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THE CHALLENGES ASSOCIATED WITH INSTRUCTING ENGLISH FOR SPECIFIC PURPOSES (ESP) TO MIDWIFERY STUDENTS: A CASE STUDY WAS CONDUCTED AT STIKES ABDURAHMAN PALEMBANG

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13
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Abstract: The objective of the present investigation was to identify the challenges encountered by instructors while delivering English for Specific Purposes (ESP) instruction to midwifery students enrolled at STIKES Abdurahman Palembang, Indonesia. The research methodology utilized in this investigation was qualitative in nature, employing a case study approach. The present investigation involved a purposive sampling technique to select two English for Specific Purposes (ESP) instructors who teach D3 Midwifery students at STIKES Abdurahman Palembang as participants. The data were collected via interviews and subsequently analyzed and presented descriptively utilizing thematic analysis. The study's results revealed that instructors encountered various obstacles while teaching English for Specific Purposes (ESP). These challenges encompassed the following: a) Improving the proficiency of students in midwifery owing to inadequate knowledge, b) administering the classroom, and c) instructing English for Specific Purposes (ESP) in accordance with the institution's syllabus.

Keyword: Difficulties in teaching ESP; Lecturers's Difficulties Midwifery.

INTRODUCTION

The increased worldwide application of the English language has coincided with a rise in the popularity of

English for Specific Purposes (ESP). The utilization of ESP has become increasingly prominent in the pedagogical practices of English language education. Paltridge and Starfield (2013) assert that ESP pertains to the instruction and acquisition of English, with a focus on the learners' primary objective of utilizing English in a particular field. ESP, or English for Specific Purposes, is a specialized branch of English Language Instruction that focuses on teaching English language skills for specific professional or academic purposes. Thus, ESP exhibits distinct features that set it apart from the English for General Purposes Course. ESP, or English for Specific Purposes, is a pedagogical approach that focuses on teaching the English language in a manner that is directly relevant to the learner's particular working situation. Evans and Johns (1998) have identified three key characteristics of English for Specific Purposes (ESP). Firstly, ESP is customized to meet the specific needs of the learners. Secondly, ESP is closely aligned with the methodology and activities of the respective discipline. Lastly, ESP is centered on language that is suitable for the relevant activities, encompassing grammar, lexis, register, study skills, discourse, and genre. Furthermore, ESP appears to exhibit

certain variable traits, which include the subsequent: (1) It is probable that ESP is oriented towards particular fields of study; (2) ESP may utilize a methodology that differs from that of General English; and (3) ESP is predisposed to be tailored for mature learners, whether in an academic setting, a tertiary institution, or a professional work environment (Hoa and Mai, 2016).

Recently, ESP courses have gained popularity within the higher education systems of Indonesia. Due to the necessity for students to specialize in particular fields in preparation for their future professional endeavors, numerous institutions and universities have implemented ESP courses for their students. Kusni (2013) illustrated that the primary objective of ESP courses is to equip learners with a specific level of English proficiency that is suitable for situations where English is the primary language of communication, especially in professional settings. As per Kusni's (2013) findings, students pursuing a major are mandated to undertake a foundational English course worth two credits, which is then succeeded by a three-credit General English Course. These are the objectives of ESP courses that are being implemented in universities in Indonesia. The significance of teacher roles in English for Specific Purposes (ESP) instruction cannot be overstated, as instructors may encounter certain common challenges while teaching ESP to their students..

Several scholars have investigated the challenges associated with instructing English for Specific Purposes (ESP). Several studies have demonstrated a positive correlation. According to Djaileb (2015), it is imperative to provide

specialized training to ESP teachers to enhance their proficiency in teaching specialized English as opposed to General English. Therefore, it is imperative that individuals possess a formal education in the field of medicine to effectively instruct on the subject matter of medicine. Hao and Mai (2016) conducted a study which revealed that the challenges associated with teaching English for Specific Purposes (ESP) are attributed to the teachers. Specifically, the study found that while many teachers possess a comprehensive understanding of the English language, including proficiency in all four fundamental language skills, they may lack the necessary qualifications in their respective fields of specialization. The pedagogical methods employed are excessively passive and lack appeal to the student body. Furthermore, Popescu (2012) asserted that ESP instructors and learners faced certain challenges and hindrances while engaging in the educational experience. The results revealed that certain challenges faced by educators in the instruction of English for Specific Purposes (ESP) can be attributed to their inadequate understanding and proficiency in the field of engineering, particularly when assuming the position of ESP instructors..

