

Exploring the Use of Teaching Media in EGP and ESP: A Case Study of English Teachers in Senior High School and Vocational High School

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Abstract: The students in EGP and ESP have different learning needs and objectives, so the teachers need to choose, select, and implement appropriate media related to it. However, previous studies mostly explore the use media in EGP and ESP separately, with limited attention on what the different media apply, how to select, and implement in both contexts. Therefore, this study aims to explore the different types of media, strategies to select and implement in simultaneoustly. This study employed qualitative using case study design with participants were the teacher in senior and vocational high school. The data were collected by in-depth interview, classroom observations, and documentation. The findings revealed that both teachers in EGP and ESP used a variety of media in print and text-based, visual and graphic, audiovisual, and digital, computer-based. They have similarities in the used print and text-based and audiovisual, however the strategies to select and implement were different depended on the students' needs. The EGP teachers tended to worksheet, PPT, and video supported by general material about daily life. In the other side, ESP teachers conducted worksheet, picture, video, and text based-link supported by authentic material. Furthermore, this study found that the media selection was influenced by students' needs and objectives. In the implementing EGP, teachers were preferably in the opening and main activity, ESP teachers used in the main activity

Keywords: Teaching Media, EGP (English for General Purposes), ESP (English for Specific Purposes), Case study.

INTRODUCTION

EGP refers to learning English in senior high school. Based on the EGP goals, Kitkauskienė (2006) stated that the students will focus on language skills, including listening, speaking, reading, and writing, because they need all of them. Following this statement, EGP also focuses on vocabulary and grammar (Gufron et al., 2024). The material is more practical because the context students learn from concerns their daily activities and does not require specific learning.

In contrast, ESP refers to English for specific purposes that students commonly learn in Vocational High schools. ESP Learning is for those who want to develop competence to prepare for and succeed in the workplace. ESP is essential to guarantee graduates are sufficiently competitive at the vocational school level, where preparation for entering the workforce is a major priority (Elfiyanto & Karimullah, 2025). Therefore, learning ESP is not only focused on mastering English in general, but emphasises the discipline and needs of students for the future. However learning ESP also challenge for teacher. Based on Azami and Sholihah (2026), who state that commonly ESP teachers have a positive understanding of ESP principles. The difficulty is in translating the principles into classroom practice, the teachers also do not always conduct a systematic needs analysis, resulting in a gap between ESP theory and its implementation.

Therefore, it is imperative that EFL teachers use the most effective or suitable teaching method with their students (Albadri et al., 2022). The media is important for supporting teachers when teaching English for EGP and ESP. Media for learning are resources used to convey messages and information during the teaching and learning process, thereby engaging students' interest and attention. Media use for learning can improve for both teachers and students.

Several studies emphasize that various media can support English learning in EGP and ESP contexts. Some research have already examined the role of certain media in EGP. The use media in EGP including printed materials (Mas'odi & Arma, 2024), Mobile Assisted Language Learning (MALL) (Alda,2023), Information and Communication Technology (ICT) (Saballegue et al., 2025). Media used in ESP learning including mobile applications, LMS platforms, asynchronous tools, and immersive technologies (Nuryanti, 2025) and authentic materials (Sasabone et al., 2023). Another previous study by Dilnoza and Nilufar (2021), comparing about learning goals, learning oriented, material focus, teacher`s role, need analysis, and learning method. Study from Azalmad (2023), comparing EGP and ESP in the language context.

However, most of these studies examined media in EGP and ESP separately, focusing only on one learning context or one specific type of media and also some research just comparing general context of EGP and ESP in the same time not focus on using media for learning. Therefore, this study aims to fill this gap by exploring how English teachers in senior and vocational high schools select, adapt, and apply teaching media in EGP and ESP classrooms, as well as to understand the factors influencing their choices and implementation. Based on the explanation provided in the research background this study addressed three research question, including:

1. What teaching media are employed by teacher in teaching EGP and ESP?
2. How do EGP and ESP teachers select the teaching media for learning English?
3. How do EGP and ESP teachers implement the teaching media during learning English?

LITERATURE REVIEW.

The Branches of English based on the Purposes.

