



LECTURERS' UNDERSTANDING AND PRACTICE OF ESP MATERIAL DEVELOPMENT

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ABSTRACT: In employing ESP materials, teachers do not only teach students, but also they have other responsibilities, for instances as material provider and evaluator. Therefore, teachers need to have clear understanding of the curriculum or material blueprint in order to make sure that their instruction is in line with the objectives of the program. Thus, the current study is employed to seek lecturers' understanding and practice of ESP material development. Three lectures who teach English from different institutions were the participants in this study. A descriptive qualitative study was employed through questionnaire and interview to obtain the data. The results reveal that two lecturers had comprehensive understanding on the curriculum that was employed in their institutions, while one lecturer had not comprehended the curriculum well that was used in her institution. Then, in terms of how the lecturers put ESP into practice, it was found that the first lecturer followed the guidelines without giving additional material. Then, the second lecturer integrated ESP into the students' disciplines by following the guidelines and developing additional material that is needed by his students, while the third lecturer presented the materials in general. Based on the findings, it is suggested that the lecturers need to comprehend well the curriculum and its elements and put their creativity in delivering the materials by adjusting it to the students' needs.

Keywords: ESP; material development; curriculum guideline

INTRODUCTION

Nowadays, English is used as a lingua franca by people worldwide. Thus, many countries put this language in their curriculum as one of the subjects taught in the classroom. For the last 20 years, English is not only studied in general but for specific purposes, such as for technology and business. Hence, the needs of people in learning English influence what kind of materials that are offered (Harmer, 2007).

English for Specific Purposes (ESP) comes into emergence as there are demands of technology and economic expansion and other fields in which English is chosen as International language to provide knowledge about those matters (Hutchinson & Waters,

1987, cited in Gatehouse, 2001). Regarding to significant roles of ESP in academic and job situation, curriculum must be organized considerably in accordance with the students' target language needs in their work or study settings (Lesiak-Bielawska, 2015).

Material which is as one of the elements that represents curriculum in terms of description of the techniques and exercises used in the classroom should represent the language program's orientation (Brown, 1995). In line with this, materials in ESP should address students' disciplines that provide real-life tasks that include language skills, cultural knowledge, and the other abilities that are

useful to understand the texts (Coffey 1985, cited in Upton, 2011).

ESP teachers have important roles in providing ESP materials by surveying what is available, selecting and adapting a number of course books if necessary, and writing a number of extra units (Dudley-Evans, 1997, cited in Javid, 2015). Knowing the strategic role of teachers in ESP, especially as material provider (Dudley-Evans and St.John, 1998), they need to comprehend the curriculum that is adopted and the materials which are integrated into the students' disciplines.

However, some studies show that teachers have issues in implementing ESP for the students; especially as they do not follow the curriculum or guideline from the institution. For example in a study which was conducted by Saragih (2014). This study focused on designing ESP materials for nursing students based on need analysis in which fifty nursing students, two professional nurses, and five lecturers who taught English for nursing students were as the participants. The results showed that the nursing students mostly needed speaking as the skill to be mastered, then followed by listening and writing. Then, two professional nurses from Indonesia who worked in Australia and New Zealand were found that they did not feel confident to speak English to their patients. It is because they had not been achieved good English command. The problems that these nurses faced were mostly dealing with speaking (e.g. explaining general care) and listening (e.g. understanding the patient's accent). Then, from the lecturers who were different institutions, it was found that they had no curriculum guidelines for teaching ESP, they just took the material from the internet and some of them just gave the materials without paying attention on the students' proficiency. Then, in another study which was conducted by Podjieastutie and Oliver (2017) which focused on English learning needs of ESP learners by interviewing the stakeholders; the Dean, teachers, and students of Psychology department. It was found that the main skills that students need to master were: reading and speaking. Reading was required by students to understand the texts with its terminology in Psychology, while speaking was taught to prepare the students facing job situation. However, several students noted that ESP course focused more on general English. In another side, the teachers did not receive ESP materials during their study.

