Usulan Proposal

PENELITIAN INTERNAL

**PORTRAYING TEACHERS' CHALLENGES IN TEACHING ENGLISH FOR ESP
LEARNERS AT FACULTY OF ECONOMIC AND BUSINESS:
A PHENOMENOLOGICAL STUDY**

Oleh:

LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT (LPPM)

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Summary

Economics and Business English must be seen in the larger context of English for Specific Purposes (ESP) as it shares the important characteristics of needs analysis, syllabus design, course design, materials selection and development which are common to all fields of work in ESP. As with other varieties of ESP, it involves a specific language corpus and emphasis on specific types of communication in a specific context. Thus, the primary focus here could be depicted in two ways. First, portraying the lived experiences of teachers in relation to the challenges in teaching English at non-English Department. The second purpose of this study is to exploring their ways in facing those obstacles. This research will be conducted in the Faculty of Economic and Business who have graduated using purposive sampling.

Hopefully, this study is having value in light of its theoretical and practical contributions. Theoretically, this study attempts to fill a gap in the ESP teachers teaching experiences in non-English Departments. Practically, this study will potentially contribute the sort of evidence necessary for providing support in terms of academic and non-academic programs and policies to educational policymakers who need to facilitate Indonesian students' adjustment on how they face challenge and overcome the obstacles teaching and learning process in the Faculty of Economic and Business. The research results are targeted by researchers to be published in the form of an articles published in the Muara Pendidikan Journal's indexed Sinta 4 as mandatory output.

Keywords: *ESP, Economics and Business, Challenges, Phenomenology*

Research Background

The demand for teaching English for Specific Purposes, or ESP, in higher education has grown in recent decades. ESP is generally intended to meet learners' current needs and the demands of their future employment, and is widely regarded as being a better strategy for students who do not study English as a second or foreign language (Amel, 2017; Fitria, 2020; Poedjiastuti, 2017). Teaching ESP courses requires not only the teachers' English proficiency but also the mastery of knowledge in a specific field of study. Additionally, the adoption of an interdisciplinary approach in ESP classes presents a challenge for ESP teachers. In simply, teaching ESP is challenging because the teachers are generally English for general purposes teachers (Anthony, 2000). Thus, investigating the challenges of teaching ESP in higher education is vital because emergent issues can be used as a basis for proposing policies towards the improvement of ESP practices. Research on ESP has been primarily focused on investigating needs analysis in ESP curriculum or materials development (Belcher, 2006; Dudley-Evans, Tony and St. John, Maggie Jo, 1998; Eslami, 2010; Fitra, 2020; Marwan; 2009; Poedjiastutie, 2017). However, little has been done to reveal the evident challenges encountered by the ESP teachers.

In the Indonesian context, studies undertaken by Wahyunengseh (2018) had shown that the teachers' perspective on the challenges of ESP teaching dominantly emerges on the opinion on the professional development, preferences, and perception of the subject. While in Poedjiastutie's (2017) study, both teachers' and students' readiness in ESP teaching and learning emerged as a tough challenge. However, both studies present weak evidence due to their limited research contexts. While Wahyunengseh's (2018) qualitative study involved only a single research participant in a particular university, Poedjiastutie's (2017) research findings were generated from data gathered from numerous research participants in a single university. Thus, both studies cannot represent the general condition concerning challenges faced by ESP teachers in higher education within the Indonesian context. None of these studies display recent convincing evidence pertaining to the challenges of teaching ESP in various non- English departments of tertiary education.

University of Muhammadiyah Jambi (UM Jambi) is committed to preparing its students for employment. Students are expected to be able to work in a workplace and be prepared to meet the problems that come with it when they graduate (J, S., Fussalam, Y., & Dani, R, 2022). All students and staff, academic and administrative, are expected to be proficient in English in order to be able to meet the demands of the global community. To achieve this goal, this university prepares teachers to build their students' spoken and written English communication skills and make them to be able read and comprehend English text books, journals, and articles in their disciplines. It is vital that future English competence develop the competencies needed for the task, so that they can adapt to the kinds of challenges that will occur in their careers. Thus, this study seeks the information if the ESP teachers at the faculty in which they are have some departments been equipped with the principles of ESP pedagogy.

