



ESP: THE DEVELOPMENT AND THE CHALLENGES

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Umar and Basuki, S. (2023). ESP: The Development and the Challenges. *Journal of English Language and literature*, 8(2), 187-196. doi: 10.37110/jell.v8i2.178

Received: 20-05-2023

Accepted: 15-08-2023

Published: 02-09-2023

Abstract: The term "English for Specific Purposes" (ESP) refers to a method of teaching English that is centered on the learner's objectives and needs. The ESP technique is a well-liked option in the context of learning English in Indonesia, both at higher schools or universities, especially for students outside of the English major. This method is also consistent with government policies in the area of education, which place an emphasis on the goals of learning English, namely to improve students' proficiency in using English, particularly for academic needs and professional careers with an emphasis on reading skills that enable students to understand authentic material topics relevant to their majors and effectively. This study uses library research, which compiles extensive documentation on a single or a number of topics. Both original sources and secondary sources are used in this investigation. This article presents theoretical research on the following development and challenges: The Fundamental Idea Regarding English for Specific Purposes (ESP); The Needs Analysis Function in ESP; ESP as a Method for Teaching Languages; Curriculum for ESP; ESP Curriculum Design and Goals for teaching ESP.

Keywords: *ESP; English for Specific Purposes; Development; Challenges*

INTRODUCTION

English is a language which is mostly learnt by people around the world. Some people learn English as a foreign language, others learn as a second language. One aspect of teaching English as a second language or a foreign language has been the teaching of English for Specific Purposes (ESP). It is believed that the primary distinguishing characteristics of ESP are that it has developed its own methodology for some of its teaching and that its research incorporates research from other domains in addition to applied linguistics. ESP has always been concerned with needs analysis and educating students to communicate successfully in the tasks required by their field of study or workplace, even if it occasionally veered from

established trends in general ELT (Lestari, 2015, p. 28). ELT constantly places a focus on useful results. The notion of ESP could be described based on the particular texts that students need to be familiar with or the nature of the instruction as it relates to those texts.

The term ESP - English for Specific Purposes - won't be unfamiliar to you if you are a student majoring in a topic where English is a significant component of what you are learning at your university. English for Certain Purposes is a novel method of teaching and employing English for specific disciplines and studies that is in line with the needs of the fields of knowledge and professions that use English (ESP). ESP is defined in a variety of ways. Some people consider ESP to be nothing more than the practice of imparting English

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language skills for any and all purposes. Others are more explicit, using terms like "English instruction for academic goals," "English instruction for professional or vocational purposes," or "English instruction for non-native speakers who acquire English for specific purposes."

ESP was a phenomenon that developed from numerous converging events, as with most human endeavors; we will concentrate on the three most significant ones here (Fitria, 2020):

- 1) The increasing need for English to fulfill specific professional needs,
- 2) Improvements in the subject of linguistics (interest changed from describing official language features to uncovering the ways in which language is used in speaking skill, necessitating the development of English courses for specific professions),
- 3) Advancements in the psychology sector.

For instance, among other occupations and fields of study, English is used in law, medicine, mechanical engineering, economics, and seafaring. Almost every discipline, including business, health, and many scientific and technological fields, has its own "word" that is used throughout the course. The meanings of these words can vary greatly in complexity. English is widely used, so learning the language for specific purposes is becoming more and more crucial (ESP) (Fitria, 2020, p. 55).

Paulina Robinson said, "For a patently obvious and unquestionably practical reason, It (here ESP) is a common term to describe the practice of learning and instructing a foreign language (Paulina, 1980, p. 5). Learning English for Specific Purposes (ESP) is a method of teaching English where the student's goals define the subjects covered and the instructional techniques used, according to Hutchinson and Waters (1987). A technique for using and teaching English for specific studies and industries that are in line with the requirements of the scientific and English-using professions is known as English for Specific Purposes, or ESP.

