A. Teaching English in Vocational High Schools

1. Teaching English Language

   English is a tool to communicate among many countries as a global language and also used to communicate with other people especially in educational field. Mastering English is very important to gain success in facing the global era.

   In Indonesia, English is a compulsory subject that has to be learnt by the students. It is one of the subjects that decide whether the senior and junior high school students can pass from their study in their own schools or not. So, the English teachers have to consider what the considerations of teaching English in the class. According to River as cited in Andriyanto (2011: 7), teaching English should be based on four points. Those are:

   a. The material should be appropriate with the students’ interest and ability.

   b. Provision should be made in timetable for instruction at frequent interval.

   c. The English language lesson must not be a special feature on one or twice a week.
d. The students should have the opportunity to exercise their growing skill every day.

The conclusion is that in foreign language teaching, the method that is used by the teacher is also influential to gain success in conducting language in teaching and learning process.

The success of teaching English depends on not only the four points that are explained in the previous paragraph, but also other considerations. According to Mackey as cited in Bambang (2006: 14), all teaching must include some sort of selection, gradation, presentation and repetition. It includes selection because the teachers cannot teach the whole aspects of English language. It includes gradation because the teachers cannot teach all of what they have selected at once; the teachers have to put something one after another. It also includes presentation because the teachers cannot teach the English language without communicating it to other people; the teachers have to present what the teachers have selected to others. Finally, it includes repetition because the teachers cannot make other people learn the English language without repeating the materials they are learning; the teachers have to teach language skills with practice; all skills depend on practice.
2. Teaching English in Vocational High Schools

There are several differences between teaching English in vocational high schools and teaching English in senior high schools. Teaching English in vocational high schools should refer to the program of study of students who are being taught. The English teachers of vocational schools have to teach about the language of English that is closely related to the students major of study, for example, the teachers both explain and give information about the English expressions of handling guest to the hotel accommodation students. In addition, the teachers also give the information about the special terms that are used by mechanics to the engineering students. The teachers of vocational high schools have to consider the specific needs of the learners. The considerations are:

a. Curriculum

Curriculum that is recently applied in vocational high schools is KTSP. It is one of kinds of curriculum that provides the freedom for schools to create their own curriculum.

KTSP is an abbreviation of “Kurikulum Tingkat Satuan Pendidikan” which develops appropriately in the unit of education, school/area potential, school/area characteristic, social-culture of local society, and pupil characteristic. Mulyasa (2006: 12) states KTSP is the operational
curriculum which is compiled, developed, and implemented by every unit of education which is ready and could develop.

The teaching and learning process of vocational high schools also has to consider the management of teaching. The management of teaching in vocational high schools should be related to curriculum which is applied recently, namely KTSP. According to Mulyasa (2006: 14), management of teaching and learning process in KTSP at vocational high schools include of classroom management, material management, activity and time management, students management, and resource of study.

1) Classroom Management

The teachers of vocational high school usually arrange the tables and chairs because arrangement of tables and chairs is very important for the students in teaching learning process. This can help to:

a) make students interested in learning.

b) facilitate the mobility of teacher and students

c) improve the interaction between teacher-students and student-student.

d) facilitate the access to resources of study.

e) create activity variation.
2) Material Management

The teachers of vocational high schools usually prepare the questions in brainstorming activity, feedback which has meaning and evaluation program to all students to do work.

3) Activity and Time Management

Teaching and learning process in vocational high schools are usually decided in three big activities, namely first activity, main activity and closing activity.

a) First activity includes greeting, praying together, brainstorming activity and reviewing the materials that have been explained.

b) Main activity contains three main steps, namely exploration, elaboration and confirmation.

c) Closing activity involves giving feedback by the students, reviewing the material, giving homework and greeting.

Each activity has to be limited by the time.

4) Students Management

Students in one class usually have different ability from each other. The teachers divide students into several groups
whose members are heterogeneous. The teachers arrange time when students work individually or in pairs.

