

THE ISSUES OF LEARNING ENGLISH FOR SPECIFIC PURPOSE IN THE ERA DIGITAL REVOLUTION: TEACHING MATERIALS FOR STUDENTS IN HIGHER EDUCATION INDONESIA

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ABSTRACT

Mastery of English language competence is a demand for non-English study program students. The purpose of this study is to determine the problems of learning English as ESP (English for specific purpose) in the development of teaching materials for students. This research methodology uses qualitative through systematic literature review. The results of this study are problematic in English learning of ESP are the Lecturers face difficulties in developing ESP materials that are in accordance with student needs and the obstacle of obtaining ESP textbooks which relevant to work field of students. Solutions to overcome the problem of learning special English (ESP) in students in the Digital Revolution era involve industry-relevant curricula, the use of digital technology, interactive and contextual content, collaboration with industry, Soft skills development, Project-based learning, comprehensive evaluation, a student-centered approach, and psychological and technical support for students who need it.

Kata kunci: ESP, Teaching materials, digital revolution

INTRODUCTION

The era of the Fourth Industrial Revolution (4IR) makes technology in the fields of robotics, Internet of Things (IoT), quantum computing, and artificial intelligence (AI), as well as various other innovations. The term was first introduced by Klaus Schwab in 2016, who is the founding Executive Chairman of the World Economic Forum (WEF). Hussien and Norizan (2021) have discussed how technological advances contribute significantly to various aspects of daily life, including business, education, and learning. The application of technology and software in teaching has brought benefits to learners, increasing their interest in learning.

The Indonesian government has mandated that English be the main foreign language taught in Indonesian schools, from elementary school to university level. In addition, the government also gives permission to use English as the language of instruction in the educational process (Hamidah & Yanuarmawan, 2019).

Learning English for higher education should not only be limited to general English, but should be tailored to the student's field of study, known as English for Specific Purposes (ESP). ESP is a specialized approach to English language learning, designed to meet the specific needs of students in their field (Robinson, 1990; Donough, 1984). The goal of ESP is for students to master English according to their field of study, enabling them to acquire information and knowledge in English. The use of English as the lingua franca of the world has encouraged the development of English language learning for special purposes (ESP) that takes into account the needs and mental skills of students, especially in the professional field they are studying. In the era of revolution 4.0, English learning increasingly involves technology, especially in Mobile Assisted Language Learning (MALL), considering that almost everyone has access to smart phones and the internet (Hsu, 2013).

Andriyani (2020) The author investigates ESP issues through literature review. His findings identified five main problems, involving teaching pedagogy, lecturers, course design, and student abilities and needs. The research also provides some suggestions for addressing the challenges of teaching English for Special Purposes in higher education.

Daar (2020: 7) states that students have difficulty in learning to speak English due to lack of motivation and interest, basic knowledge and limited vocabulary, and lack of self-confidence. These intrinsic factors hinder students' speaking skills, which is caused by lack of facilities, unsupportive learning environment, and lack of material that is interesting and in accordance with students' needs

Fitria, T.N (2023), teaching ESP involves greater challenges compared to teaching EGP (English for General Purposes). In ESP teaching practice, teachers face several difficulties, including making syllabi and lesson plans, developing ESP materials that suit student needs, selecting and implementing effective learning methods, and the difficulty of obtaining ESP textbooks that are relevant to student needs. In addition, differences in the level of English language skills, learning motivation, and students' awareness of the importance of ESP are also obstacles. The curriculum and facility policies of the institution are not yet clear, and the number of courses/credits and semester duration in ESP courses are often not in line with expectations. In addition, financial compensation in teaching ESP courses is also a problem faced by teachers. Needs analysis shows that students want to

improve their English speaking skills to support careers in the hospitality and tourism industry.

Ekayati, et. Al (2020) The results of the study confirmed the differences in student needs, which depend on the field of science they are studying. The average ability of students ranges from low to intermediate level, focusing on speaking and listening skills relevant to their course of study. Learning objectives are divided into short-term goals, such as academic needs, and long-term goals, related to post-educational careers. The needs of English ESP learning concepts vary according to different non-English study programs. Therefore, the design of the ESP concept must be adjusted to the needs of the study program. Roinah (2019) identified internal factors that affect the English learning of STAIN Bengkalis students, including attitudes towards learning, motivation, concentration, intelligence, study habits, the ability to process study materials, and the ability to achieve. On the other hand, external factors are influenced by the lack of variety in English language teaching by lecturers, which ultimately affects student learning. Mulyawan (2021) stated that the main problems that arise are 3 parts, namely; (1) there is a delay from the subject in participating in online class activities, (2) there is a tendency not to seriously participate in learning activities by doing other activities such as playing games, watching TV and other activities as well; (3) lack of maximum time and ability of companions during the learning process either because they do not have sufficient understanding of the material or the existence of other activities or work that must be undertaken.

