PROBLEMS AND CHALLENGES IN DESIGNING ESP COURSE FOR HOSPITALITY AND TOURISM STUDENTS OF STP MATARAM

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A B S T R A C T S

The objective of this study is to identify the difficulties and obstacles that instructors encounter when designing ESP English course for tourism students. Communication with foreigners was deemed by the majority of Lombok's stakeholders to be the most formidable challenge to the local community. Students have to be able to speak and write English because of how quickly knowledge and information spreads in this globalized world. To accommodate the requirements of students, English for Specific Purposes (ESP) is structured. In this study, the ESP lecturers at STP Mataram are degrees in education and/or language; hence, it is doubtful that they have specific understanding of the subjects that the students are studying. It could be challenging for the lecturers at STP Mataram to manage and design course with relevant activities in the classroom, much less respond to questions about subjects, technical terms, and ideas that they don't fully understand. Not only do lecturers face difficulties in creating materials in realistic forms, but they also face difficulties in choosing texts or other resources based on their own degree of expertise in the subject. In teaching the class efficiently, ESP lecturers must also develop the syllabus, supply the necessary materials, work with subject/content specialists, carry out research, and assess the students and the course. A thorough need analysis will enable the course designer to create a unique, appropriate course for the students and consider the students' prior knowledge of how to use English language.

INTRODUCTION

The emergence of new tourist destinations in Lombok, West Nusa Tenggara, presents a captivating prospect, as it promises to provide advantageous outcomes for the community in the region. There are three primary advantages of tourism for the community, including sustainable economic gains, enhanced provision of local infrastructure, and the promotion of culture (Aryani, 2017). In order to enhance its status as a globally oriented tourism destination, the people recognize the significance of attaining proficiency in foreign languages to effectively engage with international visitors. Communication with foreigners was deemed by the majority of Lombok's stakeholders to be the most formidable challenge to the local community.

A higher level of English proficiency is now required due to the Asian Economic Community, which has been in place for almost two years. The acquisition of English proficiency in the context of the ASEAN Economic Community era is a significant challenge

for colleges and universities, who are responsible for producing a workforce that possesses the necessary skills (Kirkpatrick, 2010). In order for graduates to succeed in the competitive world of professional employment, it becomes obligatory upon institutions of higher education to equip them with proficient English language abilities. Particularly in Lombok Nusa Tenggara Barat, where the Moto GP Mandalika is a popular destination for foreign tourists and with increased competitiveness in the labor sector, the urgent need for proficiency in English is becoming more and more crucial. In order to address these concerns, the implementation of intensive English-language courses could be considered as a potential solution.

In the process of developing contextualized instructional materials, needs analysis has been a consistently requested component. This material development is predominately concerned with English for Specific Purposes (ESP) theories, given that it is learner-centered. These theories are relevant to the context of this study because (Robinson, 1991) defined two criteria for ESP courses: first, ESP courses are typically goal-oriented and second, they are based on a need analysis. It indicates that the objective of a needs analysis is to precisely identify what the students must acquire in English. Time constraints that must be met in order to accomplish the learning objectives typically place restrictions on ESP. It is taught in classrooms that are similar in terms of the assignments or specific circumstances that the students are working on.

Input, content, language, and task are the four fundamental components that comprise the model for designing ESP materials (Hutchinson, 1987). Input comprises a variety of language-learning resources, including but not limited to text, dialogue, and video. The language input should include the following: opportunities for students to apply their prior knowledge of the subject matter and information processing skills; new language items; correct models of language use; a subject for the communicative task. Additionally, in order to provide more meaningful data, content concentration demands that language represent non-linguistic content and emotions in addition to information. On the contrary, an emphasis on language allows students to gradually comprehend the language, scrutinise its functioning, and participate in practical exercises. It equips students with sufficient language knowledge and the ability to use the language. In relation to the task, language use constitutes the ultimate aim of language acquisition. Resources intended for a communicative purpose ought to incorporate both content and language expertise. It is necessary to develop the materials in accordance with these four elements. The language and subject matter are derived from the input, whereas the learners' required actions determine the task selection process. Hence, the objective of ESP material development is to enable learners to effectively execute a specific scenario in accordance with their necessities.