Moreover, as the lecturers taught more than one department, they did not have enough time to prepare ESP materials.

From the studies that have been mentioned, there are two basic issues that can be pointed out; curriculum and teaching. In curriculum level, the curriculum should state clearly about the goals, outcomes, and other dimensions of curriculum's purposes (Posner, 1992, p.20). Specifically, curriculum should be able answering four questions related to; the educational purposes that want to be attained; the experiences that need to be provided in order to achieve the purposes; the way the experiences organized; and the evaluation whether the purposes are achieved (Tyler, 1949, cited in Posner, 1992). While, in terms of teaching, it should consider what types of materials that are used and how syllabuses are presented to the learners in order to achieve the objectives. When it comes to teaching materials, the elements that support the activities have to be related to each other to the general curriculum they follow (Brown, 1995, p. 150).

Teachers, who are as materials providers and carry out ESP in the classroom, have to put attention to the disciplines that the students involved in. Thus, they need to be flexible and willing to take risk in implementing ESP. Nevertheless, as they carry many responsibilities in choosing materials whether by adopting, developing, or adapting, there needs to do further study due to their understanding in ESP materials development whether it is from the guideline or the practice itself.

Due to the limited study on teachers or lecturers on their understanding of ESP material development and curriculum guideline, this study addresses these two following questions;

- 1) To what extent do the lecturers comprehend the ESP material development to apply it into their teaching?
- 2) How do the lecturers integrate ESP program into the students' disciplines?

This study is expected to provide some contributions toward educational system, specifically for the teachers as the practitioners. First, theoretically this is expected to become additional information in the literature of ESP materials development. Second, the result of the study is expected to be useful for the course

designers, team teaching, and other stakeholders. Finally, this study is expected to give information for those who are interested in material development, especially on English for Specific Purposes (ESP).

LITERATURE REVIEW

English for Specific Purposes

ESP is considered as an approach rather than as a product (Hutchinson & Waters, 1987, cited in Evans & John, 1998). The primary reason why ESP comes into emergence is because of *need* (Richards, 2001). Need is defined as reasons why a language is learned by students (Evans & John, 1998). Further, there are three main reasons of ESP development, they are: the demands of a brave new world, revolution in Linguistics, and focus on the learners (Hutchinson & Waters, 1987, cited in Gatehouse, 2001). Hence, the different needs of people to learn English influence the context or direction of how ESP is taught.

As ESP is different from general English, teachers or ESP practitioners should provide real and authentic materials based on students' knowledge (Bracaj, 2014, p.46). Then, they should also know other basic concepts of ESP, for examples:

- 1) The skills that are taught are restricted only the ones which are needed by the learners.
- 2) Selection of language functions is conducted to select grammar as well as vocabulary that are required by the learners
- 3) The themes and topics are selected based on what the learners need, and
- 4) Only communicative needs that are taught in the learners' learning context (Stevens, 1977, cited in Richards, 2001).

According to Evan and John (1998), ESP is traditionally classified into two main areas which are: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The distinction between these two terms is important in order to know the specificity of the course. EOP mainly deals with professional purposes and vocational purposes. While in EAP, it deals with some main areas such as English for Academic Science and Technology and English for Academic Medical Purposes. The difference of EAP and EOP is that to whom the course is addressed, whether it is for students or practitioners (p. 6-7).

