

---

## ANALYSIS OF ENGLISH USE BY STUDENTS OF INDUSTRIAL ENGINEERING STUDY PROGRAM UNIROW TUBAN: CHALLENGES AND SOLUTIONS

**Anggia Kalista, Devied Febriyanto**

[anggiakalista@gmail.com](mailto:anggiakalista@gmail.com), [deviedf@gmail.com](mailto:deviedf@gmail.com)

Universitas PGRI Ronggolawe

Jl. Manunggal 61 Tuban, East Java, Indonesia

---

### Article History:

Received:  
January 9, 2023

Revised:  
March 15, 2023

Accepted:  
May 12, 2023

---

### Corresponding Author:

[anggiakalista@gmail.com](mailto:anggiakalista@gmail.com)

**Abstract:** English Academic Purposes (EAP) is becoming increasingly important in various fields, including industrial engineering. This study aims to analyze the current challenges faced by students in the Industrial Engineering study program regarding English use and propose potential solutions. The analysis is conducted through questionnaires and interviews with students, focusing on their experiences and difficulties in English language learning. The challenges identified include limited exposure to English-speaking environments, lack of interactive learning resources, and inadequate support in English proficiency development. Purposes of this research is to address these challenges; several solutions are proposed. First, incorporating English language activities and projects into the Industrial Engineering curriculum. Second, providing more interactive learning resources, such as language labs, conversation partners, and online platforms, to enhance speaking and listening skills. Third, organizing extracurricular activities, such as English workshops. The findings of this study can guide educational institutions in identifying the challenges faced by students in English language learning and assist in the implementation of effective solutions. By improving English proficiency within the study program, they will be better prepared to thrive in a globalized industrial engineering environment.

**Keywords** – *EAP, Industrial Engineering, challenges, solutions, language learning*

---

## INTRODUCTION

In the current era of globalization, English language skills have become one of the important competencies, especially for students of Industrial Engineering study programs. The author as the head of the study program always pays attention to every teaching and learning process that occurs in the Industrial Engineering study program. One of the challenging courses for students is mastery of English. This is because English is often used

in various academic and professional contexts, ranging from making abstracts in a scientific paper, compiling research reports to communicating with international colleagues. Therefore, research on the use of English by students of the Industrial Engineering study program becomes relevant to identify the challenges faced and offer effective solutions. First we need to know that English language teaching can be English for General Purposes (EGP), and English Academic Purposes (EAP) teaching. where there are many similarities in objectives and connections in the needs of learners so that the material content can be designed more quickly with a high degree of flexibility (Asmara et al., 2016).

EAP needs identification remains a significant concern in the presentation of this paper for at least three reasons: the extraordinary role of researchers who have authoritative decisions in the needs analysis process where accuracy must be raised as well as to reduce subjectivity if possible by complementing affective aspects in the need analysis (Alastal, 2012). This emotive element is rarely connected with needs analysis findings, particularly those relating to EAP learners' backgrounds, interests, and motivation. The entire requirements analysis approach is still focused on two key points: target needs and learning needs (Rodli & Prastyo, 2017). As a result, the scope of this study must be expanded to include affective components because the emotional factors of the learners must be considered.

In this research, there are several problems that will be discussed related to the use of English by students of the Industrial Engineering study program Academic Year 2020 Universitas PGRI Ronggolawe Tuban. Here are some of the issues that will be discussed:

1. Limited communication skills: Students of Industrial Engineering study program may face difficulties in communicating effectively in English, both in formal and informal situations. Limited vocabulary, grammatical incomprehension, and difficulty expressing thoughts correctly can be obstacles to interacting in English.
2. Comprehension of academic texts: Students of the Industrial Engineering study program are often exposed to reading materials and academic materials in English, such as research journals, scientific articles, or reference books. Challenges in understanding such academic texts, including identifying the core of the writing, understanding complex concepts, and interpreting data, can hinder the understanding of courses and research activities.
3. Writing skills: The ability to write academics in English can also be a problem for students of the Industrial Engineering study program. Challenges in preparing abstracts, research proposals, project reports, or scientific papers can arise due to limited understanding of grammar, unclear organization of thoughts, or difficulty conveying ideas in writing.
4. Supportive learning environment: A learning environment that is less supportive in the use of English can also be a problem. Students of Industrial Engineering study programs may not have sufficient opportunities to practice English, whether in group discussions, presentations, or interacting with native English speakers. This lack of opportunities can hinder the improvement of their English skills.