An approach to enhancing competency that addresses the requirements of students as a fundamental issue in learning design can be implemented. This is consistent with the English for specific purposes (ESP) approach, which places emphasis on students' requirements in order to facilitate the efficient and effective achievement of instructional goals (Robinson, 1991). This methodology concentrates specifically on assisting students in mastering English within a predetermined time frame and is applicable to their field of study, area of interest, or profession.

As English is studied by the majority of students in preparation for employment or further study abroad. (Robinson, 1991) ESP is commonly applied to the instruction and acquisition of foreign languages for practical purposes. As a result, this approach involves teaching English in order to achieve specific language proficiency levels by employing authentic scenarios and techniques that are nearly identical to those utilized in the field of study concerning English comprehension and discourse.

According to Hutchinson and Waters (1987), English for Specific Purposes (ESP) is a learner-centered approach to language acquisition. An alternative definition, as put forth by Far

characterizes ESP as an attempt that can be acknowledged within the wider professional context of English language teaching (ELT) (Far, 2008). This recognition carries significance for the development of syllabi and materials, in addition to their subsequent evaluation and presentation. It can be deduced from the preceding definition that ESP is an English course in which the curriculum and course materials are tailored to meet the requirements of the learners.

In the end, students have to be able to speak and write English because of how quickly knowledge and information spreads in this globalized world. To accommodate the requirements of students, English for Specific Purposes (ESP) is structured. According to Brunton (2009), in addition to academic vocabulary, learners must also possess subject-specific vocabulary. To develop their knowledge, students must be exposed to content that is relevant to their respective disciplines.

English instruction in higher education must be focused on particular objectives relevant to the discipline. Students enrolled in ESP courses are required to possess specialized vocabulary in order to check and locate field-specific information in English. Purpose-driven English learning is a fundamental element of tertiary language instruction. It encompasses several key objectives: gaining subject matter expertise through English-language reading, developing practical language skills that are applicable to future academic or professional pursuits (e.g., attending interviews, conducting advanced-level research), and acquiring specialized vocabulary. Due to the disciplinary focus of ESP, the instructional approach employed in the classroom must be tailored to accommodate the requirements of the students.

Human factors are crucial to the effectiveness of language teaching and learning (Suzani, 2011). The human element affects to both the responsibilities of the instructor and the attributes of the students. The human element encompasses classroom interactions among students, including those between students and instructors or between students themselves. Time management, textbooks, curriculums, and instructional materials are all classified as non-human elements. These elements possess the capacity to present obstacles in the instruction of English, particularly for ESP. However, need analysis, which serves as the fundamental cornerstone of ESP, may also present challenges. It is hoped that by learning about some of the problems that come up in ESP, a number of preventative steps can be taken in line with the suggestions made for how to deal with them.

English is a required course for all majors at STP Mataram. In STP Mataram, English courses are provided for students in their first through second years. The subject is taught once per week and is worth two credits or sks. In Indonesia, English is taught as foreign language. Still, to improve English language teaching at the college level, the way people learn English should include both a general way of learning English and an ESP way of learning English. Implementing the English language learning model in accordance with the requirements of students in their respective fields is essential. The significance of ESP course design is to guarantee that the language instructed precisely corresponds to the language required in the academic discipline that students intend to pursue. As a result, it is critical to implement ESP in order to provide students with the necessary language abilities. However, implementation can be difficult due to the time and effort required to develop an ESP course. As a result, the objective of this study is to identify the difficulties and obstacles that instructors encounter when developing ESP English curricula for tourism students and to determine whether English instructors at STP Mataram integrate ESP into the course content they deliver to students.