The roles of Teacher in ESP

According to Evans and St.John (1998), they prefer to use ESP practitioner rather than using term teacher to imply that this term is more detailed and complete. They distinguish the key roles of ESP practitioner that are as follows:

- a. Teacher
- b. Course designer and material developer
- c. Collaborator
- d. Researcher
- e. Evaluator

From the roles that have been mentioned, it shows that besides teachers have to teach, they also have a responsibility to develop and provide ESP materials to the students. The roles of teachers in ESP seem to be more challenging than in general English since they need to teach English with specific content of the students' disciplines (Evans and St.John, 1998). As the teachers are not primary knower in teaching ESP, they need to collaborate with other practitioners to organize the content of the materials. However if it is not possible, they need to collaborate with the learners who are more familiar with the content (Bracaj, 2014). The role of teacher as researcher means they should conduct a research in order to investigate students' need. After that, teachers propose the aims that want to be achieved in the program. By doing so, they can design a course and write teaching material (ibid). It is better if teachers conduct an action research since they can reflect and improve their teaching (Javid, 2015). While as evaluator, teachers conduct the tests to see the effectiveness of the program and monitor students' progress in their learning.

Materials Development

Material is defined as any systematic techniques and exercises which is used by teachers or learners to facilitate the language learning (Brown, 1995; Tomlinson, 2011, cited in Upton, 2011). This description is broad enough to include any kind of references that are available for learning purposes such as; books, workbooks, realia, video tapes, magazines, pictures, and computer software.

Regarding to ESP materials, the key concept is that authenticity. It means that the language used in the learning should represent real-life task that the students face in their specific situation. However there have been

pros and cons about what kind of materials that should be chosen.

Authenticity in this context does not mean that the materials should be derived from real content or authentic sources. It is because the concern is whether the learners do the task in authentic ways or not (Widdowson, 1997, cited in Upton, 2011). However it is necessary for learners to get additional materials besides from textbooks when the language that is provided from authentic materials cannot provide the range of features of the learners need (Evans & John, 1998, p. 171).

From the explanation above, according to Brown (1995) there are three possibilities how the materials obtained, they are: adopting, developing, and adapting. The explanations of each strategy are explained as follows.

1) Adopting

Adopting materials requires decision of what kinds of materials which are desirable. It is better if teachers look for many possible materials, thus teachers have more choices. Then, after possible materials are located, evaluation is conducted to decide which one is the most suitable with the objectives. Regular review is still needed even though certain material has been decided since there may be some irrelevant materials due to the objectives and students' need.

2) Developing

Developing materials occurs when adopting materials fails to cover suitable materials that match with the objectives. In developing materials, it is begun from the scratch by considering the curriculum, needs, goals and objectives, and students' test. After all the information required is collected, creating material is started either it is done individually or in team. Then, teaching the materials is conducted in field in order to see the effectiveness of the material when it is taught by teachers. The suggestion from teaching the materials will end up into revision of the contents that should be developed. The final step of developing materials is revising materials and considering to send it to the publishers.

3) Adapting

The concept of adapting materials is the combination of adopting and developing materials. Specifically, it

requires teachers' competence when they select materials in terms of which materials will be used and which materials need to be modified (McGrath, 2002, p. 63). It is because when certain material is chosen, there must be some topics that do not satisfy the objectives. Thus the solution is adapting the existed materials by adding it from other sources. The activities that are conducted during adapting materials are; analyzing, classifying, filling the gaps, and reorganizing.

Besides the strategies in choosing materials that have been stated above, Dudley and John (1998, p. 173) suggest the materials providers to have capability to:

- a. select available materials appropriately
- b. creative with what is available
- c. modify the activities that are suitable with the students' need, and
- d. provide extra activities.

Before designing materials, it is necessary to know the framework for materials design that orient the program's overall orientation (Brown, 1995). They are: Approach, Syllabuses, Techniques, and Exercises. Approach is defined as the assumptions related to what the students need to learn regarding to the theoretical position drawn from disciplines such as linguistics, psychology, and education. Then, syllabus is the organization of language content of a course of program. In syllabus, it involves objectives and techniques as well as exercise that are arranged in order to achieve the objectives. Next, technique is the way how languages are presented to the students. Finally, exercises the activities that concern on the students' activities in the learning process that gives them chance to practice the language (Brown, 1995, p. 140-145).