Based on the global function of English, the common goal of English is to improve communication while communicating in global work, and also to improve education. Wherefore, Hutchinson and Waters (1987, pp.17–18) made a tree to illustrate

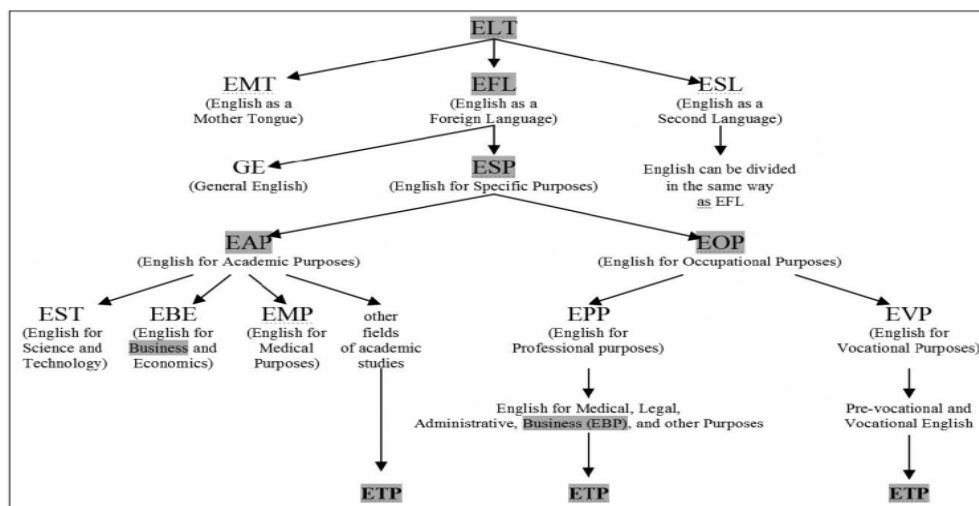


Figure 1. Classification of English based on Hutchinson and Waters (1987: 17–18).

Based on the picture, the part of General English and specific purposes is the branch of English for Foreign Language (EFL). Firstly, English for general purposes focuses on improving students' English skills to enhance communication. Secondly, English for specific purposes focuses on preparing for global work rather than academic work.

Comparison between EGP and ESP

Comparing the two branches of English by purpose, EGP and ESP have different focus in the learning process. EGP aims to improve students' communication in daily life, and ESP enables students to focus on specific purposes related to specific fields. Other differences between EGP and ESP are located in some aspects, including learners and courses (Popescu, 2023), Teachers' and trainers' roles (Zaman, 2024), and materials (Santos, 2020) :

Aspects	EGP	ESP
Learners	EGP students range in age from young children to adults, and the classes focus on English language acquisition.	The majority of ESP learners are adults who are conversant in English. Because their requirements are met, ESP students are very motivated.
Courses	Grammar, linguistic structure, and general vocabulary are the main topics covered in EGP courses.	The context is the primary focus of ESP courses. English is taught as a subject that relates to students' actual needs and desires in a specific area of human endeavour.
The teacher's role	- General knowledge has to be imparted by the teacher. - The teacher commonly uses the Textbook and workbook as a pre-made syllabus.	- For fluency in professional talks, ESP teachers rely on language in context. - ESP teachers assess students' needs, prepare specialized materials, occasionally create a syllabus tailored to a particular field, and assist students in understanding concepts encoded in texts related to their domain.
Materials	standardized rather than field-specific	employing authentic and field-specific materials

Table 2.1. Comparison between EGP and ESP in some aspects (Popescu, 2023; Zaman, 2024; and Santos, 2020)

On the other hand, there are some similarities between them. Teaching methodologies are similar between EGP and ESP; both can use task-based and problem based learning, among others (Larouz & Kerouad, 2017).

Media in Language learning

In language, more varied media use in instruction can increase students' interest in learning, particularly in English. Educational media is among the tools, techniques, and approaches employed in the learning process to facilitate successful learning (Zaman, 2024). Moreover, despite being a tool for increasing student learning, the media also plays an essential role in learning. Some functions of media use include increasing motivation and engagement, encouraging Individual and Group learning (Prihatini et al., 2023), encouraging skill Development (Khodjaeva, 2021), and providing Real and Contextualised Input (Caruana, 2021). Teachers and students can use many media to help them learning English. Some classifications of media related to media use, as proposed by experts. Heinich et al. (1996), classified media into five medias including Print and Text-Based, Visual and graphic, Audio, Audio-visual, and Digital media.

