

**PORTRAYING ENGLISH TEACHING PROCESS ON  
TOURISM MAJOR AT VOCATIONAL HIGH  
SCHOOL S-3 IDHATA IN ACADEMIC YEAR  
2021/2022  
THESIS**

This Thesis is Submitted to Fulfill the Requirement for 'sarjana' Degree in  
English Language Education



**Written By :  
UMY NURYANA  
NIM. 17551071**

**English Tadris Study Program  
FACULTY OF TARBIYAH  
INSTITUTE COLLEGE FOR ISLAMIC STUDIES  
(IAIN) CURUP  
2024**

Hal : Proposing of Thesis Munaqasyah  
Kepada  
Yth Bapak Ketua Jurusan Tarbiyah IAIN Curup  
Di –  
Curup

*Assalamualikum wr.wb*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama Umy Nuryana, 17551071 Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **“Portraying English Teaching Proses on Tourism Major at Vocational High School S-3 IDHATA in Academic Year 2021/2022”** Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat di terima, terlebih dahulu diucapkan terimakasih.

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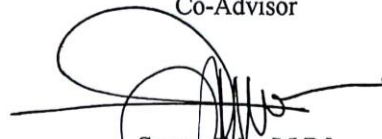
Advisor



Jumatul Hidayah, M.Pd

NIP.19780224 200212 2 002

Co-Advisor



Sarwo Eddy, M.Pd

NIP.19810607 202321 1 011

## STATEMENT OF OWNERSHIP

The writer who sign below :

Name : Umy Nuryana  
NIM : 17551071  
Departement : Tarbiyah  
Study Program : English Tadris Study Program

I here by certify that this thesis entitled "*Portraying English Teaching Proses on Tourism Major at Vocational High School S-3 IDHATA in Academic Year 2021/2022*" is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources, and are properly acknowledged in the text.

Curup, February 2024

The Researcher



Umy Nuryana

NIM. 17551071



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP  
FAKULTAS TARBIYAH**

Jl. Dr. AK Gani No. 01 PO 108 Telp. (0732) 21010-21759 Fax 21010 Kode Pos 39119  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

**APPROVAL**

Nomor: 1698 /In.34/F.TAR/I/PP.00.9/08/2024

Name : Umy Nuryana  
NIM : 17551071  
Faculty : Tarbiyah  
Department : English Tadris Study Program  
Title : Portraying English Teaching Process on Tourism Major at Vocational High School S-3 IDHATA

Had Examined by examining board of English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day/Date : Friday, February 16<sup>th</sup> 2024  
Time : 08.00-09.30 AM  
At : Room 01 of The Department of English Tadris Study Program

Had been received to fulfill the requirement for the degree of *Strata I* in English Tadris Study Program of *Tarbiyah* Faculty IAIN Curup.

Curup, August 2024

Examiners,

Head,

Jumatul Hidayah, M.Pd  
NIP. 19780224 200212 2 002

Examiner I,

Henny Septia Utami, M.Pd  
NIDN. 2016098903

Secretary,

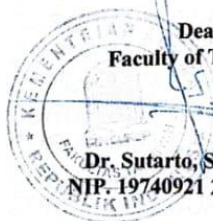
Sarwo Edy, M.Pd  
NIP. 19810607 202321 1 011

Examiner II,

Dr. Paudi Gasmuliana, M.Pd.  
NIP. 19840817 201501 1 004

Dean

Faculty of Tarbiyah



Dr. Sutarto, S.Ag., M.Pd  
NIP. 19740921 200003 1 003

## PREFACE

All praises be to Allah SWT, help and support from All of Lecturers, family and friends that the Researcher had finally finished writing her thesis entitled **“Portraying English Teaching Process on Tourism Major at Vocational High School S-3 IDHATA in Academic Year 2021/2022”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore the researcher really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the Researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, February 2024

The Researcher



Umy Nuryana

NIM. 17551071

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took a long time. It's never too late, each of you has your own time. This is your achievement that you should be proud of.

Finally the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in English Study Program. For acknowledgmen above and those are not mentioned, may Allah SWT give them the best reward.

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The Researcher



Umy Nuryana

NIM. 17551071



## **“MOTTO”**

*“Allah has perfect timing, never early, never late. It takes a little patience and a lot of faith, but it's worth the wait.”*

*“You’ve done your best so far.”*

*“Boleh jadi kamu membenci sesuatu padahal ia amat baik bagimu, dan boleh jadi pula kamu menyukai sesuatu, padahal ia amat buruk bagimu, Allah mengetahui sedang kamu tidak mengetahui.”*

*(QS. Al-Baqarah : 216)*

## ABSTRACT

**Umy Nuryana : Portraying English Teaching Proses on Tourism Major at Vocational High School S-3 IDHATA in Academic Year 2021/2022**  
**Advisor : Jumatul Hidayah, M.Pd**  
**Co-Advisor : Sarwo Edy, M.Pd**

This research discovers about the process of English teaching at Tourism Major of SMK S-3 IDHATA, Rejang Lebong. This Descriptive research discusses Portraying English Teaching Proses on Tourism Major at Vocational High School S-3 IDHATA in Academic Year 2021/2022. The research was conducted in SMK S-3 IDHATA, Rejang Lebong. The participant was two English teachers who teach in Tourism Major. They are given an interview and observation to determine the process of English teaching in tourism major at SMK S-3 IDHATA. After gaining the data, the researcher analyses the data by interpreting the interview result and confirmed by observation. The result of the research shows that there 8 processes done by the teachers in teaching English at Tourism Major at SMK S-3 IDHATA, Rejang Lebong. They are: first, Career-Oriented Curriculum, secondly, Practical Training, thirdly, Industry-experienced Instructor, the Fourth, Project Based-Learning, Fifth, Internship and Work Placement, Sixth, Soft Skill Development, Seventh, Assessment and Certification, the last, Continuous Improvement.

***Keywords: Teaching Process, Vocational high School, Tourism major***

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English for special purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the learner's goal is to use English in a specific domain. The teaching of English for a specific purpose, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce according to Benesch et al.<sup>1</sup> One of ESP major is Tourism. ESP (English for Specific Purposes) in the context of a Tourism major focuses on teaching English language skills tailored specifically for students pursuing careers in the tourism industry. It helps them communicate effectively with tourists, colleagues, and industry professionals. The program includes industry-specific vocabulary, communication skills for hospitality, travel, and customer service. Students engage in role-plays and simulations to practice real-life scenarios and improve problem-solving abilities. Reading and writing for tourism are emphasized, as well as cultural awareness and cross-cultural communication. The program may also cover essential professional skills and incorporate language learning technology. Overall, ESP for Tourism majors prepares students for successful careers in the diverse and global tourism industry.

Therefore, English has an important role for the tourism industry to communicate, negotiate, and conduct transactions with tourists. Because the tourism industry is one of the fastest growing businesses in Indonesia, it plays an

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<sup>1</sup> Benesch, S. (2001) *Critical English for Academic Purposes: Theory, Politics and Practice*. New Jersey: Lawrence Erlbaum Associates Inc.

important role in increasing the country's income. The tourism sector is an important part of the country's economy. Employees in the tourism sector (tourism organizations, travel agencies, hotels and other accommodation facilities) must be fully prepared to meet all kinds of demands made by their clients. In line with this program, English as an international language is used for communication in many business activities in the world. One of them is the tourism industry according to Rahamdina.,Harahap et al.<sup>2</sup>

In this case, Teaching English process is very important in developing students' English skills in vocational high school. Teaching process is considered as the foundation of teaching in term of students' understanding, the results of good teaching process is to assist teachers in identifying students' professional needs in terms of language skills in the opinion of Muladi, A. P. Wibawa, & K. M. Moses.<sup>3</sup>

Human resources for the tourism industry can be prepared from the previous level. In this case, SMK can be a bridge to educate and train skilled human resources, especially in the field of tourism. In addition, teaching English in senior vocational schools (SMK) is different from teaching English in secondary schools. The orientation of the Senior Vocational School (SMK) is to prepare students to be able to follow the world of work and business. Hutchinson stated that the English used in speaking and writing differs from one context to another and should cover the needs of each of these departments<sup>4</sup>. it indicates that the teaching process can cover the needs of students in learning English in a

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<sup>2</sup> Harahap (2019). *English for Specific Purpose in Vocational Context*. Aneka Press. P.34

<sup>3</sup> Muladi, A. P. Wibawa, & K. M. Moses. (2017). *A Study of the Impact of Cooperation Between Vocational High School and Industries in Malang City*. 2nd International Conference on Statistics, Mathematics, Teaching, and Research, IOP Conf. Series: Journal of Physics: Conf. Series 1028 (2018) 012077 doi :10.1088/1742-6596/1028/1/012077

<sup>4</sup> Hutchinson (2017). *Teaching Practices in ESP Context*. Physic Press. P.35

particular department that requires analysis used to develop significant goals and content. In addition, the Minister of National Education Regulation states that teaching English in Senior Vocational Schools should aim to: equip students with English communication skills to help them communicate in the context of their area of expertise<sup>5</sup>. This means that the teaching of English in vocational schools must consider the English required in the target situation of each learning.

Senior Vocational Schools are educational institutions that focus on developing certain skills. In general, Senior Vocational Schools provide several study programs for their students. Senior Vocational School aims to educate students to become competent individuals according to their study program. During their studies, students are required to improve their knowledge and apply their soft and hard skills into practice by participating in an internship program or PKL (Field Work Practice). In the future, it is hoped that students become skilled and competitive individuals to enter the business field after they complete their education.<sup>6</sup>

In terms of teaching English, Minister of Education and Culture Regulation No. 60 of (2006) concerning basic English competencies, it is stated that teaching English in Vocational Senior Schools is focused on developing communicative competence. The goal is for students to be able to communicate in the target language orally and in writing accurately and precisely in all four language skills to support their competence in 2 specific programs. To achieve this goal, there are several factors that must be considered such as teachers, media, activities and materials.

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<sup>5</sup> Minister of National Education Regulation (2006). *Teaching English for Vocational High School*.

<sup>6</sup> Minskoff, Esther H., DeMoss, Sherry (1993). "Facilitating Successful Transition: Using the TRAC Model to Assess and Develop Academic Skills Needed for Vocational," *Learning Disability Quarterly*, Vol.16, No. 3, Adults with Learning Disabilities, Summer

The English teaching process in vocational high schools is thoughtfully tailored to cater to the specific needs of students embarking on various career paths. The curriculum is contextualized to align with their chosen vocations, incorporating industry-specific vocabulary and communication skills relevant to their future professions. With a focus on practical language skills, students engage in activities to enhance reading job-related texts, writing reports, and practicing workplace conversations. Emphasis is placed on developing effective listening and speaking abilities, enabling students to confidently participate in group discussions, role-plays, and presentations. For vocational fields such as technology, healthcare, or engineering, English classes may incorporate technical language proficiency to ensure students can communicate effectively about industry-specific concepts.<sup>7</sup>

Furthermore, language support may be offered to students during internships or work placements, facilitating seamless communication with colleagues and supervisors. Project-based learning allows students to apply their language skills to real-world vocational scenarios, honing their problem-solving capabilities. Cultural awareness and cross-cultural communication are also emphasized, preparing students for diverse and international work environments. Through language assessments and the integration of technology, the English teaching process aims to equip students with the language proficiency and confidence needed to excel in their chosen careers, ensuring they are well-prepared for success in their respective fields.<sup>8</sup>

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<sup>7</sup> Haney, R. M. (2002). *Secondary Student Perceptions of Vocational Education*. University of Florida Digital Commons. Dissertation, unpublished, University of Florida, USA.

<sup>8</sup> Thomas, J.W. (2000). *A Review of Research on Project-Based Learning*. Retrieved from <http://www.autodesk.com/foundation> on 5 October 2010.



Moreover, the English teaching process in the tourism major at vocational high schools is tailored to meet the specific needs of students pursuing careers in the tourism industry. The curriculum focuses on industry-specific topics and vocabulary related to travel, hospitality, and customer service. Students develop strong communication skills, with an emphasis on listening, speaking, reading, and writing for tourism contexts. Cultural awareness and cross-cultural communication are also emphasized to prepare students for interactions with tourists from diverse backgrounds. For those interested in tour guiding, specialized language training is provided<sup>9</sup>. Practical training opportunities and internships in the tourism sector may be offered, allowing students to apply their language skills in real-world settings. Assessments and certifications are used to track progress and enhance employability in tourism-related professions. Ultimately, the process aims to produce competent individuals with the necessary language proficiency and cultural competence for successful careers in the tourism industry.

In Rejang Lebong Bengkulu, there are school with tourism major as one of vocational program at SMK S-3 IDHATA. The program connected to the development of students' English skill in tourism industry. This major is only existed in this school at Rejang Lebong. There others vocational high school in Rejang Lebong but there is no Tourism Major program. The program lead students to be able communicate, write, and read and listen in the area of tourism industry. Researcher interviewed a teacher in SMK S-3 IDHATA, she said that students learn english to develop how to communicate well. It is one of the most

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<sup>9</sup> Said Umar, et. al. (2017). *Contribution Of Vocational High School In Improving The Quality Of Human Resources And The Partiality Of Government. International Journal of Current Research*. Vol. 9, Issue, 11, pp.61745-61750

important in this major. Because, students had to develop to communicate with others in the area of tourism industry.

Teaching process in SMK S-3 IDHATA is completely appropriate with students needs as the tourism major. The school provide media, simulation room and English lab to help students practice their English skills in tourism industry. The implementation of teaching and learning English in Tourism major in this major also is one of the main course to help improve students' English skill. The strategy in teaching English for vocational high school is different with public school because of the different purposes of learning. Teaching and learning are the process to get the knowledge and linking the material being studied with real world situations and encouraging students to make connection between knowledge and their daily activity. Therefore, considering those explanations above, this research is conducted to find out what strategies that the teachers used to teach english for tourism major. The major provide teaching process by using simulation for real situation that they can address after graduate from school and work.

This research is motivated by previous research, based on One of the journals English Language and Learning, published a research about communicative speaking skill in SMK Pariwisata of Kosgoro Perjuangan Cirebon 2014. In this case, the researcher has given the questionnaire as one of the instruments to get data about how far the students need English. The next kinds of the previous study related to this research comes from the Chla-Hul Lin, dkk In Taiwan, English for Specific Purposes (ESP) has become a core study subject, and cultivates competence within the hospitality training program. The study used a non-experimental

quantitative research examined the relationship among background demographic characteristics, ESP, learning styles, and language proficiency.

