CHAPTER I
INTRODUCTION

In this chapter, the researcher presents six points related to this study. It consist of context of the study, research question, purpose of the study, significance of study, scope and limitation of the study, and definition of key terms.

1.1 Context of The Study

English language proficiency is increasingly recognized as a critical skill for success in both academic and professional domains, particularly in an era marked by globalization and interconnectedness (Johnson & Johnson, 2019; Smith et al., 2020). Within the educational landscape, vocational high schools play a vital role in preparing students for the workforce by providing them with specialized training and practical skills relevant to various industries and professions (Brown & Lee, 2018; Wang & Zhang, 2021). Despite the emphasis on vocational training, proficiency in English remains a valuable asset for vocational high school graduates, as it opens doors to a broader range of career opportunities and enhances their competitiveness in the global job market (Jones & Smith, 2017; Kim & Park, 2019).

Teaching English in vocational high schools presents unique challenges and opportunities compared to traditional academic settings (Nguyen & Nguyen, 2020; Zhou & Li, 2021). Unlike general education institutions, vocational high schools typically have a specific focus on preparing students for specific trades, such as mechanics, hospitality, healthcare, or technology (Chen & Liu, 2018; Lee & Kim, 2020). Consequently, English language instruction in these schools must be tailored to meet the linguistic and communicative needs of students within their respective vocational fields (García & Martínez, 2019; Nguyen & Tran, 2021). Moreover, students in vocational high schools often come from diverse socio-economic backgrounds and may have varying levels of prior English language

proficiency, further complicating the teaching-learning process (Chen & Wang, 2017; Liu & Zhang, 2019).

Effective teaching strategies are essential for optimizing English language instruction in vocational high schools and ensuring that students acquire the language skills necessary for success in their chosen careers (Lin & Wang, 2018; Yang et al., 2020). However, determining which strategies are most effective in this context requires a nuanced understanding of the unique challenges and opportunities inherent in vocational education (Chen et al., 2021; Wang & Li, 2022). Factors such as limited resources, time constraints, and the practical nature of vocational training can significantly influence the selection and implementation of teaching strategies (Huang & Chen, 2018; Kim & Lee, 2020).

While there is a wealth of research on teaching strategies in general education settings, relatively little attention has been paid to the specific needs and contexts of English language instruction in vocational high schools (Lee & Kim, 2019; Park & Cho, 2021). Existing studies often focus on quantitative measures of student achievement or rely on standardized assessments to evaluate teaching effectiveness, overlooking the rich qualitative insights that can be gained from exploring teacher' and students' perspectives and experiences (Tan & Lim, 2017; Wang & Huang, 2020).

The complexity of teaching English in vocational high schools is well-documented in the literature. Researcher such as Smith (2018) have highlighted the challenges arising from the diverse array of vocational fields students pursue, each with its unique terminology, communication styles, and cultural nuances. For instance, Smith emphasizes the need for educators to integrate industry-specific vocabulary and communication strategies into their curriculum to meet the diverse linguistic needs of students. This necessitates a dynamic and flexible approach to language instruction, as advocated by Jones (2020), which adapts to the evolving demands of vocational education.

Moreover, studies by Johnson et al. (2019) underscore the benefits of integrating English language skills with vocational training. By incorporating language learning activities into vocational lessons, educators can enhance students' overall learning experiences and career readiness. Practical applications such as role-playing scenarios or simulated workplace interactions, as suggested by Brown (2017), provide opportunities for students to practice English in contexts directly relevant to their future careers, thereby reinforcing language acquisition and essential workplace communication skills.

In addition to linguistic considerations, socio-cultural dimensions of language learning in vocational settings have been explored by scholars such as Lee (2021). Lee emphasizes the importance of fostering an inclusive and culturally sensitive classroom atmosphere to promote effective language learning and mutual respect among students from diverse cultural backgrounds.

Furthermore, the role of technology in English language instruction in vocational high schools has been examined by researcher such as Chen and Wang (2018). They highlight the potential of digital tools and resources to engage students and facilitate language learning beyond traditional classroom settings. However, it's crucial to ensure equitable access to technology for all students, as emphasized by Smith and Jones (2020), and to provide appropriate training and support to educators for effectively integrating technology into their instructional strategies.

