EXPLORING PRE-SERVICE ENGLISH TEACHERS' PERCEPTION OF CHALLENGES ON TEACHING ENGLISH AT VOCATIONAL SCHOOL DURING TEACHING INTERNSHIP PROGRAM

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining

the Bachelor Degree of English Language Education

WALISONGO

By:

Rini Pratiwi   1903046045

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2023**

THESIS STATEMENT

I am a student with the following identity:

Name   : Rini Pratiwi

Student Number: 1903046045

Department   : English Education Department

Clarify that this thesis is my work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in this thesis are quoted or cited under ethical standards.

Semarang, 20 Mei 2023

The Researcher

Rini Pratiwi
1903046045

ii

RATIFICATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Dr. Hamka Km.2 Ngaliyan, Semarang 50185
Telp. 024-7601295, Fax. 024-7615387

RATIFICATION

Thesis with the following identity:

Name : Rini Pratiwi
Student Number : 1903046045
Department : Pendidikan Bahasa Inggris
Title : Exploring Pre-Service English Teachers' Perception of Challenges on Teaching English at Vocational School During Teaching Internship Program

Had been ratified by the board of exeminers of Education and Teacher Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining the Bachelors' Degree in English Education Department.

Semarang, 05 Juli 2023

THE BOARD OF EXAMINERS

Chairperson,

Agus Mutohar, MA., PhD.
NIP. 19840801 201903 1007

Secretary,

Dr. Siti Mariam, M.Pd.
NIP. 19650727 199203 2002

Examiner I

Lulut Widyaningrum, M.Pd.
NIP. 19800803 200901 2 010

Examiner II

Daviq Rizal, M.Pd.
NIP. 19771025 200701 1 015

Advisor

Agus Mutohar, MA., PhD.
NIP. 19840801 201903 1007

iii

ADVISOR NOTE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Dr. Hamka Km.2 Ngaliyan, Semarang 50185
Telp. 024-7601295, Fax. 024-7615387

ADVISOR NOTE

Semarang, 18 Juni 2023

To

The Dean of Education and Teacher Training Faculty

Universitas Islam Negeri Walisongo Semarang

Assalamualaikum Warohmatullahi Wabarokatuh

I inform that I have given guidance, briefing and correction to whatever extent necessary for the following thesis:

Title : Exploring Pre-Service English Teacher's Perception And Challenges Of Teaching English At Vocational School: A Case Study During Teaching Internship Program

Name of Student : Rini Pratiwi

Student Number : 1903046045

Department : English Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty at UIN Walisongo Semarang to be examined at the *Munaqosyah* session.

Wassalamualaikum Warohmatullahi Wabarokatuh

Semarang, 18 Juni 2023
Advisor

Agus Mutohar, MA., PhD.
NIP. 198408012019031007

ABSTRACT

Title: **Exploring Pre-Service English Teacher's Perception of Challenges on Teaching English at Vocational School During Teaching Internship Program**

Author   : Rini Pratiwi

Student Number: 1903046045

Teaching English for vocational purposes needs to be customized to students' needs related to the field of study. Most pre-service English teachers still difficult to conduct effective learning during their teaching internship. This study describes the pre-service English teacher's perception of teaching English at a vocational high school and what challenges they face during the teaching internship program. The data were obtained from two female pre-service English teachers during the academic year 2022/ 2023 at English Education Department, Walisongo State Islamic University with different educational backgrounds and experiences. This research was qualitative research using a case study design with a data collection method through in-depth interviews. The data showed that most pre-service English teachers' perceptions are negative. In addition, the participants admitted that they found challenges such as difficulty in finding various authentic sources, limited instructional time, and conducting effective classroom management. This result was evidenced by the participant's experience during a teaching internship in most aspects.

Keywords: *challenges, English for vocational purposes, perception, pre-service English teacher, teaching internship*

MOTTO

وَمَن جَـٰهَدَ فَإِنَّمَا يُجَـٰهِدُ لِنَفْسِهِۦٓ ۚ إِنَّ ٱللَّهَ لَغَنِىٌّ عَنِ ٱلْعَـٰلَمِينَ

And whoever strives ˹in Allah's cause˺, only does so for their own good. Surely Allah is not in need of ˹any of˺ His creation.٦

DEDICATION

Praise Allah SWT for blessing the researcher to complete her work. I want to thank everyone who supported the researcher in realizing the thesis, especially my dear father and mother, who always gave me support and motivation. Also, my sister, my twin sister, and my best friend give me endless love. I also thank the participants who assisted this researcher in completing this study.

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficial and merciful who blessed the researcher, so this thesis is finished. Shalawat and Salam are also raised to Prophet Muhammad SAW, who brought us from the dark era into the bright era.

In arranging this thesis, the researcher realizes that many people are willing to help, directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. KH. Ahmad Ismail, M. Ag., M. Hum. as the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Dra. Nuna Mustikawati Dewi, M. Pd., as the Head of English Language Education Department.
3. Agus Mutohar, MA., PhD. as the academic advisor for his patience and willingness to provide guidance, helpful corrections, advice, suggestions, and encouragement during consultation.
4. All English Language Education Department lectures give the researcher input and advice during this study.
5. All participants who have taken the time to help answer the questions and share their experiences
6. My beloved family always gives me the motivation to complete this study.

7. My dearest friends, PBI B 2019, have supported the researcher in finishing this thesis.
8. Those who cannot be mentioned individually who have supported the researcher in finishing this thesis.

Finally, the researcher realized that this paper was not perfect. Therefore, the researcher will happily accept constructive suggestions to improve this thesis. Last but not least, the researcher hopes this research will be useful for others, especially for the researcher herself.

<div align="right">

Semarang, 20 Mei 2023
The Researcher

Rini Pratiwi
1903046045

</div>

TABLES OF CONTENTS

LIST OF APPENDICES

Appendix 1 Interview Guidelines

Appendix 2 Interview Transcript

Appendix 3 Documentation

Appendix 4 Curriculum Vitae

ACRONYMS AND ABBREVIATIONS

Vocational English language teaching and learning for information on language teaching acronyms and abbreviations specific to English.

ESP: English for Specific Purposes

EFL: English as Foreign Language

EVP: English for Vocational Purposes

TOEIC: Test of English as International Communication

CADEFOP: European Centre of Development of Vocational Training)

CLIL: Content and Language Integrated Learning

VOLL: Vocationally Oriented Language Learning

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, research objectives, pedagogical significance, and limitations of the study.

A. Background of the Study

English is taught as a foreign language (EFL) in Indonesia (Lie, 2007). English teachers can teach materials related to any issues at general schools. However, in vocational school, the materials should be adjusted with class skill competency (program study), such as business class, technology class, engineering class, tourism, and other fields. Therefore, teaching English in the vocational high school belongs to teaching English for Specific Purposes (ESP). English for Specific Purposes in vocational education is called English for Vocational Purpose (EVP). English for vocational purposes is important because it can be enhanced the students' English skill related to their programs, which needed for more broader work experiences. Therefore, English teacher for specific language should be updated about information of each field.

Related to the teaching English for vocational purposes, preparing pre-service English teachers to have certain teaching skills is one of the most important roles of teacher education institutions. The issue of teacher quality is still complicated.

Although, it has categorized in various ways (A. L. Ramirez, 2020). In order to enable the pre-service English teachers in acquiring the teaching skills, well-planned program and well-trained teachers are needed. In faculty of education at university level, there are a teaching internship program conducted by each faculty. In this program, pre-service English teachers are pushed to implement all of their knowledge and to experience a real atmosphere of class environment.

Due to the importance of teaching skills for English for specific purposes, both English teachers and pre-service English teachers should build their perception on this area because this perception will influence the procedures, classroom interaction pattern of teaching process, etc(I. A. L. Ramirez, 2020). In many previous researches, it mostly underlined in-service English teachers' perception on teaching English for vocational school. The studies on pre-service English teachers are very minimal or underexplored in the issue of teaching English for specific or vocational purposes. This should be highlighted as growing concern of teacher preparation program in order to solve practical problems as the gap of theory and practice in this issue is widening.