The similarity between this research and previous one is the scope of the research is ESP (English for Specific Purpose) in vocational high school in term of strategy, problem, and teaching process. Meanwhile, the different is this research focus on teaching process in Tourism Major in vocational high school.

Based on the description above, the researcher is interested to conduct the research about teaching vocabulary entitled: **“Portraying English Teaching Process on Tourism Major at Vocational High School S-3 IDHATA in Academic Year 2021/2022”**.

## **B. Research Questions**

Based on the background of the study, the researcher formulates of the study as follow:

1. How is the Process of Teaching English at Tourism Major of SMK S-3 IDHATA Rejang Lebong?

## **C. Objective of the Research**

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To investigate How the Process of Teaching English at Tourism Major of SMK S-3 IDHATA Rejang Lebong.

#### **D. Delimitation of the Research**

The researcher would like to make limitation in order that research problems are clear, understandable, and specific. This research focuses on the process of teaching English at tourism major at SMK S-3 IDHATA Rejang Lebong. The process of teaching English include; planning, Interaction and Engagement, Assessment, Feedback and Support, Reflection and Adaptation

#### **E. Significance of the Research**

In this study, there are two significances of the study, namely,

##### 1. Theoretical

- a. The finding of this research give information how the teacher planning, Interaction and Engagement, Assessment, Feedback and Support, Reflection and Adaptation related to the process of teaching English at Tourism Major in SMK S-3 IDHATA
- b. The finding of this research gives a profitable description to any further research which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

##### 2. Practical

###### a. For the Students

By using an appropriate method and techniques the researcher hopes that the students get enjoyable in teaching and learning

process. The students do not feel forced in learning English but they feel happy to learn since they are put in an enjoyable situation.

b. For the teachers

It enables teachers to get information and to select a suitable technique in teaching English for Tourism. It is an important thing for the teacher to develop the technique in their classroom in order to make the students interested in the subject.

## F. Definition of the Key Terms

In order to give clear definition and as guidance for the reader to understand the whole study, the definition of the key terms are given here.

1. The teaching process

According to educational theory, refers to the systematic and organized series of activities and strategies employed by teachers to facilitate learning and promote the acquisition of knowledge, skills, and attitudes in students. It involves the deliberate planning, implementation, and assessment of instructional activities to achieve specific learning objectives.<sup>10</sup>

The definition of teaching above explain that teaching is an activity to teach by giving example, instruction, and guiding from teacher to students for get information and knowledge to students.

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<sup>10</sup> Bush, Tony. (2017). *Theories of Educational Management*. London : Paul Chapma Publishing.P.24

## 2. English for Tourism Major

The meaning of tourism major is “ study about the business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure”. It is explain about the study related to business with providing accommodation, services for tourist<sup>11</sup>.

## 3. Vocational high school

A vocational high school, also known as a vocational-technical high school or career and technical education (CTE) school, is an educational institution that offers specialized and practical training in specific trades, professions, or industries<sup>12</sup>. The primary focus of vocational high schools is to prepare students for specific careers and provide them with the skills and knowledge needed to enter the workforce or pursue further education in their chosen vocational fields.

## **G. Thesis Organization**

This chapter provides the organization from chapter one until chapter five. Chapter I is introduction that consists of background of the study, research question, objectives of the research, delimitation of the research, significance of the research and definition of the key terms. Chapter II deals with review of related literature. It provides of review of related theory and review of related studies. Chapter III is research

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<sup>11</sup> Day, J., & Krzanowski, M. (2011). *Teaching English for Specific Purposes: An Introduction*. Cambridge: Cambridge University Press.

<sup>12</sup> Dudley-Evan, T., & St. John, M. J. (2008). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.

methodology. It deals with kind of the research, subject of the research, technique of data collecting, research instrument and technique of analyzing data. Chapter IV includes finding and discussion and the last is chapter V. This chapter talks about conclusion and suggestion.

## CHAPTER II

### REVIEW OF RELATE LITERATURE

#### A. Theoretical Framework

##### 1. English for Tourism

The improvement of the function of vocational school in Indonesia has been gradually conducted. Kemdikbud received 6 (six) instruction of the instruction that enhance and vocational curriculum match with the competence according to user demands graduates through Presidential Instruction No. 9 of 2016. Internally, publicly, nationally, and even regionally, the SMK Tourism faces a variety of obstacles as it works toward self-actualization. In terms of regional difficulties, Indonesia faces a commitment to development cooperation at the ASEAN and APEC levels, which is a problem that must be taken into account in the development of SMK Tourism Major<sup>13</sup>. The ASEAN Economic Community (AEC) agreement has consequences for Indonesian education. As a result, Indonesia must be able to prepare itself through educational and occupational changes, such as the SMK Tourism.

The curriculum is described as a set of ideas and procedures about the goal, subject, and elements instruction, according to Law No. 20 of 2003 on National Education System. The method is used as a roadmap for implementing learning activities in order to accomplish a certain

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<sup>13</sup> Presidential Instruction No. 9 of 2016. *vocational curriculum. Kemendikbud RI*



educational aim. In 2013, vocational curricula (K-13) is a curriculum that stresses educational character, particularly at the foundation level, which will be the cornerstone for the following level.

As it has been generally acknowledged, the achievement of the education target relates heavily on the structure of curriculum. According to the SMK Curriculum Structure (K-13), core competencies (KI) and fundamental competencies (BC) are taught (KD). The degree of ability to attain Graduate Competency Standards (SKL) that students must possess at each class or program level is referred to as KI. To put it another way, every topic taught must contribute to the development of IP. Core Competencies are the ties that link the skills acquired while studying each topic. KI serves as a horizontal integrator between classes in this example, or it serves as a competency requirement for students. The following table is the structure of the curriculum of the Tourism Business Services

Based on the structure of the curriculum framework, it is envisaged that many strategic initiatives would result in a rise in the five basic principles of excellent education in SMK; Broad-based curriculum, competency-based curriculum, mastery learning, dualbased program, strengthening graduates' flexibility and independence

English for specific purposes (ESP) is teaching English that is relevant with the students' area according to Tom Hutchinson, Alan Water<sup>14</sup>. The word "specific" shows special linguistic needs in learning English and

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<sup>14</sup> Hutchinson and Waters (1987), *English for Specific Purpose: A learning Centered Approach*, New York: Cambridge University Press, 19

special area as aim why the students learning English. Therefore ESP course tries to facilitate the students in learning English to support them in all activities in special area. Helen Basturkmen stated that ESP is understood as preparing the learners to use English in their academic, professional, or workplace environment according to Helen Basturkmen<sup>15</sup>. ESP concern on narrower topic to guide the students establish needed ability to communicate effectively in target area.

According to Harmer it refers to a situation where students have some specific reason for learning a language. The communicative trend in teaching and learning English has resulted in different reasons for acquiring proficiency in this language<sup>16</sup>. Day-to-day communications, academic or business purposes, and English for Special Purposes are made with all of this in view. There are various definitions of ESP, Hutchinson et al are more specific when he states that ESP is a language teaching approach in which all decisions for content and methods are based on the learner's reasons for learning. ESP is a special case of the general category of special-purpose language training.

## **2. Objectives in Teaching ESP**

According to Helen Basturkme Stated that there are five broad objectives in teaching ESP that must be reached<sup>17</sup>:

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<sup>15</sup> Choundary Zahid Javid. (2015). *English for Specific Purposes: Role of Learners, Teachers and Teaching Methodologies*. European Scientific Journal, 11(20), 1

<sup>16</sup> Harmer, Jeremy. (1983). *The Practice of English Language Teaching*, Third Edition, Longman

<sup>17</sup> Ibid. P.14

- a. To reveal subject-specific language use: This objective focuses on how English is used in the target situation and decides what knowledge should be imparted to the learners.
- b. To develop target performance competencies: the aim is to develop the learners' skill in language to perform the activities in target situation. Teaching and learning process have to concern with what the learners should do toward language and what skills needed to present the language.
- c. To teach underlying knowledge: that teaching ESP is not only about linguistic proficiency but also about the knowledge of field of work or study. The learners need to understand disciplinary concept as well as the language skill.
- d. To develop strategic competence: "Strategic competence is the link between context of situation and language knowledge" it also can be defined as the way to communicate efficiently.
- e. To foster critical awareness: In target situation, the learners will face the norms of target situation. This situation demands them to aware and understand the target language (in this case, English), behaviors, or knowledge to act properly. In teaching, the teacher has to increase the learners' critical awareness. It can be realized by discussing how norms and communication practices in target situation can be build. Stren's classification in Helen Basturkmen stated that "this objective can be linked to the cultural knowledge and affective objectives."

According to Kartini Yulianti. The objectives of teaching ESP create a dare for teacher and syllabus designer to provide a course in order to reach the objectives above because to provide a course a teacher and syllabus design have to consider what material must be given, students' condition including learning style to decide learning strategy, school condition such as facilitation<sup>18</sup>, etc.

From the theory above, it is clear that the connectivity between curriculum and objectives of teaching process is very high. That is why teaching English for tourism major are highly connected with the process of teaching itself.

### **3. The ESP Teachers**

Almost ESP teachers/lecturers in Indonesia graduated from the English Department and less competence and experience in teaching ESP course because their educational background not related to the specialized subject of ESP according to Kusni, However, teachers/ lecturers should be trained at least once a year in producing the qualified teachers and adequate teachers of ESP<sup>19</sup>. According to Kusni, the government and some institutions had lack of awareness in producing and preparing ESP teachers/lectures for vocational school and universities and rarely invite them to get training, workshop, seminar or other organizations in-service

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<sup>18</sup> Kartika Yulianti. 2016. *Teaching English for Specific purpose of Secretary Department at SMK Nasional Pati in the Academic Years 205/2016*. Kudus : Skripsi Universitas Kudus

<sup>19</sup> Researcher Fieldnote Observation in Classroom setting. Conducting on 22nd February 2019

development. Similarly, according to Ali was conducted in a small-scale research. He found that ESP Teacher Education Model<sup>20</sup>

in Indonesia had serious issues in its pedagogical implementation. He said that some of them possessed English teaching qualifications, but they were mostly inexperienced and new. Consequently, they have insufficient ESP knowledge. This is, of course, affects their teaching capacity. However, the quality of ESP teachers in Indonesia still is still low because they lack competences, knowledge, and some kind of training. Wasimi, states that the low quality of Indonesian education based on some experts' analysis is caused by the lack of Indonesian English teachers' competences and participation<sup>21</sup>.

#### **4. Strength and Weaknesses of ESP**

First is that because ESP is given when they are studying academically according to their field of interest, students learn to use English directly in the context of their discipline for both academic and non-academic interests. The academic interest here is being able to read, listen, write, talk about things related to the content or the content of their disciplines. The non-academic interests are interests outside their disciplines such as speaking, reading, listening, writing things that are used in daily life (daily needs). And ESP in learning English for vocational purposes is related to the needs of students, who need skills for the workplace

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<sup>20</sup> Ibid.P.3

<sup>21</sup> Simion Minodora Otilla.(2015). *Needs Analysis in English for Specific Purposes*. Annals of the „Constantin Brâncuși” University of Târgu Jiu, Economy Series, 1(2), 55

The first challenge lies with the teacher. ESP lecturers in universities generally have several characteristics, namely teachers who are young or new (junior lecturer) and less experienced according to Alwasilah. The second challenge is on the material. The fact is that some commercial textbooks available in the market are not suitable for the different needs of learners per college, each school year, and each class<sup>22</sup>.

The third challenge is the institutional policy. The policy of this institution includes two things, namely the policy regarding the curriculum and the policy of the facility. In learning, the curriculum is a teaching guide that is designed according to the vision and mission of the department, faculty, and college where the learner is located. The curriculum reflects learning objectives that are built in such a way and line with the needs of students so that they can produce competent graduates.

## **B. Vocational High School**

Vocational education is education that prepares students to be able to work in certain fields UU No. 13 Year (2003). The meaning of more specific vocational education is explained in government regulation (PP) No. 29 Tahun (1990), namely education at the secondary level which prioritizes the development of students' ability to carry out certain types of work. In the National Education System UU No. 20 Tahun (2003) pasal 15 describes that Vocational School as a form of secondary education unit that prepares students mainly to work in certain fields.

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<sup>22</sup> Sri Utami. (2015). *Syllabus of Vocational School Based on ESP Approach*. *Dinamika Ilmu*, 15(2) 274

## 1. English for Vocational School

Vocational education is recognized in secondary program of education that is SMK. A demand on more specialized labors that have higher level of skills triggers government of Indonesia to increasingly encourage and invest in the future of vocational education through public vocational schools that perform international standard. There had been no research served information of how the teaching of English is done in vocational school. Teaching and learning at school is the core to reach that goal. Vocational School is concerned with education and training program at restricted field of competence<sup>23</sup>. Consequently, subjects transferred in the program are expected to fulfill the students' expectation for their enrollment in the program. In this case, English is as a subject need specification on its content.

As a result, specified English becomes the major issue in running education and training program at vocational education. ESP, accordingly, is offered to become an approach to fulfill the specific purpose. In developing English in a specific field of competence, some problems may need consideration in relation to the teaching English as a foreign language, like what happened in Indonesia. Teaching and learning as an activity to reach instructional objectives needs a thoughtful planning. It is

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<sup>23</sup> Siti Mahripah, dkk. 2016. *Analisis Persepsi mahasiswa dalam Mengebangkan English for Specific Purpose (ESP) Learning materials (Materi bahan Ajar Pengajaran bahasa Inggris untuk tujuan Khusus*. Yogyakarta : Skripsi Universitas Negeri Yogyakarta

needed in order to make kinds and procedures in teaching and learning activity have a functional value to reach the objective<sup>24</sup>.

Based on the *Kajian Kebijakan Kurikulum SMK (2007)* there are three groups of specific lesson in Vocational High School. They are Normative, Adaptive, and Productive. Normative lessons include Religion, Civic, Indonesian, Sport and Health Education, and Culture Art. Adaptive lessons consist of English, Mathematics, Science, Social, Information Technology, and Entrepreneurship. Productive lessons refer to the students' skill competencies.

