THE ENGLISH COMPETENCIES OF TOURISM HIGH SCHOOL

STUDENTS IN DKI JAKARTA

INTAN FAJRIAN NURIKA

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A thesis submitted in partial fulfilment of the requirement for degree of "Sarjana Pendidikan"

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ABSTRACT

Intan Fajrian Nurika: **The English Competencies of Tourism High School Students in DKI Jakarta.** Thesis. Jakarta: Faculty of Language and Art. January 2012.

This study was designed to investigate what are the competencies of tourism high school students in DKI Jakarta. There were 420 students of 21 tourism high schools in DKI Jakarta that participated in this study. Theoretical (study of theoretical literature and sources) and empirical methods of the research – data obtaining methods (students and teachers' interviews, teachers and students questionnaire, and unstructured observation) and also both qualitative and quantitative data processing method were used in this study. The result showed that the most needed skill to work in tourism industries is speaking skill. Students were expected to have good oral communication since it was useful when they had a job training program in real industry. They need more vocabularies which are in tourism terminology. However, the result of teachers' instruments indicated more than 75% English teachers focus on national examination which is mean that students learned more in reading rather than speaking. Teachers also followed a curriculum which is provided for all major of vocational high school. The curriculum compilers were not develop curriculum for each major. It means that the curriculum itself was in general ideas. The teachers should select and develop the appropriate materials for students' major. It can be concluded that the tourism high school students need good oral communication by improving speaking and also listening skill to achieve both learning objective stated in Regulation Number 22 year 2006 and industry needs.

Keyword: English language skills, language elements, tourism high school students.

ABSTRAK

Intan Fajrian Nurika: **The English Competencies of Tourism High School Students in DKI Jakarta.** Thesis. Jakarta: Faculty of Language and Art. January 2012.

Penelitian ini dirancang untuk mengetahui kompetensi yang dimiliki siswa sekolah kejuruan bidang pariwisata di daerah DKI Jakarta. Sejumlah 420 siswa dari 21 sekolah menengah kejuruan bidang pariwisata di DKI Jakarta terlibat dalam penelitian ini. Metode teoritis (studi literatur teoritis dan sumber), empiris penelitian (observasi tidak terstruktur, wawancara siswa dan guru, dan penyebaran kuisioner) serta pengolahan data secara kualitatif dan kuantitatif digunakan dalam penelitian ini. Hasilnya menunjukkan bahwa keterampilan berbahasa yang paling dibutuhkan untuk bekerja di industri pariwisata adalah keterampilan berbicara. Siswa diharapkan memiliki kemampuan komunikasi lisan yang baik dikarenakan hal tersebut berguna ketika mereka dihadapkan dengan industri yang sesungguhnya saat mereka mengikuti program pelatihan kerja. Disamping itu, mereka memerlukan lebih banyak kosakata khusus yang sering muncul dalam istilah pariwisata. Namun, hasil dari instrumen guru mengindikasikan bahwa lebih dari 75% guru terfokus pada Ujian Nasional yang berarti bahwa siswa lebih banyak diberikan materi yang bertujuan meningkatkan keretampilan membaca teks soal daripada berbicara. Rata-rata guru mengimplikasikan langsung kurikulum yang disediakan pemerintah untuk semua jurusan SMK. Penyusunan kurikulum SMK tidak terfokus pada setiap jurusan melainkan ditujukan untuk semua jurusan SMK. Oleh karenanya guru diharapkan mampu memilih dan mengembangkan materi ajar yang sesuai dengan jurusan. Hal ini dapat disimpulkan bahwa siswa sekolah menengah pariwisata memerlukan kemampuan komunikasi lisan yang baik dengan meningkatkan keterampilan berbicara dan juga mendengarkan untuk mencapai kedua tujuan, baik tujuan pembelajaran SMK yang dinyatakan dalam Peraturan Nomor 22 tahun 2006 maupun kebutuhan industri.

ACKNOWLEDGEMENTS

TABLE OF CONTENT

Table. 3.

Name of Schools

No.	School Name	Class / numbers of students
State School		
1.	SMKN 57 Jakarta	21 (second grade)
2.	SMKN 62 Jakarta	15 (first grade)
3.	SMKN 27 Jakarta	21 (third grade)
4.	SMKN 37 Jakarta	20 (third grade)
5.	SMKN 38 Jakarta	20 (third grade)
7.	SMKN 33 Jakarta	21 (third grade)
8.	SMKN 60 Jakarta	21 (third grade)
Private Schools		
9	SMK Paramitha 1	20 (second grade)
10	SMK Paramitha 2	20 (third grade)
11	SMK Jayawisata 1	17 (second grade)
12	SMK Jayawisata 2	21 (third grade)
13	SMK Jakarta wisata	20 (third grade)

x

14.	SMK Bunda Mulya	21 (second grade)
15.	SMK Cipta Karya	20 (second grade)
16.	SMK Patria Wisata	20 (second grade)
17.	SMK Wisata Indonesia	20 (second grade)
18.	SMK 28 Oktober-1982	20 (second grade)
19.	SMK Bina Dharma DKI	20 (second grade)
20.	SMK Kartini 1.	20 (second grade)
21.	SMK Kharismawita	20 (second grade)

CHAPTER I

INTRODUCTION

1.1 Background of the Study.

English is one of international languages. Most people use English to communicate with other people from other countries. Science, technology, art, business and culture development cannot be separated to the role of this language. To succeed in any field, the ability to share knowledge and to interact with other people is a concern. For those reasons English has been taught at every level of education in Indonesia as the first foreign language.

Since English has become an urgent need in Indonesia as a means to develop Indonesian's quality, it is taught in any levels of schools. One of the school levels in Indonesia is vocational high school. A vocational school (or trade school or career school), providing vocational education, is a school in which students are taught skills needed to perform in a particular job. (http://en.wikipedia.org/wiki/Vocational_school). In Indonesia, vocational education is recognized in secondary program of education and it is called SMK (Sekolah Menengah Kejuruan). Vocational high school provides special needs for students who will work directly after they finish their schools without higher education. It prepares students with some skills and competencies in order to be able to work in many kinds of businesses.

As an English Language Education Study Program (ELESP) student, the writer had experienced in teaching training program for about six months at

Technical High School from August to December 2010. As a researcher, the writer noticed a phenomenon about the use of material chosen by the English teachers of that school, the way teachers taught and the result of student's score. The writer found the discrepancy between the materials used by the teacher and the competency needs of vocational students itself. English teachers commonly use materials which are stated in the curriculum. Most of the teachers there followed the rules of curriculum designed by ministry without trying to develop an appropriate material. Moreover, few of them did not conduct their own syllabus and lesson plan. Teachers focused on materials which are put in the national examination. They did not focus on selective areas which are suitable to student's major; which should be taught. They even never ask the students; what expectations they want to achieve. So, the students were only receiving all materials given by the teacher; without knowing the benefits of their study for their future. Some of the teachers were only teaching in the grammar area. They almost never touched language function. Moreover, their entire productive teachers were almost never trained the students to practice their materials in English. Therefore, the students' scores of English depend on the competencies based on the teachers' want and national examination problem instead of their future needs.

