

**TINGKAT KEPENTINGAN DAN KEPUASAN SISWA SEKOLAH
MENENGAH KEJURUAN TERHADAP PEMBELAJARAN *ENGLISH*
*FOR SPECIFIC PURPOSES***

TESIS

Diajukan untuk memenuhi syarat untuk memperoleh gelar Magister Pendidikan
Teknologi dan Kejuruan



oleh

Tri Mandala Putra
NIM 2002270

**PROGRAM STUDI
PENDIDIKAN TEKNOLOGI DAN KEJURUAN
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2022**

TINGKAT KEPENTINGAN DAN KEPUASAN SISWA SEKOLAH
MENENGAH KEJURUAN TERHADAP PEMBELAJARAN *ENGLISH FOR
SPECIFIC PURPOSES*

Oleh
TRI MANDALA PUTRA
2002270

Sebuah Tesis yang Diajukan untuk Memenuhi Salah Satu Syarat Untuk
Memperoleh Gelar Magister Pendidikan pada Program Studi Pendidikan
Teknologi dan Kejuruan

© TRI MANDALA PUTRA
Universitas Pendidikan Indonesia
Januari 2022

Hak Cipta Dilindungi Undang-undang Tesis ini Tidak Boleh Diperbanyak
Seluruhnya atau Sebagian, dengan Dicitak Ulang, Difotokopi atau Cara Lainnya
Tanpa Izin dari Peneliti

TRI MANDALA PUTRA

TINGKAT KEPENTINGAN DAN KEPUASAN SISWA SEKOLAH
MENENGAH KEJURUAN TERHADAP PEMBELAJARAN *ENGLISH FOR
SPECIFIC PURPOSES*

Tesis ini telah disetujui dan disahkan oleh:

Pembimbing



Dr. Cica Yulia, M.Si.
NIP. 19800701 200501 2 001

Mengetahui

Ketua Program Studi Magister
Pendidikan Teknologi dan Kejuruan,



Prof. Dr. Ade Gafar Abdullah, S.Pd., M.Si.
NIP. 19721113 199903 1 001

ABSTRAK

English for Specific Purposes telah menjadi elemen penting di dunia Sekolah Menengah Kejuruan (SMK). Namun saat ini, literasi Bahasa Inggris siswa SMK masih berada pada kategori rendah. Berkaitan dengan hal tersebut, tujuan penelitian ini adalah untuk mengetahui tingkat kepentingan pembelajaran ESP dan tingkat kepuasan siswa SMK dalam mempelajarinya. Metode penelitian yang digunakan adalah kuantitatif deskriptif. Jumlah populasi dalam penelitian ini adalah sebanyak 516 siswa SMK kelas 12. Teknik pengambilan sampel menggunakan teknik *snowball sampling* dengan total responden 220 siswa SMK. Untuk menjawab rumusan masalah, penelitian ini menggunakan alat ukur *importance-performance analysis* dan *customer satisfaction index*. Validitas instrument penelitian dinyatakan valid dengan rata-rata nilai sebesar 0,602 untuk kepentingan dan 0,714 untuk kepuasan dan sangat reliabel dengan nilai masing-masing 0,880 dan 0,935 setelah diuji cobakan kepada 50 responden melalui *googleform*. Hasil penelitian menunjukkan bahwa secara umum kepentingan pembelajaran ESP berada di kategori *Hold* atau pertahankan kinerja dan ada beberapa atribut dari pembelajaran ESP yang perlu diperbaiki, seperti *listening, reading, writing, dan practical English*. Hasil lain mengungkapkan bahwa siswa SMK merasa puas terhadap pembelajaran ESP. Penelitian ini pun memberikan implikasi terhadap para pakar kurikulum ESP untuk menelaraskan pembelajaran yang diinginkan siswa SMK.

Kata Kunci: *Customer Satisfaction Index, English for Specific Purposes, Importance-Performance Analysis, SMK*

ABSTRACT

English for Specific Purposes has become an important element in the world of Vocational High Schools (SMK). However, at this time, the English literacy of SMK students is still in the low category. In this regard, the purpose of this study was to determine the level of importance of ESP learning and the level of satisfaction of vocational students in learning it. The research method used is descriptive quantitative. The total population in this study was 516 students of 12th grade SMK. The sampling technique used snowball sampling technique with a total of 220 SMK students as respondents. To answer the formulation of the problem, this study uses the importance-performance analysis and customer satisfaction index. The validity of the research instrument was declared valid with an average value of 0.602 for importance and 0.714 for satisfaction and very reliable with values of 0.880 and 0.935 respectively after being tested on 50 respondents via googleform. The results of the study indicate that in general the interests of ESP learning are in the Hold category or maintain performance and there are several attributes of ESP learning that need to be improved, such as listening, reading, writing, and practical English. Another result revealed that SMK students were satisfied with ESP learning. This research also has implications for ESP curriculum experts to align the learning desired by vocational students.