Hence, for that reason, this study is trying to fill the existing gap by focusing on pre-service English teachers' perception on

teaching English at vocational high school and challenges they face during their teaching internship program.

B. Research Questions

1.	How do pre-service English teachers' perception teaching English at vocational high schools?

2.	What are pre-service English teachers' challenges in teaching English at vocational high schools during teaching internships?

C. Research objective

The research objectives of this research are:

1. To describe perceptions of pre-service English teachers in teaching English at vocational high school

2. To describe the challenges of pre-service English teachers in teaching English at vocational high schools during the teaching internship program

D. Pedagogical Significance

After conducting this research, the researcher expects the result can providing additional information about pre-service English teachers' perception and challenges on teaching English at vocational schools

E. Limitations of Study

This study explored the pre-service EFL teacher's perception of teaching English at a vocational high school during a teaching internship. The participants are female pre-service English teachers from English Education Department, Walisongo State Islamic University.

Because of the participants' limited access, time, and willingness, the investigation of this research is only concerned with five aspects to analyze pre-service EFL teachers' perceptions. The first is about the teaching and learning activity, classroom management, materials sources, assessment process, and challenges during the teaching internship.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Literature Review

The literature review subchapters explain perceptions, vocational education, vocational school, and English for vocational purposes.

1. Perception

a. Definition of Perception

Perception is how people see things with their senses (Hornby, 1986). It can be selecting, analyzing, and interpreting information (Schmitz et al., 2018). In another way, perception includes giving meaning to someone's environment. Perception can be positive or negative ways. People can build relationships through the five senses: hearing, taste, smell, vision, and touch.

Another definition of perception (Robbins, 2005)defines perception as organizing and interpreting someone's sensory impression, which will givemeaning to their environment. This process interprets something meaningful based on prior experience (Annisa, 2022).

Based on some definitions above, it can be concluded that perception is someone's impression of something through five senses. Then, the impression

will be organized, analyzed, and interpreted as information. Perception is influenced by experience occurred. It can be learned through interaction with the environment.

Pre-service EFL teacher is one of the important components needed to prepare a better quality of education, especially in English education. Therefore, to prepare the pre-service teachers with high quality, it is important to find out their perception of them.

b. Process of Perception

Based on (Walgito, 2012), perception is a complex process. The physical, physiological, and psychological processes are involved in producing perception.

The physical process is related to the activity of capturing an object using stimuli called sensation. A physiological process is the transmission of stimuli to the brain through a sensory organ, and a physiological process is a process that changes the stimuli in the human brain to obtain a meaningful interpretation of them.

c. Types of Perception

There are two kinds of perception. The self-perception and external perception. Self-perception is a kind of perception that the stimuli come from an

individual. While external perception is a kind of perception that the stimuli come from outside individuals (Walgito, 2012).

Factors that influence the perception are divided into internal and external. Internal factors come from psychological aspects, such as thoughts, feelings, needs, motivation, and attention. While the external factors are affected by someone's perception.

d.   Principle of Perception

Based on (Slameto, 1988), perception has some principles. It can be divided into four: relative, not absolute, because the first stimulus will have a more significant impact than the next. It is selective because the human brain only catches stimuli based on the most attractive one. It has arrangement because it is received through relations or groups and may differ in the same condition caused by knowledge and experience.

2.   Vocational Education

a.   Definition of term

The term vocational education has been known for a long time. It has been one of the most debated subjects in educational issues. Vocational education is

a development of a particular way of knowing that considers a field of knowledge (Blunden, 1995; Moodie, 2002; Stevenson, 2006) (Blunden, 1995; Moodie, 2002; Stevenson, 2006), observed that vocational education is associated with demonstrated knowledge or procedural knowledge.

According to (Cedefop, 2009), vocational education includes less organized activities. The purpose is to provide people with knowledge, skill, and competencies related to a particular field necessary to perform a job. Learning and Skill Development Agency (LSDA) of the United Kingdom defined this term as any activities and experiences that guide the understanding of relevant skills to various work environments.

From the explanations above, it can be seen that vocational education is an educational system that provides a way of thinking related to a particular field by associating it with procedural or practical knowledge. Vocational education differs from any other system because of its purposes and characteristics.

b. Importance of Vocational Education

As in the educational system, vocational education needs to be developed. Improving education is the

scope and scale of policymakers. Developing vocational education is necessary to prepare skilled and trained students to facilitate the transition from education to work.

There are various reasons why vocational education is important. The life needed, such as building infrastructure, providing hospitality, technological innovation, telecommunication, and others, prove that society needs the availability of people who have occupational knowledge, skill, and experience. This fact cannot be denied because we already have these concerns.

In addition, some facts about vocational education show the reality. The facts are as follows: The curriculum provided by vocational education is more restricted (Gamoran, 1987), in the lower track of classrooms, less time for actual practice (Metz, 1978), non-college tracks are not chartered to prepare the students for going to (Arum & Shavit, 1995).

Based on this fact, the Government must create policies to develop vocational education. The benefits of vocational education success can be helpful in society and the future of this country because graduate vocational students can enter the work environment or go to college. Therefore, the trained skills on them

helpful in many areas of work.

3. English for Vocational Purposes (EVP)
    a. Definition of term

Term English vocational purposes are mainly taken from English for Specific Purposes (ESP) (Widodo, 2016). Its instruction is designed, implemented, and evaluated to acquire professional communication and academic development needs. English for Vocational Purposes is connected to some other terms, such as Content and Language Integrated Learning (CLIL) and Vocationally Oriented Language Learning (VOLL) (Sincer, 2017).

English for Specific Purposes can be described as the result of language needs from one situation to another. In the end, people try to find out the features of a specific situation and make the features the basis of the learner's course (Hutchinson & Waters, 1991).

Based on the ESP concept, every learner has different needs and interests. Those factors influence the student's motivation and also the effectiveness of their learning. Therefore, the learning process must be provided by developing courses relevant to students' needs and interests. In conclusion, English for Specific Purposes (ESP) focuses on students' needs and adjusting English

learning to specific situations that demand proficiency in different skills.

English for Vocational Purposes (EVP) is also derived from Vocationally Oriented Language Learning (VOLL) related to teaching and learning a foreign language within a vocational context. It is also related to English for Specific Purposes (ESP) because it is also oriented to a specific purpose in language learning adjusted to students' needs. However, Vocationally Oriented Language Learning (VOLL) is broader, includes more learners' situations, and covers other languages (Lindahl, 2015).

b. Teaching and Learning

According to (Dudley-Evans & St. John, 1998), teaching English for specific purposes, teachers and students should have specific kinds of interaction to make the students more interested in the activity of learning. The interaction between the teacher and students related to the specific need analysis of this lesson.

Teaching English for specific purposes is expected to create a social learning activity in that people can cooperate and communicate in a specific professional context (Schierloh, 2011). This process will help

the students acquire new language skills, especially English. For an example of the activities, teachers can learn English for specific fields, such as practice being a doctor and patient communication, a professional tour guide, technician, and customer communication (Ronaldo et al., 2021). The primary purpose of teaching English is to provide students with experiences related to specific fields in the workplace.

c. Materials in EVP

Preparing the materials and teaching methods to create effective learning activities is important. (Byram, 1997) revealed that teaching development explores the student's and design materials' needs. As a vocational English teacher, it is not easy to arrange the materials used in learning activities because they should be adjusted to the field of study as the workplace needs. Therefore, preparing learning materials development is one of the important parts of the teaching-learning process (Hann et al., 2010).

