

Construction Of Esp Reading Material Development For *Aqidah* And Islamic Philosophy Department At Alauddin State Islamic University Of Makassar

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ABSTRACT

This study aimed at finding out 1.) The nature of the current ESP reading material of *Aqidah* and Islamic Philosophy Department at *Alauddin* State Islamic University of Makassar, and 2) The new ESP Reading material be designed for *Aqidah* and Islamic philosophy department at *Alauddin* State Islamic University of Makassar. This research employed Research and Development (R & D) method combined with Hillocks' construction reading model. There are three main stages: introduction, development and testing. In the introduction stage, the students' needs were analyzed by using Hillocks' construction while in the development stage, the ESP course was developed by using the formative evaluation process by involving the experts and the three-semester students of *Aqidah* and Islamic philosophy department, State Islamic University of Makassar. The instrument used in this research were questionnaires, interview and checklists which were analyzed by using percentage, frequency, and chart diagrams. This research was conducted at Alauddin State Islamic University Makassar from March to June 2020. The result of this study showed 1). Identification and analysis of the nature of the current ESP reading material of *Aqidah* And Islamic Philosophy Department at Alauddin State Islamic University of Makassar, and 2). Modification of the new ESP Reading material designed instrument reading material needs and the checklist for evaluating the ESP materials development for *Aqidah* and Islamic Philosophy Department at the Alauddin State Islamic University of Makassar.

KEYWORD: Dual-Level, Construction, ESP Reading, UIN Alauddin Makassar

I. INTRODUCTION

In the process of language teaching and learning, four factors help and facilitate the process, namely; the teacher, the language learners, d, and material. The teacher is an important factor in this teaching and learning process. The teacher as a facilitator in this process needs certain methods in carrying out the job. A good teacher is always trying to take the use of the most effective teaching method and best media. A language teacher is doing the same thing. Attempt to look for the most effective method is going on from time to time. The question is why there has not been the best method in teaching a foreign language yet? Concerning the roles of teachers, they must be competent and professional in their field. Consequently, teachers' competency and professionalism have great effects on the quality of the teaching-learning process. Jalal F. (2007) premised that "quality teachers and lecturers produce quality students. Competency, as defined by Richards and Schmidt (2002), is "a description of the essential skills, knowledge and behaviours required for the effective performance of a real-world task of activity". Several essential elements have a load in designing ESP reading material, the importance of curriculum to teaching: An effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering quality education. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Teachers play a key role in developing, implementing, assessing and modifying the curriculum. An evidence-based curriculum acts as a road map for teachers and students to follow on the path to academic success. Instructional material means content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student.

The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material. How should we theorize the new literacies that will define our future, when literacy has become deictic? The answer is important because our concept of literacy defines both who we are and who we shall become. But there is a conundrum here. How can we possibly develop adequate theory when the object that we seek to study is itself ephemeral, continuously being redefined by a changing context? This is an important theoretical challenge that our field has not previously faced. The purpose of this research is to advance theory in a world where literacy has become deictic. Similarly R.B. Ruddel (2004) states that a dual-level theory is a useful approach to theory building in a world where the nature of literacy continuously changes. At present, ESP has frequently appeared in the literature of English language teaching because it is assumed to be a major activity around the world (Robinson, 1991). It is learned and used for those who require English because of their occupational or professional requirements, for example for airlines pilots, businessmen, bankers etc., or to help students in their specialist education. Consequently, the aims of learning English should be related to their academic studies (Mackey and Mountford, 1998: 72).

The idea of analyzing the language needs of the learner as a basis for course development, in this case for materials design, has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind. There are some supporting statements provided by McDonough (1994: 29) that needs analysis is vital because of the following reasons:

1. in response to the needs of the students,
2. the centrality of the learners' needs,
3. to design courses that have relevance to the student's needs concerning academic studies,
4. to find out what language skills are needed for the successful performance of a task in some jobs.

All these statements, and many more on the same lines, are based on the key assumption that the learner is at the heart of any teaching program. Thus, information on his/ her language needs will help in drawing up a profile to establish coherent objectives and take subsequent decisions on course materials. In short, the materials of ESP should be following the learning aims which generally come from needs, and accordingly, teaching should be following needs from which learning aims come. In other words, before deciding or designing ESP materials, embarking needs reading materials are inevitable so that the learning/teaching objectives can be achieved. Only through needs reading materials can we identify students' needs in terms of necessities, wants and interests as well as students' weaknesses and strengths.