When they offer almost identical factors, Hutchinson and Waters (1987) demonstrate a long-term retrospective view on the causes leading to the creation of E.S.P., which in turn suggests a cause-and-effect relationship. As a result, ESP was created and progressively evolved into a multilayered

language strategy that was centered primarily on the unique demands of learners as dictated by their professions or jobs. The notion of language for particular purposes and a linguistic viewpoint through insights probed into various European languages have proven that the domain known as E.S.P. has a universal character. French, German, Russian, and Spanish will be mentioned among them. (Ahmed, 2014, p. 4).

With the help of the English for Specific Purposes (ESP) technique, students can utilize the English that they already know while learning new material that is more pertinent to their lives. English for Specific Purposes (ESP) assesses the students' needs and blends content, motivation, and subject matter to teach the required abilities. To help students master English in the subject area they are studying is the goal of ESP (Ahmed, 2014). For instance, chemistry students need to comprehend English for chemistry, engineering students need to understand English for engineering, those working in the hotel industry need to master hospitality English, and marine students need to master maritime English.

ESP is typically employed in foreign language instruction for specific purposes in specific academic and professional domains. This objective is usually regarded as advantageous to the use of English as a written and spoken language for communication. ESP should be viewed as a strategy, idea, and methodology that is actually different from Standard English. Different techniques, attitudes, designs, materials, evaluations, and The ESP method of teaching English includes goals. The needs of students and graduate users are mentioned in the ESP materials. McDonough also made the same statement regarding the meaning and idea of ESP.

"ESP courses are those whose complete curriculum and course materials are chosen with careful consideration of the students' communication needs" (McDonough, 1984). In order to guarantee that students' requirements are met both while they are in college and when developing teaching materials, the content, syllabus, and ESP goals must be established and created based on graduate users. As a result, ESP is a bottom-up strategy (button up approach).

With the information provided above, it is clear that ESP is not a novel product but rather a method

of learning English that is distinct from conventional methods. English for Specific Purposes, or ESP, is a program that is customized to meet the individual needs of each student depending on their field of study and job. Based on a needs analysis, ESP materials are created.

METHOD

This study uses library research, which compiles extensive documentation on a single or a number of topics (Sawarjuwono & Kadir, 2003, p. 36). Both original sources and secondary sources are used in this investigation. A sort of qualitative research known as library research is typically conducted without traveling out into the field in search of data sources. Study that is entirely reliant on written materials, including published and unpublished research results, is sometimes referred to as literature research. It is known as "library research" because the information or materials required to finish the research are found in books, encyclopedias, dictionaries, journal articles, documents, and other things found in libraries (Umar, 2022, p. 57).

The reading materials employed for this study can be broadly split into two groups, namely: Literature in the form of textbooks, encyclopedias, monographs, and the like are examples of general sources of reference that frequently include general theories and notions and Journal articles, research bulletins, theses, dissertations and other particular sources are examples of reference materials.

FINDINGS AND DISCUSSION

The Development

The Fundamental Idea Regarding English for Specific Purposes (ESP) Different definitions exist for ESP. Some people consider ESP to be nothing more than the practice of imparting English language skills for any and all purposes. Others are more specific, referring to it as teaching English to non-native speakers who are studying English for particular purposes, such as teaching English to non-native speakers who are learning English for professional or vocational aims (Agustina, 2014, p. 38).

English for Specific Purposes is a subset of English as a Second Language or Foreign Language (ESP). Usually, it refers to delivering English language teaching with a focus on the particular vocabulary and abilities required by college

students or those in the workforce. An ESP course will concentrate on one industry or profession, such as Technical English, Scientific English, English for Medical Professionals, English for Waiters, English for Tourism, etc., as with any language taught for specialized purposes. ESP courses, like Environmental English, can have a broad impact despite their seeming narrow focus. There are some absolute characteristics of ESP: The language used for these tasks in terms of syntax, lexis, register, study skills, discourse, and genre are the focus of ESP. The fundamental principles and procedures of the discipline it supports are used by ESP. There are a few different traits: ESP might be connected to or developed for specific fields; In some instructional situations, ESP may use a different method of instruction than General English; ESP is probably intended for adult learners, either in a professional job setting or at a university level. However, It might be appropriate for school students and students from departments other than English because ESP is frequently designed for intermediate or advanced students and most ESP courses assume some knowledge with the language systems ("English for Specific Purposes," 2022).