The ministerial decree No.22, 2006 states that English is an Adaptive subject which aims to give learners the ability to communicate in English in materials communication context needed for their skill programme both in oral or written form. Besides, English gives them the ability to communicate in the daily live as the global demand and gives them the opportunity to develop communication on higher level. The primary goal of English teaching for Vocational High School Students is equipping them with basic knowledge and skills of English to support the students in achieving the skill programme competence and applying their ability and skill of English to communicate both in spoken or written communication in the intermediate level.

BSNP (2006) mentions that there are three levels of English proficiency in Vocational High School namely novice level, elementary

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<sup>24</sup> Ibid.P.4



level, and intermediate level. On each level, there is one Standard of Competence and Basic Competencies to be used in developing the core material and teaching and learning activities.<sup>25</sup>

**Table 2.1 The Standard of Competence and Basic Competencies**

Standard of Competence	Basic Competence
1. Communicating in English on Novice Level	<ul style="list-style-type: none"> <li>a) Comprehending basic expressions for the daily social interaction</li> <li>b) Mentioning the name of things, persons characteristics, time, days, months, and year</li> <li>c) Describing the name of things, persons, characteristics, time, days, months, and year</li> <li>d) Producing simple conversation for the basic function</li> <li>e) Explaining the continuous activity</li> <li>f) Comprehending simple memo and menu, schedule of public transportation, and traffic signs</li> <li>g) Comprehending foreign words and terms and also simple words in correct order</li> <li>h) Writing simple invitation</li> </ul>
2. communicating in English on Elementary Level	<ul style="list-style-type: none"> <li>a. Comprehending simple daily</li> <li>b. conversation in the professional</li> <li>c. and individual context with non-native speaker</li> <li>d. Making short note or simple</li> <li>e. messages in the direct</li> <li>f. interaction and using device</li> <li>g. Specifying jobs and educational background in</li> </ul>

<sup>25</sup> BSNP. 2006. *Permendiknas RI No. 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta

	<p>written and spoken form</p> <ul style="list-style-type: none"> <li>h. Talking about past event and future plan</li> <li>i. Expressing various feelings</li> <li>j. Comprehending simple Instructions</li> <li>k. Making short messages, directions and list by appropriate dictions, spelling and punctuation</li> </ul>
3. communicating in English on Intermediate level	<ul style="list-style-type: none"> <li>a. Comprehending monologue in a certain situation of job</li> <li>b. Comprehending limited conversation with native speaker</li> <li>c. Presenting report 3.4 Comprehending manual instruction</li> <li>d. Comprehending simple business letter</li> <li>e. Comprehending technical documents 3.7 Writing simple business letter and report</li> </ul>

It means that the primary goal of teaching English for Vocational High School students is to enable them to communicate in English fluently and accurately in the context which is suitable with their skill programme and in daily communication. The goal of teaching English for Vocational High School students is different from the goal of teaching English for High School students. These situations make teaching English in Vocational High School as ESP (English for Specific Purposes).

## 2. Teaching English for Vocational High School

Vocational education is recognized in secondary program of education that is SMK (Sekolah Menengah Kejuruan). A demand on more

specialized labors that have higher level of skills triggers government of Indonesia to increasingly encourage and invest in the future of vocational education through public vocational schools that perform international standard<sup>26</sup>. There had been no research served information of how the teaching of English is done in vocational school. Teaching and learning at school is the core to reach that goal. Vocational School is concerned with education and training program at restricted field of competence.

Consequently, subjects transferred in the program are expected to fulfill the students' expectation for their enrollment in the program. In this case, English is as a subject need specification on its content. As a result, specified English becomes the major issue in running education and training program at vocational education. ESP, accordingly, is offered to become an approach to fulfill the specific purpose.

In developing English in a specific field of competence, some problems may need consideration in relation to the teaching English as a foreign language, like what happened in Indonesia. Teaching and learning as an activity to reach instructional objectives needs a thoughtful planning. It is needed in order to make kinds and procedures in teaching and learning activity have a functional value to reach the objectives.

### **3. Tourism Major in Vocational High School**

The Tourism major in a vocational high school is a specialized program aimed at preparing students for rewarding careers in the vibrant

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<sup>26</sup> Dudley-Evans. (1998). *Developments in ESP: A multi-disciplinary approach*. United Kingdom: Cambridge University Press.

and diverse tourism industry<sup>27</sup>. The curriculum is carefully designed to cater to the unique needs of the tourism sector, covering subjects such as travel and tourism management, hotel operations, tour guiding, customer service, cultural awareness, and marketing within the industry. Practical training is a cornerstone of the program, allowing students to gain hands-on experience in simulated or real-world tourism environments, including hospitality settings, travel agencies, and conducting guided tours. Students acquire essential skills for the field, such as effective communication, exceptional customer service, problem-solving, and cultural sensitivity. Collaborations with local tourism businesses provide valuable internships and work placements, enabling students to apply their skills in authentic tourism settings. The program offers diverse career pathways, ranging from positions in hotels, resorts, airlines, travel agencies, event management, tourism marketing, to tour guiding, allowing students to pursue their specific interests within the tourism industry. Emphasis is also placed on cultural enrichment and understanding, enhancing students' awareness of different cultures and traditions. Some programs offer opportunities for students to earn industry-recognized certifications, further enhancing their employability. Ultimately, the Tourism major in a vocational high school equips students with comprehensive knowledge and practical expertise, empowering them to excel in the dynamic and ever-evolving tourism sector.

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<sup>27</sup> Chla-hul Lin, dkk. (2013). *English for Specific (ESP) for Hospitality College Students and Hotel Employees in Taiwan*, International Journal of Education and Research, 1(8), 1

### C. Teaching Process

The teaching process refers to the systematic and organized series of activities and strategies used by educators to facilitate learning in students. It involves a deliberate and purposeful approach to imparting knowledge, skills, and attitudes. The teaching process typically includes the following stages<sup>28</sup>:

- a. Planning: Teachers carefully plan their lessons, considering the curriculum, learning objectives, and the needs and abilities of their students. They determine the content to be taught, select appropriate teaching methods, and prepare necessary materials and resources.
- b. Instruction: During this stage, teachers present the content to the students using various teaching techniques such as lectures, discussions, demonstrations, group work, and multimedia presentations. They engage students in the learning process to promote active participation and understanding.
- c. Interaction and Engagement: Teachers encourage student involvement and interaction through class discussions, question-answer sessions, and hands-on activities. This fosters a dynamic and stimulating learning environment, allowing students to connect with the subject matter.
- d. Assessment: Teachers assess student progress and understanding through various assessment methods, such as quizzes, tests, projects, and class participation. Assessment data helps teachers identify areas of strength and weakness, providing valuable feedback for both students and teachers.

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<sup>28</sup> Harmer, Jeremy. (1983). *The Practice of English Language Teaching*, Third Edition, Longman.

- e. **Feedback and Support:** Teachers provide constructive feedback to students to help them understand their learning progress and areas for improvement. They offer support and additional assistance to students who may be struggling, tailoring their approach to meet individual needs.
- f. **Reinforcement and Practice:** Teachers reinforce learning by reviewing key concepts, providing opportunities for practice and application, and offering additional resources for further exploration.
- g. **Reflection and Adaptation:** Effective teachers regularly reflect on their teaching practices and student outcomes. They make adjustments to their instructional methods, content delivery, and classroom management based on the insights gained from this reflection.
- h. **Continuous Improvement:** The teaching process is an ongoing journey of continuous improvement. Educators continually seek professional development opportunities to enhance their teaching skills and stay updated with the latest educational trends and methodologies.

The teaching process is dynamic and flexible, taking into account the diverse needs and learning styles of students. It aims to create meaningful learning experiences, foster critical thinking, and nurture the intellectual and personal growth of students.

### **1. Teaching Process in Vocational High School**

The teaching process in vocational high schools is specifically designed to equip students with the practical skills and knowledge needed for their chosen career paths. These schools offer specialized curricula

aligned with various industries, providing both theoretical education and hands-on training. Vocational high school teachers often have real-world experience in the fields they teach, offering valuable insights to bridge the gap between classroom learning and the demands of the workplace<sup>29</sup>. Project-based learning and internships allow students to apply their knowledge in real-world scenarios, fostering critical thinking and problem-solving abilities. Soft skills, such as communication and teamwork, are emphasized alongside technical expertise, preparing students to be well-rounded professionals. Regular assessments and industry-recognized certifications ensure students' progress and enhance their employability. The continuous improvement of vocational high school programs ensures they remain current with industry standards, providing students with the most relevant and valuable education for successful careers in their chosen vocations.

The teaching process in vocational high schools is designed to prepare students for specific careers and provide them with practical skills and knowledge relevant to their chosen vocational fields. Here is an overview of the teaching process in vocational high schools<sup>30</sup>:

- a. **Career-oriented curriculum:** Vocational high schools offer specialized curriculum aligned with various industries and professions. The curriculum includes a mix of general education

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<sup>29</sup> Hutchinson and Waters (2014) , *English for Specific Purpose: A learning Centered Approach*, New York: Cambridge University Press, 19

<sup>30</sup> Hutchinson and Waters (1987) , *English for Specific Purpose: A learning Centered Approach*, New York: Cambridge University Press, 19

subjects and hands-on training in specific vocational areas such as automotive repair, culinary arts, computer programming, healthcare, construction, and more.

- b. **Practical training:** One of the key aspects of vocational education is hands-on training. Students have the opportunity to work with tools, equipment, and technologies relevant to their chosen field. This practical experience is essential for developing the necessary skills and competence in their respective professions.
- c. **Industry-experienced instructors:** Vocational high school teachers often have real-world experience in the industries they teach. This expertise allows them to provide practical insights and industry-relevant knowledge to students, bridging the gap between the classroom and the workplace.
- d. **Project-based learning:** Vocational education often involves project-based learning, where students work on real or simulated projects that mimic the challenges they might face in the workforce. These projects help students apply theoretical concepts to practical scenarios, enhancing their problem-solving and critical thinking abilities.
- e. **Internships and work placements:** Many vocational high schools collaborate with local businesses and industries to provide students with internships or work placements. These opportunities give students a chance to gain firsthand experience in real work settings,



enabling them to develop their skills and build professional networks.

- f. **Soft skills development:** Alongside technical skills, vocational high schools also emphasize the development of soft skills, such as communication, teamwork, time management, and problem-solving. These skills are crucial for success in any profession and help students become well-rounded individuals.
- g. **Assessment and certification:** Students' progress is assessed through a combination of practical exams, written tests, and project evaluations. Successful completion of the vocational program may lead to industry-recognized certifications, which can enhance students' employability.
- h. **Continuous improvement:** Vocational high schools regularly assess their programs to ensure they are up-to-date with industry standards and technological advancements. This enables them to adapt their curriculum to changing job market demands and provide students with the most relevant and valuable education.

Theory proposed by Hutchinson and Waters will be the main theory to be implemented in this study. The theory used to confirm teaching process in teaching English at vocational high school.

**Tabel 2.2**  
**The combination between Teaching Process in general and Teaching Process in Vocational High School**

No	Teaching Process	No	Teaching Process in Vocational High school
1	<p><b>Planning:</b>            Teachers carefully plan their lessons, considering the curriculum, learning objectives, and the needs and abilities of their students. They determine the content to be taught, select appropriate teaching methods, and prepare necessary materials and resources.</p>	1	<p><b>Career-oriented curriculum:</b>            Vocational high schools offer specialized curriculum aligned with various industries and professions. The curriculum includes a mix of general education subjects and hands-on training in specific vocational areas such as automotive repair, culinary arts, computer programming, healthcare, construction, and more.</p>
2	<p><b>Instruction:</b>            During this stage, teachers present the content to the students using various teaching techniques such as lectures, discussions, demonstrations, group work, and multimedia presentations. They engage students in the learning process to promote active participation and understanding.</p>	2	<p><b>Practical training:</b>            One of the key aspects of vocational education is hands-on training. Students have the opportunity to work with tools, equipment, and technologies relevant to their chosen field. This practical experience is essential for developing the necessary skills and competence in their respective professions.</p>
3	<p><b>Interaction and Engagement:</b>            Teachers encourage student involvement and interaction through class discussions, question-answer sessions, and hands-on activities. This fosters a dynamic and stimulating learning environment, allowing students to connect with the subject matter.</p>	3	<p><b>Industry-experienced instructors:</b>            Vocational high school teachers often have real-world experience in the industries they teach. This expertise allows them to provide practical insights and industry-relevant knowledge to students, bridging the gap between the classroom and the workplace.</p>
4	<p><b>Assessment:</b>            Teachers assess student progress and understanding through various assessment methods, such as quizzes, tests, projects, and class participation. Assessment data</p>	4	<p><b>Project-based learning:</b>            Vocational education often involves project-based learning, where students work on real or simulated projects that mimic the challenges they might face in the workforce. These projects help students apply</p>

	helps teachers identify areas of strength and weakness, providing valuable feedback for both students and teachers.		theoretical concepts to practical scenarios, enhancing their problem-solving and critical thinking abilities.
5	<b>Feedback and Support:</b> Teachers provide constructive feedback to students to help them understand their learning progress and areas for improvement. They offer support and additional assistance to students who may be struggling, tailoring their approach to meet individual needs.	5	<b>Internships and work placements:</b> Many vocational high schools collaborate with local businesses and industries to provide students with internships or work placements. These opportunities give students a chance to gain firsthand experience in real work settings, enabling them to develop their skills and build professional networks
6	<b>Reinforcement and Practice:</b> Teachers reinforce learning by reviewing key concepts, providing opportunities for practice and application, and offering additional resources for further exploration.	6	<b>Soft skills development:</b> Alongside technical skills, vocational high schools also emphasize the development of soft skills, such as communication, teamwork, time management, and problem-solving. These skills are crucial for success in any profession and help students become well-rounded individuals.
7	<b>Reflection and Adaptation:</b> Effective teachers regularly reflect on their teaching practices and student outcomes. They make adjustments to their instructional methods, content delivery, and classroom management based on the insights gained from this reflection.	7	<b>Assessment and certification:</b> Students' progress is assessed through a combination of practical exams, written tests, and project evaluations. Successful completion of the vocational program may lead to industry-recognized certifications, which can enhance students' employability.
8	<b>Continuous Improvement:</b> The teaching process is an ongoing journey of continuous improvement. Educators continually seek professional development opportunities to enhance their teaching skills and stay updated with the latest educational trends and methodologies.	8	<b>Continuous improvement:</b> Vocational high schools regularly assess their programs to ensure they are up-to-date with industry standards and technological advancements. This enables them to adapt their curriculum to changing job market demands and provide students with the most relevant and valuable education.