Keyword: Customer Satisfaction Index (CSI), English for Specific Purposes (ESP), Importance-Performance Analysis (IPA), Vocational High School

DAFTAR ISI

HALAMAN PERNYATAAN	i
UCAPAN TERIMA KASIH.....	ii
ABSTRAK	iv
DAFTAR ISI.....	vi
DAFTAR TABEL.....	viii
DAFTAR GAMBAR	ix
DAFTAR LAMPIRAN.....	x
BAB I PENDAHULUAN.....	1
1.1 Latar Belakang Masalah.....	1
1.2 Rumusan Masalah	3
1.3 Tujuan Penelitian.....	4
1.4 Urgensi Penelitian	4
1.5 <i>Novelty</i> /Kebaharuan Penelitian	4
BAB II TINJAUAN PUSTAKA.....	6
2.1 Kepuasan Pembelajaran Siswa SMK	6
2.2 Pembelajaran <i>English for Specific Purposes</i> (ESP) di SMK	7
2.3 Kerangka Pengukuran Kepuasan Pembelajaran ESP di SMK	13
2.3.1 <i>Importance-Performance Satisfaction</i> (IPA).....	13
2.3.2 <i>Importance-Satisfaction Analysis</i> (ISA)	16
2.4 Kerangka Pemikiran	17
BAB III METODE PENELITIAN.....	19
3.1 Desain Penelitian.....	19
3.2 Partisipan.....	20
3.3 Populasi dan Sampel Penelitian	20
3.3.1 Populasi.....	20
3.3.2 Sampel	20
3.4 Instrumen Penelitian.....	20
3.4.1 Kisi-kisi Instrumen Penelitian	21
3.5 Prosedur Penelitian.....	23

3.5.1 Tahap Awal Penelitian.....	24
3.5.2 Tahap Penyusunan Rancangan Instrumen	24
3.5.3 Tahap Pelaksanaan Penelitian.....	27
3.5.4 Tahap Akhir	27
3.6 Analisis Data	27
3.6.1 <i>Importance-Performance Analysis (IPA)</i>	28
3.6.2 <i>Importance-Satisfaction Analysis (ISA)</i>	29
BAB IV HASIL DAN PEMBAHASAN	31
4.1 HASIL	31
4.1.1 <i>Importance Performance Analysis</i> dari Pembelajaran ESP.....	31
4.1.2 Analisis Gap.....	36
4.1.3 <i>Customer Satisfaction Index (CSI)</i> dari Pembelajaran ESP	38
4.2 PEMBAHASAN	39
4.2.1 <i>Importance-Performance Analysis</i> dari Pembelajaran ESP	39
4.2.2 <i>Customer Satisfaction Index (CSI)</i> dari Pembelajaran ESP	41
BAB V Simpulan, Implikasi, dan Rekomendasi.....	45
5.1 Simpulan.....	45
5.2 Implikasi.....	45
5.3 Rekomendasi	46
DAFTAR PUSTAKA	48
LAMPIRAN 1	54