METHOD

This study employed a qualitative multiple case study design based on Creswell (2007) to explore the use of teaching media in English for General Purposes (EGP) and English for Specific Purposes (ESP). The study was conducted at MA Al-Ittihad Poncokusumo and SMKN 13 Malang, which were selected based on preliminary studies conducted on October 6 and 9, 2025, and June 4, 2025, respectively, indicating the active use of instructional media in English classrooms.

The participants consisted of two English teachers: one EGP teacher from the science class at MA Al-Ittihad Poncokusumo and one ESP teacher from the Nautical Department at SMKN 13 Malang. The EGP teacher had 12 years of teaching experience, while the ESP teacher had 30 years of teaching experience. Both teachers obtained professional certification in 2025 and regularly integrated learning media into their teaching practices.

The participants were selected because they had characteristics relevant to this study. EGP teacher characteristic's are: English teachers who teach English for General Purposes (EGP), the teacher obtained professional certification in 2025, has been teaching for 12 years, and mostly used media during teaching. ESP teacher characteristic's are: English teachers who teach English for Specific Purposes (ESP), teachers who actively use learning media (digital, print, or audiovisual) in their English classrooms and use authentic material, teachers have been teaching experience for thirty years, and the teacher obtained professional certification in 2025.

Interview data were analyzed using the interview procedures proposed by Greening (2019), including bracketing, intuition, examining, and describing. Document analysis was conducted on lesson plans, worksheets, modules, and other teaching materials to support and validate the interview and observation data. The analysis followed the procedures proposed by Bowen (2009), including skimming, reading, interpretation, and thematic content analysis. Classroom observations were conducted to support the interview and document data. A non-participant observation approach was employed, in which the researcher observed classroom activities without directly participating in the teaching and learning process (Mazhar, 2021).

FINDINGS AND DISCUSSIONS

This chapter presents the results of the research question answers obtained from interviews with participants, as well as class observations to understand how media is applied in real situations, and documentation to analyse the media related to teachers' teaching.

FINDINGS

NO	Classification of media	Kinds of media	
		EGP	ESP
1.	Print and Text-Based Media	Worksheet of some essay question about imperative sentence took from this website (https://7esl.com/)	Worksheet of some exercises about Safety Equipment On Board took from this website (https://id.scribd.com/document/545479709/Maritime-English-for-Engine)

2.	Visual and graphic media	Slides/PowerPoint (PPT) about imperative sentence materials	Picture some vessels types collected from this website (https://theallianceshipping.com/types-of-vessels/)
3.	Audio media	-	-
4.	Audio-visual	Video about imperative sentence song and story adapted from this channel http://www.youtube.com/@EnglishSinging	Video about explaining types of vessels adapted from this channel http://www.youtube.com/@nauticalacademy001
5.	Digital, computer-based	-	Text based link for reading, information about vessels derived from https://theallianceshipping.com/types-of-vessels/ .

Teaching media used in EGP and ESP teachers' classrooms.

Table 4.1 Similarities and differences in media use

Based on the table above, the findings showed that EGP teachers used print and text-based media in the form of worksheet. The worksheet provided some exercising about imperative topics. As cited in interviews with EGP teachers.

“I mostly used worksheets because they were time-efficient to prepare, helped students understand the material more easily, and kept them focused”.

(P1, Interview – April 15, 2026)

The interview showed that the teacher used worksheet in the form of a printout supported some essay questions about imperative sentences. Usually, EGP teachers created a student's worksheet on <https://7esl.com/> websites. It is indicated that EGP teachers use print and text-based media for students' exercises. These types of media were used to help understand grammatical concepts through imperative material. It showed that print and text-based media are not only for explaining but also for students exercising in the classroom.

In the other side, ESP teachers also applied text and based media in the form of worksheet. The worksheet supported by specific topic about safety equipment on board, which is related to the Nautical discipline. ESP teachers said that,

“I mostly used student worksheets because I can directly assessed students’ abilities. It also helped prevent students from doing unrelated activities during class since they must completed tasks within a certain time and produce results that will be assessed. ”

(P2, Interview –February 23, 2026)

The interview reveals that worksheets played a crucial role for Nautical teachers in monitoring students’ progress in learning English. In addition, ESP teachers usually took from scribd websites. The scribd is a general websites which contains a document collections, such as journal, thesis, e-book, and others. However, before ESP teachers took a worksheet from scribd they will selected first to fit with nautical discipline. The topic was still the same, but the activity was different.

