English Lecturers' Difficulties in Teaching English for Specific Purposes (ESP) in Various Higher Education in Indonesia

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ABSTRACT

Teaching English for Specific Purposes (ESP) can be challenging due to several significant factors. This research investigates the English lecturers' difficulties in teaching ESP at a higher education level. This research is a qualitative study with surveys and questionnaires that employed 58 English lecturers from various higher education institutions. Most of them have taught ESP in the second semester and have been teaching ESP for more than five years. The research shows that speaking is the most difficult English skill they taught in the ESP course. They state that teaching ESP has more challenges than teaching EGP (English for General Purposes). It includes 1) making syllabi and lesson plans; 2) making ESP course materials according to student needs; 3) selecting and using learning methods; 4) getting ESP textbooks related to student needs; 5) making or creating ESP textbooks related to student needs; 6) difference in students' English proficiency levels; 7) difference in the level of students' motivation to learn English; 8) different levels of students' awareness of the importance of ESP; 9) the institution's policy related to the ESP course curriculum has not been clearly stated; 10) institutional policies related to facility policies are not adequate; 11) the number of lectures/credits, and the number of semesters in the ESP course is not as expected; 12) compensation (income) in teaching ESP courses is not as expected. Implications for ESP lecturers in dealing with the ESP teaching challenges ad attaining its benefits are discussed.

Introduction

The Indonesian government has decided that English is the first foreign language taught in schools, starting from elementary school to the university level. The Indonesian government also allows using English as the language of instruction in education (Hamidah & Yanuarmawan, 2019). Even some excellent schools in big cities in various regions in Indonesia present a plus with semi-international programs through the use of English as the language of instruction in schools. In higher education, teaching foreign languages, especially English, is very necessary so that every student can easily access other sources

that are related to the field of knowledge of each individual. The access provided usually faces obstacles in learning tools, especially regarding English-language materials or resources (Risan et al., 2021).

One way for students to quickly learn English is to look for correlations between the fields of science they are engaged in and the English material that must be studied so that students are familiar with English related to their respective fields of knowledge. English courses are general subjects that students must pass. Even though it is labeled as mandatory, many students still consider English courses only as a complement to semester credit units (SKS), so scientific confidence to master English as part of the field of science they are engaged in is still very lacking. Suppose they realize that English can be accessible for students to connect to the outside world and significantly add or share the knowledge they have. Some of these reasons arise as a result of students' perception that English material, in general, can be easily found elsewhere. This is coupled with the teacher's lack of understanding in sorting out the material taught to students, whether it is following student needs or not. This opinion, of course, should not be ignored by the lecturer concerned because it determines the effectiveness and efficiency of a learning process. Therefore, the English material provided should be correlated according to students' interests or fields of science.

Language teaching cannot be separated from teaching language skills, including listening, speaking, reading, and writing skills. Students often still find obstacles in learning English, especially in learning English specifically or in scientific terms called "ESP (English for Specific Purposes)". English is regarded as the "language of communication" and even as an International Language; hence, there is a significant need for English instructors. However, the growing globalization of the economy, among other causes, has increased the demand for the teaching of ESP (English for Specific Purposes) within English Language Teaching (ELT).

ESP (English for a specific purpose) is commonly known as a Language course English for students majoring in non-English. According to Hutchinson (1992), ESP is an approach to teaching English where the things that are taught and the teaching methods are based on why the learner wants to learn English. ESP focuses on the specific needs of the students, with a greater emphasis on language in context and the students' need to acquire a set of professional abilities and specific job-related responsibilities (Fălăuş, 2017). ESP is a necessity that arose for the need for English in different fields of study (Jande & Ibrahim, 2021). It is supported that English for Specific Purposes offers the teacher a new perspective on this important field (Hutchinson & Waters, 1987). Tošić (2017) states that English for specific purposes is awareness of the requirements of specific language learners in particular contexts with specific present and future goal objectives. According to Orr (2002), English for Specific Purposes (ESP) is an exciting movement in language education. It is expanding the options available to English instructors and researchers in new professional fields.

Hutchinson (1992) argues that English for a Specific Purpose (ESP) is an English-learning strategy in which the topics and teaching techniques are centered on the learner's motives for learning English. It may be concluded that ESP, or English for Certain Purposes, is a strategy for teaching and using English for special disciplines and studies that correspond to the requirements of English-using scientific and professional fields. The scientific and professional areas. It is designed to equip students to use English for

academic, professional, or work-related objectives, and program design is based on a needs study.

Teaching English for Specific Purposes (ESP) has been viewed as a distinct activity within the field of English language instruction (ELT). It is claimed that ESP has evolved its methodology for part of its teaching, and its research pulls from a variety of fields in addition to applied linguistics; this is ESP's defining trait (Fitria, 2019). If ESP has occasionally diverged from the established patterns in general ELT, it has always focused on needs analysis and equipping students to communicate successfully in the activities required by their field of study or workplace. The primary objective of English for Special Purposes (ESP) is to generate information about the specific requirements to be addressed in specialized language classes, to make this type of language instruction as effective as possible (Stojković, 2015).