The present investigation examined potential challenges faced by instructors when delivering English for Specific Purposes (ESP) instruction to students pursuing a career in midwifery. The primary focus of this study was to investigate the challenges faced by instructors when teaching English for Specific Purposes (ESP) to students pursuing a degree in midwifery at STIKES Abdurahman Palembang. There exist

pertinent theories that underpin this research:

1. The Definition of ESP

The teaching of English for Specific Purposes (ESP) is centered on the objectives of the learners in acquiring the language for the purpose of utilizing it within a particular domain. According to Luo and Garner (2017), Hutchinson and Waters (1987) have posited that ESP is a language learning approach that is centered on the specific requirements of the learners. Far (2008) stated that ESP is a distinguishable practice within the broader professional context of English language instruction (ELT), which has implications for the development of syllabi and resources, as well as their delivery and subsequent assessment. Popescu (2012) has asserted that ESP prioritizes linguistic knowledge over grammar instruction and is tailored to meet the unique learning needs and motivations of the individual learner.

According to Strevens (1988), English for Specific Purposes (ESP) is categorized as a subset of the wider group of language instruction that is tailored to meet specific purposes. In contrast, Evans and John (1998) explicate the concept of ESP by delineating its absolute and variable attributes. According to the authors, the absolute characteristics or features encompass the following: The principles of English for Specific Purposes (ESP) entail three key aspects: (1) ESP is customized to the learners' particular functions; (2) ESP is grounded in the methodology and activities of the relevant discipline; and (3) ESP is centered on the language that is suitable for those activities, encompassing syntax,

vocabulary items, register, academic skills, discourse, and genre.

2. Lecturer Difficulties

The challenges may arise from various sources. Cook (2002) presents a comparison between the objectives of language instruction that are focused on the external aspects and those that are centered on the internal aspects. External objectives may be linked to the use of rhetorical devices beyond the academic setting, such as the ability to achieve practical tasks in everyday life, such as procuring groceries or disseminating health-related information. The internal objectives pertain to the educational goals of the classroom, which include enhancing attitudes towards individuals who speak different languages, fostering cognitive skills such as analysis and memorization, and advancing social objectives. According to Basturkmen's (2010) argument, it is imperative for the instructor or course designer of English for Specific Purposes (ESP) to identify the language-related objectives of the students in their respective professional or academic fields and incorporate them into the course content.

Numerous challenges arise during the process of teaching English for Specific Purposes (ESP). According to Copland, Garton, and Burns (2014), English teachers commonly encounter three issues while teaching English, namely: a) the competence of the instructors, and b) managing the classroom. The impact of governmental policies and curricula on educational outcomes.

a) Lecturers proficiency

The term "lecturer proficiency" encompasses the various roles and responsibilities of a lecturer in facilitating the teaching and learning process. In contemporary education, it is imperative for educators to maintain a high level of rigor with their students in order to effectively achieve academic goals. Matrosov (2011) emphasizes that one of the key responsibilities of a teacher is to facilitate socialization, education, and the establishment of student harmony. According to Hargreaves' (2000) research, there are four distinct stages in the evolution of teacher quality, namely pre-professionalism, independent professionalism, collegial professionalism, and post-professionalism. The development of Lecturers' Proficiency, specifically their English Proficiency, is viewed as a continuous process aimed at fulfilling the needs of both educators and learners. The competence of lecturers may be impacted by their level of proficiency.

b) Classroom Management:

English instructors encounter difficulties in teaching the English language, particularly in large classes with a student body exceeding 30 individuals. The size of a class is often linked to matters concerning attitude. According to Dardjowidjojo (2002), the matter of significant concern in classroom instruction in Indonesia is the large class size, which typically ranges from 40 to 50 students per class. Teaching English to a sizable group of students presents a notable challenge for English instructors, who are expected to possess the ability to effectively manage the classroom.

c) School Policy and Curricula;

An additional challenge faced by instructors pertains to the requirement of delivering lectures in accordance with the prescribed curriculum and institutional policies provided by the University. According to Li (1998) and Littlewood (2007), there is a discrepancy between government policies and curriculum that prioritize communicative activities and the requirements of national exams, which tend to focus on grammar and vocabulary.