From the tabel above, it can be seen that teaching process in Public school and vocational high school are different. Vocational school in the process of teaching focuses on the development students' skill in real life connection. The students prepared to be ready for work. Moreover, both processes are the same with different purposes.

#### **D. Related Study**

Based on curriculum design of Vocational School in Indonesia, as the previous study of the research, one of the journals English Language and Learning also published a research about communicative speaking skill in SMK Pariwisata of Kosgoro Perjuangan Cirebon 2014. In this case, the researcher has given the questionnaire as one of the instruments to get data about how far the students need English. The next kinds of he previous study related to this research comes from the Asmah Mehmet research under the title the integrating technology into ESP Classes: Use of Students Responses System in English for Specific Purposes Instruction. This paper presented the results of an experimental study investigating the impact of clicker use through a smart phone application called Kahoot!. Despite positive results of clicker use in the existing General English literature, the impact of clicker use has not been examined in the field of ESP.<sup>31</sup>

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<sup>31</sup> Ratna Muntiningsih. (2015). The Need of ESP Course in Communicative Speaking Skill (*Journal of English Language and Learning*) Vol. 2, No. 2.

In the other hands, according to Chla-Hul Lin, dkk In Taiwan, English for Specific Purposes (ESP) has become a core study subject, and cultivates competence within the hospitality training program<sup>32</sup>. The study used a non-experimental quantitative research examined the relationship among background demographic characteristics, ESP, learning styles, and language proficiency. These results show significance of job position, ESP, and language proficiency; and ESP, learning styles, and language proficiency with spoken task, comprehension, interaction strategies, and writing tasks. The findings of this study are important to the Taiwanese government, hotel industries, educational institutes, students, and other researchers who may benefit from hospitality students and hotel industries.

The similarity between this research and previous one is the scope of the research is ESP (English for Specific Purpose) in vocational high school in term of strategy, problem, and teaching process. Meanwhile, the different is this research focus on teaching process in Tourism Major in vocational high school.

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<sup>32</sup> Cah-Hul Lin, Lee Nan, Perry Urn (2014). *the relationship among background demographic characteristics, ESP, learning styles, and language proficiency*. Education of Journal. Vol.102. P.18

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Kind of the Research

In this research, the researcher used descriptive method through provided in qualitative ways. Descriptive method is a study focused in explaining condition population, factually, systematically, and accurately.<sup>33</sup> In this research using descriptive because this research is conducted to describe the process of teaching English at Tourism major in Vocational High school.

As stated in problems of the research, this research is conducted to describe the process of teaching English at Tourism major in Vocational High school. Thus, in this study, the researcher uses descriptive research. Ary et.al explained “Descriptive research method is used to obtain information about existing conditions and have been widely used in educational research.<sup>34</sup> The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation”. Then, Mack et.al added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more

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<sup>33</sup> Nurul Zuriah, *Metodology Penelitian Sosial dan Pendidikan : Teory Aplikasi* (Jakarta:Bumi Aksara, 2007), p.47

<sup>34</sup> Ary, D, et al . (1985). *Introduction to research in education*. New York: Holt Rinehart.P.322

flexible. In other word, in descriptive research, the information is obtained by in-depth interview with the participants.<sup>35</sup>

## **B. Subject of the Research**

Subjects in a study are required to get the needed information. Lodico et.al revealed “Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study”<sup>36</sup>. It means that in qualitative research, the researchers select their subject based on the subjects’ knowledge which is capable to answer the question.

The subject of the research is English teachers in SMK S3 IDHATA CURUP. The amount of subject is two teachers who teach English in tourism Major. The investigator selected the subject of the study by using purposive sampling. Gay has stated purposive sampling is non-probability sampling which is the way to take the sample that is not randomly and it considered with characteristic that would be taken as a number of sample and one of type of purposive sampling is criterions. Where it is sample that chose to all participants who met defined criteria.<sup>37</sup> These are some considerations based on this study characteristics such as: the teachers teach English and the teachers teach English in Tourism

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<sup>35</sup> Mack et.al. (2005). *Qualitative research methods: A data collector’s field guide*. Research Triangle Park, NC: Family Health International.

<sup>36</sup> Lodico, G, Marguerite, Dean T. Spaulding, Katherine H. Voegtler. 2006. *Methods in Educational Research From Theory to Practice San Fransisco*. Jossey Bass. <http://jurnal.methods.ac.id>, diakses tanggal 16 Februari 2009.

<sup>37</sup> Gay L. R, *Education Research: Competencies for Analysis and Application (Third Edition)*, (Columbus: Merrill Publishing, 1987), p. 481.

Major In vocational high school class. The teachers are selected because he/she teach in tourism class that existed only in SMK S-3 IDHATA Rejang Lebong. Therefore, in this study, there is one English teacher at SMK S3 IDHATA CURUP.

### **C. Technique of Collecting Data**

The data are the strength of the research, so they are required in a research. There are no researches without collecting for the data. the collected data must be valid and provide the factual information. To collect the data of this research, the researcher used the technique for collecting data, as follow:

#### **1. Interview**

Interview is activity that involves interviewer and interviewee where the interviewer gave some questions to be answered by interviewee. Ary et.al stated "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent"<sup>38</sup>. Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic.

the researcher uses one-on-one interview. According to him, one-on-one interview is data collection process in which the researcher asks questions and records answers from only one

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<sup>38</sup> Ibid.P.23



participant in the study at a time. The researcher prepares questions relate to The process of Teaching English at Tourism Major in SMK S-3 Rejang Lebong. To collecting data of interview, the researcher makes some procedures. Those are (1) preparing the concept of questions that want to be asked to subject and (2) the researcher transcripts the result of interview.

## 2. Observation

This technique is used to get data about the process of teaching English at Tourism Major at SMK S-3 IDHATA. This technique is used to confirm the data that the researcher gains through interview section. The researcher used parcticipative observation. In participative observation the researcher involved with daily activities the person being watched or used as a source research data. While making observations, the researchers participated does what the data source does. Miles, Mathew states in participative observation, researchers observe what people do, listen to what they say, and participate in their activities<sup>39</sup>.

## D. Research Instrument

To obtain more data about this research, the research also used instruments, such as:

### 1. Interview guidance

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<sup>39</sup> Miles, Matthew, B. 2007. *Analisis Data Kualitatif, Penerjemah Tjetjep Rohendi Rohidi*. Jakarta: Penerbit Universitas Indonesia

The research must have interview guidance to build what questions are too asked, in what order and how much additional prompting or probing is permitted.<sup>40</sup> Interview guideline is the list of questions which are used by the researcher to interview the teacher to obtain data from respondent. There are many necessary items in order to create the interview guidance including the theory used, indicators, questions, and validations terms.

First, the interview guidance made by made by referred to the theory proposed by Hutchinson and Waters about teaching process in vocational high school. Second, the researcher created several indicators to this research. The researcher analyzed the theory by read the meaning much time. After read, the researcher searched the meaning of each process mentioned on the theory of teaching English in Vocational High School. After obtain some items that may become the indicators by those Process. Next, the indicators built up considering to the descriptions of the problems mentioned on the theory itself.

Third, the researcher created several questions. The questions created by following the indicators. In this interview guidance, the researcher used W/H questions. It is used in order to answer the research questions in this research. Additionally, it is purposing that participant can explain whatever by following the question that asked

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<sup>40</sup> Ibid

then the researcher can obtain the information more specific from respondent. Therefore, the questions are able to use as the guide of the researcher while the researcher interviewing the participant on the field. The last, the most significant point of the interview guidance is that indicator and question made is valid.

**Tabel 3.1**  
**Blueprint of Teaching Process Interview Based on Hutchinson and Waters's Theory**

No	Theory Teaching Process in Vocational High School	Indicator	Questions
1	<b>Career-oriented curriculum:</b>	1. Vocational high schools offer specialized curriculum aligned with various industries and professions. 2. The curriculum includes a mix of general education subjects and hands-on training in specific vocational areas such as automotive repair, culinary arts, computer programming, healthcare, construction, and more.	1. How do you, as a teacher, ensure that the career-oriented curriculum you teach aligns with current industry standards? 2. How do you prepares students with the relevant skills and knowledge needed for their chosen professions in your preparation lesson Plan?
1	<b>Practical training:</b>	3. Students have the opportunity to work with tools, equipment, and technologies relevant to their chosen field.	3. How do you incorporate practical training experiences into your teaching

			approach to help students develop real-world skills competencies related to their field of study?
2	<b>Industry-experienced instructors:</b>	4. Vocational high school teachers often have real-world experience in the industries they teach.	4. how do you leverage your professional background to enrich the learning experience of your students in learning process?
3	<b>Project-based learning:</b>	5. Vocational education often involves project-based learning, where students work on real or simulated projects that mimic the challenges they might face in the workforce.	5. How do you implement project-based learning in your classroom? 6. How do you believe this approach benefits their overall learning experience?
4	<b>Internships and work placements:</b>	7. Many vocational high schools collaborate with local businesses and industries to provide students with internships or work placements. These opportunities give students a chance to gain firsthand experience in real work settings, enabling them to develop their skills and build	7. How do you facilitate and support students during their internships and work placements? 8. how do you believe these experiences contribute to their professional development and future

		professional networks	career opportunities?
5	<b>Soft skills development:</b>	9. Alongside technical skills, vocational high schools also emphasize the development of soft skills, such as communication, teamwork, time management, and problem-solving.	9. How do you incorporate activities and strategies to develop essential soft skills such as communication, teamwork, adaptability, and problem-solving in your teaching approach? 10. How do you believe these soft skills contribute to students' overall growth and employability in their chosen careers?
6	<b>Assessment and certification:</b>	11. Students' progress is assessed through a combination of practical exams, written tests, and project evaluations. Successful completion of	11. How do you design assessments to effectively measure students' proficiency in both theoretical knowledge and practical skills relevant to their chosen professions? 12. how do you believe

			industry-recognized certifications enhance students' confidence and marketability in the job market?
7	<b>Continuous improvement:</b>	13. Vocational high schools regularly assess their programs to ensure they are up-to-date with industry standards and technological advancements.	13. How do you, as an educator, engage in continuous improvement to enhance your teaching methods, update curriculum content, and stay informed about industry trends, ensuring that the education provided to students remains relevant?

## 2. Field Note

The researcher used field notes as data collection tools to write down all of the activities during observation. According to Allen, field notes are written observations recorded during or immediately following participant observations in the field and are considered critical to

understanding phenomena encountered in the field. Field notes are arranged after observation.<sup>41</sup>

First, the observation checklist made by referred to the theory of Teaching Process proposed by Jeremy harmer. As the researcher stated Second, the researcher created some indicators to this research. The researcher analyzed the theory by read the meaning much time. After read, the researcher searched the meaning of each techniques mentioned on the theory of techniques used by the teacher and the techniques were implemented. After obtain some items that may become the indicators by those techniques. Then, the indicators built up considering to the descriptions of the techniques mentioned on the theory itself.

Third, the researcher drew some items as regards classroom activities or sub-indicators in the Field Note. It refers to what indicators from each technique that mentioned on the theory. The last, the most significant point of the observation checklist is that indicator and sub-indicator made is valid. According to Ngalim Purwanto, validity is the quality that shows correlation between a certain measuring with meaning or the purpose of studying criteria and behavior.<sup>42</sup>

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<sup>41</sup> Allen, M. (2017). Partecipan observation. In: The Saga Encyclopedia of communication research Methods Encyclopa Sage Publications DOI: <https://dx.doi.org/10.4135/9781483381411.n412>.

<sup>42</sup> Ngalim Purwanto. *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. (Bandung: Remaja Raosdakarya. 1994) P. 137

**Tabel 3.1**  
**Blueprint of Field Note on Teaching Process Based on Jeremy**  
**harmer Theory**

No	Theory	Indicators	Note /Explanation
1	Planning	Teachers carefully plan their lessons, considering the curriculum, learning objectives, and the needs and abilities of their students	
2	Instruction	teachers present the content to the students using various teaching techniques such as lectures, discussions, demonstrations, group work, and multimedia presentations	
3	Interaction and Engagement	Teachers encourage student involvement and interaction through class discussions, question-answer sessions, and hands-on activities	
4	Assessment	Teachers assess student progress and understanding through various assessment methods, such as quizzes, tests, projects, and class participation	
5	Feedback and Support	Teachers provide constructive feedback to students to help them understand their learning progress and areas for improvement	
6	Reinforcement and Practice	Teachers reinforce learning by reviewing key concepts, providing opportunities for practice and application, and offering additional resources for further	



		exploration	
7	Reflection and Adaptation	teachers regularly reflect on their teaching practices and student outcomes	
8	Continuous Improvement	Educators continually seek professional development opportunities to enhance their teaching skills and stay updated with the latest educational trends and methodologies.	

## E. The technique of Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing it into units, conducting syntheses, arranging it into patterns, choosing which ones are important and which ones are studied, and making conclusions so that they are easy to understand by yourself and others.

The following is the explanation about the techniques of data analysis of this research.

### 1. Data Reduction

The first step before reducing the data is the researcher analyzed the result of the data from the instruments of the research. The data reduction process is summarizing, choosing the main or the core parts, focusing on the essential things, looking for themes and patterns, and removing pointless things. This process provides an overview to the

researcher regarding the data that has been obtained. Reducing the data also make the researcher analyzed the data more clearly.

## **2. Data Display**

The process of displaying data in qualitative research is carried out through brief descriptions, charts, relationships between categories, flowcharts, and others. The narrative text is the type that is often used to provide data. This research also uses the narrative text in presenting the data. By presenting the data, it makes it easier for the researcher to understand the data and plan the next stage.

## **3. Conclusion Drawing/Verification**

The final stage from the process of analyzing data is drawing conclusions. The researcher examined all data results and connected the data to the research problem of this research. There may still be the initial conclusions that are temporal and change if there is no proof to support them at the next stage of data collection. However, if the initial conclusions have been supported by valid and consistent proof, then the conclusion is the credible conclusion. The conclusion in qualitative research is the new discoveries that have never existed before. These discoveries could be in the form of the description of one object that was previously unclear and after being examined, the object becomes clear and it could be in the form of a hypothesis or theory<sup>43</sup>.

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<sup>43</sup> Nunan, David. 1991. *Language Teaching Methodology: a textbook for teachers*. UK: Prentice Hall International

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This section validates the identified observations and discussions through the systematic examination of data gathered via observation checklists and interview guidance. The information obtained from both instruments aligns with and supports the research conclusions.