Need analysis is rarely done, so the ESP goals are not on target. In addition, curriculum standards addressing the type of ESP, whether to accommodate English for a Specific Purpose (ESP) or English for a General Purpose (EGP), are undetermined. Policymakers must promptly choose the mode of English instruction at colleges and universities. English is taught to students as an ESP, although its content reflects the EGP. This choice is intimately tied to the vision and mission of departments, faculties, and institutions and the preparedness to support English course facilities, infrastructure, and instructors. Need analysis becomes the focal focus of ESP course design since it is the primary source of data on students' goals, needs, and deficiencies (Sulistio, 2016). Needs analysis is a special basis for seeking information about the basic needs of students following certain language learning priorities to develop students' knowledge and skills in language learning (Mahaputri & Susanti, 2021). Needs analysis in English courses is fundamental. This analysis will help educational institutions or lecturers analyze the learning needs of English courses in the short and long term (Helaluddin, 2018). Needs analysis is a concise and comprehensible introduction to the theoretical context and practical methods required for curriculum development in ESP (Brown, 2016).

There are several problems that arose in the implementation of ESP, as stated in the previous research. First, Andriani (2014) states that there are several main problems in ESP, for example, teaching pedagogy (teachers, the design of the course, students' ability, and students' needs), the design of the material, students' language-use fundamentals and knowledge-based skills and ESP courses do not always fulfill for students. Second, Hoa and Mai (2016) examines the influence of student, teacher, and environmental variables on the teaching and learning of English for Specific Purposes in Vietnam. They describe the effects of each aspect on ESP teaching in Vietnam and throughout the world. In addition, they surveyed 362 teachers and students from 11 ESP training colleges in Hanoi. The results of the survey indicate that teaching and learning English for Specific Purposes in Vietnam continues to confront several obstacles. Consequently, the assistance of students, teachers, and appropriate authorities is crucial. Third, Sofyan (2016) states that the difficulty in teaching English for Specific Purposes is that the Learning Implementation Plans prepared by the teacher are sometimes not following the learning steps, and some students do not master English. Theory and practice of teaching English for Specific Purposes are not appropriate because sometimes the curriculum ignores the needs of students, and the teacher's role is only as a teacher and evaluator. Fourth, Poedjiastutie (2017) states that the ESP teachers at UMM were inadequately qualified to offer ESP lessons. The teachers appeared unprepared for the task due to a lack of ESP teaching knowledge and skills,

resulting in inadequate teaching abilities. Fifth, Fălăuş (2017) stated that compared to teaching EGP, teaching ESP typically presents significantly more obstacles.

Focusing more on language in context and the students' need to acquire a set of professional abilities and specific job-related activities, ESP remains a significant test for any instructor in charge of it. Sixth, Septiana (2018) states that there is no denying that every learner encounters a variety of obstacles. Similarly, enrollment in ESP courses at the university. Challenges include characteristics of instruction, content, and evaluation. Meanwhile, answers to these issues may be explored through publication, the dedication of ESP teacher educators, and the promotion of appropriate university regulations. Seventh, Amalyah (2021) states some difficulties in learning English for specific purposes; the first difficulties are related to students, teachers, environment, and other lack of teaching materials. Eighth, Iswati (2021) states that the challenges of teaching ESP include having an unreliable internet connection, teaching while caring for students, monitoring their development, etc. The findings suggest that higher education institutions should pay close attention to online ESP teaching during this epidemic, as it involves technological readiness and, most crucially, a focus on the human element. Eighth, the difficulty in teaching English for Specific Purposes is that the Learning Implementation Plans prepared by the teacher are sometimes not in accordance with the learning steps, and some students do not really master English. Theory and practice of teaching English for Specific Purposes are not appropriate because sometimes the curriculum ignores the needs of students, and the teacher's role is only as a teacher and evaluator.

Based on the previous research above, the researcher knows that there are many problems in teaching ESP (English for Specific Purposes), such as teaching pedagogy, teachers, design of the course, students (ability and needs), environmental variables, appropriate authorities, lack of ESP teaching knowledge and skills, characteristics of instruction, content, and evaluation, lack of teaching materials, unreliable internet connection, technological readiness, lesson plans, and curriculum. The previous studies only focus only in a university. The researcher wants to know more about other universities about the English lecturers' difficulty in teaching ESP courses. In the context of learning English in Indonesia, both at secondary and tertiary schools, especially for students outside of the English major, the ESP course is a popular choice. The implementation of ESP courses in tertiary institutions is an attempt to answer the challenges of one thing: the demands of the world of work. However, teaching ESP (English for Specific Purposes) course faces many problems. The researcher is interested in finding any difficulties/issues in teaching ESP in various higher education (colleges) in Indonesia, both Public Colleges and Private Colleges. Therefore, this research aims to investigate the English lecturers' difficulties in teaching English for Specific Purposes (ESP) in their colleges/universities.