However, teaching English in Indonesia is not always a smooth process. English teachers in Indonesia frequently confront difficulties when teaching English. Poedjiastutie & Oliver (2017) discovered certain obstacles in teaching English, arising from students, staff, and the school's facility. Students face difficulties due to a lack of language knowledge, poor concentration, a lack of discipline, boredom, and speaking issues. Meanwhile, teachers face problems such as a lack of training, issues with language competency, limited understanding of teaching methods, unfamiliarity with technology, and a lack of professional development facilities, resources, and time restrictions.

Due to the lack of prominent studies that explore the challenges of ESP teaching, the current study attempts to gain more evidence related to the challenges of teaching ESP in different departments of Faculty of Economic and Business at University Of Muhammadiyah Jambi. Thus, the research question of this study is: What are the actual challenges faced by ESP teachers in higher educational institutions? The findings of this study can be used to urge policymakers and stakeholders of ESP in the non-English departments of higher educational institutions to give more serious attention to ESP practice as well as to improve it. In addition, the results of the study can be useful information for English teachers, schools, government to create better policies that can improve teaching ESP.

Review Related Theories

Concepts of ESP

ESP

The phrase English for Specific Purposes (ESP) or English for Special Purposes emerged in the 1960s as it became more and more apparent that regular English courses frequently did not match the needs of students or businesses (Basturkmen, 2006). The need for ESP is increasing quickly, particularly in EFL countries where English is primarily used for technical purposes. English continues to rule as the language of commerce, media, technology, medicine, education, and research. People all across the world learn English to meet academic requirements, to ace standardized English proficiency exams, or to advance professionally in their fields of employment. It would be preferable and advantageous for them to learn English for their professional sectors rather than for such objectives so that they can become more professional and easily get employment in the future.

Hutchinson and Waters (1987) define ESP as an approach rather than a product meaning that ESP does not involve a particular kind of language, teaching material or methodology. In the line with the previous scholars, Strevens' (1988) makes a distinction between definition of ESP: 1) absolute characteristics (language teaching is designed to meet specified needs of the learner; related in content to particular disciplines, occupation and activities; centered on the language appropriate to those activities in syntax, text, discourse, semantics, etc., and analysis of the discourse; designed in contrast with General English) and 2) two variable characteristics (ESP may

be restricted to the language skills to be learned, e.g. reading; and not taught according to any pre-ordained methodology).

Furthermore, Robinson's (1991) definition of ESP is based on two criteria: 1) ESP is normally 'goal directed', and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in that process. In brief, the goal of teaching English for specific purposes (ESP) is to give students the necessary English language skills to utilize the language in the target setting. In ESP students hope by learning ESP can serve as a guide to all present and future and inhabitant of ESP, revealing both the challenges and pleasures to be enjoyed there and the pitfalls to be avoided.

Characteristics of ESP

The characteristics of ESP are grouped under absolute or variable categories. Strevens (1988), for example, identified four absolute and two variable characteristics as follows:

a. Absolute Characteristics: ESP consists of English language teaching, which is: 1). designed to meet specific needs of the learner; related in content (i.e., themes and topics) to particular disciplines, occupations and activities; 2). centered on language appropriate to those activities in syntax, lexis, discourse, semantics, analysis and so forth; in direct contrast to "General English" with its unique purposes.

b. Variable Characteristics ESP may be, but is not necessarily: 1). restricted as to the learning skills to be learned (e.g. reading only); 2). not taught according to pre-ordained methodology.