In conducting learning activity, (Dudley-Evans & St. John, 1998) argued that some points could be followed by English teachers, as follow:

a. The teacher must have flexible in giving the materials. It has to be prepared that materials should be acceptable.

b. The teacher must create a clear explanation of the materials. Therefore, knowing about students' fields of study is important for an English vocational teacher.

c. Learning activities should consist of communication practice to give an authentic atmosphere in the workplace.

d. Teachers should make sure that the materials are from relevant references. In this case, the school and Government should provide it.

e. It must be considered to be sociological and the culture of learners so they can relate to the activity and others.

During teaching activities, the teacher should adapt to the existing materials. It can be reduced unnecessary materials and add some supported materials related to learners' needs (Hapsari et al., 2019). In the 2013 curriculum (the older curriculum), the activity was primarily conducted with a scientific approach, while the independent curriculum (the newest curriculum) is oriented to project-based learning

d. Assessment and Evaluation in EVP

Teaching English for vocational purposes is defined as teaching English for a specific area of

study. The teaching and learning activity included three main activities and assessment or evaluation.

There are three types of assessment, and those are placement test, proficiency test, and achievement test. The first type of assessment is called the placement test. It is important to determine the learner's needs. Without knowing what the needs of students are, the teacher will have difficulty arranging what kind of materials and teaching methods that suitable for the learners.

The second type is the proficiency test. It is difficult to determine what role proficiency plays in English for specific purposes. Proficiency tests are not designed for the ESP program. However, in another case, it is still used as an independent measure of program implementation(Tratnik, 2015).

The last type of assessment is the achievement test. Achievement test is an important assessment tool. It is highlighted the importance of authentic materials and the target of the situation (Tsou & Chen, 2014).

B. Results of Previous Research

The previous study discussed how English teachers' beliefs and their actual practice in teaching English at vocational high schools. The participants were teachers who had different backgrounds and teaching experiences. So, the previous research showed us any mismatches between teachers' beliefs and teaching practices. Based on the research, some factors impact the teacher's beliefs and practices, such as teaching experience, teacher's educational pathway, life experience, and others(Muliyah & Aminatun, 2020).

A study from (Marwan, n.d.) showed some challenges in teaching English to specific languages. The result found that there are mismatches between reality and expectation. After the learning activity, students were expected to be able to communicate with native speakers regarding their area of study, for example, engineering or health institutions. However, the student's English proficiency is still lacking, and the study goals seem unsuccessful. Moreover, it also found that the institution did not have quality resources for facilitating teacher and student activity. The other concern is about the heavy workload of teachers. This issue can be a serious problem because there is little time to prepare the learning activity and serve a good teaching quality.

In addition, the result of this study may be seen as contrary to this research. In a study conducted (Rido & Sari, 2018), the participants were experienced vocational teachers in Indonesia. It

showed that those experienced teachers are used to know well their duty in teaching and learning activities. It is evidenced by the good act in some aspects, such as practicing their lesson plan, teaching, and classroom management. The responses of the participants are understandable and evidenced by the observations. In conclusion, those experienced teachers are understood what they act and why they do (Rido, 2020).

As related to the result of the previous research, it can be concluded that the participants of this research and the previous research are entirely different. The participants of this research are pre-service English teachers. In contrast, the previous research participants were in-service English teachers with many experiences in teaching vocational English.

CHAPTER III
RESEARCH METHODS

This chapter describes the method used in this research. There are research designs, types, data sources, methods of collecting data and instruments, and methods of analyzing data.

A. Research Design

This research is qualitative. Qualitative research is a form of research that is aimed the understanding the meaning and experience of human life and social worlds (Fossey et al., 2002a). Qualitative research should be considered with subjective interpretation of meaning, social contextual description, and general knowledge preferences (Popay et al., 2016).

In conducting research, the research design should be prepared to obtain and focus on the data collection. Research that is considered systematic and ordered research should involve a research design. The researcher uses a case study as a research design in this research. This case study is shaped by the participant's perspectives and experiences on teaching English for vocational high school before and after their teaching internship.

A case study involves a specified and intensive analysis of particular things. Things can be events, organizations, or social units. A case typically has a defined space and time frame (Miles et al., n.d.). Subjects of case study research design could be individuals, a role, an organization, a small group, a community, or

even a large body of people united. Research with a case study design may incorporate several cases, called multiple case studies. However, as research is conducted, at a certain point, it will no longer be able to investigate all cases intensively, where the main emphasis of the study switches from the individual case to a simple case.

Case studies are best conceptualized by the confined phenomena of interest and not by specific methods (Priya, 2020). Therefore, this fits the postpositivist paradigm, which defines the existence of an ultimate reality that researchers can only approximately, not completely understand. This fact becomes one of the benefits of applying a case study design in research. Furthermore, case study research is profitable in terms of process and outcome. When a researcher applies this research design, it will only focus on a specific case in the confines of space and time. It also allows the researcher to collect different kinds of data, such as interviews, observations, and surveys. At the same time, the outcome provides a comprehensive understanding and helps the readers verify the case. Thus, they can learn from the result.

B. Research Setting and Context

The research will be done at English Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University (UIN Walisongo Semarang). It has convenient and direct access to the participants. The participants are also very cooperative and open about the research.

C. Participants

The first participant is A. She is from Grobogan, and she studied at Walisongo State Islamic University. She is studying English education for her bachelor's degree. She is 22 years old. From the interview, she had attended vocational school in high school. In high school, she had many relatives and had experience interacting with them.

Participant A attended a public school located in Karangturi, Semarang. This school is one of the famous vocational high schools in Semarang and is accredited as an environmentally friendly school. Like other vocational high schools, the school has some majors: accounting and institutional finance, office management and business service, marketing, tourism service business, and software and game development. Although there are some majors, tourism service business is this school's favorite major.

The second participant is B. She is from Rembang, and she studied at Walisongo State Islamic University. She is also studying English education for his bachelor's degree. She is 23 years old. From the interview, she never attended any vocational school before. She had no relatives from vocational school and never interacted with them.

Participant B attended a private (non-public) school located in Central Semarang. This school is an Islamic-based school and one of Semarang's COE (center of Excellence) vocational high

schools. COE (center of Excellence) school is a priority program from the education governor to develop the school with particular expertise. The school has three major programs: animation, digital accounting, and digital business.

D. Data Collection Method and Instrument

The data collection method in this research is through interviews. Research interviewing is proposed to gain the perspectives of participants about life as described in their stories and to get access to their experiences, feelings, and social life (Fossey et al., 2002b). There are some types of interviews in research—structured interviews, semi-structured, unstructured interviews, and focus group interviews. The structured interview mostly requires "Yes" or "No" responses. This type of interview would have very little freedom (Berg, 2007). The structured interview is similar to a questionnaire in both form and assumption. Then, the semi-structured interview. This type of interview is more flexible and allows the participants to respond (J.Rubin & S.Rubin, 2005).

In conducting such an interview, it is recommended to use an essential checklist to keep the trace belonging to the aim of the study. The third type is focus-group interviews. The researcher selects the participants because they are purposive, so this group focuses on a given topic (Barbour & Schostak, 2005). The last was the unstructured interview. It is called an open- ended interview. This interview leads to freedom and flexibility for

the interviewer and participant in planning, implementing, and finishing the interview questions and contents (Grieb, 2002).

There are structured and semi-structured interviews in this research. The structured and semi-structured interview was used for answering RQ 1 and RQ 2. A structured and semi-structured interview is used because RQ 1 and RQ 2 are needed to be more specific and limited on some points but still flexible by providing the opportunity for participant's response. The structured and semi-structured interview was conducted through google meet.

The researcher would organize this by asking the participants to tell their perceptions and challenges (based on their teaching internship) about teaching English at a vocational high school. The perception is confined to some components related to some aspects used in teaching and learning activities. The response would be recorded and noted by the researcher. In addition, this data collection method would be used to find and cover answers to the questions.

E. Method of Analyzing Data

This research used descriptive qualitative based on data collection. Qualitative research is a type of research that does not use any calculation or statistical techniques. This is how the researcher collects, organizes, and presents the data.