Method

This research uses descriptive qualitative research. According to (Hesse-Biber, 2016), qualitative research is a descriptively characterized research approach that employs qualitative data. However, a qualitative researcher might utilize statistics and percentages to highlight some of the most important qualitative themes developed through data collecting. To describe qualitative data, use percentages that indicate the relative frequency of each combination of categories (Siegel, 2016).

The method of collecting data in this research is by using a questionnaire. A questionnaire is a universal instrument that has often been used to acquire relevant and desired information from survey respondents (Bujang et al., 2022). So, questions in a questionnaire should be based on the information required by the research objectives (Neelankavil, 2015). In this research, the researcher used closed-ended questions to be shared with the respondents. According to Byers (2006), the answers to the questionnaire questions have been supplied by the researcher. Thus, responders need to select one of the most appropriate/closest response possibilities. Several questions need to be answered by the respondents, such as "the initials of the lecturer's name, the name of the university, and the origin of the province," in addition to questions about "Semester teaching ES courses, names of ESP courses taught to students, Length of time as a lecturer in ESP courses, Length of time teaching ESP courses, English Skills taught in ESP courses, English Skills that are difficult to teach related by teaching ESP courses. The other questions are related to the statements that need to be chosen by the respondents by choosing "strongly agree, agree, disagree, strongly disagree". The example of statements are about: 1. Difficulties in making learning syllabus and semester learning plans (RPS), 2. Difficulties in making learning materials for ESP courses according to student needs, 3. Difficulties in choosing/using learning methods in ESP courses, 4. Difficulties in obtaining appropriate ESP textbooks with the needs of students, 5. Difficulties in making/designing ESP textbooks that suit student needs 6. The level of student's ability in English is different, 7. The level of motivation of students in learning English is different, 8. The level of awareness of students about the importance of ESP courses is different, 9. Institutional policies (faculties or study programs) related to ESP course curriculum have not been clearly stated, 10. Institutional policies (faculties or study programs) related to facility policies (facilities and infrastructure) are inadequate, 11. Total course load/credits in ESP courses are not following what is expected, 12. The total semester in ESP courses is not as expected, 13. Compensation (revenue/income) in teaching ESP courses is not as expected, and 14. Teaching ESP (English for Specific Purposes) courses require more challenges than teaching EGP (English for General Purposes).

There are 60 English lecturers, which consist of 14 (23.3 %) English lecturers from Public Universities and 46 (76.7 %) English lecturers involved in this research. They are asked to fill out the questionnaire through an online form (Google Form) accessed at https://forms.gle/pYmfuar31U3WYLiDA. Based on online survey, the participants are from various study program in teaching ESP such as ESP for Garment Production and Fashion Design, English for Business, ESP For Nursing and Midwife, ESP For Economics, ESP for Informatics Students, ESP Internasional Relationship Students, ESP For Civil Engineering, English For International Trade, English for MICE (Meeting, Incentive, Convention, Exhibition), English For Transportation and Logistics, English For Hotel and Tourism, English for Law, English for Psychology, English for Accounting, English for Agriculture, ESP for Pharmacies, ESP for Medical Records, ESP for Fisheries, English for Medical Laboratory Technology, English For Nutrition, English for Communication Studies, English for Elementary School Teacher Students, English for Restaurant, English for Hotel Industry, Business English, ESP for Informatics Engineering Students, ESP for Young Learners, English for Office Management, ESP for Computer Students, ESP for Banking, ESP for Management, ESP for Governance Studies Students, English for Hospitality, ESP for Mechanical Engineering Students, ESP for Hospital Administration, ESP for Computer Science, ESP for Information System, English for Broadcast and Journalism, English for Food and Beverage Service, ESP

for Hotel Correspondence, English for Enterpreneurship, English for Tax Management Students, ESP for Secretary Students, English for Fashion Industry, English for Graphic Design Students, ESP for Civil Engineering, and English For Design Interior.

The method of analyzing data in this research uses three steps of qualitative analysis: data reduction, data display, and conclusion (Miles et al., 2018; Miles & Huberman, 1994). In the reduction stage, the researcher chooses the main things, focuses on the things that matter, and throws away unnecessary data. Then the researcher displays the data in the form of tables, graphs, and pie charts, making it easier to understand. Next, the researcher concludes the results that have been obtained and analyzed.

Findings and Discussion

Findings

This research aims to investigate the English lecturers' difficulties in teaching English for Specific Purposes (ESP).

