

TEACHING ENGLISH FOR SPECIFIC PURPOSES TO STUDENTS OF VOCATIONAL HIGH SCHOOL MUHAMMADIYAH 1 KEPANJEN

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Abstract: Vocational High School becomes favorite alternative school among parents and children. They aim to work immediately after graduate from this kind of school. English as one of compulsory subject that is learned at vocational high school, gives a better contribution for their future success. In addition, the successful English learning is integrated with the teaching technique of teacher. Here, the researcher tried to analyze the teaching technique that is used by the English teacher at SMK Muhammadiyah 1 Kepanjen.

Keywords: *Teaching, English For Specific Purposes, Vocational High School.*

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Introduction

Today, the growth of English for Specific Purpose becomes one of the prominent areas of EFL teaching in line with the growth of vocational high school and technology. Suyitno et al (2014) stated that recently Indonesia has been facing three big problems; unemployment, poverty, and global competition. To solve those three problems, Indonesia should be able to strengthen the human resource through quality education. Then, Vocational high schools are growing rapidly as the solution of professional jobs that need qualified employees. English becomes the requirement to be a qualified employee. While technology forces every person who has professional skills to build a communication among others across the nation. As we know, the only language that is regarded as an international language is English. Thus, ESP grows to meet their need as Hutchinson and Anthony (2010) stated that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. It means, ESP helps the students to understand the language of their learnings' division.

In addition, the agreement among ASEAN countries about the use of English as the language of communication in ASEAN Economic Community is also supporting the growth of ESP. The implementation of AEC in the end of this year, 2015, stimulates the teachers to design

the materials that meet the need in institution or a professional work situation.

In teaching and learning process, teachers start the activities by deciding what learning goals should be achieved, what content should be taught to the students, what students' schemata have already acquired and what techniques should be implemented. Various techniques of teaching help the teacher to decide the best method that meets the students' need.

This research focuses on the dominant teaching technique that is used by the English teacher in the language classroom at SMK Muhammadiyah 1 Kepanjen. This school is known as a favourite school in Kepanjen-Malang and chosen as the pilot-project school by government. So that, since two years ago, this school has implemented K-13 in their classroom interaction. In this paper, the researcher proposes the statement of the problem about what the dominant teaching technique for vocational high school at SMK Muhammadiyah 1 Kepanjen is. The purpose of the research is to know the dominant teaching technique that is used by the English teacher in language classroom at SMK Muhammadiyah. Hopefully, it gives other overview about teaching technique to other teachers in the same or different vocational high school.

English For Specific Purposes

However, ESL and ESP diverge not only in the nature of learner, but also in the

aim of instruction. In ESL, all of the four skills; listening, speaking, reading and writing are stressed equally. English Specific Purposes skills are needed in particular professional job. As the example in business administration, reading skill is emphasized than other skill. Hutchinson and Waters (1987) in Bojovic define ESP as an approach rather than a product. It means ESP does not involve a particular kind of language, teaching material or methodology. In ESP the materials are given based on previous need analysis related in content to particular disciplines, occupation and activities.

Traditionally, Hutchinson & Waters in Negrea (2010) divided ESP into two main areas: 1. English for Academic Purposes (EAP) 2. English is for Occupational Purposes (EOP). EAP involves pre-experience, simultaneous/in-service and post-experience courses. Whereas EOP for study in specific discipline (pre-study, in-study, and post-study). Both of EAP and EOP are divided according to discipline or professional area, such as 1) EAP involves English for (Academic) Science and Technology (EST), English for (Academic) Medical Purposes (EMP), English for (Academic) Legal Purposes (ELP), and English for Management, Finance and Economics (EMFE); 2) EOP includes English for Professional Purpose (English for Medical Purposes, English for Business Purposes –EBP) and English for Vocational Purposes/non-professional

(Pre-vocational English and Vocational English).

The types of ESP mentioned above, help the teacher to classify the suitable materials for their students. The students of vocational high school learned the materials that can be categorized as EOP that is English for Vocational Purposes.

In ESP, the teachers must be able to switch from one professional field to another without being obliged because they are not specialists in the field but in teaching English, their subject is English for the profession but not the profession in English. Therefore, they help students to develop the essential skills in understanding, using and presenting the materials/authentic information in their profession.

ESP teachers should bring the necessary tools, framework and principles of course design to apply them to new material. Moreover, the teaching of English for Specific Purpose (ESP) is quite different with teaching English for general English. The most importance difference lies in the learners and their purpose for learning English. Most of ESP students are adult learners who already have some acquaintance with English and their professional skill. So the materials and the techniques of teaching must really up to date and relevant to their needs. According to Anthony in his article entitled “English for Specific Purpose: What does it mean? Why is it different” stated that teachers

nowadays, however, are much more aware of the importance of needs analysis, and certainly materials writers think very carefully about the goals of learners at all stages of materials production. It means the selection of materials that meet the needs of the students in learning ESP had been selected carefully in order to achieve the goals of learning.

