

**ENGLISH TEACHERS' PROBLEMS IN TEACHING
ENGLISH FOR MOTORCYCLE BUSINESS ENGINEERING
STUDENTS
(AN ANALYTICAL STUDY IN VOCATIONAL HIGH SCHOOLS IN
KUNINGAN)**

A PAPER

Submitted as Partial Fulfillment of Requirements
for getting a *Sarjana Pendidikan* Degree



ULFAH LUTFIATUN

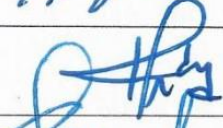
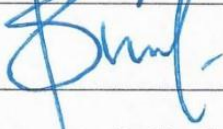
20200410033

**ENGLISH EDUCATION STUDY PROGRAM
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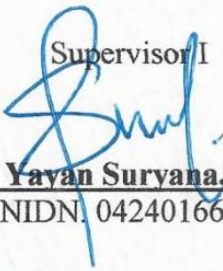
The paper entitled: **ENGLISH TEACHERS' PROBLEMS IN TEACHING ENGLISH FOR MOTORCYCLE BUSINESS ENGINEERING STUDENTS (AN ANALYTICAL STUDY IN VOCATIONAL HIGH SCHOOLS IN KUNINGAN)** by **Ulfah Lutfiatun**, Student Number **20200410033**, has been established through examination hold at English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan on **18th June 2025**, based on The Dean's Decision Letter number: **600/FKIP-UNIKU/PP/2025** about committee and examiners nomination of Research Seminar 2 as follows :

Examiner I	Dr. Fahrus Zaman Fadhly, M.Pd. NIK. 410110740101	
Examiner II	Dr. H. Marwito Wihadi, M.Pd. NIK. 410110710102	
Examiner III	Drs. Yayan Suryana, M.Pd. NIK. 41038101330	

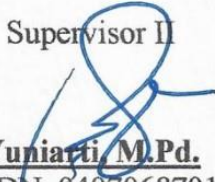
This paper has been accepted and assigned as a requirement of a Bachelor degree at English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan.

Kuningan, June 2025

Supervisor I


Drs. Yayan Suryana, M.Pd.
NIDN. 0424016601

Supervisor II

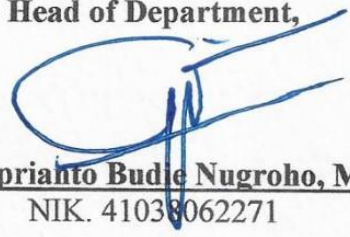

Yuniarti, M.Pd.
NIDN. 0407068701

Acknowledgment,

Dean,


Asep Jejen Jaelani, M.Pd.
NIK. 41038091314

Head of Department,


Muh. Aprianto Budie Nugroho, M.Pd.
NIK. 41038062271

PAGE OF APPROVAL

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IN KUNINGAN)**

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Submitted as Partial Fulfilment of the Requirements
for getting a Bachelor Degree

By:

Ulfah Lutfiatun

20200410033

HAS BEEN APPROVED BY ADVISOR TEAM ON FOLLOWING DATE
Kuningan, June 2025

Supervisor I



Drs. Yayan Suryana, M.Pd
NIDN. 0424016601

Supervisor II



Yuniarti, M.Pd
NIDN. 0407068701

Acknowledged By:

Head of Department of English Education,



Muh. Aprianto Budie Nugroho, M.Pd.
NIK. 41038062271

STATEMENT OF ORIGINALITY

I hereby declare that the research paper entitled "ENGLISH TEACHERS' PROBLEMS IN TEACHING ENGLISH FOR MOTORCYCLE BUSINESS ENGINEERING STUDENTS (AN ANALYTICAL STUDY IN VOCATIONAL HIGH SCHOOLS IN KUNINGAN) is my own original work. Any quotations or references used in this paper are properly cited and documented in accordance with the accepted standards of academic writing. This statement is made truthfully, without any elements of plagiarism. I take full responsibility for any consequences that may arise in the future should this work be proven to violate any ethical principles of scientific writing.

Kuningan, June 2025



Ulfah Lutfiatun
20200410033

MOTTO AND DEDICATION

MOTTO



Indeed, with difficulty comes ease. (Q.S Al-Insyirah verse 5)

DEDICATION

By the grace of Allah SWT, I dedicate this work to my parents, who never tire of giving their love and affection throughout the writing process. Furthermore, to my older siblings who support their youngest sibling with all their hearts

ABSTRACT

ENGLISH TEACHERS' PROBLEMS IN TEACHING ENGLISH FOR MOTORCYCLE BUSINESS ENGINEERING STUDENTS (AN ANALYTICAL STUDY IN VOCATIONAL HIGH SCHOOLS IN KUNINGAN)

Ulfah Lutfiatun

*Department of English Education, Faculty of Teachers Training and
Education, Universitas Kuningan*

E-mail: 20200410033@uniku.ac.id

Abstract: English for Specific Purposes (ESP) plays a crucial role in vocational education by supporting students' professional communication skills. This study aims to identify and analyze the challenges encountered by English teachers in instructing students of the Motorcycle Business Engineering (TBSM) program at vocational high schools in Kuningan. Employing a qualitative case study design, the research utilized four data collection methods: a Likert-scale questionnaire, semi-structured interviews, classroom observations, and document analysis. The data were processed through Miles, Huberman, and Saldana's (2014) interactive model, which includes data reduction, data display, and conclusion drawing. The results indicate that teachers faced various instructional difficulties across seven ESP components: needs analysis, syllabus development, course design, material development, methodology, implementation, and evaluation. Specific challenges involved identifying students' specific needs, aligning learning objectives with vocational contexts, creating relevant materials, and engaging students with limited English proficiency. In response, teachers adopted several adaptive strategies, such as simplifying instructional content, contextualizing learning materials, incorporating digital tools, and applying motivational approaches. This study concludes that despite the presence of systemic barriers, English teachers demonstrated proactive efforts and creativity in overcoming instructional constraints. Nevertheless, the success of ESP implementation in vocational contexts requires sustained institutional support and ongoing professional development to ensure instructional effectiveness and relevance.

