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THE IMPLEMENTION OF ENGLISH SPECIFIC PURPOSES (ESP) FOR GRADE TEN MECHANICAL PRODUCTION STUDENTS AT SMK KARTIKA XX-1 MAKASSAR

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Abstract

This study investigates the implementation of English for Specific Purposes (ESP) instruction for grade ten Mechanical Production students at SMK Kartika XX-1 Makassar. The study is grounded in the view the ESP instruction should be designed based on learners' specific vocational needs and future workplace demands. Parlor classroom observation indicated that most students possessed limited basic English proficiency; however, they demonstrated active participation when learning materials were relevant to their field of study. Based on this condition, ESP instruction emphasizing technical vocabulary, functional language use and interactive classroom activities was implemented. A descriptive qualitative research design was employed in this study. The participants consisted of 18 students from the Mechanical Production program. Data were collected through classroom observation and document analysis, focusing on students' engagement, language use, and responses during the teaching and learning process. The collected data were analysed descriptively to identify patterns to ESP implementation and classroom interaction. The findings reveal that contextualised ESP instruction positively influenced students' participation and comprehension. Students showed greater motivation and confidence when English learning activities were directly connected to mechanical production contexts, such as machine parts, tools, and basic operational procedures. Although students still experienced difficulties in pronunciation and grammatical accuracy, the relevance of instructional of needs-based ESP course design in vocational education and provides pedagogical insights for ESP teachers in similar contexts.

Keywords: *English for Specific Purposes, Mechanical Production, Classroom Implementation*

INTRODUCTION

English for specific Purposes (ESP) has been widely recognized as a learner-centred approach to language teaching that prioritizes the specific academic and occupational needs of learners rather than general language competence (Hutchinson & Waters, 1987). ESP is designed to equip learners with relevant linguistic skills required in particular professional contexts, making it especially suitable for vocational education settings. In vocational education setting. In vocational high schools, English is not only taught as a compulsory subject but also functions as supporting skill that prepares students for their future careers in specific industries.

In the Indonesian vocational educational context, the role of English has become increasingly important due to globalization and the growing demand for skill works who are able to communicate in English within professional environments. However, English instruction in vocational schools often faces challenges, vocational students struggle with grammar, pronunciation, and general vocabulary, which may hinder their ability to participate actively in English learning activities. Despite these challenges, previous studies indicate that vocational students tend to show hinger motivation and engagement when learning materials are directly related to their field of study (Nurpahmi, 2016).

Mechanical Production students, as part of technical and industrial education, require English primarily for functional purposes. These include understanding technical terminology, machine operation manuals, safety instructions, standard operating procedures, and basic workplace communication. According to (Gatehouse, 2001), ESP curriculum development must be grouped in learners' professional contexts to ensure relevance and effectiveness develop positive attitudes toward learning.

Several scholars emphasize that needs analysis is the cornerstone of ESP course design. (Dudley-Evans & St John, 1998) argue that ESP instruction should be informed by an analysis of target situations, learner needs, and learning contacts. (Belcher, 2009) further explains that ESP courses are effective when they are flexible and responsive to learner needs, target situation analysis, and appropriate teaching strategies in ESP instruction.

Recent studies in ESP have also demonstrated that contextualized instruction enhances students' engagement and learning outcomes. (Ningsih et al., 2024) note that ESP teaching becomes more meaningful when instruction materials are tailored to learner's professional domains and real-life applications. Similarly, (Bhatia et al., 2011) emphasizes that ESP materials should bridge theoretical language knowledge and practical use in professional settings. These perspectives suggest that ESP instruction should not merely focus on language forms but also emphasize functional language use relevant to students' vocational fields.

Based on preliminary classroom observation conducted at SMK Kartika XX-1 Makassar, it was found that most grade ten Mechanical Production students possessed limited basis English proficiency. However, the students demonstrated active participation during classroom interaction, particularly when the observation indicates that appropriate instructional strategies and contextualized materials can enhance student engagement despite linguistic limitations.

Therefore, this study aims to describe the implementation of English for Specific Purposes (ESP) instruction for grade ten mechanical production students at SMK Kartika XX-1 Makassar. Specifically, the study seeks to explore how ESP instruction is implemented in the classroom, how students respond to the teaching and learning process, and how contextualized materials support student engagement and comprehension. By focusing on classroom implementation, this study contributes to the growing body of ESP research in vocational education and provides pedagogical insights for English working in similar contexts.

METHOD

This study employed a descriptive qualitative research design to explore the implementation of English for specific Purposes (ESP) instruction in a vocational classroom.

A qualitative approach was selected because it allows for an in-depth description and interpretation of classroom practices, teaching strategies, and students' responses within a natural setting (Brown, 1995). Rather than measuring learning outcomes quantitatively, this study focused on understanding how ESP instruction was carried out how students engaged with the learning process.

Research Design and Participants

The research was conducted at SMK Kartika XX-1 Makassar, a vocational high school offering technical and industrial programs. The participants consisted of 18 grade ten students from the mechanical production program. The students have varying levels of English proficiency, with most of them demonstrating limited basis English skills. The selection of participants was based on their enrolment in the ESP class and their relevance to the objectives of the study.

