

**EXPLORING PRE-SERVICE TEACHERS' CHALLENGES IN  
TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP)  
DURING TEACHING PRACTICUM**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana  
Pendidikan* in English Education



By :

**DELA RIZQIANINGSIH**

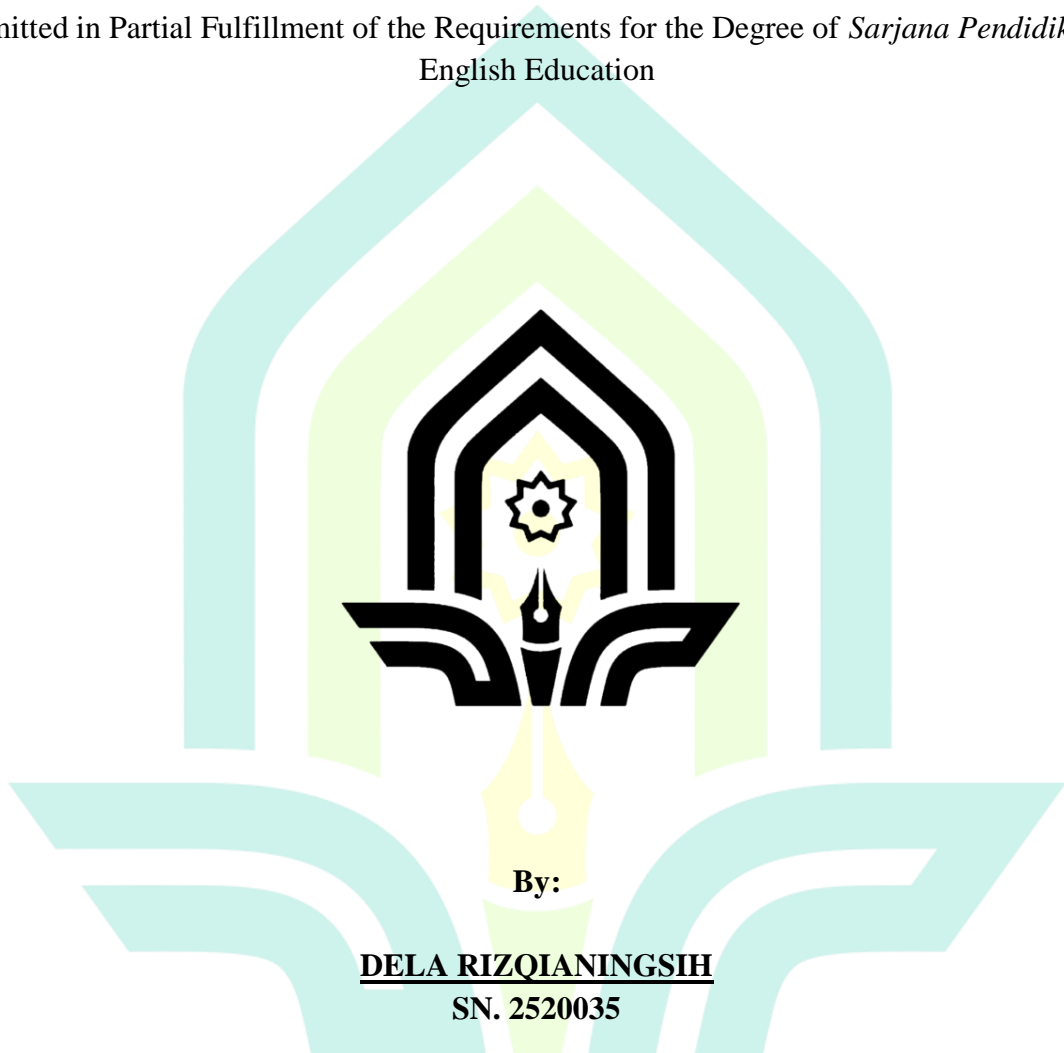
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**ENGLISH EDUCATION DEPARTMENT  
EDUCATIONAL AND TEACHERS TRAINING FACULTY  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2024**