Visual and graphic media used by EGP teachers are PPT supported by imperative material. As an interview with EGP teachers.

“I used this PPT because it is easy for me to explained my material to students, as it is supported by points of the material, which commonly made students more engaged and not feel sleepy during learning”

(P1, Interview – April 15, 2026).

It indicated that EGP teachers mostly use visual and graphic media. It used to help them explain the material. On the other hand, when teachers used this media, students were more engaged and interested during learning. It was supported by the PPT about imperative sentences. There are four slides that are supported by the material's points and one picture as an example. The PPT is more colorful, so it makes students more interested in paying attention to the teacher's explanation.

Besides that, ESP teachers also used visual and graphic media, such as pictures. The picture is more specific about the types of vessels. It is related to nautical discipline. Based on the interview with ESP teachers below,

“When taught types of ships, visual media such as pictures were more appropriate so students can clearly imagined the objects”

(P2, Interview – February 23, 2026).

The ESP teacher used pictures because it helps students imagine the real context of their future work. Mostly, the picture is about nautical discipline, including types of ships, safety equipment, and more. The picture is easy to use for teaching because it just needs to be printed and shown to students, and students recognise it and can easily imagine the original.

So, both teacher EGP and ESP used visual and graphic media, but in different forms chosen by them. PPT is used by EGP teachers because it is easy to explain media, students are more engaged, and pay more attention. ESP teachers used pictures in the specific context of students' discipline to help students imagine the real world.

The use of Audiovisual media used by EGP teachers. EGP teachers predominantly used video for English instruction. As mentioned in the interview with EGP teachers.

“Usually the video was about introducing the material, so that students guessed the material”

(P1, Interview – April 15, 2026).

Generally, EGP teachers use video to introduce material to students. The video is mostly about a general topic, for example, an imperative sentence material. In addition, the videos are usually selected for their simplicity, clarity, and relevance to students' daily life contexts, so learners can easily understand and relate to the content. The researcher found that EGP teachers tend to use the video from this YouTube channel, <http://www.youtube.com/@EnglishSingsing>. It was to stimulate students at the beginning of the learning. This channel contains a song and a story about imperative topics. It was interesting for some students to watch and understand the material at the beginning of the class.

On the other hand, ESP teachers also used video for explained the material with a specific topic. To explain that, as mentioned by ESP teachers,

“YouTube was appropriate for teaching ESP students. In the nautical discipline, I used YouTube to provide information on types, parts, and other relevant topics related to vessels. Sometimes I also shared other maritime

topics from YouTube. Because it is simpler, students can listen to the speaker and also understand by looking at the picture”.

(P2, Interview – February 23, 2026)

It showed ESP teachers used video supported specific topics about types of vessels and more information about vessels to help teachers explain material related to the Nautical discipline. The researcher found that EGP teachers tend to use the YouTube video from this channel: <http://www.youtube.com/@nauticalacademy001> to provide knowledge to Nautical students. Moreover, the video presents real-life images of ships, helping students better visualize the form and function of each type of vessel. The combination of narration and on-screen text also helps students understand key terminology related to maritime topics.

The use of Digital, computer-based tools by ESP teachers. Based on the findings, the EGP teachers are not using it as a learning resource for teaching, because they avoid students who misuse the media, thereby hindering understanding, attention, and the achievement of learning objectives. The research only found ESP teachers used this media. Based on the interview and document analysis, the Digital, computer-based is used to share the material to develop students' knowledge through the text provided there. As mentioned by ESP teachers during the interview section.

“Using a text-based link was more interesting than using text in a paper, book, or slide, because students engaged more when they opened the link, and all students read all of the text, making it easy to gain the information. Text-based link was also easy for me to find, because I choose appropriate ones through the company so that I can connect with students' needs”

(P2, Interview – February 23, 2026).

Based on the research, the researcher found a text-based link from this website <https://theallianceshipping.com/types-of-vessels/>. It was indicated that the information is original from shipping Alliance Company. It is related to the Nautical major because the company is an alliance shipping, one of the companies that operates in the maritime and logistics industry, cargo transportation, and vessel management.