Materials Blueprint

Materials blueprint is organized based on the information obtained from need analysis, objective setting, and testing stages of program development (Brown, 1995). That information is useful to be organized as the guideline as well as manual for the teachers. There may be various types of materials blueprint, but the point is that it should account for relevant information that is needed by the program for its future curriculum (Brown, 1995).

In designing material blueprint for ESP course, the goals and objectives must be very specific since the course has lexicon and registers depend on the specific program. The course designed assists students to face real situation in their job situation such as job interview or presentation. In material blueprint, it is better to put more specific descriptions in terms of background, curriculum description, needs, goals and objectives, test result, materials elements, dominant teaching techniques and exercises, and program evaluation. Such information will be useful especially to orient new teachers to the program (Brown, 1995).

Related Studies

There are some studies that have been conducted by some researchers concerning on material development. The first study was conducted by Syatriana et al., (2013). It is stated that the quality of the students' outcome after they took part in ESP program was still low due to the instructional materials failed to address students' needs. To create sound instructional materials, the researchers adapted the models that have been proposed by some experts such as ADDIE (2013) model, IDLS (1970), and Dick and Carey's model (2005). The result is that the researchers created a model to design material that mainly focused on need analysis, design, development, implementation, and final product. In each component, there are some sub components such as considering the problems and solution, students and teachers' perception and reviewing the existing materials. However, the researchers put the importance on teachers to follow the materials that are in line with the school curriculum, then it is necessary to put local content to the materials, and as practitioners, teachers should be creative in developing instructional materials that address the curriculum and students' need.

The second study was conducted by Saragih (2014). The issue that is raised in this study is about nurses from Indonesia who work in English speaking countries; Australia and New Zealand. When they were interviewed they stated that they had problems in using the target language when they were dealing with the patients. The researcher tried to seek the situations in which the nurses used the language the most. It was found that nurses used English the most is when they educated patients, then it is followed by explaining drug

interaction, telephone calls, and giving advice. It means the macro skills that the nurses needed the most are listening and speaking skills, but it cannot be separated from the micro skills to make the students able to speak which are: vocabulary, sentence construction, and making questions. The conclusion from this study is that before designing materials, the information about the students' needs can be drawn from questionnaire by categorizing it into: target situation analysis, present Situation analysis, deficiency analysis, strategy analysis, constraint Analysis, pedagogic need analysis, and subjective need analysis that are adopted from Lowi (2009, cited in Saragih, 2014).

RESEARCH METHODOLOGY

A descriptive qualitative research was conducted in this study as it is aimed at investigating how lecturers develop materials by integrating the discipline that the students take. A qualitative research was considered appropriate to be applied in this study since its purpose is to develop in depth understanding toward the issue being studied (Creswell, 2008). Moreover, it presents rich data that are obtained from various sources in order to get varied and detailed data (Yin, 2011, p. 79). In line with the characteristic of qualitative research, this study attempts to interpret and analyze the data that are obtained from questionnaire and interview regarding to the lecturers' understanding and practice of ESP material development.

This study involved three lecturers who taught English for Specific Purposes (ESP). They were chosen with regard to investigate their understanding toward how they develop materials from the curriculum and how they integrate English into the students' disciplines. The participants come from different institutions as well as different focuses of ESP they teach. Specifically the first lecturer named *AM* (pseudonym) teaches ESP of Islamic studies, while the second lecturer *YZ* teaches ESP for Chemical Engineering students, and the last lecturer named *LU* teaches ESP for Accountancy department students.

In order to collect the data, questionnaire and interview were chosen in answering the research questions that have been proposed. The various data that are obtained from this study is done in order to get deep analysis that results "in a rich understanding" of the phenomenon (Malik and Hamied, 2014, p. 174).

Then, the triangulation data is also aimed at presenting validity of a study (Yin, 2011, p. 81).

