# CHALLENGES IN IMPLEMENTING ESP: A DESCRIPTIVE STUDY OF AN

# ESP TEACHER IN AVIATION COLLEGE

**A Thesis**

**Presented to the Department of English Language Education as Partial**

**Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in**

**English Language Education**

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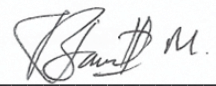
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# STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 19 June 2024

The Writer,

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# MOTTO

"For indeed, with hardship [will be] ease"

(Q.S Al-Insyirah, 94: 5)

"It's fine to fake it until you make it, until you do, until it true"

(Taylor Swift)

# DEDICATION

I dedicate this thesis to my beloved parents, who have prayed and supported me all this time. Without their prayers and support, I would not have reached this phase. They are the reason I completed my thesis. In addition, I would like to thank myself for successfully completing my thesis.

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Firstly, all praises to Allah SWT, who has been given His mercy and blessing, so I can complete my thesis. Secondly, *shalawat* and *salam* to our prophet Muhammad Saw, who has brought us from the dark to the bright era. Then, I would like to thank my beloved family, especially my siblings, who have prayed and supported me all this time. Lastly, I would like to express my gratitude to following these people:

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# ABSTRACT

In the Indonesian context, several studies have investigated the challenges faced by teachers in teaching ESP (e.g. Cahyani et al., 2018; Fitria, 2020; Iswati & Triastuti, 2021; Suherman & Kertawijaya, 2023). In addition, there are also some studies that investigated the context of English for Aviation (e.g. Rossydi & Masita, 2021; Marantika et al., 2022; Rochmawati et al., 2024). Although these previous studies focused on English for Aviation, they did not examine the needs analysis and syllabus design stages, they only focused on teaching methods and students' perceptions. Therefore, this present study aims to investigate the challenges faced by an Aviation English teacher in implementing five key stages of conducting ESP teaching from Dudley-Evans and St. John (1998) which are "needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation" (p. 121). The researcher used a descriptive qualitative method. The participant of this study is an English Aviation teacher at one of the aviation colleges in Yogyakarta. The data were collected through interviews and analyzed using thematic analysis. This study found that there were nine challenges (i.e. involving many parties, taking a lot of time, adjusting the learning needs to the current situation, adapting ESP curriculum to educational policies, limited material, large classes, students' different characteristics, students' diverse competence, and the results of course evaluations are sometimes not suitable when applied to students with different competence) faced by an Aviation teacher in implementing ESP based on the five key stages of conducting ESP teaching by Dudley-Evans and St. John (1998). This study suggests that prospective ESP teachers, and student teachers develop their teaching skills to overcome and minimize the challenges faced by ESP teachers during each of the five stages of ESP teaching, especially in the needs analysis and materials selection stages which is the most frequently challenging stage for the participant in this study.

**Keywords:** *English for Aviation, ESP teacher, ESP teaching challenges*

**CHAPTER I**

**INTRODUCTION**

**1.1. Background of the Study**

English is widely recognized as the international language of aviation (White, 2018). Professionals in the aviation industry such as pilots, ATC (Air Traffic Controller), flight attendants, ground staff, and others must be fluent in English to communicate clearly. According to White (2018), in the field of aviation maintenance, clear communication in English is essential to avoid accidents. In this case, teaching English for Specific Purposes or (ESP) is the answer. ESP plays an important role for higher education students in preparing them for the workforce. However, teaching and learning ESP has its challenges. Cahyani et al. (2018) found that the teachers faced challenge in teaching ESP such as students with different ages, backgrounds (e.g., education, English proficiency level, society), interests, and confidence. Therefore, investigating the challenges of ESP teaching at the higher education level is crucial because the issues discovered can serve as a basis for suggesting policies to improve ESP practices (Iswati & Triastuti, 2021).

Several studies have investigated the challenges in teaching English for Specific Purposes. The previous study by Fitria (2020) revealed that there are difficulties faced by ESP teachers in implementing ELT which are in terms of students, teachers, and the environment. Subsequently, a more recent study was conducted by Iswati and Triastuti (2021) who investigated the challenges of teaching

ESP in some non-English departments such as nursing, chemical engineering, mechanical engineering, and geological engineering. The results of their research showed that some challenges faced by ESP teachers in several non-English departments were lack of knowledge about learners' discipline and teacher training, inappropriate need analysis, having large classes, and diverse learners' competence. Moreover, Suherman and Kertawijaya (2023) have conducted a study on challenges faced by various ESP teachers in the higher education context. They revealed five challenges experienced by the participants including lack of teaching materials, limited content knowledge, digital illiteracy, differences in students' English proficiency, and lack of institutional support.

In the Indonesian context, several studies have investigated the challenges faced by teachers in teaching ESP (e.g Cahyani et al., 2018; Fitria, 2020; Iswati & Triastuti, 2021; Suherman & Kertawijaya, 2023). In addition, there are also some studies that investigated the context of English for Aviation (e.g. Rossydi & Masita, 2021; Marantika et al., 2022; Rochmawati et al., 2024). Although these previous studies focused on English for Aviation, they did not examine the needs analysis and syllabus design stages, they only focused on teaching methods and students' perceptions. Therefore, this present study aims to investigate the challenges faced by an Aviation English teacher in implementing five key stages of conducting ESP teaching from Dudley-Evans and St. John (1998) which are "needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation" (p. 121). Additionally, English for Specific Purposes is also different from English for

General, especially in the type of course design. Basturkmen (2003) mentions that there are three types of course design in ESP: one narrow-angled and two wide-angled. The term narrow-angled is intended as a course for learners that refers to a specific discipline, for example English for pilots and air traffic controllers (Basturkmen, 2003). Then, the first wide-angled is intended as a course for learners that refers to an academic field, for example English for general academic purposes and English for health professional (Basturkmen, 2003). Whereas the second wide-angled focuses on the language used, for example Business English and Academic English. Based on the aforementioned differences, the challenges that arise in teaching ESP are not the same as teaching General English. Therefore, this study attempts to investigate the challenges faced by an Aviation English teacher in implementing ESP.

