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Friska Dwindia Fitri¹
 Yeri²
 Ivan Achmad
 Nurcholis³

ANALYSIS OF DIFFICULTIES OF COMMUNICATIONS STUDENTS IN ENGLISH COURSES FOR SPECIAL PURPOSES AT SEMESTER 4 MUHAMMADIYAH UNIVERSITY BENGKULU

Abstrak

Bidang Bahasa Inggris untuk tujuan khusus (ESP), yang membahas kebutuhan komunikatif dan praktik dari kelompok profesional atau pekerjaan tertentu, telah berkembang pesat dalam empat puluh tahun terakhir untuk menjadi kekuatan utama dalam pengajaran dan penelitian bahasa Inggris. SP mendapatkan kekuatannya dari landasan teori eklektik dan komitmennya terhadap pendidikan bahasa berbasis penelitian yang berusaha untuk mengungkapkan kendala konteks sosial dalam penggunaan bahasa dan cara-cara yang dapat digunakan oleh para pelajar untuk mengendalikannya. Dalam bab ini, saya akan menguraikan secara singkat beberapa ide dan praktik utama yang saat ini mempengaruhi ESP, dengan fokus pada analisis kebutuhan, etnografi, pendekatan kritis, retorika kontrastif, konstruksionisme sosial, dan analisis wacana. Saya kemudian melanjutkan dengan melihat secara singkat beberapa efek ESP pada pengajaran dan penelitian bahasa, dengan menyatakan bahwa ESP telah mendorong para guru untuk menyoroiti komunikasi daripada bahasa, mengadopsi orientasi penelitian pada pekerjaan mereka, menggunakan pedagogi kolaboratif, menjadi sadar akan variasi wacana, dan mempertimbangkan implikasi politik yang lebih luas daripada peran mereka. Bersama-sama, fitur-fitur praktik ESP ini menekankan pandangan literasi yang ada dan menggarisbawahi sifat terapan dari bidang ini.

Kata Kunci: *English, Course, Students*

Abstract

The field of English for special purposes (ESP), which addresses the communicative and practice needs of specific professional or occupational groups, has grown rapidly in the last forty years to become a major force in English language teaching and research. SP derives its strength from its eclectic theoretical foundation and commitment to research-based language education that seeks to reveal the social context constraints on language use and the ways in which learners can control them. In this chapter, I will briefly outline some of the key ideas and practices currently influencing ESP, focusing on needs analysis, ethnography, critical approaches, contrastive rhetoric, social constructionism, and discourse analysis. I then proceed to briefly look at some of the effects of ESP on language teaching and research, arguing that ESP has encouraged teachers to highlight communication over language, adopt a research orientation to their work, use collaborative pedagogy, become aware of discourse variation, and to consider the political implications that broader than their role. Together these features of ESP practice emphasize existing literacy views and underscore the applied nature of the field.

Keywords: *English, Course, Students*

^{1,2,3,4} Universitas Muhammadiyah Bengkulu
 e-mail: yeri69109@gmail.com

INTRODUCTION

English is one of the important international languages in the world of education, business and global communication. Therefore, students are often faced with the need to learn English for Specific Purposes (ESP), namely English for specific purposes such as academics, business, engineering, medicine, and so on. Although it is important, learning English for Specific Purposes is often faced with various difficulties experienced by students. Some of these difficulties can be explained as follows:

Specific vocabulary and terminology: Each field has specific vocabulary and terminology that students must understand. Understanding and remembering relevant vocabulary in their field of study can be a challenging task. **Different writing structures and styles:** Depending on the subject area, the grammar, sentence structure and writing style in ESP can differ from general English. Students need to learn and master these rules in order to convey information effectively.

Development of speaking and listening skills: Students often experience difficulties in communicating orally in ESP. They may have difficulty understanding the accent or accent of native English speakers in their field of study. **Limited resources and teaching materials:** Sometimes, resources and teaching materials suitable for ESP are limited. Textbooks, online materials, or audio-visual materials may be difficult to find or inadequate in a specific field of study.