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EDUCATIONAL AND TEACHERS TRAINING FACULTY  
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K.H. ABDURRAHMAN WAHID PEKALONGAN**

**2024**

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*Assalamu 'alaikum Wr.Wb.*

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During Teaching Practicum

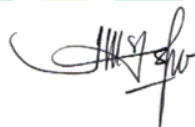
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Demikian nota pembimbing ini dibuat untuk digunakan  
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*Wassalamu 'alaikum Wr.Wb.*

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Pembimbing



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(ESP) DURING TEACHING PRACTICUM**

Has been examined and approved by the panel of examiners on Thursday, 24<sup>th</sup> October 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

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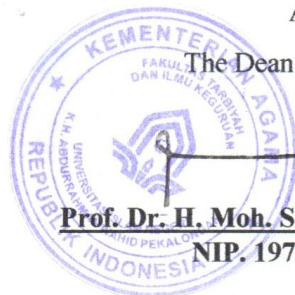
  
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## **MOTTO**

“Everyone has a happy ending.

If you are not happy, it is not the end.”

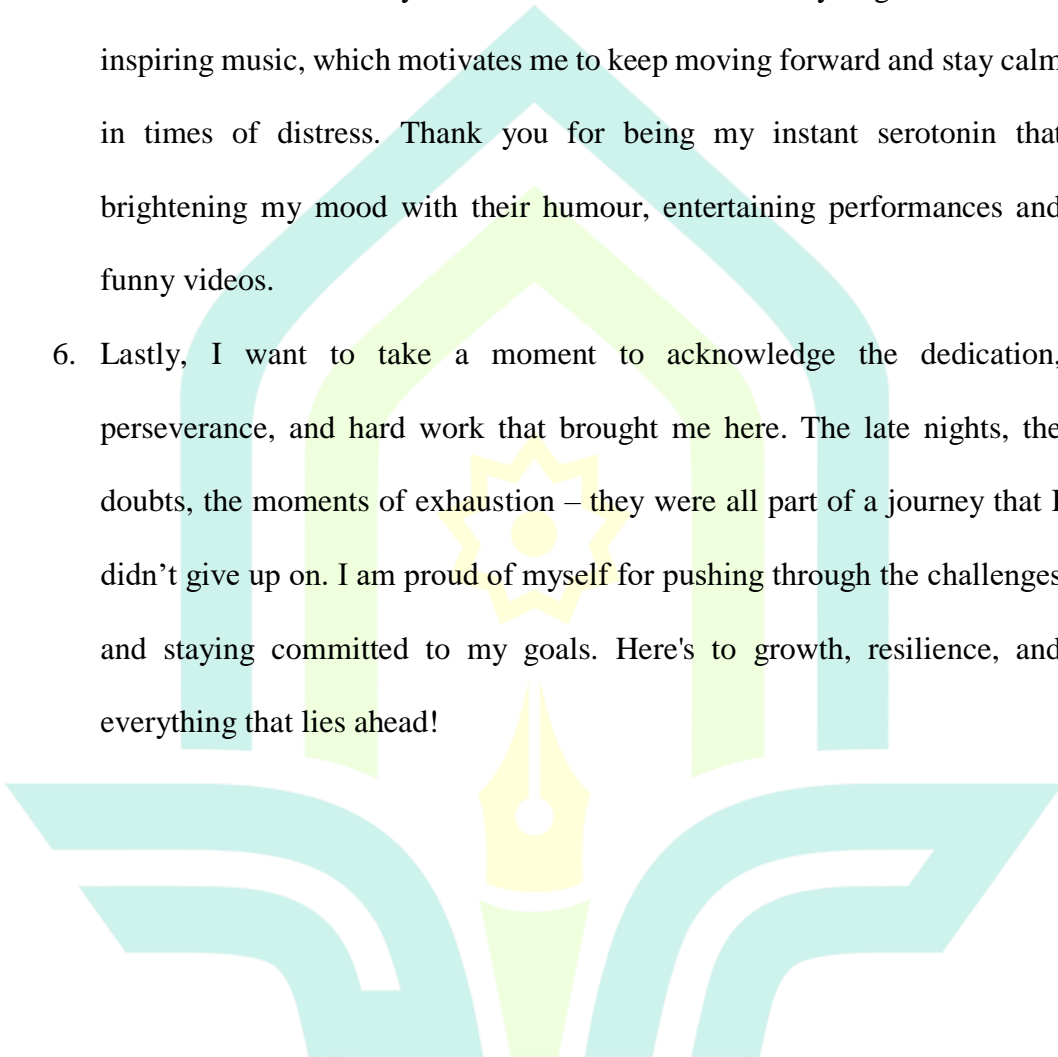


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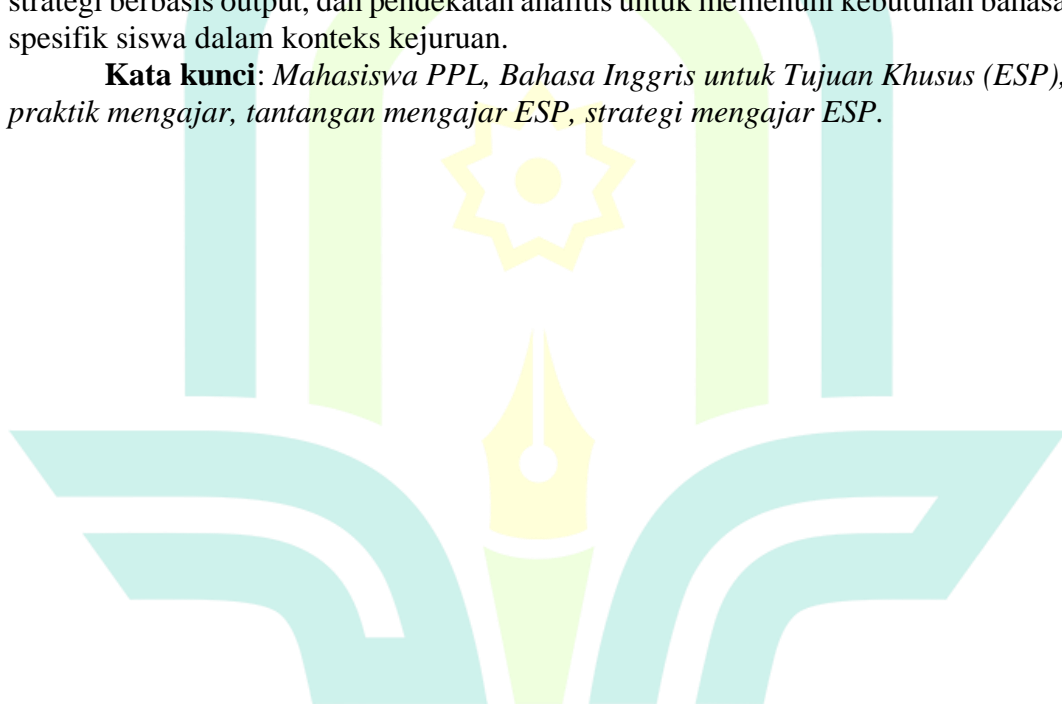




## ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi tantangan yang dihadapi oleh mahasiswa yang bertugas sebagai guru pra-jabatan selama praktik mengajar Bahasa Inggris untuk Tujuan Khusus. Penelitian ini dilaksanakan di sebuah Sekolah Menengah Kejuruan di Pekalongan, Jawa Tengah, Indonesia dengan melibatkan tiga orang guru prajabatan dengan orientasi mengajar di jurusan yang berbeda-beda. Selain itu, penelitian ini juga mengkaji strategi yang digunakan oleh para *Mahasiswa PPL* ini untuk mengatasi tantangan tersebut dan sekaligus membekali peserta didik dengan kompetensi yang dibutuhkan dalam pengajaran ESP. Dengan menggunakan desain kualitatif dengan pendekatan inkuiri naratif, penelitian ini memberikan wawasan tentang pengalaman nyata para guru prajabatan selama praktikum. Temuan penelitian ini mengungkapkan beberapa tantangan utama dalam mengajar ESP, termasuk topik yang tidak sesuai untuk proses pengajaran, kurangnya pengetahuan dan pengalaman, kerangka teori yang tidak memadai untuk mendukung pengajaran ESP, jadwal mengajar yang padat, dan karakteristik siswa yang beragam. Terlepas dari tantangan-tantangan ini, para peserta menggunakan berbagai strategi untuk mengatasi kesulitan mereka, seperti strategi berbasis input, strategi berbasis output, dan pendekatan analitis untuk memenuhi kebutuhan bahasa spesifik siswa dalam konteks kejuruan.

**Kata kunci:** *Mahasiswa PPL, Bahasa Inggris untuk Tujuan Khusus (ESP), praktik mengajar, tantangan mengajar ESP, strategi mengajar ESP.*



## ABSTRACT

This study aims to explore the challenges faced by pre-service teachers during their English for Special Purposes (ESP) teaching practice. The study was conducted at a vocational high school in Pekalongan, Central Java, Indonesia, involving three pre-service teachers with different teaching orientations. In addition, this study also examines the strategies used by these pre-service teachers to overcome these challenges and at the same time equip learners with the competencies needed in teaching ESP. Using a qualitative design with a narrative inquiry approach, this study provides insights into the real experiences of pre-service teachers during the practicum. The findings of this study reveal some key challenges in teaching ESP, including inappropriate topics for the teaching process, lack of knowledge and experience, insufficient theoretical frameworks to support ESP teaching, too many teaching schedules, and diverse student characteristics. Despite these challenges, the participants used various strategies to overcome their challenges, such as input-based strategies, output-based strategies, and analytical approaches to meet students' specific language needs in a vocational context.

**Keywords:** *Pre-service teachers, English for Special Purposes (ESP), teaching practice, ESP teaching challenges, ESP teaching strategies.*



