

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides background of the study, research problems and purposes of the study, limitation of the study, and significance of the study.

### **1.1 Background of the Study**

Tour guide is a person who is hired to conduct a traveler or a tourist and to point out objects of interest. In addition, in International Travel Dictionary, “tour guide is a person employed, either directly, by the traveler, an official or private tourist organization or Travel Agent to inform directly and advice the tourist before and during his journey.” Meanwhile, “tour guide is a person who carries out the tourist by visiting certain place for recreation, personal development, or study the uniqueness of the tour attractiveness visited in temporary period” (Law of RI No.10/2009 Concerning Tourism).

In industrial service, the tour guide has different types according to the place he belongs to. General guide who belongs to the tour agent differs with special guide who belongs to the special tour destination such as: museum, temple, Sultan palace, another ancient place and so on.

The revenue brought by international tourism and business travel has become an important source of income for many parts of the world (Ya-fen Lo & Chuen-maan Sheu, 2008), one of them is Indonesia. The quality of guides is vital to touristic

success (Ap & Wong, 2001; Cohen, Ifergan & Cohen, 2002). Vocational school majoring tourism (SMK Pariwisata) is the feeder of a professional tour guide. Thus, the graduates had to have some competences to increase the incomes through tourism industry which is traditionally to promote, to serve and to convince the tourist while the duties as to guide, to lead, to explain and describe, to inform or advice to the tour group during the journey (Rachman et al, 2012).

This study had the implementation with SMK Pariwisata due to its graduates who prepares for the work life. Government proposed a Regulation of Republik Indonesia No. 17/2010 about the management and implementation of education proposed that *“Sekolah Menengah Kejuruan adalah salah satu bentuk satuan pendidikan formal yang menyelenggarakan pendidikan kejuruan pada jenjang pendidikan menengah sebagai lanjutan dari SMP, MTs, atau bentuk lain yang sederajat atau lanjutan dari hasil belajar yang diakui sama atau setara SMP atau MTs.”* the assumption arisen is that the English subject in SMK has not implemented the approach of English for Specific Purposed (ESP). The aim of teaching English at SMK as stated in Standard of Competence and Basic Competence is in English subject intended students to be able to master the basic knowledge and skills to support the achievement of English program and apply the mastery of English skills and the ability to communicate both spoken and written at intermediate level. Based on that objective, the students of vocational schools are required to master English specifically related to their majoring. English for Specific Purposes (ESP) is seen as the development of vocational school. Unfortunately, there is a problem in which the curriculum is not yet appropriate for them. The curriculum is built up based on the

TOEIC not the materials, so that the vocational school is divided into novice, elementary, and intermediate. So that, the learning process in vocational schools is more practices than theories because vocational school students need competencies that reflect to their future job.

Meanwhile, vocational schools have not existed to further education in the sense of liberal arts, but rather to teach only job-specific skills, and as such have been better considered to be institutions devoted to training, not education while vocational education itself is an institution that prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation. Moreover, a vocational school (or trade school or career school), providing vocational education, is a school in which students are taught the skills needed to perform a particular job, as mentioned by (Achilles, C.M, 1989). Obviously, there is a difference concept between vocational school in Indonesia and vocational school in International worldwide. In Indonesia, vocational education is both concerned on morality and knowledge and organized under the Directorate of Technical and Vocational Education (DTVE) of the Director General of Primary and Secondary Education, consist of Junior Technical and Vocational school and Senior Technical and Vocational Schools as a system in the primary and secondary education. Those different ideas show that Indonesia's main concern is to develop students not only great in working place but also has knowledge and morality to compete in working place with skills and plenty of training.

Later on, the use of ESP has become very essential in English Language Teaching (ELT), especially for those who work or will work in a certain area, i.e.

business, medical, mechanic, tourism, and many more. ESP is an approach to language learning teaching based on the learner's needs for learning to make the content and method used for teaching. One of the trends is a new generation of learners who knew specifically why they were learning a language and most importantly, they knew why they needed English (Hutchinsons and Waters, 1987).

At last, the general topic of SMK Pariwisata has been released by some of students in ED State University of Jakarta. Previously, (Intan, 2012) analyzed the English competencies of tourism high school student in DKI Jakarta. (Riska, 2011) analyzed the grammar content of tenses and modals in English learning materials for tourism high school in DKI Jakarta. In addition, (Putri, 2013) analyzed the relevance of English materials to the tourism vocational schools students' needs. Thus, in this study, the writer analyzed the students' needs focusing on the competences and responsibilities in order to produce the appropriate learning materials for the students in vocational school majoring tourism who will become a tour guide.

This study also impressed the writer to conduct this study with a reason that the writer has not found the research related to the students of vocational school's needs that specifically in competences and responsibilities. It is not only the moment to ride Vocational Schools back on the track which is produced students with attitude, knowledge, and skills but also it is the time to change the negative stigma of vocational schools that alienated, being step stages in education, and did not qualified anymore become the schools that produce brilliant people that ready to have a job and skills. This study is relevant to English Specific Purposes as the current developing pedagogical subject.

## **1.2 Research Problems**

From the background of the study, the problem which may arise is:

1. What are the competences of tour guiding?

Sub Questions:

1. What language competences are needed to be a tour guide?
2. What are the tour guides' responsibilities?

## **1.3 Purpose of the Study**

This study purposed to analyze a document in order to formulate a competence and responsibility of tour guiding; to classify what competences are used for students in vocational school majoring tourism for guiding; to introduce some ways to resolve the problems that could be met for perspective teachers in order to make/prepare an appropriate learning materials itself that matched the government needs and the students' needs and also to produce the gradulators who have the ability in their future work life.

## **1.4 Limitation of the Study**

The study limited on the competences covering structure and genre of the text used as well as the responsibilities of tour guiding in implementation on vocational school majoring tourism.

### **1.5 Significance of the Study**

This study is significant for the writer in enhancing the concept of competences of tour guiding; for the research in continuing and remedying the previous research related to the topic; and for the student of English Language and Study Program whose interest in teaching vocational school can make an appropriate learning materials based on the students' needs that formerly meet the English specific purposes. It also hopefully can be an input for the development of curriculum in vocational school.