The faculty of Ushuluddin and Philosophy consists of eight departments. They are the Department of Political Science, Religion Sociology, Religions Studies, *Aqidah* and Islamic Philosophy, Hadis Science, Quran and Tafsir, and International Relationship. The main purpose of teaching and learning ESP at the *Aqidah* and Philosophy Department is to prepare students to develop proactive communication skills via topics that are closely connected with the study programs of faculty and to enable them to keep abreast with current information on science and technology. But so far, at least in the eyes of the researcher, the result was not yet satisfying. This statement is supported by the fact that students still complain about their English and through a casual observation it has been found out that their average grade on ESP is below average. In teaching English at this faculty, teachers heavily depend on the materials available in Islamic studies. What they usually do is selecting topics from some commercial books according to their perception and preferences. In a sense, materials from the commercial books can fit the students' needs, but again it is a matter of personal judgment, not based on needs analysis.

Thus, Instructional materials based on needs analysis are very important for the students and the lecturers in the teaching and learning process, without learning material, might be difficult for the lecturers to improve the effectiveness of the teaching and learning process, as the same cases, the students might be difficult to adjust to the learning, especially if the lecturer teaches the materials quickly and less clearly. Therefore, the materials can be used both by the lecturers and students, as an attempt to improve the quality of learning. They are printed material, for example, books, magazines, newspapers and other printed instructional materials and non-printed material, such as electronic materials, articles published in an e-journal. Since ESP was firstly introduced at *Aqidah* and Islamic Philosophy Department, Alauddin State Islamic University of Makassar, materials has never been based on the needs analysis which provides valuable information for materials design, test, teaching activities (method) and evaluation strategies. Needs analysis also can be used to identify learners' present situation, learners' learning needs, learners' target needs. It is assumed that a course design based on the learners' necessities, wants and interests will highly motivate them. ESP course design will become the focus of the investigation. Based on the facts stated in the background above, the problems that were proposed in the research were as follows:

1. What is the nature of the current ESP reading material of *Aqidah* and the Islamic Philosophy Department at the Alauddin State Islamic University of Makassar?
2. How should the new ESP Reading material be designed for the *Aqidah* And Islamic Philosophy Department at the Alauddin State Islamic University of Makassar?

II. LITERATURE REVIEW

Theoretical Framework

1. Definition of ESP : ESP, as the name implies, may be seen as pluralistic, because many approaches to it are concurrently being followed around the world today. The full form of ESP is generally given as 'English for Specific Purposes, and this would imply that what is specific and appropriate in one part of the globe may well not be elsewhere. Thus, it is impossible to produce a universally applicable definition of ESP. Strevens (1990: 109) suggests that a definition of ESP that is both simple and watertight is not easy to produce. Hutchinson and Waters (1997: 18) prefer to say what ESP is not as follows:

- i. ESP is not a matter of teaching 'specialized varieties,
- ii. ESP is not just a matter of science words and grammar for scientists, hotel words and grammar for hotel staff and so on;
- iii. ESP is not different from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.

To clearly understand ESP, it must be seen as an approach, not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. It is an approach to language learning, which is based on the learner's needs. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

2. Characteristics of ESP : Wello and Nur (1999: 6) explain that ESP courses can be characterized by some features but in practice, it is common to find courses that the organizers wish to think of as ESP courses but which do not seem to fit the agreeable criteria. Therefore, the subject must be addressed based on the common ground and similar perception and understanding among ESP practitioners, teachers, course designers, material researchers, and organizers.

Strevens (1991: 116) claims that ESP needs to be distinguished from absolute and two-variable characteristics.

a. Absolute Characteristics

ESP consists of English language teaching which is,

1. designed to meet specific needs of the learner,
2. related in content to a particular discipline, occupation and activities, and
3. focused on the language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of this discourse.

b. Variable Characteristics

ESP maybe, but not necessarily,

1. restricted as to the language skills to be learned, e.g. reading only,
2. not taught according to any pre-ordained methodology.
The claims for ESP are:
3. ESP focuses on the learner's needs-waste no time,
4. ESP is relevant to the learner
5. ESP is successful in imparting learning and it is more cost-effective than general English.

To sum up, there are some salient characteristics of ESP modified from the above accounts:

- a. The students of an ESP course are likely to be adults rather than children.
- b. The students are mostly identical.
- c. ESP course is normally goal-oriented without ignoring process-oriented.
- d. Needs analysis is fundamental to any ESP course.
- e. ESP normally focuses on the students' specialist area.