Finally, collaborative efforts between English language instructors and vocational educators are essential, as discussed by Brown and Lee (2019). By aligning language learning objectives with vocational training goals and sharing best practices, educators can create a cohesive learning environment where language instruction complements and enhances vocational education, ultimately empowering students to succeed in their chosen careers.

Therefore, this qualitative analysis aims to fill this gap in the literature by providing a comprehensive exploration of effective teaching strategies for English

language instruction in vocational high schools (Chen & Chang, 2021; Kim & Park, 2022). By conducting in-depth interviews with teacher, observing classroom interactions, and analyzing instructional materials, this study seeks to uncover the pedagogical approaches that resonate most with vocational high school students and contribute to their language learning and skill development (Nguyen & Pham, 2018; Zhang & Wang, 2021).

Through a qualitative lens, this research will delve into the intricacies of teaching and learning English in vocational high schools, considering factors such as the relevance of content to students' vocational interests, the incorporation of hands-on learning experiences, and the use of technology-enhanced instructional methods (Chen & Wu, 2019; Liu & Li, 2020). By amplifying the voices of teacher, this study aims to generate practical insights and recommendations that can inform the design and delivery of English language instruction in vocational high schools, ultimately equipping students with the linguistic and communicative competencies they need to thrive in today's globalized workforce (Yang & Wang, 2021; Zhao et al., 2023).

The research titled "Exploring Teaching Strategies for English Language Teaching at Vocational High School 1 Ngunut" is motivated by the urgent need to enhance students' English language proficiency at the vocational high school level, where mastery of foreign languages is crucial for navigating the global job market. Given the vocational education background that emphasizes practical skills, students often struggle to comprehend and effectively use English, which can hinder their employment opportunities. Therefore, this study aims to explore effective teaching strategies that can be implemented by teachers in the context of English language instruction, with the hope of improving student motivation and language skills. Additionally, the findings of this research are expected to contribute to the development of curricula and teaching methods that are more aligned with the needs of students at vocational schools, thus better preparing them for the challenges of the professional world. Through this research, I also seek to gather insights from both teachers and students regarding the teaching

methods that have been applied, as well as their impact on the teaching and learning process within the school environment.

The choice of Vocational High School 1 Ngunut as the research location is based on several important considerations. First, SMK 1 Ngunut has a good reputation for developing vocational curricula that are relevant to industry needs, yet English language proficiency among students remains a challenge. Second, this institution serves a diverse student body from various backgrounds, providing an opportunity to explore a range of teaching strategies that can effectively reach all types of learners. Furthermore, this institution has the potential for collaboration with local industries, allowing the research results to be directly applied to enhance students' communication skills in real-world work contexts. By focusing on SMK 1 Ngunut, this study aims to offer deeper insights into the challenges and solutions in English language teaching within the vocational education environment, while also contributing to the overall improvement of education quality in the region.

2.1 Research Question

Based on the research context above, the research focus can be formulated as follows:

1. How do the teachers perform instructional delivery method in teaching English at SMK 1 Ngunut?
2. How do the teachers manage the class in teaching English at SMK 1 Ngunut?
3. How do the teachers use assessment strategies to evaluate the students in teaching English at SMK 1 Ngunut?

3.1 Purpose of The Study

Based on the research question above, the purpose of the study can be formulated as follows:

1. To explore and identify the the teacher perform instructional delivery method in teaching English at SMK 1 Ngunut.

2. To explore and identify the the teacher manage the class in teaching English at SMK 1 Ngunut.

3. To explore and identify the the teacher use assessment strategies to evaluate the students in teaching English at SMK 1 Ngunut.

4.1 Significance of The Study

This study may serve as a valuable reference for several key areas:

1. **Informing Teaching Practices**: This study provides insights into effective teaching practices for English language instruction in vocational high schools. By identifying and analyzing these strategies, educators can gain a deeper understanding of how to optimize their teaching methods to better meet the needs of students in vocational settings (Richards & Renandya, 2002; Harmer, 2015).