Keywords: English for Specific Purposes (ESP), teaching challenges, adaptive

PREFACE

Praise be to Allah SWT, the Almighty and Most Merciful, who has granted blessings and guidance to all people. May Allah bestow His blessings upon the Prophet Muhammad SAW, the last of the messengers, his household, his companions, and all those who follow his path until the Day of Judgment.

The researcher sincerely expresses her gratitude to Allah for granting her the strength and health to complete this paper. This paper, entitled “**English**

Teachers’ Problems in Teaching English for Motorcycle Business Engineering Students (An Analytical Study in Vocational High Schools in Kuningan),” is submitted as part of the requirements for obtaining a Bachelor’s Degree in the English Education Study Program, Faculty of Teacher Training and Education, Universitas Kuningan.

The purpose of this paper is to identify the problems encountered by English teachers in teaching English and the solutions they have applied. It is hoped that this paper will provide valuable insights to all readers and inspire other researchers to conduct further studies in related fields.

The researcher is aware that this paper is still far from perfect. Therefore, constructive comments and suggestions from readers who have a deep interest in this topic are sincerely welcomed.

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Ulfah Lutfiatun
NIM 20200410033

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TABLE OF CONTENTS

ABSTRACT	i
PREFACE	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
1.1 Rationale	1
1.2 Research Questions	5
1.3 Research Objectives	5
1.4 Scope of the Research	5
1.5 Significance of the Research	5
CHAPTER II THEORETICAL BACKGROUND	7
2.1 English for Specific Purposes	7
2.1.1 Definition of ESP	7
2.1.2 Types of ESP	8
2.1.3 Benefits of ESP	10
2.1.4 Characteristics of ESP.....	11
2.2 Teaching English for Specific Purposes	14
2.2.1 Teacher Training in English for Specific Purposes (ESP)	16
2.2.2 The Role of the Teacher in English for Specific Purposes (ESP)	16
2.2.3 Structure of ESP Course	19
2.2.3.1 Needs Analysis	20
2.2.3.2 Syllabus Design	21
2.2.3.3 Course Design	21
2.2.3.4 Material Development	22
2.2.3.5 Methodology	23
2.2.3.6 Evaluation	23

2.3 English Teacher's Problems in ESP in Vocational High School	25
2.4 Previous Studies	26
CHAPTER III RESEARCH METHOD	37
3.1 Research Design	37
3.2 Research Site and Participants.....	38
3.3 Data Collection Techniques	40
3.3.1 Questionnaire	41
3.3.2 Interview	43
3.3.3 Observation	44
3.3.4 Document Analysis	46
3.4 Data Analysis Techniques	46
CHAPTER IV FINDINGS AND DISCUSSION	67
4.1 Findings	68
4.1.1. Teachers' problems in teaching english for motorcycle business engineering students	69
4.1.2 Solutions Applied by Teachers to Outcome the Problems.....	103
4.2 Discussions	134
4.2.1 Teachers' Problems in Teaching English for Motorcycle Business Engineering	135
4.2.2 Solutions Made by Teachers to Overcome the Problems	156
CHAPTER V CONCLUSIONS AND SUGGESTIONS	177
5.1 Conclusions	177
5.1.1 Problems Encountered by Teachers	178
5.1.2 Solutions Implemented by Teachers	178
5.2 Suggestions	179
5.2.1 For Teachers	180
5.2.2 For Schools and Institutions	180
5.2.3 For Future Researchers	180
REFERENCES	181
APPENDICES	186

LIST OF TABLES

Table 2. 1 Types of ESP	9
Table 3. 2 Indicators of the Questionnaire	42
Table 3. 3 Indicators of an Interview	44
Table 4. 1 Teachers' problems in teaching English for Motorcycle Business Engineering Students	70
Table 4. 2 Problems of Needs Analysis Component	74
Table 4. 3 Problems of Syllabus Component	77
Table 4. 4 Problems of Course Design Component	79
Table 4. 5 Problems of the Material Development Component	87
Table 4. 6 Problems of Methodology Component	89
Table 4. 7 Problems of Implementation Component	93
Table 4. 8 Problems of Evaluation Component	99
Table 4. 9 Solutions Made by Teachers to outcome the Problems	103
Table 4. 10 Solutions of Needs Analysis Component.....	107
Table 4. 11 Solutions of Syllabus Component	109
Table 4. 12 Solutions of Course Design Component	111
Table 4. 13 Solutions of the Material Development Component	120
Table 4. 14 Solutions of Methodology Component	122
Table 4. 15 Solutions of Implementation Component	126
Table 4. 16 Solutions of Evaluation Component	131

LIST OF FIGURE

Figure 2. 1 Structure of ESP According to Hutchinson & Waters (1987)	19
Figure 3. 1 Step Analysis Data based on Miles et al., (2014).....	47

LIST OF APPENDICES

Appendix 1 Guidance Of Questionnaire	187
Appendix 2 The Result of the Interview from Teachers	209
Appendix 3 Field Note Observaion.....	372
Appendix 4 Documentation	409