In this scientific work, these problems will be further investigated with the aim of identifying the factors that influence them and offering effective solutions to improve the use of English by Industrial Engineering study program students.

Therefore, this study aims to identify the target needs and learning needs to solve the problem of EAP in Industrial Engineering Study Program based on the previous study Prototyping English for Academic Purposes (EAP) (Anwar & Wardhono, 2019)

#### Review of Related Literature

In this literature review, several studies related to the use of English by students of the Industrial Engineering study program will be presented. These studies provide a broader understanding of the challenges and factors that influence students' use of English in this context. Here are some relevant literature reviews:

In the context of EAP learning, the instructors and the designers of syllabus and learning materials must naturally be able to work well together and understand each other to proceed at all stages to achieve accountable final goals. This must be done because the needs analysis always provides a special portrait for each group of learners in accordance with their background (Anwar & Wardhono, 2019).

This study identifies the English language needs of Industrial Engineering study program students using surveys and interviews. The results showed that students need good communication skills in English, especially in speaking and writing. In addition, factors such as curriculum, teaching methods, and learning environment also affect the use of English by Industrial Engineering students (Suratmi, 2019).

This research focuses on the use of English for Specific Purposes (ESP) in the Industrial Engineering study program. The results showed that students of this study program face challenges in understanding complex academic texts and expressing their opinions clearly in English. The proposed solutions include developing an ESP curriculum that is more relevant to student needs, as well as improving writing and speaking skills through more interactive teaching methods (Pradana, 2018).

This study aims to analyze the level of English proficiency and academic achievement of Industrial Engineering study program students. Through measurements of English language proficiency and academic achievement, the study found a positive relationship between good English language proficiency and high academic achievement in courses taught in English. In conclusion, it is important for students of this study program to improve their English language skills in order to achieve better achievements in courses that use English (Ramadhani & Akbar, 2017).

A need analysis is the initial step in determining the material content and learning methodologies that will be implemented, which includes assessing potential learners' expectations and aspirations (Alastal, 2012). To ensure the successful implementation of EAP, all materials generated must modify the level of these wishes and expectations. The success of this process serves as the primary deciding capital in developing the following stage, which is the production of instructional materials that include learning methodologies and media (Conole, 2013).

In practice, needs analysis can be separated into two distinct categories: objective needs and emotive needs. The analysis of needs related to what will be learned by learners, including previous abilities, language skills that have not been mastered, media and chosen learning methods, and evaluation tools that can be used, can be classified as objective needs. Even EAP learning media and assessment must be able to satisfy the needs of English learners for the use of information technology, which is currently developing and in high demand (Machmud, 2018). Meanwhile, effective needs are learning expectations that students have in the form of attitudes, interests, motivations, and so on.

## METHOD

In this study, a combination approach between qualitative and quantitative research methods was used (Creswell & Creswell, 2018). This approach will provide a comprehensive understanding of the use of English by students of the Industrial Engineering study program. The students of Industrial Engineering Unirow Tuban academic year are 52 and 40 students answered all questionnaire on time. Here are the methodological steps to be used:

### 1. Research Design:

This research will use a mixed methods research design, which combines qualitative and quantitative data analysis. With this approach, data will be collected in the form of surveys and observations.

## 2. Data Collection:

a. Surveys: Surveys will be conducted to collect quantitative data. This survey will be distributed to students of the Industrial Engineering study program to obtain information about their experience in using English, the challenges they face, and their perceptions of the English language learning program. These surveys can contain rating scaled questions, multiple choice, or open-ended questions.

b. Observation: Direct observation will be conducted to collect qualitative data. Observations will be made in real situations, such as when students communicate in English, participate in academic activities, or engage in research projects. These observations will help in understanding the context of students' English usage in more depth.

## 3. Data Analysis:

Quantitative data obtained from surveys will be analyzed using statistical methods such as descriptive analysis, correlation analysis, and hypothesis testing. Qualitative data from observations will be analyzed thematically using ATLAS.ti, by identifying patterns and findings that emerge from the data.

## 4. Interpretation and Discussion:

The results of data analysis will be interpreted and discussed to identify challenges faced by Industrial Engineering study program students in the use of English. The findings will be linked to relevant theories and previous research to provide a deeper understanding of this phenomenon.

By using a mixed research design and combining qualitative and quantitative data, this research is expected to provide a comprehensive understanding of the use of English by Industrial Engineering study program students as well as effective solutions to improve their English language skills.