Based on the phenomenon found in that school, the writer then tries to compile a qualitative research to analyse the phenomenon which might also be found in other vocational schools. The writer decides to focus the subject of research on tourism high schools in DKI Jakarta. Tourism is one of majors

that exist in vocational high school. As one of the subjects that have been taught in vocational high school, English becomes an important subject which should be taught differently from that of a senior high school. English for Tourism is one of the elective subjects for high school students which teachers, students and others involved in the area can design the course to meet the local problems and needs. Beside learning rules of grammar or practicing composition pieces, students should prepare themselves by reading a lot – especially on topics related to tourism and hospitality to become familiar with the concepts and vocabulary used in the study and practice these. Tourism graduates, like all graduates, need good English competencies in the workplace; such as in a hotel, travel agent, etc.

This study investigates and describes the competencies of tourism high school student; what English competencies that tourism high school students should have in order to enter workplace. All language skills such as listening, speaking, reading, writing and also language elements such as grammar, and vocabulary are also analyzed to give clearer result of this research.

The writer conducts a case study method to get the valid, reliable, and relevant data. The writer gathers the data by spreading instruments to some tourism schools in DKI Jakarta. The writer would like to find out whether the English competencies of tourism high school student in DKI Jakarta are valid according to workplace and community needs. Interviews and Questionnaires bring about as a multiple instruments of this study (Burns, 2000)

1.2 Research Question

Based on the background of the study, the writer formulates a problem:

What are the English competencies of tourism high school students in DKI Jakarta?

1.3 Purpose of The Study

Based on the question, the purpose of this study is to investigate and describe the English competencies of the tourism high school students in DKI Jakarta.

1.4. Scope of The Study

This study limits the investigation to the competencies of tourism high school students in DKI Jakarta for all levels of study in the tourism area. Furthermore, the findings might not be generalisable nor a representation of vocational high school students in general. It means that the use of different data sources might result in different findings since this study only has tourism high school students and English teacher as the subject of the study.

1.5. Significance of The Study

Hopefully, this study will be beneficial for both prospective teachers in English Department of State University of Jakarta and the writer herself. This study will also give a picture of the benefit in using an ESP approach.

CHAPTER II

LITERATURE REVIEW

2.1. Competencies

Maslo I. & Tilla I. (2005) defines the competence as the ability to acquire and use knowledge and skills in action with a sense of responsibility, which should be assessed through performance according to the appropriate criteria. Nowadays the term ability is often replaced by the term *competence*. It means that all men have their competence to receive and produce knowledge through their performance. There are four major skills and 2 major language elements that language learners should acquire and produce through their performance.

2.1.1. English Language Skills

In order to master English, there are some required skills. The most famous basic skills in learning language are listening, speaking, reading, and writing. Nunan (2003) describes language skills are often categorized as receptive and productive. Speaking and writing are productive skills. Whereas reading and listening are receptive skills. Learners unconsciously study both of skills. When they try to speak, they must listen or read to the topic they want to speak.

Harmer, J. (2002) stated

> Native speakers and competent language users possess the four basic language skills of *speaking, writing, listening* and *reading.*

It means that all language learners must have those basic language skills in order to be able to master English.

A. Listening

Nunan and Miller (1995) define listening is vital because it provides input for learners. Without understanding input, any learning simply cannot begin. The input which is provided by listening skill will very important to understand meaning and contexts of the speaker in order to produce output. Moreover, Flowerdew (1995:12) quotes Richards (1983) proposes a significant number of micro skills of listening which should be achieve by all language learners. They are:

1. Identify the purpose and scope of the monologue.
2. Identify the topic of lecture and follow topic development.
3. Recognise the role of discourse markers.
4. Recognise key lexical items related to subject/topic.
5. Deduce meanings of words from context
6. Recognise function of intonation to signal information structure.

From those micro-skills which should be achieved by the learner of language, students of English for Occupational Purposes, in this case tourism students, have to achieve all micro-skills related to their major. For example, student must be able to comprehend a lecture, seminar, meeting, or business presentation.

B. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown and Yule, 1994:10). After receiving the input from listening to the speaker, listeners must be able to produce words which are related to meaning and context of the speaker. Students of tourism major are mostly producing their speaking skill in cases; guiding tourists, sales representatives, customer services, etc. In addition, Flores (1999:5) points the micro-skills involved in the speaking. They are:

1. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.

2. Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

3. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.

4. Put words together in correct word order.

5. Use vocabulary appropriately.

6. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.

7. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.

8. Make the main ideas stand out from supporting ideas or information.

9. Make the discourse hang together so that people can follow what you are saying.

As the EOP students, those micro-skills are required to be achieved. Tourism students especially will often face kinds of tourists from various foreign countries. Thus, students should be able to produce good oral communication.

C. Reading

Badrani (1992:16) perceives reading as both a process and a product. In reading, students' experiences in life and the power of thinking are involved in order to understand the writer's message which is stated implicitly and explicitly. There are two kinds of comprehending reading skill; scanning and skimming. Scanning is how the reader reading selectively to achieve very specific reading goals, e.g. finding a number, date. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. Meanwhile, skimming is reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage (Richards, 1992). From those explanation, the students of occupational purpose are asked to be able to rise both of the general meaning of texts they have read and the details of the meaning itself. For example they should be able to explain briefly, simply but clearly the menu of the restaurant or the brochure of a resort they have read.

D. Writing

As cited in Sitinjak (2000:114), Raimes (1993:3) says that writing reinforces the knowledge of grammatical structures, idioms, and vocabulary that the students have learned, provides opportunity for the students to practise the language, and the effort to express ideas. In order to be able to write correctly, students must have their knowledge of language elements especially vocabulary and grammar. There are micro-skills of writing;

1. use the orthography correctly, including the script, and spelling and punctuation conventions.
2. use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
3. put words together in correct word order.
4. use vocabulary correctly.
5. use the style appropriate to the genre and audience.
6. make the main sentence constituents, such as subject, verb, and object, clear to the reader.
7. make the main ideas distinct from supporting ideas or information.
8. make the text coherent, so that other people can follow the development of the ideas.
9. judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know

Those micro-skills of writing should be taught in both EAP and EOP students. Student of EOP should be able to learn and comprehend those micro-skills of writing. In the case of making business letter, brochure, recipient, note of meeting presentation, etc

2.1.2. Language Elements

Besides those skills, of course other language elements such as grammar and vocabulary all play a role in effective English communication.

E. Grammar

Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. Without learn grammar, one might not able to produce a correct single sentence. The term of grammar refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics (http://en.wikipedia.org/wiki/Grammar). Linguists have known that grammatical system is rule-based and that competent users of the language 'know' these rules in some way. They do not consciously know any grammar and could not produce any rules of grammar without study and thought.