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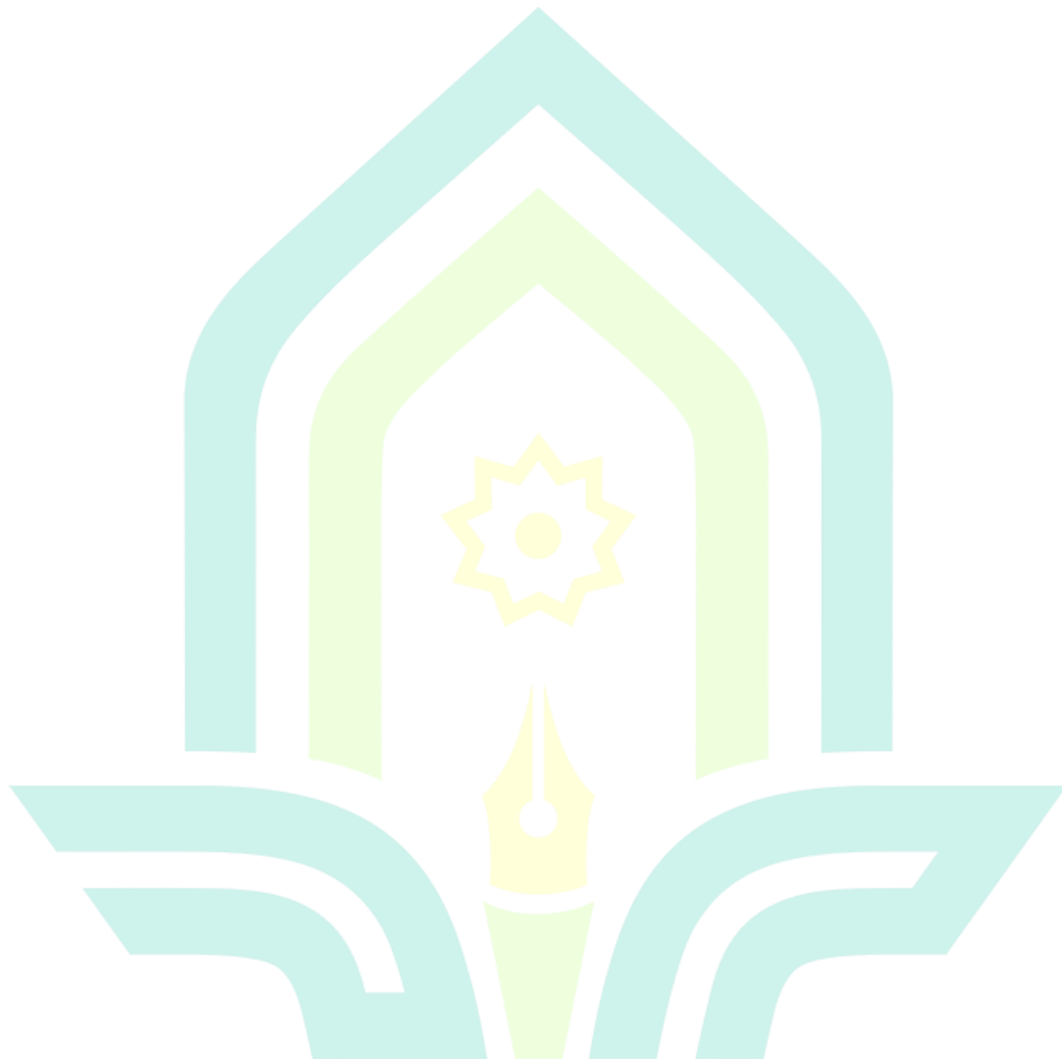
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In the Indonesian context, English is a foreign language that is taught at all levels, starting from elementary school to university (Pratiwi et. al., 2022). English is an important international language in education, including in Vocational High Schools (VHS). In Vocational High Schools, English teaching has a crucial role in preparing students to enter the increasingly globalized world of work. Along with the times, the demand for specific English language skills by the field of work is also increasing. Teaching English in Vocational High School demands different knowledge of materials, methods, and strategies (Mulyah & Aminatun, 2020). Therefore, teaching English for Specific Purposes (ESP) is relevant and important in vocational high schools.

English for Specific Purposes (ESP) as explained by Hutchinson and Waters (1978), is an approach to English language teaching that focuses on the specific needs and goals of the learners. Unlike general English teaching, ESP is designed to meet specific communicative needs in the context of a particular job or field of study. It enables learners to develop English skills that are relevant to their future profession or field of work. Thus, language begins to be understood differently depending on the context, participants, and purpose. As a result, there has been a shift in emphasis towards the needs of students and the need to develop materials specifically designed for those needs.

According to Basturkmen (2010), ESP is related with the idea of a specifically designed English subject to satisfy the demand for communication in the realm of science and technology. ESP is necessary for students in VHS because it focuses on the use of English in contexts that are relevant to the student's field of expertise. Theoretically, teaching English in Vocational High Schools (VHS) should relate to and support specific skills required by students based on their major (Natsir et. al., 2022). Therefore, its learning is designed to meet the specific needs of students who enter the workforce in various fields, such as engineering, tourism, office, fashion, health, and business.

Although ESP teaching is useful as an approach to English language teaching, there are often challenges in teaching ESP. Because, ESP requires adapting to specific needs, age groups, and language levels, while incorporating field-specific knowledge to effectively prepare learners for relevant tasks in various contexts (Adam et. al, 2013). Some of the teachers encountering critical incidents related to behavioral issues and students' language proficiency (Asih et.al, 2022), the lack of trained ESP teachers also leading to students not having the necessary English proficiency for ESP courses (Hindeme et.al, 2022), the need for ESP teachers to continuously develop their professional competence due to the rapidly changing specific knowledge landscape (Miranda et.al, 2021), and the importance of integrating global issues into ESP classrooms to enhance the development of professional skills and global competence among learners (Yana et.al, 2021).



