

CHAPTER I

INTRODUCTION

A. Background of Research

There are four English skills, the 'four skills' of listening, speaking, reading, and writing readily come to mind. Ofcourse other skills such as pronunciation, grammar, vocabulary and spelling all play a role in effective English communication. The amount of attention you give to each skill area will depend both the level of learners as well as their situational needs. Generally beginners, especially those who are nonliterate, benefit most from listening and speaking instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in a lesson time can be spent on written skills, although the learners may wish to keep their focus weighted toward oral communication if that is a greater need, and then in this research i want to focus on English speaking skill.

English speaking skill is very needed by the student of tourism senior vocational school. Choi has carried out a study about needed

analysis of tourism in Hanyang Woman's Collage. He found that the students' desire to improve speaking English is very strong. Their preference of English, especially speaking skill, is very strong.¹ Students learn English for future job rather than to use in everyday life. For example students should be able to communicate effectively in English at a professional or supervisory level in the hospitality, travel and tourism industry. Therefore, English, which is learn from early ages to university level, has been to educational institution as a compulsory subject. Meanwhile, in Indonesia, students learn English as a first foreign language (EFL). This situation causes the nature of language learning is hard to create as most students are forced to speak and exercise English only in the class.²

Hence, Hutchinson and Waters argued that ESP is an approach in language learning, which is based on the learners' need. By conducting the need of analysis gathering, one can find out of the learners need in acquiring the language learned. Need analysis will

¹ Choi, Kyunghye, *Journal: Need Analysis of Tourism English, (Hanyang woman's collage2012)*, p1

² Rahmawati Eulis. *Getting EFL Learners to Speak: Obstacles and Solutions*. Loqueen: English Studies Journal. Volume 9 No 1. (January-June, 2017),p21

specify as closely as possible toward the learners needs in learning English³.

The need of vocational students will emphasize on speaking skill, it is argued that the technique of teaching speaking skill that employed by the teacher should be attractive and appropriate with the needs in order to attract and to motivate the student to be brave in speaking English. Technique is one of wide variety of exercises, activities, devices used in in the language classroom for realizing lesson objective many kinds of technique are available employed by the teachers in teaching speaking⁴. Choosing the affective technique is the day to day bussiness of every English teacher.

It is undeniable for the ESP teachers use these technique but may be the teacher should be emphasize on the improving skill that needed by the student most important in selecting the technique in teaching speaking for tourism student it is should be learners' center and focus on what they need. The technique that employed should lead the learnes to discover their own needs. In selecting the technique in order to succes of teaching speaking for students of

³ Hence Hutchinson, Waters, *English for Specific Purposes; a Learning Central Approach*. (England, Cambridge University press, 1985), p 19

⁴ Brown, *Teaching by principle; an Interactive Approach to Language Pedagogy*. (England, Longman,2001), p16

tourism the teachers have to understand as fully as possible the nature of language teaching and learning process⁵.

The preliminary observation conducted to find out that the teacher in vocational school didn't teach their students English for specific purpose which is actually suggested in vocational school. It is also supported who says that ESP teachers are usually the GE (general English) teacher who has never had specific ESP training.

Considering the reason and some theories above, this research is conducted. The researcher interested in doing the research about the teacher's technique in teaching speaking for tourism students in one vocational school in Serang Banten because the teacher need to prepare the students to work and to build their career in national and international tourism industries.

From the statement above, this research will be focused on analyzing the technique of teaching speaking to students of tourism senior vocational school. This research is conducted to find out, to describe and to compile in depth information about technique of teaching speaking for specific purpose in tourism context employed

⁵Jose, Maria. *Journal What is the basic profile of the person who wishes to work Effectively in tourism?*. 1988, p 39

by the teacher in one of vocational school in Serang, to identify whether there are obstacles from the technique that is employed, and to describe how the student responses when the teacher implementing the technique in teaching speaking.

B. Identification of Problem

From the background of study above, the researcher makes the following identification of problem:

1. Teacher in vocational school do not teach their students English for specific purpose which is needed by the student.
2. The teacher teaching technique for students of tourism have not learners centered yet.

