

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions derived from the findings and discussions outlined in Chapter IV. The conclusions are drawn based on the integration of data collected through questionnaires, interviews, classroom observations, and document analysis, following the data analysis model of Miles, Huberman, and Saldana (2014). The study explored the challenges faced by English teachers in teaching students of the Motorcycle Business Engineering (TBSM) program and the strategies they implemented to address those challenges. The conclusions are grouped into two categories: (1) problems encountered and (2) solutions implemented. Additionally, this chapter provides suggestions for teachers, institutions, and future researchers to improve English for Specific Purposes (ESP) instruction in vocational contexts. This study contributes to the field of English for Specific Purposes (ESP) instruction by addressing the gap identified in previous research regarding the limited exploration of ESP teaching challenges in vocational schools, particularly for the Motorcycle Business and Engineering (TBSM) program. By integrating findings from teachers' experiences with established ESP theoretical frameworks, this research offers a contextualized understanding of both the problems and practical solutions in designing and implementing ESP instruction tailored to vocational contexts. Thus, the study enriches the body of knowledge on ESP instruction in Indonesian vocational education and provides practical insights that can inform future teaching practices and research.

5.1 Conclusions

This study aimed to identify the problems encountered by English teachers in teaching Motorcycle Business Engineering (TBSM) students and to describe the strategies they implemented to address those issues. The analysis was guided by the ESP framework proposed by Hutchinson & Waters, (1987), supported by the perspectives of Graves (2000). The following conclusions are presented in line with the research questions.

5.1.1 Problems Encountered by Teachers

English teachers encountered significant challenges in six out of seven key ESP components: Needs Analysis, Course Design, Material Development, Methodology, Implementation, and Evaluation. The most prominent problems were found in Course Design and Implementation.

In the Needs Analysis component, teachers did not conduct a needs analysis before planning the lesson due to diverse student profiles and the absence of structured diagnostic tools. This resulted in general and unsystematic planning. In Course Design, teachers used a general syllabus without adapting it to the major, faced difficulties in formulating clear learning objectives, aligning terminology with students' comprehension, managing time, and selecting appropriate methods and media.

Material Development issues stemmed from limited access to vocationally relevant references and the difficulty of simplifying content for students with low English proficiency. Most teachers just downloaded materials from the internet, which often lacked contextual relevance. Methodological challenges included the ineffective implementation of teaching methods that addressed students' learning preferences. Implementation-related issues involved low student motivation, behavioral disruptions, and a lack of real-time responsiveness to learning barriers. In the Evaluation component, teachers struggled to align assessment tools with learning goals and to create meaningful evaluation procedures.

Although the Syllabus component was not perceived as problematic due to the availability of a standardized national curriculum, its lack of contextualization to the TBSM field suggests an underutilized opportunity for relevance.

5.1.2 Solutions Implemented by Teachers

Despite these challenges, teachers implemented a range of adaptive strategies. In Needs Analysis, they modified learning objectives based on students' proficiency and used informal observation to gather insights about student preferences. In Course Design, they simplified instructional targets, contextualized terminology, flexibly scheduled learning, and integrated varied instructional methods to accommodate classroom conditions and student capabilities.

To address Material Development issues, teachers sourced materials from accessible platforms such as Google and YouTube and simplified content using visual aids and short texts. In Methodology, teachers applied mixed strategies such as peer tutoring, project-based learning, and lecture-discussion combinations to cater to diverse student needs. Implementation strategies included classroom motivation techniques, student observation, and the use of real-life topics to increase relevance and engagement.

In the Evaluation component, teachers designed simplified assessments, integrated behavioral indicators into grading, and provided remedial support. While not all strategies were formally documented or fully aligned with vocational objectives, they indicate movement toward a learning-centred approach as proposed by Hutchinson & Waters (1987), and a responsive framework as emphasized by Graves (2000).

These findings not only confirm the practical relevance of the ESP framework by Hutchinson & Waters (1987) but also highlight the importance of contextual responsiveness as emphasized by Graves (2000). This study contributes to the field of English for Specific Purposes (ESP) by offering an in-depth account of how teachers adapt theory into practice within a specific vocational context. By focusing on the Motorcycle Business Engineering program, this research addresses a gap in ESP studies that often overlook non-mainstream vocational fields. The conclusions drawn here offer valuable implications for curriculum developers, ESP practitioners, and policymakers seeking to improve vocational English instruction in similar contexts.

5.2 Suggestions

Based on the research conclusions, the following suggestions are proposed to improve ESP instruction for vocational school students, particularly in the TBSM program.

5.2.1 For Teachers

Therefore, it is recommended that teachers implement a structured yet flexible needs analysis process. Even when conducted informally, regular observation, feedback collection, and responsive planning can significantly improve instructional alignment with students' vocational profiles. Instructional materials and methods should be adapted not only to student proficiency but also to the specific demands of the vocational field. Teachers can also benefit from professional development focused on ESP methodology, materials adaptation, and needs-based planning.

5.2.2 For Schools and Institutions

Vocational schools should facilitate teachers in receiving training on ESP teaching, including material development, classroom management in vocational settings, and digital integration strategies. Institutional support in providing access to ESP reference materials, particularly those relevant to the motorcycle engineering sector, is essential. Moreover, schools are advised to foster collaboration between English teachers and vocational subject teachers to strengthen interdisciplinary and context-sensitive instruction.

5.2.3 For Future Researchers

Future research should explore ESP instruction across a broader range of vocational majors and geographical areas to generate comparative insights. Including student perspectives would enrich the understanding of ESP learning needs and classroom dynamics. Moreover, applying quantitative or mixed-method approaches could strengthen generalizability and allow for measurable evaluation of teaching outcomes. Researchers are also encouraged to conduct comparative studies between different vocational programs, such as automotive, hospitality, and agriculture, to identify common and unique ESP challenges.