## 1.2. Identification of the Problems

The previous research conducted by Iswati and Triastuti (2021) identified having large classes as one of the challenges related to ESP teaching. Moreover, the other study Cahyani et al. (2018) discovered that the teachers' challenge in teaching was having students with different ages, backgrounds (education, English proficiency level, community), interests, and confidence. Furthermore, another study conducted by Fitria (2023) found that English teachers have difficulties in creating ESP course materials that are appropriate to students' needs. Several challenges related to teaching English to aircraft maintenance students were also found in a study conducted by Mahmood et al. (2023), these challenges were lack of aviation knowledge, limited

materials and sources, different interests and backgrounds of students, and overloaded assignments. These challenges affect ESP teacher's performance in their teaching

## 1.3. Limitation of the Problems

Among the aforementioned identification of problems, this study focuses only on challenges faced by an ESP teacher in implementing ESP in Aviation college.

## 1.4. Formulation of the Problems

The present study attempts to answer the following questions: What are the challenges faced by an Aviation English teacher in implementing ESP?

## 1.5. Objectives of the Study

Therefore, the purpose of this study is to investigate the challenges faced by the ESP teacher who teaches English for Aviation in implementing ESP.

## 1.6. Significances of the Study

1. For ESP teachers

Practically, this study can provide insights in using appropriate strategies to teach English for specific purposes based on the areas they teach and help them to improve their teaching performance, especially for English for Aviation teachers.

2. For Pre-service ESP teachers

In terms of practice, this study can provide information about the challenges encountered by teachers in teaching ESP. This information can guide them and help them prepare themselves to teach English for specific purposes, so they can teach effectively.

3. For other researchers

Conceptually, this study can provide information and references for other researchers who are conducting similar research on the challenges faced by ESP teachers in teaching English for aviation.

# CHAPTER II

# LITERATURE REVIEW

## 2.1. English for Specific Purposes (ESP)

As defined by Hutchinson and Waters (1987) ESP is a language teaching strategy where all material and methods are determined based on the learner's purpose for learning. There are two characteristics of ESP as stated by Dudley-Evans and St. John (1998) these two characteristics are absolute and variable characteristics. The absolute characteristics consist of (1) ESP is directed to meet learners' needs; (2) ESP employs methodologies and practices that are based on the fields it supports; (3) ESP is focused on language (register, grammar, lexis), genre, discourse, and skills that can be adapted to these exercises. Furthermore, the variable characteristics consist of (1) ESP aimed for specific fields; (2) ESP may apply different methodologies than general English in a specific teaching situation; and (3) ESP is usually aimed specifically at adult learners, either in higher education institutions or in other working situations. Nevertheless, ESP can be employed for middle school learners; (4) ESP is primarily created for intermediate or advanced learners; (5) In general, ESP courses suppose a fundamental language system, but it can be applied to beginners. More definition is from Paltridge and Starfield (2013), they define ESP in terms of teaching and learning of English as a foreign or second language where the learners are expected to apply English in a certain field. In addition, ESP teaching emphasizes language in a situation, rather than on teaching grammar and other language features (Hans & Hans, 2015).

Therefore, ensuring the use of a language which is suitable for students' purposes is necessary in ESP teaching.

Regarding the kinds of ESP, the researcher uses the theory from several experts, the first one is the "Three of ELT " belonging to (Hutchinson & Waters, 1987). They classified ESP in terms of three fields: (1) English for Science and Technology (EST), (2) English for Social Studies (ESS), and (3) English for Business and Economics (EBE). Each of these areas of study can be separated into two major categories, namely, English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). Likewise, Widodo and Pusporini (2010) state that ESP has many different scopes that come from various disciplines such as English for Occupational Purposes (EOP), English for Business Purposes (EBP), English for Academic Purposes (EAP), English for Science and Technology (EST), English for Legal Purposes (ELP), English for Vocational Purpose (EVP), English Medical Purposes (EMP), English for Hospitality Purposes (EHP), English for Educational Purposes (EEP), English for Banking, English for Economics, English for Engineering, English for Tourism, English for Tour and Travel, and English for Nurses. According to a study conducted by Hamdani and Ouahmiche (2022), ESP includes not only learning English as General English (GE), but also specialized fields such as science, engineering, medical, business, and so on. Hamdani and Ouahmiche (2022) also mentioned that ESP is then divided into smaller subdivisions such as Medical English, Business English, Aviation English, and so on, in addition to the two primary subdivisions of EAP and EOP. Furthermore, it is concluded that teaching ESP does not have to be limited to general English, as well as

teaching grammar and structure of language. However, teaching and learning which focuses on the specialized disciplines of the students. Therefore, ESP should be taught at the vocational school and higher education levels as these two levels are the first step to prepare for their future careers.

## 2.2. English for Aviation

As it is known, Aviation English is part of English for Occupational Purposes. According to Moder (2013), Aviation English is a language employed by air traffic controllers, pilots, and other workers in the aviation sector. According to Lin et al. (2014), Aviation English is used not only for communication between flight controllers and pilots, but also for briefings, announcements, and communication on the flight deck, as well as the language employed by maintenance technicians, flight attendants, and other aviation staff. Those prospective aviation workers definitely need English because they usually have a flight on their schedule to an international destination. Although the flights are scheduled domestically, they also have to communicate in English to serve local and foreign passengers.

## 2.3. Teaching ESP

Teaching ESP is different from teaching English in general. Therefore, teachers should pay attention towards ESP teaching stages as pointed out by Dudley-Evans & St. John (1998) to maintain an effective teaching and learning process. The key stages in ESP teaching outlined by Dudley-Evans and St. John (1998) are "needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation" (p. 121).