C. Significant of the Research

- a. Theoretically, this research will improve current theories on teaching techniques of English for specific purpose in vocational school. Furthermore it can be useful as one of references for the teachers in selecting the most effective technique in teaching speaking for students of tourism vocational school.

- b. Practically, the result of this research also expected to provide the best understanding in the process of teaching learning speaking and choose the effective technique according to the students' need. It also give the students opportunities in practicing their speaking skill, reduce their afraid of making mistake and their shyness to speak.

D. Focus of Problem

Based on the identification above, this research focused on the analysis of teacher technique in teaching speaking for students vocational high school at the Tenth Grade of *Perhotelan 1* of SMKN 1 Cinangka.

E. Research Questions

There are three formulation of the problem addressed in this research.

1. What techniques does the teacher employ in teaching speaking to students of vocational high school at SMKN 1 Cinangka?

2. What are the obstacles faced by the teacher in implementing the techniques in teaching speaking to students vocational high school at SMKN 1 Cinangka?
3. How are the students responses toward the teacher's teaching techniques in teaching speaking at SMKN 1 Cinangka?

F. Objective of the Research

The objective of this research are:

1. Finding out the techniques of teaching speaking which are employed in the classroom by the teacher to students of tourism vocational school at SMKN 1 Cinangka.
2. Finding out the obstacles from the technique employed by the teacher at SMKN 1 Cinangka.
3. Finding out the students' responses toward the techniques that are employed.

G. Paper Organization

This paper was organized into three chapter consists.

Chapter 1 introduction, it provided of background of study, identification of problem, limitation of problem, formulation of

problem, objective of the research, scope of the research, significant of the research, operational definition, and paper organization.

Chapter 2 theoretical frame work, it composed of teaching speaking, theory of technique, theory of English for specific purposes and English for tourism.

Chapter 3 methodology of research, It included of reserach methodology, research objective, research subject, time of reserach and pace of the reserach, reserach instrument, data collection technique provided of observation, interview, and documentation, data analysis technique included of data reduction, data display, and conclusion drawing/verification, and validity and realilby.

Chapter 4 finding and discussion. It consisted of data finding included of finding of observation, finding of students note, finding of interview provided of finding of teacher interview and finding of stuudents interview. Discussion consisted of result of observation described of teacher teachhing techniquess in teaching speaking and students response. Result of interview consisted of teacher interview and students interview.

Chapter 5 conclussion and suggestion. It consisted of conclussion and suggestion.

H. Previous Studies

The first previous study was conducted by Frederika Mei Anggraeni. His title is about **Learning English Through Text-Based Approach at Vocational School: Students Lived Experience**”, who studied about how to aim the students problem solving especially they who are less-communicate⁶. The purpose of this study is to describe and interpreting the meaning of the students in those different majors of the study in learning English through text-based approach. This study used the qualitative as a research methodology and found that description and interpretation of the students lived experience in learning English through text-based approach and to enhance students English speaking skill.

The second previous study was conducted by Moh. Arif Mahbub⁷. His title is about “ **English Teaching in Vocational High School: A Need Analysis**”. This research investigates the vocational school students need on

⁶ Mei, Frederika. *Learning English through Text Based Approach at Vocational School* (Yogyakarta. 2016) p29

⁷Mahbub, Arif, Moh. *English Teaching in Vocational high School: A need Analysis*(Indonesia:Jember2019) p 299

the implementation on English teaching and learning taht is focused on the target needs and learning needs. The result suggested that the students have different perception of their necessities, wants and lacks. The finidng also demonstrated the students learning needs including the leaarning input, teaching learning procedures, the teachers and learners role, as well as the teaching learning setting.

The differents between this research are in this research, she uses teacher techniques in teaching speaking for vocational school to improve students students fluent and confidents in speaking,.and she uses the qualitative research in at the Tenth Grade of SMKN 1 Cinangka who also planning to work. This research is conducted to know what technique that employed by the teacher in teaching English speaking.

