

AN UNDERGRADUATE THESIS
AN ANALYSIS OF IMPLEMENTATION ENGLISH FOR SPECIFIC
PURPOSES (ESP) CURRICULUM AT VOCATIONAL SCHOOL



By :

MUH. LUTFHI M

H0117322

Consultants:

- 1. Dr. Umar,S.Pd.,M.Pd.**
- 2. Dwi Adi Nuhroho,S.S.,M.Hum.**

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ABSTRAK

M. LUTFHI M: Sebuah Analisis Implementasi Kurikulum Bahasa Inggris untuk Tujuan Khusus (ESP) di Sekolah Kejuruan. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.**

Tujuan dari penelitian ini adalah untuk mengetahui implementasi kurikulum bahasa Inggris untuk tujuan khusus (ESP) di sekolah kejuruan. Penelitian ini menggunakan metode kualitatif. Peserta penelitian ini adalah dua puluh dua siswa kelas sebelas, jurusan Teknik Komputer Jaringan (TKJ), SMK Negeri LABUANG yang dipilih menggunakan teknik sampel purposive. Data penelitian ini diperoleh dengan menggunakan observasi, wawancara, dan dokumentasi. Data yang diperoleh selanjutnya dianalisis ke dalam tiga fase utama yakni pengumpulan data, tampilan data, kondensasi data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa ada beberapa hal yang dilakukan oleh seorang guru bahasa Inggris SMK Negeri LABUANG dalam mengimplementasikan kurikulum bahasa Inggris untuk tujuan khusus (ESP), khususnya jurusan Teknik Komputer Jaringan (TKJ). Hal tersebut diantaranya adalah analisis kebutuhan, spesifikasi konten, dan pengorganisasian silabus. Hal pertama yang dilakukan oleh guru dalam mengimplementasikan kurikulum ESP dalam pengajaran bahasa Inggris di jurusan TKJ yaitu dengan melakukan analisis kebutuhan atau tes diagnostic untuk mengetahui kemampuan dan kebutuhan peserta didik. Yang kedua adalah dengan melakukan manajemen content specification yang meliputi; perumusan tujuan pembelajaran, perumusan bahan ajar, dan persiapan materi yang akan diberikan kepada peserta didik. Dan yang ketiga adalah syllabus organization yang meliputi; pemilihan kegiatan pembelajaran, pengorganisasian kegiatan pembelajaran, dan evaluasi.

Kata Kunci: implemenatsi, kurikulum, ESP, sekolah kejuruan.

CHAPTER 1

INTRODUCTION

A. Background

Through Vocational High Schools, the Indonesian government continues to boost the development of human resources. The Decree of the Director-General of SD and SMA Number 251/C/KEP/MN/2008 of 2008 concerning the Spectrum of Vocational Skills is one of the government's initiatives in the field of special education for vocational schools.

Decree of the Director-General to regulate the Vocational Expertise Spectrum to expand the scope of certain majors available in Indonesian vocational schools (Kemendikbud:2008).

This strategy is intended to give students in vocational schools a wider range of talents to choose from. Unfortunately, some vocational institutions are still implementing this program as a pilot project that should be. Wider implementation of the above is needed, especially elsewhere in Indonesia where similar problems are commonly indicated. Although the government prioritizes the growth of vocational school education, there are still gaps that the government must fill. For example, the English language learning curriculum in vocational schools is one of the obstacles. When the English curriculum in vocational schools still uses a general English perspective or it can be said that the English topic curriculum in vocational schools is still based on the Senior high school curriculum, where the English curriculum in vocational school must be adjusted to the curriculum based on individual skills needed for each study program.

The use of the English curriculum in general or the high school curriculum, it is evident that there are still many schools that use it. Based

on previous observation, one of the vocational schools that have used and in the last two years used the ESP curriculum is SMK LABUANG, Campalagian regency. Seeing this, of course, is interesting to review, whether the school implementing the ESP curriculum is by existing curriculum guidelines, such as lesson plans and syllabus.

It is very necessary to improve the learning tools for vocational students to meet the needs of the world of work. The tools in question are Learning Implementation Plans (RPP), Syllabus, and Teaching Materials. In the development of this device, a special genre is needed to be related to the world of learning English. For this reason, a more comprehensive approach to making devices according to the needs of the field in which students are involved is very much needed. For the development of learning tools, the English for Specific Purposes (ESP) approach can answer the challenges mentioned above. ESP is an English teaching approach where the materials and methods used are adapted to the needs of the learners, in this case, the students (Hutchinson & Walters in Haryono et al.:2020).

Teaching language with the ESP approach focuses on the condition of students with certain materials that are different from teaching general English - General English. ESP is classified into two types. The first is English for Academic Purposes (EAP), and the second is English for Occupational Purposes (EOP). EAP is intended if the student or learner of English aims to master certain material or specifically for academic purposes. EAP is divided into several categories. They are EST (English for Science and Technology), EMP (English for Medicine Purposes), ELP (English for Legal Purposes), and EMFE (English for Management and Economics). Meanwhile, EOP is classified into two fields, namely English for Professional Purposes, and English for Vocational Purposes (Utami et al.,:2016).