The data is analyzed by reviewing, synthesizing, and interpreting the data from interview results to describe and explain the phenomena being studied in this research. The data was

analyzed using line-by-line analysis consisting of the categories or concepts and writing.

The researcher implemented some steps as follows:

1. Reduction

Reducing the data means summarizing, selecting points, focusing on what is important, and looking for patterns. The data reduction has a more straightforward explanation, easier to collect and search (Sugiyono, 2016).

2. Data Display

The next step is to display the data. Data display has been considered an important step in qualitative data analysis (Verdinelli & Scagnoli, 2013). The display format and shape usually adjust the researcher's needs (Data display in qualitative research). Some data displays include a short description, diagram or illustration, category relationship, flow chart, and others. In this research, the researcher used narrative text, the most common form of data display for qualitative research.

3. Conclusion/ Verification

The final step of analyzing data is interpretation. Previously, data were coded and then analyzed by increasing information through comparative analysis. The original context does not eliminate. Then, the result of the data display is shown in the form of narrative exposure.

F. Trustworthiness of The Study

In qualitative research, trustworthiness is one of those shared realities, albeit a subjective, where the readers and the writers might find commonality in their construction process (Stahl & King, n.d.). There are some factors including of trustworthiness: credibility, transferability, dependability, and confirmability.

Credibility in qualitative research is a construction on the part of reporter and reader (Adler, 2022). In this research, the credibility gained through process of triangulation. It means use several sources of information, method, or theory. The process of triangulation gained from the various sources of information, which gained from more than one participant. This called "member checking", where the member refers to different participants which give various insights about the phenomena.

Qualitative research needs to maintain the patterns and descriptions from a context that applicable to another (Stahl & King, n.d.). It is related to the transferability of the research. In this research, the researcher will give the detail, clear, and systematic description about the result in order to create understandable result.

Another factor in trustworthiness is dependability. Aspect of dependability has to do with the research's anticipation of review by a peer (Nowell et al., 2017). In this research, the researcher will audit the whole research process and consult with advisor to decrease the mistake or error in conducting and writing this research.

Confirmability is getting close to objective reality as qualitative research can get. In order to subject one's research to auditing, there must be some objective reality present (Adler, 2022). For the confirmability aspect, the researcher will verify the data gained from this research.

CHAPTER IV
RESEARCH FINDINGS

This chapter discusses the research findings and the participants' interview results about their perceptions and challenges of teaching English at a vocational high school during the teaching internship program. The result consists of two sub-chapters. Those are:

A. Research Findings

This research was conducted at Walisongo State Islamic University. The subjects of this research were pre-service EFL teachers of Education and Teacher Training Faculty. This data was gained from interviews and documentation concerning the pre-service EFL teacher's perception of teaching English at a vocational high school during the teaching internship program.

In data collection, five aspects are used to determine the participant's perception of teaching and learning activity, classroom management, materials, assessment, and the obstacles to teaching English at vocational school.

The interview findings describe pre-service EFL teachers' perception of teaching English at vocational high school during their teaching internship, which was done in the odd semester 2022/ 2023 academic year for about two months.

The researcher conducted the interviews online through google meet. This interview was done in the even semester of 2022/

2023, specifically in May 2023. The researcher conducted interviews with two pre-service EFL teachers as representatives. The interview was carried out by adjusting the participant's schedule. Previously, the researcher had obtained permission and willingness from each participant.

In arranging the interviews, the researcher used structured and semi-structured interviews. The structured interview only had three questions; the rest were semi-structured interviews with the guidelines prepared in advance. However, it is possible to develop new questions depending on the participant's statements.

1. **Pre-Service EFL Teacher's Perception of Teaching English at Vocational High School (English for Vocational Purposes)**

According to interview result done by the researcher, the participants' perceptions about teaching English at the vocational high school are as follow:

a. **Participant A**

Based on the interview's result, she could describe vocational education and vocational school as an institution designed to provide technical skills required for work needs. The level of education depends on the governor of each country. It can be either secondary or post-secondary education. Participant A is also called a vocational, technical, or trade school.

In Participant A's perception, English language education is very important to support the part of the

major student's take. English is not only used as a theory but also practical. For example, students in the tourism program will be taught basic English in the first year, such as grammar, writing, reading, listening, and speaking related to the tourism topic. It can be useful for them when their goals are directed to be workers in the tourism business sector. To achieve the learning goals, the materials used in vocational high school are mainly the same as general high school but need to be more customized to each program. From the governor of education, there are English teaching and learning guidebooks for teachers and students at vocational high schools. However, the materials found in the given book are not varied. So, the participant needs to find out on the internet.

In the teaching and learning activity, participant A said that vocational high schools are synonymous with high practice rates according to the majors taken by the students. She thought a project-based learning model in teaching English would be more appropriate for vocational purposes. She added that it is important to summarise the materials at the end of the learning activity. In a class activity, the participant usually faces difficulty deciding the effective method. In this activity, EFL teachers' roles in vocational high schools are mainly

the same as EFL teachers in general high schools. However, it will be better if the teacher can be a guide in developing English to support the language skills of students related to their major. Participant A describes "a good English teacher" for vocational high school students as a person who can embrace students' understanding of the materials, which means an English teacher at a vocational school must be prepared by various areas of program study. However, the participant admitted that she still lacks teaching skills.

As Participant A said, students in vocational high school likely mostly tend to vary, with high curiosity in the field of practice rather than theory in class. Therefore, vocational high students are most active in joining class activities because most of the activities are practical. The participant revealed that she quickly adapts to the students and class conditions. For the assessment, the participant refers to her experience at high school. The teacher should focus on students' activeness, practice, and attitudes.

b. Participant B

From the interview with Participant B, she could describe vocational education as an educational process focused on one area, and the final purpose is to hone the student's hard skills. While vocational high school is an

educational institution that provides some specific programs and proposes an extensive network.

During her teaching internship, the materials used in the school were mainly the same as the general high school, which refers to the 2013 curriculum. The materials used in English learning activities are customized with each program. It can be found in the guidebook, but the participant needs to find more online. In conducting English class, it is supposed to not refer just to theory but also practical. The main thing is to make the learning process appropriate to their program. For example, in animation class, the teacher prepares the materials related to the conversation of an animated movie. Thus, the participant only refers to learning through conversation to improve the student's speaking ability. This participant also admits that arranging the appropriate teaching method for the materials and the student's condition is difficult. The role of an English teacher is mainly the same as that of other teachers. Bonding well with the students and mainly acting as a facilitator is important. The participant said she is not easy to adapt because of her lack of information about vocational education.

Based on Participant B's perception, vocational high school students are mostly known for their mischief. The

students need to be noticed because they learn English as more practical. Furthermore, the assessment includes the knowledge, skill, and social aspect, which is more focused on the aspects of skill and social.

2. **Pre-Service EFL Teachers' Challenges in Teaching English at Vocational High School During Teaching Internship Program**

Pre-service EFL teachers' challenges are learning-related objects or things that inspire determination to improve problem-solving skills and are presented as a motivation to work harder. English for vocational purposes has different purposes than general English. Therefore, it is not easy to follow as a pre-service English teacher who mostly learns about general English.

According to the interview result of both participants, there are some challenges faced by pre-service EFL teachers in teaching English at vocational high school during their teaching internship, as follow:

a. **Lack of Authentic Materials Resources**

Based on the interview results with both participants, it was found that one of the difficulties is gaining varied materials for students. This condition is supported by the fact that the source of materials for English, especially for vocational purposes, is limited. Participants find that they are not much exposed to the source of materials for vocational students, either from the internet, school, or

teacher. They also added that the materials they found were not varied. Participants think it would be better if English teachers at vocational high schools could find the source of material properly and vary. So the students can explore many English topics related to their program.