Arguments about what is and is not ESP can be settled quite well by dividing ESP into absolute and changeable features. According to the definition, ESP can be related to a particular discipline but need not be, and it need not be targeted at a particular age or aptitude range. ESP should only be considered a teaching strategy, or what Dudley-Evans refers to as a "attitude of mind." According to Hutchinson et al. (1987:19), " They got to a similar conclusion when they stated that "ESP is an approach to language instruction in which all decisions as to content and style are based on the learner's reason for learning."

As previously mentioned, Since ESP has had some time to mature, we would assume that the ESP community would be aware of what ESP is. But bizarrely, it doesn't seem to be the case. English for Academic Purposes (EAP) and ESP in general were the subject of a contentious discussion on the TESP-L email discussion list in October of this year, for instance. There were also noticeable distinctions in how people viewed what ESP meant at the Japan Conference on ESP. Some individuals defined ESP as nothing more than the simple act of instructing English for any goal that might be identified. Others, though, were more specific, referring to it as

the method utilized to teach English. Others limited the definition of ESP to the practice of teaching English to anyone for any reason. However, some were more precise, referring to it as the teaching of English for academic purposes or the teaching of English for professional or vocational goals (English for Specific Purposes: What Does It Mean, n.d.).

Robinson said, " For a patently obvious and unquestionably practical reason, it (here ESP) is frequently used to refer to the process of learning and teaching a foreign language (Paulina, 1980, p. 5). According to (Hutchinson & Waters, 1987) learning English for particular purposes (ESP) is an approach to learning English in which the material covered and the methods used during instruction are dependent on the goals of the learner. A technique for using and teaching English for specific studies and industries that are in line with the requirements of the scientific and English-using professions is known as English for Specific Purposes, or ESP.

When they offer almost identical factors, Hutchinson and Waters (1987) demonstrate a long-term retrospective view on the causes leading to the creation of E.S.P., which in turn suggests a cause-and-effect relationship. As a result, ESP was created and progressively evolved into a multilayered language strategy that was centered primarily on the unique demands of learners as dictated by their professions or jobs. The notion of language for particular purposes and a linguistic viewpoint through insights probed into various European languages have proven that the domain known as E.S.P. has a universal character. French, German, Russian, and Spanish will be mentioned among them (Ahmed, 2014, p. 4).

These definitions all have advantages and disadvantages. It is unclear when ESP lessons end and General English courses start because many non-expert ESP instructors employ the ESP approach, where their syllabi are based on analysis of learner needs and their own specialist personal understanding of English for real communication, according to Anthony (1997), this is because the beginning of these two different sorts of courses is not specified in Hutchinson and Water's definition of ESP (Lestari, 2015, p. 28).

The Needs Analysis Function in ESP

ESP scholars have a hard time agreeing on the definition of needs analysis. This can be explained by the odd pairing of "needs" and "analysis," two phrases that are fundamentally subjective. The definition of needs varies based on the analysis's goal, but they are always centered on the learner. There are various definitions or categories of "needs" used in "needs analysis." At the completion of the course, the learner must be able to complete their studies or do their work. This notion of needs is focused on goals. Needs are the conditions that students must satisfy in order to communicate effectively in the target context. They are also referred to as the skills students need to acquire in order to master the language.