From the results of the research above, the researcher needs to know in advance that learning English for specific purposes (ESP) is an English learning approach where the things taught and the teaching methods are based on the reasons why the learner wants to learn English (Hutchinson & Walters in Haryono et al.:2020).

The ESP curriculum itself is a learning tool that is specially designed which includes lesson plans, syllabus, and learning tools that aim to meet student needs for areas of talent and interest that students are engaged in or aim to be more professional in certain fields of mastery English. then the English instructors should design teaching materials that are following their reasons for learning English. Due to different needs which cause them to have different motivations and at the same time different reasons to learn English, ESP programs and materials are designed based on needs analysis; known as needs analysis in the ESP course. Regarding the needs analysis so that the ESP substance is truly appropriate and meets the needs of learners, (Maidment, H Donough: 1984) stated that there are three main sources of information in conducting a needs analysis, namely teachers, learners, and stakeholders.

ESP has a material substance that is designed and developed based on the concept of needs analysis. The purpose of the implementation of the needs analysis is to synchronize the learning materials with the needs of the ESP participants, both according to the profession and according to the academic field. According to (Donough: 1984) the ESP concept contains material, syllabus, and specific objectives that must be designed and developed based on the needs of a group that has the will to learn English. Based on explanation, it is also necessary to know the advantages of teaching ESP as a teaching material that is more specific to the needs of students and this will lead to clearer

and more specific goals for what you want to achieve in the learning process following the needs analysis that was done previously.

The researcher can conclude from the previous research above that there are still many deviations that occur in vocational high schools in the process of implementing the ESP curriculum in teaching English, including the use of the general English curriculum (EFG) for teaching English where English lessons in vocational high schools should use an ESP-based curriculum (English for a specific purpose) that is following the needs of students in each department, this is what makes researcher want to further evaluate the issues raised. by focusing on the process of implementing the ESP curriculum in vocational high schools and this will be the main theme that will be discussed in depth in this research. If the problems raised by previous studies are still ignored and no appropriate solution is given, researcher are worried that it will create new problems in the world of education, especially in vocational schools that aim to improve the quality of education. human resources and is considered an obstacle to the government's goal of establishing schools. vocational education to improve the quality of human resources who are ready to compete in the world of work.

From the problems stated above, the researcher also decided to further analyze the process of implementing the ESP curriculum that has been carried out so far which aims to find out and provide a clear picture of the problems that occur, the researcher also focuses on the teacher, as the main data source in this study because The researcher considers that the teacher is the main figure in the process of implementing the ESP curriculum to students.

This research is expected to be a material consideration for teachers in the teaching and learning process, especially in implementing the ESP curriculum properly and correctly, this research is also expected

to have a positive impact on the development of future education, especially in English language education, and is also expected to be useful supporting material. useful in further research. This is what inspired the researcher to the theme of the curriculum implementation problems ESP, the researcher considers this research should be conducted for this study can be achieved and used properly. Therefore, the researcher raised the theme and chose the title of the research "**An Analysis of Implementation of English for Specific Purposes (ESP) curriculum in vocational school**".

B. Problem Identification

There are still many vocational schools that teach English language education to their students with a general English curriculum that does not follow the needs of students in each department and the implementation of ESP itself has not been implemented optimally according to students needs for appropriate English language education, and also the researcher wants to know what factors are faced by a teacher in implementing the ESP curriculum and how the ESP curriculum implement in the teaching and learning process of English in Vocational High Schools.

C. Research Focus

This research is proposed to discover, how is the implementation of the ESP curriculum in vocational school?

D. Research Objective

Based on the research focus above, the research objective in this research is to analyze how English teachers implement the ESP curriculum in a vocational school.

E. Research Benefits

1. Provide information to teachers by presenting the data taken from the field that can be used by teachers to maximize the application of ESP curriculum in vocational

2. Provide suggestions for learning applications that are suitable for use in the learning process, especially in a vocational school.
3. This research can also be a reference material for further research that may discuss the same problem related to ESP.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

1. (Yanuarmawan & Hamidah:2019) “Application of English for Specific Purposes to Improve English Teaching for Vocational High School Teachers”.

The objectives to be achieved from this research are (1) Provide an introduction to mastery skills on English for Specific Purposes for Vocational High School teachers to improve English language teaching; (2) Deepen knowledge of English for Specific Purposes to support teaching English and how to overcome obstacles when applying English for Specific Purposes in teaching English. The method was used by the writer is a participatory and dialogical approach. The data source is taken from vocational school Negeri 2 Kota Kediri. The data collecting technique is by collecting all English teachers at SMK Negeri 2 Kediri in conducting the research, they were divided into two groups, namely Group A and Group B, who took turns in research activities every week.

2. (Bania et al.,:2020) “English subject on English for specific purposes (ESP) in vocational schools”.