METHODS

The study was conducted using a qualitative research methodology. According to Creswell (2012), qualitative research is a scientific methodology that holds significant value in exploring and comprehending a fundamental concept. This study employed a case study methodology, which was also incorporated into the research design. According to Creswell (2012), a case study is a research method that involves examining a particular issue in detail, with a focus on a specific case or boundary structure. This may involve observing an occurrence, operation, procedure, or one or more entities. Consequently, the present study employed in-depth interviews as a research methodology. During this phase, data will be gathered through the process of conducting interviews with two lecturers of English for Specific Purposes (ESP) at STIKES. I'm sorry, but "Abdurahman Palembang" is not a text that can be rewritten to be academic. It appears to be a name. Please provide a different text for me to rewrite.

This study involved the participation of two out of four ESP Lecturers from the Midwifery program at

STIKES Abdurahman Palembang. The selection of participants for this study was conducted using a method known as purposeful sampling, which is commonly employed in qualitative research. The utilization of purposeful sampling is deemed advantageous as it enables the identification of situations that offer a plethora of information that can be meticulously studied. According to Patton (1990), instances that contain a wealth of information are referred to as information-rich. These instances provide ample opportunities for in-depth analysis of topics that are crucial to the objectives of the study.

Furthermore, it is noteworthy that at STIKES Abdurahman Palembang, a total of four English instructors were responsible for delivering instruction in English that is tailored to meet specific purposes. The study's subjects were chosen to represent English lecturers from two distinct perspectives, as selected by the researcher. As a result of the differential teaching practices, two instructors delivered English for Specific Purposes (ESP) courses to midwifery students for a designated duration, whereas the remaining two instructors did not provide instruction to midwifery students, but instead taught ESP to pharmacy students.

The study employed a singular data collection tool, specifically an interview, as utilized by the researcher. The purpose of the interview was to determine the difficulties encountered by instructors when teaching English for Specific Purposes (ESP) to students studying midwifery. The interview comprised 15 items that centered on the challenges related to instructing midwifery students in

the domain of English for Specific Purposes (ESP). According to Easwaramoorthy and Zarinpoush (2006), an interview is a communicative exchange that aims to extract information. According to Gill, Stewart, Treasure, and Chadwick (2008), interviews are considered as research phenomena or situations that require comprehensive insights from individual participants.

In this particular case, the researchers employed an interview as a means of eliciting further information from the respondents involved in the study. The researcher implemented various protocols throughout the interview process, which encompassed the development of the interview instrument.

The data was subjected to thematic analysis by the researcher, following Cresswell's (2014) prescribed data analysis procedure. Initially, the investigator aggregates the acquired information, such as transcriptions or handwritten annotations. Upon transcription of the raw data, the researcher proceeded to organize the data into computer files and folders for efficient storage and retrieval. Subsequently, the investigator initiated the procedure of data coding. Subsequently, the investigator proceeded to examine all transcriptions and commenced the process of categorizing the information that pertained to the research inquiry of the study. Subsequently, the researcher undertook a systematic process of theme categorization.

The focal point of the data analysis procedure was the research inquiry of identifying the challenges encountered by instructors when teaching English for Specific Purposes (ESP) to students pursuing midwifery education. The

interviewer employed a tape recorder to conduct the interview. Subsequently, the investigator transcribed the auditory documentation of the interview. Subsequently, the researcher proceeded to analyze the challenges encountered by instructors when delivering English for Specific Purposes (ESP) instruction to midwifery learners. In conclusion, the researcher offered a subjective interpretation as the final outcome of this inquiry.

RESULT

1. Lecturers' difficulties in teaching ESP for midwifery students

The study employed an in-depth interview approach utilizing the Indonesian and Palembang languages, which were selected to facilitate effective communication between the researcher and participants while reducing the likelihood of misinterpretation. The researcher assigned a pseudonym to each participant involved in the study. NB and RT were the initial and subsequent participants, respectively. The present study revealed challenges encountered by English instructors when delivering English language instruction for particular purposes. The challenges encountered in delivering lectures included the need to enhance students' midwifery competencies owing to inadequate knowledge, effective classroom management, and the delivery of English for Specific Purposes (ESP) in accordance with the school's prescribed curriculum.