ESP Subcategories : There are some ways of categorizing ESP. Hutchinson and Waters (1987: 16), for example, clearly divides ESP into three branches; English for Science and Technology (EST), English for Business and Accountings (EBE), English for Social Science (ESS). Each of this branch consists of English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). English for Vocational Purposes (EVP) is for those preparing for job training. EVP students learn the language of training in specific trades, such as English to study auto-mechanics. EVP classes are frequently held right at vocational training schools and are sometimes even taught simultaneously with vocational courses through collaboration between English and vocational instructors. English for academic purposes (EAP) is for those preparing for study to enter the profession. In the past, EAP was called EST (English for Science and Technology), whereas EOP and EPP are for those who are already employed in the job market anywhere along the continuum of trades to professions, as well as along the continuum of entry-level to management-level positions. Participants of the EOP and EPP program learn the language of job performance.

Objectives of Teaching and Learning ESP : The main objective of teaching and learning a foreign language is to provide the learners with communicative competence, that is operational knowledge of a culturally and contextually embedded meaning system. Or in other words, what a speaker needs to know to communicate appropriately within a particular speech community. To meet the purposes mentioned above, the learners should be provided with the course materials which are designed with particular learners in mind, whatever their work or study needs and their personal preferences. Most ESP practitioners believe that language is most effectively learned in context. Contextualizing lesson presentation has become a widely accepted rule of good teaching. Therefore, content-based language program has recently been developed all over the world. It is also the concern with the context of the ESP course materials and the needs of particular learners that distinguishes ESP from EGP.

III. RESEARCH METHOD

Research Design : This research design was Research and Development method (R and D) in four main steps (Teng, 2020; Saleh et al., 2021); identified and analysed the nature of the current ESP reading material of *Aqidah* And Islamic Philosophy Department at Alauddin State Islamic University of Makassar, modified the new ESP Reading material was designed of *Aqidah* And Islamic Philosophy Department at Alauddin State Islamic University of Makassar, identified the effectiveness Dual-Level Theory as the newly-constructed ESP reading material for Islamic studies, and identified the reading material to meet the learning objectives of the students at Alauddin State Islamic University of Makassar. The two steps that were applied in this research was called reading levels as defined by Hillocks. A reading construction model in which the findings of the research were used to modify new products and procedures, which then systematically field-tested, evaluated, and refined until they met specified criteria of effectiveness, quality, or constructed standard.

This research used mix method qualitative and quantitative (Hasyim et al., 2020). It was employed questionnaire and interview to know the learning and language needs of the students of *Aqidah* and Islamic Philosophy at the Alauddin State Islamic University of Makassar for their ESP Course, type of reading material was most suitable was met the ESP course at Alauddin State Islamic University of Makassar and kinds of the instructional material model should be applied in Alauddin State Islamic University based on needs of students and syllabus type.

The population and sample of this research are divided into three different types, the population and sample in the introduction stage, in the developing stage, and the testing stage (Hasyim et al., 2021). The population and sample in this research were a student of *Aqidah* and Islamic philosophy.

- a. This research involved students and lecturers from *Aqidah* and Islamic Philosophy department to analyze the needs of the students in learning English. Therefore, the main purpose of the introduction stage of this research was to find out the needs of the students in learning English for *Aqidah* and Islamic Philosophy students from different perspectives of the students and lectures.
 1. Students
127 students from the third semester in the academic years 2017/2018 at Alauddin State Islamic University of Makassar who have learned English for two semesters were taken as the samples of the research.
 2. Lecturers of General English
Two lecturers of general English subject in the *Aqidah* and Islamic Philosophy department were involved as respondents in this research.

Instrument of the Research : In collecting the data, the instruments used in this research divided into two main types, they were the instruments used in the introduction stage and the development and testing stages.

1. The instrument used in the introduction stage

There were three instruments used to obtain data of needs reading materials, they were questionnaire as the primary instrument, interview, and documentation. The questionnaire was given to all the respondents to find out the students' needs in learning English from a different perspective (students and teachers). The questionnaires focused on constructing reading materials of the learning needs in the ESP classroom and the reading materials needs. The interview was carried out to cross-check the data obtained from the questionnaire, observation and documentation. The result of constructing reading materials created English for *Aqidah* and Islamic Philosophy's reading materials. The reading materials were evaluated and applied at the Alauddin State Islamic University of Makassar as a reference in designing ESP course materials. Using reading levels as a framework in constructing reading materials. Hillocks Reading Level Inventories to determine reading materials;

Figure 4. Reading levels (a)

Level 1

Basic Stated Information: Question about literal information that is prominent and repeated, that is important to high levels of understanding; that information without which you cannot understand or enjoy the text in any meaningful way.

