

ABSTRACT

Although vocational high school education has been demanded to prepare students for the work field (Lo, 2012), in the Indonesian context, the teaching and learning process is considered to be unable to meet the expectation of ESP teaching so that it influences the output. In relation to this issue, this study is aimed at investigating the way the teacher teaches ESP and the problems of the teacher's performance which affects the teaching and learning process. To reach the objectives, a case study on an individual teacher was used in this study. The participant was purposively selected because she was considered as the one who could give sufficient information to answer the research question. Teacher and students' interview, classroom observation, document analysis and questionnaire were used as the data collecting techniques. The students' interview was used to gain confirmation of the data collected from the teacher. The data from the classroom observation and interviews were transcribed and analyzed using the theories of ESP suggested by Hutchinson and Waters (1987) and the regulation issued by the Ministry of Education and Culture (2013, No. 65). The data were initially examined, analyzed, fractured, and eventually collated to find transient concepts and categories. The concept and categories were elaborated by specifying the properties and then finding the interrelationships between them. Finally the core categories were found and verified through member checking. The findings reveal the way the teacher taught ESP and several teacher's problems in two teaching stages. In planning stage, the problems include lack of use of lesson plan, consideration in choosing materials, and teaching media. Moreover, in implementing stage, the teacher's problems are insufficient use of brainstorming at the beginning of teaching activities, ability in managing class, English mastery, technical knowledge, interactive teaching instruction, improvisation of ESP material, personality professionalism, use of rubric evaluation, constructive feedback, and checking of students' understanding. Furthermore, this study also reveals some good points from the teacher, which include alternative plans for unpredictable situation, good rapport with students, and encouragement of being autonomous. All in all, the findings suggest that the teacher still needs a lot of improvements in many aspects to meet the standard of competences given by the government.

Keywords: Teachers' problem, teacher's performance, ESP teaching.