Dimyati and Sudjiono (2010) show that challenges in the learning process arise from two sources, namely internal and external factors. Internal factors involve a number of problems faced by students during the learning process. These problems can be overcome by students, and if successfully overcome, learning can run smoothly without a hitch. These internal factors include students' attitudes towards learning, learning motivation, concentration, the ability to process learning materials, the ability to store learning results, extracting information that has been learned, the ability to achieve, self-confidence, intelligence, study habits, student goals, and others.

RESEARCH METHODOLOGY

The method used in this study is a literature review through the systematic literature review and meta-analysis (PRISMA) approach (Moher, et.al, 2009). The literature that is the focus of this article is about the issues of learning English for specific purpose in the era digital revolution with the following criteria:

Table 1 Article Selection Criteria

No	Criteria
1	Articles related to the issues of development teaching materials
2	The article discusses the analysis of students need in higher education
3	Learning English for specific purpose in the era digital revolution
4	Articles published between 2018-2023

As well as articles that will not be used, namely if:

1. Articles related to issues of development teaching material in schools
2. Articles with few references to related theories
3. Learning English for specific purpose used as first language

The strategy in searching for articles to be analyzed in this research is to ensure that the literature taken is in accordance with the selection criteria. First look for synonyms of keywords in this study as outlined in the following table:

Table 2. Synonyms of keywords

Keywords	Synonyms
issues	Problem, case, matter
Teaching Material	Learning materials, educational materials
Need analysis	Investigation demand, inspection necessity
English for specific Purpose	Special Purpose, Particular purpose
Higher Education	Universities, Academies, Colleges, Institutes

Furthermore, in the data selection process, researchers evaluate and report data selection through a data filtering process that matches the search criteria. Then in order to synthesizing the literature using content analysis.

The procedure for searching literature by selecting articles in this study is as follows:

