

Pre-service EFL Teachers' Perceptions on the Use of ESP Material Development in Their Teaching Practice

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Abstrak

Studi ini bertujuan untuk mengetahui persepsi calon guru Bahasa Inggris sebagai bahasa asing (EFL) mengenai peran kursus Pengembangan Materi ESP dalam kegiatan praktik mengajar mereka di Sekolah Menengah Kejuruan (SMK). Penelitian ini dilakukan di sebuah universitas negeri di Surabaya, khususnya di program studi pendidikan bahasa Inggris. Metode penelitian yang digunakan adalah penelitian kualitatif, terutama studi kasus. Data akan dianalisis melalui wawancara semi-struktur dan tinjauan dokumen kepada mahasiswa pendidikan bahasa Inggris angkatan 2019 di Universitas Negeri di Surabaya yang telah mengikuti kursus Pengembangan Materi Pendidikan Bahasa Inggris (ESP) dan telah melakukan praktik mengajar di SMK. Hasil wawancara menunjukkan bahwa calon guru EFL berpendapat bahwa Pengembangan Materi ESP penting untuk mengajar di SMK, dan salah satu tantangan yang mereka hadapi dalam menerapkan pengetahuan mereka adalah tingkat kemampuan bahasa Inggris yang berbeda-beda di antara para siswa. Berdasarkan temuan tersebut, dapat disimpulkan bahwa persepsi calon guru terhadap penggunaan pengembangan materi ESP dalam praktik mengajar sangat penting. Penting bagi para guru untuk dibekali dengan kursus-kursus yang terkait dengan persiapan materi pengajaran Bahasa Inggris sesuai dengan bidang atau spesialisasi masing-masing siswa di SMK.

Kata kunci: Calon guru, SMK, ESP Material Development.

Abstract

This study aims to find out the pre-service EFL teachers' perceptions of the role of the ESP Material Development course in their teaching practice activities at Vocational Highschool (VHS). This present study takes place at a state university in Surabaya, especially at an English language education study program. This study uses qualitative research, especially case study. The data will be analyzed by giving semi-structured interviews and reviewing documents to the English Education students of 2019 cohort at one state university in Surabaya who had taken the English language Education Study Program (ESP) Material Development Course and had done their teaching practices at VHS. The results of the interview showed that the Pre-Service EFL teacher think that ESP Materials Development are important for their teaching in VHS, and one of the challenges they face in applying their knowledge to meet their students' needs is the varying English language proficiency levels among their students. Based on the findings, it can be concluded that the preservative teachers perception of the use of ESP material development in teaching practice is important. It is necessary for the teachers to be equipped with courses related to the preparation of material for teaching English by the majors or specializations of each VHS student.

Keywords: Pre-service teacher, Vocational Highschool, ESP Material Development

INTRODUCTION

Pre-service teachers are referred to as teacher candidates who received their education at the bachelor level. According to Lal (2016), teacher education aims to create educators who are prepared to meet the requirements of all aspiring teachers in any situation. These pre-service teachers have been accepted into the teacher education program, but they still need to finish all the requirements before they can receive their full teaching certification. Programs for teacher education

will have certain requirements for coursework, field experience hours, and occasionally service-learning projects that may or may not be included in these experiences. Consequently, pre-service teachers are individuals who have taken part in pre-service education or training. They are now pursuing their studies to become certified teachers, but they have not yet fulfilled all the prerequisites.

Teaching practice is a crucial component of any education study program, as it provides students with the opportunity to apply the theoretical knowledge

gained in the classroom to a real-life setting. It is providing opportunities for pre-service teachers to develop practical teaching skills. Through teaching practice, students can experiment with different teaching techniques, observe experienced teachers in action, and develop their own teaching style (Korthagen et.al, 2006). This practical experience can help pre-service teachers feel more confident and prepared when they enter the workforce. It also provides pre-service teachers with opportunities to apply theoretical knowledge to practice and to develop practical teaching skills (Yavuz & Bahadir, 2013). In the context of English language education, teaching practice plays a significant role in the development of student's language proficiency.