"...*Although the school and the teacher gave me information about the source of materials, it was not enough for me. As a teacher, I must use varied materials every week.*"

"*I can say that I am not exposed too much to the vocational teaching style. I only get some information through the internet and relatives, but it is only limited to general information.*"

b. Limited Instructional Time

Based on the interview result with both participants related to the teaching method, the method used in vocational high school more likely referred to the implementation of student needs analysis of each program. The teaching phase focuses on the kinds of instruction that will characterize the program, such as at the basic level about greeting, matching pictures with words, reading information, and other activities. Adjusting the lesson plan with the curriculum used at school (mixed between the 2013 curriculum and independent curriculum) causes participants confusion. The limited access to information about the

31

teaching practice used at the school led to the lack of skill in arranging lesson plans appropriate to the condition of each class. This condition was caused because the observation week lasted only a few days. Thus, it is not enough to observe all classes. The participant said that to create a better lesson plan every week, and she keeps using the same teaching method that mostly succeeds with project-based and cooperative learning.

"*In arranging learning activities, I usually look for the most appropriate methods for the topic and the students. I had difficulties arranging it because most examples I found online or in school are ineffective when applied in the classroom.*"

"*I used to make a similar lesson plan every week because after trying some teaching methods, I found that the most effective was cooperative learning and project-based. So, I prefer to do the same methods, but effective, rather than changing every week but not effective.*"

c. Classroom Management

Based on the result of the interview on the aspect of the role of English teachers at vocational high schools, the researcher asked about the participants' opinion in considering themselves as "a good teacher." Participant B said that she had difficulty associating with the students. It may be supported by the fact that students at vocational

high schools are mostly active and used to be more practical. Therefore, in English class, they return to sitting and learning inside the classroom. Although she had experience in vocational teaching and learning activities, she still had difficulties. Participant A thought that the condition of the students may influence it. As a result, the participant could not create varied teaching and learning activities which tended to make students not interested and difficult to follow the class activity. Furthermore, participant B said teaching at a vocational high school seemed difficult because she had no experience or information about vocational high schools. Because of this, his management of the classroom became more complex.

"*When I go to the class and conduct learning activities, students seem uninterested in my class. I did not consider myself a good teacher for them because I could not bind all students. However, I always ensure that all my students can complete the tasks properly*".

` "*From my teaching internship, I could consider more ways and processes of learning that are not monotonous, such as providing a theory balanced with practical time for students so that the students are not easily bored.*"

"*I find that teaching at vocational high school is challenging. As an English teacher, besides mastering the*

materials about English itself, we need to be more exposed to information about each program…."

B. Discussion

Pre-Service EFL Teachers' Perceptions of Teaching English at Vocational High School: A Case Study of Pre-Service EFL Teachers During Teaching Internship Program

The researcher collects the data from interviews to investigate pre-service English teachers' perceptions of teaching English at vocational high schools after attending their teaching internship program in 2022. Walisongo State Islamic University provides this program for the 2019 class. The researcher divides aspects to discover pre-service English teachers' perceptions about vocational education and English for vocational purposes (EVP) in general, teaching and learning activity, classroom management, materials, assessment, and obstacles during the teaching process.

Based on the interview, the researcher used semi-structured interviews to get detailed information about pre-service EFL teachers' perception of teaching English at vocational high schools during their teaching internship program.

1 Vocational Education and English for Vocational Purposes (EVP)

To gain information related to the background of the participants, the researcher prepared some questions to refer to this information, as follows:

2. Is the participant attended any vocational school before

3. Is the participant have any relatives from a vocational school

4. Is the participant have any interaction experience with them

5. The kind of vocational school that the participant attended for teaching internship

As the interview result, the researcher concluded that each participant's background influenced their perception of teaching English at a vocational high school. Furthermore, the kind of vocational school each participant, attends also affects their experience during the teaching internship. The participant who attended vocational high school before teaching internship is more understanding about the term vocational education and school, also the practice of vocational teaching style rather than the participant who never attended vocational high school. In addition, the kind of vocational school is also affected. However, the interview result showed that although the participants have different educational backgrounds and schools for teaching internships, they still face obstacles and challenges during teaching activities.

This result in line with the research from (Reynolds et al., 2016), that teacher's perceptions are fully influenced by their backgrounds and experiences. English teachers who had professional experience or educational background

35

related to the subjects, it will leads to the positive perceptions and well-understanding about teaching English.

2. Teaching and Learning Activity

In the aspect of teaching and learning activity, the researcher developed the interview guidelines related to the teaching and learning activity, such as:

a. Teaching methods used in teaching and learning activities

b. The process of teaching and learning

The researcher concluded that both participants are dealing with challenges related to teaching methods. The participant tried out some teaching methods in the first two weeks. Afterward, the participant applied the most appropriate and effective one for the next meeting. Although they kept using the same teaching method, the participants constantly adjusted the teaching method to the materials for each program. The other participant mainly focuses on speaking skills because she thinks it will benefit the student's future career more. Both participants used three main activities: opening, main activity, and closing.

This result in line with the research from (Reynolds et al., 2016), that teacher's perceptions are fully influenced by their backgrounds and experiences. English teachers who had professional experience or educational background

related to the subjects, it will leads to the positive perceptions and well-understanding about teaching English.

3. Classroom Management

To gain specific information about classroom management, specifically in student management, the researcher defined the aspect that influences classroom management into two things: the role of the teacher and the student's characteristics.

Based on the interview results, the researcher found that the role of English teachers at vocational high schools is similar to general high schools. As an English teacher at a vocational high school, the skill and knowledge about each program are important to adjust to learning activities. For student characteristics, most vocational students are active, inquisitive, and practical. Therefore, in classroom management, teachers should vary the classroom management to create an enthusiastic atmosphere. Understanding the vocational teaching style is also important for the teacher to manage the students in class.

This result aligns with the statement from (Mulyasa, n.d.) that teachers at vocational high schools usually arrange the tables and chairs to make a varied learning process. It is also important to gain students' interest in learning, improve their interaction, and others.

4. Materials

In line with the interview's result, the researcher can conclude that the materials used at vocational high school are

gained from the curriculum used by the school. Both schools attended by the participants used varied curricula (2013 curriculum for 2nd and 3rd grade and independent curriculum for 1st grade), but mostly the class they taught used the 2013 curriculum. The materials used in class should be adjusted for each program. The source of materials mainly gained from the internet and guidebooks from the governor of education.

In the 2013 curriculum, the workload of English teachers at vocational high schools must be around three hours. It is because of employment demands (Jurusan et al., 2011). The orientation of English learning needs to be directed to prepare the student's readiness for work requirements, such as TOEIC (Test of English for International Communication) rather than TOEFL (Test of English as Foreign Language). The approach used is different from general high school.

5. Assessment

Based on the interview's result, the assessment used at vocational high schools still referred to the curriculum used by each school. Because both schools' participants still used the 2013 curriculum, the main assessment included three main aspects: knowledge, skill, and social. Both participants agreed to focus more on skill and social aspects.

As cited from (Supratman & Rokhman, 2015), the assessment process, especially for the social aspect, is more complex. There are many different understandings of the term of

assessment itself. The training for vocational school teachers is insufficient to provide comprehensive information about the assessment system. Most teachers think the time focuses more on the assessment than the teaching process. This result is in line with other research (Uran, 2018). The result showed that the assessment system is one of the deficiencies of the 2013 curriculum. The thing to do for teachers to overcome the difficulty in the assessment process is to create a more straightforward assessment technique.

6.   The Obstacles During Teaching and Learning Process

From the result of the interview, it can be concluded that most of the obstacles during the teaching and learning process faced by the participants are in the aspect of curriculum: materials, activities, and classroom management. It showed that the difficulty

of finding the various and appropriate materials for each program at vocational school is still a problem. However, the Government had provided the students and teachers with guidebooks. The other challenge is deciding which teaching method suits students and materials. The limited information for participants who had never attended or interacted with any vocational school led to difficulty adapting to the students and class conditions.