RESEARCH METHOD
Research Design

Two objectives form the basis of this study. At the outset, an evaluation will be conducted to determine whether English instructors at STP Mataram integrate ESP into the course content they deliver to students. The problem and challenge they face during the development of ESP

courses will subsequently be identified. To address the research enquiries, interviews with nine English lecturers from STP Mataram were conducted. An analysis of the material that is imparted to students is also conducted. Qualitative methods are thus utilized in order to underscore the significance of context, individual interpretation, and meaning.

Population and Sample

The sampling method utilized in this study is purposeful sampling (Chang, 2014). Female and male English lecturers who instructed first-year students in tourism English at STP Mataram in Lombok comprised the participants of this study. Students from all departments at STP Mataram receive English instruction from these lecturers. STP Mataram has been offering English courses for a number of years. The interviews served as the foundation for the data collection. These lecturers have various degrees of experience in education, ranging from over 10 years. The purpose of the interviews was to learn more about the participants' thoughts on various aspects of ESP course preparation.

Instruments

In order to address the study inquiries, interviews were carried out with English lecturers. The materials provided to students are also evaluated. Thus, qualitative methodologies were employed to highlight the significance of situations, meanings, and individuals' interpretations. Interviews were utilized as the basis for gathering data.

Data Analysis

The qualitative data were employed to address the research topic, with interviews serving as the primary method for data collection. Subsequently, the qualitative data underwent coding and thematization, as described by Xu (2020). The themes identified in the qualitative data analysis were derived from the study questions (Braun & Clarke, 2019).

RESEARCH FINDINGS AND DISCUSSION
Research Findings

Course design in ESP is the procedure of gathering information for the purpose of making efficient plans for activities and assignments and developing an optimal learning environment for ESP students (Richards, 2001). Therefore, more focus should be placed on the requirements and goals of ESP students. As a more inclusive term, an ESP practitioner may perform a variety of distinct roles, including those of evaluator, researcher, trainer, curriculum developer, and material creator. Each of these factors contributes in some way to the initiation of the design process. According to Dudley-Evans (1998), there are five distinct phases involved in developing an ESP curriculum. The stages are implied to be cyclical rather than linear and interrelated. Needs analysis, curriculum development, content creation, instruction, and evaluation are the steps involved.

English is a prerequisite for all first-year students enrolled at Mataram Tourism College in order to commence their academic pursuits in the tourism field. Two credits are earned by completing this course, which meets once a week for 16 weeks. Therefore, the first-semester English course's language skills should be appropriate not only for their study, such as reading books or journals written in English, but also for their future after graduation. The interview findings indicate that the English education offered does not meet the requirements of a comprehensive ESP curriculum. English lecturers regularly employ a curriculum that consists mostly of general English content and limited emphasis on ESP materials. The majority of ESP material is distributed via texts and lexical expansion. The course planning procedure presented a number of obstacles at various points. The difficulties associated with the stages of course design was noted by the lecturers.

The first step is a needs analysis. If the course is meant for tourism workers, the English lecturers has an obligation to specify those requirements. Nevertheless, the English lecturers considered the diverse needs of the various sub-divisions comprising the tourism faculty, including the departments of hospitality, tourism, and tour and travel. This presents a difficulty because the English lecturers in this situation will have to come up with a variety of ESP lesson ideas. This is an enormous undertaking, as the instructors will have to consider the requirements of many different topic of vocabulary for the ESP classes. The following excerpts are displayed.

Excerpt 1a: "The institution did not conduct a systematic needs analysis. Therefore we simply provided the curriculum for every courses namely hospitality, tourism, and tour and travel."

Excerpt 1b: "In the Tourism Department, each lecturer has full responsibility for preparing the material. In this scenario, English instructors will need to devise a range of English for Specific Purposes (ESP) lesson concepts."

Excerpt 1c: "In the initial session, I administered a diagnostic assessment to determine the students' level of proficiency of using English, as the result of the assessment must take into account the diverse vocabulary requirements for the ESP classes."