NO	Classification of media	EGP	ESP
1.	Print and Text-Based Media	efficients, easy to understand and exercise	Relevance and effectiveness with Nautical discipline
2.	Visual and graphic media	Simple and more engage	Similar to the workplace
3.	Audio media	-	-
4.	Audio-visual	More complicated	Relevance to the Nautical discipline
5.	Digital, computer-based	-	From original company

The preferences EGP and ESP teachers in selecting media.

Table 4.2. Similarities and differences in selecting media

The findings revealed how teacher EGP teachers choose printed and Text-Based media. Kinds of media used by both EGP teachers are worksheets. EGP teachers mostly selected or took from a website. As cited by participants,

“Sometimes, to create a worksheet, I used a website as my resource. The website provided many worksheets, including those for the four skills, vocabulary, and grammar. It is more completed and more efficient to found more and more worksheets.”

(P1, Interview – April 15, 2026).

Generally, EGP teachers created worksheets on a website. The website helped the teacher to create a creative worksheet. The researcher found that the website used by EGP teachers is <https://7esl.com/>. Based on the analysis, the websites are more completed because it offers worksheets supported by CEFR levels and provide with speaking, listening, reading, writing, vocabulary, and grammar. All of topic teacher can searched to match with students need.

On the other hand, ESP teachers also used a website to find worksheets. However, the websites differ depending on the context, location, and topic. The website used more specific based on the students need. As result of interview with ESP teachers,

“I created my own worksheet for each unit in smaller formats rather than using a full textbook. I created it with support from any resource, and students use this worksheet to practice on their own in class. However, I needed to consider the students' needs, not just take the question”.

(P2, Interview – February 23, 2026)

The interview shows that the teacher creates a worksheet by using any resource. but he teacher carefully adapts the materials to align with students' competencies and learning objectives in the maritime context. The researcher found the website used by the ESP teacher <https://id.scribd.com/document/545479709/Maritime-English-for-Engine>. Based on the analysis of this website, the worksheet was took from the Scribd website. This is general website collect many document. However, ESP teachers still choose topic about Maritime English, which is related to the Nautical Major.

This findings explained how the EGP teachers' strategies for using visual media. EGP teachers used visual media took from LKS. As informed by EGP teachers,

I took my material in the PPT from the student's LKS. I used it because more simple. So, I didn't explain the material from LKS itself, but created LKS into PPT because it is more engaging for students. I didn't take from others' resources because I just adapted from students' work”.

(P1, Interview – April 15, 2026)

From interview result, PPT was chosen because it was more engaged for students understanding to the material, avoiding boredom, and gain students interesting to learning English. The material put on the PPT took from LKS. This LKS includes an individual worksheet, a grouping worksheet, materials, and students' assessments.

On the other side, ESP teachers also use visual media. Usually, ESP teachers obtain visual media from the official website, especially the shipping website, because it is related to the Nautical discipline. As cited in an ESP teacher's interview,

“I used picture media for students' explanation and exercise. I took it from the original website because the website provided reliable information related to students' practice and their future work. One of original website is Alliance shipping. I used it from suggesting with

my friends that teach on Nautical. After I opened it, I think it good one because provide with some features for students”

(P2, Interview – February 23, 2026)

ESP teachers have took pictures from original company related to students' discipline. As the researcher found, this is the website used by ESP teachers <https://theallianceshipping.com/types-of-vessels/>. This is the specific website of the shipping alliance. The teachers used it because getting suggestions from their friends to use it as a resource in shipping material.

This findings explained that video is an important thing for EGP teachers because it helps to gain students' focus on the learning. As informed by EGP teachers.

“I choose video because it provides with audio and visual, so students easier to get the information and engage to the learning. I usually selected from YouTube and the content is general related to the daily communication”

(P1, Interview – April 15, 2026)

The researcher found that, EGP teachers used YouTube from English singsing. This is the link of the channel YouTube <http://www.youtube.com/@EnglishSingsing>. This YouTube provides many themes for English learning supported with interesting visuals, songs, and a story. The video was interesting, so students can easily guess the material they want to learn.