#### **A. Findings**

The researcher presented the results derived from the observation checklist and interviews. The objective of obtaining this data was to assess the the Process of Teaching English at Tourism Major of SMK S-3 IDHATA Rejang Lebong. The study employed a descriptive approach characterized by a qualitative methodology.

#### **1. Process of Teaching English at Tourism Major of SMK S-3 IDHATA Rejang Lebong.**

##### **A. The result of Interview**

In this segment, the researcher engaged in interviews with teachers to address the research set of questions concerning the process of teaching English at Tourism Maor of SMK S-3 IDHATA Rejang Lebong. The interviews with teachers took place on November 23rd, 2023. Specifically, to the teacher who taught English subject in tourism class at SMK S-3 IDHATA Rejang Lebong, focusing on the process of teaching English in term of tourism major. The outcomes

of the interviews were evaluated based on the predefined indicators outlined in the instrument blueprint in Chapter III. The subsequent explanation details the findings. the result of teacher 1 in the process of teaching English in tourism can be seen in the explanation below;

**a. Teacher 1**

**1. Career-oriented curriculum**

Based the interview conducted to teacher 1, the process of teaching English in Tourism at SMK S-3 IDHATA Rejang Lebong, the teacher said that in integrating a career-oriented curriculum into my English teaching process at the tourism major vocational high school, *I focus on specific language skills and industry-related vocabulary needed for students' future careers. I use real-world materials like industry reports and articles to expose students to professional language. Role-playing scenarios and simulations allow them to practice language skills in work-related contexts. Guest speakers and industry visits provide firsthand insights, while projects and activities encourage practical language application.* The teachers also also guided students in resume writing and interview preparation, emphasizing effective English communication for job applications. Continuous feedback helps students reflect on their language

development, ensuring they are well-prepared for success in their chosen fields.

In vocational high school tourism English classes, the teacher showed how a career-focused curriculum can be applied, using hospitality management as an example. *The process focusses on specific language skills, like customer service phrases and industry terms, using real-world materials such as hotel brochures. Through role-playing activities and projects like creating a hospitality guidebook, students practice language skills in scenarios relevant to their future careers. Guest speakers from the hospitality industry and industry visits provide firsthand insights. I guide students in crafting resumes and conducting mock interviews, emphasizing language proficiency for the hospitality sector.* Networking opportunities and continuous feedback during activities ensure students are well-prepared for successful communication in careers like hospitality management.

## **2. Practical Training**

In the vocational high school setting, the teacher integrates practical training into English teaching process through a range of hands-on strategies. *I design industry-relevant projects that mirror real-world tasks, enabling students to apply English language skills in contexts directly*

*related to tourism fields. Engaging students in simulations and role-playing activities allows them to navigate workplace scenarios, fostering language proficiency in practical situations.* The teacher facilitates internships and work placements, providing students with firsthand experience in using English professionally. Assigning job-related tasks, such as drafting emails or creating reports, aligns language learning with practical vocational expectations. Leveraging interactive learning tools, technology, and guest speakers from relevant industries further enrich the practical training experience. Additionally, organizing field trips to businesses and collaborating on projects with local enterprises fosters a multidisciplinary approach, integrating English language learning with vocational subjects. Throughout these activities, providing constructive feedback and encouraging reflection enable students to recognize the direct application of language skills in real-world vocational settings.

### **3. Industry-experienced Instructor**

*As an English teacher with industry experience, I seamlessly integrate my practical insights and industry-relevant knowledge into my English lessons to bridge the gap between the classroom and the workplace. Drawing on my professional background, I infuse real-world examples and*

*scenarios into lesson plans, ensuring that the content directly relates to the skills and communication needs essential in various industries. The teacher incorporate industry-specific vocabulary, communication styles, and situational language use to provide students with a tangible understanding of how English is applied in the professional realm. Additionally, I share anecdotes and experiences from my own career, offering students valuable insights into the challenges and expectations they may encounter in the workplace. Through this approach, the teachers aim to not only enhance their language proficiency but also equip them with practical skills that will be directly applicable as they transition from the classroom to their chosen careers.*

#### **4. Project Based Learning**

In the context of the tourism major at the vocational high school setting, *I seamlessly integrate project-based learning into my English teaching process to provide students with a hands-on and practical language experience. Tailoring projects to align with the unique demands of the tourism industry, I design assignments that involve creating travel itineraries, promotional materials, or customer service scenarios. These projects not only enhance language skills but also immerse students in real-world tasks they are likely*

to encounter in their future careers. Emphasizing collaboration, critical thinking, and effective communication, *I encourage students to work together on projects that mirror the teamwork inherent in the tourism sector. Moreover, I integrate opportunities for students to present their projects in English*, honing their presentation skills and preparing them for the diverse communication requirements of the tourism industry. Through project-based learning, the teacher goals is to equip students in the tourism major with both language proficiency and practical skills that will serve them well in their future roles within the dynamic tourism sector.

##### **5. Internship and Work placement**

In the vocational high school setting, particularly within the tourism major, the teacher actively facilitates the seamless integration of internships or work placements into English teaching process to provide students with valuable real-world experiences. By establishing partnerships with local businesses in the tourism industry, *I create opportunities for students to engage in internships or work placements where they can apply and enhance their English language skills in practical settings. Prior to these experiences, I incorporate preparatory lessons that focus on industry-specific vocabulary, communication norms, and the language needed*



*for successful workplace interactions.* During the internships, students are encouraged to engage in tasks such as communicating with tourists, creating promotional materials, or assisting with customer service—all while using English. Additionally, *I encourage reflective practices, prompting students to document and share their experiences in English,* fostering language development and professional growth. Through this integrated approach, the teachers aims to bridge the gap between classroom learning and the demands of the tourism industry, preparing students for successful communication and performance in their future careers.

## **6. Soft Skill Development**

In the vocational high school setting, particularly within the tourism major, the teacher purposefully integrates the development of essential soft skills into my English teaching process. Recognizing the significance of communication, teamwork, time management, and problem-solving in the tourism industry, *I design activities and assignments that promote these skills. Collaborative projects, such as planning and executing travel-related presentations or creating promotional materials, encourage effective teamwork and communication. Time management is emphasized through project deadlines, simulating the fast-paced nature of the*

*industry*. To enhance problem-solving abilities, the teacher also incorporated scenarios that mirror real-world challenges encountered in tourism, encouraging students to think critically and devise creative solutions. Additionally, class discussions and presentations provide opportunities for students to hone their communication skills in English, preparing them for the diverse interactions they will face in their future tourism careers. By seamlessly integrating these soft skills into English lessons, *I aim to equip students in the tourism major with a well-rounded skill set essential for success in the dynamic and customer-oriented tourism industry.*

## **7. Assessment and Certification**

In the vocational high school setting, specifically within the tourism major, the teacher designs and implements assessments that strategically evaluate students' progress in English language skills while aligning with the unique demands of the tourism industry. Assessments are crafted to encompass a range of language proficiencies, including listening, speaking, reading, and writing, with a focus on industry-specific contexts. For example, listening assessments may involve interpreting customer inquiries, while speaking assessments could simulate scenarios encountered in

hospitality. Written assignments may include the creation of travel-related documents, and reading exercises might revolve around comprehension of tourism-related texts. To reflect the industry's communicative nature, I integrate presentations and role-playing activities into assessments, allowing students to showcase their language skills in a practical setting. Additionally, assessments often incorporate collaborative projects to evaluate teamwork and interpersonal communication—essential skills in the tourism sector. Regular feedback and reflections on performance help students understand their strengths and areas for improvement, fostering continuous language development tailored to their future roles in the tourism industry.

#### **8. Continuous improvement**

To ensure that my English teaching curriculum in the vocational high school setting remains relevant and aligned with job market demands, *I proactively stay updated with industry standards and technological advancements. Regularly engaging in professional development opportunities, attending conferences, and participating in workshops allow me to stay abreast of the latest trends and requirements in the field.* Actively seeking collaboration with professionals in relevant industries helps me understand

firsthand the evolving needs and expectations of employers. Moreover, *I integrate modern teaching tools and technology into my curriculum, incorporating industry-specific software, online resources, and digital platforms that mirror the current practices in the job market.* This commitment to staying informed and embracing technological advancements enables me to provide students with a curriculum that not only enhances their English language skills but also prepares them for the rapidly changing demands of their future professions.

## **b. Teacher 2**

### **1. Career-oriented curriculum**

Based on the interview with teacher 2, In integrating a career-oriented curriculum into my English teaching approach within the tourism major at the vocational high school setting, the teacher focuses on fostering a student-centered and experiential learning environment. Rather than solely relying on external collaborations, *I encourage students to actively explore their career interests within the tourism industry. This involves self-directed research projects, where students investigate specific job roles, industry trends, and language requirements independently.*

*To enhance practical skills, I design immersive language tasks that simulate real-world scenarios encountered in the tourism sector, such as drafting customer service emails or creating travel itineraries. Guest speakers from the tourism field are invited to share their experiences, providing diverse insights into potential career paths.* Moreover, the teacher incorporates digital platforms and online resources that allow students to engage with authentic industry materials, ensuring they develop language skills within the context of contemporary tourism practices. This student-driven and technology-infused approach aims to empower learners with a deeper understanding of their chosen profession, preparing them for the linguistic demands of diverse roles within the dynamic tourism industry.

## **2. Practical Training**

To incorporate practical training into my English teaching approach within the tourism major at the vocational high school setting, *I emphasize a hands-on and immersive learning experience. Rather than solely focusing on individual research projects, I organize collaborative activities that mirror real-world tasks encountered in the tourism industry.* This involves scenario-based simulations and role-playing exercises where students work together to

address common challenges faced by professionals in the field. Additionally, the teacher actively seeks partnerships with local businesses in the tourism sector to facilitate internships or work placements for students. These practical experiences allow them to apply and refine their English language skills in authentic workplace settings, such as assisting with customer inquiries, creating promotional materials, or interacting with tourists. Moreover, *I integrate reflective practices, prompting students to document and share their experiences in English, fostering language development and a deeper understanding of the practical applications of their linguistic skills within the tourism industry.* This approach aims to bridge the gap between theoretical language learning and the hands-on demands of the dynamic tourism sector, ensuring that students are well-prepared for their future careers.

### **3. Industry-experienced Instructor**

The teacher shares real-world examples and personal experiences to illustrate the linguistic nuances and communication skills crucial in the tourism sector. Lessons include industry-specific vocabulary, customer service scenarios, and communication styles, ensuring students acquire directly applicable language skills for their future

careers. *I incorporate case studies, collaborative projects, and simulations to let students practice and refine their English in contexts resembling workplace situations.* This approach not only boosts language proficiency but also prepares students for effective communication in various tourism-related scenarios, bridging the gap between the classroom and the workplace.

#### **4. Project Based Learning**

In the vocational high school setting, particularly within the tourism major, the teacher integrates project-based learning into my English teaching process. *I design projects that mirror real-world tasks and challenges encountered in the tourism industry, fostering a hands-on and practical approach to language acquisition.* For instance, students might collaboratively plan and present a travel itinerary, create promotional materials for a tourist destination, or simulate customer service scenarios in English. These projects not only enhance language skills but also immerse students in the dynamic and diverse contexts of the tourism sector. Emphasizing teamwork, critical thinking, and effective communication, project-based learning allows students to apply their English language proficiency in scenarios directly relevant to their future

careers. Additionally, presentations and reflections on their projects provide opportunities for students to showcase their language skills and gain valuable insights into the multifaceted nature of the tourism industry, ensuring a well-rounded and practical language learning experience.

### **5. Internship and Work Placement**

In the tourism major at the vocational high school, *I make it easy for students to join internships or work placements as part of my English teaching. I partner with local businesses and prepare students with lessons on industry language and communication norms.* During their internships, students use English in practical tasks like handling customer inquiries or creating promotional materials. To solidify their learning, *I assign reflective tasks where students share their experiences in English.* This approach not only boosts their language skills but also gives them firsthand insights into the professional world, preparing them thoroughly for future careers in the dynamic tourism industry.

### **6. Soft Skill Development**

In the tourism major at the vocational high school, *I actively focus on developing important soft skills like communication, teamwork, time management, and problem-solving in my English teaching. Through practical activities,*



*students collaborate on real-world projects, handle deadlines, and solve challenges reflective of the tourism industry.* These activities help them enhance their teamwork, time management, and critical thinking skills. Engaging discussions and presentations further refine their communication abilities, preparing them comprehensively for the varied interactions they will encounter in their future tourism careers. This approach ensures that students not only improve their language proficiency but also develop a versatile skill set crucial for success in the dynamic tourism industry.

## **7. Assessment and Certification**

In the tourism major at the vocational high school, I create assessments that go beyond traditional exams. Students showcase their English skills through practical projects like designing itineraries or role-playing tourism scenarios. Listening exercises involve understanding common industry dialogues, while written tasks focus on drafting customer emails or reports. Technology is integrated for modern communication assessments. Regular feedback sessions help students improve continuously, ensuring their language development aligns with the needs of the tourism sector.

## **8. Continuous Improvement**

To keep my English teaching in the tourism major at the vocational high school relevant, *I stay updated on industry trends and technology. I attend workshops, read industry publications, and engage with professionals to understand the latest developments.* Integrating technology into my teaching, such as using apps and online resources, ensures that students learn current industry practices. This proactive approach helps align the curriculum with the evolving demands of the job market in the tourism sector.

### **B. The Observation Results**

In this segment, the researcher engaged in observation with teachers to confirmed the research set of questions concerning the process of teaching English at Tourism Maor of SMK S-3 IDHATA Rejang Lebong. The Observation with teachers took place on November 10<sup>th</sup> -23<sup>rd</sup> November, 2023. Specifically, to the teacher who taught English subject in tourism class at SMK S-3 IDHATA Rejang Lebong, focusing on the process of teaching English in term of tourism major. Teacher conducted the observation three times.