All language learners must be able to master grammar because grammar is the rules of producing a single phrase. EOP learners will work in the company related to their major. They will make a business letter, guide a tourist, receive a message by phone called, etc. In order to be able to do those jobs, learners must study the rules of words; that is grammar.

F. Vocabulary

A person's vocabulary is the set of words within a language that are familiar to that person http://en.wikipedia.org/wiki/Vocabulary. Vocabulary is all words that men know. Vocabularies are the words which can be acquire unconsciously and must be understood in order to produce correct meaning. Language learners know the lexis (or vocabulary) of a language. And all knowledge they have will vary depending on their educations and occupations. It means that tourism students will find kinds of technical vocabularies which are related to their major, for instance, "booking a room", "making bed", "taking an order", etc.

2.2. Basic Competence of Vocational High School Based on Standard of Content.

Based on the Graduate Competency Standard from the Ministry of National Education Regulation Number 23/2006, there are three levels of basic competencies for vocational high school; novice, elementary, and intermediate. Each of levels represents the competencies needed by the students.

A. Novice

Novice is a person who is new to the circumstances and also has the lowest level of learning language. The Dreyfus model of skill acquisition (http://www.procata.com/blog/archives/2005/05/10/expert-programmers/) defines level novice as follows:

✓ Little or no previous experience

✓ Doesn't want to learn: wants to accomplish a goal

✓ Non discretionary judgement

✓ Rigid adherence to rules

Based on the definition above, compilers of graduate competency standard for vocational school level novice describe the competencies of first grade students are based on the lowest level of learning language. The students are taught less than basic. These are the Basic competencies required by the regulation number 23/2006 for level novice or first grade;

✓ Understanding the basic expressions in social interaction for the sake of life
✓ Mention things, people, characteristics, time, day, month and year
✓ Describe objects, people, characteristics, time, day, month and year
✓ Producing simple utterances enough for basic functions
✓ Describes a simple activity that is happening
✓ Understanding simple memos and menus, itineraries of public transport, and traffic signs
✓ Understanding the words and foreign terms and simple sentences based on the formula
✓ Writing a simple invitation

All the indicators of basic competence are required students to learn details of general English. Meanwhile the requirements to enter workplace for students of occupational purpose are more specific that general English. In addition, the second indicator and the third indicator of basic competence show similar requirement with different action verb. It often causes misinterpretation between one teacher and another teacher in a school to develop appropriate material for students.

B. Elementary

Elementary education consists of the first years of formal, structured education that occur during childhood (http://en.wikipedia.org/wiki/Elementary). Elementary is quite similar with novice. Learners start their study in the first years of formal education and usually called primary education.

The definition means that elementary is quite similar with novice. The aim is to teach all basic general English to the students. These are the Basic competencies required by the regulation number 23/2006 for elementary level or second grade;

- ✓ Understand simple everyday conversation in the context of both professionally and personally with people rather than native speakers
- ✓ Noting simple messages either in direct interaction or through devices
- ✓ Detailing job duties and educational background of its oral and written
- ✓ Telling a job in the past and the future work plan

- ✓ Reveals a variety of purposes hearts
- ✓ Understand simple instructions
- ✓ Make short messages, instructions and a list with the choice of words, spelling and grammar are grateful write.

However, the requirements of competencies for elementary level that should be achieved by the students of vocational high schools which is stated in graduate competency standard are closely different with novice level. For example in the indicator number 2; noting simple messages either in direct interaction or through devices. The requirement of the indicator is quite appropriate to the vocational students.

C. Intermediate

Intermediate related to or having the knowledge or skill of someone who is more advanced than a beginner but not yet an expert (http://www.learnersdictionary.com/search/intermediate[1]). Intermediate level means the further step after elementary level.

- ✓ Understanding the monologue that emerged in certain work situations
- ✓ Understanding the limited conversations with native speakers
- ✓ Presenting reports
- ✓ Understanding the use of manual equipment
- ✓ Understanding simple business letters
- ✓ Understanding the technical documents
- ✓ Writing simple business letters and reports

According to regulation number 23/2006 for intermediate level or third grade above, the intermediate level of vocational high school focuses on the competencies which are mostly required by workplaces. Those

competencies are required graduated students to be able to face workplace. However, some of basic competencies of vocational high school provided by regulation of ministry are not exactly distinguishing the needs of each different major. These are the examples;

Table. 2.

No.	Basic Competence based on regulation no. 23/2006	Micro-skills based on Harmer, Jeremy(2002) and Richard(1992)	Suitable for Major
1.	✓ Noting simple messages either in direct interaction or through devices.	✓ Make the main ideas distinct from supporting ideas or information.	✓ Business and Management major ✓ Accounting major ✓ Secretary major ✓ Tourism major
2.	✓ Writing simple business letters and reports	✓ Make the text coherent, so that other people can follow the development of the ideas.	✓ Business and management major ✓ Accounting major ✓ Secretary major ✓ Tourism major
3.	✓ Understanding the use of manual equipment	✓ Scanning is how the reader reading selectively to achieve very specific reading goals.	✓ Technical Major, such as; airlines, automotive, engineering, design graphic, electro, etc.

4	✓ Understand simple instructions	✓ Skimming is reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage	✓ Secretary major ✓ Technical Major, such as; airlines, automotive, engineering, design graphic, electro, etc. ✓ Tourism major
5.	✓ Presenting reports	✓ Make the discourse hang together so that people can follow what you are saying.	✓ Business and management major ✓ Secretary major ✓ Tourism major

The two first examples of basic competence are appropriate to micro skills provided by Harmer, J. needed for business major. Meanwhile, the third one is mostly needed for technical major and appropriate to Richard's micro-skills. And the rest are quite suitable for both business and technical major.

Nevertheless, the purpose of making such kind of curriculum is not exactly to be implemented for all majors. Vocational high school teachers have to be able to develop the curriculum based on their major's needs.

2.3. English Competencies for Vocational High School Student Based on Need Analysis (English for Specific Purposes Approach)

2.3.1. ESP

Hutchinson and Waters (1987) had a picture of a tree with the different branches of language and how they relate together. English for Specific Purposes is a branch of such kind of tree which can also be called an ELT Tree. ELT tree is a stage of Language teaching which widely branches into kinds of English Languages. ELT tree shows that ESP should properly be seen not as any particular language product but as an approach to language teaching which is directed by specific and apparent reason for learning. ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (needs).

Need is one of the important aspects of doing a teaching-learning activity. By knowing a learner needs, the teacher may find an appropriate ways of choosing teaching materials.

Harmer, J. (2002) defines the students of English for Specific Purposes (ESP) may have a closely identified goal for learning. They might study in an occupational field. Therefore, they want and need a form of ESP referred to as English for Occupational Purposes (EOP), which is also known as EVP (English for Vocational Purposes) (Hutchinson & Waters, 1987), in which there is a concentration on writing different genres of technical reports, making an oral presentation, dealing with

dissatisfied customer, etc. In order to guide them to get jobs they want, the teacher needs to know what qualifications the workplaces ask for and how such qualifications are applied to evaluate and recruit more capable employees.