The present study aimed to explicate the themes and codes extracted from the qualitative data to gain insights into the challenges encountered by instructors while imparting English for

Specific Purposes (ESP) to midwifery students at STIKES Abdurahman Palembang. The identified difficulties were categorized into three distinct groups. (a) The development of students' competence in midwifery was hindered by lecturers' inadequate understanding of the subject matter, posing a challenge to their instructional efficacy. (b) Classroom management posed a challenge to lecturers. (c) The teaching of English for Specific Purposes (ESP) based on the school's curriculum presented a challenge to lecturers..

a) lecturer's lack of understanding of Midwifery.

The initial impediment to enhancing students' comprehension of English for Specific Purposes (ESP) was identified by the researcher through an analysis of the lecturer's proficiency in particular materials, as ascertained from the interview data. The problem was intensified by the instructor's inadequate proficiency in instructing English for Specific Purposes (ESP). According to the personal communication provided by the interviewee RT on August 23, 2021, they have been instructing ESP at STIKES for a period of three to four years. Additionally, participant NB expressed their limited experience in teaching ESP, citing a range of one to three years of teaching English to midwifery students in an English class. The individual provided information through personal communication on August 31, 2021. Consequently, instructors possessing an English education background may lack adequate preparation in delivering ESP instruction in the field of midwifery, leading to insufficient coverage of the

necessary course content. This is due to the requirement that ESP instruction must be closely aligned with the scientific domain of the subject matter being taught.

The second factor that posed challenges for instructors was the appointment of non-English education background lecturers to teach English for Specific Purposes (ESP), as per the policy. This policy allowed for the inclusion of instructors who lacked the aforementioned background in the teaching of ESP. Upon conducting interviews, it was found that lecturers lacking an educational background in English were not well-versed in the process and methodology of teaching English for Specific Purposes (ESP). Consequently, they encountered difficulties in formulating instructional resources pertaining to this domain. Instructors lacking an English Education background encountered difficulties in delivering English for Specific Purposes (ESP) courses due to their perceived inadequate knowledge in the English Education domain. As a midwifery lecturer on campus, I have experience teaching English for Specific Purposes (ESP) in the field of midwifery. However, it should be noted that my expertise lies primarily in midwifery and not in English language instruction. Regarding my educational background, I possess a restricted exposure to instructing English for Specific Purposes (ESP), spanning from one to three years, primarily for English courses and midwifery students. Initially, the individual perceived the task as a challenge due to their limited expertise in midwifery. However, they recognized the necessity of instructing English for Specific Purposes (ESP) and thus endeavored to acquire knowledge in

this area to become proficient enough to educate their students. (Nota Bene, personal communication, September 1, 2021). According to several instructors possessing an English education background, additional training was deemed necessary for the effective teaching of English for Specific Purposes (ESP) in the context of midwifery content. This was due to their limited familiarity with the subject matter. RT stated that their educational background is in English teaching. In addition to my affiliation with this academic institution, I hold a position as an English language instructor. My area of specialization is English for Specific Purposes (ESP), with a focus on imparting language skills to students pursuing midwifery education. This role has been instrumental in augmenting my professional expertise. According to a personal communication on September 1, 2021, as reported by RT. The instructors' academic qualifications are reinforced by their non-formal education in addition to their formal education. Regarding the subject matter of ESP and midwifery, it was mutually recognized by both parties that the educational institution exhibited a deficiency in providing adequate seminars and training opportunities for instructors to effectively teach ESP. The acquisition of knowledge pertaining to English for Specific Purposes (ESP) and the concept of midwifery among lecturers was found to be influenced by both formal and non-formal educational experiences.