Specifically, the questionnaire was administered in Bahasa Indonesia and consisted of open format questionnaire which asked general information about the language program, likert questionnaire which investigated framework for material design, closed-ended questionnaire which there were two options provided asked the information related to materials blueprint, and closed-ended questionnaire in which the participants could answer more than one option asked the origin of materials that they used in their teaching. In finding out the framework of material design, the questionnaire asked the participant attitude using likert scale which ranging from 5 until 1 that represented different attitude; 5= strongly agree, 4= agree, 3= neutral, 2= disagree, 1= strongly disagree. While for closed-ended questionnaire, the first closed-ended questionnaire used two options; Yes or No, and the last questionnaire, the type of closed-ended questionnaire enable the participants chose more than one answer.

After the questionnaire was given to the participants, three of the participants who involved in this study were interviewed in a semi-structured interview. There were five main questions provided which could be elaborated by the participants. During the interview, the information given by the participants were recorded thus the information could be reviewed clearly (Ball & Colleagues, 2008, cited in Yin, 2011). The interview was administered in order to get clearer information related to: 1) The program or department in which the participant taught ESP, 2) the students' level, 3) the participants' consideration in choosing specific ESP materials, 4) the materials blueprint for program guidelines, and 5) the consideration how participants develop materials.

The data collected from each instrument were analyzed to draw a conclusion of the research findings. Data from questionnaires were gathered to investigate how lecturers comprehend their ESP curriculum in the way the implement it into their instruction as well as how they integrate the lesson into the students' disciplines. The questions that were asked in questionnaire were validated by interviewing the participants the same questions from the questionnaire.

In order to answer the first and second research questions, the data from questionnaire

were analyzed descriptively, while the data from interview through audio recording were transcribed and interpreted to answer the questions. It means the data collected were not presented separately but to validate the data and gain in-depth understanding toward the issues of this study. The information that had been transcribed was selected that only relevant information presented in this study. The interpretation of the data from the questionnaire and interview were interpreted and they were analyzed by using theories from relevant theories and related studies.

FINDINGS AND DISCUSSION

General Information of ESP Program

In order to answer these two research questions, three lecturers were asked to answer questionnaire and were interviewed regarding to their understanding of the curriculum and how they applied and developed the materials into their teaching. From the questionnaire, there were three main topics that were asked that are: general information of the language program, the frameworks and materials blueprint, and the materials.

The first lecturer (AZ) who taught Islamic studies stated that the purpose of ESP program in his department is to give in depth experience of the knowledge related to Islamic education study program, in which the content involved Islamic study and research methodology that were delivered in English both in spoken and written forms.

The next questions related to general information of programs from the second and third questions of the questionnaire regarding to students' general information and the curriculum which is adopted in his institution. AZ stated that he taught 25 until 35 students whose aged ranging from 18-22 years old. Then, the level of students' English proficiency was generally in intermediate level since they had taken part in language program before that was provided by the institution for two months which focused on speaking and listening skills. Then, the curriculum that is adopted in his institution is KNKI stands for *Kurikulum Berbasis Kerangka Kualifikasi Nasional Indonesia*.

The lecturer said that there were three levels of English in his institution. The first level (*Program Bahasa*) was aimed at strengthening the students' basic skills, while English II and III had more specific purposes that were adjusted to the students' disciplines.

By giving *program bahasa*, English II (Islamic Studies) and English III (English for Research Methodology) were easier to be implemented since the materials became more specific with the students' discipline. Specifically, the lecturer divided the task into three: general lecture (30%), independent task/learning (50%), and structured task (20 %).

For the second lecturer (Yz), he taught Chemistry Engineering in a Polytechnic. He stated that the purpose of ESP program is to prepare the students' independence in accessing source of reading scientific literature for chemical engineering analyst, cleaner production and chemical industry. Then, another purpose of the program is to give the students chance to practice their English in terms of presentation and writing lab report generation.

Then, the second question from the questionnaire is related to the students' general information. YZ stated that he taught three classes from different degrees and disciplines from faculty of engineering. The students' aged ranging from 18 until 20 years old. The maximum number in each class is 32 students. Then, in their first semester the students generally had good English skills even though some of them needed more attention to improve their skills in English.