1. The Need Analysis Stage

A needs analysis is essential to be conducted before teaching ESP to understand learners' situations. Hutchinson and Waters (1987) mention two aspects of needs, namely target needs and learning needs. Target needs are dealing with the things that learners need to do in the particular context in terms of three things: necessities, lack, and want. Meanwhile, learning needs refer to learners' knowledge and ability to perform at the level of competence needed in the target situation (Hutchinson & Waters, 1987).

2. Syllabus Design Stage

After conducting needs analysis, the lecturer decided what competencies should be taught for ESP class. According to Hutchinson and Waters (1987) a syllabus is a document that contains instructions on what will be learnt. A syllabus may include standard competencies, basic competencies, materials, activities, indicators, evaluation, and time allocation. The syllabus content is needed to plan teaching and learning effectively. Basturkmen (2003) mentions that ESP courses have a narrow-angled and wide-angled to select ESP content. The term narrow-angled is intended as a course for learners that refers to a specific discipline (Basturkmen, 2003). Then, wide-angled is intended as a course for learners that refers to an academic field (Basturkmen, 2003). Subsequently, as mentioned by Basturkmen (2003) English for pilots and air traffic controllers is narrow-angled.

3. Material Production Stage

Materials are considered an important component of teaching and learning activities. Thus, teachers should create a material that adapts to their learners. Tomlinson (2011) states that materials include anything used by the teacher or learner to guide language learning. Particularly, in ESP teaching, authentic materials are necessary for students to be familiar with real language use based on their field.

4. Teaching and Learning Stage

Teaching ESP is different from teaching English in general. According to Dudley-Evans and St. John (1998), ESP classes employ activities and tasks according to the learner's specific field. Besides, Dudley-Evans and St. John (1998) also mentioned two examples of learning approaches that have been adopted in ESP teaching: case studies and project work. In addition, there are several methods that can be used in teaching ESP such as problem-based learning, project-based learning, data-driven learning, case-study approach, and genre approach. These teaching methods are matched to the student's field. For example, in the fields of business and law, a case study approach can be used since these two fields deal with cases so it would be more suitable to use this method.

5. Evaluation

Dudley-Evans and St. John (1998) defined evaluation as a process that begins with deciding what information to collect and concludes with making a decision to change current actions or influence future actions. Hutchinson and Waters (1987) mentioned two types of evaluations, namely, student evaluations and course evaluations. For student evaluation, it emphasizes what the test informs about learning needs. Besides,

course evaluation assists in determining how effectively the course meets the needs. It is necessary to conduct evaluations to determine student progress and teacher effectiveness in teaching ESP. The evaluation result might be used to guide decisions and create long-term change (Dudley-Evans & St. John, 1998).

## 2.4. Review of Relevant Studies

Several researchers have conducted relevant studies to investigate the teachers' challenges in teaching ESP. Fitria (2020) conducted a study concerning teaching ESP to the students in English language teaching. The finding of her study showed that there are difficulties faced by ESP teachers in implementing ELT which are in terms of students, teachers, and the environment. Fitria (2020) mentioned some challenges related to ESP teachers are as follows:

(1) The quality of lectures and textbooks

Most of the materials in ESP courses are designed to improve English language skills such as listening, speaking, reading and writing. However, in this study it was stated that the teachers consider that vocabulary is enough for students. Thus, there are still many problems with lectures and textbooks in ESP teaching because students are not interested in some textbooks developed by teachers.

(2) The quality of lectures and teaching methods

The challenges that are related to teachers have been identified in this study, including: teachers' diverse qualifications, diverse teaching methods, and

a lack of specific knowledge because teachers are not given the opportunity to attend any training on ESP teaching.

(3) Lack of theoretical frameworks for facilitating teaching ESP

The primary challenge is that there is no theoretical framework for teaching ESP. There are several perspectives regarding the appropriateness of this subject to be included in the curriculum as a compulsory subject or to be viewed as practical knowledge or skills that will improve students' confidence in their understanding after graduation.

Another study conducted by Iswati and Triastuti in 2021 examined the challenges of teaching ESP in one public higher institution and four non-public higher institutions in Yogyakarta. This research was conducted in non-English programs at universities in the province of Yogyakarta, Indonesia. This study was conducted with 5 ESP teachers from different departments, namely Nursing, Chemical Engineering, Mechanical Engineering, and Geological Engineering. They collected data through interviews. The results of their study revealed that ESP teachers in non-English majors experience a number of challenges, including: (1) lack of knowledge on learners' discipline and teacher training; (2) inappropriate need analysis; (3) having large classes; (4) diverse learners' competence. However, compared to the number of studies above, this present study is different in terms of the context being studied. The current study focuses on the investigation of the teachers' challenges in teaching English for aviation.

Fitria (2023) also conducted a survey with 58 ESP lecturers with different departments in various higher institutions. This study focuses on the difficulties related to teaching ESP. Furthermore, they found some issues in ESP teaching (i.e. teaching ESP courses is more challenging than teaching EGP, creating student syllabi and semester student plans, choosing and applying learning methods in ESP courses, textbooks for ESP, creating/making/designing ESP textbooks, different students' English proficiency, different students' motivation, different students' awareness of the value of ESP classes, unclear institutional policy on ESP curriculum, institutional policy (faculty or study program) concerning facility policy (facilities and infrastructure) is inadequate, the number of lectures or credits of ESP courses is not as expected, the amount of semesters is not as planned, and the ESP course teaching compensation is not as expected.

