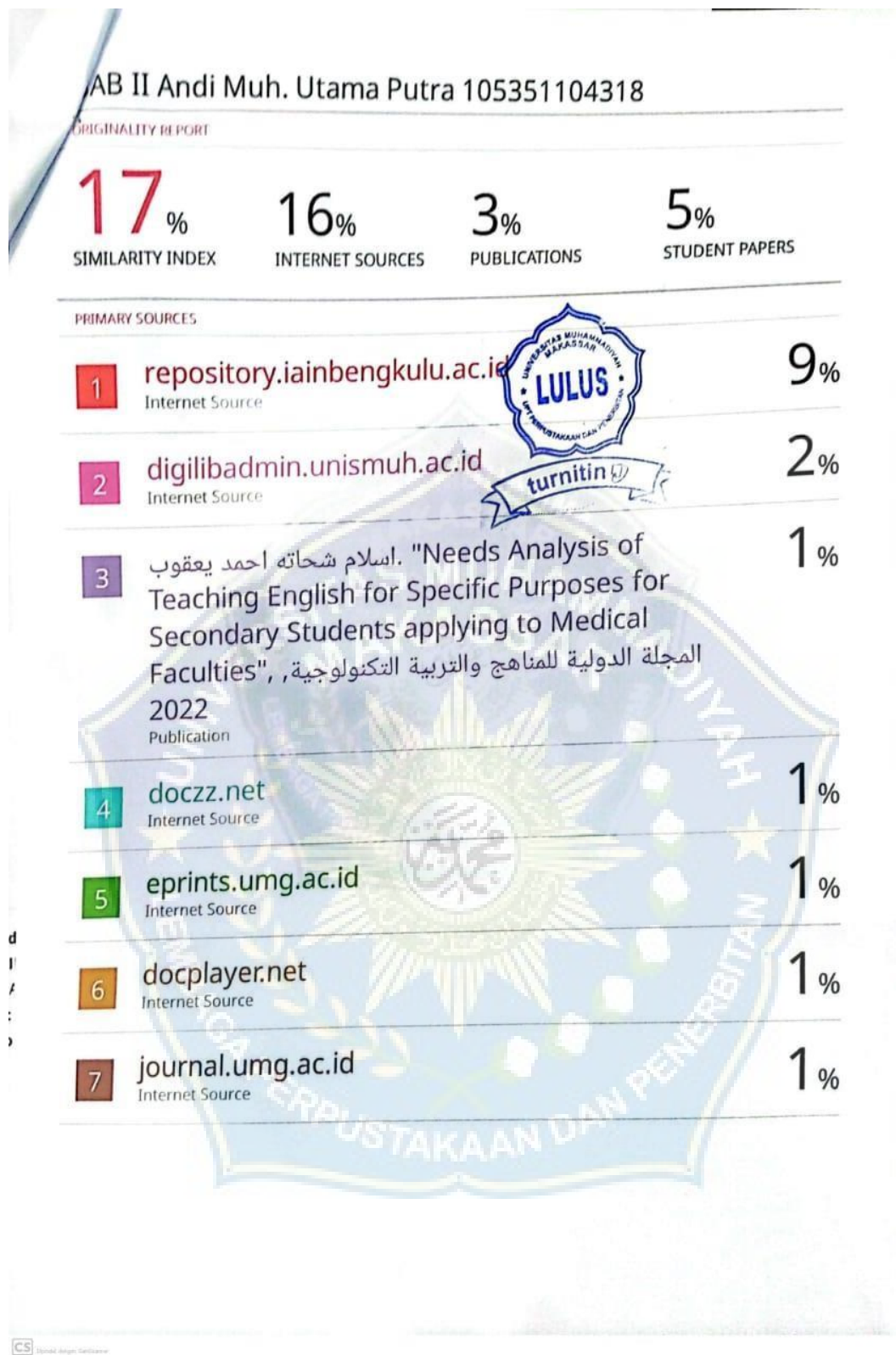


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Nama : Andi Muh. Utama Putra
 Stambuk : 1053511041318
 Program Studi : Pendidikan Bahasa Inggris
 Tempat/ Tanggal Lahir : Bulukumba / 02-05-2000
 Alamat : Jl. Monumen emmy Saelan Ir. 50

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: ESP Materials For Agribusiness Department Students: Students Recommendation For ESP Materials (A Qualitative Research)

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
 Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
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Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934



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No. Stambuk : 10535 11041318

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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Yang akan dilaksanakan dari tanggal 28 Agustus 2023 s/d 28 Nopember 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Judul Penelitian : *ESP Materials For Agribusiness Department Students: Students Recommendation For ESP*

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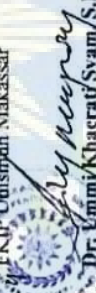
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Mengetahui,

Ketua Program Studi,
 FKIP Unismuh Makassar

 Dr. Umimi Khaerati Svam/S.Pd., M.Pd
 NPM: 977 807

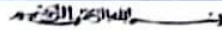
Pimpinan Kepala sekolah Instansi

 S.Pd., M.Pd. Pk0
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SURAT KETERANGAN PENELITIAN
Nomor 0274/FKIP/05/A.5-VI/V/1445/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini

Nama	Andi Muh. Utama Putra
NIM	10535 11043 18
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 28 Agustus 2023 s.d 28 November 2023, dalam rangka penyusunan Skripsi dengan judul

"ESP Materials For Agribusiness Departement Students: Students Recommendation For ESP Materils".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya

20 Dzulqaidah 1445 H
Makassar
28 Mei 2024 M



Erwin Akib, M.Pd. Ph.D
N.B.N. 800 934



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0886/BG-FKIP/LOA/B/V/1445/2024

Dear ANDI MUH. UTAMA PUTRA

It is our pleasure to inform you that, after review your paper:
ESP MATERIALS FOR AGRIBUSINESS DEPARTMENT STUDENTS:
STUDENTS RECOMMENDATION FOR ESP MATERIALS
The manuscript ID: 1479

Detail checklist:

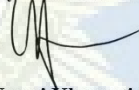
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of English for Specific Purposes**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jefsp@bg.unismuhmakassar.ac.id

Makassar, 27 May 2024 M
19 Dzulqaidah 1445 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

DOCUMENTATION



Documentation 1. The researcher interviewing the student with question number 7 “Do you think a picture is



Documentation 2. The researcher interviewing the student with question number 3 “Do you like flexible and varied materials?”.



Documentation 3. The researcher interviewing the student with question number 5 “Do you feel that learning English every day is important for your studies in agribusiness?”.



Documentation 4. The researcher interviewing the student with question number 6 “among the 4 language skills, which one do you think can help you learn in agribusiness?”.

CURRICULUM VITAE



Andi Muh. Utama Putra was born in Bulukumba on May 2, 2000. He is the only child of Rafiuddin., S.E and Nini Israyani., S.Pd. She started his education at SDN 7 Matajang and graduated in 2012. Then continued his education at SMPN 1 Bulukumba and graduated in 2015. After that, he continued his education at SMAN 1 Bulukumba and graduated in 2018. At the same time, he enrolled as a student at the Muhammadiyah University of Makassar and majored in English Education. At the end of his studies, he was able to complete his thesis entitled **"ESP Materials For Agribusiness Department Students: Students Recommendation For Esp Materials."**