Based on the statement above, the practice of teaching English in schools is a must for students enrolled in an English Education study program. They need to fulfill the requirements for being a teacher by doing field experience called teaching practice before they finish their study in an English Education study program. The venues for the implementation of teaching practice vary ranging from elementary to high school or vocational high schools (henceforth VHS) with many educational focuses.

Unlike teaching in regular high school, teaching English in vocational high schools requires particular knowledge of materials, methods, and strategies. The Indonesian government's (PP No. 29 of 1990) regulation, made it clear that vocational education should emphasize the growth of students' abilities in particular disciplines. For this reason, there are some differences between teaching English in VHS and teaching English in high schools. In addition, according to the law, the teaching of English in VHS should refer to the students' need. VHS English teachers are required to teach English sections closely related to students' core learning - for example, teachers explain and provide information on English expressions about guesswork students while staying at the hotel. Furthermore, teachers also provide information on special terms used by mechanics to engineering students. VHS teachers must take into account the specific needs of their learners considering the curriculum, classroom management, document management, activities and time management, student management, and learning resource management. Another Indonesian government law, UU No. 20 of 2003 on the National Education System, said that vocational education is a secondary education curriculum designed to prepare VHS students for a particular job. The two regulatory declarations

mentioned above imply that VHS students should be given specific skills as part of their VHS education. The goal is to prepare the students to compete in the employment markets of today, it should encourage them to acquire professional abilities in a particular field.

The material in teaching English for Vocational High Schools is closely related to English for Special Purposes (ESP). Vocational high school English education is a branch of ESP namely English for Occupational Purposes (EOP) because General English (GE) does not meet the needs of students (Carver, 1983). ESP deals with teaching and learning English for specific purposes and disciplines. This is consistent with Chung & Chang (2017), who state that first, ESP courses should emphasize specific areas where English is offered with special vocabulary, terminology, and other related matters. Second, ESP should be based on the specific context and needs of the learner. It is designed to meet the future employment needs of VHS students. Students are considered highly motivated to work on subjects related to their major. Due to this fact, the English education study program at a state university in Surabaya equips its students with ESP-related courses in semester 5 and one of them is the ESP Material Development course.

ESP Material Development is one of the ESP courses taught in English education study programs at a state university in Surabaya. This course gives the knowledge of fundamental ideas and methods for creating ESP materials. Students experience creating learning objectives and ESP instructional units (materials) based on the findings of the needs analysis. This course's focus is on choosing non-digital and digital media/platforms for ESP teaching and learning activities. Every student is anticipated to be able to finish creating ESP learning materials that meet their needs by the end of the lecture activities. In line with this, ESP Course in a state university in Bandung, West Java includes (1) knowledge of principles and approaches to the selection and organization of teaching materials; (2) the principles and theories underlying the development of teaching materials; (3) principles and criteria for selecting teaching materials; (4) development stages teaching materials; and (5) the role of typography in the development of teaching materials. It can be understood that both study programs from two state universities have similar ideas about ESP Material Development courses.

There are some previous studies related with ESP Material Development for In-service teacher. First, according to research by Rahayuningsih (2016),

vocational high schools present special difficulties for pre-service teachers. This study found pre-service teachers may not have a strong background in the subject matter of the course they are teaching and may find it difficult to explain complex concepts to their students. The study also discovered that engaging with students from different backgrounds and managing the classroom might be difficult for pre-service teachers. Teachers find it difficult to teach

A previous study done by Muliah & Aminatun (2020) talks about how teacher develops their material without considering their students' needs. The study found that the teachers acknowledged that they lack the fundamental skills and background necessary to instruct English for SMK, as defined by the students' programs and majors. They simply believed that more practice than theory is required when teaching VHS students. Teachers put the teaching procedures into reality by steeping the sequence (engagement, exploration, elaboration, and confirmation). They participated in educational activities that did not accurately reflect how students acquire the knowledge needed to develop communication skills. As a result, teachers dominated the teaching and learning process by providing explanations rather than putting an emphasis on students' comprehension using activities and students are not motivated to learn English. With the findings above, pre-service teachers need to be equipped with courses related to the preparation of material for teaching English by the majors or specializations of each VHS student.