2.3.2. Needs Analysis

Needs analysis is "concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program" (Richards and Rodgers in Judy Yaoneoka article, 2001). Needs analysis will help teacher to bring students expectations desire in developing a course.

Brindley (1989) suggests that if the needs are derived by outsiders from the facts, from what is known and can be verified, then they are objective and perceived need. For instance, if students learn English to fulfil their requirements for graduation, then their needs to study English are be objective and perceived. In contrast, if the needs are derived by insiders and correspond to cognitive and affective factors such as "to help students capable in school or workplace," then the needs are subjective or felt needs.

In conclusion, the analysis help teachers bring students' requires and desires in formulating goals and objectives, conceptualizing the content

of the course, selecting teaching materials and the course assessment and show what target situations the students use English in (Sysoyev, 2001)

2.3.3. Language Competencies for Tourism

In order to define the competencies of tourism, its indicators, competence theories were analyzed. Competence is closely related to skills, qualification and abilities. Abilities and experiences are essential factors for students in order to attain their professional and personal goals. By having the abilities which suitable with their major and having experience in job training program (*praktek kerja lapangan*), one student might be achieve his/her professional and personal goals.

In order to achieve professional goals, student should have personal competence. Professional competence is an individual combination of gained experience, attitude and abilities developed on the basis of learning which allows one to think strategically, untraditionally implement knowledge, responsibly develop their industry, and creatively work in the chosen profession observing traditions and peculiarities of different cultures. Professional competence for tourism specialists consists of cognitive competence (theoretical and practical knowledge of the industry), personal competence (communication abilities and social skills) and technologically-professional competence

(creative and constructive problem solving, communication skills, cooperation) (Wilson 2001, Print, Ørnstrøm & Lielsen 2002, Renard 2001).

Besides professional competence, Tourism students also have communicative competence. According to Booher (1994), failure to communicate is the frustration of modern management especially to the jobs that dealing with people. Tourism industry faces the public directly. Spontaneous communication is very crucial and at the same time the appropriate communication skills should be used to ensure success in the industry.

In order to gain the professional competence and communication competence, there are two which students must have; competence in spoken text and written text. In the spoken text, listening and speaking skills are emphasized. In the written text, reading and writing skills are focused. The students are expected to not only have language competence as stated by the government but also by the demand of society (workplace).

Preparing students for career in the hospitality industry, particularly those who are working in the resorts and hotels services, requires an ESP approach that can meet the language skills needed by the workplaces.

The most indicators of basic competencies which tourism high school students should achieve (Institute for Tourism Studies, 2010) are:

- ✓ to read, understand, digest, and utilize standard reference material to a high level of sophistication;

- ✓ to write, compose and originate substantial documents and correspondence relating to the tourism and hospitality industries;

- ✓ to solve problems for customers, colleagues and contacts;

- ✓ to perform managerial tasks of organization through the medium of English;

- ✓ to respond sensitively, both in writing and speech, to difficult situations;

- ✓ to persuade and lead others through the medium of English, both written and spoken;

- ✓ to converse easily with contacts and customers, using tact and initiative to overcome awkward situations or misunderstandings;

- ✓ to acquire and summarize information from other people's dialogue;

- ✓ to speak with authority and clarity to an audience on topics related to tourism and hospitality.

Jamil, N (2009) defines acknowledging the importance of being able to perform good skills, this study attempts to determine the tourism students' competencies to communicate well either written or spoken while dealing with employers, co-workers and customers through greetings, telephone conversations, discussions on travelling arrangements and another hospitality skills.

CHAPTER III

METHODOLOGY

This chapter presents the design and the methodology that has been used in this research. This chapter explains further the research design, time and place of the study, the subject of the study, the data collection technique, the data analysis, and the data procedures.

3.1 Research Design

As this study is to investigate and describe the English competencies of tourism high school students in DKI Jakarta, it can be categorized as mix methods; qualitative and quantitative method. In order to achieve the aims of this study, mixed methods were used in identifying the findings. Quantitative data was analyzed from a set of questionnaire. Whereas, qualitative data was analyzed from the interviews with the tourism students and English teachers. Viewed the phenomenon mentioned in the background, the writer conducts a case study. Yin, in *Case Study Research Design and Methods* (2003, p. 13), defines case study research as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.

LIS 391D.1 (1997) A key strength of the case study method involves using multiple sources and techniques in the data gathering process. The writer determines in advance what evidence to gather and what analysis techniques

to use with the data to answer the research questions. Data gathered was qualitative and quantitative. Tools to collect data can include survey, interviews, documentation review, observation, and even the collection of physical artefacts.

3.2 Subject of the Study

The subjects of this study are students and English teachers of 21 tourism high schools in DKI Jakarta. There are approximately 400 students in all levels (X, XI, XII) of tourism high schools and also 21 English teachers involved in this study. The table presents the structure of sample for this study. (*See table on the attachment*)

3.3. Time & Place of the Study

This study was conducted from February 2011 – December 2011. The study was conducted in 21 tourism high schools in DKI Jakarta. (*see table on the attachment*)

3.4. Data Collecting Procedure

In order to build a clear picture thoroughly, the data of the English competencies of tourism high school students was collected through several techniques, such as; doing interview and delivering questionnaires (for teachers and students). Triangulation is intended to check out the consistency

of the findings of those different data collection methods. Susan Stanback (1988) states that:

> The aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated

In short, using triangulation will make the data consistence, complete, and accurate. Thus, triangulation makes the data stronger in validity and reliability.

3.4.1. Population and Sampling

Ary (1985 : 138), defines population as all members of well defined class of people, events or objects. In this case, the target population of the study was students of tourism high schools in DKI Jakarta. Meanwhile, Sugiyono (1997:57) states that

> *Sampel adalah sebagian dari jumlah dan karakteristik yang dimiliki oleh populasi.*

Because of this is a small study, the samples of this research are chosen using purposive random sampling techniques that is choosing a number of units that will be examined which represent the English competencies of tourism high school students. Referring to Surachmad (1994) which is stated in Ridwan (2005), if the population less than 100 (or under 1000), the samples should be at least 50% from population. The writer then finds out there are 41 tourism high schools in DKI

Jakarta according to direktorat pendidikan DKI Jakarta. Thus, the writer chooses 21 tourism high schools as the respondent of this research.

3.5. Instruments

3.5.1. Interview Protocol

Esterberg (2002) defines an interview as "a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic." This definition influences the writer to use interview protocol as one of the instruments, so that the data have been taken from the students and English teachers of tourism high schools. The writer constructs an open-ended question of interview protocol. It is also regarded more factual since the students are forced indirectly to give the explanation of what they have experienced in learning English.

3.5.2. Questionnaire

The writer compiles a close-ended questionnaire. The purpose is to convince the objectivity of the data which is taken from the students and English teachers of tourism high schools. The questionnaires will be spreading randomly to the students and English teachers of 21 tourism high schools in Jakarta in attempt to get the students and teachers' perspectives of English competencies.