Level 2

Key Details: Questions about details that are important to the twists and turns of the plot. Details that are so significant that they are likely only mentioned once.

Level 3

Stated Relationships: Questions that require readers to locate and repeat a relationship that is stated in the text.

Level 4

Simple Implied Relationship: a question that requires readers to make a single inference by dealing with denotative and connotative clues and relating information to personal experience and prior knowledge.

Level 5

Complex Implied Relationship: Questions that require readers to discern a pattern among a variety of inference and draw an appropriate conclusion.

Level 6

Autor's Generalization: Questions that require readers to propose a generalization about the nature of the human condition that may be inferred from this text.

Level 7

Structural Generalization: Question that requires readers to articulate how the parts for the work function together to generate certain effects.

IV. FINDINGS AND DISCUSSION

Findings

The Results of the Introduction Stages : In this stage, the survey research of needs analysis of English for *Aqidah* and Islamic philosophy students from a different perspective was conducted. The data were gained from multi resources, those were students and lecturers by using a questionnaire, interview, and document analysis. There were three informants for the research each of whom is described as follows: 1. The head of *Aqidah* and the Islamic philosophy department. This informant is of paramount importance since he knows everything about the overall organization of the study program. 2. An English Lecturer for the Program The English lecturer is the one who experiences teaching English in class. Not only does he/she deal with the teaching materials but also how he/she handles the class. 3. An *Aqidah* and Islamic philosophy lecturers are reliable resource person from whom the data about particular *Aqidah* and Islamic philosophy concepts were taken. He / She has much information as to what extent the students comprehended the *Aqidah* and Islamic philosophy terminologies in English. Students from the third semester in the academic years 2017/2018 at State Islamic University of Makassar who have learn English for one semester were taken as the samples of the research. The multiple resources and multiple instruments used in this research provides an insightful overview of the ESP practices.

The students and lecturers' perspective of learning ESP include the general perception of English for *Aqidah* and Islamic philosophy students, the perception of learning needs in the ESP classroom, the perception of language needs and the overview of the curriculum or syllabus used for *Aqidah* and Islamic philosophy department.

- a. The perception of learning needs of the students of *Aqidah* and Islamic philosophy in the ESP classroom. This part explains the perceptions of the students and lecturers of learning needs in the ESP classroom for *Aqidah* and Islamic philosophy students. It covers the general perception of the English language used for *Aqidah* and Islamic philosophy students, the English language skills which are mostly required, and the learning and teaching activities that are mostly preferred.
- b. The general perception of the English language uses English for *Aqidah* and Islamic philosophy students. English is very important for those who are studying and working in *Aqidah* and Islamic philosophy field. To be successful in the understanding of historical philosophy, the *Aqidah* and Islamic philosophy student should perform the English competencies, Reading a lot of historical books about at.

Table 1. The Importance of the English for Students of *Aqidah* and Islamic Philosophy Department

Respondents	To be successful in the study	To be successful in career	To exchange information	To get scholarship	To fulfil personal needs
Students	3.57	3.77	3.60	2.93	3.13
Lecturers	3.53	3.57	2.93	2.93	3.73
Average	3.55	3.67	3.26	2.93	3.43

0 – 1.50 = Not important; 1.51 – 2.50 = Less important
 2.51 – 3.50 = Important; 3.51 – 4.00 = Very important

The English language is recognized to be at an important level as a tool for exchanging information, fulfilling personal needs and getting scholarships. The importance of English for succeeding in the study has been recognized by the respondents differently. Most of the lecturers, the students think that English is very important for succeeding in the study.

1. Perceptions Of Using Language Skills For The Students Of *Aqidah* And Islamic Philosophy Department

The four English language skills are important for the students of the *Aqidah* and Islamic Philosophy department. All the skills cannot be separated from each other as they are all integrated skills. Speaking skills, for example, cannot be separated from listening skill, writing skill cannot be separated from reading skill.