Higher education presents challenges in teaching ESP because of its diverse student body and unique needs. These shortcomings are shown by Suzani's research, (2011). The data showed that there were a number of complaints that the pupils shared. ESP classes are frequently planned for the first half of the academic year, which is the first issue. Some were unsure if they were prepared for the class. The majority of the course material required students to memories terms. Students expressed disappointment that ESP was not being employed in real-world scenarios and that lecturers were occasionally unable to handle problems linked to teaching it in their classrooms (Andriani, 2014).

Excerpt 2a: "It is somewhat redundant due to the fact that the course material necessitated students to memorize terms during the entire meeting."

Excerpt 2b: "Unfortunately, we were disappointed that ESP wasn't being used in real work while we were on the job training in the hotel."

It is the responsibility of the lecturer to determine which skills and knowledge should be addressed in the course and in what sequence. The lecturer emphasizes the social functions of language and proper sentence construction in accordance with the pedagogy of standard English. Although this remains related to ESP instruction, the emphasis on practical application in the ESP curriculum stems from the students' objective—delivering English instruction to students with special needs. In addition, activities throughout the course are organized in accordance with the syllabus. In order to customize the curriculum to the students' major, the instructor may select exercises that replicate practical situations. English instructors must investigate more deeply into the subject matter of these exercises in order to develop a curriculum that is truly match with the topic or field of study. It's not likely that the teachers who are in charge of making the ESP programmed have a lot of experience with the subject being taught (Gupta, 2013). Consequently, the lecturer is incapable of independently devising a method to integrate the necessary terminology into the curriculum. One of the things that sets this course apart is the specialised language and material that are required to teach ESP. In most cases, instructors are not subject matter experts in the same fields as their students. Consequently, assisting students in the tourism industry to attain language and content competency represents the core issue of ESL training. The instructors frequently use books on subjects they are not very knowledgeable about.

According to Ho (2011), problems with the tasks, assignments, and structure of the course, as well as the ways in which they were taught, were encountered by both teachers and the course designers. The study's goal was to help students get better at communicating in English so that they could use those skills in their future jobs and schoolwork. The students had to learn how to write and speak about different kinds of assignments over the course of 13 weeks. They need to know how to lead a meeting, write a report, send an email, write a letter, make a technical plan, and give a talk. Because of the push to meet a lot of learning goals in a short amount of time, the problems occurred. Moreover, Rezai et.al, (2012) came to the conclusion that most students have trouble understanding what syntactic units mean when they read books. Things like passive forms and subordinate sentences are hard for them to understand. It was also noticed that the students didn't have any trouble understanding the message. This led the researcher to believe that the problems were with the learners' grammar. It turned out that students had the most trouble with syntactic units.

> Excerpt 3a: "It is hard to fulfilled and matched the tasks and assignments of the course based on the goal being pursue."
> Excerpt 3b: "We were expected to created various task and assignment for the students in order being able capable of writing and speaking about different topic of tourism and hospitality."
> Excerpt 3c: "It was exhausted sometime because we have to give a talk, send an email, write a letter, write a report, and write an email in a short amount of time."

Considerable dependence on the use of authentic materials is necessary for the development of materials in an English for Specific Purposes (ESP) context. Therefore, authentic texts are defined as materials that have been created, read, and employed by citizens of the English language. Scholarly journals, newspapers, user manuals, and other pertinent publications are all viable sources from which to obtain these resources. Although educators who develop the materials and students who receive them both face challenges when it comes to employing authentic resources. The subject matter expertise and student requirements of the lecturer play a role in shaping their selection of texts or resources as a source (Gupta, 2013). Although this is true, the majority of STP Mataram's first-year tourism students are still novices. Their linguistic proficiency is inadequate, hindering their capacity to comprehend academic publications and other scholarly literature written in English. It is critical to acknowledge, nevertheless, that English lecturers might lack expertise in the particular domain of tourism. The instructor may potentially neglect significant elements of the subject matter, which gives rise to concerns concerning the adaptation process (Gupta, 2013). Due to their limited subject matter expertise and language proficiency, English instructors encounter difficulties when attempting to completely employ scientific publications as instructional materials.