In the same line, ESP teachers also use video because it can give more original informations related to the maritime context. The videos provide authentic examples of real-life situations in the workplace, helping students understand how the language is used in practice. As cited by ESP teachers interview

“I thought video is important for me to help in deliver original information to the students. Mostly, to obtain original and specific information, I choose YouTube as a source and select the content before sharing it with students”

(P2, Interview – February 23, 2026)

Related to the interview result, the researcher found that the ESP teachers used videos from the Nautical Academy's YouTube channel. This is the link to the YouTube

video used by ESP teachers <http://www.youtube.com/@nauticalacademy001>. Based on the analysis, It is supported by real life videos of ships and maritime activities, animations or images of ship parts, and on-screen explanatory text. This shows that ESP teachers tend to select video materials closely aligned with students' fields of study, ensuring that the content is relevant to their future profession.

The researcher not found the use of computer-based system used by EGP teachers. This section focused on how ESP teacher selects digital, computer-based materials. The reason use this media because it helpful for students to give more original information. As mentioned by ESP teachers.

Actually, I got a website namely thelliance shipping as recommended by my friends that she also teach in the Nautical major,, but different school with me. She said that this website is complete, many feature I can access there. My friends used website as a tool for reading comprehension and additional information. After that, I opened and learned the website and I think this website match for my students in the Nautical. After I applied it for reading comprehension, the students easy gain information because the vocabulary also easy and still related to their discipline”

(P2, Interview – February 23, 2026)

The interview result showed a thelliance shipping website used for reading comprehension. Based on the document analysis, Alliance Shipping, as a source for ESP teachers, chooses a text-based link. This is the link used to take a text for additional information: <https://theallianceshipping.com/types-of-vessels/>. Based on the analysis from the researcher, this website is focus on the maritime context, because it includes information about vessels. This website was chosen because it is from the original company, ensuring the information is original and more believable.

NO	Classification of media	EGP	ESP
1.	Print and Text-Based Media	Student`s Exercise	Student`s Exercise
2.	Visual and graphic media	Explaining material	Additional information and grouping

3.	Audio media	-	-
4.	Audio-visual	Stimulate students understanding	Additional information
5.	Digital, computer-based	-	Additional information and reading comprehension

The steps and strategies used by EGP and ES teachers to implement teaching media in learning English.

Table 4.3 Similarities and differences during the implementation of media

The findings revealed on how worksheet media are implemented for student grouping and students' self-assessment. As cited from the EGP teacher's,

"I mostly used worksheets because they were time-efficient to prepare, helped students understand the material more easily, and kept them focused. Usually, worksheets or papers are used for group tasks".

(P1, Interview – April 15, 2026)

These findings show how the teacher implements worksheet media by student grouping. It aims to check students' understanding of the material they have learned. The students have to fill in the worksheet and answer the questions.

On the other hand, ESP teachers also use worksheets for student exercises. The participant have own strategies to implement worksheet for students activity. As cited by ESP teachers,

"I mostly used students' worksheets because I can directly assessed students' abilities. Worksheets also helped prevent students from engaging in unrelated activities during class, as they must complete tasks within a set time and produce results that will be assessed. I used two types of worksheets. On the other hand, ESP teachers also use worksheets for student exercises. First, it is for group work, which prepares students for their internship program (PKL) and develops their communication soft skills. The second is an individual worksheet used to evaluate students' skills."

(P2, Interview – February 23, 2026)

Related to the interview result, the implementation of worksheets has two ways for ESP teachers. Firstly, it used for groping by doing conversation practice related to

maritime, for example, a dialogue about safety equipment. Second, it used for individual to directly assess students' understanding of the material.

EGP teachers used visual and graphic media to explained the material in the classroom. As cited in the EGP interviews,

“Using PPT was better for me, because it is easy for me to explain the material, as it contains some points, so the material is not hard to understand for students. I just explained what I wrote in the PPT, or sometimes I supported with other examples, except as stated in the PPT”

(P1, Interview – April 15, 2026).

Based on the interview results, EGP teachers use PPT as media for explaining the material. The teacher prepared the material before and created some points in PPT form. It is easy to understand the material because the teacher just covers the points outlined in the PPT. It is more efficient because students engage more when looking at the PPT, making it easier for them to understand. As researcher found in classroom observation that the teacher uses PPT in the main activity. That is shown during teaching English, overall, the PPT guided the teacher in explaining the material.