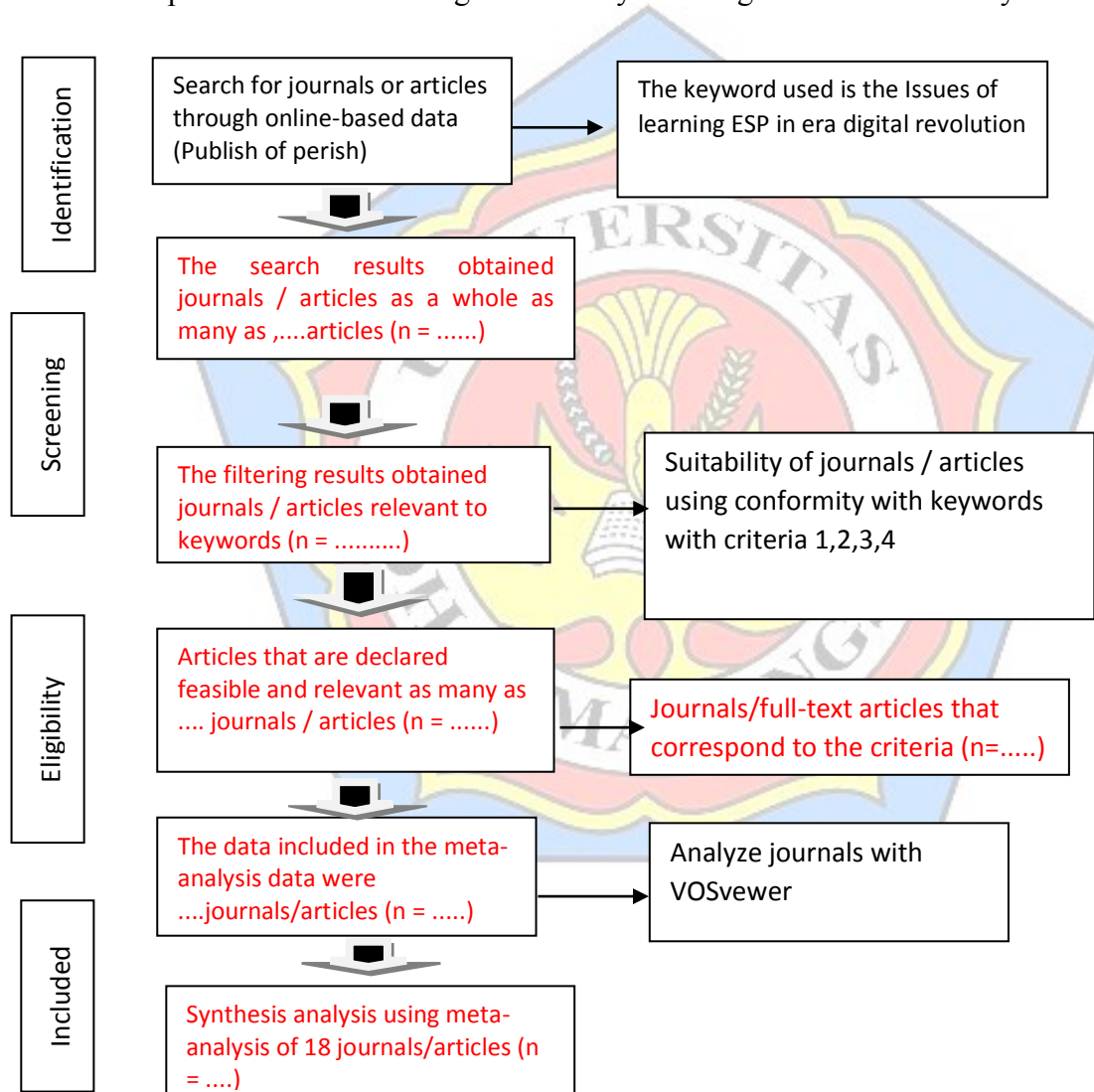


Figure 1. Literature Screening And Selection Procedures

RESULTS AND DISCUSSION

The analysis data for this research by using Publish or Perish 8 software sourced from Google scholar and continued along VOSviewer tool by entering the main keyword the issues of teaching material in English for specific purpose learning and based on following 4 selection criteria of articles. In order to visualize social network data in figure 1,2,3 below :

Figure 1. Visualization Network

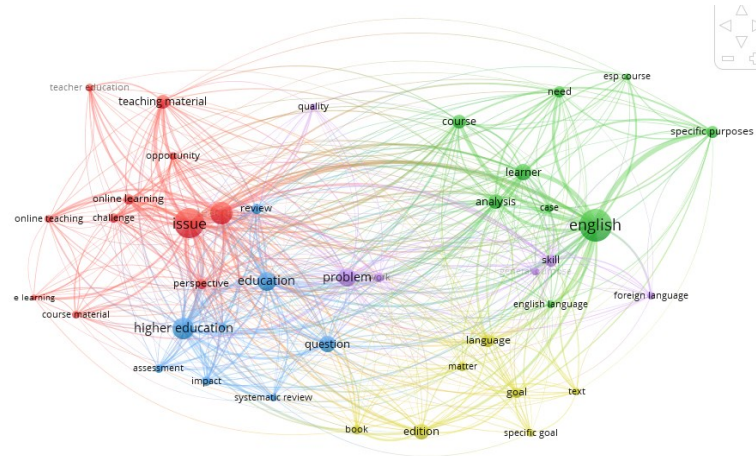


Figure 2. Overlay Visualization

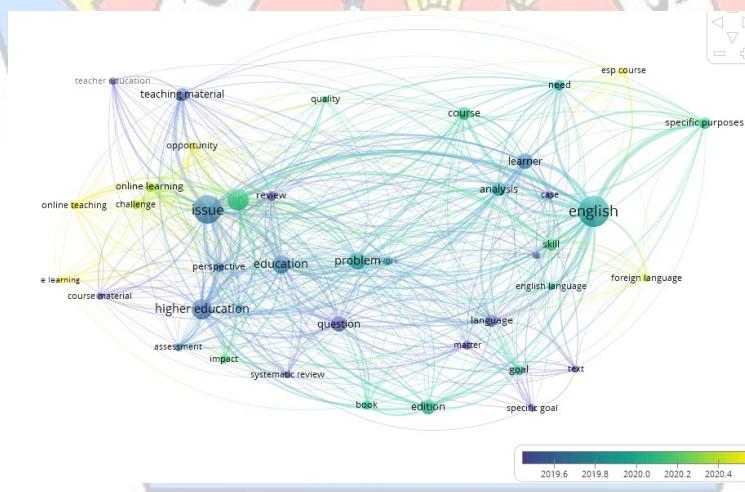


Figure 3. Density Visualization

Based on the figure of visualization network presents the related research total link strength 3559, item 5 , cluster 41 and there are 539 related articles. It can be seen of the research entities in the network interact with each other, the issues of English in this capture have most related to Teaching material. Then, this research continued to analyze the article that only related to the keyword of this research also depend on the criteria.