3.6. Data Analysis Technique

This study is a kind of qualitative study. In qualitative research, the quality of instruments related to how the researcher collects data.

Borg and Gall (1988) states that

> Qualitative research is much more difficult to do well than quantitative research because the data collected are usually subjective and the main measurement tool for collecting data is the investigator himself.

In order to measure the data of qualitative study, the writer limits the validity by face and content validity.

3.6.1. Validity

Linn and Miller (2005) define validity as an evaluation of the adequacy and appropriateness of the interpretations and uses of assessment. In this study, the validity of the data is determined by face validity and content validity. According to Santoso (2000), a questionnaire is valid if the questions in it are able to reveal something to be measured by using it.

Content validity is a non-statistical type of validity that involves "the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured" (Anastasi & Urbina, 1997 p. 114).

Using content validity is useful to determine the correlation between the content instruments (list of questions in questionnaire) and the theories that help the writer conduct a relevant study.

The content validity of this study is related to the appropriateness of the instruments and the purpose of the study; whether the numbers of the questions are interrelated.

Face validity is an estimate of whether the instrument appears to measure a certain criterion; it does not guarantee that the instrument actually measures phenomena in that domain. Face validity of this study is measure on how the writers establish the instrument; the identity of respondent, instruction of questionnaire and interview, etc. Face validity is very closely related to content validity.

3.6.2. Reliability

The definition of reliability in the qualitative research is quite different with quantitative research. According to qualitative research, one reality might have plural meaning, dynamic, and also inconsistence. It depends on personal needs. Thus, there will not a consistence data.

In order to measure the consistency reliability of the qualitative data, the writer conducts a credibility test. (Sugiono, 1997), A credibility test is a set of measure the consistency data of qualitative research. There are 6 indicators of credibility test.

1. Long time observation.

2. Increase persistence

3. Triangulation

4. Discussion with partner

5. Analysis negative case

6. Member check

And the writer uses the two of indicators of credibility test for this study; triangulation and peer discussion.

3.7. Research Procedures

The writer conducts this study by doing some steps in order to get the relevant data of the English competencies of tourism high school student in DKI Jakarta:

1. Planning

   In the first step of doing this study, the writer found out the case and determined data gathering and analysis techniques. In this session, the writer had been doing the discussions with her advisors to plan how the study would be conducted.

2. Designing Research Instruments

   The next step was prepared to collect data. The writer prepared lists of questions in a form of questionnaires, which are derived into two; teacher and student questionnaires. She also prepared lists of questions for interviews based on the questions in the questionnaire. The contents of the

questionnaire are the identity of respondent, simple instruction, and questions. The interview protocol consists of introducing question, such as respondents' identity and some questions related to the questionnaire. Before spreading the instruments to the real subjects, the writer tried out the instruments to some sample respondents. Having got a lot of revision of the instruments, she started to collect the data required for the study.

3. Collecting Data

This study employed two types of data collection methods to gain the data from the schools. They were interview protocol and questionnaires. In this study, the writer spread the form of questionnaires to the teachers and students in 21 tourism high schools and conducted an interview randomly for 5 students in each school and English teacher.

4. Classifying the result of instruments that belong to English competencies for Tourism

The writer classified the data into competencies of tourism, which should have achieved by tourism high school students. There were parts of classifying the numbers of questions in the questionnaires and interview; language skills and language components and also specific material used in the classroom activity. Language skills which would be classified are listening, speaking, reading and writing. Language components are grammar and vocabulary. And some questions consist of specific topic related to students' major.

5. Analyzing the data

Before spreading the instruments to the subjects, the writer analysed the validity of the instruments. She had been doing some discussion with the experts and also tried to give the instruments to some students who are not be the subjects in this study. After a lot of fixing, the writer then spread the instruments to the subjects. After getting real data, the writer then analyses the result of the data. Because of this study didn't require a number of measurement, the writer analyses the data by tallying the data from respondents. A tally marks are very interesting pretty simple topic of statistics. Generally, tally marks are used to keep up and count the scores http://www.tutovista.com/math.tally-marks-and-graphs.

6. Reporting the result of the study

After all previous stages of this study complete, the result had been reported in this thesis. The writer conducts a descriptive analysis as a technique to report the result of the data. They might be seen in the fourth and fifth chapter of this thesis.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion on English competencies of tourism high school students in DKI Jakarta.

4. 1. Data Description

The research was carried out at 21 tourism high schools in DKI Jakarta, while the subject of this research were the first, second and third grade of tourism high school students. The amount of the respondents is quite a lot. There are 420 students and 21 English teachers included in this study. The research was conducted to get data concerning the English competencies of tourism high school students in DKI Jakarta by using questionnaire and interview protocol. There were some questions including student's questionnaire and teacher's questionnaire. Each question represents the competencies for all language skills; listening, speaking, reading and writing and also language elements; vocabulary and grammar in mastering English for tourism major. In addition, the data was also taken from interview. The interview was divided into 2 parts; student's interview and teacher's interview. The interview was taken from 5 students of each school. They were chosen randomly. The interview protocol or interview questions are about similar to the questionnaire given to the students and teachers. The purpose is to ensure the legitimacy of the data.

4.2. English Competencies of Tourism High School Students in DKI Jakarta

4.2.1. Listening Skill

According to Flowerdew (1995:12) quotes Richards (1983), there are micro skills of listening that should be achieved by language learner. The writer then tried out to stated question including those micro skills in the questionnaire. Below is the result of students' and teachers' answer about listening skill which is taken from questionnaire.

Dalam keterampilan meyimak (listening), saya belajar	a	b	C	d	e	f	g
	147	77	95	57	96	118	110

students' questionnaire

Dalam keterampilan meyimak (listening), siswa dapat	a	b	c	d	e	f	g
	17	9	12	3	10	9	12

teachers' questionnaire

Based on the information above, the numbers show the amount of respondents; students and English teachers who chose the option based on their experiences in learning language. The option a "menentukan ide pokok percakapan yang didengar, contoh; memesan kamar hotel, memesan ticket, menangani tamu, dll" has been chosen as the most widely selected by tourism students and English teachers. The

students' questionnaire result indicates 35% tourism students learned how to recognise key lexical items related to subject/topic. The teachers' questionnaire result shows that 80.9% English teachers also chose option a "menentukan ide pokok percakapan yang didengar, contoh; memesan kamar hotel, memesan ticket, menangani tamu, dll". It is quite appropriate to one of micro skills of listening and also competencies for tourism specialist (Institute for Tourism Studies, 2010) which have been achieve by language learners especially for tourism students. For instance, as a vocational high school student, one might find the key lexical items related to industry and hospitality such as acquire and summarize information from customers' dialogue.

Meanwhile, the option d "Menentukan tema dan pesan moral dari cerita dongeng, fabel, dan legenda," has been the lowest option since only 13.5% students and 14.2% teachers chose option d. It indicates that option "d" is quite suitable for senior high school material rather than vocational high school. In addition, some English teachers said that the option d is related to one of genre text that is narrative which is taught for senior high school students. Therefore the teachers were guiding the students to learn what they should be learnt as a vocational students.