Ten years later, theorists Dudley-Evans and St. Johns (1998) modified Strevens' original definition of ESP to form their own. The revised definition is as follows:

a. Absolute Characteristics: 1). ESP is defined to meet specific needs of the learner; 2). ESP makes use of the underlying methodology and activities of the discipline it serves; 3). ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

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b. Variable Characteristics: 1). ESP may be related to or designed for specific disciplines; 2). ESP may use, in specific teaching situations, a different methodology from that of general English; 3). ESP is likely to be designed for adult learners, either at a tertiary level institution, or in a professional work situation. It could, however, be for learners at secondary school level; 4). ESP is generally designed for intermediate or advanced students; • Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Additionally, Dudley-Evans and St. Johns (1998) included more variable features in place of the absolute criterion that "ESP is in contrast with General English." They claim that ESP is not always connected to a particular discipline. Furthermore, although it could be utilized with young adults in a secondary school context, ESP is more likely to be used with adult learners.

Benefits of English for Specific Purposes (ESP)

On the basis of what has been said before, one is now in a position to state the benefits of ESP. Basically; these are threefold in that they help achieve speed, efficiency, and effectiveness in learning (Eslami, 2010; Fitra, 2020; Marwan; 2009; Poedjiastutie, 2017). The description as follow:

a. Learning Speed

According to Wright (1992). ESP results in faster acquisition of required linguistic items. This is because it follows the pattern of the native speakers' acquisition of language for specific purposes, in which speakers learn what they need, when they need it, in authentic, content-based contexts. ESP does not only follow this pattern, but also improves upon it by providing an opportunity to learn in an accelerated, intensive context.

b. Learning Efficiency

On an ESP course, the trainees make the maximal use of their learning resources, all of which are brought to bear on acquiring specific, pre-identified linguistic items and skills. Obviously, the needs analysis is of vital importance here since it enables trainers to determine the specific requirements of trainees (Poedjiastutie, 2017).

c. Learning Effectiveness

On completion of an ESP course, the trainees are ready to use language appropriately and correctly in job related tasks, which have been identified prior to the course by means of a needs analysis. Accordingly, English becomes usable immediately in the employment context. In addition, the trainees are prepared for further job-related training in English. Such preparation will result in greater academic performance since no time is wasted in acquiring the necessary language (Wright, 1992).

Comparing ESP classes to General English courses can highlight the advantages of ESP even more. These programs cover a wide range of subjects, inevitably in a cursory manner. They also work with a variety of skills, typically aiming to treat them all equally. Because of their general focus and potential for great benefit, these courses make up the vast majority of English courses. They severely fall short, though, for individuals with particular learning requirements because of their broad reach. They are taught a lot of useless information. Insufficient depth is given to pertinent content, if it is even included. The trainees are not ready to function successfully in the necessary job contexts after the course because of these inadequacies, which slow down and minimize their acquisition of the necessary linguistic elements.

Teachers' Challenges in Teaching English for ESP

Teaching English for Economics and Business

A teacher must be knowledgeable about the topic area to effectively teach Economics or Business English (English for Economics and Business). In actuality, ESP blends subject matter expertise with English language teaching techniques. At this point, a teacher's job is to successfully adapt their teaching methods to the needs of students learning business English. The potential to apply the knowledge they learned in Business English classes to their primary field of study whether it be economics, commerce, business management, or marketing makes such integration incredibly motivating for students.

Students in this course have a specific goal and emphasis for learning the language because they are not only studying English to understand ordinary speech but also to apply it in a unique context for job chances. The evaluation of the goals, demands, and functions for which English is necessary serves as the foundation for an

economics and business English curriculum. In order to address both the needs of the global community and the needs of students for their future careers, more and more colleges worldwide are offering ESP courses.

In contrast to General English classes, Ellis and Johnson (1994) advise a few specific steps to take into account while creating an Economics or Business English course, such as:

a. Needs analysis: what do students need to know in order to face the requirements of their future job environment.

b. Assessment of level: using written tests, we can see what level of language students have at the beginning of the course.

c. Syllabus: set courses, like the ones taught in colleges, should have a fixed objectives and syllabus.

d. Course objectives: should be defined in relation to the needs analysis findings; in the case of pre-experience learners they can be worded in terms of their course of study or in terms of required language improvement (command of structures, functions etc.)

e. Time: in the case of college language training, time is limited so the course should be structured according to the duration (number of weeks, semesters etc.).

f. Learner expectations: in the case of Business English, learners are likely to be more goal-orientated and to expect success.

g. Evaluation of progress: written or oral examination, dependent on particular circumstances.