The purpose of this study was to examine the topic of English in two vocational schools in Langsa City using the English for Specific Purposes (ESP) method and how it is used in the classroom. A descriptive qualitative approach was used in this study. Hotel Hospitality Management and Maritime Fishery Ship Engineering are the two vocational schools involved in the study. Observations, interviews, Focus Group Discussions (FGD), and examination of curriculum papers and teaching materials were

used to collect data from teachers and students. The result of the teaching-learning process both in English for Maritime and General English has led to various results. In English for Maritime, the teacher already has the effort to provide the material specific for students' needs. Even though the teaching process is not delivered with a full cycle of presentation, practice and production, the teacher has made the effort to let the student contribute to the learning process.

The Teacher has also expressed the importance of building the student-centeredness in English for Maritime class, even though it was not executed on the whole layer of students. In General English class, the teacher has made the effort to have more explanation, more building understanding on the general material which is assumed to be suitable for their vocational purposes, for example in the material of answering the phone for hospitality class. However, the teacher tends to run the class for national examination, which focuses on general English.

3. (Erlangga et al., 2018) "Need Analysis of English for Specific Purposes (ESP) to Informatic Students".

This research aims to find out: 1) why students learn English; 2) what part of English they want to learn; 3) why students learn the four skills of English, namely reading, writing, speaking, and listening; and 4) what challenges students face when learning English. This research uses a descriptive-analytic method in conjunction with a qualitative approach. Students from six regular study programs in the informatics study program became respondents. Data were collected through the distribution of questionnaires. The research findings revealed that: 1) students learn English mainly to get a job; 2) students want to learn all parts of the language, especially reading, and 3) students want to learn all aspects of language. The most common obstacle experienced by students when

learning English is the lack of vocabulary and lack of knowledge of grammar.

4. (Hajar & Triastuti:2021) “A Need Analysis of ESP materials for Agriculture Students at Indonesian Vocational School in West Sulawesi”

The study aims to investigate the need for ESP materials for agriculture students at Indonesian vocational schools. This study employed descriptive research to describe the agriculture students' need for ESP materials. The participants of this research were 25 students of XI grade agriculture students at vocational school. This research used a questionnaire that was developed to find out the ESP needs of agriculture students. Moreover, the data from the questionnaire were analyzed by seeing the frequency of participants' answers then the data were presented in the form of a chart or figure. The results of the study showed that the English learning objective of the agriculture students should make the students able to communicate in English well. Then, English learning materials for agriculture students should be blended with the agriculture materials such as cultivation plants and processing agricultural products. Also, English learning activities for agriculture students should involve students actively by group work, making projects, and using current media technologies in the learning process. Eventually, the results of this study can be used as a reference in mapping and developing ESP materials especially for agriculture students at vocational schools.

Based on previous studies, it can be seen that, this research has conducted was different. Two of previous studies were focus on different subject. The third researcher observed the informatics students and the fourth researcher observed the agriculture students. While the new researcher observed the students who have who have major Computer and Network Engineering.

The researcher also conducted a research entitled "An Analysis of Implementation of English for Specific Purposes (ESP) curriculum in vocational school". This research had similarities and differences with the previous research above, such as: Firstly, this research is similar to the second, third, and fourth research which used descriptive qualitative methods. Secondly, this research is similar to the second research which used the subject students engineering. Lastly, this research is different from the first research in terms of method. In carrying out this research make sure to consider how the result of this research is expected to be useful later

B. Theoretical Framework

1. The Analysis

According to (Komaruddin in Y. Septiani et al.:2020) analysis is a thinking activity to decompose a whole into components so that they can recognize the signs of the components, their relationship to each other, and their respective functions in an integrated whole. Beside Komaruddin, according to (Sugiyono:2015) analysis is an activity to look for patterns, or ways of thinking related to systematic testing of something to determine parts, relationships between parts, and their relationship to the whole.

Moreover, according to (Azwar in Y. Septiani et al.:2020) analysis is solving something or reducing a unit to the smallest unit and analysis is an activity of thinking to describe or solve a problem from the largest unit to the smallest unit. In addition, according to (R.A: 2020) analysis is an activity that consists of a set of activities such as parsing, differentiating, choosing something to group into certain parts and then looking for the relationship, and then interpreting it according to its meaning.

Understanding Analysis can also be interpreted as an attempt to observe something in detail by describing its constituent components or compiling these components for further study. Some consider the meaning

of analysis as the ability to solve or break down information or material into smaller components so that they are easier to understand and easier to explain.

The word analysis is widely used in various fields of science, be it social sciences, management, business economics, accounting, linguistics, natural sciences, and other fields of science.

The definition of analysis according to KBBI is as follows:

- a. Investigation of an event to find out the actual situation.
- b. Activities to reduce a subject matter to a precise understanding.
- c. Problem-solving begins with an assumption of truth.
- d. The description after being studied as well as possible.

Based on the definitions above, the researcher concludes that analysis is a process of activity that describes an event or object in detail to get a clear explanation of various aspects of the object or event being analyzed. In addition, analysis can also be interpreted as a step in reducing a problem to become clearer.