4.2.2. Speaking Skill

Flores (1999:5) points the micro-skills involved in the speaking. There are 9 micro skills that should be achieve by language learner. These sub skills had also been asked to the students stated in one of the question in the questionnaire.

Dalam keterampilan berbicara (speaking), saya belajar	A	b	c	d	e	f	g	h	i	J	k
	155	72	127	116	85	30	46	53	81	72	53

students' questionnaire

Dalam keterampilan berbicara (speaking), siswa dapat	A	b	c	d	e	f	g	h	i	J	k
	18	17	7	10	10	12	5	11	9	10	11

teachers' questionnaire

Based on the information above, the respondents mostly chose option a "mempresentasikan cara kerja suatu alat." The result shows that 37% tourism students learned one of micro skills of speaking; that is how to make the discourse hang together so that people can follow what they are saying. The students studied how to deal with presenting a topic or more. It is quite suitable to the basic competence of intermediate level which mentions "presenting reports." The teachers' questionnaire result also shows that 85.7% English teacher chose option "a". Unfortunately, the topic chosen by students and teachers is

quite unsuitable to the competencies for tourism specialist stated in Institute for Tourism Studies, (2010); that is to speak with authority and clarity to an audience on topics related to tourism and hospitality.

. The option a "mempresentasikan cara kerja suatu alat" would mostly be used by technical students rather than tourism students. The respondents' result indicates that the students were quite unclear about the objectives of materials they have learned. Teachers mostly taught materials which are stated in the curriculum and syllabus they had. Teachers mainly focus on the national examination. Most of teachers had similar opinion about teaching topics which should be relevant to the national examination that also been explained in the curriculum. The writer then got additional information from teachers' interview when they were asked this following question:

Q : *bagaimana anda menekankan penyampaian materi bahasa Inggris kepada siswa? apakah secara umum (general English) atau khusus (English for Specific Purpose)?*
A : saya lebih menekankan bahasa Inggris secara umum. meskipun sebenarnya bahasa Inggris diajarkan kepada siswa kejuruan memang harus lebih spesifik dari pada sma pada umumnya; karna siswa diharapkan mampu menggunakan bahasa Inggris secara langsung untuk menghadapi dunia kerja. namun dikarenakan fokus tujuan akhir pembelajaran diharapkan siswa juga harus mampu lulus ujian nasional, jadi guru juga harus fokus mengajarkan materi-materi yang akan keluar pada soal-soal ujian nasional. maka dari pada itu

untuk siswa kelas 2 akhir menjelang kelas 3 dan kelas 3 secara penuh diajarkan materi-materi umum yang akan keluar pada ujian nasional. yang khususnya hanya diajarkan pada kelas 1 dan awal kelas 2.

Q : *how do you emphasize the delivery of material in English to the students? whether in general (general English) or or specific? Please explain it.*
A : *I put more emphasis in general English. Despite the fact that English is being taught to students of vocational indeed must be more specific than the high school in general; because the student should be able to use English in person to face the working world. Nevertheless, since the focus of the ultimate goal of learning is that students should also be able to pass the national exams, thus teachers should also focus on teaching materials that will be out on the national examination*

Based on the teachers' interview result above, the teachers admitted that they teach English as General English. Moreover some teachers said that their responsibility was to teach English to face the national examination rather than to face work field. They conveyed that responsibility to teach professional competencies was on the productive teachers, for instance front office and house keeping teacher. Even though, the option a "mempresentasikan cara kerja suatu alat" is listed in basic competence for level intermediate of vocational high school curriculum that is "understanding the use of manual equipment," every teacher should select the most suitable topic to develop material which related to students' major. For example, students should be able in presenting the facilities of hotels, resorts, or interesting places that can be visited by the

tourists. The option b "mempresentasikan pemasaran tempat wisata," option f "Menjelaskan tempat – tempat yang ada di brosur," option h "Memberikan informasi tentang arah (*direction*)," option i *"Merekomendasikan tempat yang menarik untuk dikunjungi,"* and option j "Memberikan informasi tentang jadwal perjalanan" are the options which appropriate to the competencies for tourism specialist stated in Institute for Tourism Studies (2010); that is to solve problems for customers, colleagues and contacts. It should be chosen more than the option a since they are tourism major. Besides, tourism major especially will likely often face the foreigners or tourist as their customers and also job partners. They mainly sell services rather than products. Here is some interview result of students expectation of learning English as a tourism major :

Q *: sebagai seorang siswa smk jurusan pariwisata, apa saja keinginan dan harapan anda kedepanya setelah lulus?*

A : *sebagai siswa SMK pariwisata tentu aja saya mau kerja di hotel, apa jadi manajer hotel, resepsionis, atau sekedar room boy. Bahkan kalau mampu, saya mau punya hotel sendiri. Nah, supaya keinginan saya itu tercapai, saya harus mampu menguasai bahasa Inggris, terutama dalam percakapan sehari-hari. Karena saya pernah pengalaman waktu saya ikut program pelatihan kerja atau dulunya disebut PKL di sebuah hotel. Di sana, saya ketemu banyak tamu yang datang dari luar negeri Mereka pakai bahasa Inggris sebagai bahasa sehari-hari mereka. Mereka banyak tanya-tanya, contohnya, gimana*

caranya kalau mau londri baju, gimana cara mesan makanan dari kamar, bahkan petunjuk jalan untuk sampai ke restoran hotel. Saya sadar kalau bahasa Inggris saya nggak bagus, makanya waktu itu senior saya sama manajer hotel yang banyak bantu ngomong. Setelah selesai pkl, saya berniat kalau saya harus meningkatkan kemampuan bahasa Inggris saya supaya bias dapet karir yang sukses.

Q *: as a tourism high school students, what is the desire and hope for your future after graduation?*

A : as a tourism high school students of course I want to have a job in a hotel; whether become a hotel manager, receptionist, even room boy/room girl. However, I want to have my own hotel. In order to actualize my wants, I have to be able to master English, especially in conversation or speaking. I got my experienced when I had job training program in a hotel. There, I met many guests who came from various countries. They certainly used English as their daily language. They asked many question, for instance how to get laundry service, how to order food, even how to get to the restaurant of the hotel. I realized that my English is not good enough, so that my senior and manager of the hotel had helped me a lot. After finishing my job training program, I expect myself to improve my English in order to get a successful career.

Thus, speaking skill is the most essential skill for them. So that, they have to master the oral communication competence in order to communicate to their customers or job partners.

4.2.3. Reading Skill

There are two sub-skills of reading; scanning and skimming.
Both sub-skills were asked to the students in each option of
questionnaire.