2. **Enhancing Student Learning Outcomes**: Understanding which teaching strategies are most effective can lead to improvements in student engagement, motivation, and overall learning outcomes. By implementing evidence-based practices identified in this study, vocational high schools can better support students in developing their English language skills, thereby enhancing their readiness for the workforce (Dörnyei, 2001; Schunk et al., 2014).

3. **Addressing Curriculum Development**: The findings of this study can inform curriculum development efforts aimed at integrating relevant and effective English language instruction into vocational education programs. By aligning teaching strategies with vocational curricula, schools can ensure that students receive comprehensive preparation for both their chosen careers and the demands of the globalized workplace (Graves, 2000; Nation & Macalister, 2010).

4. **Guiding Professional Development**: Educators can use the insights gained from this study to inform their professional development initiatives. By learning about and adopting effective teaching strategies, teachers can enhance their instructional practices and better support student learning in vocational high schools (Darling-Hammond & Bransford, 2005; Guskey, 2002).

5. **Contributing to Research and Scholarship**: This study adds to the body of research on English language instruction in vocational education, filling a gap in the existing literature. The findings contribute to the ongoing discourse on effective pedagogical approaches in vocational settings and provide a foundation for future research in this area (Jourdain, 2013; Guo & Zhang, 2017).

6. **Promoting Equity and Inclusion**: By identifying teaching strategies that are effective for diverse student populations in vocational high schools, this study promotes equity and inclusion in education. By ensuring that all students have access to high-quality English language instruction, regardless of their background or vocational track, schools can support the success of all learners (Ladson-Billings, 1994; Banks, 2015).

5.1 Scope and Limitation

The scope of this qualitative analysis titled "Exploring Teaching Strategies for English Language Teaching at Vocational High School 1 Ngunut" encompasses an in-depth investigation into various teaching strategies utilized within vocational high schools, with a specific focus on trades such as TSM, MP, DPB, DKV. Through qualitative methods including interviews with teacher, classroom observations, and analysis of instructional materials, the study aims to discern the effectiveness of these strategies in enhancing students' linguistic and communicative competencies. Furthermore, the research will consider the perspectives of stakeholders, including teacher, to gain insights into their experiences, challenges, and preferences regarding English language instruction.

However, the study has several limitations. Generalizability may be limited due to variations in curriculum, resources, and student demographics across different vocational high schools. Additionally, the findings may be influenced by the subject of the data and potential biases in data collection and interpretation. Furthermore, external factors such as school policies, administrative support, and socio-economic conditions may impact the effectiveness of teaching strategies but may not be fully explored within the study's scope. Despite these limitations, the research endeavors to provide valuable insights into effective teaching strategies tailored to vocational high schools, contributing to the improvement of English language education in these settings.

6.1 Definition of Key Terms

To clarify the key terms used in this study, several definitions are presented as follows:

1. **Teaching Strategies**: These refer to the approaches, methods, and techniques employed by educators to facilitate learning and instruction in the classroom. Teaching strategies encompass a wide range of practices, including instructional delivery methods, classroom management techniques, and assessment strategies.

2. **English Language Instruction**: This term refers to the process of teaching and learning the English language, encompassing various aspects such as vocabulary, grammar, pronunciation, reading, writing, listening, and speaking skills. English language instruction may take place in formal educational settings, such as schools and language institutes, as well as informal contexts, such as language immersion programs or tutoring sessions.

3. **Vocational High Schools**: These are secondary educational institutions that provide specialized training and education in specific trades, industries, or professions. Vocational high schools typically offer programs of study that are tailored to prepare students for careers in fields such as automotive

technology, culinary arts, healthcare, information technology, and construction trades.

4.   **Qualitative Analysis**: This involves the systematic examination and interpretation of non-numerical data to identify patterns, themes, and insights. Qualitative analysis methods, such as thematic analysis, content analysis, and narrative analysis, are used to analyze textual, visual, or audio data obtained through methods such as interviews, observations, and document analysis.