#### **a. Teacher 1**

The researcher gained the data during observation in teaching English in Tourism Major of SMK S-3 IDHATA Rejang Lebong

in the class. Teacher 1 taught several processes in teaching English in tourism major. Teacher. The result of observation can be seen in the table below;

**Tabel 4.1**  
**Observation Checklist/Field Notes of English Teaching Process in Vocational High School**

No	Indicators	Items	Meeting 1		Meeting 2		Meeting 3	
			Yes	No	Yes	No	Yes	No
1	1. <b>Career-oriented curriculum</b>	1. The English teacher aligns teaching materials and activities with the career- oriented curriculum of the vocational high school.	√		√		√	
		2. The English teacher incorporates industry-specific vocabulary and terminology relevant to the vocational areas into their lessons.	√		√		√	
		3. The English teacher provides opportunities for hands-on practice and application of English language skills in the vocational areas.	√		√		√	
	2. <b>Practical training</b>	4. The English teacher incorporates practical and hands-on activities into English	√		√		√	

		lessons to enhance students' learning experience.						
		5. The English teacher provides opportunities for students to apply English language skills in real-life vocational scenarios.	√		√		√	
		6. The English teacher integrates vocabulary and language related to tools, equipment, and technologies relevant to the students' chosen vocational fields.	√		√		√	
3.	<b>Industry-experienced instructors</b>	7. The English teacher possesses industry experience or real-world knowledge relevant to the vocational fields he/she is teaching.	√		√		√	
		8. The English teacher incorporates practical insights and examples from his/her industry experience into English lessons.	√		√		√	

		9. The English teacher provides industry-relevant knowledge and vocabulary to help students understand the language used in the workplace.	√		√		√	
4.	<b>Project-based learning</b>	10. The English teacher incorporates project-based learning activities into English lessons to provide students with real or simulated projects that reflect workplace challenges.	√		√		√	
		11. The English teacher guides students in applying theoretical English language concepts to practical scenarios within the context of vocational projects.	√		√		√	
		12. The English teacher provides feedback and support to students as they navigate the challenges and problem-solving aspects of project-based learning.	√		√		√	
5.	<b>internships and work placements</b>	13. The English teacher incorporates language learning activities and assignments that encourage students	√		√		√	

		to reflect on their internship or work placement experiences.					
		14. The English teacher provides guidance and resources for students to effectively communicate and interact in English within their internship or work placement settings.	√		√		√
6. <b>Soft skills development</b>		15. The English teacher incorporates activities and assignments that promote the development of communication skills in English.	√		√		√
		16. The English teacher fosters a collaborative and teamwork- oriented classroom environment where students engage in English language group projects.	√		√		√
7. <b>Assessment and certification</b>		17. The teacher incorporates a variety of assessment methods, including practical exams, written tests, and project evaluations, to assess students' progress in English.	√		√		√

		18. The teacher uses industry- specific criteria and standards when evaluating students' English proficiency.	√		√		√	
8.	<b>Continuous improvement</b>	19. The teaching materials and resources used in the English classes are relevant and up-to-date with current job market demands.	√		√		√	
		20. The English teachers incorporate technology and digital tools effectively in their teaching.	√		√		√	

From the table above, it was clear that the result of the interview and observation were match. Where teacher 1 conformed that The English teacher aligns teaching materials and activities with the career- oriented curriculum of the vocational high school. Teacher 1 also incorporates industry-specific vocabulary and terminology relevant to the vocational areas into their lessons and The English teacher provides opportunities for hands-on practice and application of English language skills in the vocational areas.

Teacher 1 incorporates practical and hands-on activities into English lessons to enhance students' learning experience by providing opportunities for students to apply English language skills in real-life vocational scenarios. The English teacher

integrates vocabulary and language related to tools, equipment, and technologies relevant to the students' chosen vocational fields. The English teacher possesses industry experience or real-world knowledge relevant to the vocational fields he/she is teaching. The English teacher provides industry-relevant knowledge and vocabulary to help students understand the language used in the workplace.

The English teacher also incorporates project-based learning activities into English lessons to provide students with real or simulated projects that reflect workplace challenges. The English teacher provides feedback and support to students as they navigate the challenges and problem-solving aspects of project-based learning.

It was also confirmed that The English teacher incorporates language learning activities and assignments that encourage students to reflect on their internship or work placement experiences. The English teacher provides guidance and resources for students to effectively communicate and interact in English within their internship or work placement settings. The English teacher fosters a collaborative and teamwork-oriented classroom environment where students engage in English language group projects.



The teacher incorporates a variety of assessment methods, including practical exams, written tests, and project evaluations, to assess students' progress in English. The teacher uses industry-specific criteria and standards when evaluating students' English proficiency. The teaching materials and resources used in the English classes are relevant and up-to-date with current job market demands. The English teachers incorporate technology and digital tools effectively in their teaching.

**b. Teacher 2**

The researcher gained the data during observation in teaching English in Tourism Major of SMK S-3 IDHATA Rejang Lebong in the class. Teacher 2 taught several processes in teaching English in tourism major. Teacher. The result of observation can be seen in the table below;

**Tabel 4.2**  
**Observation Checklist/Field Notes of English Teaching Process in Vocational High School**

No	Indicators	Items	Meeting 1		Meeting 2		Meeting 3	
			Yes	No	Yes	No	Yes	No
1	1. <b>Career-oriented curriculum</b>	1. The English teacher aligns teaching materials and activities with the career-oriented curriculum of the vocational high school.	√		√		√	

		2. The English teacher incorporates industry-specific vocabulary and terminology relevant to the vocational areas into their lessons.	√		√		√	
		3. The English teacher provides opportunities for hands-on practice and application of English language skills in the vocational areas.	√		√		√	
	<b>2. Practical training</b>	4. The English teacher incorporates practical and hands-on activities into English lessons to enhance students' learning experience.	√		√		√	
		5. The English teacher provides opportunities for students to apply English language skills in real-life vocational scenarios.	√		√		√	
		6. The English teacher integrates vocabulary and language related to tools, equipment, and technologies relevant to the students' chosen vocational	√		√		√	

		fields.					
3. <b>Industry-experienced instructors</b>	7. The English teacher possesses industry experience or real-world knowledge relevant to the vocational fields he/she is teaching.	√		√		√	
	8. The English teacher incorporates practical insights and examples from his/her industry experience into English lessons.	√		√		√	
	9. The English teacher provides industry-relevant knowledge and vocabulary to help students understand the language used in the workplace.	√		√		√	
4. <b>Project-based learning</b>	10. The English teacher incorporates project-based learning activities into English lessons to provide students with real or simulated projects that reflect workplace challenges.	√		√		√	
	11. The English teacher guides students in applying theoretical English language concepts to practical scenarios within the context of vocational projects.	√		√		√	

		12. The English teacher provides feedback and support to students as they navigate the challenges and problem- solving aspects of project- based learning.	√		√		√	
5.	<b>internships and work placements</b>	13. The English teacher incorporates language learning activities and assignments that encourage students to reflect on their internship or work placement experiences.	√		√		√	
		14. The English teacher provides guidance and resources for students to effectively communicate and interact in English within their internship or work placement settings.	√		√		√	
6.	<b>Soft skills development</b>	15. The English teacher incorporates activities and assignments that promote the development of communication skills in English.	√		√		√	

		16. The English teacher fosters a collaborative and teamwork- oriented classroom environment where students engage in English language group projects.	√		√		√	
7. <b>Assessment and certification</b>		17. The teacher incorporates a variety of assessment methods, including practical exams, written tests, and project evaluations, to assess students' progress in English.	√		√		√	
		18. The teacher uses industry- specific criteria and standards when evaluating students' English proficiency.	√		√		√	
8. <b>Continuous improvement</b>		19. The teaching materials and resources used in the English classes are relevant and up-to-date with current job market demands.	√		√		√	
		20. The English teachers incorporate technology and digital tools effectively in their teaching.	√		√		√	

From the table above, it was clear that the result of the interview and observation were match. Where teacher 2 conformed that The English teacher aligns teaching materials and activities with the career- oriented curriculum of the vocational high school.

Teacher 2 also incorporates industry-specific vocabulary and terminology relevant to the vocational areas into their lessons and The English teacher provides opportunities for hands-on practice and application of English language skills in the vocational areas.

Teacher 2 incorporates practical and hands-on activities into English lessons to enhance students' learning experience by providing opportunities for students to apply English language skills in real-life vocational scenarios. The English teacher integrates vocabulary and language related to tools, equipment, and technologies relevant to the students' chosen vocational fields. The English teacher possesses industry experience or real-world knowledge relevant to the vocational fields he/she is teaching. The English teacher provides industry-relevant knowledge and vocabulary to help students understand the language used in the workplace.

The English teacher also incorporates project-based learning activities into English lessons to provide students with real or simulated projects that reflect workplace challenges. The English teacher provides feedback and support to students as they navigate the challenges and problem-solving aspects of project-based learning.

It was also confirmed that The English teacher incorporates language learning activities and assignments that encourage

students to reflect on their internship or work placement experiences. The English teacher provides guidance and resources for students to effectively communicate and interact in English within their internship or work placement settings. The English teacher fosters a collaborative and teamwork-oriented classroom environment where students engage in English language group projects.

The teacher incorporates a variety of assessment methods, including practical exams, written tests, and project evaluations, to assess students' progress in English. The teacher uses industry-specific criteria and standards when evaluating students' English proficiency. The teaching materials and resources used in the English classes are relevant and up-to-date with current job market demands. The English teachers incorporate technology and digital tools effectively in their teaching.

**Tabel 4.3**  
**Result of the Implementation of Indicators in Teaching Process**  
**in Vocational High School**

No	Indicators	Activities
1.	Carrer oriented curriculum	<ol style="list-style-type: none"> <li>1. The english teacher taught students how to answer job interview questions in english, including how to compose effective and convincing answers.</li> <li>2. The english teacher taught how to write a curriculum vitae and job application letter in english in a professional format.</li> <li>3. The english teacher asked students to create and present projects related to career fields, such as business, technology, or tourism in english.</li> <li>4. The english teacher facilitated group discussions that discuss various topics related to the world of work, such as professional ethics, work culture in english-speaking countries, and challengefaced in international work environment</li> <li>5. The english teacher used authentic materials, such as articles and videos on career-related topics to prcatice reading, listening, and writing skills.</li> </ol>
2.	Practical training	<ol style="list-style-type: none"> <li>1. The english teacher conducted job interview simulations in english. Students are asked to act as job applicants, while teachers or other students act as interviewers.</li> <li>2. Students may be asked to create product or service presentations appropriate to their major.</li> <li>3. The english teacher taught how to write professional emails in english</li> <li>4. Students act as employed in certain situations at work, such as serving customers, answering the phone, or handling customer complaints in english.</li> <li>5. The english teacher made use of audio or video</li> </ol>



		<p>material related to the student's field of work, such as listening to business conversations or presentations at companies.</p> <p>6. The english teacher held discussions about current issues that are relevant to student's fields of study.</p>
3.	Industry experience instructors	<p>1. The english teacher brought real case studies from industries related to the major student.</p> <p>2. The english teacher developed simulation projects that mimic the tasks students will face in the world of work.</p> <p>3. The english teacher taught students how to read and understand documentation or technical documents in english.</p> <p>4. The english teacher used learning materials that come directly from industry, such as business emails, company reports, or presentations used in the real world.</p> <p>5. The english teacher gave assignment that resemble work that would be found in industry.</p>
4.	Project based learning	<p>1. The english teacher encouraged students to submit interesting and challenging proof ideas.</p> <p>2. The english teacher divided students into groups based on interests or skills they want to develop.</p> <p>3. The english teacher provided authentic sources such as articles, videos, and industry reports in english</p> <p>4. The english teacher provided feedback on reports written by students and encourage them to make revisions to improve the quality of their writing and use of english.</p> <p>5. The english teacher held a class discussion to evaluate the process and result of the test</p>
5.	Internships and work placement	<p>1. The english teacher provided intensive training on basic communication skills in english.</p> <p>2. The english teacher gave assignments that ask students to take notes and report their experiences in english</p> <p>3. The english teacher held a session where students present their experiences during the</p>

		<p>internship in front of the class in english</p> <p>4. The english teacher provided specialize lessons on english vocabulary and phrases relevant to the industry in which students will be interning.</p>
6.	Soft skill	<p>1. The english teacher provided special exercise to develop students' interpersonal skills in english, such as negotiation, teamwork.</p> <p>2. The english teacher taught conflict management techniques in english.</p>
7.	Assessment and certification	<p>1. The english teacher conducted simulations of world situations, such as job interviews, business meeting in english.</p> <p>2. The english teacher gave written test that cover aspects of the english language, such as grammar, vocabulary, reading comprehension and writing.</p> <p>3. The english teacher prepared students to take internationally recognized certification exams.</p>
8.	Continuous improvement	<p>1. The english teacher asked students to write weekly or montly reflection journals about their learning</p> <p>2. The english teacher provided continuous feedback throughout the learning process</p> <p>3. The english teacher analyzed students assignment results to identify general trends, such as weaknesses in certain skills</p> <p>4. The english teacher gave students the opportunity to revise assignment or proofreads based on the feedback received.</p>

## **B. Discussion**

### **1. Process of Teaching English at Tourism Major of SMK S-3 IDHATA**

#### **Rejang Lebong**

Based on the classroom the interview, there are eight main processes in teaching English at Tourism Major of SMK S-3 IDHATA applied by the teacher in teaching English.

#### **a. Career-oriented curriculum**

Implementing a career-oriented curriculum in the teaching of English within the tourism major at a vocational high school is a strategic initiative that bridges language learning with the specific requirements of the tourism industry<sup>44</sup>. This approach is tailored to prepare students for practical communication in their future careers. By integrating industry-specific vocabulary, communication scenarios, and real-world tasks, students not only enhance their English language proficiency but also acquire practical skills directly applicable to the dynamic tourism sector. In SMK S-3 IDHATA Rejang Lebong, the curriculum's emphasis on experiential learning aligns with the educational philosophy of constructivism, where students actively engage with and apply their knowledge in authentic contexts. Additionally, this approach fosters a deeper understanding of the professional expectations and communication nuances within the tourism industry. The career-oriented curriculum strives to create

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<sup>44</sup> Norton B(2019). *Teaching in Vocational High School Perspectives*. Reamon Press. P.38

a seamless connection between classroom instruction and the workplace, ensuring that students are well-equipped to navigate and excel in their future careers in the vibrant and customer-centric field of tourism.