Dalam keterampilan membaca (reading), saya belajar	a	b	c	d	e	f	g	h	i
	125	78	114	65	98	111	70	82	67

students' questionnaire

Dalam keterampilan membaca (reading), siswa dapat	a	b	c	d	e	f	g	h
	19	12	2	10	17	15	10	5

teachers' questionnaire

According to the result above, 29,7% tourism students and
90.4% English teachers chose option a "menentukan isi pesan
surat pemesanan dan pembatalan barang" as the most option.
Related to sub-skills of reading by (Richards, 1992)., it means
that students mostly learned how to get the main idea or ideas
from a passage; that is skimming. As tourism major, students
should master both of sub-skills; scanning and skimming. For
instance, students might find the discourse related to resorts of
places which might be provide detail information of the price,
time, and facilities included the places. It was mentioned in
Institute for Tourism Studies (2010), the reading competency
of tourism specialist is to read, understand, digest, and utilize

standard reference material to a high level of sophistication relating to the tourism and hospitality industries.

Thus, tourism students especially should be able not only to get the main ideas from passage but also to figure out the detail information of the discourse (scanning). There was an additional information gathered from students' interview :

Q : apakah di sekolahmu terdapat mata pelajaran produktif yang gurunya menerapkan bahasa Inggris baik sebagai percakapan di kelas maupun dalam mempelajari materi?

A : Iya ada. Misalnya mata pelajaran front office selama dikelas pake bahasa Inggris. Trus kita juga praktek jadi reseptionis sama tamu. Jadi pake bahasa Inggris prakteknya. Trus kita juga diajarin cara ngisi formulir registrasi dihotel. Trus ada lagi house keeping juga pake bahasa Inggris. Kan soalnya alat2 yang ada dikamar juga kebanyakan pake bahasa Inggris. Misalnya blanket, pillow, laundry service, dll Trus mata pelajaran food and beverage service juga kadang-kadang pake bahasa Inggris kalo lg ngejelasin menu-menu makanan, minuman, cara masaknya, sampe alat-alatnya juga.

Q : are there productive subjects which use English as daily conversation of the classroom context and also used for study the materials?

A : yes, there are some productive subjects using English both in conversation during classroom context and also for learning the materials. For example, in front office subject we had a role play a reservation room. Some of the students became receptionists, room boys, and guests. We learned how to fill the registration form. In housekeeping subject, we learned how to explain the facilities in a room or even hotel. We must know all equipments in a room in English. And in food and beverage service subject, we learned the menu which might exist in a restaurant of a hotel. What are the names of the food and drink, how to cook them, and also the materials and tools of kitchenettes.

According to the additional information above, the needs of tourism students in case reading skill are to face the industry duties, for example reading the registration form of a reservation, reading the menu and receipt, etc. Whereas the option c "membaca nyaring cerita dongeng, fable, dan legenda" in teachers' questionnaire and option d "membaca nyaring cerita dongeng, fable, dan legenda" in students' questionnaire had been the lowest option which was chosen by the teacher and students. There were only 9,2% teachers and 15.4% students who chose option "membaca nyaring cerita dongeng, fable, dan legenda." Similar to listening skill, in reading skill the option "membaca nyaring cerita dongeng, fable, dan legenda" is unsuitable to vocational high school students. It is more useful for senior high school. And the option e "Memahami isi brosur tempat wisata dan *hotel*" and option f "Memahami istilah-istilah dalam buku panduan perjalanan (*travel)"* are the suitable choices to be chosen in order to be able to master scanning reading since they are tourism students.

4.2.4. Writing Skill

The next basic skill of language is writing skill. All four skills have their own micro skills. There are 9 micro skills of writing. Most of micro skills of writing needed for tourism students were asked in the questionnaire.

Dalam keterampilan menulis (writing), saya belajar	a	b	c	d	e	f	g	h	i	j	k	l
	135	116	149	123	101	94	52	79	98	149	77	141

students' questionnaire

Dalam keterampilan menulis (writing), saya belajar	a	b	c	d	e	f	g	h	i	j	k	l
	13	13	14	15	6	10	6	7	10	14	13	17

teachers' questionnaire

Based on the result above, 35.4% students chose c "menulis surat pribadi" and j "menulis karangan tentang pengalaman pribadi / kegiatan sehari-hari." The highest result indicates that in learning sub skills of writing, tourism students learned how to make the main sentence constituents, such as subject, verb, and object, clear to the reader and how to make the main ideas distinct from supporting ideas or information. Nevertheless, it

was quite unsuitable to writing competencies for tourism specialist stated in Institute for Tourism Studies, (2010) that is; they should be able to write, compose and originate substantial documents and correspondence relating to the tourism and hospitality industries; it means that students should be able to differentiate between general vocabulary and technical vocabulary which mostly used in different context and discourse. The option c and j were not directly stated in all level of basic competence and also would not appropriate for their future job. This following interview result can be added as supporting information gathered from students :

Q : *dalam mempelajari keterampilan menulis dikelas, materi apa saja yang biasa diajarkan oleh gurumu dan bagaimana cara belajarnya?*

A : *sebenernya sih jarang belajar writing. Paling cuma suruh buat dialog trus diperagain. atau suruh mengisi soal2 jawaban dri teks yang kita baca. atau juga yang paling sering ya buat karangan tentang liburan sekolah, atau pengalaman pribadi trus di bacain di depan kelas.*

Q: *in order to learn writing skills, what materials are usually being taught by your teacher and how to study?*

A *: I actually quite seldom learn writing skill in the classroom. The most common ways in learning writing in my class are writing a dialogue and practice in front of the class, answering a comprehension question based on a text, or even making a short story about holiday or experiences.*

Based on the explanation above, it can be concluded that students were not exactly understand what skills that they have

to achieve in learning writing skill, especially for their jobs in the future. They must not only able to make a dialogue, but also to do some writing activities. Even though speaking skill is the most essential skill for tourism major, they also should be able to do some writing activities that are useful for the job, for instance making brochure, writing menu in a restaurant, filling a registration form, etc. Comparing to teachers' questionnaire result, 80.9% teachers were chose option L "membuat percakapan singkat tentang reservation, booking hotel, dll." It is quite appropriate to competencies for tourism specialist stated in Institute for Tourism Studies, (2010) that is; write, compose and originate substantial documents and correspondence relating to the tourism and hospitality industries. However, the result from teachers was really different to the fact that students had.

4.2.5. Vocabulary and Grammar

Mastering language is not merely master the language skills but also language elements; that are vocabulary and grammar. David Wilkins (2002) said

> *Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.*

The most familiar wise word above means that vocabulary and grammar are the important parts of learning language. Before studying all the language skills, one must be having vocabularies in his/her mind. In this study, the writer asked simple questions to the students stated in the questionnaire.

Yang dilakukan guru untuk membantu saya dalam memahami kosakata:	a	b	c	d	e	f	g	h
	137	211	175	93	86	128	89	67

students' questionnaire

Yang saya lakukan untuk membantu siswa dalam memahami kosakata:	a	b	c	d	e	f
	9	16	11	3	8	9

teachers' questionnaire

Based on the information of vocabulary question above, the result then indicates 50,2% students and 76.1% English teachers chose option b "guru meminta saya mencari artinya melalui kamus." It means that most tourism high school teachers trained students to learn technical vocabulary which is related to their major by finding the meaning in dictionary.