The third study done by Ronaldo (2016) found that the material given by the teacher are too general and did not match with students' programs. In this study, Ronaldo (2016) claimed that the teaching materials were too wide and did not closely relate to the student's field study, and concluded that the development of teaching materials in the classroom was not appropriate with the notions of ESP even though the teacher already get courses that related to ESP. Sadly they did not use it to accommodate their students' needs, instead, they develop the material just to impress many educators, including teachers, stakeholders, applied linguists, and linguists. This is another proof that pre-service teacher needs to be prepared with courses that accommodate their student's need related to ESP.

From the previous studies, stated that teachers did not know how to develop material properly for teaching VHS students based on the students' needs. Some teachers did not get the ESP Material Development back to when they are in their bachelor program. This present study would fill the gap in the

research on the role of ESP Material Development for pre-service teacher teaching practice on VHS.

Based on the explanation above, the researcher wants to know what are the perceptions of the Pre-service Teacher on the role of ESP Material Development Courses in teaching vocational high school. In addition, researchers think that this way the pre-service teacher can accommodate the student's needs in English subjects.

Based on the research background this research tries to answer this following question:

1. How do the pre-service EFL teachers perceive the importance of ESP Material Development when they do their teaching practice in Vocational Highschool?
2. What are the experiences of the pre-service EFL teachers in implementing their knowledge of ESP Material Development when they did their teaching practice in Vocational High school?

METHOD

This present study used qualitative research, especially case study. Qualitative research provides descriptive accounts that attempt to understand a phenomenon using data that can be collected in a variety of ways, such as interviews, observations, and document reviews. Whether. the goal of understanding the world or the experiences of others. these are the simplest and most popular qualitative studies (Ary, et al. 2009). Hamilton. (2011) stated that a case study is often seen as a means of gathering data and giving coherence and limit to what is being sought. The case study then focuses on the idea of a bounded unit that is examined, observed, described, and analyzed to capture key components of the 'case'. The case might be, for example, a person, a group of professionals, an institution, a local authority, etc. In this present study, the researcher recruited pre-service EFL teachers who had completed their teaching practice at VHS and had already gotten the ESP Material Development course. The goal of this present study is to find out the pre-service teachers' perceptions of the role of the ESP Material Development course in their teaching practice activities at VHS.

This research take place at a state university in Surabaya, especially at an English language education study program. This is because the ESP Material Development course is offered in the English education study program of the state university in Surabaya. This course gives students the opportunity to understand related to developing material well before their go to

their teaching practice. The time of research will be carried out for approximately one month.

The subjects of this study were the English language education study program students 2019 cohort at a state university in Surabaya that had taken the ESP Material Development course and had done their teaching practice at VHS. The English Education students took the ESP Material Development course in the fifth semester and program their teaching practice in the seventh semester.

For this research, the researcher used a semi-structured interview and document analysis. The semi-structured interview allows students to react in their own words. Students can provide answers that researchers may not have thought of. It is because there are no limitations on their options. This present study done by interviewing several respondents to gather information and to determine the Pre-service Teacher's Perceptions of the Role of ESP Material Development Courses in Teaching Vocational Highschool. The researcher also needs to analyze the interviewee's document related to the Role of ESP Material Development Courses in Teaching Vocational Highschool.

Interview

The interview is a qualitative research method employed to gather data. According to Ary et.al (2010), interviews are extensively utilized to obtain qualitative data and capture subjects' opinions, beliefs, and emotions in their own words. Interviews provide unique information that cannot be acquired through direct observation and can be employed to validate observations.

There are three types of interviews: structured, semi-structured, and unstructured. Ary et.al (2010) defines a semi-structured interview as an interview where the topic of interest is predetermined and questions are formulated, but the interviewer has the flexibility to modify the format or questions during the interview process.