As stated by Gusti Astika, according to Lawson (1979), a need is "something that is acknowledged but not in any way "discovered," and its "presence" results from whatever criteria are deemed important in making the diagnoses." This suggests that in order to identify "needs," one would need to undertake some kind of evaluation or review of the current situation, and the diagnosis of the assessment results would reveal some flaw (Astika, 2015, p. 36). In this sense, aims may be a better way to explain needs. Widdowson (1981), who divided between "process-oriented" and "goal-oriented" definitions of needs, was also cited by Gusti Astika. The former relates to what the learner must do in order to truly acquire the language, whereas the latter refers to what the student must do with the language once he or she has acquired it. The need of comprehending both the learner's current language learning context and the desired situation in which the student will be required to utilize the language is emphasized by this idea. The "goal-oriented" definition focuses on program objectives, whereas the "process-oriented" version is concerned with pedagogical goals. The requirements analysis process typically entails data collection in order to have the necessary materials to develop a course that will meet the needs of a certain set of students.

Learners serve as the foundation of every program, according to the definitions given above. They are no longer the object but the subject of any instruction. Their requirements will decide the exact substance of the syllabus, taking into account factors like language proficiency, structure, function, conceptions, topics, themes, circumstances, and interlocutors. Because the

choice is determined based on the needs of the learners, there may be some variations from learner group to learner group. Different learner demands will be handled in various ways, especially in light of the necessities that are the foundation for the reasons why they are studying English (Agustina, 2014, p. 44). Additionally, Imed Bouchrika mentioned (Bleich, 2018) that Identification and evaluation of needs are included in the definition of needs analysis. It is the initial step that must be taken in order to successfully develop a training program that is effective. It is an essential process that helps businesses determine the precise training and training duration they must provide their employees so that they may become efficient and productive (Needs Analysis, 2021).

Joana da Silveira Duarte cited (Richards et al, 1992) that prior to developing and reviewing lessons, resources, and syllabus, requirements analysis is a crucial method of gathering information. In order to identify and prioritize the demands that the students will have for English, it also helps in the creation of a profile of the students' course. Nunan (1988), referenced by Agustina, stated that needs analysis is often done before or at the beginning of a course. Choosing what information needs to be collected, when it should be collected, by whom, using what methods, and for what goals is the first step in completing a requirements analysis. The information requested for learner needs naturally falls into two groups. The first is essentially biographical information, but the second is more personal and pertains to the learner's preferences and perceptions of needs (Agustina, 2014, p. 44).

There is a continuum of formal and informal approaches to data collecting and course design. Standardized interviews and proficiency testing are examples of formal tactics, whereas informal methods include things like classroom observation and a self-reporting scale that students can use to assess their own learning. The four techniques utilized to analyze the demands are questionnaires, in-depth interviews, close observation, and newspaper advertisements.

A questionnaire is a type of research tool that solicits information from respondents by posing a series of questions or offering extra suggestions. Research questionnaires usually contain both closed-ended and open-ended questions. Long-

form, open-ended inquiries provide the reply space to go into more detail about their ideas. The Statistical Society of London created the first research questionnaire in 1838. Both qualitative and quantitative data can be gathered using a data gathering questionnaire. A survey may or may not include a questionnaire, but surveys almost always do (Bhat, 2018).

An effective questionnaire has various advantages. With a survey questionnaire, we can get a lot of information rapidly. If we select a uniform collection of questions for our target audience, bias is less likely to appear. The questionnaire will remain standard for a group of respondents who fall into the same segment, but we can logically modify the questions based on the respondents' responses. Online survey tools make it simple and affordable to conduct research. The answer data can be created, distributed, and evaluated utilizing a variety of functionalities it offers. It can be changed to reflect the voice of our company. Therefore, it can be applied to improve the reputation of our brand. The questionnaire allows respondents to respond anonymously, and the responses can be compared to previous data to see how the respondents' tastes and experiences have changed. Many survey software programs also adhere to strong privacy and data security laws (Bhat, 2018).