In addition, based on pre-research observation, teaching ESP for pre-service teachers during teaching practicum often poses a number of challenges for pre-service teachers. This is because pre-service teachers may not fully understand the specific needs that need to be taught to their students if their own knowledge of English is still too general. For example, in the office field, students need to learn vocabulary and communication skills specific to office work situations, such as sending emails, taking calls, or organizing meeting schedules. In fashion design, students need to understand terms and concepts related to the design, production and marketing of clothing. While in motorcycle bike technique, the students may need to learn technical vocabulary, assembly instructions or maintenance procedures to prepare them for work in the automotive industry. Thus, PSTs need to prepare enough lessons and learning strategies that are suitable for students.

Based on this phenomenon, this study aims to further explore pre-service teachers' challenges in teaching English in vocational schools during teaching practice and their strategies for overcoming these challenges. The results of this study are expected to contribute to the development of English teacher education, especially teaching practicum programs to be more concerned in preparing relevant knowledge to the needs of ESP teaching in vocational schools. By understanding the ESP challenges and strategies from PSTs, various groups such as teacher institutions, schools, and other stakeholders can collaborate to formulate appropriate and innovative solutions in the future. This

is ultimately expected to help the quality of English education and equip students with the English competencies needed to enter the workforce.

## **1.2 Identification of the Problem**

ESP is needed not only for university students, but also for Vocational High School (VHS) students. This is because English teaching in VHSs must be tailored to the specific needs of each major they choose, such as office administration, fashion, or automotive, etc. The different needs of English in various majors of VHS become a challenge for English education pre-service teachers in implementing teaching practicum or Praktik Pengalaman Lapangan (PPL) in Indonesian term. Pre-service teachers in teaching English for Specific Purposes (ESP) encounter various challenges during their teaching practicum. The pre-service teachers often face challenges when applying appropriate teaching techniques based on students' needs and skills because they do not have a deep understanding of the specific English needs for each department in the Vocational High School. Meanwhile, they have to be professional and adapt to the situation in a short period of time, even with the lack of supporting resources such as textbooks that are still too general and not suitable for specific needs. Thus, this study is expected to provide insight for future students or pre-service teachers who may face challenges teaching ESP. The teaching strategies that PSTs used in this thesis provide useful recommendations to enhance ESP teaching preparation.

### **1.3 Research Limitations**

Based on the research topic, the researcher set the boundaries of this study, these boundaries are related to the challenges faced by pre-service teachers during the teaching practicum at VHS and the strategies used to overcome the challenges. Thus, this study emphasized the problem within the scope of teaching English for specific purposes, especially in different departments at VHS. The limitations of this study also focused on the strategies used by PSTs.

### **1.4 Formulation of the problem**

1. Why did the pre-service teachers face challenges in teaching ESP during teaching practicum?
2. How did pre-service teachers overcome the challenges in their teaching ESP and equipping students with the needed competencies?

### **1.5 Operational Definition**

1. Pre-Service Teacher

According to Andani (2019), pre-service teachers can be referred to as teacher candidates who attend undergraduate teacher education. Pre-service teacher is a teacher candidate participating in a teaching program, such as a teaching certification program or a bachelor of education (Asman et. al., 2023). Pre-service teachers which be abbreviated as PSTs are those who pursue relevant degrees in order to become teachers in the future, according to Bağcı & Pösdek (2019). They can obtain relevant and adequate information through the pre-service teacher education program, observe

teachers in authentic environments, and gain experience with mentors, supervisors, and cooperating teachers. Pre-service teachers are supposed to be highly qualified individuals who understand the national education system. Educators not only teach and guide students, provide learning outcomes, prepare necessary administration, and other activities, but also strive to develop scientific insights that become authoritative (Abdullah, 2017; Lambangsari, 2011). Pre-service teachers need to be prepared for employment in the teaching profession based on those qualifying standards.