This fact is supported by the result of research conducted by (Suharno et al., 2020); the curriculum designed for vocational schools is yet suitable for the concept of vocational purposes. Meanwhile, the industry has rapidly developed over time. Furthermore, the management of the vocational education principal is still not effective. Most principal management competencies are not competent. This condition establishes the lack of vision and inappropriate procedure planning that lead to ineffective actions.

CHAPTER V
CONCLUSION

This is the final chapter of this research. In this chapter, the researcher presents the conclusions and suggestions for what has been discussed in chapter four.

A. Conclusion

Based on research findings and discussions on pre-service EFL teacher's perceptions and challenges of teaching English at vocational high school during teaching internship, it can be concluded:

As cited (Luo, 2017), teachers' perceptions influence their teaching practices. Teachers' perceptions towards teaching English, such as the ambivalence toward teaching and learning EFL, the norm, and the importance of EFL, are entirely positive. However, implementing teaching activities, such as materials, classroom management, and other aspects, is mostly negative based on the participant's experience.

The perception of pre-service EFL teachers at the Walisongo State Islamic University of Teaching English at a vocational high school during a teaching internship is mostly negative. It can be seen from four aspects (teaching and learning activity, classroom management, materials, and assessment) that mostly show bad results based on the result of the interview with two pre-service EFL teachers. For the information about vocational education and

vocational English, the participants seemed to be more understanding rather than the implementation of teaching practice. Even so, the participant who experienced vocational education seems more adaptable to the students and school condition.

Previous literature (Luo, 2017) showed that some of the challenges English teachers face in teaching English are the teacher's ability to teach EFL, which is related to giving EFL instruction. It is supported by the fact that the participant's country is not a speaking-English country. Moreover, most English teachers are difficult to find teaching materials and learning contexts because of the lack of resources, such as textbooks.

In this research, challenges contained in teaching English at a vocational high school during a teaching internship are:

a. It is not easy to find more varied and appropriate materials because the source from the Government still does not enough

b. The information gained by participants about various teaching methods appropriate to the materials of each program is limited.

c. Adapting to the class situation and student characteristics leads to a lack of classroom management skills.

B. Suggestion

Based on the conclusions of this study, the researcher's suggestions proposed:

1. For School

As an institution closest to the students, schools must create a good learning environment to conduct effective learning. Moreover, schools need to coordinate with the teachers.

2. For Government

Based on the result of this research, it can be seen that participants still face difficulties in some areas. For further regulation, it is important to create a better regulation and system design for vocational education. This step will help to prepare qualified vocational teachers for the future. Moreover, information about vocational English and vocational English teacher training should be held.

3. For Pre-Service EFL Teacher

In line with the result of this study, it is hoped that the other pre-service EFL teachers could be more prepared to be a good and qualified teachers in the future. As a future professional English teacher, it is important to study a variety of education, including vocational purposes.

4. For Other Researcher

This study has limitations. The subjects are only two pre-service EFL teachers, and the specific time is during

their teaching internships. The researcher expected that more researchers organize research with more participants, using a further detailed problem formulation related to English teaching activity at vocational schools.

C. Closing Statement

Openly, the researcher admitted that this research is her first academic paper. This research was submitted as a contribution to the academic field of Walisongo State Islamic University, especially for the English department. This study is fully finished as partial fulfillment of the requirements for gaining a bachelor's degree in English Language Education from Tarbiyah and Teaching Training Faculty, Walisongo State Islamic University Semarang.

REFERENCES

Adler, R. H. (2022). Trustworthiness in Qualitative Research. *Journal of Human Lactation*, *38*(4), 598–602. https://doi.org/10.1177/08903344221116620/ASSET/089033442 21116620.FP.PNG_V03

Annisa, D. U. (2022). *Students' perceptions of online learning in english lessons during covid-19 pandemic : a case study at seventh grade of MTs NU 10 Penawaja* [Walisongo State Islamic University]. https://eprints.walisongo.ac.id/id/eprint/18942/

Arum, R., & Shavit, Y. (1995). Secondary Vocational Education and the Transition from School to Work. *Sociology of Education*, *68*(3), 187. https://doi.org/10.2307/2112684

Barbour, R. S., & Schostak, J. (2005). *Interviewing and Focus Group*. https://www.researchgate.net/publication/41199558_Interviewin g_and_focus_groups

Berg, B. L. (Bruce L. (2007). *Qualitative research methods for the social sciences*. 384.

Blunden, R. (1995). Practical Intelligence and the Metaphysics of Competence. *Australian and New Zealand Journal of Vocational Education Research*, *3*(2), 1–20.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. 124.

Cedefop. (2009). *Modernising Vocational Education and Training*. European Centre of the Development of Vocational Training. https://www.cedefop.europa.eu/files/4068_en.pdf

Dudley-Evans, T., & St. John, M.-J. (1998). *Developments in ESP : a*

multi-disciplinary approach. 301.
https://books.google.com/books/about/Developments_in_English
_for_Specific_Pur.html?hl=id&id=FY5ChNRKtxwC

Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002a).
Understanding and evaluating qualitative research*. *Australian
and New Zealand Journal of Psychiatry*, *36*(6), 717–732.
https://doi.org/10.1046/J.1440-1614.2002.01100.X

Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002b).
Understanding and evaluating qualitative research. *Australian
and New Zealand Journal of Psychiatry*, *36*(6), 717–732.
https://doi.org/10.1046/J.1440-1614.2002.01100.X

Gamoran, A. (1987). The Stratification of High School Learning
Opportunities. *Sociology of Education*, *60*(3), 135.
https://doi.org/10.2307/2112271

Grieb, S. (2002). Handbook of Interview Research. In *Handbook of
Interview Research: Context and Method*.
https://books.google.com/books/about/Handbook_of_Interview_
Research.html?hl=id&id=uQMUMQJZU4gC

Hann, N., Timmis, I., & Masuhara, H. (2010). ESOL materials:
Practice and Principles. *Perspectives on Language Learning
Materials Development*, 223–286.
https://books.google.com/books/about/Perspectives_on_Languag
e_Learning_Materi.html?hl=id&id=WKw8azbAF3sC

Hornby, H. (1986). *Drama, Metadrama, and Perception*. Rowman &
Littlefield Publishers.
https://books.google.co.id/books/about/Drama_Metadrama_and_
Perception.html?id=ZxCiuAAACAAJ&redir_esc=y

Hutchinson, T., & Waters, A. (1991). *English for Specific Purposes*.
Cambridge University Press 1987.

J.Rubin, H., & S.Rubin, I. (2005). Qualitative Interviewing (2nd ed.): The Art of Hearing Data. *Qualitative Interviewing (2nd Ed.): The Art of Hearing Data*. https://doi.org/10.4135/9781452226651

Lie, A. (2007). EDUCATION POLICY AND EFL CURRICULUM IN INDONESIA: BETWEEN THE COMMITMENT TO COMPETENCE AND THE QUEST FOR HIGHER TEST SCORES. *TEFLIN Journal*, *18*(1), 01–15. http://journal.teflin.org/index.php/journal/article/view/48

Lindahl, K. (2015). *Vocational English in Policy and Practice* .

Luo, W. H. (2017). Teacher perceptions of teaching and learning English as a lingua franca in the expanding circle: A study of Taiwan. *English Today*, *33*(1), 2–11. https://doi.org/10.1017/S0266078416000146

Marwan, A. (n.d.). *Esp Teaching Challenges in an Indonesian Vocational Higher Institution*. *XXXVIII*, 1–12.

Metz, M. H. (1978). Clashes in the Classroom: The Importance of Norms for Authority. *Education and Urban Society*, *11*(1), 13–47. https://doi.org/10.1177/001312457801100102/ASSET/00131245 7801100102.FP.PNG_V03

Miles, M. B., Huberman, A. M., & Saldaña, J. (n.d.). *Qualitative data analysis : a methods sourcebook*. 380.