## 2.5. Theoretical Framework

In this study, the researcher uses the ESP definition from Hutchinson and Waters (1987). Therefore, to investigate teacher's challenges in teaching English for Aviation, this study refers to the five key stages of conducting ESP teaching from Dudley-Evans & St. John (1998). Then, the theoretical framework for this study is presented as follows:

Challenges in Implementing ESP: A Descriptive Study of an ESP Teacher in Aviation College

ESP is a language teaching strategy where all material and methods are determined based on the learner's purpose for learning (Hutchinson & Waters, 1987)

The key stages in ESP teaching noted by Dudley-Evans & St. John (1998, p.121). The stages include:

Needs analysis
Course (and syllabus) design
Materials selection (and production)
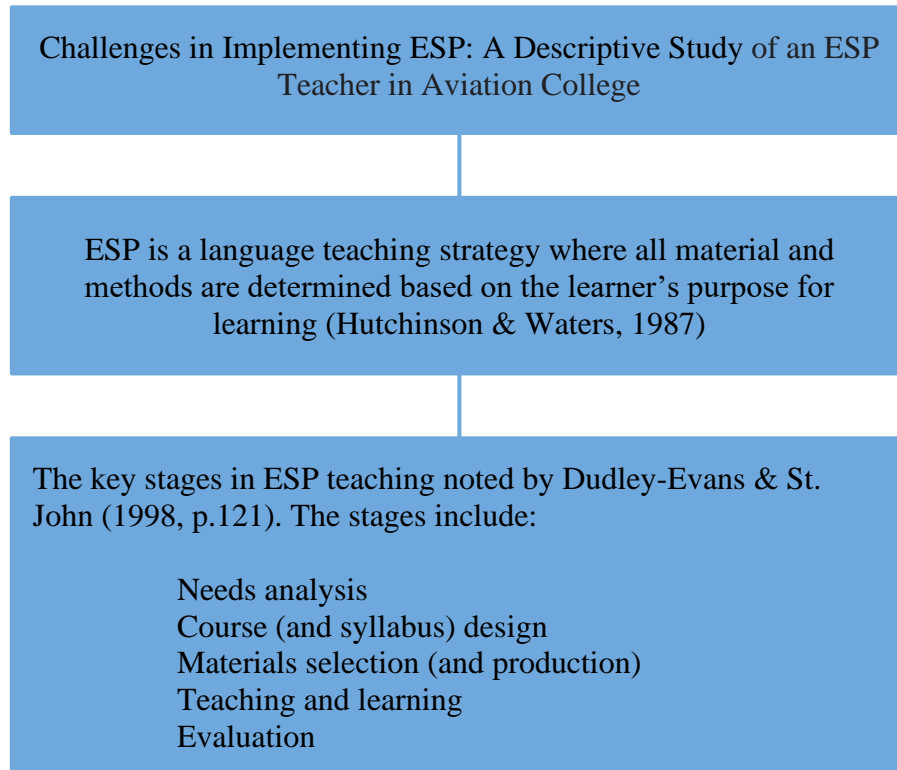Teaching and learning
Evaluation

**Figure 2. 1 Theoretical Framework**

**CHAPTER III**

**RESEARCH METHOD**

**3.1. Research Design**

In this study, the researcher used a descriptive qualitative method. Creswell (2009) defines qualitative research as a method for examining and understanding the meaning intended by a group or individual as a social or human problem. There are several ways to conduct qualitative research as mentioned by Creswell (2009) such as phenomenological research, narrative research, ethnography, case study, and grounded theory. According to Lambert and Lambert (2012) a qualitative descriptive study aims to provide an in-depth summary of specific phenomena experienced by individuals or groups of individuals. Since the aim of the current study is to investigate the challenges faced by the ESP teacher who teaches English for Aviation in implementing ESP, therefore, the researcher uses a case study as the research design.

**3.2. Data Preparation**

**3.2.1 Participant and Setting**

The participant of this study was an English teacher at one of the aviation institutes in Yogyakarta. The participant is an Aviation English teacher, namely Ms. Nur (pseudonym) who teaches English in the Air Transportation Management department. She is 31 years old and has been teaching English for Aviation for 5 years. Ms. Nur's first language is Javanese, meanwhile her second language is Indonesian. In addition, the researcher has set some criteria to choose the participant. Firstly, the participant is an English teacher who taught English for aviation. Secondly, the

participant has been teaching English for Aviation for five years. It is because she definitely has a lot of experience in teaching. The participant was chosen because she met the criteria mentioned by the researcher. Additionally, she graduated with a bachelor's degree and a master's degree in the English Education Department, which means she has the basics to teach English for Specific Purposes.

**3.2.2 Informed Consent**

Before conducting the interview, the researcher asked permission from the participant to be interviewed. After the participant agreed, the researcher provided informed consent to be filled in by the participant. Then, the researcher also provided information that all data regarding the participant will be kept confidential.

**3.3. Data Collection Technique**

In collecting data, the researcher used an interview technique. The researcher conducted interviews with an English teacher for aviation and recorded the interview. The interview was conducted through a zoom meeting, on November 24, 2023. Subsequently, the interview results were transcribed and analyzed using thematic analysis.

**Table 3. 1 Interview Guidelines**

| Construct | Conceptual Definition | Components | Interview Question |
|---|---|---|---|
| Key stages in ESP teaching | ESP is an approach to English language teaching where all content and methods are determined based | 1. Needs analysis<br>2. Course (and syllabus) design | 1. What are the challenges that you often face during need analysis? |

| | | |
|---|---|---|
| on the learner's needs (Hutchinson & Waters, 1987) | 3. Materials selection (and production)<br>4. Teaching and learning<br>5. Evaluation | 2. What are the challenges that you often face when designing a syllabus?<br>3. How did you develop a syllabus?<br>4. How did you select teaching materials?<br>5. What are the challenges that you often face in selecting the material?<br>6. What challenges did you find in teaching?<br>7. What are the challenges that you often face when conducting evaluation? |

## 3.4. Data Analysis Technique

After collecting the data by conducting interviews, the researcher analyzed the data. In analyzing the data, the researcher used thematic analysis techniques. According to Braun and Clarke (2006) thematic analysis is a technique used to identify, analyze, and report themes in data. There are six stages of thematic analysis are mentioned by Braun and Clarke (2006) as follows:

1. Familiarizing with the data

In this stage, the researcher familiarized with the interview data by rereading and transcribing the data from the interview recording.