## 2. Teaching Practicum

The practicum program or in Indonesian terms better known as the Praktik Pengalaman Lapangan (PPL) program is a place where pre-service teachers learn and process to become teachers in a school context. The teaching practicum is deemed the most beneficial component of teacher education for pre-service teachers, as it significantly influences their professional development and perspectives on the teaching profession (Mtika, 2011). Teaching practicum is not only limited to physical places such as classrooms but includes the visible and the invisible. Starting from how to prepare lessons, get to know students, manage the class, work and learn from tutors, and get along and socialize with all members of the school as a community (Usimaki, 2009).

## 3. English for Specific Purposes

Hutchinson and Waters (1987: 16) state that English for Specific Purposes (ESP) is “an approach to language teaching which is directed by

specific and apparent reasons for learning”. The term "English for Specific Purposes" (ESP) describes the teaching and learning of English with the aim of enabling learners to use the language in a specific context (Blackwell, 2013).

### **1.6 Aims of the Study**

This study aimed to investigate the challenges experienced by pre-service teachers during teaching practice in a vocational high school context. This relates to teaching English for specific purposes as well, in this case, the English subjects taught should be more focused on the students' majors. Therefore, the researcher wanted to investigate how the pre-service teachers overcame the challenges with ESP teaching strategies.

### **1.7 Significances of the Research**

The result of this research is expected to be useful information for:

1. Theoretically

The information in this research is expected to contribute and support the theory of Helen Basturkmen (2006) about teaching ESP.

2. Empirically

This research provides an empirical understanding of what students do to overcome challenges during teaching practicum.

3. Practically

By understanding the challenges faced by students, this research is useful in providing insight for readers especially pre-service teachers who experience challenges in teaching ESP and develop learning strategies that

are more effective and suit their needs. Apart from that, for future researchers, this research can provide input related to teaching practicum.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

This study has identified various challenges faced by pre-service teachers in teaching English for Specific Purposes (ESP) during teaching practicum through interviews, documents, and observations. The results show that pre-service teachers have faced several main challenges, namely inappropriate topic for teaching process, lack of knowledge and experience, lack of theoretical framework to support teaching English for Specific Purposes, too many teaching schedule and diverse characteristics of students.

Nonetheless, this study also found that the participants were able to adapt to the challenges and developed several strategies to overcome the challenges. The strategies include input-based strategy, where materials are selected based on inputs relevant to students' needs; output-based strategy, which focuses on the desired learning outcomes; and an analytical approach to analyse specific language needs in ESP, which helps pre-service teachers identify their students' needs to tailor materials according to students' majors and professional contexts.

Overall, this study highlights the complexity of ESP teaching for pre-service teachers and shows that although they face various challenges, they are also able to develop creative and adaptive solutions to overcome them and equip students with the needed competencies. This experience

teaches them to be adaptable and flexible to the teaching challenges that exist in the real world.

## 5.2 Sugestions

The researcher understands that there are shortcomings in this study, because this study only uses three participants and they conduct teaching practicum in the same school, although their teaching orientation is different. Therefore, future feedback and improvements are needed to enrich the understanding of the challenges and solutions in teaching ESP, especially for pre-service teachers. In addition, the researcher provides some suggestions that are expected to help further development in teaching ESP and improving the quality of teaching practicum.

### 1. For undergraduate students

Students who will be teaching ESP should make more in-depth preparations in terms of knowledge of the students' vocational fields. Learning more about the specific needs of the majors to be taught, both in terms of language and professional content, will greatly help in compiling relevant and interesting materials. Carrying out a full pre-teaching observation can also provide a better insight into the characteristics of the students and the challenges they may face.