2. English For Specific Purposes (ESP)

a. Definition Of English For Specific Purposes (ESP)

According to (Hutchinson & Walters in Haryono et al.: 2020) ESP as a style of language education in which all content and method decisions are made based on the learner's motivation to learn. Besides Waters, (Robinson:1991) stated that ESP as a business combining education, training, and practice, based on three main dashes of realism of knowledge: language, pedagogy, and student/participant areas of special interest. Furthermore, according to (Richard in Hidayati: 2022) ESP is a movement that aims to meet the language demands of learners who use English to perform certain tasks (e.g., students, engineers, nurses) and who must acquire real-world content and skills through it rather than mastering the language itself.

In addition according to (Zuraidah:2019) English FOR Specific Purposes (ESP) that teaching and learning of second or foreign language focuses on the learners' needs where the goal of the learners is to be proficient in English that relates to their professional circumstances or academic. Moreover, Anthony also stated that English for Specific Purposes (ESP) stands as an approach in the process of language teaching which aims for professional or academic needs.

Based on the definition of ESP, the researcher concluded ESP is a term that refers to teaching or studying for a particular career in general. ESP not to be confused with specialized English, is a sphere of teaching English language including Business English, Scientific English, English for medical, English for waiters, English for tourism, etc.

b. The Different ESP and English General

Several ESP experts provide various and varied characteristics and characteristics of ESP in learning English. According to (Stevens in Aprizawati et al.: 2022) Key Issues in English for Specific Purposes (ESP) Curriculum Development says that there are three main characteristics of ESP as an approach to learning English:

ESP	English general
ESP is designed to meet the needs of learners	English General is designed to fulfill the mastery of English for students
The substance and content of ESP related to themes and topics in certain fields of science, certain types of work, or activities	General English contains the basics of learning English and is used to communicate without a specific purpose

The substance and content of ESP related to themes and topics in certain fields of science, certain types of work or ac	General English has more general characteristics and is not specific to a particular field of science
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Table 2.1 characteristics of ESP as an approach to learning English

According to (Robinson:1991) further says three main characteristics of ESP that distinguish it from General English or English as a Foreign Language (EFL) or English as a Mother Tongue (EMT). The three characteristics are:

- 1) ESP is goal-oriented learning. In this context, learners learn English not because they want to know the language as a language and the culture it contains, but learners learn ESP because it has specific, specific and specific goals in academic and professional fields with one.
- 2) ESP substance is designed and developed based on the concept of needs analysis. The concept of needs analysis aims to specialize and relate and bring closer what students need in both academic and professional fields.
- 3) ESP is more aimed at adult learners than children or adolescents. This is logical because ESP is generally taught at the secondary and higher academic and professional levels or the workplace.

Moreover, Strevens divided the characteristics of ESP into two parts:

The characteristics of ESP	Absolute characteristics	Developed to fulfill the particular needs of the learner;
		The content (in terms of themes or topics) connected to the disciplines, professionals, and activities;
		The activities in syntax, lexis,

	Variable characteristics	discourse, semantics, and so on, Focused on the language appropriate and analysis of the discourse;
		Having contrast with English in General
		The skills that need to be acquired are limited (e.g. reading only);
		There is a possibility of not being taught using any previous approach.

Table 2.2. The Characteristics of ESP According to Strevans

According to characteristics by Strevans it is true that both absolute and variable characteristics are what characterized the ESP course.

From the explanation above, the researcher concludes that there are several differentiating points between general English learning and ESP itself, including the content of teaching materials in it where ESP is devoted to vocational science learning which in each different understanding of science has the aim of learning English. This difference is also what makes ESP more suitable for use in vocational high schools in which there are many majors and different needs for English.

3. Types of English for Specific Purposes (ESP)

According to (Woodrow:2018) there are eight types of ESP, they are:

a. English for Science and Technology (EST)

The general focus of EST is technically on scientific texts, for example, a laboratory report. Sometimes there is an incompatibility between the teachers' discipline knowledge and experience since most

ESP teachers have a discipline knowledge of humanities and social-sciences.

b. English for Academic Purposes (EAP)

The central purpose of EAP is on the communicative needs of students. There is a huge area of English for Academic Purposes since there is a difference between English language learning for undergraduate students and English for research students. However, in EAP students will learn about English and the appropriate forms, lexis, and genres that are in line with their majority or academic level.

c. Business English (BE)

The terms of English for Business English or now known as Business English (BE) are quite different from any type of ESP due to the intention of Business English is not only to be able to communicate with the native speaker but also with the non-native ones. This happens because English stands as the lingua franca or is called as BELF (Business English as a Lingua Franca). Being able to instruct in business generally is the aim of business English.

d. English for Occupational Purposes (EOP)

The main focus of the learning process is English for Occupational Purposes is on structures and vocabulary which is narrowed to the communicative need of occupation. For instance, Gordon explains an example of how EOP works for the beginner of manufacturing workers. The course let the workers communicate in the field of work processes, complete orders, understand safety measures, and communicate with their workmates and supervisor.

e. English for Medical Purposes (EMP)

There are two central parts in the process of learning English for Medical Purposes. As the first one is learning English as an international

language in the field of medical, the kind of activity in this process such as learning the structure of a medical journal article or how to do a presentation at a conference. The second consideration is learning a clinical communication regarding the medical procedure, treatments, and doctor-patient interaction.

f. English for Nurses

This type of ESP as the recent phenomenon English for Medical Purposes (EMP) due to a high demand for international students who take nursing degrees in English speaking countries. The significant goal of this learning process is understanding the culture. This is because there is a different culture when facing death, illness, and sexuality.

g. English for Legal Purposes (ELP)

There are two types of ELP; English for Academic Legal Purposes (EALP) and English for General Legal Purposes (EGLP). Communicative needs of students of law are the main consideration of EALP where EGLP focuses on the general legal language, for instance, the legal texts that need a special discipline of knowledge.

h. English for Social Cultural Purposes (ESCP)

This type of ESP is generally developed by immigrants and refugees. The aim of this socio-cultural English is not only to focus on the language itself but also to teach how to mingle with the local society.