Time pressure and other study demands: Students often face hectic schedules and other study demands, which make it difficult for them to fully focus on studying ESP. This can hinder their progress in mastering English for specific purposes. In overcoming these difficulties, it is important for students to have an effective approach in learning ESP. They can take advantage of existing resources, such as taking ESP courses, reading relevant materials, participating in group discussions and activities, and engaging in speaking and writing practice in their field of study. In addition, students also need to have high motivation and dedication in learning ESP. They must see the long-term value and benefits of mastering English for specific goals in their careers and understand that their efforts in learning will help them overcome the difficulties they face.

In conclusion, learning English for Specific Purposes can be a challenge for students. However, with the right approach, high motivation, and the use of the right resources, students can overcome these difficulties and succeed in mastering English for specific purposes in this study using a qualitative approach with questionnaires, observation and documentation instruments.

Research data analysis was carried out in two ways, namely data presentation and conclusions. In Indonesia, English is a foreign language to learn. In practice students still face many problems during the learning process. Various responses can be found in class regarding these problems, especially in the attitude of students of the 4th semester communication science study program at Muhammadiyah Bengkulu University while participating in the learning process, student learning outcomes, and participation in carrying out group activities. This study aims to describe the difficulties faced by students in learning English for specific purposes and the causal factors.

This case study is intended to analyze the difficulties of learning English for students in the 4th semester of the Communication Studies study program. This research is mainly focused on finding students' difficulties in mastering English competence. It was carried out at the Muhammadiyah University of Bengkulu involving 20 students. Researchers use classical and individual approaches in collecting qualitative and quantitative data. These procedures use context, input, process.

Data were analyzed using a model, namely:

- (1) Exploration of student learning processes and their results:
- (2) Analyze the results of exploration through questionnaires, observation with students.

The findings show that students have difficulty learning English because:

- (1) Feeling of compulsion;
- (2) Low mastery of basic concepts/intake;
- (3) Lack of support from the environment;
- (4) Maktor forgot;
- (5) Had few opportunities to practice.

In connection with these findings, it is suggested that lecturers and institutions should facilitate and provide high motivation for their students' English learning process, their field of study.

Problems in learning English are not only found at the elementary, secondary and senior education levels, but will continue up to the tertiary level. Several studies have proven this for each English language skill (Kharma, 1981; Megawati & Mandarani, 2016; Lituanas et al. (1999); Hasan, 2016).

This also applies to students who are not from the English department. Each student certainly has an interest in a different field of science. So not all like English and choose English majors.

This cannot be separated from Fika Megawati, Student Difficulties in Achieving English Learning Effectively separated from the problems that will arise during the learning process. To fulfill their obligations as students at a university, they are required to take English courses and even have to pass the TOEFL test with a fairly high score.

For students who do not have a strong background knowledge of English from elementary to high school, they will feel very burdened by this. So that as English learners who do not deepen knowledge in their field (ESP learners) have the potential to produce various responses in the learning process (Zuomin, 1995).

Based on the concepts presented in the introduction, it can be concluded that there are many difficulties faced by students when learning English, especially as a foreign language because the language is used in certain conditions and people not in daily activities.

Therefore, in this article the researcher is interested in digging deeper into the obstacles experienced by students in English language skills, especially in learning English from non-English majors or what is commonly called ESP learners. It is deemed necessary to do this as information material which can later be used to improve the concept of effective English learning for students who are not majoring in English (ESP learners).

METHOD

In research that focuses on overcoming student difficulties in learning English for Specific Purposes (ESP), some of the commonly used research methods are as follows:

Case Study: The case study method involves an in-depth analysis of one or several individual students. Researchers can conduct interviews, observations, or document analysis to understand the difficulties faced by students in learning ESP. This method assists researchers in obtaining a comprehensive understanding of the factors that influence student learning difficulties.

Survey: The survey method involves collecting data from a large number of students using a questionnaire or questionnaire. This survey can identify patterns of difficulties commonly faced by students in learning ESP. Researchers can gather data about specific difficulties, learning preferences, use of learning strategies, or other factors that influence ESP learning.

Document Analysis: This method involves analyzing relevant documents, such as tests, assignments, or learning materials used in ESP. Researchers can analyze language errors, successful achievement of learning objectives, or other problems that arise from the document. This analysis can provide insight into the learning difficulties experienced by students.