## FINDINGS AND DISCUSSIONS

### FINDINGS

After analyzing data from surveys and observations, several important findings can be identified about the use of English by students of the Industrial Engineering study program. Here are some of the findings that may be revealed in this study:

#### Curriculum used in the teaching and learning process

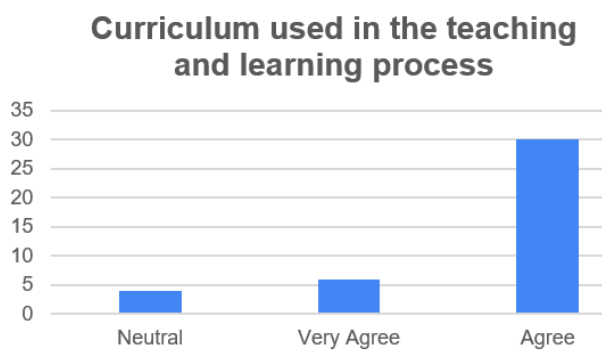


TABLE (chart) 1. English Curriculum as an ESP lesson

#### Curriculum:

Based on the data provided, of the 40 students interviewed about the English curriculum in the Industrial Engineering Study Program, the majority of students, namely 30 out of 40, or as many as 75%, agreed. This shows that most students feel that the English curriculum is in accordance with the vocabulary in the study program.

In addition, as many as 6 out of 40 students, or about 15%, expressed strong approval of the English curriculum. This shows that there are a number of students who are very satisfied with the English curriculum taught.

However, there are also as many as 4 out of 40 students, or about 10%, who say they are ordinary. Although this number is smaller than those who agree and strongly agree, it should be noted that there are a number of students who feel the English curriculum still needs to be improved or does not fully suit their needs.

Overall, the data shows that most students agree or strongly agree with the English Curriculum in the Industrial Engineering Study Program. However, it is important to keep paying attention to feedback from students who feel normal to continue to evaluate and improve the curriculum.

### To Lecturers

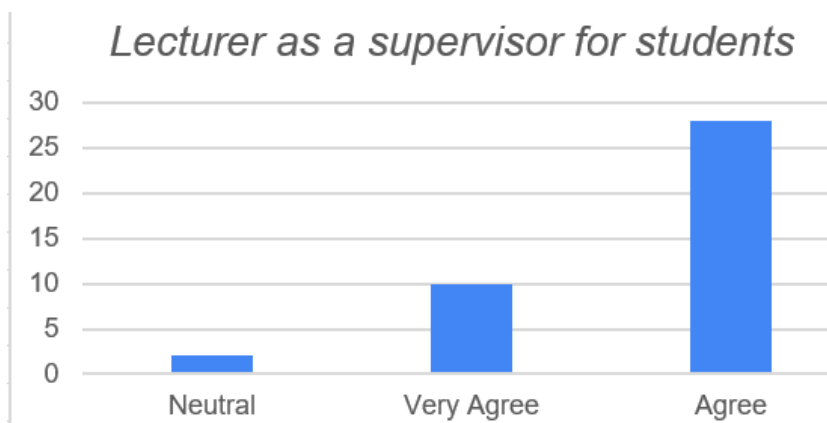


TABLE 2 Lecturer as a supervisor for students

Based on the data provided, of the 40 students interviewed about the English course supervisor in the Industrial Engineering Study Program, most of the students, namely 28 out of 40, or as many as 70%, agreed that the supervisor was active in class.

In addition, there are also as many as 10 out of 40 students, or about 25%, who express strong approval of English course teachers who actively enter the classroom. This shows that there are a number of students who are very satisfied with the availability of tutors in the class.

However, there are also as many as 2 out of 40 students, or about 5%, who say they are normal about being active in class by the English course supervisor.

Overall, the data shows that most students agree or strongly agree with English course teachers who actively enter class. This shows that the supervisor is active and involved in lecture activities.

However, keep in mind that there are still a number of students who feel ordinary. Therefore, it is important to continue to listen to feedback from students and ensure that English course teachers remain active and involved in classroom activities and continue to improve the quality of their learning.