Then, the last question is related to the curriculum that is adopted. Yz mentioned that the curriculum which was adopted in his institution is KKNI (kerangka kualifikasi nasional Indonesia). He also specified the levels of qualification of KKNI that should be obtained by his students in Diploma 3 and Diploma 4.

Move to the third participant (LU) in this study who was asked to respond the same questions as AZ and YZ had answered before. She said that she taught ESP for Business and Science students' departments. LU said that the purpose of teaching ESP for in Business and Science students was to help the students understood basic conversation in Business and Science fields as well as its specific terminologies. Then, related to the students' general information, since English subject was given in the first semester, the students were ranging from 16-20 years old. In terms of their level, LU said that all the students relatively had the same level in their language. Unfortunately, she did not specify the level of the students.

The last question of the first part about the adopted curriculum, the participant did not fill the answer on this question. When it was confirmed through the interview, LU said that she did not really know about the curriculum adopted in her institution. However, she assumed that the curriculum that is adopted is 2013 curriculum.

Materials Blueprint

The other scopes that were asked in questionnaire are: language program, framework, and materials blueprint, and materials. Related to language program, all the participants teach ESP for the students in their institutions. Even so, lecturer 1 (AZ) tried to specify the focus of his teaching by saying that he knew what kind of materials he taught and to whom the materials were given. It is in line with Evans & John (1998) who stated that ESP is divided into two main focuses which are EAP (English for Academic Purposes) and EOP (English for Occupational purposes). Even though all of the participants in this study stated that the focus of their teaching was ESP, lecturer 3 (LU) said that she taught general English and ESP. The consideration of teaching general English to the students was because her students' English level was still elementary. While the first and second's lecturers had the same level in their language proficiency which is intermediate.

Among the participants of this study, the ESP program in AZ's institution seemed to be the most organized since there were three levels of English course, started from general English or known as *Program Bahasa* to ESP which was facilitated in English II and English III.

Then in terms of students' level in YZ's class, the students' proficiency was relatively the same even though some of them were still left behind. He stated that the improvement of the students' level was seen after placement test was conducted, thus the students' level in his classroom was relatively the same.

Then regarding to the framework in AZ's institution, he considered that the framework for materials designs were stated clearly. He was very convinced that all the elements of framework were presented clearly since it stated clear approach, syllabus, techniques, and exercises. Then in terms of material blueprint in his institution, he stated that it has; clear language program background, description of the curriculum,

explanation of students' need, statement of goals and objectives, description of techniques and evaluation.

From interview, AZ argued that the institution where he worked at had high autonomy in deciding the curriculum since the institution had P2B (Pusat pengembangan bahasa) which hold authority to decide the curriculum, the lecturers who taught the subject, and the lesson plan to describe the instruction. Similar to AZ's responses, YZ considered that all the aspects mentioned in framework for materials design and material blueprint had clear explanation, except for techniques, since he considered that it was not really stated clearly.

While according to LU (lecturer 3), she seemed uncertain whether there were clear framework for materials design, since in likert questionnaire for this part, she answered neutral whether the approach given based on concept of ESP, the techniques and exercises were stated in syllabus. When it was confirmed through the interview, she said that there was curriculum adopted in her institution which can be used as guideline. However, since she had not enough time to read (as she taught in another place), she just taught what she knew.

The last aspect of the questionnaire is about materials, which is how the lecturers integrated ESP materials into the students' disciplines. This question is also as second research questions. From the lecturer 1 (AZ), it is found that AZ integrated ESP materials according to students' disciplines. It means, the students learned ESP subject according to their disciplines. Specifically, the materials were organized by emphasizing materials on skills such as translating the text (understanding) and interpreting it (communicating). Then, he stated that there was clear division of activities and leveling of the ESP. it is shown as the program was implemented and started from English level 2 and 3 in which the materials focused on language presentation. Then, the activities also had different percentages for lecturing, presentation, and mini research. However, in terms of flexibility, the program seemed too rigid since the authority was too strict to decide what kind of activities and materials that should be given. It is because AZ said that the lecture had sequenced and logical activities that had been arranged by P2B (the authority in the institution). Hence, it can be assumed that the lecturer followed the guidelines faithfully from the authority without

putting his creativity inside. Brown (1995) mentions that following completely the lesson plan, the teachers/lecturers become inflexible in adjusting with the students' need.

