

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents: research background, research limitation, research questions, research objectives, research significances.

1.1. Research Background

Lauder (2008) states English is one of the international languages used in countries around the world, including Indonesia. As the most widely spoken language, English takes an important role as a language for communication used in various sectors of life such as, trade, bilateral relations, science, technology, business and so on. Considering the importance of English, the Ministry Education of Indonesia has made English as a compulsory subject to be taught in the school curriculum. Nowadays, in the 2013 curriculum English has been taught in Junior High School (SMP), Senior High School (SMA), and Vocational School (SMK). This proves that English is important to be learned by all students' at all educational level in Indonesia.

Learning English in Vocational school is different from learning English in High school. In Vocational school, English is taught in certain ways based on their major because they prepare students to work in a particular field as soon as they graduate. The aim of teaching English in Vocational school is to improve students' communicative skills. It means that the students are expected to be able to use English actively (Lauder, 2008). Among the four language skills, speaking is one of the basic skills

that is considered active. Therefore, students are required to have good English speaking skills.

Speaking English as a foreign language is a difficult skill to teach and learn because learners must master several aspects such as mastery of vocabulary, correct pronunciation, knowledge of grammar, and others. When the learners want to speak, they also should think about all of those aspects. (Haryudin and Jamilah, 2018). In addition, Speaking is process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam, 2018). Therefore, if learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get motivation to learn or practice speaking English. According to Zuhriyah (2017), speaking is the way of people to express something and for communicating to other people orally. Meanwhile, Leong and Ahmadi (2017) state that speaking not only means saying words through the mouth (enunciation), but it means conveying a message through words.

Regarding the ability to speak English is one of the main requirements for applying jobs in the hospitality and tourism sector, students must have good English skills. According to Zahedpisheh, et al (2017), the rapid development of the tourism and hospitality industry can directly influence English, which is the most spoken and used language in international tourism in the twenty-first century. English for tourism has a big role in delivering quality services. Employees working in the tourism and hospitality industry are fully aware of the importance of this and they need to master English well in their workplace.

Zahedpisheh, et al (2017) states that English for tourism is known as an interesting subject because at least many people will be tourists once in their lifetime. In addition, learning English for tourism purposes is very important for those who work guest-host relations sections such as hotels, travel agencies, restaurants, information centers and tourist attractions. English in industry sector is a core subject and hospitality training program that can help employees achieve English proficiency to fulfill job responsibilities.

According to Sumarniasih & Antara (2017), Bali tourism is one of the large contribution to National Tourism, because 36% of the total foreign tourists visited Indonesia in 2015 came directly to Bali. This shows that Bali tourism destinations are very potential source of foreign exchange for the Indonesian government. Therefore, students in a natural way like to grip the chance to obtain job in any tourism organization such as classified hotel, hand craft shops, or tourist guide.

According to Lilik (2017), SMKN 1 Singaraja is one of the schools in Bali and one of 100 vocational schools in Indonesia which has the honor of being one of the schools designed to be industry-based by the Directorate General of Vocational Development, Indonesian Ministry of Education and Culture. Schools that can get the program will get several benefits. One of them is the schools can directly involve their students in practicing the knowledge gained in the industrial world. Therefore, the knowledge that the students get is real knowledge in the world of work.

Besides that, the researcher chooses the second grade hotel accommodation students because they are appropriate to be investigated. The goal of vocational school education is to prepare the students to work in a certain field in order that graduates of vocational high school are able to compete with others in business and industrial world. Before entering the industrial business world, the second grade students will face the internship program in line to their major program. At that time, their ability to use spoken English is very necessary. The students will face the internship in a real hotel accommodation work in some hotels that are cooperated with the school for around three months. At that time, the result of their speaking learning activity and hotel accommodation majority courses will be implemented. (National Education System (SISDIKNAS) No. 20/2013 the Ministry of National Education, 2003, p. 27).

As the students of hotel accommodation program, they need English to communicate with foreigners when they work in hotels. However, the students' English ability was still low. Based on informal interview with some second grade hotel accommodation students at SMK Negeri 1 Singaraja, the respondents stated that they still face the speaking problem. Some of them have a problem in more than one aspect of language, such as some have a problem in pronouncing a certain word in English and some have a problem in comprehending English grammar.

Some previous research is related to the factors of speaking difficulties, which are related to the factors of students' speaking difficulties. These investigations have found that the main speaking difficulties encountered by students are linguistic difficulties, the use of the mother tongue and inhibition (Hosni, 2014). Other research has found that students faced problems when speaking English related to pronunciation, fluency, grammar and vocabulary (Sayuri, 2016). The following research has discovered that the factors that affect students' performance in English speaking are low self-esteem, higher anxiety, and low motivation. They have serious difficulties speaking (Leong & Ahmadi, 2017).

It has inspired the researcher to focus on exploring more about the constraints of vocational school students' speaking skill in SMK Negeri 1 Singaraja. Related to the previous explanation, the writer glad to conduct qualitative research entitled the constraints of vocational school students' speaking skill in SMK Negeri 1 Singaraja. Therefore, the purpose of this study was to investigate the constraints of vocational school students' speaking skill in SMK Negeri 1 Singaraja.

1.2. Research Limitation

In this research, the writer must limit the research problems in order to focus on the topic. In this case, this writer is limited to speaking skill and only focused on investigating the limitations of speaking skill in hotel accommodation second grade students at SMK Negeri 1 Singaraja.

In which, the writer would discover the average percentage of the students' limitations in speaking English.

1.3. Research Question

Based on the research background above, the problem concerned in the study is:

1. What constraints are faced by the vocational school students in speaking skill?

1.4. Research Objective

Referring to the problem stated above, the purpose of this research is to identify the constraints are faced by the vocational school students in speaking skill.

1.5. Research Significance

The results of this study are expected to be beneficial for the students, English teachers and other researchers.

1. Theoretical Significance

This study is expected to be a good reference and an alternative source as well as guidance for the other researcher who later attempt to do similar research in similar topic, especially in the context of students' constraints in speaking skill.

2. Practical Significance

It is greatly hoped that the present study would give a positive contribution for the students and the result of this study would be the reflection of students' constraints in speaking skill. It is also expected to give a better understanding for the students about the constraints in speaking skill.

It is also expected that English teachers can widen their insight, so this study of students' constraints in speaking skill can be a reference for the teacher in creating a good activity for the students in the class. Therefore, it can help the teachers to increase students' constraints as well as students' achievement in speaking skill.

It is also expected to support the other researchers by giving theoretically contribution to conduct and increase the quality of their researches. It also helps other researchers to conduct further studies in learning speaking skill that have good quality.