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Planning an ESP Course Design in SMK Context: Teachers' Roles and Problems

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Abstract

In order to accomplish the goals we have set, there are many things we must prepare for. There is no exemption when it comes to English instruction in vocational schools, where students learn the language for ESP or special requirements. In the teaching and learning process, there are still underlying issues that affect the results in vocational education. ESP or English for Specific Purposes is distinctive in that it considers students' learning needs because ESP equips students with the necessary skills to compete in the workplace. In other words, based on the student's major, the teacher must tailor English instruction to be fit for employment. How the teachers preparing English lessons for vocational students have not been fully disclosed in prior study, despite some of the issues teachers confront when teaching English at vocational schools. Therefore, the purpose of this study is to analyze the teachers' roles and also problems in planning the instructions for their students. In answering the released research questions, qualitative research using the interview method and also an open-ended questionnaire were conducted on 3 English teachers from 3 different SMKs with different majors. These three English teachers have a combined teaching experience of almost exactly ten years. Online interviews and questionnaires with questions about learning preparation based on the Dudley-Evans hypothesis were completed via phone and email. The results of the surveys and interviews were then examined by classifying the data according to theory. The study's findings reveal that these teachers encounter similar challenges when putting together course plans that are appropriate for their students' majors, selecting subject matter that is relevant to their line of work, and selecting learning resources that will enable them to help their students meet set learning objectives.

Keywords: Vocational School; ESP; Course; Instruction

A. Introduction

English in Indonesia teaches in Senior High School (SMA) and Vocational School, too. Indonesian Government through (PERMENDIKBUD, 2014 no. 60) explain that English that SMK students should comprehend is not only related to everyday communication, but also to future careers and jobs. It means teaching English for vocational school based on what the major of the students. English teaching in vocational school is a process in the educational world that prepares trainees for manual or practical jobs that are traditionally non-academic and entirely related to a specific profession or field. In a vocational secondary school, the ultimate goal of English language teaching is to prepare students to master the English language and a knowledge base supporting the achievement of competencies and skills to apply the competence and English language skills included in the program in oral and written communication (Kemendikbud, 2013, p. 9).

In relation to the expectation, the ESP program is used at SMK. Dudley-Evans and St. John (1998), Mohammadi and Mousavi (2013) and Zhan (2009) explain that ESP programs focus on improving the students' English proficiency in many specialized fields such as tourism, nursing, medical science, business or information technology and use different methods in teaching general English. The key feature of ESP course design is that the curriculum should be based on the analysis of learners' needs Basturkmen (2006).

ESP teachers must acquire certain skills to be effective and successful in their profession. ESP teachers must have (a) English language skills, (b) thorough mastery of the course requirements, and (c) expertise in a related discipline (Maleki, 2008). In addition, (Robinson, 1991) points out that flexibility is an important characteristic that should be available to ESP teachers. Flexibility means that a teacher can change from an English

teacher to an ESP teacher. He adds that ESP teachers must be linguistically competent and able to evaluate, adapt and design materials. In addition, they should have good approaches and techniques to encourage, improve and implement learning strategies. In addition, they should receive feedback from students.

Regarding teaching materials, Freirmuth (2001) explains that ESP teachers must have the ability to use appropriate materials (textbooks or software) that students can use to develop the language of the field. He adds that ESP teachers should know the goals of ESP learners so that they can come up with different ideas for teaching ESP that meet the learning needs of the students in the ESP course.

Dudley-Evans and John (1998) distinguish the following roles of ESP practitioners. (1) as a teacher; the role of ESP teacher extends to giving one-to-one advice to students, (2) as course designer and material provider; The ESP practitioner must carefully organize his own course to meet his needs and supply his students with the resources in accordance with that strategy. (3) as researcher; ESP instructors must keep relevant with the research. (4) as collaborator; This cooperation aims to aid the ESP practitioner in the process of compiling data and course materials, designing the assignments due from the students, and defining the nature of communication in the field. (5) as evaluator; In order to determine whether the students have been able to apply what they have learned and to determine what they were not prepared for, course design and teaching materials should be evaluated before, during, and after the course has been completed.