2.  Generating initial codes

After the researcher was familiar with the data, then the researcher created the list of initial codes and compiled the relevant data for each code.

3.  Searching for themes

In this stage, the researcher started to analyze the codes into potential themes and compiled the relevant data into the potential themes.

4.  Reviewing themes

After the themes were collected, the researcher then reviewed the themes and produced a thematic map from the analysis conducted.

5.  Defining and naming themes

The researcher continued to analyze and refine the specifics of each theme. Then, from these results, the researcher defined and named them into clear themes.

6.  Producing the report

After the five stages have been completed. Then, the researcher analyzed the final results and produced an analysis report.

## 3.5. Trustworthiness

The existence of trustworthiness in this study is to ensure that readers trust and accept the results of the study that has been conducted. Lincoln and Guba (1985) mentioned several criteria of trustworthiness that are used in many qualitative studies, namely credibility, transferability, dependability, confirmability, and reliability. Similarly,

Nowell et al. (2017) also mentioned five criteria for trustworthiness which are, credibility, dependability, confirmability, transferability, and audit trails. For this study, the researcher used three criteria namely, credibility, transferability, and confirmability. Credibility in qualitative research is essential to ensure that the results of the research are credible. In this study, the results of the interviews were transcribed and analyzed using thematic analysis, so that the data obtained were credible. In qualitative study, transferability is concerned with transferring from case to case (Tobin & Begley, 2004). Transferability in this study is intended to allow pre-service ESP teachers to use the findings of this study as information regarding the challenges faced by teachers in teaching ESP and to prepare themselves to teach English for specific purposes, so that they can teach effectively. According to Tobin and Begley (2004) confirmability is about confirming that the findings and interpretations of the data are not the researcher's imagination, but are purely based on the evidence. In the current study, the researcher confirmed the findings with the research participant to ensure that the findings are relevant.

# CHAPTER IV

# FINDINGS AND DISCUSSIONS

## 4.1 Findings

The result of this study was obtained from an interview with an English for Aviation teacher who teaches English in the Air Transportation Management department. The researcher contacted the participant, namely Ms. Nur (pseudonym) via WhatsApp chat to make an appointment. The interview was conducted online through a Zoom meeting, on November 24, 2023. The interview question focused on challenges faced by the teacher when teaching English for Aviation. After completing the interview, the researcher analyzed the data using thematic analysis according to Braun and Clarke (2006). Based on the data analysis, the researcher has found nine challenges regarding teaching English for Aviation. The table below shows the challenges revealed by the participant.

**Table 4. 1 Challenges faced by English for Aviation Teachers**

| No | Themes | Challenges |
|----|--------|------------|
| 1. | Needs Analysis | Involving many parties |
|    |                | Taking a lot of times |
|    |                | Adjusting the learning needs to the current situation |
| 2. | Course (and syllabus) design | Adapting ESP curriculum to meet educational policies |
| 3. | Materials selection (and production) | Limited Material |

| | | |
|---|---|---|
| 4. | Teaching and learning | Large Classes |
| | | Students' different characteristics |
| 5. | Evaluation | Students' diverse competence |
| | | The results of course evaluations are sometimes not suitable when applied to students with different competence |

Based on Table 4.1 the challenges faced by the English for Aviation teacher, including 1) involving many parties; 2) taking a lot of times; 3) adjusting the learning needs to the current situation; 4) adapting ESP curriculum to educational policies; 5) limited material; 6) large classes; 7) students' different characteristics; 8) students' diverse competence; 9) the results of course evaluations are sometimes not suitable when applied to students with different competence.

**4.1.1 Challenges in Teaching English for Aviation in terms of Needs Analysis**

**4.1.1.1 Involving many parties as sources of information**

Before teaching English for Aviation, Ms. Nur needs to conduct a needs analysis first. In her institution, the needs analysis stage is completed every 4 to 5 years, along with designing of the learning syllabus. The needs analysis was carried out by conducting interviews and providing questionnaires to the involved parties. In conducting a needs analysis, there are several challenges faced by Ms. Nur. The first challenge was finding sources that were appropriate to the field of the aviation industry. Based on the interview results, Ms. Nur mentioned that in conducting a needs analysis, many practitioners are involved

such as alumni who work in the aviation industry, for example those who are flight attendants or work at the airport. Ms. Nur also mentioned five parties involved when conducting a needs analysis stage at the D3 Transportation Management program, which are the airport, airlines, logistics, aviation security, and flight attendants. Not only these practitioners, but there are also ESP teachers, lecturers, program administrators, and students as well. Furthermore, the parties involved will be asked for information related to developments in the aviation industry so that the syllabus in the curriculum becomes relevant to the current working situation.

> *"Well, that might be quite a challenge when looking for sources, it must be appropriate and usually not just one, like yesterday, for example in the D3 Transportation Management department, there are several concentrations, there are airports, airlines, logistics, and aviation security and one more what.... airlines, airports, logistics, avsec, flight attendants"* **(CTESP/NA/NUR/023)**

> *"There are practitioners at the airport, then other ESP teachers, lecturers here, then there are also study program administrators, and students as well"* **(CTESP/NA/NUR/123)**

> *"...Then, we asked them to be a source for sharing information about the developments there, so that the curriculum syllabus is relevant to the current working environment"* **(CTESP/NA/NUR/023)**

### 4.1.1.2 Taking a lot of time

In conducting the needs analysis stage, Ms. Nur had to spend a lot of time gathering information on the current working situation in the aviation industry from a number of sources. There are two ways for Ms. Nur to gather

information when conducting a needs analysis, namely by interviewing and providing questionnaires to the parties involved.