Table 1. Duration in Teaching ESP Courses

Duration in Teaching ESP Courses					
Less than 1 Year	More Than 1 Year	More Than 2 Years	More Than 3 Years	More Than 4 Years	More Than 5 Years
3 (5 %)	7 (11.7 %)	12 (20 %)	6 (10 %)	6 (10 %)	26 (43.3 %)

Based on the table above shows the durations of English lecturers in teaching ESP (English for Specific Purpose). There are 3 (5 %) English lecturers who teach ESP for less than 1 year, 7 (11.7 %) English lecturers teach ESP for more than 1 year, 12 (20 %) English lecturers teach ESP for more than 2 years, 6 (10 %) English lecturers teach ESP more than 3 years, 6 (10 %) English lecturers teach ESP more than 4 years, and 26 (43.3 %) English lecturers teach ESP more than 5 years. It shows the dominant English lecturers have been experienced in teaching ESP for more than 5 years.
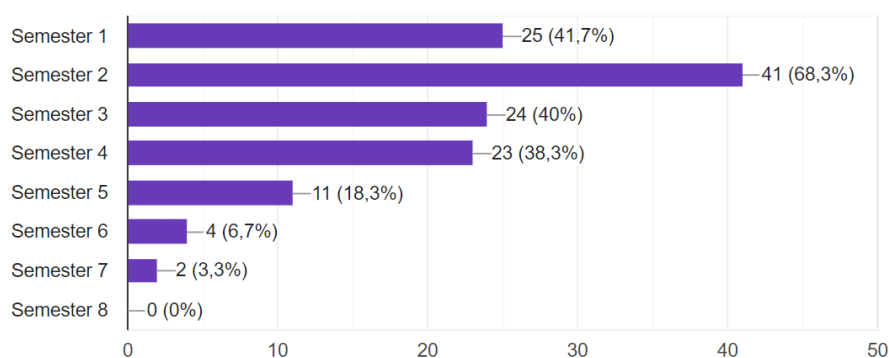

Figure 1. Semester Level of Teaching ESP Courses

Based on the figure above shows the semester level of teaching ESP (English for Specific Purpose). The English lecturers can choose multiple options related to the semester levels they teach ESP courses. There are 41 (68.3 %) English lecturers teach ESP in the 2nd

semester, 25 (41.7 %) English lecturers teach ESP in the 1st semester, 24 (40 %) English lecturers teach ESP in the 3rd semester, 23 (38.3 %) English lecturers teach ESP in the 4th semester, 11 (18.3 %) English lecturers teach ESP in the 5th semester, 4 (6.7 %) English lecturers teach ESP in the 6th semester, 2 (3.3 %) English lecturers teach ESP in the 7th semester, and there is no English lecturers teach ESP in the 8th semester. It shows that the most dominant English lecturers (41 or 68.3 %) teach ESP in the 2nd semester. Besides, they also teach ESP in the 1st, 2^{nd,} and 3rd semesters.
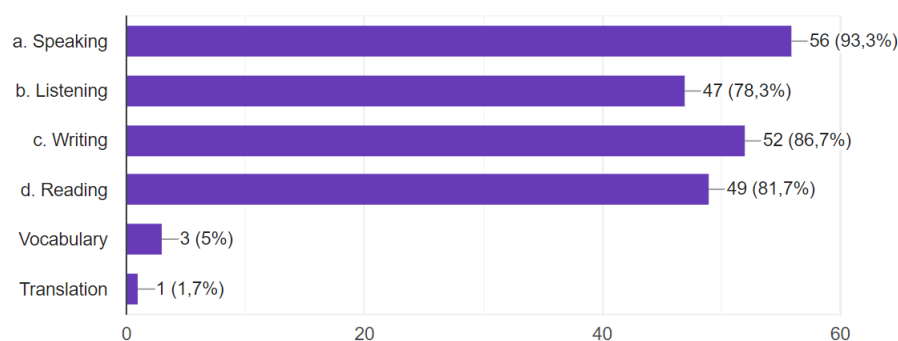

Figure 2. English Skills Taught in ESP Courses

Based on the figure above shows the English skills taught by English lecturers in ESP (English for Specific Purpose) course. The English lecturers can choose more than one option related to the English skills that they teach in ESP courses. There are 56 (93.3 %) English lecturers who teach speaking skills in ESP, 52 (86.7 %) English lecturers teach writing skills in ESP, 49 (81.7 %) English lecturers teach reading skills in ESP, 47 (78.3 %) English lecturers teach speaking skills in ESP, 3 (5 %) English lecturers teach vocabulary in ESP, and 1 (1.7 %) English lecturers teach translation in ESP. It shows the dominant English lecturers (56 or 93.3 %) teach speaking skills in ESP courses.