Based on the data provided, there are several important points in the analysis of reading material provided by English teachers in the Industrial Engineering Study Program:

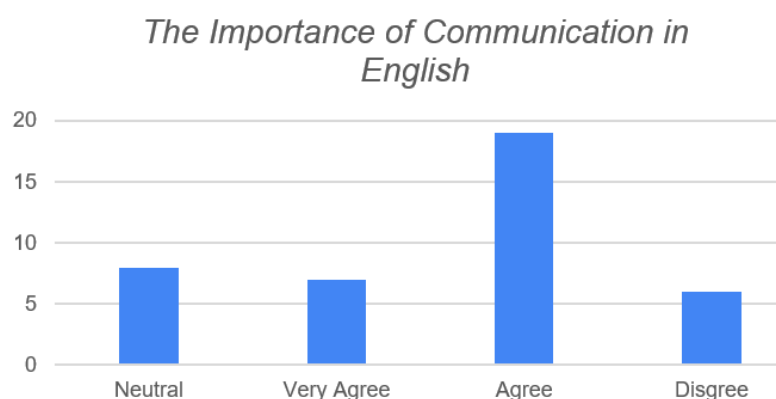
- There were 40 students consulted, as many as 32 students (80%) agreed that English teachers should provide English reading materials that are in accordance with terms often used in the Industrial Engineering Study Program. This shows that the majority of students support the use of reading materials related to their field of study.

- In addition, 7 students (17.5%) expressed strong agreement with the concept. In other words, a small number of students strongly support the use of English reading materials that are in accordance with Industrial Engineering terms.

- There was also 1 student (2.5%) who stated that English teachers provided ordinary English reading material. Although this percentage is low, it is still important to pay attention to their opinions and perhaps evaluate whether there is an additional need in the delivery of reading material.

Based on these data, it can be concluded that the majority of students support the use of English reading materials in accordance with terms that are often used in the Industrial Engineering Study Program. This shows the importance of adopting relevant reading material and can help students gain a useful understanding of English in their field of study.

### **The Importance of Communication in English.**



*TABLE 3 The Importance of Communication in English.*

Based on the data provided, there are several important points in the analysis of the use of communication in English:

- All of the 40 students polled, 19 students (47.5%) agreed to use communication in English. This shows that almost half of students support and feel comfortable using English as a medium of communication.

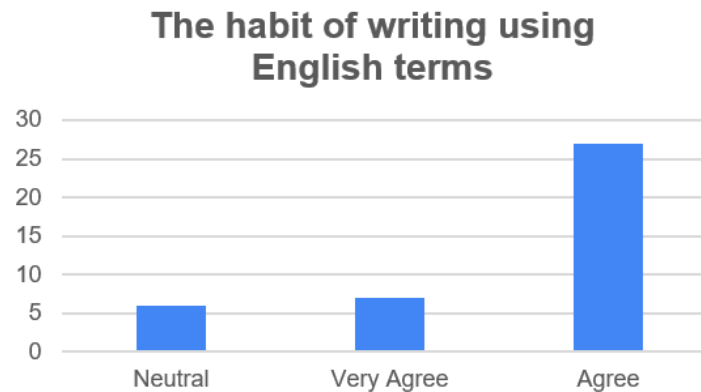
- In addition, 7 students (17.5%) strongly agreed with the use of communication in English. In other words, there is a small percentage of students who strongly support the use of English in communication.

- There were also 8 students (20%) who stated that they felt normal regarding the use of communication in English. Although this percentage is not very high, it shows that some students are neutral and do not have a strong preference regarding the use of English.

- However, there were 6 students (15%) who expressed disapproval of the use of communication in English. Although this percentage is relatively low, it is still important to pay attention to their opinions and find suitable solutions to meet their communication needs.

Based on these data, it can be concluded that the majority of students have an attitude to support the use of communication in English. However, keep in mind that there is a group of students who feel ordinary or disagree. Therefore, it is important to find a balance in the use of English as a medium of communication, accommodate the needs of all students, and provide the necessary support and training for those who need it.

### The habit of writing using English terms



**TABLE 4**

Based on the data provided, several analytical conclusions can be drawn related to writing skills and English language skills in using technical terms:

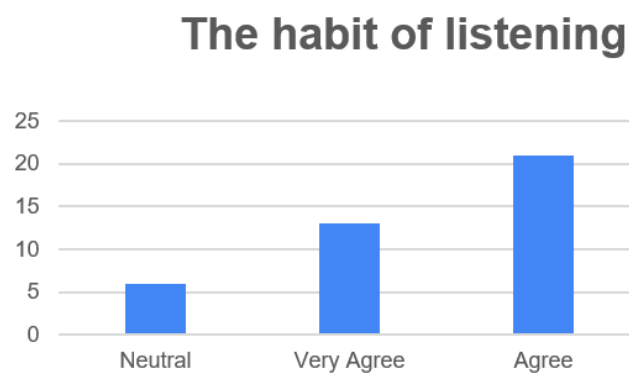
- All of the 40 students polled, 27 students (67.5%) agreed to practice writing frequently using Technical English terms. The majority of these students support the importance of practicing writing using language relevant to their field of study.