4. Computer and Network Engineering

Computer engineering (also called computer systems engineering, English: computer engineering) is a special discipline that combines electrical engineering and computer science. A computer technician is a weak current electrical technician who focuses more on digital circuit systems, radio frequency data communication systems, and electronics as part of a computer as a whole. From a computer science perspective, a

computer technician is a software architect who focuses on the interaction between software and programs and their supporting hardware components.

Wireless network (English: wireless network) is a field of disciplines related to communication between systems (computers) without the use of wires. This wireless network is often used for computer networks both at short distances (a few meters, using a Bluetooth device/transmitter) and at long distances (via satellite). This field is closely related to telecommunications, information technology, and computer engineering. Popular network types in this wireless network category include: Wireless local area networks (wireless LAN/WLAN), and Wi-Fi.

In computer and network engineering, apart from studying some material about networking, this department is also inseparable from English. This department is very closely related to English because studying computer science and networking means the same as studying the world of technology and in today's modern era, the world of technology is never separated from English, therefore computer and network engineering is closely related to language teaching English.

5. The ESP Curriculum

a. Definition Of Curriculum ESP

(Hyland:2022)states that the content of the ESP-based curriculum is the content of English lessons for certain purposes following the syllabus which was made with a prior discussion between the teacher and students based on the wishes and needs according to the tastes, assessments, and teacher instructions. ESP has a material substance that is designed and developed based on the concept of needs analysis. The purpose of the implementation of the needs analysis is to synchronize the

learning materials with the needs of the ESP participants, both according to the profession and according to the academic field.

According to (Donough:1984) the concept of an ESP-based curriculum contains materials, a syllabus, and specific objectives that must be designed and developed based on the needs of a group that has the will to learn English. Students or groups of individuals who have professions coming to study should be adjusted to their needs based on the results of the analysis.

Classification of ESP based on their area of expertise can be divided into two categories:

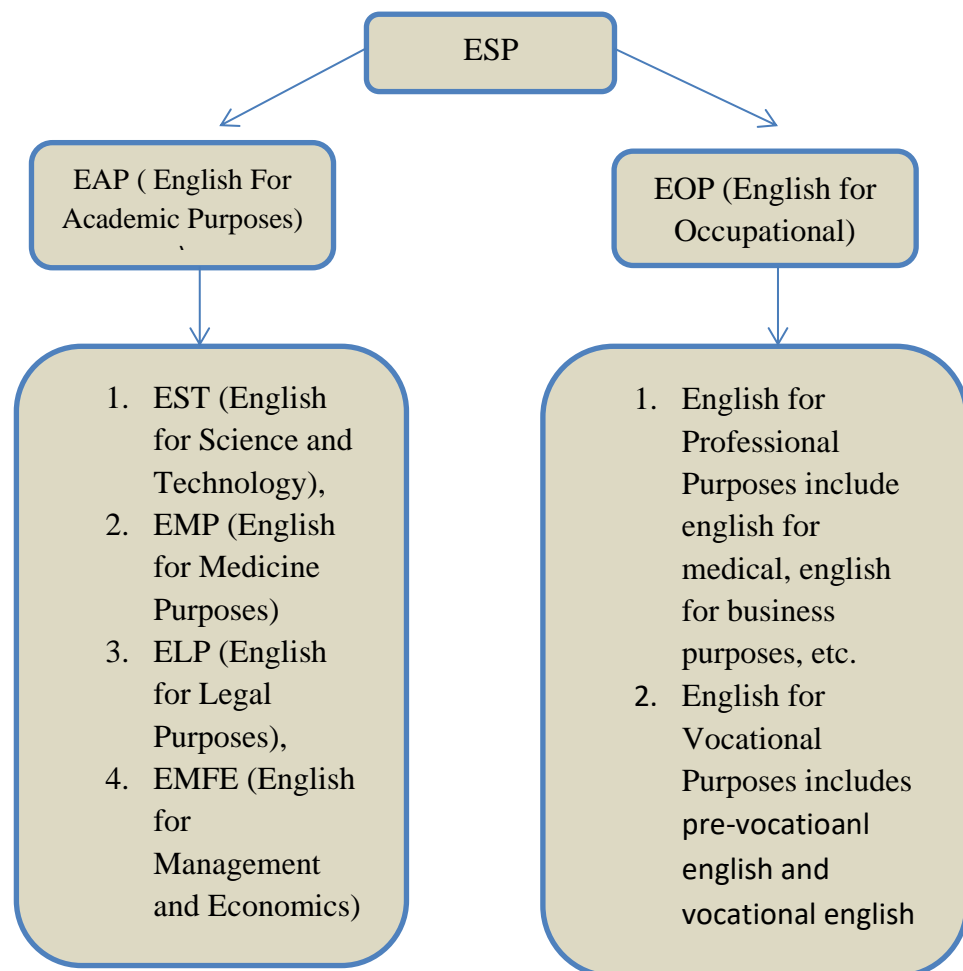


Figure 2.1 Classification of ESP based on their area of expertise

From the picture above, ESP is classified into two types. The first is English for Academic Purposes (EAP) or English for Academic Purposes, and the second is English for Occupational Purposes (EOP). EAP is intended if the student or learner of English aims to master certain materials or is specifically for academic purposes. EAP is divided into several categories. They are EST (English for Science and Technology), EMP (English for Medicine Purposes), ELP (English for Legal Purposes), and EMFE (English for Management and Economics). Meanwhile, EOP is classified into two fields, namely English for Professional Purposes, and English for Vocational Purposes (Swales:1985).

In line with this, the researcher can conclude that the ESP-based curriculum is a curriculum that is intended for learners for certain purposes and initially a needs analysis of students must be carried out by the teacher in determining learning goals and targets. they're English because the learning materials are designed based on certain fields of science, so they are expected to have competencies such as reading texts from certain fields of science, increasing their special vocabulary (register), etc.

b. Characteristics Of ESP Curriculum

According to (Septiani:2021) characteristics of ESP consist of absolute and variable, where are the characteristics absolute will be more specified to the learning process as well as the methodology used specifically according to the field of knowledge of each user. Competency-based instruction carried out based on the use of a competency-based syllabus is a more traditional way of viewing skill-based instruction (Kranke in Lundstrom: 1996) It is widely adopted in vocationally oriented education and ESP programs.

Competencies are a description of the essential skills, knowledge, and attitudes required for the effective performance of particular tasks and activities. In other words, competencies refer to behavioral objectives in that they define what learners can do as the result of instruction(Kranke in

Lundstrom:1996) The characteristics of competency-based instruction described by Joyce may underlie its implementation in the ESP program:

- 1) Specific, measurable competency statement;
- 2) Content-based on learner goals/outcomes/competencies;
- 3) Use a variety of instructional techniques and group activities;
- 4) Use texts, media, and real-life materials geared to targeted competencies;
- 5) Focus on what learners need to learn;
- 6) Provide learners with immediate feedback on assessment performance; pace instruction to learner needs;
- 7) Have the learner demonstrate mastery of specified competency statements.

Especially for the ESP program in which both language and content are taught within the classroom, such analysis of students' needs and interests in learning gains primary concern and precedes all stages of the curriculum design procedure. Besides the needs analysis result, the important factor which affects the selection and organization of curriculum content is the kind of reference that teachers and curriculum designers may make to the general language ability of students. In this organization stage, collaboration with content teachers is needed to provide beneficial inputs regarding instructional objectives, materials, methods, and evaluation. Especially in ESP teaching, the role of instructional material is more than solely what learners should be instructed. Since it is designed based on the learners' needs and interests, besides it serving as a source of language and reference, it also functions as learning support, for motivation and stimulation. ESP materials may seek to provide exposure to the specialized genres and registers in ESP to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate learners through providing achievable challenges and interesting content, and provide resources for self-study outside the classroom (Evans: 1998).

According to (Taba, 1962) it can be concluded that curriculum design involves a logical sequence of three main stages:

1) Need analysis

- a) Analysis of learning situation and theoretical view of learning, this process is useful for knowing the attitudes, wants, and potential of learners and teaching situations.
- b) Analysis of target situation and theoretical view of language, this process aims to identify skills and knowledge needed to function in the target situation.

2) Content specification

- a) Formulation of objectives, teachers formulate the learning objectives they want to achieve in the ESP teaching and learning process.
- b) Selection of content, the teacher chooses teaching materials that are considered appropriate to be given to students, this is also based on the results of the need analysis.
- c) Organization of content, the teacher manages the material that will be given to students so that the learning process is carried out directed, and also clear to achieve learning objectives.

3) Syllabus organization

- a) Selection of learning activities, the teacher chooses what activities are suitable for the material and learning objectives, this is also based on the results of the needs analysis that was carried out first.
- b) Organization of learning activities, the teacher manages the activities that will be carried out in the classroom so that the learning process can be directed according to the learning objectives
- c) Decisions about what needs evaluating and how to evaluate, the teacher evaluates the final design of the above process before it is implemented on students and of course also provides solutions to problems that will arise in the implementation process.

From the explanation above, the researcher also conclude that the ESP-based curriculum is a learning planning unit that includes materials, tools, and special learning methods for students who can learn English in their fields or majors who want to achieve learning targets. and the ESP curriculum itself is contained in the competency-based curriculum section which is in line with the goals of ESP itself, namely providing learning according to the competency needs of the students themselves and also in designing an ESP-based curriculum that also requires several stages based on: needs analysis, content specification, and syllabus organization, This is what makes the ESP-based curriculum very suitable to be applied in various vocational high schools because the basis of ESP itself focuses on which competencies students want to master.