2. The reading material is most suitable to meet the ESP course in *Aqidah* and Islamic Philosophy department.

States Islamic University, the University of UIN Alauddin, also known as UIN Alauddin Makassar, is a state university in eastern Indonesia. As a state university, UIN Alauddin Makassar is coordinated under religion ministry, which is a government-funded institution that coordinates state higher education in Indonesia. The UIN Alauddin Makassar provides higher education, research activities, and community services based on Islamic conduct with an emphasis on student self-sufficiency and entrepreneurship. The characteristics of the academics at the university are courses on Al-Islam, intending to prepare a religious scholar. The courses offered consist of academic education and professional education.

3. The Results of the Development Stage

Results of the data elicited from the survey through questionnaires, interviews, observation, and documentation have been analyzed and put in the table to be described quantitatively and qualitatively. The results of the survey are used to develop the course design of the English language for *Aqidah* and Islamic philosophy students.

Table 7. The Results of the Course Design Framework Evaluation

Content	Average Score	Description	Follow up
1. Content			
1.1. Are the unit content relevant to	3.7	Very Good	No revision needed your level and needs?
1.2. Do the materials cover a variety of topics and situations appropriate to your level & need?	3.0	Good	No revision needed
○ Are the units and topics arranged in a logical sequence?	3.0	Good	No revision needed
○ Does the material give you an opportunity to practice more speaking and writing than listening and reading?	3.3	Very Good	No revision needed
○ Do the materials use authentic text or dialogue?	3.3	Very Good	No revision needed
	3.2	Very Good	No revision needed
2.Vocabulary and Structure			
2.1 Are the language functions, language focus and average number of new words appropriate to your Level and needs?	3.2	Very Good	No revision needed
2.2 Are the language functions, language focus and average number of new words appropriate to your needs in the workplace?	3.3	Very Good	No revision needed
2.3 Is there an attempt to bring in vocabulary relevant To your needs?	3.3	Very Good	No revision needed
Activities/Exercises/Tasks			
○ Are the activities, exercises and Are tasks interesting?	3.7	Very Good	No revision needed
○ Do the activities, exercises, and tasks aim at developing fluency	3.6	Very Good	No revision needed

and accuracy?			
○ Do they provide opportunities for real-world use of language in the workplace?	3.6	Very Good	No revision needed
○ Are the situations appropriate to the learners' level and needs?	3.6	Very Good	No revision needed
○ Do the activities, exercises, and tasks provide for varying learning arrangements like pair work, role play, and working individually?	3.5	Very Good	No revision needed
○ Are the activities, exercises, and tasks focused more on speaking and writing than reading and listening?	3.5	Very Good	No revision needed
○ Do the activities, exercises, and tasks allow for an integration of skills?	3.6	Very Good	No revision needed
○ Are the instructions for the activities, exercises, and tasks simple and clear?	3.5	Very Good	No revision needed

Supplementary/Supportive Materials

4.1 Are their tapes for pronunciation practice or listening? Is comprehension available?	3.0	Good	No revision needed
4.2 Are there any other supplementary materials like sources of authentic materials available or recommended?	3.5	Very Good	No revision needed

Illustrations

5.1 Do the materials have illustration?	3.0	Good	No revision needed
5.2 If they do, are the materials attractive and motivating?	3.3	Very Good	No revision needed

V. DISCUSSION

Based on the findings of this chapter, the researcher puts forward some discussion of this research as following as:

1. **The learning needs of the nature of the current materials to the students of *Aqidah* and Islamic Philosophy in State Islamic University Alauddin Makassar.** a. English is very important for those who are studying and working in the field. To be successful in a philosophy carrier, the employees should perform the English competencies. b. The main purpose of learning English in the ESP classroom is mostly for working, the examination, for getting a job, and to continue study. c. Perceptions of using language skills for the students of the *Aqidah* and Philosophy department. d. The language skills are mostly used by the students of the *Aqidah* and Islamic Philosophy department.
2. **The language needs of new ESP reading material be designed for students of the *Aqidah* and Islamic Philosophy department.** a. The lecturer perceptions on the level of the frequency of using English in the workplace is higher than students. b. The perception of using language functions is different for each respondent. The students' perception on using language functions stated that 'vocabulary list, *Aqidah* and Islamic philosophy discourses', and 'Answer questions', are very important. While the lecturers' perceptions put all of the language functions are very important for the students of *Aqidah* and Islamic philosophy.