Problems with course texts and other teaching tools were also looked at in the study. This issue is complicated in a number of ways. In the beginning, the students didn't know what they were supposed to do or what study materials they needed to properly prepare for the test. Additionally, the students were dissatisfied with the way the lecturer taught because they thought that what they learned in class didn't have any real-world applications. Additionally, one problem with this method is that you have to remember a lot of words. First, there wasn't enough interaction between learning new words and remembering them. Along with this, students often quickly lose the ability to remember the words they have studied after finishing a test.

> Excerpt 4a: "When I taught for the first time, I was nervous because I didn't know much about tourism and hospitality industry."

Excerpt 4b*:* "I was required to acquire knowledge regarding tourism terminology and procedures that I was previously unaware of. Initially, I feel anxious about making errors and misunderstanding terms."

Excerpt 4c: "I was dissatisfied with the lecturer's teaching style, as the material we were taught in class did not have any practical applications and we felt overwhelmed because we required to memorize a significant number of words and tourism terminology."

Language instruction has always emphasized the acquisition of four fundamental skills: reading, listening, speaking, and writing. In the context of English for Specific Purposes (ESP), where the objectives are intended to facilitate the learners' acquisition of a comprehensive mastery of English that is specifically related to their particular academic discipline, the practicality of this may be constrained. During the interview, it was disclosed that the lecturer employs a rotation of three instructional approaches, namely the Presentation-Practice-Production Model, Engage-Study-Activate Model, and Presentation-Practice-Testing Model. This practice is attributed to the lecturer's prior familiarity with these approaches gained via previous academic pursuits. However, because these approaches lack subject area expertise, the lecturer expresses concern about their implementation. Teachers have been perplexed about the extent to which they should restrict the design of ESP activities based on the subject matter. For lecturers serving as facilitators in English for Specific Purposes (ESP) settings, it is imperative that they ensure that language acquisition and topic material are prioritized at the same time. Choosing the right approach presents another challenge for the English lecturers. During the final phase of course design, the English lecturers of ESP courses for first-year students serve as evaluators. A test is one type of evaluation that is used to determine how well the teaching strategy is working with the students and how much progress they have made. Even so, ESP courses should also do another kind of assessment: they should look at the course and teaching materials. Because ESP courses are made to fit special needs, it is very important that they are evaluated. Because ESP courses are so unique, it is not possible to make a single course that all ESP students would like. An assessment, tasks, a midterm, and a final exam are all parts of a grade. English lecturers at universities are required to follow the set criteria for giving grades. English lecturers have to work hard to make sure that the evaluations they give to students meet the needs of both the topic and the grading system. It is necessary to break down each development item into its appropriate grading component and this will require more work and time than what was originally planned.

Excerpt 5a: "For one certain topic or competence I used the Presentation-Practice-Production Model, Engage-Study-Activate Model because of some reason and used other Model, it is little bit confusing and frustrating because we design the material and used approach based on what we think was suitable."

Excerpt 5b: "We were obligated to adhere to the established criteria for assigning evaluations. We must apply considerable effort to ensure that the evaluations we provide to students align with the requirements of both the subject matter and the grading system."

Discussion

This study looked into the difficulties that ESP lecturers in STP Mataram had when creating their Tourism ESP course to determine whether English instructors at STP Mataram integrate ESP into the course content they deliver to students. From the finding it can be classified that problems can be put into three groups: Material problems, teaching process, and ESP professional development. Material problems include not having enough ESP-specific material, not having enough teaching materials, and not having any textbooks. As for the

problems that come with teaching, some examples are students who aren't very good at general English, teaching groups of students with different areas of expertise and managing a lot of classes, not having enough time, and not working together enough with subject matter experts. Five general issues with teaching English for Specific Purposes (ESP) can be identified based on the studies previously mentioned. They are as follows: (1) teaching methodology; (2) instructors; (3) course design; (4) student abilities; and (5) student needs.