6. The Vocational High School

a. Definition of Vocational High school

A Vocational high school is a form of vocational education unit at the upper secondary education level, where students are required to work in certain fields.

In UUSPN Number 20 Article 3 explained in article 15 of 2003 states that a vocational high school is a secondary education level unit that prepares students to work in certain fields after completing their studies. Vocational high school is a secondary education and formal education pathway from the education unit system (Irwanto:2021).

Apart from that, according to (Riswandi & Apdeni:2021) vocational schools are a subsystem of education providers in Indonesia which is a vehicle for forming and creating human resources who have the abilities and competencies as expected in the industrial world and the current era of globalization. The role of vocational schools is expected to improve the quality of education in Indonesia in carrying out educational development.

Besides the explanation above, the definition of vocational education according to some education experts as quoted by (Yanto in Rafli et al.: 2023) are:

- 1) Smith Sughes Act stipulates that vocational education is a special type of education whose programs are designed for people who want to learn how to work alone or in groups.
- 2) According to Ralph C Wenrich, vocational education is a type of preparatory education for work done in secondary schools. Professional education is university-based job preparation education.
- 3) According to Thomas H. Arcy, vocational education is defined as "a structured educational program directly related to training people for jobs for money or unpaid labor, or extra preparation for a profession."
- 4) According to Curtis H Bradley and Friedenber, vocational education is the training or retraining of learners in the form of information, skills, and attitudes necessary to work and refresh skills and further growth in the workplace before obtaining a bachelor's degree. Based on the description above, vocational high schools can be defined as schools that improve and continue basic education and prepare students to work, either alone or in groups, in certain disciplines. The main objective of vocational schools is to prepare students for entering the world of work. Thus the existence of the vocational school is expected to be able to produce middle-level workers who are ready to use, in other words, vocational schools are required to produce graduates who are ready to work.

Based on the description above, it can be concluded that the Vocational High School is one of the vocational education institutions in charge of preparing students by providing knowledge and skills to be able to work following their competencies and expertise programs, and also have high adaptability and competitiveness when working. enter the world of work. Vocational education not only prepares students for work but also prepares them to be ready, professionally, to respond to the values they will face.

Workplace expectations, essentially demand quality workers who not only prioritize talent but also attitudes towards the workplace, such as accountability, discipline, honesty, and others.

b. The Purpose of Vocational High School

Vocational school has many skills courses. The skills program implemented by a vocational school is adjusted to the demands of the existing world of work. Career-level skills programs are also adapted to societal and market needs. Vocational education is secondary education designed to prepare students especially to work in certain fields.

Students can choose the field of specialization they are interested in at a vocational school. The vocational school program is designed to prepare students to work directly in the world of work. The content of SMK subjects is structured to suit the needs of the existing world of work. This is done so that students do not face significant difficulties when entering the world of work. Through a study period of approximately three to four years, SMK graduates are expected to be able to work according to their expertise.

Vocational school education has different characteristics from other educational units. These differences can be assessed from educational goals, lesson substance, educational demands, and graduates. Vocational education aims to improve intelligence, knowledge, personality, noble character, and students' skills to live independently.

According to Law Number 20 of 2003 Article 15 the objectives of vocational secondary education are as follows:

- 1) Preparing students who are productive and able to work well based on their expertise program.
- 2) Prepare students who can adapt to their work environment and can maintain a professional attitude according to their field and expertise.

- 3) Facilitate students with available knowledge at the vocational high school level to develop themselves independently (Riswandi & Apdeni:2021).

From this, we can understand that the level of education in Vocational High Schools (SMK) also has the advantage that these SMK graduates can be ready to enter the world of work because in SMK education students are equipped with special skills both in theory, technique and practice according to the expertise program the selected. In addition, SMK graduates also have the opportunity to open their businesses or create jobs independently with their expertise. Even this does not rule out the possibility that the business opened will be able to provide jobs for other people.

7. Teaching ESP In Vocational High Schools

The syllabus for teaching English in vocational school is still focused on teaching general English or still using the approach General English (GE). Each uses the same syllabus so that the material is not oriented to the field of study of each department, while the suitability of the syllabus to the field of study for vocational students is one of the factors that influence the success or failure of learning. Thus, the creativity of English teachers in vocational school is very much needed to be able to design a syllabus for English courses that are following the professional needs that will be undertaken by students when they graduate from majors at their school or by applying English for Specific purposes (ESP), (Hamidah & Yanuarmawan:2019).

From the explanation above, the researcher can conclude that the process of implementing the ESP-based curriculum in vocational high schools is still not effective and not comprehensive, this is caused by several factors, one of which is the process of designing both the syllabus, teaching materials, teaching media and others are still influenced largely because of the English General (EFG)-based curriculum material, where we know that in vocational high schools should have used ESP for English subjects that are adjusted to the

student's majors chosen and following the needs of students in the field of study listed by students at school vocational intermediate.