In this study, the researcher conducted interviews to gather information from pre-service EFL teachers regarding the impact of ESP Material Development on their teaching practice and the challenges they face in applying their knowledge to meet their students' needs. The researcher chose a semi-structured interview approach because it provided structure while allowing flexibility. The questions asked by the researcher were specific to obtain particular information from the pre-service teachers, but they also allowed for adaptability

based on the subject's responses to determine the next question.

According to Bowen (2009) stated that Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.

Collecting data is a systematic and standard procedure to obtain the required data, there is always a relationship between data collection methods and research problems (Siregar, 2018). First of all, the researcher take a note any students who match the requirements of the research participants. There are 19 students that matches the requirements. The researcher then chooses 6 students, 2 students that teach at private VHS, 2 students that teach at public VHS outside Surabaya, and 2 students that teach at public VHS in Surabaya. The interview was conducted using two methods, namely face-to-face and online (via telephone or online meetings) due to the distance. The researcher also analyzes their documents in this case their lesson plans to support their answer. The researcher was collecting evidence of the usage of special material related to ESP Material Development implementation. The lesson plans were submitted online through g-form.

These are the stages that researcher had done for the interview sessions:

1. The researchers determine the participants who will be interviewed. Based on the requirements that already set.
2. The researchers then schedule a meeting with the selected participants to conduct the interviews. The participants are asked to choose whether they prefer to be interviewed online using Zoom or offline where the researcher and the participant met face to face.
3. The researchers will ask several questions regarding the participants' identities, the school where they carry out teaching practices, their opinions on ESP Material Development, their teaching experiences, how they implement their knowledge of ESP Material Development, and any suggestions they may have regarding the ESP Material Development course.
4. The researchers then record the participants' answers using an online recording.
5. After the interview is completed, the participants are asked to submit on g-form the lesson plans

they used previously during their teaching practice.

These are the stages that researcher had done for the document analysis:

1. The researchers ask the participants who have been interviewed to submit the lesson plans they have used during their teaching practice through a Google Form.
2. The researchers then download each lesson plan file submitted by the participants and consolidate them into a folder on Google Drive.

The data was analyzed by giving semi-structured interviews and reviewing documents to the English education students of 2019 in one state university in Surabaya who already took the ESP Material Development course and finish their teaching practice in VHS. When a questionnaire is used, the questions are distributed to every person that matches the requirements, who then record and submit their answers. In analyzing data, the researcher also elaborated on the study's results in a table and then describe the data in words. The data was a transcript, coded, and categorized then it was presented as simply as it is but also meaningful so the reader can understand.

The stages of research that had been conducted by the researcher (Ary et.al,2019) are as follows first is data collection. Interviews are used as the primary method of data collection. The researcher conducted interviews with respondents directly to gather relevant information related to the research topic.

The second is interview transcription. After the interviews are completed, the audio recordings or interview notes are transcribed into written text. The transcription process using verbatim intelligence and enables the researcher to work with data in a form that can be processed and analyzed.

The third is data coding. The researcher reads and analyzes the interview transcriptions in-depth and then identifies units of analysis, which are relevant parts of the data such as concepts, themes, or important quotes. The units of analysis are then coded by assigning appropriate labels or categories.

The fourth is theme grouping. The researcher collects and groups units of analysis that have similarities or relevance to specific themes. They look for patterns, relationships, or differences within the themes that emerge from the interview data. This process helps the researcher understand the overall conversation and identify key findings.

The fifth is thematic analysis. The researcher analyzes the findings and makes interpretations based

on the thematic organization of the data. They explore meanings, patterns, or phenomena that arise from the interviews. Thematic analysis provides an in-depth understanding of the perspectives and experiences of the respondents related to the research topic.

The last is interpretation and conclusion. Based on the results of thematic analysis, the researcher formulates interpretations and conclusions regarding the findings that emerged from the interviews. The existing findings are then linked to relevant theories and the broader research context. These interpretations and conclusions provide a comprehensive understanding of the phenomenon under investigation and offer answers to the research questions.

Coding

Coding is a code in qualitative inquiry that is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana, 2009).