The final challenge pertained to the instructors' difficulty in effectively delivering the subject matter related to the Midwifery knowledge principle. According to the remarks made by participants identified as NB, the

challenges encountered are attributed to the specialized nature of the Midwifery knowledge principle. Specifically, the terminologies utilized may be unfamiliar to the students, requiring them to comprehend both the pronunciation and the definition of the words. Additionally, the terminologies may be exclusive to the process of monitoring, diagnosing, and administering treatment to a patient. According to the informant, the challenges faced by their students pertain to elucidating complex terminologies and acquainting themselves with unfamiliar lexicons (NB, personal communication, September 1, 2021). Educators may face challenges in selecting the optimal pedagogical approach to impart midwifery knowledge to their students.

b) Challenges in managing the class

The study revealed that educators encounter difficulties in overseeing the linguistic proficiency of their students while administering classroom management. The instructors take into account the linguistic proficiency of the students when evaluating the efficacy of the course. The responsibility of promoting greater activity, confidence, and engagement in the use of English among students was assigned to the lecturers. The challenge faced by instructors was to motivate students to become more active, self-assured, and involved in utilizing the English language, as a few students exhibited reluctance and disengagement in this regard. According to the interviewee, RT, the reason why some students tend to exhibit passivity in their English speaking skills is due to the fact that all of their learning occurs in an online environment, which results in a

lack of confidence (RT, personal interview, August 23, 2021). Therefore, it is imperative for the instructor to encourage students to adopt a favorable outlook towards the English for Specific Purposes course. Therefore, the instructor can encourage learners by educating them about the various advantages of learning English for Specific Purposes (ESP).

The second challenge associated with classroom management pertained to inadequate allocation of time. Instructors, particularly those teaching English for Specific Purposes (ESP), have encountered a significant challenge. The instructors encountered difficulties in delivering English for Specific Purposes (ESP) due to insufficient time. According to the interviewee, NB, teaching English for Specific Purposes (ESP) does not pose a significant challenge. However, as a lecturer, it is imperative to educate students on how to adapt to the current pandemic situation, especially since they will be working in the medical field and interacting with medical professionals, patients, and the general public. It is crucial to instill time management skills in students to ensure they can effectively communicate in their future profession.”(NB, personal interview August 23, 2021)

The results of the investigation conducted at this educational institution indicate that during the instruction of English for Specific Purposes (ESP), the instructor made reference to the university's commendable and sufficient amenities. However, it was noted that there is a lack of laboratory resources to facilitate the acquisition of ESP knowledge. The university's teaching process was deficient in providing diverse

media as a source of learning and had limited teaching resources. The university provided the lecturer's and students' handbook as the primary source of learning material. To summarize, the instructors were presented with the task of incorporating a variety of materials that were not readily available through the university's resources. Consequently, the students' attention was not directed towards the instructional activities. The matter pertains to teaching facilities that may constrain the scope of practical learning activities for students. According to the instructor, while the provided resources have been helpful, the limitations of online learning have prevented certain facilities, such as laboratory rooms for practical application, from being utilized. As midwifery students, it is imperative that they acquire practical skills to complement their theoretical knowledge." (RT, personal communication, August 23, 2021).

The results of the interview suggest that a number of variables presented difficulties for the instructors. The variables being examined relate to student engagement and attentiveness during instructional periods, inadequate time allocation throughout the duration of the course, and the caliber of educational materials accessible at the university.

c) challenges in teaching ESP based on the curriculum set by the school.

In the course of the interview, the researcher ascertained that instructors faced challenges in imparting ESP credit and formulating lesson plans owing to the substantial volume of content that necessitates coverage. Hence, it is imperative for the educator to comply with

the temporal constraints stipulated by the academic curriculum of the institution to ensure efficient dissemination of knowledge. According to RT's statement regarding school policies and curricula, instructors have a limited role in preparing instructional materials and resources, as the curriculum has already been established by the institution." (RT, personal communication, August 23, 2021).

² The most difficult aspect of teaching English for Specific Purposes (ESP) according to the university's authorized curriculum was time management. The analysis also showed that government rules and curricula, which place restrictions on the amount of time allotted for instruction despite⁵ the wealth of information, have hindered the teaching of English for Specific Purposes (ESP). The implementation of student-centered learning within the constraints of Curriculum 2013 is hampered by a lack of time. Teachers occasionally offer teaching materials in an effort to encourage students to exercise, yet the students continue to participate in sedentary habits. According to the interview with NB, it may be deduced that "Prior to the commencement of the academic term, a collaborative effort was undertaken by my team and I, in conjunction with one of my esteemed colleagues, to establish the instructional timetable. Specifically, I was designated to instruct students in the period preceding the mid-semester examination, while my colleague was tasked with instructing students in the period following the aforementioned examination. The selection of instructional materials was carefully deliberated to determine the optimal resources for

enhancing student learning outcomes. Additionally, our corporate headquarters has expressed a strong desire for us to not only actively participate in the development of the curriculum, but also to furnish constructive evaluations..."(NB, personal communication, August 23, 2021).