In Teaching ESP, the materials will upgrade the learners understanding if the language instruction is focuses on the language use in particular job-related functions, as example the use of English language for engineering. Hence, in teaching ESP, the English teacher should have two background knowledge; English knowledge and job-related function knowledge. By knowing both of the knowledge, the teachers are able to design the classroom instruction or teaching technique that meet their need in learning ESP.

Cooperative Learning

Cooperative learning is the method that let the students to be independence learners because it helps students become a real language user in and out of English Classroom (Meng, 2010). Also, it is defined as a set of instructional methods through which students are encouraged to work on academic tasks (Al-Tamimi, 2014). In cooperative learning the students are from various abilities, gender, nationalities and different level of social skills carry out their learning process

(Bolukbas, Keskin&Polat, 2011) through search, discuss, ask and answer, and participate in problems' solving situations (Belmekki&Kebiri, 2014). In addition the views that cooperative experiences result in greater psychological health and higher self-esteem was supported by Ning(2010) in his research that cooperative learning is better than traditional methods in improving students' self-confidence.

In Cooperative Learning, students work in small groups to help one another in learning academic content. The teaching and learning process using Cooperative Learning techniques is a learner-centered paradigm which has gained popularity as alternative to the lecture-based paradigm. Johnson & Johnson in Retnaningsih (2010) stated much of the current research revolves around the notion that CL has positive effects on various outcomes. It is improved the students' TOEIC score, Students' interest toward TOEIC class, and Students' activity in TOEIC Class. (Retnaningsih, 2010). Also Pan & Wu (2013) suggested the use of cooperative learning instruction in university-level EFL reading class because it is created a significantly positive effect on Student motivation toward learning English reading.

According to Johnson, Johnson and Smith in Jones & Jones (2008) proposed the elements to build a relationship among a group in cooperative learning, there are five elements:

1. *Positive Interdependence.* Students must believe they are linked with other students in such a way that one cannot succeed unless the other group member also succeeds. If the success of every group member depends on the success of every member the interdependence is created. Under optimal conditions, it necessitates the sharing of resources, the provision of mutual support and encouragement, and acknowledgement of joint successes.
 2. *Face-to-Face Promotes Interaction.* It occurs when individuals encourage and facilitate each group member's efforts to achieve group goals. Students are expected to explain to each other how to solve problems, discuss with each other the material being explained, and provide each other with help, support, and encouragement.
 3. *Individual Accountability.* The overall objective of cooperative learning group is to help each member become a stronger individual. To ensure that the performance of each student has to be evaluated feedback to be given both to the individual and to the group. According to Johnson & Johnson in Jones & Jones (2008), individual accountability can be promoted by: keeping the size of the group small; giving an individual test to each student; calling on students in the class randomly and asking them to present the group work to the entire class; observing how members of each group interact with other group members to explain new material to the rest of the group; requiring that each student teaches what he or she learned to a fellow group member or to someone from another group.
 4. *Social Skills.* That element involves appropriate use of small-group and interpersonal skills. Instructors should not assume that every student has the necessary social skills to work effectively with other group members. They should teach their students leadership, trust-building, decision-making, communication, and conflict-solving skills just as thoroughly as they would teach academic skills.
 5. *Group Processing.* It is a vital aspect of CL. It requires group members to evaluate their functions and contributions, to the group. GP increases learning dramatically and builds a sense of responsibility as well as helps groups work more effectively. When these components are incorporated into small groups work, the activities become cooperative learning structures and can make a difference in the students' academic and social skills development.
- All of the components are related each other. Start form build a positive interdependence among the group then the face to face promotes interaction will

stimulates them to share and discuss the materials. The result of this technique will support themselves to be stronger individual so they can socialize and criticize others member of the group.

Research Methodology

The research design of this study is descriptive qualitative research. The researcher used classroom observation notes or field notes as the instrument in collecting the data. The informants of the research are the English teacher of SMK Muhammadiyah 1 Kepanjen. In data analysis the researcher categorizes and analyzes the data.

Research Findings and Discussion

In the research findings, the data taken from the field notes of classroom observation is conducted on the different days. The first day is on Tuesday, May 5 2015 and the second is on Tuesday, May 12 2015. The reason why there were two times of observation because the bell for rest time is rang in the first meeting of teaching learning process, so that the class was ended when the group still discuss the topic of materials.

Class : XTKJ (Technical computer & Network) 1

Date : Tuesday, May 5 2015

Topic : Asking and Giving Direction

Member of Students : 38 Students

1. The teacher greets the students.
2. The teacher asks the students to

answer the questions based on some materials discussed in the last meeting.

3. The teacher corrects the students mistakes in speaking the word and asks him to repeat again.
4. The teacher uses Bilingual language.
5. The teacher creates a joyful atmosphere by giving a joke in Indonesia language.
6. The teacher asks the students to guess the meaning of the words.
7. The teacher informs the meaning of some words.
8. The teacher controls the situation of the class when it is in crowded situation.
9. The teacher informs and advices the students when the topic of materials is about smoke.
10. The teacher uses Javanese Language also in teaching-Learning.
11. The teacher introduces the new topic of materials entitled " Asking and Giving Direction".
12. The teacher asks the students to give an example related to the topic.
13. The teacher stimulates the students to give an example related to the topic even in Indonesia language.
14. The teacher chooses some students to give an example related to the topic.
15. The teacher explains the technical

terms used in asking and giving direction.