Despite the fact that vocational school education is necessary to prepare students for professional fields (Lo, 2012), there are still vital problems that can be found in the output of SMK in the Indonesian context. One of the biggest problems which is criticized by employers is that most of SMK graduates are not sufficiently proficient to communicate in English

in the workplace. This problem is allegedly triggered by the problematic teaching and learning process. BNSP (2013) found that there is a gap between what students have learnt at school and the expectation of the work fields.

Hersulaṣṭi, (2012) points out that the EFL teaching practices which are conducted at SMKs are not effective to make learners able to use English properly. Some research identified some factors which lead to the problems in teaching and learning process at SMKs. According to Andriani (2014), there are five broad categories of issues that arise when teaching English for Specific Purposes (ESP) at SMK. The teachers, the course design, the students' abilities, and their needs are all included in this category. Regarding the professionalism of teachers, Cahyadin (2013) suggests that the ESP teachers he studied were not specifically trained to teach ESP; rather, they were General English (GE) teachers. Dardjowidjojo (2000) and Kusni (2011) hold the same viewpoint, stating that some ESP teachers lack English teaching credentials due to their educational backgrounds.

Based on the preceding explanation, it is believed that the teaching and learning process that fails to prepare students to use the target language is to blame for the majority of SMK graduates' lack of English communication skills. Regarding this, numerous factors that contribute to the ineffectiveness of teaching practice have been identified by some research. The factor of the teacher is one of them. to get a more extensive image of the issues as far as educator viewpoint in ESP instructing, directing an exploration in an alternate context is vital. This indicates that the current situation still lacks a solution to the issues associated with ESP teaching. Hence, by deep investigation on how SMK teacher teaches ESP, this study is proposed to fill in the gap particularly in the teachers' capability in preparing the course for the students.

B. Method

This study used a qualitative study approach that centered on the case of several teachers because its purpose was to determine the challenges teachers face when preparing the ESP course (Bogdan & Biklen, 1992; Gay, Mills, and Airasian, 2009; Nunan, 1992). Consequently, the investigation was limited to 4 English teachers who teach English in several areas, namely Banyumas, Bangka, and Bandung then will be called by their initial name Y, R, W and T (false name). They are considerably as general English teachers who can provide data to answer the research question. Besides, they teach English in different majors and also have more than 10 years teaching ESP experiences.

An open-ended questionnaire and interview via telephone and chat were used as the instruments of this current study which was conducted on October to November, 2021. To get a head start on the issues teachers face when preparing lessons for students, an open-ended survey was administered. After the data on the questionnaire were analyzed, the four teachers were interviewed over the phone because the informants were located quite a distance away.

Three interviews were conducted to obtain the best possible information and the most pertinent explanations from the subjects regarding the difficulties encountered while preparing the lesson. In order to facilitate good interaction, interviews are conducted not only over the phone but also through WhatsApp chat. Following the conclusion of the interview, the collected data were transcribed and divided by labeling each data according to its group. Next, the analyzed data is presented and discussed.

C. Result and Discussion

In the context of the investigation, a set of typical issues involving participants in the teaching ESP program can be broken down into three major issues, which are presented and discussed in this section. The preparation of the teaching materials, the lesson plan, and the use of instructional media are three crucial parts of preparing those teachers frequently overlook.

1. Build up the Lesson Plan

How teaching and learning take place in the classroom is determined by the lesson plan. It eases teachers to choose activities for the class so that they can run with the appropriate ratio. Without proper planning, teachers would struggle to control and lead the class because they won't have any guidelines or points of reference to base their lessons on. As a result, the teaching and learning processes might not go as planned, such as when things are purposely left out due to poor time management. As Harmer (2007) and Brown (2001) suggest, lesson plan is very important in teaching process which helps teachers to ensure that the goal of teaching and learning is achieved and to make sure that teaching and learning process is in line with curriculum goals.