5) Learning Resource Management

In learning resource management, the teachers of vocational high schools often consider the learning resources that are used in teaching. Choosing appropriate media is one of considerations that are thought by the teachers. Surrounding is one of learning resources for students. It can be as lesson media. Physical, social and culture surroundings are also as resources which are very rich to learn matter for students. The advantages of using it are to develop some skills, such as: inspecting and making notes, questions, hypothesis, clarifications, and articles.

In addition, the curriculum is made based on the standard competence and basic competence that are applied in vocational high schools. Those components create a set of life skills that must be achieved by vocational high schools students through learning activity. Based on Suparlan as cited in Andriyanto (2011: 16), there are standard competences and life skills that have to be achieved by the students. Those are:
1) Students’ conviction and awareness in earning out the right and the duty, bearing mutual respect and conformed each other according to each religion.

2) Students understanding, toward the language to develop and communicate with others.

3) Students are able to choose, combine, and apply the concept, technique, pattern structure and relation.

4) Students are able to choose, find and apply technology and information which are needed from any resources.

5) Students must be able to respect and understand about the environment around them and use the knowledge, skill and value to take precise decision.

6) Students are able to take part and do interaction in the society where they are living.

7) Students are able to create an artistic work and apply the value to develop their maturity.

8) Students are able to think logically and critically by considering their capability and chance to face possibilities.

9) Students are able to show learning motivation, self-confidence, and work individually and cooperatively.
Based on syllabus of state vocational high school of Kalibagor (2010: 4), the basic competences in English class are:

1) Understanding the meaning of professional and personal conversation in the daily activities.

2) Understanding the basic expression in the social interaction for the sake of life.

3) Writing the simple message both directly and indirectly.

4) Telling the event that had been happened and the planning that will be done.

5) Conveying the various personal feeling.

6) Understanding the simple instructions and directions.

b. Material

Teaching English in vocational high schools also covers the four language skills, namely speaking, listening, reading and writing. There is teaching grammar in vocational high schools, like simple present tense that is taught in the first grade of vocational high school, gerund which is explained in the second grade of vocational high school, conditional sentence that is given for the third students, etc. In teaching speaking, the English teachers teach various expressions in English language, like asking for and giving direction,
thanking, apologizing, asking for and giving suggestion, greeting and so forth. What should be more focused is the expressions that are used based on students’ major. As mentioned before, the English teachers explain the expression of handling guest to the hotel accommodation students. In teaching vocabulary, the teachers give information about the special terms that are often both used based on students’ major. For example, the teachers give the special terms of art for the art students in vocational high school. In teaching reading and writing, there is difference between vocational high schools and senior high schools. There is no teaching genre of text, like narrative, descriptive, report, news item, etc, in teaching reading and writing at vocational high schools.

c. Time

The teaching and learning English which is conducted in vocational high school holds for 180 minutes per week. There are several vocational high schools that divide English class into two meetings in a week. However, there are also several vocational high schools that conduct the English class in only a meeting with the time allocation is 180 minutes.
d. Activities

There are three main activities in teaching English at vocational high schools, namely opening activity, main activity and closing activity. The English teachers of vocational high schools often conduct the drilling activity in speaking class. The students are demanded to speak with their partners in front of class in doing conversation. Besides that, the teachers usually ask students to discuss the materials that have been explained before doing the exercise. In addition, the teachers also provide some media, like authentic materials and word game, to make students more interesting in joining the teaching and learning process.

In teaching English, the teachers of vocational high school also apply methods of teaching. Before explaining the kinds of methods that are applied by the teachers, the writer should explain what method is.

There is difference between method and approach. Approach is the level of theories, while method is the plan of language teaching which is consistent with the theories. Method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning. Mackey as cited in Bambang (2006: 12) states that method may
mean different things to different people. For some, it means a set of teaching procedures. Different meanings of ‘method’ can be inferred from the names of the methods. The term ‘method’ in the Direct Method may refer to a single aspect of language teaching: presentation of material. ‘Method’ in the Reading Method refers to the emphasis of a single language skill: reading, while in the Grammar Translation Method ‘method’ refers to the emphasis of the teaching materials.