Moodie, G. (2002). Identifying vocational education and training. *Journal of Vocational Education and Training*, *54*(2), 249–266. https://doi.org/10.1080/13636820200200197

Muliyah, P., & Aminatun, D. (2020). Teaching English for Specific Purposes in Vocational High School: Teachers' Beliefs and Practices. *JET (Journal of English Teaching)*, *6*(2), 122–133.

https://doi.org/10.33541/jet.v6i2.1756

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, *16*(1), 1–13. https://doi.org/10.1177/1609406917733847

Popay, J., Rogers, A., & Williams, G. (2016). Rationale and Standards for the Systematic Review of Qualitative Literature in Health Services Research. *Http://Dx.Doi.Org/10.1177/104973239800800305*, *8*(3), 341–351. https://doi.org/10.1177/104973239800800305

Priya, A. (2020). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application. *Https://Doi.Org/10.1177/0038022920970318*, *70*(1), 94–110. https://doi.org/10.1177/0038022920970318

Ramirez, A. L. (2020). Teaching preparedness of pre-service teachers: Perception to practice. *International Journal of Studies in Education and Science (IJSES)*, *1*(1), 15–35. www.ijses.net

Ramirez, I. A. L. (2020). Pre-Service Teachers' Perceived Level of Teaching Skills. *Journal of Education in Black Sea Region*, *6*(1), 97–109. https://doi.org/10.31578/jebs.v6i1.222

Rido, A. (2020). "Why They Act the Way They Do?": Pedagogical Practices of Experienced Vocational English Language Teachers in Indonesia. *International Journal of Language Education*, *4*(1), 24–37. https://doi.org/10.26858/ijole.v4i2.9935

Rido, A., & Sari, F. M. (2018). Characteristics of classroom interaction of english language teachers in Indonesia and Malaysia. *International Journal of Language Education*, *2*(1), 40–50. https://doi.org/10.26858/ijole.v2i1.5246

Robbins, S. P. (2005). *Organizational Behavior* . Pearson Prentice

Hall.
https://books.google.co.id/books/about/Organizational_Behavior.
html?id=qYtxQgAACAAJ&redir_esc=y

Ronaldo, O., Zaim, M., & Hamzah. (2021). Need Analyses of English
Learning Material for Students' Diploma Degree of Mechanical
Engineering at Institute Technology of Padang (ITP).
*Proceedings of the Ninth International Conference on Language
and Arts (ICLA 2020)*, *539*.
https://doi.org/10.2991/ASSEHR.K.210325.036

Schierloh, M. (2011). HANDBOOK OF FOREIGN LANGUAGE
COMMUNICATION AND LEARNING. Karlfried Knapp and
Barbara Seidlhofer (Eds.). Berlin: Mouton de Gruyter, 2009. Pp.
v + 730. *Studies in Second Language Acquisition*, *33*(1), 142–
143. https://doi.org/10.1017/S0272263110000653

Schmitz, J., Díaz, B., Fernández Rubio, K., & Sebastian-Galles, N.
(2018). Exploring the relationship between speech perception
and production across phonological processes, language
familiarity, and sensory modalities. *Language, Cognition and
Neuroscience*, *33*(5), 527–546.
https://doi.org/10.1080/23273798.2017.1390142

Sincer, G. (2017). *Inquiring What to Teach and How to Teach in EVP
Classes: A General Overview on English Teaching for
Vocational Purposes in Turkey*.

Slameto. (1988). *Belajar dan faktor-faktor yang mempengaruhinya*.
Bina Aksara.

Stahl, N. A., & King, J. R. (n.d.). *Understanding and Using
Trustworthiness in Qualitative Research*.
https://doi.org/10.4135/9781483329574

Stevenson, J. (2006). The Political Colonisation of the Cognitive
Construction of Competence.

Http://Dx.Doi.Org/10.1080/0305787950470402, *47*(4), 353–364. https://doi.org/10.1080/0305787950470402

Sugiyono. (2016). Metode Penelitian Kuantitatif, Kualitatif dan R &Metode Penelitian Kuantitatif, Kualitatif Dan R & D.Bandung:Alfabeta. *Bandung:Alfabeta.*, 118.

Tratnik, A. (2015). Key Issues in Testing English for Specific Purposes. *Scripta Manent*, *4*(1), 3–13.

Tsou, W., & Chen, F. (2014). ESP program evaluation framework: Description and application to a Taiwanese university ESP program. *English for Specific Purposes*, *33*(1), 39–53. https://doi.org/10.1016/J.ESP.2013.07.008

Verdinelli, S., & Scagnoli, N. I. (2013). Data Display in Qualitative Research. *Http://Dx.Doi.Org/10.1177/160940691301200117*, *12*(1), 359–381. https://doi.org/10.1177/160940691301200117

Walgito, B. (2012). *Pengantar psikologi umum / Bimo Walgito)*. Yogyakarta: Andi.

Widodo, H. P. (2016). *Teaching English for Specific Purposes (ESP): English for Vocational Purposes (EVP)* (pp. 277–291). https://doi.org/10.1007/978-3-319-38834-2_19

APPENDIX I

INTERVIEW GUIDELINES

1) Have you attended any vocational school before?
2) Have you had any relatives from a vocational school?
3) Have you had any experience interacting with anyone from a vocational school?
4) What kind of vocational school did you attend for a teaching internship?
5) What do you know about vocational education and vocational school?
6) What do you know about English for vocational purposes?
7) What teaching methods are used in your teaching activity?
8) How is the process of learning activity?
9) How did you apply your role during the teaching and learning process?
10) What can you conclude about vocational high school students?
11) What are the materials used in learning activities?
12) Where do you find the materials?
13) How did you arrange the assessment?
14) Are there any obstacles you face during teaching activities?
15) In your opinion, what kind of English learning is effective for vocational students?

.   Participant 1

Q: Have you attended any vocational school before? (YES/ NO)

A: Yes

Q: Have you had any relatives from a vocational school? (YES/ NO)

A: Yes

Q: Have you had any experience interacting with anyone from a vocational school? (YES/ NO)

A: Yes

Q: What kind of vocational school did you attend for a teaching internship?

A: I taught English at one of Semarang's favorite public vocational high schools. This school is located in Karangturi. The accreditation of this school is A and includes it as an environmentally friendly school. There are five programs. There are accounting and institutional finance, office management and business service, marketing, tourism service business, and software and game development. However, the tourism service business is the favorite based on the information.

Q: What do you know about vocational education and vocational school?

A: As far as I know, a vocational school is designed to provide the technical skills required for work needs.

Q: What do you know about English for vocational purposes?

A: I describe English for vocational purposes as an English lesson taught at a vocational high school. Based on my experience, it is different from senior high school because the purpose of learning is adjusted with the program. For example, I am in a tourism business program, so I will learn

English related to tourism, such as how to be a tour guide or others.

Q: What are the teaching methods used in your teaching activity?

A: Project-based learning is the most effective teaching method during a teaching internship because it is appropriate with the materials. I used to make a similar lesson plan every week because after trying some teaching methods, I found that the most effective was cooperative learning and project-based. So, I prefer to do the same methods, but effective, rather than changing every week but not effective.

Q: Is project-based learning successful when applied in class?

A: Mostly, it works. But depending on the topic and the condition of the class on that day

Q: Is it difficult for you to conduct teaching activities?

A: I have difficulty when it comes to deciding which teaching methods I should use

Q: How is the process of learning activity?

A: In general, it is basic. There are three main activities: opening, main activity, and closing. I usually summarise the materials at the end of class because remembering what I have been taught to my students is easier.

Q: How did you apply for your role during the classroom activity?

A: I think I play the same role as other teachers. Mostly, I am a facilitator in class. I am not a good English teacher. I am still lacking in anything. I find that teaching at a vocational high school is challenging. As an English teacher, besides mastering the materials about English itself, we need to be more exposed to information about each program.