DAFTAR PUSTAKA

- Ahmad, Sami Hussein. (2016). Developing An ESP Material For IT Students : Need Analysis. (*IOSR-JHSS*) *Journal of Humanities and Social Sciences*, 21(10), 54–61. <https://doi.org/10.9790/0837-2110075461>
- Ahmadi, A., & Bajelani, M. R. (2012). Barriers to English for Specific Purposes Learning among Iranian University Students. *Procedia - Social and Behavioral Sciences*, 47, 792–796. <https://doi.org/10.1016/j.sbspro.2012.06.736>
- Ait Hattani, H. (2019). ESP Needs Analysis at the Moroccan University: Renewable Energy Engineering Students at EST Fes as a Case Study. *Journal of English Language Teaching and Linguistics*, 4(1), 101. <https://doi.org/10.21462/jeltl.v4i1.218>
- Aldohon, H. I. (2014). English for specific purposes (ESP) for Jordanian tourist police in their workplace: Needs and problems. *International Education Studies*, 7(11), 56–67. <https://doi.org/10.5539/ies.v7n11p56>
- Appleton-Knapp, S. L., & Krentler, K. A. (2006). Measuring student expectations and their effects on satisfaction: The importance of managing student expectations. *Journal of Marketing Education*, 28(3), 254–264. <https://doi.org/10.1177/0273475306293359>
- Arif, S., & Ilyas, M. (2013). Quality of work-life model for teachers of private universities in Pakistan. *Quality Assurance in Education*, 21(3), 282–298. <https://doi.org/10.1108/QAE-Feb-2012-0006>
- Badung, J. (2019). *Vol. 5 No. 2. Juli 2019*. 5(2), 46–57.
- Baker, D. A., & Crompton, J. L. (2000). Quality, satisfaction and behavioral intentions. *Annals of Tourism Research*, 27(3), 785–804. [https://doi.org/10.1016/S0160-7383\(99\)00108-5](https://doi.org/10.1016/S0160-7383(99)00108-5)
- Board, S., & Wales, N. S. (1990). *The Discourse of Geography: Ordering and Explaining the Experiential World*. 1989, 359–391.
- Botes, E., Gottschling, J., Stadler, M., & Greiff, S. (2020). A systematic narrative review of International Posture: What is known and what still needs to be uncovered. *System*, 90, 102232. <https://doi.org/10.1016/j.system.2020.102232>
- Breiter, D., & Milman, A. (2006). Attendees' needs and service priorities in a large convention center: Application of the importance-performance theory. *Tourism Management*, 27(6), 1364–1370. <https://doi.org/10.1016/j.tourman.2005.09.008>
- Chan, M. (2014). Communicative needs in the workplace and curriculum development of business english courses in Hong Kong. *Business Communication Quarterly*, 77(4), 376–408. <https://doi.org/10.1177/2329490614545987>
- Chauvin, R., Fenouillet, F., & Scott Brewer, S. (2020). An investigation of the structure and role of English as a Foreign Language self-efficacy beliefs in the workplace. *System*, 91, 102251. <https://doi.org/10.1016/j.system.2020.102251>

- Cheng, L., Im, G. H., Doe, C., & Douglas, S. R. (2020). Identifying English Language Use and Communication Challenges Facing “Entry-Level” Workplace Immigrants in Canada. *Journal of International Migration and Integration*. <https://doi.org/10.1007/s12134-020-00779-w>
- Cheng, W., Lam, P. W. Y., & Kong, K. C. C. (2019). Learning English Through Workplace Communication: Linguistic devices for interpersonal meaning in textbooks in Hong Kong. *English for Specific Purposes*, 55, 28–39. <https://doi.org/10.1016/j.esp.2019.03.004>
- Choi, A. L. K. (2014). Addressing the language needs of industry: Incorporating real-life workplace communication into SGC-based vocational English modules. *SpringerPlus*, 3(1), 6–7. <https://doi.org/10.1186/2193-1801-3-S1-O6>
- Corporation, C. (2010). *Disciplinary Literacies Across Content Areas : Supporting Secondary Reading Through*. 53(April), 587–597. <https://doi.org/10.1598/JA>
- Cresswell, J. (2013). Experience and socio-cultural psychodynamics: Comment on Larrain and Haye—s “The discursive nature of inner speech.” *Theory & Psychology*, 23(1), 123–130. <https://doi.org/10.1177/0959354312457483>
- Creswell, J. W. (2003). A Framework for Design. Research design: Qualitative, quantitative, and mixed methods approaches. *Political Science & Politics*, 44(04), 183–233.
- Croninger, R. G., Rice, J. K., Rathbun, A., & Nishio, M. (2007). Teacher qualifications and early learning: Effects of certification, degree, and experience on first-grade student achievement. *Economics of Education Review*, 26(3), 312–324. <https://doi.org/10.1016/j.econedurev.2005.05.008>
- Dashtestani, R., & Stojković, N. (2015). The use of technology in English for specific purposes (ESP) Instruction: A literature review. *The Journal of Teaching English for Specific and Academic Purposes*, 3(3), 435–456. <http://espeap.junis.ni.ac.rs/index.php/espeap/article/view/304/199>
- Duke, C. R., & Persia, M. A. (1996). Performance-Importance Analysis of Escorted Tour Evaluations. *Journal of Travel and Tourism Marketing*, 5(3), 207–223. https://doi.org/10.1300/J073v05n03_03
- EF Education First. (2020). English Proviency Index. *Ef Epi*.
- El Ansari, W., & Oskrochi, R. (2004). What “really” affects health professions students’ satisfaction with their educational experience? Implications for practice and research. *Nurse Education Today*, 24(8), 644–655. <https://doi.org/10.1016/j.nedt.2004.09.002>
- Gage, J., & Prince, D. (2014). *Vocational Job for a First English : Preparing*. 16(3), 349–358.
- Ghany, S. Y. A., & Latif, M. M. A. (2012). English language preparation of tourism and hospitality undergraduates in Egypt: Does it meet their future workplace requirements? *Journal of Hospitality, Leisure, Sport and Tourism Education*, 11(2), 93–100. <https://doi.org/10.1016/j.jhlste.2012.05.001>
- Graf, L. A., Hemmasi, M., & Nielsen, W. (1992). Importance-Satisfaction Analysis: A Diagnostic Tool for Organizational Change. *Leadership &*