Theories of learning and teaching also suggest the principles of the method. Richard and Rodgers as cited in Bambang (2006: 11) state that the theories of learning and teaching may respond two questions, namely a) what are the psycholinguistic and cognitive processes involved in language learning? And b) what are the conditions that need to be met in order for these learning processes to be activated? The following assumptions relate to the theories of learning and teaching.

1) Learning is facilitated if language learners discover rather than repeat and remember without understanding what is to be learned.

2) Learning involves the unconscious functions, as well as the conscious functions.
3) The norms of the society often block the process of learning.

4) Language learning will take place if language learners maintain their feeling of security.

5) Language learning is a process of habit formation.

The methods that are usually used by the teachers of vocational high schools are Audio Lingual Method, Grammar Translation Method, and Total Physical Response.

B. English for Specific Purposes (ESP)

1. The Definition of English for Specific Purposes (ESP)

   English for Specific Purposes (ESP) is an approach to language teaching which aims to unify the need of particular learners. Dudley-Evans and St. John as cited in Chihyang Liu (2007: 11) argue that the teaching ESP is considered a separate activity within English Language Teaching (ELT) and part of a more general language teaching movement called “Language for Specific Purposes” (LSP), which focuses not only on the teaching of English, but also on the practices.

   English for Specific Purposes (ESP) can be defined a sphere of teaching English language including Business English, Technical
English, Scientific English, English for medical professionals, English for Mechanic, English for waiters, English for tourism, English for Art Purposes, English for secretary, English for lawyer, etc.

English for Specific Purposes (ESP) is generally used to the teaching and learning of foreign language for a clearly utilitarian purpose of which there is no doubt. Mackey (1978: 3) states that the purpose of ESP is usually defined with reference to some occupational requirements, e.g. for civil airline pilots, international telephone operators, etc, or vocational training programmers, e.g. for hotel and catering staff, etc, or academic or professional study e.g. engineering, medicine, law, etc.

English for Specific Purposes (ESP) is not a matter of teaching ‘specialized varieties’ of English. The fact that the language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. Certainly, there are some features which can be identified as a typical of a particular context of use and which, therefore, the learners are more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use. In addition, ESP is not also just a matter of science words or grammar for scientist, hotel words, and grammar for
hotel staff and so on. That is because ESP has to consider the students’ need and students’ reason in learning.

English for Specific Purposes (ESP) is not different in kind from any other form of language teaching. It should be based on the effective and efficient learning. Though the content of learning may vary, there is no reason to suppose that the process of learning should be any difference for the ESP students than for the English General students. In other words, there is no such thing as ESP methodology, merely methodologies that have been applied in ESP classrooms, but it could just as well have been used in the learning of any kind of English.

In line with the above definitions, English for Specific Purposes (ESP) should meet the learners’ specified needs and make the learners learn something based on their reason for learning. By conducting needs analysis, it will find out the learners’ needs in terms of use of the language in the target situation and the learners’ needs in acquiring the language learnt. ESP must be seen as an approach not as a product. ESP is not particular type of teaching material. Understood properly, it is an approach to language learning, which is based on students’ needs. The foundation of ESP is the simple question: Why does this learner need to learn a foreign language? From this question will flow a whole host of further questions, some of which will relate to the students themselves,
some to the nature of the language will need to operate, some to the
given to learning context. In addition, ESP is an approach to language
教学 in which all decisions, contents and methods are based on the
learners’ reason for learning.

2. Types of English for Specific Purposes (ESP)


identifies three types of ESP:

a. English as a restricted language
b. English for Academic and Occupational Purposes
c. English with specific topics.