Table 2. English Lecturers' Difficulties in Teaching ESP

Statements	Response			
	Listening	Speaking	Reading	Writing
Difficult English skills taught related to teaching ESP courses	10 (16.7 %)	32 (53.3 %)	4 (6.7 %)	14 (23.3 %)

Based on the table above shows the difficult English skills taught by English lecturers in ESP (English for Specific Purpose) course. The English lecturers can choose the most difficult skill that they have experienced during teaching ESP courses. 10 English lecturers (16.7%) report that listening is a challenging English skill taught in ESP; 32 English lecturers (53.3%); 10 English lecturers (16.7%) report that speaking is a challenging English skill taught in ESP; 4 English lecturers (6.7%) report that reading is a challenging English skill taught in ESP; and 10 English lecturers (16.7%) report that writing is a challenging English skill taught in ESP. It implies that teaching speaking skills is ESP programs' most difficult English ability.

During the implementation of teaching ESP (English for Specific Purpose), the researcher finds some difficulties as stated below:

Table 3. English Lecturers' Difficulties in Teaching ESP

No	Statements	Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Teaching ESP (English for Specific Purposes) courses require more challenges than teaching EGP (English for General Purposes)	31 (51.7 %)	26 (43.3 %)	3 (5 %)	0 (0 %)
2	Difficulty in making student syllabus and semester student plans (RPS)	14 (23.3 %)	25 (41.7 %)	20 (33.3 %)	1 (1.7 %)
3	Difficulty in making ESP course materials according to student needs	15 (25 %)	26 (43.3 %)	19 (31.7 %)	0 (0 %)
4	Difficulty using learning methods in ESP courses	11 (18.3 %)	28 (46.7 %)	21 (35 %)	0 (0 %)
5	Difficulty in getting ESP textbooks that suit student needs	15 (25 %)	26 (43.3 %)	19 (31.7 %)	0 (0 %)
6	Difficulty in making/designing ESP textbooks according to student needs	18 (30 %)	23 (38.3 %)	19 (31.7 %)	0 (0 %)
7	The level of ability of students in English is different	35 (58.3 %)	24 (40 %)	1 (1.7 %)	0 (0 %)
8	The level of student motivation in learning English is different	37 (61.7 %)	21 (35 %)	2 (3.3 %)	0 (0 %)
9	The level of awareness of students about the importance of ESP courses varies	30 (50 %)	27 (45 %)	3 (5 %)	0 (0 %)
10	The policy of the institution (faculty or study program) related to the ESP course curriculum has not been clearly stated	13 (21.7 %)	35 (58.3 %)	12 (20 %)	0 (0 %)
11	Institutional policies (faculty or study programs) related to facility policies (facilities and infrastructure) are not adequate.	16 (26.7 %)	37 (61.7 %)	7 (11.7 %)	0 (0 %)
12	The number of lectures/credits in ESP courses is not as expected	13 (21.7 %)	34 (56.7 %)	13 (21.7 %)	0 (0 %)
13	The number of semesters in the ESP course is not as expected	12 (20 %)	32 (53.3 %)	16 (26.7 %)	0 (0 %)
14	Compensation (income) in teaching ESP courses is not as expected	16 (26.7 %)	27 (45 %)	15 (25 %)	2 (3.3 %)

Based on the table above shows English lecturers' difficulties in teaching ESP (English for Specific Course). The 1ˢᵗ statement shows that 31 English lecturers (51.7 %) strongly agree, 26 English lecturers (43.3 %) agree, and 3 English lecturers (5 %) disagree. It shows that most dominant English lecturers strongly agree that teaching ESP (English for Specific Purposes) courses require more challenges than teaching EGP (English for General Purposes). The 2ⁿᵈ statement shows that 14 English lecturers (23.3 %) strongly agree, 25 English lecturers (41.7 %) agree, and 20 English lecturers (33.3 %) disagree. It shows that most dominant English lecturers have difficulties in making student syllabi and semester student plans (RPS). The 3ʳᵈ statement offers that 15 English lecturers (25 %) strongly agree, 26 English lecturers (43.3 %) agree, and 19 English lecturers (31.7 %) disagree. It shows that most dominant English lecturers struggle to make ESP course materials according to student needs. The 4ᵗʰ statement shows that 11 English lecturers (18.3 %) strongly agree, 28 English lecturers (46.7 %) agree, and 21 English lecturers (35 %) disagree. It shows that most dominant English lecturers struggle to select and use learning methods in ESP courses. 15 English teachers (25%) strongly agree, 26 English teachers (43.3% agree), and 19 English professors (31.7%) disagree with the fifth statement. It demonstrates that the majority of English lecturers have difficulty acquiring ESP textbooks that meet students' demands. The 6ᵗʰ statement shows that 18 English lecturers (30 %) strongly agree, 23 English lecturers (38.3 %) agree, and 19 English lecturers (31.7 %) disagree. It shows that most dominant English lecturers have difficulties in making/creating/designing ESP textbooks according to student needs.