On the other hand, the researcher found in classroom observation, the ESP teachers use visual and graphic media for additional information and grouping. As interview result with ESP teacher`s.

“When teaching types of ships, visual media such as pictures are more appropriate. So, students can clearly imagined the objects. I usually used colourful printed materials to help students better understand the topic. If the topic is descriptive text, students later need to describe ships using their own words”.

(P2, Interview – February 23, 2026)

ESP teacher used picture as a colorful media because it more interesting for students so that students can understand the topic better. The picture is used to show the original form related to the work world. In line with this, teachers use it to help students practice. The teacher ask students to describe the picture in their own words.

From this, students will learn each part of the vessels. It can improve students' understanding and vocabulary related to their needs in the work world.

As a researcher doing classroom observation, the picture used in the main activity was shown. The teacher used this picture by dividing the class into groups; after that, the teacher asked students to analyse the picture and describe each part. After the students finished, the teacher asked them to explain the result in front of the class.

The findings on how EGP teachers implement YouTube as a visual media in the classroom. As cited by EGP teachers

“For YouTube, I asked students to watch first so they can predict the material. In some classes, I explained first, then showed the video”.

(P1, Interview – April 15, 2026)

Based on the result, using video helped students understand the material at the beginning of class. So, the purpose of the video is not to explain, but to stimulate students to guess what our material is today. It also encourages students to pay closer attention to the learning process. EGP teachers used video in the opening activity. The ways to implement it by asked students to watch a video at the beginning of class.

Beside that, the ESP teachers also used video during teaching. ESP teachers mostly used video to explain material rather than give additional material. As cited in an interview with ESP teachers.

“I implemented video by sharing a link to YouTube in the WhatsApp group. After that, students watched it on their own phones. The video explained some types of vessels. I asked students to watch and identify the information. After that, I asked some questions to students related to the video”

(P2, Interview – February 23, 2026)

The way ESP teachers implemented video as a learning media by sharing the link to the video with the students. The student accessed the video on their own phone. The video was watched, and students had to find more information via the YouTube link in the WhatsApp group. After that, students watched the video. The ways students

have information from the video by identifying pictures, text, and listening to the audio about the types and functions of each vessel.

ESP teachers implement a digital computer-based link to share information. This digital, computer-based link is commonly used for reading comprehension. As mentioned in the interview result

“I got a text from the original website, for example, Shipping Alliance. I used it by asking students to read all of the text and gain information from it. So, student understand the information related to their work in their future, because the link they get from the original company”

(P2, Interview – February 23, 2026).

The findings revealed that teachers used digital links to provide additional information to students through reading comprehension practice. The link is about reading text specific to the nautical discipline. All of the information found in the text is sourced from the original company. The information relates to preparing for the work world.

Based on the classroom observation, this media is used in the main activity because it serves as a resource for students to read and gain information. The teacher was implemented this media by shared the website links in the WhatsApp group. The teacher asked students to gain some information about vessels.

Discussion

In the Print and Text-Based Media contexts. EGP teachers mostly used worksheet media for students' exercises and grouping, including grammar and vocabulary contexts. The teachers choose this media because it is efficient, easy for students to understand and exercise. This findings in line with Basurto et al (2024) found that the senior high school teachers tended to use worksheets for grammar exercises, vocabulary, reading comprehension, creative writing, connectors, and sentence and paragraph construction. Furthermore, Chandra and Hayati (2017) discussed that the use of worksheets were to improve students' speaking skills, especially in accuracy and fluency.

On the other side, based on the findings, ESP also used print and text-based media. In ESP, print and text-based media are mostly used for student exercises to improve students' vocabulary and communication skills. This worksheet is also supported by authentic material relevant to the maritime context, as the goal is to improve students' communication skills and understanding of the specific term in their discipline. Related to these findings, research from Furwana et al (2024) indicated that the worksheet used should be aligned with students' needs. It was used to develop students' speaking skills, vocabulary, and interactive learning.

Concerning Visual and Graphic media. As found from EGP teachers, the kinds of visual and graphic media used are slides or PowerPoint. Teachers use PPT to deliver material more easily, engage students' motivation, and improve understanding. In line with these findings, a previous study by Ratu and Komara (2021) found that PPT for senior high school students helped improve students' activity, motivation, and English competence. As argued by Irmawati et al. (2019), PPT also helps EGP teachers prepare interactive materials for classroom delivery.