Table 1
Coding Table

Data source	Coding	Meaning
Document Analysis	DA/2/LA/2	'DA' (for document analysis) means the data is gathered from document analysis (lesson plan). '2' for participant 2. 'LA' is the section, which is learning activities, '2' means it is from the meeting in learning activities.
Interview	I/1/DU/1	'I' (for Interview) means the data gathered from the interview. '1' for respondent 1. 'DU' is the theme, which is difficult to use in English. '1' means it is from interview transcript line 1.

RESULT AND DISCUSSION

Pre-Service EFL Teachers' Perception on ESP Material Development

In reference to the interview that has been conducted on the participants, mostly all of them view the ESP Material Development course as a course that offer the opportunities to developing material based on their

students' needs in their teaching practice, especially on teaching the VHS. It could be seen from the P1 which said that the ESP program prepared them to make a material on a specific major in VHS.

Based on the results interview, it can be seen that all participants share a common perception regarding ESP Material Development course. According to the participants, ESP Material Development is a class that provides opportunities for students to learn in developing learning materials that accommodate the specific needs of students according to their respective majors. This makes the participants realize how important this knowledge is for teaching in VHS.

All participants agree that ESP Material Development is essential for their teaching practice. This is evident from the interview excerpt above, where the participants believe that ESP Material Development helps them in preparing materials that meet the specific needs of students from different majors, making the content highly relevant and suitable for the students.

The results of the interview showed that the pre-service EFL teacher think that ESP Material Development are important for their teaching practice in VHS. The participants believe that ESP Material Development is needed to assist pre-service teachers in accommodating students' needs. This is because VHS are different from general high schools, where the needs of VHS students require specific English language skills related to their chosen field of study. That is the reason why ESP is needed for teaching in VHS. ESP is concerned with teaching and learning English for specific purposes and disciplines. This is consistent with Chung & Chang (2017), who argue that ESP courses should emphasize specific areas where English is provided with special vocabulary, terminology, and other related topics. Second, ESP must be based on the specific context and needs of the learner. Designed to meet the future employment needs of students. Students learn English with the main desire to find a job that matches their expertise.

Researcher ask questions to determine the pre-service EFL teacher perceive the importance of ESP Material Development in their teaching practice. All of the participants were asked by using the same questions. Below is the pre-service EFL teacher perceive the importance of ESP Material Development in their teaching practice. For the example participants 6 found that that ESP material development is important because it is really relevant with student needs, and it is really specific so that it is suitable for the vocational students.

Other participants also said almost the same thing about the importance of ESP Material Development for their teaching practice at VHS. They think that specific English is needed when they teach at specific major. Participants 5 stated that it is very important to the teaching practice, because it helped pre-service EFL teacher to be more understand first about the class, and then specific English before conducting any teaching activities to specific purposes in the classes.

The Experiences of the Pre-Service EFL Teachers' in Implementing Their Knowledge of ESP Material Development

From all the collected interview data, all participants have made efforts to implement their knowledge of ESP Material Development during their teaching practice. There are several factors why participants could not fully implement their knowledge related to ESP Material Development, including:

1. Existing curriculum.

Indeed, since the existing curriculum does not yet include relevant and suitable materials for students in Vocational High Schools based on their respective majors, pre-service EFL teachers have to create and search for appropriate teaching materials themselves.

2. Limited authority or right to teach.

Pre-service EFL teachers are not yet professional educators, and as such, they cannot make arbitrary changes or implement new teaching methods without the approval and guidance of professional teachers. It is essential for them to collaborate with experienced educators to ensure that their teaching materials and approaches align with the school's curriculum and educational objectives. This collaboration will also provide valuable insights and support in creating effective and relevant materials for students in Vocational High Schools.

3. Difficulty in finding materials that are suitable for students' needs.

The difficulty in finding materials that meet the students' needs is one of the challenges faced by pre-service EFL teachers. This is especially true due to the wide variety of majors in Vocational High Schools, resulting in a limited availability of specific materials for each major. As you mentioned, subjects like DKV (Design and Creative Industries) might have specialized requirements that are not readily addressed in general teaching materials.