In the 7ᵗʰ statement, it shows that 35 English lecturers (58.3 %) strongly agree, 24 English lecturers (40 %) agree, and 1 English lecturer (1.7 %) disagrees. It shows that most dominant English lecturers strongly agree that the level of ability of students in English is different. In the 8ᵗʰ statement, it shows that 37 English lecturers (61.7 %) strongly agree, 21 English lecturers (35 %) agree, and 2 English lecturers (3.3 %) disagree. It shows that most dominant English lecturers strongly agree that the level of student motivation in learning English is different. In the 9ᵗʰ statement, it shows that 30 English lecturers (50 %) strongly agree, 27 English lecturers (45 %) agree, and 3 English lecturers (5 %) disagree. It shows that most dominant English lecturers strongly agree that students' level of awareness about the importance of ESP courses varies.

The 10ᵗʰ statement shows that 13 English lecturers (21.7 %) strongly agree, 35 English lecturers (20 %) agree, and 12 English lecturers (20 %) disagree. It shows that most dominant English lecturers agree that the policy of the institution (faculty or study program) related to the ESP course curriculum has not been clearly stated. In the 11ᵗʰ statement, it shows that 16 English lecturers (26.7 %) strongly agree, 37 English lecturers (61.7 %) agree, and 12 English lecturers (20 %) disagree. It shows that most dominant English lecturers agree that institutional policies (faculty or study programs) related to facility policies (facilities and infrastructure) are inadequate. In the 12ᵗʰ statement, it shows that 13 English lecturers (21.7 %) strongly agree, 34 English lecturers (56.7 %) agree, and 13 English lecturers (21.7 %) disagree. It shows that most dominant English lecturers agree that the number of lectures/credits in ESP courses is not as expected. The 13ᵗʰ statement shows that 12 English lecturers (20 %) strongly agree, 32 English lecturers (53.3 %) agree, and 16 English lecturers (26.7 %) disagree. It shows that most dominant English lecturers agree that the number of semesters in the ESP course is not as expected. The 14ᵗʰ statement shows that 16 English lecturers (26.7 %) strongly agree, 27 English lecturers (45 %) agree, 15 English lecturers (25 %) disagree, and 2 English lecturers (3.3) strongly disagree. It shows

that most dominant English lecturers agree that compensation (income) in teaching ESP courses is not as expected.

Discussion

English was considered essential for students' academic study and future careers (Chia et al., 1999). It is supported by Febriyanti (2018) that Non-English Department students need English for current requirements and future jobs. Therefore, it is recommended that ESP English teachers or other relevant parties meet the needs of these kids. In addition, it is important always to do a needs analysis, as the needs of ESP students are constantly evolving. In non-English study programs, English learning material is organized according to the special needs of the English learners. This is generally referred to as English for Specific Purpose (ESP) (Ekayati et al., 2020).

English for Special Purposes means teaching English that is relevant to the student's field, which can be assumed that students will be more highly motivated to learn about topics and textbooks related to the subject and field of work (Lestari, 2019). Haryono et al. (2021) argue that it is necessary to have a learning plan that begins with carrying out an analysis of the needs of English learning materials with special objectives (ESP). Robinson (1980) states that there are three major characteristics of ESP, the first of which is that ESP is goal-oriented learning. 2) The design and development of ESP content are based on the notion of requirements analysis. 3) Because ESP is often taught at the secondary academic and work professional levels, it is more suited for adult learners.

The findings above show that the most dominant English lecturers teach ESP in the 2nd semester. Besides, they also teach ESP in the 1st, 2nd, and 3rd semesters. English skills taught by English lecturers in ESP (English for Specific Purpose) course are speaking, writing, reading, speaking, vocabulary, and translation. While the difficult English skills taught by English lecturers in ESP (English for Specific Purpose) course are speaking skills. The most dominant English lecturers have been experienced in teaching ESP for more than 5 years. Aflah and Rahmani (2018) state that students need the ability to speak fluently and communicatively to prepare themselves to meet the demands of their profession in the future. This shows that the student's desire to improve speaking skills is in line with the needs of the job market which requires the ability to communicate in English well. Yulientinah et al. (2020) also state that language skills that become the needs and desires of learners are not specific skills referring to their field but refer to language skills that are more commonly used in the world of work and speaking skills are still weak due to a lack of opportunities to practice.