Teachers' Role in Teaching ESP for Economics and Business

The skills and expertise required to manage the specializations of their individual students are given to ESP teachers. They support the development of the crucial abilities in comprehending, utilizing, and/or presenting accurate information in a professional setting for students who are subject matter experts. A professional ESP instructor must be able to change careers without having to wait months to get going. He or she merely applies the frameworks, methods, and ideas of course design to new material.

In addition, as a result of new technology, self-directed learning and student-oriented learning are quickly replacing traditional teaching methods in the classroom

today. Teachers should therefore be familiar with contemporary technology and fresh methodological ideas. In order to use them and improve the students' communication skills, teachers need to acquire new skills in Economic and Business English (Fitria, 2019). Each teacher must employ and integrate the newest technologies into his or her individual Economics and Business English classes, and how they approach technology will affect both how they approach teaching Economics and Business English and how the students respond.

Purpose and Significance of the Research

This study is having value in light of its purpose of this research. The primary focus here could be depicted in two ways. First, portraying what are the challenges in teaching ESP at Faculty of Economics and Business. The second purpose of this study is to portraying the lived experiences of the teachers or in this context called as lecturers in facing the obstacles in non-English departments like Faculty of Economics and Business.

This study is having potential significances in theoretical and practical views. Theoretically, this study attempts to fill a gap in the lecturer teaching experiences. Practically, this study will potentially contribute the sort of evidence necessary for providing support in terms of academic and non-academic programs and policies to educational policymakers who need to facilitate Indonesian students' adjustment on how they face challenges and overcome the obstacles teaching and learning process in the context of EFL.

Research Methodology

Research Design

The research questions will be investigated through a qualitative phenomenological approach that included in-depth interviews, and focus group discussions. The data are typically collected through long interviews with 5 to 25 individuals (Creswell, 2015; Johnson & Christensen, 2008). In brief, a qualitative design and phenomenological tradition will be selected for addressing the purpose of this study, which is to describe or understand the lived experiences of the teachers at individual, subcultural, and general levels in relation to their academic matters and social relations on the challenges in teaching English for ESP at faculty of Economic and Business .

Research Site and Access

The site for this study will be in the Faculty of Economic and Business at University of Muhammadiyah Jambi, Jambi Province.

Data Collection Procedure

According to Cresswell (2015), purposive sampling helps the researchers investigate the participants who are able to share their stories and direct experiences better related the challenges in teaching English at non-English departments like Faculty of Economics and Business. Therefore, criterion sampling is also utilized to identify successful lecturers who have experience on the suitable learning material, and they have better English score than other colleagues as evidenced by their achievement at previous semester. In this study, in-depth interviews and focus group discussions with the lecturers will be used as the techniques for data collection.

Interviews

Interviewing is a preferred data collection method when researchers want to examine past events, which are not possible to repeat (Bogdan & Biklen, 2007). This will apply in order to allow every participant to share his or her personal stories and experiences on teaching ESP in non-English Department. For the phenomenological interviews, the researcher also will be employed in-depth interview. technique guided by an interview consent form, included in (Appendix 1).

Focus Group Discussions (FGD)

Focus group discussions (FGD) the lecturers will be facilitated by the researcher to describe their detailed accounts of the lecturers experiences in teaching ESP in non-English departments like Faculty of Economics and Business. The researcher announce rules for the discussion which requiring all participant involvement, all comments and ideas are equally valid, there are no correct or incorrect responses, and every participant's perspectives should be heard and respected.

Data Analysis

Miles & Huberman (1994) wrote, "Qualitative data …are a source of well-grounded, rich descriptions and explanations of processes in identifiable local

contexts…". For phenomenological data analysis, there are some steps that will be applied in this study:

1. The researcher set the data management, he will put the data into computer files and file folders after transcribing the raw data into text. It will make easy to copy and paste a word, a phrase, a sentence, or a paragraph.