To overcome this challenge, collaboration with experienced educators and professionals in the respective fields can be highly beneficial. Seeking guidance from subject-specific teachers, industry experts, or curriculum specialists can provide valuable insights and resources to develop more relevant and tailored materials for students in each major. Additionally, networking and sharing resources with other pre-service teachers and educators may lead to the discovery of suitable materials that can be adapted or modified to fit specific needs. As the field of education evolves, there may also be online platforms or repositories where educators can find and share specialized teaching materials for various vocational subjects.

4. Available books still use general English.

It's unfortunate that the government-provided books do not fully accommodate the needs of students in Vocational High Schools (SMK). Using English language materials that are too general can indeed be a challenge for students with specific vocational majors.

5. The students' lack of English skill.

One of the challenges for pre-service EFL teachers in implementing their knowledge is the varying English language proficiency levels among their students. This can lead to gaps in understanding the material being delivered for each student.

To address this issue, it is crucial for educators, including pre-service EFL teachers, to supplement the provided materials with more specific and relevant content. As we mentioned earlier, seeking collaboration with subject-specific teachers and industry experts can be instrumental in developing or finding supplementary materials that align with the needs of students in various vocational majors.

Additionally, pre-service EFL teachers can explore other sources of materials, such as online platforms, industry-related publications, and specialized textbooks. By being proactive in searching for suitable resources, they can enhance the learning experience of their students and provide them with materials that are more tailored to their respective fields of study. It's essential to continuously adapt and improve teaching materials to ensure that students receive the most effective and relevant education possible.

The researcher collect data by analysing the document in this case is the lesson plan that the participant used in their teaching practice. The researcher expected that the lesson plan was able to

strengthen the data. Researcher collected the lesson plans on 3-4 July 2023 after the participants finish their interview session. The function of document analysis was to strengthen the data for accuracy and verifiability. From the results of document analysis, the researcher could see a clear expression of the implementation of ESP Material Development. The researcher felt that the participants have made efforts to implement their knowledge regarding ESP Material Development, despite all the difficulties that their faced. Researcher assumed that the participants were very aware about accommodating their students' needs.

Table 2
Lesson plans analysis

Subject	Section	Transcription
P1	Learning Activity (2 nd meeting)	Peserta didik diminta untuk membuat <i>application letter dan cv/resume</i> sendiri sesuai dengan <i>job vacancy</i> yang sudah mereka cari pada pertemuan pertama.
P2	Learning Activity (3 rd meeting, written cycle)	Guru meminta peserta didik untuk membuat <i>procedure text</i> tentang alat-alat praktek yang berkaitan dengan jurusan DKV.
P2	Learning Activity (5 th meeting, meeting creating)	Guru meminta peserta didik untuk mencari contoh teks prosedur tentang tata cara menggunakan aplikasi gambar digital kemudian dipraktikkan dalam bentuk video.
P5	Leaning Activity (2 nd meeting)	Peserta didik memilih dan membuat teks deskriptif tentang <i>tools</i> apa saja yang mereka gunakan sesuai bidang mereka yaitu Teknik Elektronika Komunikasi

The results of the interview and document analysis showed that the pre-service EFL teacher put some efforts to try implementing their knowledge that they got from ESP Material Development course in their teaching practice at VHS. The participants try to accommodating their students' needs in specific English that related to their major. In line with this, Yuana and Kurniasih (2013) suggest that in an educational setting, analyzing learners' needs helps

students sort out where they are in terms of their knowledge, skills, and competencies, relevant to where they want to be and their learning goals. Knowing exactly what they are learning at school will be beneficial to their future, so it can motivate them to learn English better because they have their learning goals. In addition, English at vocational schools should be aimed at English for Specific Purposes (ESP) because it has specific characteristics. Therefore, English materials in vocational schools need to be diversified by students' needs to learn English suitable for future employment.