Roinah (2019) stated that students like English lessons because of the varied teaching methods of lecturers and a pleasant learning atmosphere. Adequate facilities and infrastructure ensure that they do not experience obstacles in learning. They realize the importance of learning English as a necessity due to its status as an international language. The study's findings have a number of important implications for future practice. First, it is important for teachers to get professional training through various conferences, courses, professional literature, and seminars to gain better knowledge in the use of educational technology. Therefore, it is very important for school management to carry out various trainings for teachers to improve their skills in using technology in schools. Furthermore, schools must provide more advanced facilities or tools for teachers to utilize classrooms to make learning more meaningful and follow the 4IR era (Hameed, B. and Hashim, H., 2022).

Hutchinson & Waters (1987), described in Suzani, Yarmohamadi, & Yamini, 2011: 181) defines English for Special Purposes (ESP) as "a language learning approach based on learner needs." ESP began to appear in the 1960s, related to languages or special registers. Register analysis was used initially to design ESP courses, but the results were not as expected (Brunton, 2009). Target situation analysis then became popular in designing ESP courses. Another definition by Far (2008: 3) describes ESP as "an activity within the professional framework of English language teaching (ELT), which influences the design of syllabi, materials, presentations, and evaluations." ESP is designed to meet the needs of learners in this era of globalization, allowing them to communicate in English. In Asian education, ESP is becoming a trend, allowing students to expand the vocabulary of their field of study in English (Chen, 2011).

Rasekh and Simin (2011: 2) emphasize the importance of learning English for specific purposes in college, expanding knowledge through readings and preparing students for professional situations such as further study, interviews, and correspondence. ESP has need-based subdivisions, such as English for Business, Medical, Work, Computer Students, and

Accounting. The teaching methodology in ESP classes must be adapted to the needs of learners in a particular field of science. Human and non-human factors, including teacher-student interaction and teaching materials, influence the success of ESP teaching. Problems in ESP include the basic foundation of ESP and needs analysis. This article addresses these issues and offers solutions, enabling authorities and education practitioners to respond wisely to ESP challenges.

The definition of ESP according to Dudley-Evans & St. John (1998, as cited in Brunton, 2009: 2) describes ESP as a language learning method specifically designed to meet the needs of learners. ESP integrates methodologies and activities relevant to the disciplines studied. ESP focuses on the use of language appropriate to the context, including grammar, lexis, registers, study skills, discourse, and genre. In addition, ESPs can be designed for specific disciplines and use teaching methodologies different from General English. Typically, ESPs are intended for adult learners in college or in a work environment, but can also be intended for students at the high school level. ESP courses assume a basic understanding of language systems as a foundation. Needs analysis is a non-negligible first step in designing an ESP course, involving questions about the learner's goal of learning English and influencing course content (Hutchinson & Waters, 1987, as cited in Massouleh & Jooneghani, 2012).

Suzani et. Al, (2011) The problem of students' reading skills is also an important issue. Many learners have difficulty in understanding syntactic concepts in reading texts, such as subordinate clauses and passive forms. The difference in the structure of English and Persian creates a barrier in syntactic understanding. In addition, another problem is related to the timing of ESP courses in universities, which are often considered not in accordance with the student's semester schedule. Problems faced by participants in taking ESP courses. First, they feel that they are not quite ready to take the course. Second, classes are often too crowded, making it difficult for students to concentrate. Third, class hours are often inappropriate, often postponed. Fourth, summer courses can reduce learners' motivation due to time constraints and too much material. Fifth, there is a discrepancy between previous knowledge and the ESP material taught. Sixth, in many ESP classes, students are only required to memorize terminology with no practical application. Seventh, students also experience difficulties when teachers are unable to deal with ESP teaching issues in their

environment. In addition, problems also arise in terms of course books and teaching materials. First, students do not know the purpose and material to be tested. Secondly, students are dissatisfied with the translation methods used by teachers, feeling that they are not gaining practical learning from textbooks. Third, memorizing large amounts of terminology is also considered ineffective. Fourth, lack of the interconnectedness in vocabulary learning is also a problem, and finally, after exams, learners often forget the vocabulary that has been learned.