- Organization Development Journal*, 13(6), 8–12.
<https://doi.org/10.1108/01437739210021857>
- Gritsenko, E., & Laletina, A. (2016). English in the international workplace in Russia. *World Englishes*, 35(3), 440–456. <https://doi.org/10.1111/weng.12211>
- Haemoun Oh. (2001). Revisiting importance – performance analysis. *Tourism Management*, 22(September 2000), 617–627.
- Halliday, M. A. K., Matthiessen, C. M., Halliday, M., & Matthiessen, C. (2014). *An introduction to functional grammar*. Routledge.
- Halliday, M. A. K. (2019). *Categories of the theory of grammar* (pp. 157-208). De Gruyter Mouton.
- Harzing, A. W., & Pudelko, M. (2013). Language competencies, policies and practices in multinational corporations: A comprehensive review and comparison of Anglophone, Asian, Continental European and Nordic MNCs. *Journal of World Business*, 48(1), 87–97. <https://doi.org/10.1016/j.jwb.2012.06.011>
- He, D. (2017). The use of English in the professional world in China. *World Englishes*, 36(4), 571–590. <https://doi.org/10.1111/weng.12284>
- Hernandez, S. (2014). *Urban transport interchanges : Importance-Performance analysis for Urban transport interchanges : methodology for evaluating perceived quality* By : Sara Hernandez , Andres Monzon and Rocío de Oña. June.
- Horz, H., Winter, C., & Fries, S. (2009). Computers in Human Behavior Differential benefits of situated instructional prompts. *Computers in Human Behavior*, 25(4), 818–828. <https://doi.org/10.1016/j.chb.2008.07.001>
- Hoverstad, R., Sylvester, R., & Voss, K. E. (2008). *Journal of Marketing for Higher Education The Expected Monetary Value of a Student : A Model and Example* The Expected Monetary Value of a Student : A Model and Example. November 2014, 37–41. <https://doi.org/10.1300/J050v10n04>
- Hu, S., Nu, M., & Renkl, A. (2010). *Writing learning journals : Instructional support to overcome learning-strategy deficits*. 20, 18–29. <https://doi.org/10.1016/j.learninstruc.2008.12.001>
- Hudson, S., & Shephard, G. W. H. (1998). Measuring service quality at tourist destinations: An application of importance-performance analysis to an alpine ski resort. *Journal of Travel and Tourism Marketing*, 7(3), 61–77. https://doi.org/10.1300/J073v07n03_04
- Jackson, D. (2013). The contribution of work-integrated learning to undergraduate employability skill outcomes. *Asia-Pacific Journal of Cooperative Education*, 14(2), 99–115.
- Jesus, F. De, & Silva, H. (n.d.). *Importance-Performance Analysis As A Tool In Evaluating Higher Education Service Quality : The Empirical Results Of Estig (IPB)*. 306–315.
- Johnson, T. P. (2014). Snowball sampling: introduction. *Wiley StatsRef: Statistics Reference Online*.
- Joppe, M., Martin, D. W., & Waalen, J. (2001). Toronto’s image as a destination:

- A comparative importance-satisfaction analysis by origin of visitor. *Journal of Travel Research*, 39(3), 252–260. <https://doi.org/10.1177/004728750103900302>
- Kassim, H., & Ali, F. (2010). English communicative events and skills needed at the workplace: Feedback from the industry. *English for Specific Purposes*, 29(3), 168–182. <https://doi.org/10.1016/j.esp.2009.10.002>
- Keller, K. L. (2007). *Marketing Management - 12. vydání. January 2006*, 1–5. <http://books.google.cz/books?id=pkWsyjLsfGgC>
- Kim, S.-H. (2003). Tourism Education and Career Perspectives. *International Journal of Tourism Sciences*, 3(2), 201–207. <https://doi.org/10.1080/15980634.2003.11434559>
- Lee, B., & Shih, Y. (2019). The learning effects of student-constructed word cards as homework for the adolescent English Language classroom. *System*, 81, 146–162. <https://doi.org/10.1016/j.system.2019.01.005>
- Lee, J., Wahidiat, S., & Khurniawan, A. W. (2017). *Strategi Implementasi Revitalisasi SMK Melalui Bilingual Learning Ecosystem*. 152. <https://doi.org/10.1007/s00253-011-3237-z>
- Leslie, D., & Russell, H. (2006). The importance of foreign language skills in the tourism sector: A comparative study of student perceptions in the UK and continental Europe. *Tourism Management*, 27(6), 1397–1407. <https://doi.org/10.1016/j.tourman.2005.12.016>
- Li So-mui, F., & Mead, K. (2000). An analysis of English in the workplace: The communication needs of textile and clothing merchandisers. *English for Specific Purposes*, 19(4), 351–368. [https://doi.org/10.1016/s0889-4906\(99\)00011-3](https://doi.org/10.1016/s0889-4906(99)00011-3)
- Lising, L. (2021). ‘Speak English!’: social acceleration and language learning in the workplace. *International Journal of Bilingual Education and Bilingualism*, 0(0), 1–14. <https://doi.org/10.1080/13670050.2021.1955499>
- Liu, Y., & Hu, G. (2021). Mapping the field of English for specific purposes (1980–2018): A co-citation analysis. *English for Specific Purposes*, 61, 97–116. <https://doi.org/10.1016/j.esp.2020.10.003>
- Maiti, & Bidinger. (1981). 濟無No Title No Title. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Marcu, N. A. (2020). Designing functional ESP (English for Specific Purposes) courses. *Procedia Manufacturing*, 46, 308–312. <https://doi.org/10.1016/j.promfg.2020.03.045>
- Moise, I. A., Popescu, T., Kadar, M., & Muntean, M. (2013). Developing Students’ Educational Experiences through Work-based Learning Programmes. *Procedia - Social and Behavioral Sciences*, 93, 1045–1049. <https://doi.org/10.1016/j.sbspro.2013.09.327>
- Moslehi, M. A., & Ibrahim, N. A. (2012). English Language Oral Communication Needs at the Workplace: Feedback from Human Resource Development (HRD) Trainees. *Procedia - Social and Behavioral Sciences*, 66, 529–536. <https://doi.org/10.1016/j.sbspro.2012.11.297>

- Murdy, S., & Pike, S. (2012). Perceptions of visitor relationship marketing opportunities by destination marketers: An importance-performance analysis. *Tourism Management*, 33(5), 1281–1285. <https://doi.org/10.1016/j.tourman.2011.11.024>
- Newnam, S., & Goode, N. (2019). Communication in the workplace: Defining the conversations of supervisors. *Journal of Safety Research*, 70, 19–23. <https://doi.org/10.1016/j.jsr.2019.04.009>
- Ota, M., San José, A., & Smith, K. (2021). The emergence of word-internal repetition through iterated learning: Explaining the mismatch between learning biases and language design. *Cognition*, 210(March 2020). <https://doi.org/10.1016/j.cognition.2021.104585>
- Park, S. H., Yoo, H., Kim, K. B., & Lee, T. J. (2018). Perceptions of university students of ‘tourism-focused English’ as a second language: The case of Korean universities. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 23(July 2017), 59–69. <https://doi.org/10.1016/j.jhlste.2018.05.001>
- Phadermrod, B., Crowder, R. M., & Wills, G. B. (2017). Importance-Performance Analysis based SWOT analysis. *International Journal of Information Management*, 1–10. <https://doi.org/10.1016/j.ijinfomgt.2016.03.009>
- Pratama, M. Y. (2020). *ENGLISH PROFICIENCY IN INDONESIA SEPULUH NOPEMBER INSTITUTE OF Mohammad Yoga Pratama. November.*
- Reynolds, B. L. (2013). A Web-based EFL writing environment as a bridge between academic advisers and junior researchers: A pilot study. *British Journal of Educational Technology*, 44(3), 77–80. <https://doi.org/10.1111/j.1467-8535.2012.01344.x>
- Saif, N. I. (2014). The Effect of Service Quality on Student Satisfaction: A Field Study for Health Services Administration Students. *International Journal of Humanities and Social Science*, 4(8), 172–181. http://www.ijhssnet.com/journals/Vol_4_No_8_June_2014/18.pdf
- Salinda Weerasinghe, I. M., Lalitha, R., & Fernando, S. (2017). Students’ Satisfaction in Higher Education Literature Review. *American Journal of Educational Research*, 5(5), 533–539. <https://doi.org/10.12691/education-5-5-9>
- Schmidgall, J., & Powers, D. E. (2020). TOEIC® Writing test scores as indicators of the functional adequacy of writing in the international workplace: Evaluation by linguistic laypersons. *Assessing Writing*, 46(June 2020), 100492. <https://doi.org/10.1016/j.asw.2020.100492>
- Schworm, S., & Gruber, H. (2012). *e-Learning in universities: Supporting help-seeking processes by instructional prompts* _1176 272..281. 43(2), 272–281. <https://doi.org/10.1111/j.1467-8535.2011.01176.x>
- Sharma, H. B., Panigrahi, S., Sarmah, A. K., & Dubey, B. K. (2019). Journal of *Science of the Total Environment*, 135907. <https://doi.org/10.1016/j.compedu.2021.104211>
- Sihombing, S. F., Tampubolon, H., & Kailola, L. G. (2021). Pengaruh Kompetensi Kepribadian Guru dan Iklim Sekolah Terhadap Prestasi Belajar Siswa di SMK