Teachers should be aware of and motivated to create lesson plans before they enter the classroom and conduct the class. The participants in this study did not, however, prepare the lesson in advance of the class. Older lesson plans were used. they said there is no changing material and also step of teaching in the class so they did not need to created new lesson plan before come to the class. What they do in activities are just improving their activities. They added that each department had to conform to their own demands, thus there was not enough time to create a new lesson plan. Because of how time- and energy-consuming this is, they occasionally prefer to employ pre-existing lesson plans, or, to put it another way, they prefer to improvise during educational events. More specifically, these

teachers' insufficient time is the main cause of their improper class planning. They not only have to teach but also handle teacher administration, which takes up a lot of their time. One teacher claims that he teaches in two different departments at various grade levels. When he needs to develop an appropriate lesson plan, this gives him quite a bit of trouble. In addition, according to other accounts, the school expected them to create their own learning modules, which required a complex analysis and took a fair amount of time to create. According to some sources, in addition to their duties as teachers in the classroom, they also have responsibilities for other topics pertaining to the school, such as being an OSIS or extracurricular coach, which further limits their time to prepare lessons. Although they only created one lesson plan for all the majors they teach, reports said they nonetheless created lesson plans.

The instructor needs to be aware of the negative effects of not having a lesson plan for the current lessons in order to prevent them. Lesson plans are a roadmap for the instructor to present the resources, the method to be used, the activity, and the assessment, as stated by (Brown, 2001). The teacher will be more organized and stress-free when implementing the lesson with the help of a lesson plan. When it comes to ESP teaching situations, the teacher should also perform a need analysis and take the findings into consideration when deciding what should be covered in the lesson plan. This will guarantee that the teacher's lesson plan is in line with the demands of the students.

2. Lack of Consideration in Selecting Teaching Materials

The teaching and learning process runs dynamically when the selection of materials is done correctly because teachers employ resources that are truly appropriate for the students. On the other hand, selecting resources carelessly or at random will interfere with the process of teaching and learning. The most significant issue is that students struggle to understand

the information, which makes it impossible for the teaching and learning process to proceed effectively. Additionally, the standard of teaching and learning itself will be impacted by the students' discontent with the process. As a result, teachers must certainly demand that students choose their own materials.

the absence of a lesson plan ultimately has a serious impact on the material that will be taught to students in the classroom. The material also plays an important role in achieving the learning objectives set by the government. Therefore, the role of the teacher is highly demanded as a material developer to choose or create material that suits the needs of students. more deeply, ESP teachers are highly demanded to have this ability in order to fulfill the demands of the law regarding SMK graduates being prepared to be able to compete in the workforce. According to Dudley-Evans' ESP theory, one of the crucial responsibilities of an ESP instructor is creating or assembling content that is tailored to the student's major so that it can be used in the real world of work in the future.

Despite how crucial it is to choose resources; the subjects of this current research did not make a rigorous and complete selection. The outcome of the interview indicates that the teacher totally relied on the resources offered in the textbook during the teaching and learning process without taking the requirements of the students into account. According to the SMK's teaching and learning philosophy, students should be ready to use English in a variety of professional settings.

The teacher's tendency in choosing the materials is inconsistent with the argument from (Cunningsworth, 1995; McGrath, 2002; Tomlinson, 1998; Ministry of Education and Culture Regulation, 2013, No. 65) which states the material should be in line with the students and the subject goals/objectives. This is also against pedagogical and professional competences stated in Government Regulation (2008, No 74). On the contrary, this is

consistent with John's (1991) argument stating that without consideration of learners' needs, the teachers, curriculum developers, and materials designers often tend to perceive the future needs of the students using their intuitions, which may lead to a limited success in the subsequent ESP course.