The division of teaching duties between two instructors has resulted in the potential for varying teaching styles, which may impact student comprehension of the curriculum that was originally developed by a single instructor. Hence, these obstacles pose a challenge for educators in determining the optimal approach for improving students' English for Specific Purposes (ESP) proficiency.

DISCUSSION

The interpretations are produced based on the findings of the data analysis to increase the usefulness of this study. The researcher came to the conclusion that STIKES Abdurahman Palembang's midwifery students faced three challenges when learning ESP. In STIKES Abdurahman Palembang, ESP for midwifery is being taught. Due to a lack of knowledge about midwifery on the part of the lecturer, (a) it was difficult for the lecturer to help students become competent midwives; (b) it was difficult for the lecturer to manage the classroom; and (c) it was difficult for the lecturer to teach ESP in accordance with the curriculum established by the school. As a result, each problem will be explained here so that you may learn more about the challenges.

One initial challenge was that instructors were tasked with enhancing students' skills despite their own limited

comprehension. The phenomenon was impacted by various contributing factors. One of the primary factors identified was the lack of experience among lecturers in providing instruction for English for Specific Purposes (ESP). The results of the study suggest that the instructors possessed insufficient teaching experience of over five years, which posed a challenge in their ability to effectively instruct English for Specific Purposes (ESP). Asra, Amar, and Ananda (2018) suggest that inadequate training, limited teaching experience, and insufficient leadership skills among principals can negatively affect teachers' understanding of the curriculum and their instructional performance. The second facet pertained to the academic qualifications of the instructors. In the context of midwifery education, instructors are tasked with the dual responsibility of acquiring and disseminating knowledge pertaining to the discipline. The instructor faced difficulties in teaching English for Specific Purposes (ESP) due to their academic background being outside the realm of English studies. According to Kusuningputri (2010), the introduction of English for Specific Purposes (ESP) in higher education is primarily aimed at fulfilling the demands of the professional world. The author observed that the teaching of ESP may encounter certain challenges, given that it may be a new experience for non-English graduates teaching in universities.

Many novice instructors may not possess an understanding of the distinctive characteristics of English for Specific Purposes (ESP) courses as opposed to those of general English. It is recommended that instructors provide a clear definition of ESP to students before

the commencement of the course to avoid any confusion with EGP. Alimed (2014) agrees with the notion that the role of an English for Specific Purposes (ESP) instructor is more arduous and accountable compared to that of a conventional English teacher. An effective instructor of English for Specific Purposes (ESP) should possess the ability to effortlessly navigate various professional domains, without requiring an extended period of acclimation. According to Nur'aeni (2016), the responsibilities of instructors in English for Specific Purposes (ESP) courses are not clear-cut. In addition to their role as instructors of General English, they were tasked with serving as intermediaries between their existing subject matter expertise and the demands of the specific context.

The second concern pertained to the responsibility of instructors in classroom management. The level of engagement between lecturers and students during the learning process was found to be impacted by three key factors. Firstly, lecturers were required to motivate students to become more active, confident, and engaged in their utilization of the English language. Secondly, lecturers encountered challenges in their teaching efforts due to insufficient teaching time. Lastly, lecturers faced obstacles in their teaching endeavors due to inadequate facilities. The educators acknowledged the significance of student involvement and endeavored to incorporate student engagement in the pedagogical practices. King (2014) posited that consistent engagement with students at both individual and group levels facilitated the establishment of academic standards and engendered a sense of inclusion among students. It is imperative

for ESP instructors to anticipate potential instances of noncompliance from their students during the course of instruction. It is imperative for the lecturer to determine the level of motivation of their students towards learning English for Specific Purposes (ESP) by initiating communication and offering support to those who exhibit a lack of motivation. Stated differently, the efficacy of the ESP teaching process is contingent upon the motivation levels of students; if students lack motivation, the process is likely to be ineffective.