> *"...the challenge is collecting the information, from many sources, because it takes a lot of time"* **(CTESP/NA/NUR/023)**

**4.1.1.3 Adjusting the learning needs to the current situation**

Ms. Nur mentioned that while conducting needs analysis or developing curriculum which is carried out every 4 to 5 years, everything must be updated with the current situation from manual to digital. She stated that the thing that must be adjusted is about job methods in the field, for example ground handling staff, who used to record *block on, block off* or anything else connected to the aircraft manually, but now there is a more advanced system. Ms. Nur also mentioned that this needs to be adjusted, to ensure the materials related to the discussion or dialogue that will be developed are in line with the actual situation.

> *"......It must be adjusted, yes, it must be adjusted in the current situations, it must be updated, what was previously manual is now digital, everything is adjusted..."* **(CTESP/NA/NUR/023)**

> *"Regarding job procedure in the field, for example ground handling staff, ground handling staff for example used to record block on, block off or anything else is related to the aircraft manually, now there is a system like that"* **(CTESP/NA/NUR/129)**

**4.1.2 Challenges in Teaching English for Aviation in terms of Course (and syllabus) Design**

In the course and syllabus design, Ms. Nur stated that designing syllabus occurs every 4 to 5 years along with the needs analysis process. The challenges faced by Ms.

Nur while designing the course is adapting ESP curriculum to meet educational policies. Ms. Nur mentioned that in her institution, especially in the D3 (diploma) program, there are subjects for English 1 to English 5, including 1) Basic English; 2) English for aviation; 3) Course cultural understanding; 4) English on job related; and 5) English proficiency test. However, there is a new regulation for D3 and D4 students, that they have to spend four months or one semester on the job training. Therefore, there is one semester where they are not studying, but they have to be on the job training. As a result, when designing the course and syllabus, Ms. Nur must adapt it into the new curriculum, which was previously divided into five semesters but was reduced to four semesters.

> *"...The process of designing a syllabus or curriculum occurs every four or five years. So,     that was when the needs analysis was carried out"* **(CTESP/NA/NUR/021)**

> *"Well, the challenge is that of course from the 5 that were previously 5, it was made into only 4 semesters, well like that, mba, adapted to the regulations as well, adapted to the development of in the industry like that"* **(CTESP/CD/NUR/138)**

### 4.1.3 Challenges in Teaching English for Aviation in terms of Materials selection (and production)

Material selection is the third stage in teaching ESP. Ms. Nur mentioned that the material selection stage is the most challenging aspect of teaching ESP because the materials used are still limited. She only has 2 or 3 textbooks for the aviation field, including English for Cabin Crew and English for Flight Attendants. She also only has

one textbook for Aviation English. In addition, the textbooks used are rather old, there is no new textbook yet.

> *"For me, the biggest challenge in teaching ESP is the materials selection because the materials are still limited, so there are not many materials available in the aviation field, only maybe 2 or 3 textbooks that I have, even if I think it's a bit old, there are English for Cabin Crew and English for flight attendant, yes cabin crew is the same as flight attendant."* **(CTESP/MS/NUR/031)**

> *"Well, for English for Aviation, there is only one, so we can't just take it here and there and adapt it right, so it's a shame because the material is still limited."* **(CTESP/MS/NUR/031)**

Subsequently, Ms. Nur also revealed that sometimes her challenge in selecting material is difficult to find up to date materials. She stated that in the stage of materials selection, she combines the materials, sometimes from authentic materials, sometimes developed or adapted the materials.

> *"As for the challenge of finding authentic materials, sometimes it is difficult to find up to date ones"* **(CTESP/MS/NUR/170)**

**4.1.4 Challenges in Teaching English for Aviation in terms of Teaching and learning**

**4.1.4.1 Large Classes**

The next challenge faced by Ms. Nur is the teaching and learning stage. Ms. Nur mentioned that all of the English courses in her class are mostly practical or performance based, for example conversations, speaking, and role plays. The first challenge faced by Ms. Nur during the teaching and learning process was the large classes, which consisted of 40 students in one class. This kind of class is too overcrowded and large classes are time-consuming in terms of practical activities. Ms.

Nur stated that it was only a hundred minutes in the classroom. As a result, the students did not get enough exposure or practice to improve their English skills during the lesson due to the limited teaching duration.

> *"Well, the challenge is because the class can be up to 40 students, so sometimes they don't get enough exposure to improve their English skills"* (**CTESP/TL/NUR/043**)

### 4.1.4.2 Student's different characteristics

The second challenge faced by Ms. Nur was discovering that her students had different characteristics in learning English, such as those who are excellent, who feel afraid, and who feel ashamed. This situation occurs when the students have practical activities. In addition, Ms. Nur mentioned that the students were not majoring in English so their competences are varied. She stated that the materials provided should be adjusted to the students' competencies because they are too diverse.

> *"Then also…what is it, they have a good attitude just because they are not majoring in English so their competences are also varied so there are some who are excellent, who are very afraid, very ashamed"* (**CTESP/TL/NUR/043**)

> *"Therefore, sometimes it adjusts….we give the material so it adjusts their abilities so yeah but it's too diverse so sometimes the challenge is like that"* (**CTESP/TL/NUR/043**)

### 4.1.5 Challenges in Teaching English for Aviation in terms of Evaluation

There are two evaluations conducted by Ms. Nur, including: 1) students' evaluation and 2) course evaluation. From the data obtained, Ms. Nur stated that pre-test, mid-test and final-tests are usually carried out in a student's evaluation stage. In addition, quizzes or assessments in the form of performance, such as conversation

class. Ms. Nur also mentioned regarding the test, it is mostly performance based or spoken, except for the D4 program which has English on job related, there is a written test. The challenge while conducting students' evaluation is students' diverse English competence. In addition, Ms. Nur mentioned that there are some students in the class who are still struggling with pronunciation. As a result, students who are in that condition will receive below average scores.

> *"(Problems) from the students including those or some of them who are shy. Then those who have difficulties in English pronunciation, it seems like it's really hard for them to pronounce. Yeah, there are students like that, yes there must be one or two of them in each class"* **(CTESP/EV/NUR/16)**

Another challenge dealing with the course evaluation is the results of course evaluations are sometimes not suitable when applied to students with different competence.