In contrast, when the writer asked YZ whether he gave material development, he stated that he did the development if it was necessary. As stated before, ESP program in YZ's institution was given in three levels which also influenced what kind of materials that were given. In English 1 the materials focused on building vocabulary related to technical terms of their discipline/ study program. Then, English 2 focused on scientific texts and writing skills for instance writing journal. Finally, English 3 emphasized on students' needs after they graduated from institution such as making job application letter and some business letter. As the material enrichment, he gave TOEIC practice that it is needed by the students as their requirement to apply job to some industries.

While according to LU, she looked for ESP materials from available sources. She sometimes found the materials by herself even though there was module provided from her institution.

From two research questions that have been proposed, there are some findings that can be generated. The first research question which is related to the lecturers' understanding in regard to implementation of curriculum to ESP program, it is found that, two lecturers know and understand the curriculum and how to apply it into practice. For examples: the ESP program is given in different levels by firstly strengthening the students' basic skills. Then, since ESP is given in academic context, the lecturers know what kind of contents that should be taught and focused on. For lecturer 2 who taught in engineering departments, there are materials that prepare the students to face job situation. Then, all the lecturers taught technical terms that are required by the students. However for lecturer 3, she should learn the curriculum better thus she could apply the curriculum into practice.

From the second research questions, it is found that there is integration of ESP into students' discipline. However the lecturers have differences in how to implement it. The lecturer 1 prefers to follow the guideline from the authority in his institution, then the lecturer 2 also follows the guideline but puts additional material when it is necessary. The lecture 3 also follows the module by giving additional

material, but she does not really focus in providing ESP material.

CONCLUSION AND RECOMMENDATION

Teachers' understanding toward the curriculum and concept of ESP is important since teachers should follow the guidelines of curriculum in order to achieve broad goals that want to be achieved, while understanding concept of ESP is necessary since teachers will pay attention on the characteristics of ESP such as it considers and pays attention to: students' needs, selection of themes and topic, functional categories, and situation in which the language will be used.

This study puts the importance of curriculum and materials that are taught by teachers. As stated by Brown (1995) curriculum involves: need analysis, objectives, testing, material, and teaching. It means that materials cannot be separated from the curriculum. Whether the materials are adopted, developed, or adapted in ESP context, it has to be based on students' needs. The implementation of materials is also influenced by the framework of material design in terms of approach, syllabuses, techniques, and exercises. From the findings of this study, it shows that the materials given besides it follows the guidelines from the curriculum that is designed by course designers, it also shows the teachers' beliefs regarding to what kinds of materials that need to be learned by students. The teachers' beliefs should also be accompanied by their understanding regarding to the principle of ESP. As what the writer knows from Sundayana in his lecture (2011), for the level or stage of ESP it should be emphasized on improvement of the students listening and speaking skills, as the level is getting higher, the instructional process puts more attention to students' reading and writing skills. This concept is employed by the participants in this study (lecturer 1 and lecturer 2) which understanding the concept of ESP program implementation. However, there is no fixed rules about which materials or skills that must be prioritized, the decision then should be according to students' needs at the first place.

For the researchers who are interested to conduct research related to the implementation of ESP materials. It is suggested to explore more comprehensive data and information regarding to the issues. Then, it is suggested to see or observe whether the approach that the

teachers use in implementing the materials addresses the students' need both in their academic purpose and professional purposes, hence teachers as practitioners adapt the materials regularly by adjusting it with the students' current need and situation.

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