- In addition, there were 7 students (17.5%) who said they strongly agreed with the concept. This shows that a small percentage of students firmly support the importance of practicing writing using Technical English terms.

- However, 6 students (15%) felt more ordinary related to often practicing writing using Technical English terms. This suggests some students may feel neutral and not have a strong preference for writing exercises using more specialized language.

Based on these data, it can be concluded that the majority of students support the importance of practicing writing using Technical English terms. This shows that students realize how important it is to develop their writing skills using language appropriate to their field of study. Therefore, it is highly recommended to heed this majority opinion and provide relevant exercises and reading materials to support the development of writing skills and understanding of Engineering English for students.

### The habit of listening



**TABLE 5** Students' English Listening Habit

There were 40 students, 21 students expressed "Agree" on Often practice listening to English in the form of conversations, movies, and songs  $21/40 \times 100\% = 52.5\%$

There were 40 students, 13 students expressed "Strongly Agree" on Often practicing listening to English in the form of conversations, movies, and songs  $13/40 \times 100\% = 32.5\%$ , the 40 students, 6 students stated "ordinary" often practice listening to English in the form of conversations, movies, and songs  $6/40 \times 100\% = 15\%$ .

Based on the above data, the writer concluded:

1. Challenges in communication skills: These findings reveal those students of the Industrial Engineering study program face difficulties in communicating effectively in English. They may experience limited vocabulary, obstacles in correct pronunciation, or lack of confidence in speaking English. This can affect their ability to interact with peers, lecturers, and professional environments that use English.

2. Difficulties in comprehension of academic texts: These findings show that students of Industrial Engineering study programs face challenges in understanding complex academic texts in English. They may have difficulty identifying the core of the writing, understanding complex concepts, and interpreting data or information in academic texts. This can affect their ability to gain new knowledge, analyze research, or make evidence-based arguments in English.

3. Fairly writing skills: This finding explains that students of the Industrial Engineering study program have limitations in writing skills in English. They may have difficulty drafting research proposals, project reports, or scientific papers.

#### **Interview**

From these findings, the authors interviewed students randomly while they were conducting academic advisors. The author divides into 3 categories, namely: Strongly Agree, Agree, and ordinary. From these results, the author interviewed more deeply those who chose ordinary.

In the statement, the authors point out that they have conducted research and interviewed a random number of students during the time they were consulting with academic advisors. The authors then grouped the students into three categories: "Strongly Agree," "Agree," and "Neutral."

After conducting initial interviews with all categories, the author decided to conduct more in-depth interviews with students who fall into the "Neutral" category. This choice may be based on a desire to learn more about the reasons behind their less enthusiastic or less oppose attitude to the academic advisor.

More in-depth interviews may involve more detailed questions, such as delving into students' understanding of the role of academic advisors or factors influencing their perception of the benefits of academic advising. In this way, the authors hope to gain a deeper insight into students' attitudes and views in relation to the use of academic advisors.

This explanation is based on the information provided in the statement. If any additional information can be provided, I may be able to provide a more detailed explanation or provide additional relevant information.

If search results from the Academic Information System (SIA) conclude that students who fall into the "Neutral" category are less active students, this provides further insight into why they have such attitudes towards academic advisors.

A student's lack of activity can have an impact on their perception of the need to consult an academic advisor. Students who are less active may feel that they do not need



additional help or guidance from an academic advisor because they are not very involved in overall academic activities.

However, although they are considered "Neutral" in their view of academic advisors, this does not mean that they should be ignored. In-depth interviews conducted by the authors may aim to understand more deeply why these students are less active and what can be done to increase their involvement in the academic process.

By understanding the factors that influence student attitudes and engagement levels, educational institutions can adopt strategies that are more effective in providing academic support and assistance to those who are less active. Strategies such as more proactive academic advising programs or the development of mentoring programs can help address these issues and improve academic outcomes and student satisfaction.

In these cases, further research or a more in-depth analysis of the level of student involvement in academic activity can provide a more complete picture and provide the necessary framework to address these issues more effectively.