The findings of the present study were in line with the previous study conducted by Fauzi and Hanifah (2019). The results were then analyzed. The result of needs analysis became the basis for the researchers to design a course framework. The course framework was then developed into a syllabus. Finally, the syllabus became the basis for designing reading materials. The reading materials for Vocational High School Husada Pratama applied a topical syllabus. Each lesson or unit had different topics, greeting and introduction. Introduction about a nurse, health, dialogue conversation nurse and patient, eat healthy food, profile a nurse, tools, disease, nutrition, the healthy diet pyramid. Each lesson also adopted various reading skills or strategies. Rizal (2017) his the purpose of his study was to produce ESP English reading comprehension instructional materials based on Islamic Educational Studies (IES) following the characteristics of Islamic Education Study Program students of Tarbiyah Faculty. The procedure in developing this instructional material was adapted from Borg and Gall's research and development model. Kusumawardani (2019) did a research study that learner of tourism program needs more speaking activities and pronunciation practice. They also need to be exposed to numerous videos and pictures, asking and giving questions, and vocabulary practice. The product of material development was validated by the tourism program teacher and responded that the product met the learners' needs. This product of material development is suitable for tourism program learners. Kurniawan, Ngadiso, Diah Kristina (2017) research was aimed at developing an ESP learning material to fulfil the students' needs in Learning English towards technical automotive skill program at vocational high school. It used Research and Development (R&D) proposed by Borg and Gall as the research design of this research. This study was oriented to the product development in the form of a procedural model and was conducted in two main stages; (1) exploration stage and (2) product development stage. Widodo (2015) got in his research that the analysis of the actual use of the materials by the teachers and the students revealed that they had opportunities to explore different vocational texts, to analyze how language works in these texts, and to use the language as a tool for communication, knowledge building, and social participation.

The findings the all researches some previous studies above, they had developing reading materials were different. There was the course framework was developed into a syllabus, there two used procedures in developing this instructional material were adapted from Borg and Gall's research and development model, there was the product of material development was validated by the tourism program teacher and responded that the product met the learners' needs, and there gave explore different vocational texts. Using the reading levels construction to guide instruction allow the lecturer to engage all students in respectful tasks to promote independence and move toward proficient performance. Using the reading levels and the constructed reading as a framework, the lecturer can identify at which level student comprehension breaks down and simplifying the activities or ratcheting them up to a more complex level.

VI. CONCLUSIONS AND SUGGESTIONS

Conclusions

This chapter deals with the conclusions of the research findings as to the answers to the earlier research questions and provides several suggestions relating to future research and another researcher who might be interested in developing these topics. Based on findings and discussions in the previous chapter, the researcher puts forward the following points as the conclusions of the research.

1. The student's needs in learning ESP for *Aqidah* and Islamic Philosophy department consist of learning needs and language needs. Learning needs in this present study covers two main aspects: language skills and learning preferences.
2. The distribution of English in the Competence-Based Curriculum for the *Aqidah* and Islamic Philosophy department is not relevant to the content of the Units of Standard Competency for the department. In the curriculum, English subject is divided into two main subjects; English for General Purposes (EGP) and English for Specific Purposes (ESP). EGP is provided for three semesters, from basic level to upper intermediate level, while ESP is provided for two semesters, from basic level to middle level while the Units of Standard Competency provide three main levels from basic to high operational level and all the elements and performance criteria in each unit are focused on English for Specific Purpose.
3. The ESP course for *Aqidah* and Islamic Philosophy department was designed based on the results of needs analysis as the starting point in the introduction stage of the research and development while in the development and testing stages applied by constructing Hillocks' reading materials model. The results of needs analysis have shown that an integrated or a mixed syllabus of three types of the syllabus; Topical or Content-based syllabus, Functional syllabus, and Competence-based Syllabus are suitable for the needs of the students in learning ESP reading material. The three types of the syllabus are used to provide the teaching materials and activities that can fulfil the learning needs, language needs, and curriculum demands. Learning needs and language needs for each criterion is given different priority in designing and developing the course.

Suggestions : Based on the previous conclusions, the researcher puts forward the following suggestions of the research.

1. In designing and developing the course particularly for the ESP course, the student's needs should be taken into account as the starting point in developing the teaching materials.
2. All the English subjects should focus on the ESP to suit the content of the Units of Standard competence in the syllabus.
3. Hillocks' construction in the reading materials model is recommended approach in developing instructional material for whoever he/she wants and interest in this field.
4. It is suggested to use the results of needs analysis in this present study to design the ESP reading materials for *Aqidah* and Islamic philosophy students at all levels with different level of difficulties.

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