A STUDY ON TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP)
TO AGRICULTURAL ENGINEERING CLASS OF SMKN 1 KALIBAGOR

A Thesis
Submitted to English Department a Partial Fulfillment of the Requirements for S.Pd Degree

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If there is a phrase whose meaning is more amazing than ‘very amazing’, that phrase will describe my future.
DEDICATION

From the bottom of my heart, this research paper is particularly dedicated to:

1. My amazing parents who always give me the amazing love that has ever been given.
2. My amazing brother whose wisdom has been my motivation.
3. My amazing friends who are willing to make my life amazing.
4. Wiwit and Indri, my amazing partners in singing a song.
5. All amazing people who motivate me to be the real amazing person.
Assalamu‘alaikum wr.wb.

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Finally, the writer realizes that the research paper is still far from being perfect. Therefore, suggestion and criticism will be accepted for the improvement of the research.

Wassalamu’alaikum wr wb.

Purwokerto, June 2012

Heru Pramono
ABSTRACT

A STUDY ON TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) TO AGRICULTURAL ENGINEERING CLASS OF SMKN 1 KALIBAGOR

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The objectives of this research were to know the method used, difficulties faced by the English teachers in teaching ESP and also the interaction between teachers and students during the teaching and learning process.

This was a descriptive qualitative research. The subjects of the research were two English teachers of the first and second grade of Agricultural Engineering classes at SMKN 1 Kalibagor. The writer collected the data through observation, interview, questionnaire and documentation.

There were three main results of this research. First, the methods used by the teachers in teaching ESP were Grammar Translation Method (GTM) whose percentage was 80%, Direct Method (DM) whose percentage was 71.43%, and Audio Lingual Method (ALM) which was known by analyzing the teachers’ lesson plans. Second, the difficulties faced by the teachers in teaching ESP covered making students have positive attitudes during TLP, using media and involving students in using media, accepting students’ responses, making students enthusiastic in learning process, relating the material with the other knowledge, doing reflection, and involving students in making summary of material. In addition, the low students’ motivation in learning and inappropriate students’ handbook also became the difficulties in teaching ESP. Third, the interaction between teacher and students of each class was good enough. The teachers tried to evoke students’ participation through some interesting learning activities. Based on the result of teacher-students interaction observation, the score of teacher I was 75%, while teacher II’s score was 66.6%.
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