In order to be balanced, in addition to students, interviews are also carried out to the Teaching Lecturers. Here are some questions that you might be able to ask to English Language Teaching Lecturers related to problems and solutions in learning English for Industrial Engineering students:

1. What are the difficulties often faced by Industrial Engineering students in learning English?
2. Are there any special problems related to technical vocabulary or English terms that often confuse Industrial Engineering students?
3. How do you encourage Industrial Engineering students to be more confident in communicating in English?
4. What strategies are successfully used to help Industrial Engineering students improve their ability to read and understand complex English texts?
5. How do you help Industrial Engineering students improve their ability to write in English well and effectively?
6. How do you deal with the problem of motivation and boredom in learning English for Industrial Engineering students?

## **Discussion**

If an Industrial Engineering student is having trouble learning general English because they have a specific vocabulary. According to Drew (2023), Technology is anything that is newly created based upon the cutting-edge knowledge of the era like electricity, laptops, money, smartphone etc that support the learning process. While Edmonger (2021) claims that the vital roles of technology in education is that teachers can serve all study material so that students can better understand the topics and solve the problem easier via Edtech. Here are some solutions that can help:

1. Read relevant materials: Students can search for reading materials related to Industrial Engineering in English. This will help expand their vocabulary with terms and phrases that are specific to the field.

2. Using online resources: There are many free online resources that can help improve your understanding of technical English. By using websites, video tutorials, online courses, or mobile apps that specifically cover Industrial Engineering vocabulary, students can learn in a more focused and effective way.
3. Form a study group: Join a study group consisting of other Industrial Engineering students who also want to improve their English skills. Study groups can exchange tips, practice conversations, and discuss material together.
4. Attend special courses: Students can take English courses dedicated to Industrial Engineering. There are educational institutions and private institutions that offer courses specifically designed to assist students in learning vocabulary and communication related to the field.
5. Practice speaking with native speakers: Colle (2022) states that Speaking is a part of the important skills in learning English. Chatting with native English speakers directly will provide valuable experience in improving communication skills and understanding language expressions used in the field of Industrial Engineering. Students can join exchange programs or online communities that make it easy to interact with native speakers.

In addition, students also need to have a positive attitude and be diligent in learning English. With strong motivation and proper use of resources, their ability to learn technical English can continue to improve.

Based on the data presented in the findings to encourage Industrial Engineering students to be more confident when communicating in English, there are several steps that can be taken:

1. Build basic skills: Make sure students have a solid understanding of grammar, basic vocabulary, and listening skills. Mastering the basics of English will give them a solid foundation to build confidence in communicating.
2. Practice speaking regularly: Encourage students to engage in regular speaking practice. This can be done through role playing, group discussions, or participating in presentations in front of the class. The more often they practice, the more confident they will become.
3. Give constructive feedback: Always give positive feedback on their speaking skills and make constructive suggestions for improvement. This will help them see their progress and encourage them to constantly improve their communication skills.
4. Create a supportive environment: Create a supportive environment where students feel comfortable practicing speaking English without fear of making mistakes. Encourage them to actively participate in class discussions, study groups, or English clubs.
5. Simulate real-life situations: Give students the opportunity to practice communicating in real-life situations relevant to the field of Industrial Engineering. For example, they can participate in role plays to practice communicating with clients, project presentations, or conduct simulated job interviews in English.
6. Give examples of role models: Introduce them to examples of successful role models in communicating in English in the field of Industrial Engineering. It could be a video presentation, interview recording, or other online resources. This will provide motivation and inspiration for them to improve their communication skills.

Finally, it's important to remind students that mistakes are a natural part of learning. Don't be ashamed if you make mistakes, because practice makes perfect. Encourage them to see mistakes as opportunities to learn and grow. By providing support, positive reinforcement, and through consistent practice, Industrial Engineering students will be more confident in communicating in English.

To help Industrial Engineering students improve their ability to read and understand complex English texts, here are some strategies that work:

1. Strong vocabulary comprehension: Students need to build a strong vocabulary in English, including terms specific to the field of Industrial Engineering. This can be achieved through reading and studying vocabulary regularly as well as jotting it down for repeated and review.
2. Practice reading regularly: Encourage students to read material in English regularly. This could include textbooks, journal articles, industry bulletins, and Industrial Engineering-related publications. Regular reading practice will help them get used to sentence structure, reading style, as well as improve reading speed and comprehension.
3. Apply effective reading strategies: Teach students about effective reading strategies, such as looking at titles, reading summaries or abstracts, paying attention to keywords, using context to understand meaning, and taking notes while reading. This will help them in understanding the reading as a whole.
4. Group discussion: Talk about reading with study group members or classmates. These discussions can help clarify understanding of the material, share thoughts, and see different perspectives. Discussions can also help identify areas that are still confusing and improve students' critical skills.
5. Annotations while reading: Encourage students to take notes, mark up, and underline important passages while reading. This helps them interact with the text, identify key points, and makes it easier to revise and return to relevant sections later on.
6. Text comprehension exercises: Provide text comprehension tasks, such as answering questions, summarizing, or summarizing from the text read. These tasks help students to test their comprehension and strengthen their reading skills.
7. Use of additional resources: Get access to additional resources such as dictionaries, glossaries, or vocabulary-based apps to help students when they encounter unfamiliar words or terms in complex texts.
8. Guidance and feedback: Provide guidance and feedback related to students' reading and comprehension skills. This can be done through individual tutoring sessions or periodic assessments. Constructive feedback will help students correct mistakes and develop better strategies for reading and understanding complex texts.