- Negeri 22 Jakarta. *Jurnal Pendidikan Tambusai*, 5(2), Hal. 3353-3365.
- Syvak, O. (2018). Importance of Grammar in ESP. *Science and Education a New Dimension*, VI(183)(54), 50–52. <https://doi.org/10.31174/send-ph2018-183vi54-13>
- Taplin, R. H. (2012). Competitive importance-performance analysis of an Australian wildlife park. *Tourism Management*, 33(1), 29–37. <https://doi.org/10.1016/j.tourman.2011.01.020>
- Tonge, J., & Moore, S. A. (2007). Importance-satisfaction analysis for marine-park hinterlands: A Western Australian case study. *Tourism Management*, 28(3), 768–776. <https://doi.org/10.1016/j.tourman.2006.05.007>
- Vasconcelos, R. P., Eggleston, D. B., Pape, O. Le, & Tulp, I. (2014). *in Exploited Marine Species*. 71(November 2012), 638–647. <https://doi.org/10.1080/136008002200001351>
- Widodo, H. P. (2015). *The Development of Vocational English Materials from a Social Semiotic Perspective : Participatory Action Research Handoyo Puji Widodo BA in English Education (Jember University , Indonesia) MA in TESOL (Indiana University of Pennsylvania , USA) A the. March.*
- Widodo, H. P. (2016). *Teaching English for Specific Purposes (ESP): English for Vocational Purposes (EVP)*. 277–291. https://doi.org/10.1007/978-3-319-38834-2_19
- Wijaya, M. O., & Utami, E. D. (2021, November). Determinan Pengangguran Lulusan SMK di Indonesia Tahun 2020. In *Seminar Nasional Official Statistics* (Vol. 2021, No. 1, pp. 801-810).
- Wong, M. S., Hideki, N., & George, P. (2011). *The Use of Importance-Performance Analysis (IPA) in Evaluating Japan ' s E-government Services*. 6(2). <https://doi.org/10.4067/S0718-18762011000200003>
- Woodward-kron, R. (2008). More than just jargon e the nature and role of specialist language in learning disciplinary knowledge. *Journal of English for Academic Purposes*, 7(4), 234–249. <https://doi.org/10.1016/j.jeap.2008.10.004>
- Wu, C. (2012). *The use of Importance-Performance Analysis (IPA) in evaluating bank services*. 1–4.
- Wu, J. S. H. (2009). *Applying importance-performance analysis to compare the changes of a convenient store*. 500, 391–400. <https://doi.org/10.1007/s11135-007-9111-5>
- Yamao, S., & Sekiguchi, T. (2015). Employee commitment to corporate globalization: The role of English language proficiency and human resource practices. *Journal of World Business*, 50(1), 168–179. <https://doi.org/10.1016/j.jwb.2014.03.001>
- Zhang, X., Ardasheva, Y., & Austin, B. W. (2020). Self-efficacy and english public speaking performance: A mixed method approach. *English for Specific Purposes*, 59, 1–16. <https://doi.org/10.1016/j.esp.2020.02.001>