### 2. For educational institutions

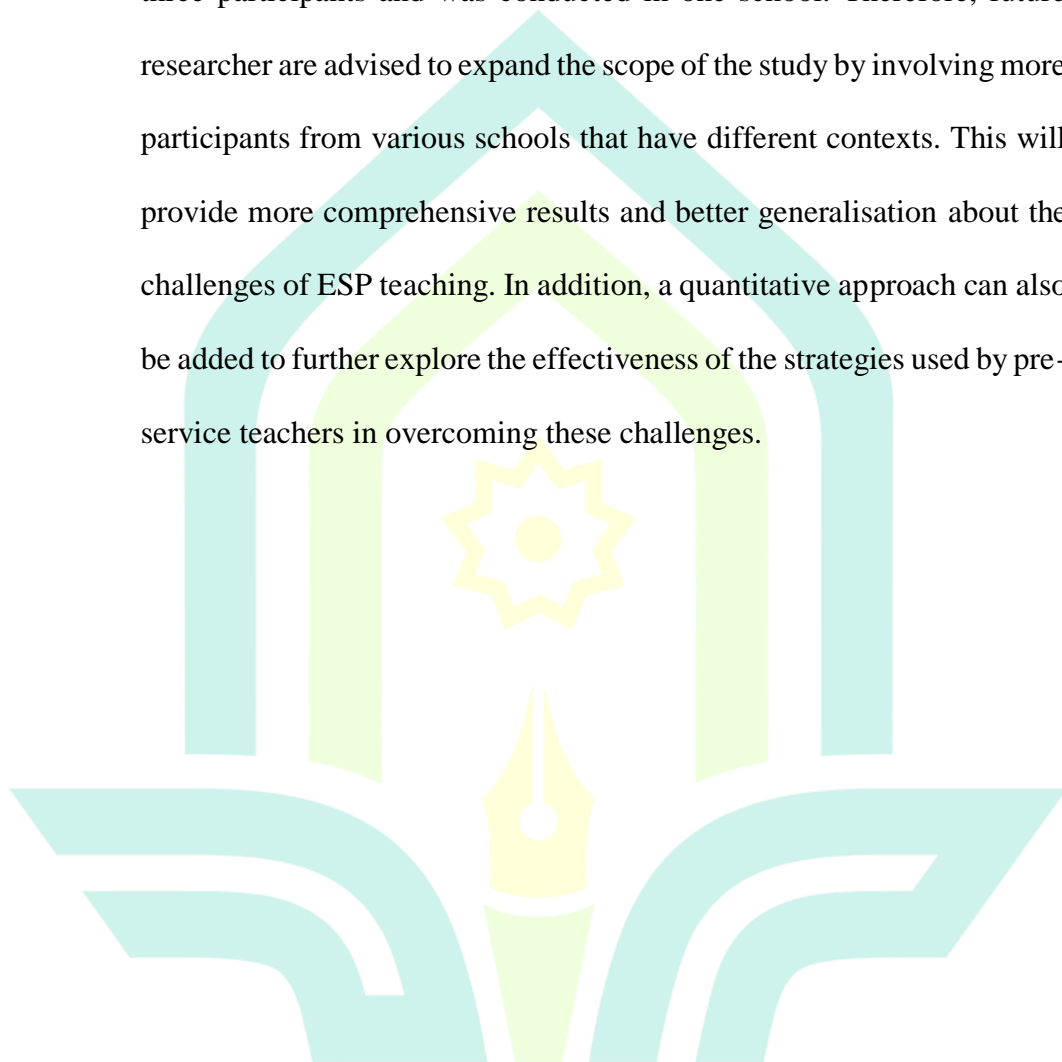
Schools and educational institutions are expected to provide more support to pre-service teachers who teach ESP, especially in the form of training and guidance. The development of ESP-such as specific training



modules for beginning teachers would be very beneficial, including the provision of resources and materials relevant to vocational needs.

3. For the future researcher

This study still has limitations, especially because it only involved three participants and was conducted in one school. Therefore, future researcher are advised to expand the scope of the study by involving more participants from various schools that have different contexts. This will provide more comprehensive results and better generalisation about the challenges of ESP teaching. In addition, a quantitative approach can also be added to further explore the effectiveness of the strategies used by pre-service teachers in overcoming these challenges.



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