The languages used by mechanics or businessman are examples
clearly illustrate the restricted language. English became the accepted
international language of technology and commerce; it created a new
generation of learners who knew especially why they were learning a
language. Businessmen and women who wanted to sell their products,
mechanics who had to read instructions manuals, doctors who needed
to keep up the developments in their field and a whole range of students
whose course of study included textbooks and journals only available in
English. All these and many others needed English and most importantly, they knew why they needed it.

The second type of ESP identified by Carter (1983) as cited in www.usingenglish.com, English for Academic and Occupational Purposes. Hutchinson and Waters (1987: 17) describe the tree of English Language Teaching (ELT). English for Specific Purposes (ESP) is broken down into three branches. They are:

a. English for Science and Technology (EST)
b. English for Business and Economics (EBE), and
c. English for Social Studies (ESS).

Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of English for Occupational Purposes (EOP) for the English for Science and Technology (EST) branch is 'English for Technicians', whereas an example of English for Academic Purposes (EAP) for the English for Science and Technology (EST) branch is 'English for Medical Studies'.

The third and final type of English for Specific Purposes (ESP) which is identified by Carter (1983) as cited in www.usingenglish.com, is English with specific topics. This type of English for Specific Purposes (ESP) is uniquely concerned with anticipated future English
needs of, for example, scientists require English for postgraduate reading studies, attending conferences or working in foreign institutions. In addition, the researcher argues that this is a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

3. Characteristics of English for Specific Purposes (ESP)

There are two kinds of characteristics of English for Specific Purposes (ESP), namely the absolute characteristics and variable characteristics. According to Dudley-Evans as cited in Chihyang Liu (2007: 15), the absolute characteristics of English for Specific Purposes (ESP) are:

a. ESP is defined to meet specific needs of the learners;

b. ESP makes use of underlying methodology and activities of the discipline it serves; and

c. ESP is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.
Moreover, the variable characteristics of English for Specific Purposes (ESP) are:

a. ESP may be related to or designed for specific disciplines;

b. ESP may use, in specific teaching situations, a different methodology from that of General English;

c. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

d. ESP is generally designed for intermediate or advanced students; and

e. Most ESP courses assume some basic knowledge of the language systems.

Based on the points of two kinds of characteristics above, it can be concluded that the characteristics of English for Specific Purposes (ESP) include:

a. ESP is design to meet specified needs of the learners;

b. ESP is related in content that is in its themes and topics, to particular disciplines, occupations, and activities;

c. ESP learns material not only theoretically but also practically;

d. ESP is in contrast with general English;
e. ESP may be restricted as to the learning skills to be learnt; and
f. ESP may not be taught according to any preordained methodology.

4. Differences between English for Specific Purposes (ESP) and English for General Purposes (EGP)

There are some differences between English for Specific Purposes (ESP) and English for General Purposes (EGP) although those differences are not too significant. Hutchinson and Waters (1987: 76) state that there is no difference between the two in theory; however, there is a great deal of difference in practice. ESP differs from EGP in the sense that the words and sentences which are learnt and the subject matter discussed are all relevant to a particular field or discipline. The design of syllabuses for ESP is directed towards serving the needs of learners seeking for or developing themselves in a particular occupation or specializing in a specific academic field. ESP courses make use of vocabulary tasks related to the field such as negotiation skills and effective techniques for oral presentations. A balance is created between educational theory and practical considerations. ESP also increases learners’ skills in using English. In addition, in teaching ESP,
the English teachers must consider what learning objectives will be achieved and students’ reason in learning English.

English for General Purposes (EGP) is essentially the English language education in junior and senior high schools. Learners are usually introduced to the sounds and symbols of English, as well as to the lexical/grammatical elements that compose spoken and written discourse. There is no particular situation targeted in this kind of language learning. Rather, it focuses on applications in general situations: appropriate dialogue with restaurant staff, bank tellers, postal clerks, telephone operators, English teachers, and party guests as well as lessons on how to read and write the English typically found in textbooks, newspapers, magazines, journals, certain kind of science books, etc. In www.kursikayu.com/2011/07/english-for-specific-purposes.html, stated that EGP curriculums also include cultural aspects of the second language.