ESP lecturers may find themselves forced to teach English for General Purposes. The establishment of explicit guidelines by the institution pertaining to ESP instruction in higher education should be encouraged in light of this matter. Additionally, there are instances where ESP instructors delegate solely the task of students memorising the subject's terminology. Students may experience tension as a result of their failure to utilise an authentic environment. A task is an instrument that facilitates communication in language instruction (Jendrich & Wisniewska, 2011). They provide guidance on how to develop assignments that will enhance students' understanding of the material.

The second problem is centred on teachers. It's related to the identity crisis that teachers are facing. Subject matter specialists or language instructors should teach ESP, however opinions on this question are divided. It can be challenging for language teachers to fully understand the material, which makes it challenging for them to explain, for example, what a reading text means. While waiting, subject matter experts may find themselves unable to lecture in English for Specific Purposes due to linguistic problems (Ahyar & Sari, 2018). Non-specialist ESP practitioners are in the best position to train students. According to Anthony (2011), that learners can vary dramatically and evolve rapidly over time, especially after the learners enter the workplace because these are skills that students will need in the real world.

There are situations when there are too many materials to learn in a short amount of time. The course design ought to be structured to address this issue. It has been mentioned from the outset that need analysis is crucial to ESP. Therefore, in order to determine the objectives of the students, the ESP lecturers should first undertake a needs analysis before structuring the course. A thorough understanding of needs analysis is provided by Dudley- Evans (1998). This concept covers the following: the learners' personal and language information, their lacks, their needs from the course, their language learning needs, their professional information, and how to communicate in the target situation. The choice of using genuine, modified, or synthetic resources, such as written texts, is contingent upon the linguistic proficiency of the learners. If teachers has sufficient expertise in the subject matter, they are capable of composing the texts and activities as well (Kouti, 2022)

It is recommended that higher education institution not offer ESP courses in the first semester. The course will be a failure because the students have not really grasped their material, much less understood it in English (Putra, 2018). The needs of the students, who should come first, are not met by this. The higher education institution must also consider the time and workload of the students. It is useless to have too many resources, but there isn't enough time to cover them all. It is better if the higher education institution and ESP lecturers choose the main content elements that meet the students' requirements for the ESP course. Their inability to employ fundamental language skills causes them to have difficulties in ESP classes that are primarily content-focused. In order to assist students in succeeding in the ESP course, ESP lecturers must pay close attention to the methods of instruction. Nevertheless, due to the study's small sample size and the inclusion of only a few colleges within STP Mataram and focused on English for Tourism and Hospitality field of study, the findings may not accurately reflect the overall of ESP practice on a larger scale, whether it be at a national or worldwide level. Therefore, it is strongly recommended to consider a wider scope for the study in order to obtain more compelling findings.

CONCLUSION

This study looked into the difficulties that ESP lecturers in STP Mataram had when creating their Tourism ESP course. Interview was employed to investigate the challenges and limitations that ESP lecturers in STP Mataram face when creating their own Tourism ESP course for their classrooms. This study has shown that ESP lecturers in STP Mataram have not fully implemented the ESP course when teaching English to first-year students. The idea of designing a comprehensive ESP course appears difficult because it requires ESP lecturers to fulfil multiple tasks at once in order to bring the course to life. In addition to teaching and running the class efficiently, ESP lecturers must also develop the syllabus, supply the necessary materials, work with subject/content specialists, carry out research, and assess the students and the course. Since every level is equally demanding, it seems impossible to identify which task is the most important. However, as this study only looks at ESP for tourism students, more extensive and broad research that looks at ESP's deployment across the university is recommended.

Some recommendations are given for how to deal with the problems that come up with ESP. The need analysis should be taken into account first. This can be thought of as the foundation or the framework for teaching ESP. A thorough need analysis will enable the course designer to create a unique, appropriate course for the students. The second is through enhancing the methods of instruction. Learning effectively does not include memorization of technical terms. To ensure that the knowledge is easily absorbed by the learners, it should also be included in an authentic context. It's important to consider the students' prior knowledge of how to use basic English language. For example, providing a particular general English course before ESP enrolment.

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