Our survey's layout is determined by the kind of data we need to gather from respondents. Qualitative questionnaires are employed when it's important to obtain preliminary data to confirm or deny a theory. An already formulated theory is tested or evaluated using a quantitative questionnaire. The bulk of questionnaires do, however, share the following essential characteristics: homogeneity, exploratory nature, and question order.

In-depth interviews, a qualitative data collection method, can be used to gain a substantial quantity of information about the conduct, attitude, and viewpoint of the interviewees. During in-depth interviews, both the researcher and the subject are allowed to cover additional subjects and, if required, change the interview's direction. Depending on the goals of the study, it is an independent research methodology that can employ a number of different methods. The following are the essential elements of in-depth interviews, despite the fact that there are numerous distinct types of interviews, each with

their own special qualities. (Bhat, 2021): Adaptable design, Interactive, Deep and Generative. To obtain detailed results, in-depth interviews are designed to clarify the issues. By using this strategy, you can discover more about the interviewees' experiences, feelings, and points of view.

Retna Siwi Padmawati stated that Close Observation means is a qualitative data gathering technique that involves closely observing a group of people, a culture, or a society and their customs by immersing yourself in that culture for an extended period of time in order to fully comprehend people's customs and culture (Observasi atau Observasi Partisipasi dalam Penelitian – FK-KMK UGM, n.d.). Robinson (1990) goes on to list three key properties of ESP, including the following ("Form Pembelajaran English For Specific Purposes," n.d.):

- 1) ESP is goal-oriented learning. This is the case because students are studying English to communicate with one another in academic and professional settings, not because they are interested in learning the language or in the culture that it includes.
- 2) The development and design of ESP material is based on the idea of needs analysis. The purpose of the needs analysis is to target, connect, and prioritize what students need in both the academic and professional spheres.
- 3) ESP is better suited to adult learners rather than children or teenagers because it is often taught at the intermediate academic and professional occupational levels. Students who participate in ESP learning will benefit in a variety of ways given its comprehension and qualities.

ESP as a Method for Teaching Languages

Each method of teaching a language makes reference to various theories regarding the origins of language and how it is acquired. Although ESP and GE are two very well-liked methods of teaching English, the question of which is better is still up for debate. Because ESP practitioners must go above and beyond to give content that corresponds to the student's area of competence, the ESP approach is more challenging.

Teaching English for general purposes is referred to as general English (GE). It is unclear to both instructors and students in GE what their objectives are for teaching English. The primary goals of GE instruction are typically to improve

students' general English listening, speaking, reading, and writing skills. As opposed to this, English for Specific Purpose (ESP) has objectives that are specific to a given field, requiring that the English that is taught in class be tailored to that sector.

Stated by Mackay & Mountford, (1978) and cited by Agustina that the concept of ESP as a method of language education in which the application of content and method is based on the learning requirements of the learner is further supported by the definition of the word "special" in ESP. In other words, a specialized aim refers to the purpose for which language learners are learning a language rather than the type of language they are learning (Agustina, 2014, p. 41)

For instance, these domains of study include English is used in many fields, including law, medicine, mechanical engineering, economics, and seafaring. Almost every discipline, including business, health, and many scientific and technological fields, has its own "word" that is used throughout the course. The meanings of these words can vary greatly in complexity. English is widely used, so learning the language for specific purposes is becoming more and more crucial (ESP) (Fitria, 2020, p. 55). As a result, ESP has long been used as a technique to help language learners adapt to linguistic features or to build the abilities required to function in a sector, career, or workplace for which the learners desire to master English.

At both school and university levels, the ESP technique has been widely adopted in Indonesian contexts of teaching English, particularly for students in non-English departments. This is consistent with the Government Policy on Education, which emphasizes that tertiary English instruction should put a special emphasis on enhancing students' competency in using English for academic and professional reasons, particularly when reading textbooks for academic work. Given the aforementioned information, it is obvious that the fundamental question of ESP is why students study English. The answer to this question relates to the needs of the learners, the language that is required, or the language skills that must be mastered and how well, and the learning context, or the genres that must be mastered for either comprehension or production.