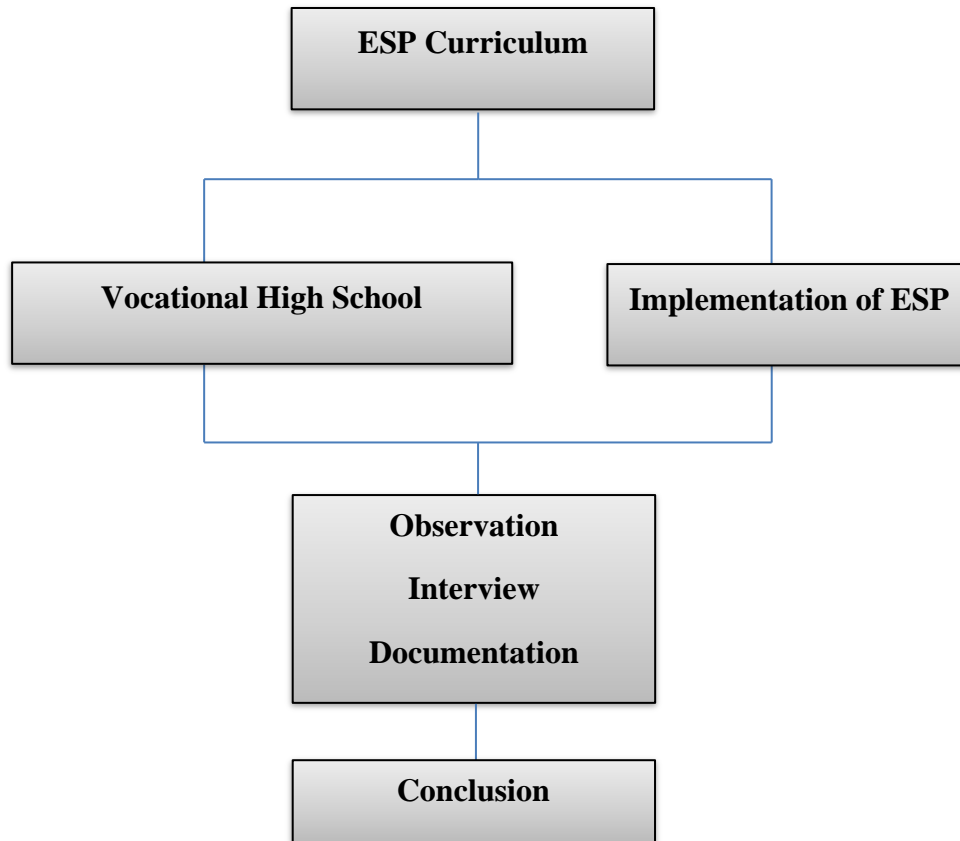


Figure 2.2 Conceptual framework

This research was investigated the implementation of English for Specific Purposes (ESP) curriculum in vocational school. The researcher also analyzed the data by using qualitative data analysis. Observation, interviews and documentation was used for data collection.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The Conclusion was drawn based on the research question and category of this research, as follows:

1. The researchers found that there were several things that an English teacher at Labuang State Vocational School did in implementing the ESP curriculum, especially in the Computer and Network Engineering (TKJ) major. They were need analysis, content specification, and syllabus organization. The first thing the teacher does in implementing the ESP curriculum in teaching English at the TKJ major is by conducting a needs analysis or diagnostic test to find out the abilities and needs of students. The second is to carry out content specification management which includes; formulation of learning objectives, formulation of teaching materials, and preparation of material to be given to students. And the third is the syllabus organization which includes; the selection of learning activities, organizing learning activities, and evaluation.

B. Suggestion

1. This research is still lacking many things and is far from perfect. So the researcher expects that there will be another researcher who will investigate the implementation of curriculum ESP in vocational high schools.
2. Provide suggestions for learning applications that are suitable for use in the learning process, especially in a vocational school.
3. This research can also be a reference material for further research that may discuss the same problem related to ESP.

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APPENDIXES

Appendix 1.1. Interview Protocol

1. How do you implement ESP in English subjects in your class?
2. Do you have another way or another method of implementing ESP in English subjects?
3. Have you been successful in implementing ESP in English subject in your class?
4. How would you design materials based on the ESP curriculum for vocational school?
5. Do you have problems or difficulties in implementing this ESP?
6. Does the teacher carry out the process of analyzing learning situations? This process is useful for knowing the attitudes, desires and potential of students in learning English
7. Does the teacher conduct a target learner analysis process? This process is intended to identify the skills and knowledge required to function in the target situation
8. Do you formulate learning objectives in the process of teaching and learning esp ?
9. Does the teacher choose teaching materials that are considered appropriate to be given to students, this is also based on the results of the required analysis?
10. Does the teacher manage the material that will be given to students so that the learning process is carried out directed and also clear to achieve learning objectives?

11. Does the teacher choose what activities are suitable for material and learning objectives, this is also based on the results of the needs analysis carried out first?
12. Does the teacher evaluate the final design of the learning process and provide solutions to problems that will arise in the implementation process?

Source : Khosiyono (2018)