The results of the study corroborated the previous research conducted by Kusbanyiova (2006), which established the pivotal significance of motivation in the acquisition of English for Specific Purposes (ESP). Kusbanyiova contended that the efficacy of ESP learning is not solely contingent upon the learner's cognitive ability, but also on their level of motivation. According to a study conducted by Djaileb (2018), it is imperative for lecturers to possess motivation in order to effectively contribute positive energy to the teaching and learning process. The research suggests that motivation is the key factor for successful teaching. It is imperative for a medical English lecturer to possess a genuine passion for their profession and exhibit a strong motivation to impart knowledge to their students. As previously indicated, the allocation of time and the quality of school learning facilities were also affected. A challenge has been identified in relation to restricted resources whereby students may encounter difficulty in accessing university facilities, such as laboratory rooms and midwifery properties, due to the shift towards online

learning. Ajibola (2010) posits that the provision of sufficient textbooks, computers, listening devices, hands-on tools, and other instructional equipment poses a challenging undertaking. The instructors asserted that conducting instruction remotely from a non-university setting afforded them with distinctive opportunities and obstacles.

The latest predicament faced by educators at STIKES Abdurahman pertains to the difficulty of enhancing the competencies of pupils solely through the institution's prescribed syllabus. The establishment of a curriculum policy by the university is a noteworthy development. The speaker exhibited a consistent adherence to the established norms of the university. According to the lecturers, they were provided with the opportunity and motivation to contribute to the process of curriculum development. However, they expressed concerns that certain activities may be unfeasible to execute in light of current circumstances, such as the prevalence of pandemics and the shift towards online learning. Aydin and Damgaci (2017) contend that it is imperative for both curriculum and pedagogy to have clearly defined objectives, as well as for the topics covered in university textbooks to possess well-defined objectives. The feasibility of these objectives should be evaluated in consideration of the rapidly evolving trends in the current pandemic and the realm of online education. Furthermore, the instructor encountered difficulties in providing adequate instructional time due to the ESP credit and the constraints of the course schedule. The scheduling of classes at STIKES was the responsibility of the lecturer, who ensured that they were

aligned with the ESP credit earned by the students. Furthermore, it was required of them to generate a lesson plan that conformed to the sanctioned curriculum within the designated timeframe. Can (2009) reported that instructors often express dissatisfaction with the intricate nature of academic curricula. The aforementioned has dual implications. Initially, due to the program's highly precise and profound nature, instructors are constrained in their ability to regulate the classroom environment. Secondly, it is believed by educators that they are obligated to adhere to the prescribed curriculum until the conclusion of the academic year, and any uncompleted material must be addressed accordingly. As per Lynch's (2008) findings, the process of acquiring or instructing English as a secondary language necessitates a considerable amount of time, resources, and materials to establish an English classroom that is conducive to the teaching and learning process.

CONCLUSIONS

The study's findings and interpretations suggest that several conclusions can be drawn. Firstly, the lecturers faced challenges in enhancing students' midwifery competencies due to insufficient knowledge. Secondly, the lecturers encountered difficulties in managing the classroom. Lastly, the lecturers faced challenges in teaching English for Specific Purposes (ESP) in accordance with the school's curriculum.

Based on the aforementioned explanations and conclusions, it is my intention to offer suggestions regarding the instruction of English for Specific Purposes (ESP) and potential avenues for

future research. The researchers anticipate that through the identification of challenges related to teaching English for Specific Purposes (ESP) to midwifery students, English instructors will gain a better understanding of the encountered issues and develop effective solutions to enhance the educational experience for both instructors and students.

The researchers have a hypothesis that the ongoing study will yield valuable insights into the challenges faced by lecturers when teaching English for Specific Purposes (ESP) to midwifery students. This information will enable the university to gather the requisite data and resources to enhance the teaching methodology, thereby improving the quality of the teaching and learning process and resolving any issues.

The researchers concluded that this study could prove advantageous to future researchers who are interested in exploring the challenges faced by lecturers while teaching English for Specific Purposes (ESP) to midwifery students at vocational schools or universities.

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