Alameddine (2012) research on teaching business English to Arabic speakers. Alameddine found that there were several key problems, such as differences in material elements, differences in writing strategies, knowledge of prepositions, and sentence patterns. The difference in material elements occurs because the use of previous knowledge in Arabic produces different sentence forms in English. The writing style of Arabs is also different where the use of Arabic language structure and English causes difficulties for learners. Another study by Khasawneh (2010) showed that Arabic graduate students experience problems in vocabulary, registers, organizing ideas, grammar, spelling, and referencing in academic writing.

In general, problems in teaching English for Special Purposes (ESP) can be divided into five main categories. First, there are problems in the pedagogical approach, especially related to the vagueness of the theoretical foundation of ESP whether as a tool or discipline, as well as whether ESP should be considered a practical skill or in-depth knowledge. Second, the issue is related to the role of the teacher, whether the language teacher or the subject teacher who is supposed to teach ESP. In addition, teachers must be able to understand the material well in order to explain effectively to students. Third, problems arise in course design, especially in terms of teaching methods and the use of textbooks. Fourth, problems related to students' abilities, such as lack of reading skills or differences in language structure between native and English languages. Finally, problems related to student needs, including the lack of linkage between learning materials and students' practical needs in the real world.

Based on the description above, it can be concluded that the learning problems that English in ESP in universities are as follows: (1) lecturers / lecturers face several difficulties in making syllabi and lesson plans, developing ESP materials that suit student needs, selecting and implementing effective learning methods, and the difficulty of obtaining ESP

textbooks that are relevant to student needs; (2) differences in students' English proficiency levels; (3) Internal and external factors of students such as learning motivation, and students' awareness of the importance of ESP; (4) The curriculum and facility policies of the institution are not yet clear, and the number of courses/credits and semester duration in ESP courses are not in accordance with the expectations of teachers.

Learning English for Specific Purposes (ESP) for students in the Digital Revolution era faces a number of unique challenges. Based on the analysis of previous references, there are several solutions that can help overcome the problem of learning English as ESP in students in the era of the Digital Revolution: (1) Create a curriculum that is in accordance with current needs, namely by involving university stakeholders in the curriculum design process to ensure that students acquire skills that are in accordance with the demands of the desired job market. (2) Integrate digital technology in learning, such as online learning platforms and English learning applications. Where the use of online platforms allows flexible and interactive access to learning materials. (3) Develop learning content that is interactive and relevant to students' daily lives. This can certainly help students understand the ESP learning material provided because it relates to the context of real-world situations. (4) Apply a project-based learning approach, in which case students work on real projects that require them to use English actively. It can also improve ESP content comprehension and language skills. (5) Adopt a student-centered learning approach, enabling them to take an active role in their learning. Integrating these solutions into learning approaches can help students overcome the problems of learning English as an ESP in the era of the Digital Revolution as well as to prepare them for success in the ever-evolving world of work.

CONCLUSION

Teaching English for special purposes (ESP) is very important in the university environment, considering the demands that exist in the academic world and the world of work in the future. ESP teaching involves an approach where educators focus material on subject area-specific content or student knowledge that is based on needs analysis. However, this approach brings a number of problems in ESP teaching. The authors identify five main problems. First, it is related to the teaching method used. Second, it relates to the role and qualifications of educators. Third, the design of learning materials is also a challenge in

teaching ESP. Fourth, related to students' abilities, including their basic understanding of language use. The last is the mismatch between student needs and available ESP materials.

To address these issues, there are some practical suggestions put forward. First, it is important to conduct an in-depth needs analysis. This analysis is the basis for designing ESP materials that are appropriate and relevant to students. Second, improvements in teaching methodology are needed. Memorizing terminology is not an effective approach; Learning materials must be presented in authentic contexts so that students can understand them better. In addition, students' prior knowledge of basic language use should be considered, for example by providing general English courses before starting ESP. Finally, it is recommended that more research be done to gain a deeper understanding of how to address issues that arise in ESP teaching."

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