By applying these strategies consistently and with the right support, Industrial Engineering students can improve their ability to read and understand complex English texts. Lecturers have an important role in helping Industrial Engineering students improve their writing skills in English well and effectively. Here are some roles of lecturers that can help in this regard:

1. Provide guidance: Lecturers can provide clear guidance on the proper structure and grammar in writing in English. They can explain the principles of writing, including introduction, idea development, and writing completion. Lecturers can also provide examples of good writing as a guide.
2. Giving writing assignments: Lecturers can provide various writing assignments relevant to the field of Industrial Engineering. These tasks allow students to practice organizing ideas and ideas in English in a structured manner. Lecturers should provide constructive feedback and help them understand the strengths and weaknesses of their writing.
3. Revise and edit: Lecturers can help students by revising and editing their writing. They can provide suggestions for changing structures, correcting grammar, and eliminating errors in writing. Lecturers also need to provide an explanation of mistakes that often occur so that students can learn from their mistakes.
4. Encourage writing publishing: Lecturers can encourage students to broaden their writing experience by submitting writings to journals or conferences relevant to the field of Industrial Engineering. Lecturers can provide encouragement and guidance in the publishing process and help students to hone their writing skills.
5. Provide resources and references: Lecturers can provide useful resources and references to assist students in writing in good and effective English. These can be books, journals,

writing guides, or related articles that can help students in expanding their knowledge and improving their writing skills.

6. Facilitate discussion and writing classes: Lecturers can facilitate discussions and writing classes where students can share ideas, provide feedback on each other's writing, and learn collaboratively. These discussions will help students to improve their writing skills by understanding different points of view and honing their analytical thinking.

7. Motivate and provide support: Lecturers have an important role in motivating students and providing positive support in the process of learning to write English. Lecturers can give appreciation and recognition to the hard work of students and encourage them to continue to develop their writing skills.

With the active role of lecturers, Industrial Engineering students can have a supportive environment to improve their ability to write in English well and effectively.

To prevent students from getting bored quickly in learning English, here are some ways that can be applied:

1. Create a fun learning atmosphere: Students tend to be more engaged and don't get bored quickly when they enjoy the learning process. Lecturers can use creative and interactive methods, such as games, group activities, or interesting short videos. This will help keep their enthusiasm for learning.

2. Relate to their interests and hobbies: Lecturers can look for ways to link English learning with students' interests and hobbies. For example, in a writing assignment, they may be asked to write about a topic they are passionate about or do a presentation on a topic relevant to their field of study. This will make learning more relevant and enjoyable.

3. Use interesting materials: Choose interesting and relevant learning materials for students. Use resources like videos, songs, podcasts, or articles that interest them. Interesting materials will help maintain student interest and make learning more vibrant.

4. Vary learning methods: In English teaching, use a variety of learning methods and techniques, such as word games, role play, simulation, listening to music, or watching movies. With a variety of learning methods, students will not be bored with a monotonous approach.

5. Apply project-based learning: Get students involved in English-based projects. These projects can include research, presentations, or creating short videos in English. Pay attention to the project being relevant to the student's interests and needs, so they feel motivated and actively involved.

6. Use technology and social media: Take advantage of technology and social media in English language learning. Lecturers can create online groups or social media channels to facilitate discussion, share resources, or assign additional assignments. Utilizing this technology will make learning more interactive and interesting for students.

7. Give recognition and appreciation: Lecturers need to give recognition and appreciation for students' efforts and achievements in learning English. It is motivated and boosts their confidence. Can give public praise in class, give certificates, or provide opportunities for students to share successful English learning experiences.

By applying some of these methods, lecturers can help prevent students from getting bored quickly in learning English and maintain their motivation to continue learning with enthusiasm.