In the implementation of teaching ESP, English lecturers' difficulties face some problems, such as 1) teaching ESP courses require more challenges than teaching EGP (English for General Purposes); 2) making student syllabi and semester student plans; 3) making ESP course materials; 4) selecting and using learning methods in ESP courses; 5) ESP textbooks; 6) making/creating/designing ESP textbooks; 7) the level of ability of students in English is different; 8) the level of student motivation in learning English is different; 9) Students' awareness level about the importance of ESP courses varies; 10) the policy of the institution (faculty or study program) related to the ESP curriculum has not been clearly stated; 11) institutional policies (faculty or study programs) related to facility policies (facilities and infrastructure) are not adequate; 12) the number of lectures/credits in ESP

courses is not as expected; 13) the number of semesters is not as expected; 14) compensation (income) in teaching ESP courses is not as expected.

The first challenge lies with the lecturer. Higher education institutions typically employ ESP instructors who are young or inexperienced (junior lecturers) and have less teaching experience. The majority of ESP courses in higher education are still taught by relatively fresh academics (1 to 5 years) due to lecturer recruitment. New lecturers encounter various obstacles, including adaptation to teaching at universities, the transformation of ESP instruction, which must be distinct from EGP (English for General Purposes), and a heavy teaching load at the faculty/department where the lecturer is based (14-28 credits per semester).

Because teaching at college may be a new experience for new lecturers, they commonly have difficulties in the classroom. Preparation is not trivial in terms of pedagogical development, emotional maturity, and the time required to prepare for teaching in a major that differs from their own. In addition, the majority of young teachers are unaware of the criteria that distinguish ESP courses from EGP courses. This impacts the content, learning objectives, and teaching techniques, resulting in off-target ESP learning. The third difficulty teachers encounter is increased instructional load (excessive teaching load). In addition to teaching ESP, the lecturer is a lecturer at the Faculty of Letters and the Faculty of Teacher Training and Education, where they teach a variety of courses. Due to the teacher's exhaustion, ESP learning objectives are not met to their full potential, putting the quality of education at risk.

The challenge is the material. According to the facts, certain commercially available textbooks do not meet the demands of students, which vary by institution, academic year, and class (Anthony, 1997). Furthermore, the presence of matter is unbalanced. Regarding several majors/study programs. Due to the vast market for commercial textbooks, they are incredibly accessible. However, there are several majors/study programs for which it is challenging to locate textbooks on the market. Moreover, alternate textbook variants remain uncommon. Explore the online library of ESP books in Indonesian college libraries. The availability of this information is significant for two reasons. First, the majority of professors and lecturers lack the time to prepare the content due to the weight of overteaching and the lack of knowledge regarding the peculiarities of ESP. Second, the availability of textbooks for students gives the idea that ESP learning is treated seriously and is not only a curricular sweetener. Textbooks serve as the primary source of teaching inspiration and the curriculum itself for educators.

The final challenge is institution policy. This institution's policy consists of two components: curriculum policies and facilities policies. A curriculum is a teaching guide developed following the vision and goal of the learner's department, faculty, and college. The curriculum represents the learning objectives constructed following learners' demands to generate competent graduates. The curriculum for ESP classes at the university or higher education has not been detailed yet. This is significant since the ESP instructional design for each department/study program has not yet been implemented because the majority of lecturers are unaware of the vision and goal of the department or study program and faculty where ESP is taught. ESP in Higher Education is a required course for all departments/study programs in higher education. This course's credits range from 3 to 6 and are taken in the early semesters, such as semesters 1-3 in a row, for a total of 4 to 6 credits. However, other faculties still include this ESP course in the compulsory course curriculum for students.

Facilities in ESP courses need support considering the dual advantages expected by the institution. ESP learning usually includes four language skills where the percentage of skills emphasized differs for each major depending on the needs analysis results. ESP teachers usually have difficulty developing and delivering ESP materials covering four skills languages because of limited facilities. Examples of needs in listening skills. Because ESP learning is carried out in the department's classroom student, which incidentally is not a language class, the facilities for tape, TV, stereo, cassette, and others are unavailable. This unavailability results in a reduced portion even the loss of this language skill in the ESP teaching and learning process. This is, of course, very unfortunate, especially if it turns out that according to a needs analysis (ESP need) analysis) listening skills are needed.

The fourth challenge is posed by ESP learners/students. This difficulty encompasses two aspects: learners with a beginning degree of competency and motivated learners. Dudley and Evans (1997) suggested One of the characteristics of ESP addiction is that ESP is designed for learners with intermediate and advanced language skills. Because ESP is constructed on the foundation of EGP, ESP learners are required to have adequate English language capital to follow the ESP skills that correspond to their goals and requirements. As a result, the initial learning objectives are not met since the teacher must enhance the students' ESP competence for them to acquire the requisite level of proficiency. The English learning model cannot be executed with ESP but must be implemented with EGP models if the percentage of students at the beginning level increases with distance. This is in no way comparable to the educational vision and purpose needed by departments and faculties. Consequently, the distance between the attainment of learning objectives and the acquisition of information is too great.