> *"If the course evaluation is a challenge, maybe when designing the next course, so from the evaluation of the previous course, for example, there are weaknesses or so, we will make improvements in the next one, right? However, the challenge sometimes is that when the students have different conditions, the needs are also different, for example, the students' basic skills are different, and sometimes the results of the course evaluation are not always suitable when applied to different learners"* **(CTESP/EV/NUR/064)**

> *"For the shortcomings, we usually use them for improvement in the next design, but sometimes due to the amount of work, it is not carried out maximally, but we try to accommodate as best we can"* **CTESP/EV/NUR/120**

## 4.2 Discussion

One of the challenges in conducting need analysis found in a previous study conducted by Iswati and Triastuti (2021), the challenge is the lack of proper needs

analysis. It is because the institution of their participant did not involve the respective teachers while conducting needs analysis. Meanwhile, this study involved several parties, such as alumni who are working in the aviation industry, ESP teachers, program administrators, and students. By involving these parties, a lot of information will be available. Meanwhile, the participants in the previous study did not involve the teachers concerned, thus it is possible that some information might be lacking.

Another challenge that Ms. Nur faced is in terms of course and syllabus design. The finding of challenges in syllabus design is in agreement with Fitria's (2023) finding which showed most participants in her study have difficulties in creating student syllabi and semester student plans (RPS). According to Fitria (2023) the curriculum is a guideline for teaching that is developed following the vision and mission of the learners' department, faculty, and university. Therefore, the syllabus to be created should be in line with the goals and fields of student learning.

Ms. Nur also faced challenges in the material selection stage, namely the limited materials. Textbooks are one of the sources as materials in ESP teaching used by Ms. Nur. This finding is in accordance with the previous study Mahmood et al. (2023) which found that one of the teachers in this study did not have any specific textbooks as a reference, and the materials were usually developed by the teachers themselves. Ms. Nur mentioned that the solution to this problem is that her institute has a plan to develop their own textbooks that are adjusted to the proficiency level of the students, but there are still some obstacles. Therefore, the material used is still from the same book and usually shared between English lecturers as well as searching on YouTube.

The findings of aspect for large class was in line with the result study conducted by Iswati and Triastuti (2021) which found that most participants in their study encountered the same problem with having a large number of students in a class. As mentioned by Iswati and Triastuti (2021) having large classes can impact learning outcomes. It was also felt by Ms. Nur that her students did not get enough exposure or practice to improve their English skills due to the limited teaching duration. Subsequently, the findings concerning students' characteristics is also in line with the previous research conducted by Vu (2023) that found that 62 percent of the teachers in her or his study mentioned that students' shyness, afraid of making mistakes, and unwillingness to participate in speaking activities affected the quality of their teaching. This situation was also experienced by Mrs. Nur, that the different characteristics of students became a challenge in the process of teaching and learning.

As mentioned by Hutchinson and Waters (1987), there are two types of evaluations, namely, student evaluations and course evaluations. The finding of the students' diverse competence is consistent with the study conducted by Iswati and Triastuti (2021) who found that learners' varied competence in English. Subsequently, another challenge faced by Ms. Nur is the results of course evaluations are sometimes not suitable when applied to students with different competence. She mentioned that when she did a course evaluation, sometimes it is not carried out maximally. However, she tries to accommodate as best as she can. The challenges related to the evaluation stage was also found in a study conducted by Rasyimah et al. (2018) that their participants faced challenges when preparing student evaluations that not only met the

needs of their courses, but also the needs of the assessment system. For example, if they plan to conduct a project-based evaluation, then they need to divide each progress into assessment components. This requires more effort and spends more time than allocated time.

# CHAPTER V

## CONCLUSION AND SUGGESTION

**5.1 Conclusion**

This present study aims to investigate the challenges faced by the ESP teacher who teaches English for Aviation in implementing ESP. Based on the result of this study, the researcher found several challenges faced by the teacher in teaching English for Aviation. First, the challenge in terms of the need analysis stage included involving many parties, taking a lot of time, and adjusting the learning needs to the current situation. Second, the challenge in terms of course (and syllabus) design stage, included adapting ESP curriculum to educational policies. Third, the challenge in terms of materials selection stage included limited materials. Fourth, the challenge in teaching and learning material stage included large classes and learner's different characteristics. Fifth, the challenge in terms of evaluation stage included learner's diverse competence and the results of course evaluations are sometimes not suitable when applied to different students.

**5.2 Suggestion**

Based on the results of this study, the researcher would like to suggest some recommendations for future research. It is highly recommended for future research to investigate two or more aviation English teachers from different aviation institutions. Thus, the results obtained may differ from one participant to another, so the researcher can see the preferences of many Aviation English teachers regarding the challenges faced in teaching English. In addition, the researcher hopes that this study can provide

insights for other ESP teachers as well as information to prospective ESP teachers regarding the challenges in teaching English for Aviation.

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**APPENDICES**

**Appendix 1**

Thematizing Matrix

| Construct | Theme | Codes |
|---|---|---|
| Challenges in Teaching English for Specific Purpose | 1. Needs Analysis (NA) | CTESP/NA/NUR/001 |
| | 2. Course (and syllabus) design (CD) | CTESP/CD/NUR/001 |
| | 3. Materials selection (and production) (MS) | CTESP/MS/NUR/001 |
| | 4. Teaching and learning (TL) | CTESP/TL/NUR/001 |
| | 5. Evaluation (EV) | CTESP/EV/NUR/001 |

**Appendix 2**

Coding

| Coding Sample | Meaning |
|---|---|
| **ESP/NA/NUR/001** | 'CTESP' is for Challenges in Teaching English for Specific<br>'NA' is for the Need Analysis theme<br>'NUR' is the data from respondent<br>'001' means it is from interview transcript line 1 |