## CONCLUSIONS AND SUGGESTION

### Conclusions

As a head of Industrial Engineering the researcher will observe based on the results of the analysis and discussion, conclusions will be drawn regarding the use of English by my students of the Industrial Engineering study program. Recommendations will also be

made to educational institutions, including changes in teaching methods, curriculum development, extracurricular activities, or improvements to facilities and learning environments to improve students' English language skills.

To solve limited communication the teacher makes a group discussion to speak English,

In reading comprehension of academic texts: Students of the Industrial Engineering study program are often exposed to reading materials and academic materials in English, such as research journals, scientific articles, or reference books in correlation with their subject. The ability to write academics in English the teacher always give task such as in preparing abstracts, research proposals, project reports, or scientific papers can arise due to limited understanding of grammar, unclear organization of thoughts, or difficulty conveying ideas in writing. To find out learning environment the teacher gives an opportunity in group discussions, presentations, or interacting with native English speakers.

### **Suggestion**

To help solve the problem, here are some suggestions I can give:

1. Practice regularly: Schedule a specific time each day to learn English. Consistency is very important in learning a new language.
2. Use available resources: Take advantage of textbooks, online materials, mobile apps, and other resources that can help you understand grammar, vocabulary, and general comprehension of English.
3. Speaking practice: In addition to learning in writing, it is also important to practice speaking English actively. There is a saying Practice make perfect. Don't be afraid or shy about making mistakes: When learning a new language, mistakes are a natural part. Don't be afraid to try and speak English even though you could make mistakes. By continuing to practice, you will understand and improve yourself even more.
4. Curriculum Evaluation regularly: English teachers are expected to always keep up with the times so that the curriculum will not be left behind.

### **REFERENCES**

- Alastal, A. A. (2012). Investigating the Academic English Language Target Needs of Undergraduates at the Faculty of Applied Science at Al-Aqsa University: Students' Perceptions. *The Asian ESP Journal Summer Edition*, 5, 26.
- Anwar, K., & Wardhono, A. (2019). Students' Perception of Learning Experience and Achievement Motivation: Prototyping English for Academic Purposes (EAP). *International Journal of Instruction*, 12, 271–288. <https://eric.ed.gov/?id=EJ1220216>
- Asmara, C. H., Anwar, K., & Ribeh, M. (2016). EFL Learners' Perception toward an Outdoor Learning Program. *International Journal of Education & Literacy Studies*. <https://doi.org/http://dx.doi.org/10.7575/aiac.ijels.v.4n.2p.74>
- Colle, T. (2022, September 29). *What is a Speaking Skill? Definition and Competencies* / *Tenrycolle.com*. Tenrycolle. <https://tenrycolle.com/skills/speaking/what-is-a-speaking-skill-definition-and-competencies/>
- Conole, G. (2013). *Designing for Learning in an Open World*. Springer.
- Creswell, J. W., & Creswell, D. J. (2018). *Research design* (5th ed.). Sage publications.

- Drew, C. (2023). *27 Technological Innovation Examples (Chronological Order)*. Helpful Professor. <https://helpfulprofessor.com/technological-innovation-examples/>
- Edmonger. (2021). *10 Important Roles Of Technology In Education*. Edmonger. <https://edmonger.com/2021/07/28/roles-of-technology-in-education/>
- Machmud, K. (2018). *Technology-integrated ESP (english for specific purposes) Instructions: The engineering students' perspectives*. [https://www.researchgate.net/publication/326973477\\_Technology-integrated\\_ESP\\_english\\_for\\_specific\\_purposes\\_Instructions\\_The\\_engineering\\_students'\\_perspectives](https://www.researchgate.net/publication/326973477_Technology-integrated_ESP_english_for_specific_purposes_Instructions_The_engineering_students'_perspectives)
- Pradana, A. S. (2018). English for Specific Purposes (ESP) in Industrial Engineering Study Program: Challenges and Solutions. *Journal of English for Academic*, 5(2), 51–57.
- Ramadhani, R., & Akbar, M. R. (2017). *Analysis of English Language Proficiency and Achievement in Industrial Engineering Department*. (P. C. Science (ed.)).
- Rodli, M., & Prastyo, H. (2017). Applying Reciprocal Teaching Method in Teaching Reading. *Studies in Linguistics and Literature*, 1(2). <https://doi.org/http://dx.doi.org/10.22158/sll.v1n2p112>
- Suratmi, Y. (2019). English Language Needs of Industrial Engineering Students. *International Journal of Education and Research*, 7(5), 1–16.