The Challenges

Curriculum for ESP

Indonesian university students who are not English majors are enrolled in the Expertise Development Course (MPK) group. The content and direction of these courses are defined by each institution in accordance with the features of the college in question, as per the Minister of National Education's Decree Number: 232/U/2000 (Nur, 2018, p. 88). The characteristics of higher education with regard to course material in the context of the academic scope should implement specific purpose English learning (hereafter referred to as ESP) according to the field or program of study of the students. English is also constantly evolving in tandem with advances in science, technology, and the arts around the world.

Two factors, Specifically, English for Academic Purposes (EAP), which is the study of English with a focus on academic or scientific disciplines, and English for Occupation, which is the study of English with a focus on professional or occupational interests, can at least be used to gauge the dynamics of English in the context of higher education (EOP). Both are included in English for Specific Purposes (ESP), a technique for learning English and one of the most prominent academic learning strategies in higher education (Hutchinson & Waters, 1987, p. 9).

In this situation, ESP is more likely to favor learning language in context above issues with syntax and language structure. The meaning in this perspective is focused on the subject matter of English learning resources as it relates to particular fields. Comparatively to the content of English courses, which has issues with English rules that are unrelated to their scientific field, circumstances that are typically geared toward the content of English learning material in line with the field of expertise are motivational for learners. The purpose of ESP courses is to provide students with the necessary English language skills for target needs, or situations in which the language will be employed. It is generally agreed that the needs of the learners for learning English should be the deciding factor in any decision made when establishing language instruction programs in ESP environment. Therefore, the relevance and learner-motivational potential of the ESP syllabus content should be properly justified. Objectives, approach or

technique, materials, and evaluation are the four key components of each of the recognized varieties of syllabus. (Agustina, 2014, p. 46).

According to the Ministry of National Education, the English course is categorized as an institutional curriculum, meaning that the material or content is governed and decided upon by institutional authority. As a result, it is presumed that there are various levels of content and orientation, which don't always correspond to the characteristics of the field or study program. Through the curriculum or syllabus of study programs at tertiary institutions, this can be found and further examined (Nur, 2018, p. 90).

ESP Curriculum Design

Choosing what is taught and in what order is part of creating a syllabus. The structuring of the chosen content into a logical and practical sequence for teaching purposes is known as syllabus design. The selection of a syllabus is a key step in the syllabus design process, and it should be done so deliberately and with as much knowledge as you can. Hutchinson and Water used Kipling's honest serving men to describe the fundamental inquiries that we need to know before developing a course. They are as follow (Universitas Islam Negeri Alauddin Makassar & Nurpahmi, 2016, p. 175): (1) Why is learning necessary for students? (2) Who will be a part of the procedure? This must include not just the pupils but also all those who might have an impact on the procedure, such as teachers, sponsors, inspectors, etc. (3) Where will the education take place? What possibilities does the location offer? What restrictions does it place? (4) What time does the learning occur? How much time has been allotted? How will it be dispersed? (5) What should the student learn? What linguistic characteristics will be required, and how will they be described? What degree of competence is required? What subject areas must be covered? (6) How will the lesson be taught? What philosophy of learning will guide the course? What kind of approach will be taken?

According to Hutchinson and Water's research (Hutchinson & Waters, 1987, p. 22), which was mentioned by Nurpahmi, factors affecting the design of an ESP course include language description, theories of learning, and need analysis. This is illustrated in the following figure:

The illustration above demonstrates the three key factors that influence the design of an ESP course. The first is linguistic descriptions, which provide the response to the first query. Language descriptions highlight the linguistic skills that students enrolled in the curriculum need. The second aspect is the learner's method of language acquisition, and the third is the characteristics of the specific target and learning environment.