The second challenge in terms of students is in terms of eye learning motivation ESP course. Learners in Indonesia frequently undervalue ESP courses (Alwasilah, 2000). This is suspected because the learner does not can find the practical advantage of learning English according to the field of their interest. This problematic learning motivation is one of the impacts of the various challenges that have been unraveled in the previous points.

For the benefit and advancement of several parties, a resolution must be found for the aforementioned difficulties. A strong synergy is required between the university, students, and stakeholders. Possible synergies include focusing on the creation of ESP materials or textbooks for diverse majors/study programs. The development of textbooks is viewed as one of the solutions for remembering the distinctive nature of ESP courses; not identical between one major/study program and another, even though the majors/study programs are identical, but for students in different regions/universities institutions due to the visions and missions of different institutions and faculties.

Material development is also highly beneficial for ESP educators. This issue aimed to simultaneously present an outline of how ESP differs from EGP in terms of course features. It is anticipated that developed materials or textbooks would boost the efficacy and efficiency of teaching such that it is goal-oriented and assists ESP instructors in adapting to the High ESP teaching style and teaching load. Such as which semester ESP courses should be offered, and the curriculum planner must consider such factors. This is because the majority of ESP courses do not need learners to be at an intermediate or advanced level. Considering that entry-level English learners are, on average, at the beginner-late beginner level, offering ESP courses in the first semester (1-3) is less beneficial for achieving learning objectives. In addition, their understanding of majors/study programs and the features of their majors/study programs during the first semester is typically inadequate.

Understanding the learner's topic of study is crucial and has a high correlation with the success of ESP courses. The more their knowledge of numerous topics connected to their field of study, the greater their literacy in ESP courses for academic skills and graduate studies. This occurs due to the learner's growing awareness and conviction that ESP delivers important, applicable advantages for them, enhancing their learning motivation. Therefore, ESP should be taught to students in their second semester. Additionally, university rules regarding ESP courses should be explicit on at least two points. The first is the dedication to enhancing the quality of graduates through English proficiency. Workshops and training on ESP are required to build confidence in the English-learning paradigm based on the ESP method. The second is inspiring and bridging the coordination of ESP instructors with content-topic teachers (based on the area of interest of each department/study program). This is essential for ensuring great learning and that the meaning of ESP matches the learner's expectations and requirements. Furthermore, instructors should not be allocated to teach ESP in various majors/study programs each year to facilitate their adaptation to the new field setting. Changing the field of ESP instruction every academic year would hamper its development.

ESP is a highly motivating combination of subject matter and English language training since students/learners may apply what they've learned in English classes to their field of study (Fitria, 2020). The scope of ESP teaching is to develop skills in speaking because the goal of teaching ESP is that students can master vocabulary related to their skills. The competency that focuses on teaching ESP for classes with non-English students is that students can communicate in English at the beginner level. The students must master their speaking skills because English is used for communication in the world of work (Sofyan, 2016).

The implementation of ESP courses at universities is an attempt to meet the challenge posed by the needs of the workplace. ESP courses give dual benefits. Students learn to utilize English directly in the context of their disciplines for academic and non-academic purposes since ESP is provided when pursuing academic education following their field of interest. Interest Academic refers to the ability to read, listen, write, and speak about content or the substance of their specialties. As for non-academic pursuits outside of their subjects, such as speaking, reading, and listening, students should produce useful materials for daily needs. The second benefit is preparation for the workplace. As we all know, English proficiency is becoming an absolute need for employment. As an introduction, job interview sessions need extensive English language proficiency. The ESP courses they took throughout their undergraduate degrees can have a second purpose in preparing them to obtain postgraduate skills for their professional careers. It is Unique to ESP because its objectives are adapted to the needs of the learner and are well-suited to help attain this dual function.

Conclusion

English skills taught by English lecturers in ESP courses are speaking, writing, reading, speaking, vocabulary, and translation. Most dominant lecturers teach ESP in the 2nd semester. Besides, they also teach ESP in the 1st, 2nd, and 3rd semesters. The difficult English skills taught by English lecturers in ESP courses are speaking skills. The most dominant English lecturers have been experienced in teaching ESP for more than five years. They state that teaching ESP courses require more challenges than teaching EGP (English for General

Purposes). In the implementation of teaching ESP, English lecturers' difficulties in teaching ESP are related to 1) making student syllabi and semester student plans; 2) making ESP course materials according to student needs; 3) selecting and using learning methods in ESP courses; 4) getting ESP textbooks related to student needs; 5) making/creating ESP textbooks related to student needs; 6) difference in students' English proficiency levels; 7) difference in the level of students' motivation to learn English students; 8) different levels of students' awareness of the importance of ESP; 9) the institution's policy related to the ESP course curriculum has not been clearly stated; 10) institutional policies related to facility policies are not adequate; 11) the number of lectures/credits, and the number of semesters in the ESP course are not as expected; 12) compensation (income) in teaching ESP courses is not expected.

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