Moreover, ESP teachers also used visual and graphic media for teaching. Based on the findings, the teacher applied the picture of vessel types to give more information. The reason is took from the original website, as the picture serves as additional information. So, the students need a real picture to help them understand the original form, types, shapes, and parts of the vessels. It is correlated with the argument by Tawrofi and Murtafi'ah (2025) that the role of picture is to provide information about the real object.

Regarding Audiovisual media contexts. The findings showed that EGP teachers used audiovisual media in the form of videos obtained from YouTube. The video was took from a YouTube singsing channels. Mostly, the teachers used it because the video provides role plays, stories, songs, and visuals, making it easy for students to understand and engage in the learning process. In line with these findings, a previous study from Shopia et al. (2022) found that the teachers in senior high school used video because it is fun, interesting, and enjoyable, and that they found it easier to understand

the material. Furthermore, this study also took a video from YouTube because YouTube is easy to access, improves students' engagement and motivation, and YouTube is a familiar media.

On the other hand, ESP teachers also applied video. The video was used to help teachers provide additional information on the Nautical discipline. Mostly, it is used in the main activity to improve students' comprehension. The video needs a specific topic related to the Nautical major, so the teacher often uses the academic Nautical channels as a resource. It was chosen because the content is more relevant to the nautical major and is supported by original objects and information related to the workplace. So, students knew, imagined, and learned the real object.

Consistent with this finding, as indicated by Cahyana (2020) ESP teachers believed that video can improve students' understanding when the content and topic fit the students' discipline. Usually, videos are sourced from YouTube, Purdue OWL, and other sources. However, a study by Suhanto et al (2024) explained that YouTube is used as a resource for videos because it is effective for practice, easy to give information and provides access, and improves critical thinking.

In the Digital, computer-based context. Based on the findings, ESP teacher indicated applying this media during teaching. The kinds of media used are text-based links. The teacher took from the original website related to the maritime context. This media is used for students' reading comprehension and additional information. The teacher implemented this media for reading comprehension practice in the class, and provided additional information when the teacher explained the material.

Confirms this finding, research from Rejeki and Wijayanto (2022) explained that the website can help ESP teachers in improving students' reading skills through BBC Learning English, English Club, and British Council. However, this previous study has a different focus on the website used by ESP teachers is general and did not support by specific topic related to the student need.

CONCLUSION AND SUGGESTIONS

This study found that both EGP and ESP teachers used various learning media, including print and text-based, visual and graphic, audiovisual, and digital computer-based media to support English learning. However, the selection and implementation of these media were influenced by the different goals of EGP and ESP. While EGP focused on developing students' general English proficiency, ESP emphasized language skills that were closely related to students' academic disciplines and future professions.

The findings showed notable differences in the use of worksheets and visual media. EGP teachers used worksheets and PowerPoint presentations to improve students' vocabulary, grammar, and daily communication skills through general topics. In contrast, ESP teachers used worksheets, pictures, and other authentic materials obtained from company websites and professional sources to provide students with discipline-specific vocabulary and knowledge. The use of authentic resources was considered important because ESP learning requires materials that reflect real workplace contexts and students' professional needs.

Differences were also found in the use of YouTube videos and digital text-based links. EGP teachers mainly used YouTube videos as supporting media to introduce lessons and increase students' interest and understanding of general topics. Meanwhile, ESP teachers used YouTube and text-based links as primary learning resources to provide authentic information related to students' fields of study. These media helped students develop reading comprehension, vocabulary, and communication skills while exposing them to real-world professional content.

Based on these findings, EGP teachers are encouraged to diversify their use of visual, audio, and interactive digital media to create more engaging learning

experiences, while ESP teachers should continue emphasizing authentic workplace-related materials and incorporate more listening resources relevant to students' disciplines. Future research is recommended to explore students' perspectives on learning media and employ mixed-method approaches to gain a more comprehensive understanding of media use in EGP and ESP contexts. In addition, the government is expected to continue improving EGP materials and provide more ESP-specific textbooks and resources that meet the needs of different vocational disciplines.

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