Researcher ask questions to understand the pre-service EFL experience in implementing their knowledge of ESP Material Development. All of the participants were asked by using the same questions. Below is the pre-service EFL teacher experience related to accommodating their students' needs. The example can be seen on participants 6 statement that the vocational school is a little bit different with the general school like a senior high school. In order to find this suitable material for the student needs pre-service EFL teachers did some research about English related to the course related to their major. In the other hand the students still need a basic knowledge about English so the teaching learning activities can improve that much.

Not only the interview answer, the researcher also found their effort to implementing their knowledge of ESP Material Development in their teaching practice on their submitted lesson plans. In learning activities section participants 5 used the statement "Peserta didik memilih dan membuat teks deskriptif tentang *tools* apa saja yang mereka gunakan sesuai bidang mereka yaitu Teknik Elektronika Komunikasi."

In line with that statement above the other participants lesson plans also have the similar steps as can be seen "Guru meminta peserta didik untuk membuat *procedure text* tentang alat-alat praktek yang berkaitan dengan jurusan DKV.

What are the difficulties of using English as the medium of instruction for pre-service teachers

In addition to answering the above-mentioned two research questions, the researcher also found that all participants had their own difficulties regarding the implementation of their knowledge. These difficulties came from many factors for example: the students' English level.

Participants 6 said, that the difficulties actually come from the student itself, because their English skill

is really their lack of English skills. So that's become the biggest barrier in a teaching English at that time.

In line with this, the difficulties were also caused by limited authority or right to teach. Quoted from an interview response by one of the participants stated that the major difficulties, the biggest difficulties is that since they are still a teacher candidate, not real teacher. They don't have like, real control for the programme, so that they have limitation to implement knowledge.

Lastly, one factor commonly experienced by the participants is the difficulty in finding specific teaching materials that meet the needs and preferences of both teachers and students. They had difficulties implementing their knowledge of ESP material development due to lack of references from books and the internet when making learning materials related to the spesific majors.

CONCLUSION

This study examines the pre-service EFL teachers' perception on the use of ESP Material Development in their teaching practice. This present study seeks to find the preservice teachers' perception of the importance ESP Material Development in their teaching practice, the experience of implementing the ESP Material Development, and the difficulties of implementing the ESP Material Development in their teaching practice. As discussed in Chapter 4, it is found that there occurred the importance of ESP Material Development for accommodating the students' needs in specific major.

In the previous chapter we can concluded that the implementation of ESP Material Development knowledge only could be done partially. The participants have made efforts to implement their knowledge in ESP Material Development during the teaching practice process, despite encountering several difficulties.

It is also found that there are some difficulties in implementing ESP Material Development knowledge. The participants has shared their difficulties, and the researcher categorized by 5 kind of difficulties:

1. Existing curriculum.
2. Limited authority or right to teach.
3. Difficulty in finding materials that are suitable for students' needs.
4. Available books still use general English.
5. The students' lack of English skill.

Based on the findings, it can be concluded that the pre-service EFL teachers' perception of the use of ESP Material Development in their teaching practice is important. In this case, they need ESP Material

Development to accommodate their students' needs for specific English Based on their major. As a result, they put some effort into implementing their knowledge of ESP Material Development in their teaching practice despite the difficulties that they found.

Following are some implications that are considered worthy of trying especially by the pre-service EFL teachers teaching at VHS. The suggestions set forth in the present chapter provide some useful ideas for future research.

Firstly, the pre-service teacher can put more effort to try implemented as much as possible ESP Material Development in their learning activities. In other words, pre-service teacher should be able to create more learning activities that accommodate their students' needs. In additions, the pre-service teacher should find out good and enjoyable learning to help the students' understanding the material better.

Finally, in order to help student gain more knowledge in their English language ability it is important to know their English skill level before starting the learning activities. It will help you determine if the material is too difficult for them to understand or to easy.

In line with the topic under discussion, there are two suggestions for further research. First, Data collection through focus group discussions can be conducted, which not only saves time and effort but also enables the discovery of unexpected findings through the diverse teaching experiences of each participant.

Second, for future research, researchers can investigate the benefits of ESP Material Development for students. This is because ESP Material Development aims to accommodate specific English language needs, thus requiring feedback from students who experience its benefits.

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