16. The teacher stimulates the students to add the technical term.
17. The teacher gives a chance to the students to write the technical terms.
18. The teacher asks the students to discuss in a pair about the topic.
19. The teacher ends the class and reminds them to discuss and present the materials for next meeting.

In the following day, the classroom observation is continued in order to get the complete data about the teaching technique that is used by the teacher. Here are the data that is taken from the field notes on Tuesday, May 12 2015.

Class : X TKJ (Technical computer) 1

Date : Tuesday, May 12 2015

Topic : Asking and Giving Direction

Member of Students : 38 Students

1. The teacher reminds the students for the last group task in the last meeting.
2. The teacher asks some group of students to present the result of discussion.
3. The teacher repeats the prompt of the task "giving direction from SMK Muhammadiyah to Kepanjen Market".
4. The teacher lets the students to use Indonesian language because no one come forward.

5. The teacher motivates the students to come forward.
6. The teacher chooses the students to present the task.
7. The teacher reminds the students to focus and check the technical term used by the students.
8. The teacher corrects the students' mistake who present the task immediately.
9. The teacher asks the students who come forward to repeat once more the presentation.
10. The teacher discuss the technical term used by the students who come forward.
11. The teacher asks the students to translate the technical terms into English.
 - Belokkanan : Turn right
 - Belokkiri : Turn left
 - Lurus : Go ahead/straight on
 - Pertengahan : T junction
 - Jalan Kecil : Foot Path
 - Makam : Grave Yard
 - RelKeretaApi : Rail Way
 - Perempatan : Cross Road
 - Jalan Besar : Main Street
 - PosKamplang : Guard Post
12. The teacher ask the other group to present the task.
13. The teacher reminds the students to check the technical terms used by the presenters.
14. The teacher closes the teaching

learning process.

The findings are classified into three phase of teaching and learning process. They are:

a. Pre-Teaching

1. The teacher introduces the new topic of materials entitled "Asking and Giving Direction".
2. The teacher asks the students to give an example related to the topic.
3. The teacher stimulates the students to give an example related to the topic even in Indonesia language.
4. The teacher chooses some students to give an example related to the topic.

In pre-teaching phase, the teacher asks the students in order to know the students schemata or background knowledge related to the topic discussed on that day, that is "Asking and Giving Direction". It is conducted on Tuesday, May 5 2015.

b. Whilst-Teaching

1. The teacher explains the technical terms used in asking and giving direction.
2. The teacher stimulates the students to add the technical term.
3. The teacher gives a chance to the students to write the technical terms.

4. The teacher asks the students to discuss in a pair about the topic.
5. The teacher ends the class and reminds them to discuss and present the materials for next meeting.
6. The teacher asks some group of students to present the result of discussion.
7. The teacher repeats the prompt of the task "giving direction from SMK Muhammadiyah to Kepanjen Market".
8. The teacher lets the students to use Indonesian language because no one come forward.
9. The teacher motivates the students to come forward n front of the class.
10. The teacher chooses the students to present the task.
11. The teacher reminds the students to focus and checks the technical term used by the students.
12. The teacher corrects the students' mistake who present the task immediately.
13. The teacher asks the students who come forward to repeat once more the presentation.
14. The teacher discuss the technical term used by the

students who come forward in front of the class.

15. The teacher asks the students to translate the technical terms into English

Belokkanan	: Turn right
Belokkiri	: Turn left
Lurus	: Go ahead/straight on
Pertengahan	: T junction
Jalan Kecil	: Foot Path
Makam	: Grave Yard
Rel Kereta Api	: Rail Way
Perempatan	: Cross Road
Jalan Besar	: Main Street
Pos Kampling	: Guard Post

16. The teacher asks the other group to present the task.

In whilst teaching phase, the teacher explain the technical terms used related to the topic and divided the students in the group of pair in order to stimulate the students' critical thinking. The teacher reminds the students for the last group task in the last meeting and asks some group to present in front of the class. The teacher asks others students to check the technical terms used by the group who is presented the result of discussion. The group of students who come in front of the class present the result of discussion in Indonesia language even the teacher already gave the use of technical term in giving direction in English language. After that, the technical terms that used by the students who made a presentation are discussed together and

translated into English language.

c. Post-Teaching

1. The teacher reminds the students to understand the technical terms used by the presenters.
2. The teacher closes the teaching learning process.

In post teaching phase, the teacher asks the students to kept attention to the technical terms that learned today. Based on the steps of activities used in the pre –teaching, whilst teaching and post-teaching phase, it can be concluded that small group discussion (SGD) is chosen as the dominant teaching technique. Even it is known as teaching technique in cooperative learning approach that known as the promising method in teaching English.

Conclusion

Perhaps, the result of this analysis give a positive contribution to the teacher in vocational high school that the promising teaching method cannot give the best result in learning outcomes due to the amount of meeting which is only 2 hours in a week. Then, it is better to give additional time for learning English in vocational high school.

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