#### **b. Practical Training**

In the vocational high school setting in SMK S-3 IDHATA, In the context of teaching English in the tourism major at a vocational high school, practical training is a vital component that goes beyond traditional language instruction, aiming to equip students with tangible skills applicable to the dynamic tourism industry. Practical training involves immersive learning experiences that simulate real-world scenarios, allowing students to directly apply their English language skills in tourism-related contexts<sup>45</sup>. This hands-on approach not only enhances language proficiency but also cultivates practical competencies such as effective communication with tourists, handling customer inquiries, and creating promotional materials. Practical training is particularly effective in preparing students for the multifaceted challenges they may encounter in the workplace, aligning with the principles of experiential learning. This experiential approach ensures that students not only grasp theoretical language concepts but also develop the ability to navigate and excel in the diverse and customer-oriented landscape of the tourism sector.

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<sup>45</sup> Oshanon P (2016). *Teaching English in Vocational High School Industry*. Plenary Hall Press. P.90

Through practical training, students gain a holistic understanding of the industry's communication demands, facilitating a seamless transition from the classroom to their future roles in the dynamic field of tourism.

**c. Industry-experienced Instructor**

An instructor with industry experience is essential in teaching English for the tourism major at a vocational high school at SMK-S IDHATA. They bring practical insights and real-world knowledge to the classroom, going beyond textbooks to provide a dynamic learning experience. This instructor uses personal experiences and workplace challenges to enhance language skills, focusing on effective communication, customer service expectations, and industry-specific vocabulary relevant to tourism. By seamlessly integrating practical examples and anecdotes, the instructor in SMK S-3 IDHATA ensures that students not only learn the theory but also understand how English language skills are applied in the actual workplace. This approach better prepares students for success in the tourism sector, making the connection between classroom learning and real-world applications clearer and more effective.

**d. Project Based Learning**

In the context of the tourism major at the vocational high school setting, Project-Based Learning (PBL) in teaching English for the tourism major at a vocational high school at SMK S-3

IDHATA involves students working on real-world projects related to the tourism industry. They might plan travel itineraries, create promotional materials, or simulate customer service scenarios in English. This approach not only improves language skills but also lets students experience the diverse aspects of the tourism sector. Emphasizing teamwork and critical thinking, PBL helps students apply their language proficiency in scenarios relevant to their future careers<sup>46</sup>. Presentations and reflections on projects allow students to showcase their language skills and understand the complexity of the tourism industry. PBL makes language learning practical and fosters skills like creativity and collaboration essential for success in the tourism sector.

#### **e. Internship and Work placement**

Integrating internships and work placements into the process of teaching English for the tourism major at a vocational high school is a valuable strategy to provide students with hands-on experience and real-world application of their language skills<sup>47</sup>. In SMK S-3 IDHATA, students have the opportunity to work in actual tourism-related environments, such as travel agencies, hotels, or tourist information centers, where they can apply English in tasks like assisting customers, handling inquiries, and creating promotional materials. Work placements involve more extended

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<sup>46</sup> O'Brian McCartney (2021). *Project Based Learning for Vocational High School Needs*. High press Un. P.232

<sup>47</sup> Ibid P.24

periods of practical experience, allowing students to immerse themselves in the daily operations of the tourism industry. This experiential learning approach not only enhances language proficiency but also equips students with a deeper understanding of professional expectations and effective communication within the tourism sector. It bridges the gap between theoretical language learning in the classroom and the practical demands of the workplace, preparing students more comprehensively for their future roles in the dynamic field of tourism.

**f. Soft Skill Development**

In the vocational high school IDHATA, In the process of teaching English for the tourism major here, emphasis on soft skill development is essential for preparing students for success in their future careers. Soft skills, such as communication, teamwork, time management, and problem-solving, are integral in the dynamic and customer-centric tourism industry. The English curriculum can be designed to incorporate activities that enhance these skills, such as group projects simulating real-world tourism scenarios, discussions on effective communication strategies, and assignments with deadlines to improve time management<sup>48</sup>. Role-playing exercises can be introduced to develop problem-solving abilities within the context of tourism-related challenges. These intentional efforts not

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<sup>48</sup> David J Foster (2016). *Portraying Vocational High School Need Assessment*. Unity Press. P.56

only foster language proficiency but also nurture a well-rounded skill set, ensuring that students are not only proficient in English but also equipped with the interpersonal and practical abilities crucial for success in the tourism sector.

**g. Assessment and Certification**

In the teaching of English for the tourism major at a vocational high school, a robust assessment and certification process is crucial for evaluating students' language proficiency and ensuring their readiness for the tourism industry<sup>49</sup>. In SMK S-3 IDHATA Assessments should go beyond traditional exams and include practical evaluations, such as creating travel-related documents, engaging in customer service role-plays, or delivering presentations in English. These assessments not only measure language skills but also simulate real-world scenarios encountered in the tourism sector. Additionally, incorporating industry-specific certifications, recognized by relevant authorities or institutions, adds credibility to students' language proficiency. Certifications can be tied to specific language proficiency levels or competencies needed in the tourism industry, providing students with tangible credentials that enhance their employability. A well-structured assessment and certification system, blending theoretical knowledge with practical applications, ensures that students are adequately prepared for the linguistic

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<sup>49</sup> David J Foster (2016). *Portraying Vocational High School Need Assessment*. Unity Press. P.167



demands of the tourism sector and holds value in the professional landscape.

#### **h. Continuous improvement**

In the process of teaching English for the tourism major at a vocational high school, continuous improvement is a vital concept that ensures the ongoing enhancement of teaching methods, curriculum, and student outcomes. This involves regularly assessing and refining the English curriculum to align with the latest industry trends, incorporating feedback from students and industry professionals to address specific needs, and adapting teaching approaches based on the effectiveness of different methodologies. Continuous improvement also applied in SMK S-3 IDHATA. It includes staying updated on advancements in language teaching technologies and integrating them into the classroom to enhance language learning experiences. By fostering a culture of ongoing reflection and adaptation, teachers can ensure that the English language instruction remains dynamic, relevant, and responsive to the evolving demands of the tourism sector, ultimately providing students with a high-quality education that prepares them for success in their future careers.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents about conclusions and suggestions of what have been discussed in the previous chapter. The researcher validates the outcomes of the data analysis conducted in the preceding chapter. In this section, conclusions addressing the research questions are presented. Additionally, the segment provides recommendations for future researchers exploring this field more comprehensively.

#### **A. Conclusion**

##### **1. Process of Teaching English at Tourism Major of SMK S-3 IDHATA Rejang Lebong.**

Based on data analysis in Chapter IV, it showed that there are 8 main processes used by the teacher in teaching English in Tourism Major at SMK S-3 IDHATA Rejang Lebong.; first, Career-Oriented Curriculum, secondly, Practical Training, thirdly, Industry-experienced Instructor, the Fourth, Project Based-Learning, Fifth, Internship and Work Placement, Sixth, Soft Skill Development, Seventh, Assessment and Certification, the last, Continuous Improvement

#### **B. Suggestion**

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion are;

1. To the school

It aims to improve our understanding of effective teaching methods for English in the context of the Tourism Major, with the goal of enhancing language learning outcomes for students pursuing careers in tourism. The research provides insights to refine the curriculum, ensuring it aligns with industry standards and meets the specific language needs of the dynamic tourism field.

2. The Teachers

it provides insights into effective teaching methodologies tailored to the unique needs of students in the tourism sector. By understanding successful strategies, teachers can enhance their instructional approaches to better support students in acquiring English language skills relevant to their future careers.

3. The students

it helps identify effective learning strategies that can enhance their language skills, specifically tailored to the demands of the tourism industry. This means students can expect more relevant and practical language instruction that aligns with their career goals.

4. The others researcher.

the research serves as a valuable resource for future scholars and researchers interested in enhancing our understanding of effective English

language instruction within vocational high schools, particularly in the context of the tourism major.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

Nomor : 550 Tahun 2023

Tentang  
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.76/In.34/FT.5 /PP.00.9/9/2023  
2. Berita Acara Seminar Proposal Pada Hari Kamis, 12 Oktober 2023

**MEMUTUSKAN :**

**Menetapkan**

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**  
2. **Sarwo Edy, M.Pd** **19810607 202321 1 011**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Umy Nuryana

N I M : 17551071

JUDUL SKRIPSI : **Portraying English Teaching Process on Tourism Major at Vocational High School S-3 IDHATA**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 17 Oktober 2023

Dekan,

  
Sutarto

- Tembusan :
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  2. Bendahara IAIN Curup.
  3. Kabag Akademik kemahasiswaan dan kerja sama.
  4. Mahasiswa yang bersangkutan.



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Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
 Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

**IAIN CURUP**

Nomor : 626 /In.34/FT/PP.00.9/10/2023 25 Oktober 2023  
 Lampiran : Proposal dan Instrumen  
 Hal : Permohonan Izin Penelitian

Kepada Yth. Kepala Dinas Penanaman Modal dan  
 Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Umy Nuryana  
 NIM : 17551071  
 Fakultas/Prodi : Tarbiyah / TBI  
 Judul Skripsi : Portraying English Teaching Process on Tourism Major at Vocational High School  
 S-3 IDHATA  
 Waktu Penelitian : 23 Oktober s.d 23 Januari 2023  
 Lokasi Penelitian : SMKS 3 IDHATA

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan  
 Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum  
 NIP. 19811020 200604 1 002

Tembusan disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



**PEMERINTAH KABUPATEN REJANG LEBONG**  
**DINAS PENANAMAN MODAL**  
**DAN PELAYANAN TERPADU SATU PINTU**  
 Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

**SURAT IZIN**

Nomor : 503/466 /IP/DPMPSTP/XI/2023

**TENTANG PENELITIAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
  2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 626/In.34/FT/PP.00.9/10/2023 tanggal 25 Oktober 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Umy Nuryana/ Sumber Urip, 08 Agustus 1999  
 NIM : 17551071  
 Pekerjaan : Mahasiswa  
 Program Studi/Fakultas : Tadris Bahasa Inggris / Tarbiyah  
 Judul Proposal Penelitian : **Portraying English Teaching Process on Tourism Major at Vocational High School S-3 IDHATA**  
 Lokasi Penelitian : SMKS 3 IDHATA  
 Waktu Penelitian : 02 November 2023 s/d 23 Januari 2024  
 Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup  
 Pada Tanggal : 02 November 2023

Kepala Dinas Penanaman Modal dan Pelayanan  
 Terpadu Satu Pintu  
 Kabupaten Rejang Lebong



**Tembusan :**

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMKS 3 IDHATA
4. Yang Bersangkutan
5. Arsips

## *Appendixes*

*“Result of Observation and Interview”*

## OBSERVATION

### TEACHER 1

No	Aspect	Indicators	Items	Yes	No	Notes
1	<b>Teaching Process in Vocational High School (Hutchinson &amp; Waters, 2014)</b>	<b>1. Career-oriented curriculum</b>	1. The English teacher aligns teaching materials and activities with the career-oriented curriculum of the vocational high school.	√		
			2. The English teacher incorporates industry-specific vocabulary and terminology relevant to the vocational areas into their lessons.	√		
			3. The English teacher provides opportunities for hands-on practice and application of English language skills in the vocational areas.	√		
		<b>2. Practical training</b>	4. The English teacher incorporates practical and hands-on activities into English lessons to enhance students' learning experience.	√		
			5. The English teacher provides opportunities for students to apply English language skills in real-life	√		

			vocational scenarios.			
			6. The English teacher integrates vocabulary and language related to tools, equipment, and technologies relevant to the students' chosen vocational fields.	√		
		3. <b>Industry-experienced instructors</b>	7. The English teacher possesses industry experience or real-world knowledge relevant to the vocational fields he/she is teaching.	√		
			8. The English teacher incorporates practical insights and examples from his/her industry experience into English lessons.	√		
			9. The English teacher provides industry-relevant knowledge and vocabulary to help students understand the language used in the workplace.	√		

		4. <b>Project-based learning</b>	10. The English teacher incorporates project-based learning activities into English lessons to provide students with real or simulated projects that reflect workplace challenges.	√		
			11. The English teacher guides students in applying theoretical English language concepts to practical scenarios within the context of vocational projects.	√		
			12. The English teacher provides feedback and support to students as they navigate the challenges and problem-solving aspects of project-based learning.	√		
		5. <b>internships and work placements</b>	13. The English teacher incorporates language learning activities and assignments that encourage students to reflect on their internship or work placement experiences.	√		
			14. The English teacher provides guidance and resources for students to effectively communicate and	√		



			interact in English within their internship or work placement settings.			
		6. <b>Soft skills development</b>	15. The English teacher incorporates activities and assignments that promote the development of communication skills in English.	√		
			16. The English teacher fosters a collaborative and teamwork- oriented classroom environment where students engage in English language group projects.	√		
		7. <b>Assessment and certification</b>	17. The teacher incorporates a variety of assessment methods, including practical exams, written tests, and project evaluations, to assess students' progress in English.	√		
			18. The teacher uses industry- specific criteria and standards when evaluating students' English proficiency.	√		
		8. <b>Continuous improvement</b>	19. The teaching materials and resources used in the English classes are relevant and up-to-	√		

			date with current job market demands.			
			20. The English teachers incorporate technology and digital tools effectively in their teaching.	√		

**TEACHER 2**

No	Aspect	Indicators	Items	Yes	No	Notes
1	<b>Teaching Process in Vocational High School (Hutchinson &amp; Waters, 2014)</b>	9. <b>Career-oriented curriculum</b>	1. The English teacher aligns teaching materials and activities with the career-oriented curriculum of the vocational high school.	√		
			2. The English teacher incorporates industry-specific vocabulary and terminology relevant to the vocational areas into their lessons.	√		
			3. The English teacher provides opportunities for hands-on practice and application of English language skills in the vocational areas.	√		
		10. <b>Practical training</b>	4. The English teacher incorporates practical and hands-on activities into English lessons to enhance students' learning experience.	√		
				5. The English teacher provides opportunities for students to apply English language skills in real-life vocational	√	

			scenarios.			
			6. The English teacher integrates vocabulary and language related to tools, equipment, and technologies relevant to the students' chosen vocational fields.	√		
		<b>11. Industry-experienced instructors</b>	7. The English teacher possesses industry experience or real-world knowledge relevant to the vocational fields he/she is teaching.	√		
			8. The English teacher incorporates practical insights and examples from his/her industry experience into English lessons.	√		
			9. The English teacher provides industry-relevant knowledge and vocabulary to help students understand the language used in the workplace.	√		