Focus Group: The focus group method involves discussing small groups of students who share their experiences and views on learning difficulties in ESP. These discussions can help researchers understand student perspectives, identify common problems, and generate relevant solutions.

Participatory Observation: Participatory observation methods involve researchers who are actively involved in ESP learning activities. Researchers can observe interactions in class, the use of student learning strategies, and the challenges they face directly. This method provides deep insight into ESP learning difficulties in real contexts.

Longitudinal Study: This method involves collecting data from students over a longer period of time to see their progress in learning ESP. Researchers can collect data at a starting point, identify learning difficulties, and track changes over time.

The choice of appropriate research methods depends on the research objectives, research questions, and available resources. A combination of several methods can also provide a more comprehensive understanding of students' learning difficulties in learning ESP.

The objects of this research were students in the fourth semester of the 2022/2023 academic year, the Department of Communication Studies, University of Muhammadiyah Bengkulu. While the research instrument in data collection is a questionnaire or questionnaire.

In carrying out data collection, researchers will distribute questionnaires about the need for learning English in the Communication Studies class. Apart from that, the researcher also held a pretest, to find out the extent of the students' knowledge and skills in using English.

Assessment is not only on the four basic language skills which include listening, speaking, reading and writing, but also on mastery of language components, namely mastery of English vocabulary, pronunciation, and grammar.

RESULTS AND DISCUSSION

This table is the result of a study conducted on 4th semester students of communication science at the University of Muhammadiyah Bengkulu for 1 week. Following are the results of the research:

No.	Question	Results
1.	How difficult is it for you to understand the specific vocabulary in the English field at English for specific?	16.7% Very Difficult 41.7% Hard 33.3% Neutral 8.3% Easy 0% Very Easy
2.	Do you face difficulties in understanding the grammar used in the specific context of your field?	8.3% Very Hard 41.7% Hard 50% Neutral 0% Easy 0% Very Easy
3.	What is your comfort level in speaking English in professional or academic situations?	25% Very Hard 8.3% Hard 66.7% Neutral 0% Easy 0% Very Easy
4.	How difficult is it for you to write in English for academic purposes?	8.3% Very Hard 33.3% Hard 41.7% Neutral 8.3% Easy 8.3% Very Easy
5.	Do you find it difficult to understand certain accents or dialects used by native English speakers in your field?	8.3% Very Hard 41.7% Hard 41.7% Neutral 0% Easy 8.3% Very Easy
6.	How often do you interact with native English speakers in a professional or academic context?	33.3% Very Difficult 33.3% Hard 33.3% Neutral 0% Easy 05 Very Easy
7.	How happy are you in learning English (English for specific purposes)?	0% Very Displeased 16.7% Not Happy 58.3% Neutral 25% Happy 0% Very Happy
8.	How did you feel the first time you learned English for specific purposes?	16.7% Very Difficult 41.7% Hard

		33.3% Neutral 8.3% Easy 0% Very Easy
9.	How often do you re-learn English for specific purposes at home?	0% Very Never 41.7% Never 41.7% Sometimes - Sometimes 16.7% Often 0% Very Often
10.	Can learning English for specific purposes make it easier for you to learn English in the academic field?	8.3% Very Not Easy 25% Not Easy 58.3% Neutral 0% Easy 8.3% Very Easy
Total		Most At Neutral 58.3% In Second Place Never 41.7% In Third Place Very Unhappy 33.3% In Fourth Difficult 41.7% In Fifth Place Often 25% In Sixth Very Easy 8.3%

So based on the data that has been found, a few percent show that Mostly Neutral 58.3%, Second Place Never 41.7%, Third Place Very Displeased 33.3%, Fourth Difficult 41.7% , Fifth place is often 25%, sixth is very easy 8.3%. This is the result we examined for 1 week, the research was conducted on students of the 4th semester of communication science study program at the Muhammadiyah University of Bengkulu.

CONCLUSION

English for special purposes (ESP) is part of English as a second or foreign language. This usually refers to teaching English to students or people who are already employed, with reference to the specific vocabulary and skills they need.

Like any language taught for a specific purpose, a particular ESP specialty will focus on a single occupation or profession, such as technical English, scientific English, English for medical professionals, English for ministry, English for tourism, etc.

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