Q: Then, for you, what does the term "a good English teacher" mean for vocational students?

A: A good English teacher is someone who can be a guide in developing English to support students' language skills related to their major.

Q: Is there any qualification to be "that" English teacher?

A: I am not sure. However, I can say that English teachers must be able to teach English in various areas of program study.

Q: What can you conclude about vocational high school students?

A: As an ex-vocational student, I can say they mostly tend to vary and have high curiosity in the practice field rather than theory. They like to learn outside the class.

Q: What are the materials used in learning activities?

A: The materials used are mainly the same with senior high school. However, the difference is the study case or example of each topic. It is always linked to the program.

Q: Where do you find the materials?

A: From the school, I got the teacher and student book and always tried to find other materials online because most of the materials I had from the book were not enough.

Q: How did you arrange the assessment?

A: I used to make assessments based on the lesson plan from the school. However, I focus more on the student's activeness, practice, and attitudes. Because based on my experience at high school, most students are more practical.

Q: Are there any obstacles you face during teaching activities?

A: Yes, of course. My experience being a vocational student in the past helped me to adapt to the situation at school. For example, I know the vocational student's characteristics, how English teachers usually teach, and others. However, if it is about planning teaching activities, such as materials, I still have difficulty. Although the school and the teacher gave me information about the source of materials, as I said before, it was not enough for me. As a teacher, I must use varied materials every week.

Q: In your opinion, what kind of English learning is effective for vocational students?

A: For me, effective English teaching for vocational students is when teachers support students to expose and practice the English skills that refer to their program.

b. Participant 2

Q: Have you attended any vocational school before? (YES/ NO)

A: No

Q: Have you had any relatives from a vocational school? (YES/ NO)

A: No

Q: Have you had any experience interacting with anyone from a vocational school? (YES/ NO)

A: No

Q: What kind of vocational school did you attend for a teaching internship?

A: This private Islamic vocational high school is located in Central Semarang. This school is one of the COE schools. There are three programs. Those are animation, digital accounting, and digital business

Q: What do you know about vocational education and vocational school?

A: A kind of educational institution that provides some specific programs and proposes an extensive network

Q: What do you know about English for vocational purposes?

A: English course which specializes in a particular program

Q: What are the teaching methods used in your teaching activity?

A: I used to conduct learning through conversation because I find it appropriate with the three programs at the school.

Q: How is the process of learning activity?

A: There are three main activities. Those are opening, main activity, and closing. I usually look for the most appropriate methods for the topic and the students in arranging learning activities. I had difficulties arranging it because most examples I found online or in school are ineffective when applied in the classroom. Mostly, I let the students choose what activity they like to do on that day. Maybe it does not

sound comprehensive. However, for me, it helped a lot to manage the students.

Q: How did you apply your role during the teaching and learning process?

A: I am mostly a facilitator. I was not actively involved in the learning activity. I have also tried to create a teacher-student bond since the first meeting.

Q: What can you conclude about vocational high school students?

A: To be honest, I was surprised on the first day of the meeting. Most of them are so talkative and expressive. Maybe the common word to describe them is mischief.

Q: What are the materials used in learning activities?

A: Materials used were adjusted to each program. There is a book for teaching guides. I can borrow it from the library.

Q: Where do you find the materials?

A: I usually get the materials from the guidebook. However, it is not varied, so I found other material online. For example, I found the materials mostly from the internet in animation class. I browsed the English conversation in an animation video during a speaking class.

Q: How did you arrange the assessment?

A: It included three aspects. Those are knowledge, skill, and social aspects. I mostly focused on the skill and social aspects.

Q: Are there any obstacles you face during teaching activities?

A: Yes, a lot. I have never been taught in any vocational school. I was not a vocational student before. I can say that I am not exposed too much to the vocational teaching style. I only get some information through the internet and relatives, but it is limited to general information. I had difficulty adapting to the class situation. It is also hard for me to manage the students in class. When I go to the class and conduct learning activities, students seem uninterested in my class. I did not consider myself a good teacher for them because I could not bind all students. However, I

always ensure that all my students can complete the tasks properly.

Q: In your opinion, what kind of English learning is effective for vocational students?

A: From my teaching internship, I could consider more ways and processes of learning that are not monotonous, such as providing a balanced theory with reasonable time for students so that the students are not quickly bored. That is effective English learning at vocational school, in my opinion.

APPENDIX III

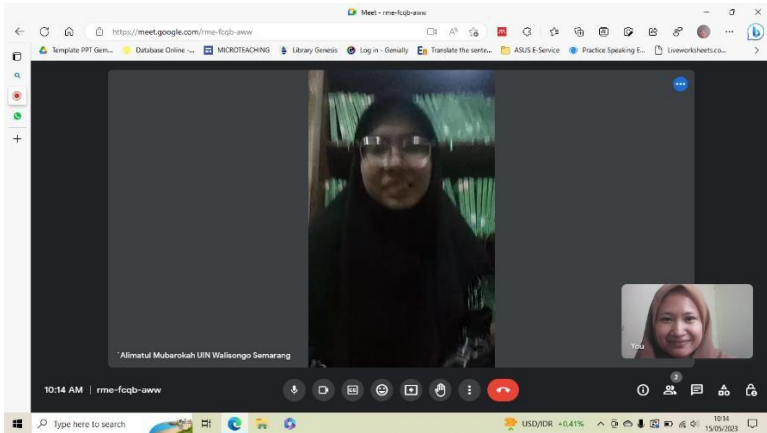## INTERVIEW DOCUMENTATION
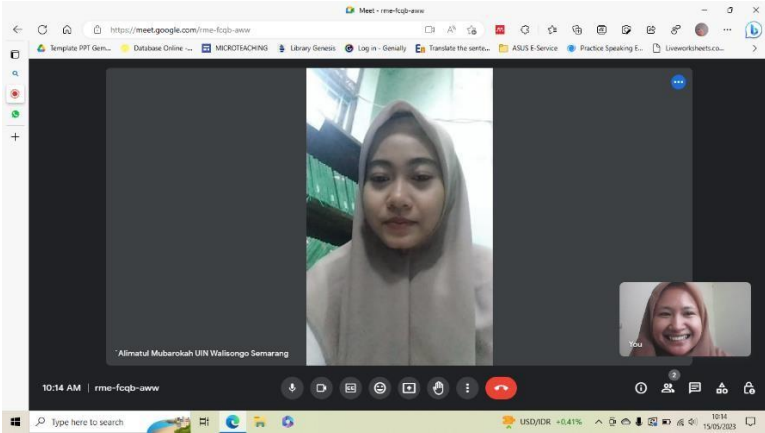
Figure 1. Documentation of interviewing Participant 1

Figure 2. Documentation of the interviewing participant 1

Figure 3. Documentation of interviewing Participant 2

Figure 4. Documentation of interviewing Participant 2

CURRICULUM VITAE

Name   : Rini Pratiwi

Date/ Birth of Place   : Jepara, March 4, 2001

Email/ Phone Number :pratiwirini75@gmail.com/ (+62)82223542592

Adress   : Desa Ngasem, RT 24/ RW 03, Jepara

Academic Year   2019

Study Program   : English Education

Faculty   : Faculty of Education and Teacher Training

Educational Background:

1. Kindergarten   : TK Satu Atap SD 4 Ngasem (2012-2013)
2. Elementary School : SD Negeri 4 Ngasem (2007- 2013)
3. Junior High School: SMP Negeri 5 Jepara (2013-2016)
4. Senior High School: SMA Negeri 1 Jepara (2016- 2019)
5. University   : Walisongo State Islamic University, Semarang, Faculty of Education and Teacher Training, Program of English Education (2019-2023)

Semarang, 05 Juni 2023
The Writer

Rini Pratiwi
1903046045

10