Tujuan saya mempelajari tata bahasa (grammar) agar saya mampu untuk:	a	b	c	d	e
	173	83	140	114	173

students' questionnaire

Tujuan saya mengajar tata bahasa (grammar) agar siswa mampu untuk:	a	b	c	d	e
	13	9	15	11	14

teachers' questionnaire

The table above is about student's purpose of learning grammar. It indicates the desire of the student toward learning grammar. The result means 48% tourism students chose option a "mengidentifikasi struktur bahasa yang terdapat pada brosur hotel/tempat wisata" and option e "berbicara dalam bahasa Inggris dengan menggunakan tata bahasa yang tepat." The option "a" is quite suitable to student's major since they might work as a marketing of a hotel. And the option e is the most desired by most language learners. Those options chosen by students show that student saw grammar as its function which is suitable to their needs in the future. Meanwhile, the English teachers chose option c "mengerjakan soal-soal grammar yang terdapat pada buku TOEIC / TOEFL" as the most option since they are focusing on national examination and or passing standard from ministry of education.

The interview was conducted to add and support the information of questionnaire given to the students. All the questions were basically ensuring student's answer in the questionnaire. The

interview was taken from 5 students of each school. They were chosen randomly.

The question came up with the wants and needs of the students. Most of interviewee said that they like and need English as it is an international language and widely used everywhere, especially for their jobs in the future. English is so important since they are prepared to face the industry directly rather than continuing school. Tourism students need English to communicate to their partner, boss, customer, tourist, etc.

The next question which is function as additional information is whether their schools provide productive subjects which is using English regularly as their officially language in classroom context. Most students said there are some productive subjects in which use English as daily communication; such as front office, house keeping, food & beverage, kitchen service, etc. As their explanation, those subjects were useful to help them learning English as their major rather than English subject itself.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides two points that are conclusion and suggestion. Conclusion intended to convey the benefits of doing this study. The suggestion is addressed to English Language Education Study Program (ELEPS) students who will become English teachers in the future.

5.1. Conclusion

Based on analysis result in chapter 4, the writer comes to conclusion that most of vocational high school students especially tourism major needs to achieve their professional competence, communication competence by improving language skills and also language elements especially speaking. These are some competencies that students should have:

✓ solve problems for customers, colleagues and contacts; "*Memahami istilah-istilah dalam buku panduan perjalanan (travel), Memahami isi brosur tempat wisata dan hotel, Memberikan informasi tentang jadwal perjalanan, Memberikan informasi tentang petunjuk arah (direction), etc*"

✓ perform managerial tasks of organization through the medium of English; "*Mencatat poin-poin penting pembicaraan suatu pertemuan*

(notulen rapat), "*Memberikan pesan singkat melalui media telepon, pesan electronik(email) atau media lainnya seperti pengeras suara*"

✓ respond sensitively to difficult situations; "*Merespon pertanyaan dari lawan bicara (customer, guests, etc)*"

✓ persuade and lead others through the medium of English, both written and spoken; "*Merekomendasikan tempat yang menarik untuk dikunjungi, etc*"

✓ converse easily with contacts and customers, using tact and initiative to overcome awkward situations or misunderstandings;

✓ acquire and summarize information from other people's dialogue; "*Membuat kesimpulan dari suatu percakapan, Mencatat poin-poin penting pembicaraan suatu pertemuan (notulen rapat), etc*"

✓ speak with authority and clarity to an audience on topics related to tourism and hospitality; *Mempresentasikan pemasaran tempat wisata, Menjelaskan tempat – tempat yang ada di brosur, Memberikan informasi tentang jadwal perjalanan, Memberikan informasi tentang petunjuk arah (direction), etc*"

Those all competencies mostly focus on oral communication or speaking skill. The students are expected to have good oral communication or improve their speaking skill rather than reading the content of textbooks since tourism area will likely relate to service on people as Jamil and Chidambaram (2010) stated

> As a tourism student, oral communication skills are very important to be competent in since the industry really in need of the graduates who have the skills.

Besides, they need more vocabularies in which tourism term or technical vocabularies. Nevertheless, the teacher focused on national examination rather than the needs of students in order to attain the ultimate goal as a specific area. The goals which stated in the curriculum were also quite wide since it can be used for all majors of vocational schools. The content of basic competence was not directly drawn on every major that exist in Indonesia context. In addition, teachers were not explicitly select and develop the most appropriate materials which suitable to students' major.

According to the result both from questionnaire and interview protocol, tourism high school students need more English for specific purpose rather than general English since they are trained to be service officer such as tour guide, waitress, receptionist, etc. The competencies that are required by the industries will determine the professional and communicative competencies that students must have.

5.2. Suggestion

Hopefully those findings will help ELESP students who will become English teachers especially in vocational school to pay attention to what they should prepare in teaching English. Vocational high school has various major such as tourism, business, engineering, etc. Each major also has various and

different needs. Tourism area especially dealing with communicative English used in a hotel, and other tourism fields should be offered. Teachers should think creatively to develop material which suitable to tourism major. Textbook which is provided by education ministry was not prepared to each major, so authentic material is the best choice that can be used for teaching tourism students. The samples website addresses that provide authentic materials are www.esllab.com, www.elsgold.com, www.britishcouncil.org, www.English-test.net, and also hotel brochures or menu in restaurants can be found in Google search. In advance, teachers need to conduct a simple need analysis in order to know the students' want and need find out the wants, lack, needs, and also potential of the student in order to help themselves select the suitable materials and then help students achieve the ultimate goal of learning and ready to face industry.

For the next researchers, the writer suggests to do similar but deeper investigation study of competencies for different major of vocational high school. It is also possible to conduct this kind of research in broader context that is outside Jakarta since the result may indicate different perception of students and English teachers.

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Table. 3.

Name of Schools

No.	School Name	Class / numbers of students
State School		
1.	SMKN 57 Jakarta	21 (second grade)
2.	SMKN 62 Jakarta	15 (first grade)
3.	SMKN 27 Jakarta	21 (third grade)
4.	SMKN 37 Jakarta	20 (third grade)
5.	SMKN 38 Jakarta	20 (third grade)
7.	SMKN 33 Jakarta	21 (third grade)
8.	SMKN 60 Jakarta	21 (third grade)
Private Schools		
9	SMK Paramitha 1	20 (second grade)
10	SMK Paramitha 2	20 (third grade)
11	SMK Jayawisata 1	17 (second grade)
12	SMK Jayawisata 2	21 (third grade)

13	SMK Jakarta wisata	20 (third grade)
14.	SMK Bunda Mulya	21 (second grade)
15.	SMK Cipta Karya	20 (second grade)
16.	SMK Patria Wisata	20 (second grade)
17.	SMK Wisata Indonesia	20 (second grade)
18.	SMK 28 Oktober-1982	20 (second grade)
19.	SMK Bina Dharma DKI	20 (second grade)
20.	SMK Kartini 1.	20 (second grade)
21.	SMK Kharismawita	20 (second grade)