2. The researcher must understand the concept of *Epoche or Bracketing*. In this steps, the researcher will immeres himself in the details, getting a sense of the interviews and focus groups data as a whole before he broke them into several parts.

3. The need of Generating and Developing Codes, Themes, or Categories in which the researcher spreads out all aspects of data so as to find and list every significant statement relevant to the topic and gives them an equal value.

4. The researcher creates "clusters of meanings". During this process, the researcher organizes, groups, or clusters the significant statements into themes or meaning units, removing overlapping and repetitive data or statements

5. The researcher develops "a structural synthesis" containing the bones of experiences and bringing together of the pieces that have emerged into a total experience, showing themes, patterns, and relationships.

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CONSENT FORM FOR PARTICIPANTS INFORMATION

Dear students,

I am   I am currently conducting Portraying Teachers' Challenges in Teaching English for ESP Learners at Faculty of Economic and Business: A Phenomenological Study. Attached here is a consent form designed to collect data for the study. It will take you about 5 to 10 minutes to complete it. I kindly invite you to take part in this study by filling in the demographic background information.

However, your participation in the study is completely voluntary. Even if you decide to participate, you may skip any questions that you do not like to answer or withdraw your participation at any time without negative consequences. The identities of all people who participate in the study will remain pseudonym. Your responses will be used as data for writing up a Internal Research which will be submitted to University of Muhammadiyah Jambi, in 2022.

Taking part in this study will not cause any risks to you. Also, you will not have any direct benefits. But it is assumed that the study will enhance our understanding of issues and concerns related on better understanding how Teachers' Challenges in Teaching English for ESP Learners at Faculty of Economic and Business, which in long term will be beneficial for English educational sector in Jambi. If you have questions about the study, you may contact me by email at   and/ or text me at my phone number   . I do appreciate your participation in my study.

Looking forward to hearing from you.

Thank you very much.

                                        Sincerely,

INFORMED CONSENT FORM
(Interview)

➢ I understand that I am being invited to participate in a research study conducted by Yahfenel Evi Fussalam, one of a lecturer in University of Muhammadiyah Jambi.

➢ I understand that the research project focuses on investigating Teachers' Challenges in Teaching English for ESP Learners at Faculty of Economic and Business: A Phenomenological Study

➢ I understand that should I wish to ask questions about the project prior to taking part in the interview, this option is available to me.

➢ I understand that I will be providing information through an interview.

➢ I understand that the interview will take between 10-30 minutes in person.

➢ I understand that I will be providing information and suggestions on various aspects regarding the concept of Portraying Teachers' Challenges in Teaching English for ESP Learners at Faculty of Economic and Business: A Phenomenological Study

➢ I understand that the interview will be audio recorded, and this recording may later be transcribed.

➢ I understand that no other use will be made of the recordings without my written permission and that interviews will be recorded solely for the purpose of analysis.

➢ I understand that I may decline to answer any questions and that I may withdraw my agreement to participate at any time during the interview or for up to fourteen days after completion of the interview. At that time, I know that I may indicate whether or not the data collected up to that point can be used in the study, and that any information I do not want used will be destroyed immediately.

➢ I understand that I will have an opportunity to comment on the written record once it has been produced for accuracy only.

➢ I understand that the data will be handled and stored in a manner in which ensures that only the researcher can identify me as their source. Therefore, personal details will be held electronically on a password protected or encrypted area and hard copies will be stored in a locked filing cabinet.

➢ I understand that I am being offered confidentiality in any written report or oral presentation that draws upon data from this research study, and that none of my comments, opinions, or responses will be attributed to me, nor will any other person discussed in the interview.

➢ I understand that the information gathered from me will be used for academic purposes and other interventions.

➢ I understand that this research study has been reviewed and received ethics approval following the procedures from LPPM University of Muhammadiyah Jambi.

Do you agree to participate in the study? **[circle one]:**

Yes   No

Date   : ....

Name of participant   : ....

Signature of participant   : ....

Name of researcher   :

If you have any concerns or complaints, have further questions about the study, or would like a debrief after the study is completed please write to and/ or text me at my mobile phone number