		<b>12. Project-based learning</b>	10. The English teacher incorporates project-based learning activities into English lessons to provide students with real or simulated projects that reflect workplace challenges.	√		
			11. The English teacher guides students in applying theoretical English language concepts to practical scenarios within the context of vocational projects.	√		
			12. The English teacher provides feedback and support to students as they navigate the challenges and problem-solving aspects of project-based learning.	√		
		<b>13. internships and work placements</b>	13. The English teacher incorporates language learning activities and assignments that encourage students to reflect on their internship or work placement experiences.	√		
			14. The English teacher provides guidance and resources for students to effectively communicate and	√		

			interact in English within their internship or work placement settings.			
		14. <b>Soft skills development</b>	15. The English teacher incorporates activities and assignments that promote the development of communication skills in English.	√		
			16. The English teacher fosters a collaborative and teamwork- oriented classroom environment where students engage in English language group projects.	√		
		15. <b>Assessment and certification</b>	17. The teacher incorporates a variety of assessment methods, including practical exams, written tests, and project evaluations, to assess students' progress in English.	√		
			18. The teacher uses industry- specific criteria and standards when evaluating students' English proficiency.	√		

		<b>16. Continuous improvement</b>	19. The teaching materials and resources used in the English classes are relevant and up-to-date with current job market demands.	√		
			20. The English teachers incorporate technology and digital tools effectively in their teaching.	√		

## INTERVIEW

### TEACHER 1

NO	INDICATORS AND QUESTIONS	ANSWER
1.	<p><b>Career-oriented curriculum</b></p> <ul style="list-style-type: none"> <li>- How do you integrate the career-oriented curriculum into your English teaching process in the vocational high school setting?</li> <li>- Can you provide examples of how you connect the general education subjects to the specific vocational areas in your English lessons?</li> <li>- What specific language skills or vocabulary do you prioritize in your English lessons to help students succeed in their chosen industries or professions?</li> <li>- How do you support students in developing their English language proficiency in relation to their chosen industries or professions?</li> </ul>	<p><i>I focus on specific language skills and industry-related vocabulary needed for students' future careers. I use real-world materials like industry reports and articles to expose students to professional language. Role-playing scenarios and simulations allow them to practice language skills in work-related contexts. Guest speakers and industry visits provide firsthand insights, while projects and activities encourage practical language application.</i></p> <p><i>The process focusses on specific language skills, like customer service phrases and industry terms, using real-world materials such as hotel brochures. Through role-playing activities and projects like creating a hospitality guidebook, students practice language skills in scenarios relevant to their future careers. Guest speakers from the hospitality industry and industry visits provide firsthand insights. I guide students in crafting resumes and conducting mock interviews, emphasizing language proficiency for the hospitality sector.</i></p>



2.	<p><b>Practical training</b></p> <ul style="list-style-type: none"> <li>- How do you incorporate practical training into your English teaching process in the vocational high school setting?</li> <li>- Can you provide examples of how you integrate hands-on experiences into your English lessons to help students develop the necessary skills and competence in their chosen vocational fields?</li> <li>- How do you bridge the gap between theoretical English language instruction and the practical application of skills in students' chosen professions?</li> </ul>	<p><i>I design industry-relevant projects that mirror real-world tasks, enabling students to apply English language skills in contexts directly related to tourism fields. Engaging students in simulations and role-playing activities allows them to navigate workplace scenarios, fostering language proficiency in practical situations.</i></p>
3.	<p><b>Industry- experiencedinstructors</b></p> <ul style="list-style-type: none"> <li>- As an English teacher with industry experience, how do you incorporate your practical insights and industry-relevant knowledge into your English lessons to bridge the gap between the classroom and the workplace?</li> <li>- Can you provide examples of how your real-world experience in the industry you teach enhances your ability to deliver relevant and meaningful English instruction to vocational high school students?</li> <li>- In what ways do you bring real-world examples, case studies, or authentic materials from your industry experience into the English classroom to make the learning experience more engaging and applicable?</li> </ul>	<p><i>I seamlessly integrate my practical insights and industry-relevant knowledge into my English lessons to bridge the gap between the classroom and the workplace.</i></p> <p><i>I infuse real-world examples and scenarios into lesson plans, ensuring that the content directly relates to the skills and communication needs essential in various industries.</i></p> <p><i>I share anecdotes and experiences from my own career, offering students valuable insights into the challenges and expectations they may encounter in the workplace.</i></p>
4.	<p><b>Project-basedlearning</b></p> <ul style="list-style-type: none"> <li>- How do you incorporate project-based learning into your English</li> </ul>	<p><i>. I seamlessly integrate project-based learning into my English teaching process to provide</i></p>

	<p>teaching process in the vocational high school setting?</p> <ul style="list-style-type: none"> <li>- Can you provide examples of real or simulated projects that you have used to help students apply theoretical English language concepts to practical scenarios relevant to their vocational fields?</li> <li>- How do these project-based learning experiences enhance students' problem-solving and critical thinking abilities in relation to their English language skills?</li> <li>- What strategies or techniques do you use to ensure that project-based learning activities align with the language learning objectives of your English lessons?</li> </ul>	<p><i>students with a hands-on and practical language experience.</i></p> <p><i>I design assignments that involve creating travel itineraries, promotional materials, or customer service scenarios.</i></p> <p><i>I encourage students to work together on projects that mirror the teamwork inherent in the tourism sector. Moreover, I integrate opportunities for students to present their projects in English,</i></p>
5.	<p><b>Internships and work placements</b></p> <ul style="list-style-type: none"> <li>- How do you facilitate the integration of internships or work placements into your English teaching process in the vocational high school setting?</li> <li>- Can you provide examples of how you prepare students linguistically and communicatively for their internships or work placements in terms of English language skills?</li> <li>- How do you support students in reflecting on their firsthand experiences during internships or work placements and connecting them to their English language learning?</li> </ul>	<p><i>I create opportunities for students to engage in internships or work placements where they can apply and enhance their English language skills in practical settings. Prior to these experiences, I incorporate preparatory lessons that focus on industry-specific vocabulary, communication norms, and the language needed for successful workplace interactions.</i></p> <p><i>I encourage reflective practices, prompting students to document and share their experiences in English,</i></p>
6.	<p><b>Soft skills development</b></p> <ul style="list-style-type: none"> <li>- How do you incorporate the development of soft skills, such as communication, teamwork, time</li> </ul>	<p><i>I design activities and assignments that promote these skills. Collaborative projects, such as planning and executing</i></p>

	<p>management, and problem-solving, into your English teaching process in the vocational high school setting?</p> <ul style="list-style-type: none"> <li>- Can you provide examples of activities or strategies that you use to actively promote the development of these soft skills within the context of English language instruction?</li> </ul>	<p><i>travel-related presentations or creating promotional materials, encourage effective teamwork and communication. Time management is emphasized through project deadlines, simulating the fast-paced nature of the industry.</i></p> <p><i>I aim to equip students in the tourism major with a well-rounded skill set essential for success in the dynamic and customer-oriented tourism industry.</i></p>
7.	<p><b>Assessment and certification</b></p> <ul style="list-style-type: none"> <li>- How do you design and implement assessments that effectively evaluate students' progress in English language skills within the vocational high school setting?</li> <li>- Can you provide examples of the types of practical exams, written tests, and project evaluations you use to assess students' English language proficiency in relation to their vocational program?</li> <li>- How do you support students in preparing for industry-recognized certifications related to their vocational field, and how do you ensure that English language skills are integrated into the certification preparation process?</li> </ul>	<p><i>I integrate presentations and role-playing activities into assessments, allowing students to showcase their language skills in a practical setting.</i></p>
8.	<p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>- How do you stay updated with industry standards and technological advancements in order to ensure that your English teaching curriculum remains relevant and aligned with job</li> </ul>	<p><i>I proactively stay updated with industry standards and technological advancements. Regularly engaging in professional development opportunities, attending</i></p>

	<p>market demands?</p> <p>- Can you provide examples of how you have adapted your English teaching methods or curriculum to incorporate changes in industry standards or technological advancements?</p>	<p><i>conferences, and participating in workshops allow me to stay abreast of the latest trends and requirements in the field.</i></p> <p><i>I integrate modern teaching tools and technology into my curriculum, incorporating industry-specific software, online resources, and digital platforms that mirror the current practices in the job market.</i></p>
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## TEACHER 2

NO	INDICATORS AND QUESTIONS	ANSWER
1.	<p><b>Career-oriented curriculum</b></p> <ul style="list-style-type: none"> <li>- How do you integrate the career-oriented curriculum into your English teaching process in the vocational high school setting?</li> <li>- Can you provide examples of how you connect the general education subjects to the specific vocational areas in your English lessons?</li> <li>- What specific language skills or vocabulary do you prioritize in your English lessons to help students succeed in their chosen industries or professions?</li> <li>- How do you support students in developing their English language proficiency in relation to their chosen industries or professions?</li> </ul>	<p><i>I encourage students to actively explore their career interests within the tourism industry. This involves self-directed research projects, where students investigate specific job roles, industry trends, and language requirements independently. To enhance practical skills, I design immersive language tasks that simulate real-world scenarios encountered in the tourism sector, such as drafting customer service emails or creating travel itineraries. Guest speakers from the tourism field are invited to share their experiences, providing diverse insights into potential career paths.</i></p>
2.	<p><b>Practical training</b></p> <ul style="list-style-type: none"> <li>- How do you incorporate practical training into your English teaching process in the vocational high school setting?</li> <li>- Can you provide examples of how you integrate hands-on experiences into your English lessons to help students develop the necessary skills and competence in their chosen vocational fields?</li> <li>- How do you bridge the gap between theoretical English language instruction and the practical</li> </ul>	<p><i>I emphasize a hands-on and immersive learning experience. Rather than solely focusing on individual research projects, I organize collaborative activities that mirror real-world tasks encountered in the tourism industry.</i></p> <p><i>I integrate reflective practices, prompting students to document and share their experiences in English, fostering language development and a deeper understanding of the practical</i></p>

	<p>application of skills in students' chosen professions?</p>	<p><i>applications of their linguistic skills within the tourism industry.</i></p>
3.	<p><b>Industry- experiencedinstructors</b></p> <ul style="list-style-type: none"> <li>- As an English teacher with industry experience, how do you incorporate your practical insights and industry-relevant knowledge into your English lessons to bridge the gap between the classroom and the workplace?</li> <li>- Can you provide examples of how your real-world experience in the industry you teach enhances your ability to deliver relevant and meaningful English instruction to vocational high school students?</li> <li>- In what ways do you bring real-world examples, case studies, or authentic materials from your industry experience into the English classroom to make the learning experience more engaging and applicable?</li> </ul>	<p><i>I incorporate case studies, collaborative projects, and simulations to let students practice and refine their English in contexts resembling workplace situations.</i></p>
4.	<p><b>Project-basedlearning</b></p> <ul style="list-style-type: none"> <li>- How do you incorporate project-based learning into your English teaching process in the vocational high school setting?</li> <li>- Can you provide examples of real or simulated projects that you have used to help students apply theoretical English language concepts to practical scenarios relevant to their vocational fields?</li> <li>- How do these project-based learning experiences enhance students'</li> </ul>	<p><i>I design projects that mirror real-world tasks and challenges encountered in the tourism industry, fostering a hands-on and practical approach to language acquisition.</i></p>

	<p>problem-solving and critical thinking abilities in relation to their English language skills?</p> <ul style="list-style-type: none"> <li>- What strategies or techniques do you use to ensure that project-based learning activities align with the language learning objectives of your English lessons?</li> </ul>	
5.	<p><b>Internships and work placements</b></p> <ul style="list-style-type: none"> <li>- How do you facilitate the integration of internships or work placements into your English teaching process in the vocational high school setting?</li> <li>- Can you provide examples of how you prepare students linguistically and communicatively for their internships or work placements in terms of English language skills?</li> <li>- How do you support students in reflecting on their firsthand experiences during internships or work placements and connecting them to their English language learning?</li> </ul>	<p><i>I make it easy for students to join internships or work placements as part of my English teaching. I partner with local businesses and prepare students with lessons on industry language and communication norms.</i></p>
6.	<p><b>Soft skills development</b></p> <ul style="list-style-type: none"> <li>- How do you incorporate the development of soft skills, such as communication, teamwork, time management, and problem-solving, into your English teaching process in the vocational high school setting?</li> <li>- Can you provide examples of activities or strategies that you use to actively promote the development of these soft skills within the context of English language instruction?</li> </ul>	<p><i>I actively focus on developing important soft skills like communication, teamwork, time management, and problem-solving in my English teaching. Through practical activities, students collaborate on real-world projects, handle deadlines, and solve challenges reflective of the tourism industry.</i></p>
7.	<p><b>Assessment and certification</b></p> <ul style="list-style-type: none"> <li>- How do you design and implement</li> </ul>	<p><i>I create assessments that go beyond traditional exams.</i></p>

	<p>assessments that effectively evaluate students' progress in English language skills within the vocational high school setting?</p> <ul style="list-style-type: none"> <li>- Can you provide examples of the types of practical exams, written tests, and project evaluations you use to assess students' English language proficiency in relation to their vocational program?</li> <li>- How do you support students in preparing for industry-recognized certifications related to their vocational field, and how do you ensure that English language skills are integrated into the certification preparation process?</li> </ul>	<p><i>Students showcase their English skills through practical projects like designing itineraries or role-playing tourism scenarios. Listening exercises involve understanding common industry dialogues, while written tasks focus on drafting customer emails or reports.</i></p>
8.	<p><b>Continuous improvement</b></p> <ul style="list-style-type: none"> <li>- How do you stay updated with industry standards and technological advancements in order to ensure that your English teaching curriculum remains relevant and aligned with job market demands?</li> <li>- Can you provide examples of how you have adapted your English teaching methods or curriculum to incorporate changes in industry standards or technological advancements?</li> </ul>	<p><i>I stay updated on industry trends and technology. I attend workshops, read industry publications, and engage with professionals to understand the latest developments.</i></p>



*Appendixes*  
*“Documentation”*









## **BIOGRAPHY**



**UMY NURYANA** is a first daughter of Mr. Sodikin, S.Pd.I and Mrs. Sartini.

She was born on August 08, 1999 in Sumber Urip, Selupu Rejang, Rejang Lebong.

She is strong, independent and friendly. She loved listen to the music.

She is also a tailor.

She studied at SDN 100 Rejang Lebong when she was at elementary school.

She continued her studied at SMPN 24 Rejang Lebong.

Her senior high school was in SMKN 7 Rejang Lebong.

She continued her higer level of school at one of the university in Curup, namely IAIN.

She took English Tadris Study Program (TBI).