**Appendix 3**

Transcription

Participant : Ms Nur
Time : 39:34 minutes
Date : 24 November 2023
Place : Zoom meeting
I : Interviewer
P : Participant

| Su bje ct | Line | Transcription | Theme | Codes |
|---|---|---|---|---|
| I | 022 | Ya miss. Ee nah untuk melakukan need analysis itu sendiri ee tantangan yang miss hadapi itu apa saja miss? Tantangan yang muncul miss? | | |
| P | 023 | Kalo tan, sebenernya ee cukup ini ya cukup menantang ini karena melibatkan banyak pihak jadi kalo kami melakukan need analysis atau penyusunan kurikulum penyesuaian kurikulum jadi setiap 5 atau 4 tahun ya saya lupa, itu kan pasti harus disesuaikan ya harus disesuaikan dalam perkembangan jaman harus di update gitu ya yang tadinya apa manual sekarang digital itu semuanya disesuaikan. Nah untuk melakukan itu ee kami melibatkan ee praktisi-praktisi misal bisa bisa juga diambil dari kalo kami ya kalo kami yang lakukan yaitu meminta bantuan alumni-alumni kami yang bekerja didunia penerbangan misalnya yang sebagai flight attendant atau bekerja di angkasa pura di bandara-bandara gitu. Kemudian, kami mintai bantuannya menjadi narasumber untuk ee apa ya ee menyampaikan gitu ya minta bantuannya minta infonya apa saja sih yang ee perkembangan-perkembangan yang ada disana supaya | Needs analysis

NA 1: melibatkan banyak parties

NA 2: membutuhkan banyak waktu

NA 3: disesuaikan dengan perkembangan zaman | CTESP/N A/NUR/0 23 |

| | | | | |
|---|---|---|---|---|
| | | nanti silabusnya yang ada di kurikulum itu relevant gitu dengan ee dunia kerja sekarang begitu sih. Nah, itu yang mungkin yang agak menjadi tantangan adalah ketika mencari narasumbernya sih kan harus yang pas gitu ya dan tidak hanya satu biasanya ee kayak kemarin itu kalo misalkan di jurusan D3 Manajemen Transportasi itu kan ada beberapa konsentrasi ada airport, airlines, logistic, kemudian aviation security, dan ee satu lagi opo si mba airlines, airport, logistic, airset, oo pramugara-pramugari jadi D3 pun ada konsentrasi pramugari-pramugara. Nah, ee berati kami dalam menyusun itu harus melibatkan ee pihak-pihak atau praction praktisi yang ada di ee bidang-bidang lima tadi. Nah, itu yang ee sekarang ini kami sedang lakukan dari prodi, karena memang sudah harus menyusun kurikulum baru untuk 2024 gitu. Ee challenge nya mengumpulkan info gitu mungkin ya dari banyak narasumber itu kan butuh waktu, butuh banyak lah. Oke | Need Analysis | |
| I | 024 | Ee terkait berati itu untuk mendesain silabusnya itu selama 4 tahun itu sek dalam 4 tahun sekali ya miss. | | |
| P | 025 | Iya, jadi nanti kalo setelah itu ya kami dosen mengikuti yang sudah ada kalo misalkan semester 1 itu semester 1 biasanya masih basic walaupun misalnya ada conversation tapi ya konteks nya ee di airport misalnya seperti itu. Tapi, sudah mengikuti silabus yang dibuat ee pada saat itu pada ya di 4 tahun sekali itu tadi. | | |
| I | 026 | Ya miss | | |
| P | 027 | Heem | | |
| I | 028 | Kalo untuk pemberian materi di kelas itu ee yang digunakan itu materi authentic atau materi yang seperti apay a miss? | | |

| P | 029 | Ee kalo ee materinya oo pertama em kan silabus design langsung materi atau apa pemilihan materinya? | | |
|---|---|---|---|---|
| I | 030 | Ee, pemilihan materi miss mohon maaf miss | | |
| P | 031 | Ya, hee pemilihan materinya biasanya ee kalo kami nah ini kendala yang kalo menurut saya yang terbesar ini, begitu challenge ee in teaching ESP is the materials because **the materials ee are still limited** ya jadi ee tidak banyak materi yang ee tersedia kalo untuk bidang aviasi sorry kalo untuk ee bidang aviasi tidak banyak hanya beberapa maybe 2 or 3 ee textbook ya yang saya punya itu pun kalo menurut saya juga ee sudah agak lama gitu ya jadi ada English for Cabin Crew and ee English for Cabin Crew is for flight attendance ya cabin crew sama dengan flight attendance. Nah, itu lumayan sebenernya maksudnya disitu ee mencakup banyak materi ee atau materi-materi yang penting memang ee untuk apa namanya ee flight attendance gitu. Nah, yang English for Aviation ini yang juga cuman ada 1 kalo jadi kita gak bisa missal ee ambil sana sini kita adapt gitu kan ya nah itu sayangnya itu karena masih limited ee material. Nah solusinya biasanya nah ini rencana sih sebenarnya kami kampus tuh pengen nyusun sendiri ee develop textbook ya ee yang memang disesuaikan dengan level tau proficiency level dari ee anak-anak disini hanya saja memang masih ada beberapa kendala gitu jadi kalo untuk materi materinya sementara masih dari buku sama biasanya kami saling mensharing gitu antar dosen bahasa Inggris juga cari di YouTube cari di begiru sih mba. | Material selection-<br><br>Limited material- | CTESP/ MS/NUR /031 |

| No | Themes | Detailed Challenges |
|----|--------|---------------------|
| 1. | Need Analysis | - Involving many parties<br>- Taking a lot of times<br>- Adjusting the learning needs to the current situation |
| 2. | Course (and syllabus) design | - Adapting ESP curriculum to meet educational policies |
| 3. | Materials selection (and production) | - Limited material |
| 4. | Teaching and learning | - Large classes<br>- Students' different characteristics |
| 5. | Evaluation | - Students' diverse competence<br>- The results of course evaluations are sometimes not suitable when applied to students with different competence |