The participants in this study said that the selection of material based solely on the textbook was because they again and again they did not have enough time to choose or make the proper material for their students. even though they make modules, these modules only focus on a few departments and levels, not yet accommodating all existing levels. Apart from that, school facilities are also one of the things that prevent them from being able to develop materials effectively and efficiently for students. One source said their school does not have internet service because their area is not yet covered by internet service. This meant that he had to use private Internet services to search for and develop materials as well. However, due to some online content providers requiring a strong internet signal, this cannot be done in an ideal manner. According to another source that corroborated this one, the school's lack of reference materials appropriates to the student's major severely constrained the student's ability to perform the duties of an ESP teacher.

In light of these issues, the instructor should examine various elements that may affect the teaching and learning process while choosing a material. To accomplish the instructional goals, the teacher must select appropriate and quality materials. Without careful thought, it is impossible to produce the best result.

3. Teaching Media

The educational tools let teachers impart knowledge in an impressive fashion, adding variety to classroom instruction and improving learning (Naz & Akbar, 2010). The usage of media in the teaching and learning

process not only benefits the teacher but also raises student motivation. In order to increase the students' motivation to participate in the learning process. Interactive abstract learning, which makes use of a variety of media, including CD-ROMs, the Internet, distant learning, or virtual reality, is said to make use of the categorical memory and requires little intrinsic motivation (Dewdney & Ride, 2006), (Flew, 2009), and (Heinich, 1996).

Regarding the value of media in education, teachers must create cutting-edge media to improve the process of teaching and learning. The interview result, however, demonstrates that the teachers did not use media in the classroom. To put it another way, the instructor exclusively used the students' books. The teachers note that they find it challenging to design instructional materials due to the still severely inadequate school facilities. They believed that there was nothing they could do due to the inadequate facilities at the school for supporting teaching and learning. Despite the limited facilities, they may have innovated by making use of them. Even while the created medium was not particularly sophisticated, its inclusion might nonetheless have a significant impact on how well teaching and learning were done. The teaching and learning processes are impacted by the lack of teaching media. The way the teachers instructed the class were incredibly monotonous. The only medium they used was a government-provided textbook with no further media.

The outcomes of student learning will be determined by the choice and usage of appropriate media. In this study's interviews, the informants described how they used printed books and other prepared materials to aid in their learning. Unfortunately, the prepared books and media have not been able to match the ideal learning environment for an ESP class. The use of appropriate media will significantly aid students in comprehending the subject that they will later use in the workplace. According to one source, the biggest barrier preventing pupils from using the appropriate media in

the learning process was the school's infrastructure. The school has been established for a while, but it still only has a few very basic amenities. In addition, schools put an emphasis on supplying students with learning tools or gadgets connected to the competencies they must possess so that the tools for other topics can easily adapt.

Other sources noted that their preparedness in developing lesson plans and choosing the material also had an impact on how tough it was to hold media. The crucial thing is that learning keeps happening even when this ultimately forces them to use substitute media.

Media plays a significant role in teaching and learning activities, as mentioned in Ministry of Education and Culture Regulation (2013, No. 65). Not all teaching resources are expensive or difficult to locate. Realia, images, videos, and many other types of media can all be used with ease.

D. Conclusion

This study tries to identify the teachers' roles and barriers when planning ESP lessons. The study's results highlight that creating lesson plans, creating learning materials, and selecting the right learning media are three highly important aspects of students' preparation for learning. From these three significant factors, it was determined that a lack of time and inadequate school facilities were the main obstacles to them performing their roles as ESP educators. They ultimately find it very challenging to fulfill their responsibilities as ESP teachers to the utmost due to these two problems. In addition, as English is crucial for students' future employment, schools must focus on the requirements that must be met for English-related facilities. Teachers are advised to prepare students as best they can for learning experiences so that they can subsequently be applied once they are in the workforce. Teachers should have the creativity and innovation to

produce and select the appropriate media for students in light of the limited school facilities.

In order to generate the best graduates possible, it is hoped that teachers will be able to properly complete and carry out their function as ESP instructors in the future. Other hands, with these findings, it is hoped that government officials would pay closer attention to working hours and the workload that teachers face in the future. Overall, they still needed to make many adjustments in order to fulfill the government-set standards for competency.

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