Goals for Teaching ESP

To aid students in mastering English in the topic area they are learning is the goal of ESP. Students studying chemistry, for instance, need to understand English for chemistry; students studying engineering need to be familiar with English for engineering; students learning about hospitality need to understand English for hospitality; and students studying maritime affairs need to master English for maritime affairs.

ESP is typically employed in foreign language instruction for specific purposes in specific academic and professional domains. This objective is usually regarded as advantageous to the use of English as a written and spoken language for communication. It is important to recognize that ESP is a methodology, concept, and approach that is actually different from General English. The ESP approach of teaching English incorporates a variety of methods, attitudes, designs, resources, evaluations, and goals. ESP materials make reference to the demands of students (students' needs) and graduate users. McDonough also made the same statement regarding the meaning and idea of ESP. McDonough makes the following claim: "ESP courses are those whose curriculum and materials are entirely decided by prior analysis of the learners' communication needs (McDonough, 1984).

The content, syllabus, and ESP objectives all need to be developed and constructed based on graduate users, according to McDonough, in order to meet students' demands when they are in college and when they are working on teaching materials or teaching materials. ESP is therefore a bottom-up strategy (button up approach). With the information provided above, it is clear that ESP is not a novel

product but rather a method of learning English that is distinct from conventional methods. ESP stands for English language instruction that is tailored to each student's unique needs based on their course of study and line of employment. The development of ESP materials is based on a needs study.

CONCLUSION

One aspect of teaching English as a second language or a foreign language has been the teaching of English for Specific Purposes (ESP). The main differentiating feature of ESP is thought to be that it has established its own methodology for parts of its teaching and that its research draws on research from many fields in addition to applied linguistics. The term ESP - English for Specific Purposes - won't be unfamiliar to you if you are a student majoring in a topic where English is a significant component of what you are learning at your university.

ESP is defined in a variety of ways. Some people consider ESP to be nothing more than the practice of imparting English language skills for any and all purposes. Others are more precise, referring to it as the instruction of English for academic goals, the instruction of English for professional or vocational purposes, or the instruction of English for non-native speakers who learn English for specific purposes. As with most human attempts, ESP was a phenomenon that emerged from several convergent developments; we will focus on the three most important ones here:

- 1) The increasing need for English to fulfill specific professional needs,
- 2) advances in the linguistics field (interest changed from describing official language features to uncovering the ways in which language is used in speaking skill, necessitating the development of English courses for specific professions),
- 3) Advancements in the psychology sector.

An ESP course will concentrate on one industry or profession, such as Technical English, Scientific English, English for Medical Professionals, English for Waiters, English for Tourism, etc., as with any language taught for specialized purposes. ESP scholars have a hard time agreeing on the definition of needs analysis. This can be explained by the odd pairing of "needs" and "analysis," two phrases that are fundamentally subjective. The definition of needs varies based on the analysis's goal, but they

are always centered on the learner. There are various definitions or categories of "needs" used in "needs analysis." At the completion of the course, the learner must be able to complete their studies or do their work. This notion of needs is focused on goals. Needs are the conditions that students must satisfy in order to communicate effectively in the target context. They are also referred to as the skills students need to acquire in order to master the language.

Each method of teaching a language makes reference to various theories regarding the origins of language and how it is acquired. Although ESP and GE are two very well-liked methods of teaching English, the question of which is better is still up for debate. Because ESP practitioners must go above and beyond to give content that corresponds to the student's area of competence, the ESP approach is more challenging.

Understanding the cultural context and the condition of the field of work that students will eventually enter is crucial when teaching ESP. Teachers who are knowledgeable about these topics will be better able to meet the communication demands of their pupils in the future.

The fact that actual resources are not created with education in mind, however, makes the level of difficulty for students relatively high. To ensure that students have the best possible learning experience, ESP Practitioners must carefully choose their teaching materials and plan their learning activities.

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