Data Collection Techniques

Data were collected through classroom observation and document analysis. Classroom observation was conducted to examine students' participation, interaction, and responses during ESP instruction. Observation notes focused on student engagement, vocabulary use, and instructional relevance. Document analysis included students' worksheets and teaching materials to support and triangulate the observational data.

Data Analysis Procedures

The collected data were analysis descriptively using thematic analysis. Observation notes were read repeatedly to identify recurring patterns and themes related to student engagement, vocabulary development, and instructional relevance. These themes were then categorized and interpreted in relation to ESP theories and previous studies. Document analysis result was used to triangulate observation findings and enhance the credibility of the study. This analytical approach is commonly used in ESP research within vocational education contexts (Nurpahmi, 2017)

RESULTS AND DISCUSSION

The implementation of English for specific Purposes (ESP) instruction in the Mechanical Production class revealed several significant related to student engagement, vocabulary learning, classroom interaction, and instructional relevance. These findings are discussed in relation to established ESP theories and previous studies to provide a comprehensive understanding of ESP implementation in vocational education.

Student Engagement in ESP Instruction

Classroom observation indicated that students demonstrated active participation during ESP lessons. Despite their limited general English proficiency, students were willing to respond to questions, repeat vocabulary items, and participate in guided activities. This finding supports (Nurpahmi, 2017), who argues that interactive teacher talk plays a crucial role in encouraging student participation in EFL classrooms. The teachers' use of simple language. Repetition, and supportive feedback helped create a positive learning atmosphere.

The relevance of learning materials to students' vocational background significantly contributed to their engagement. When English tasks were related to machine components, tools, and production processes familiar to the students, they showed greater interest and attention. (Hutchinson & Waters, 1987) state that ESP learners are more motivated when they perceive a clear connection between language learning and their real-world needs. In

this study, students viewed English not merely as a school subject but as a useful skill related to their future profession.

Technical Vocabulary Development

Technical vocabulary instruction was a central component of ESP implementation. Students were introduced to vocabulary related to machine parts, workshop tools, and basic operational procedures. Initially, students experienced activities gradually improved their confidence. This finding aligns with (Gatehouse, 2001) assertion that ESP instruction should prioritize workplace-relevant language.

Visual aids and contextual example played an important role in supporting vocabulary learning. By associating English terms with familiar objects and activities, students were able to understand and remember vocabulary more effectively. (Bhatia et al., 2011) emphasizes that ESP materials should bridge theoretical knowledge and practical application, which was evident in the instructional approach used in this study.

Classroom Interaction and Teaching Strategies

Classroom interaction during ESP instruction was characterized frequent teacher-student exchanges. The teacher actively encouraged students to participate by asking questions, providing prompts, an offering clarification when needed. According to (Ellis, 2003), meaningful interaction facilitates language acquisition, particularly in task-based learning environments. In this study, students were encouraged to produce simple English expressions related to mechanical production tasks.

The teacher also adapted instruction strategies to accommodate students' varying levels of English proficiency. (Dudley-Evans & St John, 1998) highlight flexibility as a key feature of effective Esp instruction. This flexibility allowed students to remain engaged without feeling overwhelmed by linguistic complexity. Simplified explanations and repeated practice helped students build confidence in using English.

Instructional Relevance and ESP Course Design

The ESP instruction implemented in this study was informed by preliminary observation and needs analysis. This approach ensured that learning objectives and materials were alleged with students' vocational needs. (Nurpahmi, 2016) notes that needs-based ESP course design enhances instruction relevance and learning effectiveness. The findings of this study confirm that when ESP instruction is grounded in learners' needs, students are more likely to engage actively in learning.

Furthermore, the integration of vocational contest into English instruction contributed to student' motivation and positive attitudes toward English learning, (Ningsih et al., 2024)argue that ESP instruction should function as a bridge between general language competence and domain-specific communication. In this study, English was presented as a functional tool rather that an abstract academic subject, which helped students perceive its practical value.

Pedagogical Implications

The findings of this study have several pedagogical implications for ESP teaching in Vocational education. ESP teacher was encouraged to design instruction materials that reflect students' professional contexts and workplace needs. Interactive teaching strategies and supportive classroom interacting are essential for maintaining students' engagement, particularly among learners with limited proficiency. Continuous need analysis and instructional adaptation are also necessary to ensure that ESP instruction remains relevant and effective.

Overall, the result demonstrate that ESP instruction can be effectively implemented in vocational classrooms by emphasizing relevance, interaction, and technical vocabulary. This approach supports students' language development and prepares them for future professional communication.

CONCLUSION

This study concludes that the implementation of English for Specific Purposes (ESP) instruction for grade ten Mechanical Production students at SMK Kartika XX-1 Makassar positively student engagement and learning. Contextualized instruction materials and teaching strategies enabled students to participate actively in English learning activities despite their limited general English proficiency.

The findings highlight the importance of needs-based ESP instruction vocational education. By aligning English learning with students' vocational contexts and future workplace demands, Esp instruction becomes more meaningful and relevant. This study contributes to ESP pedagogy by providing practical insights into classroom implementation and instructional strategies for vocational settings.

Future research may explore ESP implementation using different research designs, such as experimental or mixed-method approaches, or examine the integration of technology-based instruction to further enhance ESP learning in vocational education contents.

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