

CHAPTER I

INTRODUCTION

A. Background of the study

English exam is one of the main exams in language learning worldwide. This is because English as a global language is used in almost every aspect of people's lives. In government affairs, innovation, and in the field of work, English plays an important role, especially at the global network level. Many books, articles, and scientific and innovation diaries from various countries are also written in English. Therefore, mastery of English will be very basic because we have the opportunity to compete in the era of globalization. We also have attention to the importance of English to ensure, and recommend it as a subject at every level of school, both elementary, middle, high school, and college.

English is also implemented in the vocational high school education plan. In true teaching that takes place in vocational schools, an educator is committed to

maintaining teaching and finding out how it happens and involving students in the movement. Teaching and learning are coordinated into one part, a teacher must understand the learning process, each part in the action must be developed to achieve significant post-learning effects.

In SMKN 7 Kota Bengkulu using the k-13 curriculum, As we know that the 2013 curriculum is a curriculum that encourages students to be more active, creative, innovative, interactive, communicative and work hard compared to teachers, in the 2013 curriculum teachers are only facilitators and motivators of students who are able to invite students to be more active in the learning process. Teachers are no longer the only source of information for students. Thus students have the freedom to develop their potential in order to prepare themselves to face future challenges both in the community, work environment and higher education (Permendikbud No. 81 A of 2013).

The 2013 curriculum uses a scientific approach and divides the curriculum into three domains, namely attitudes, knowledge, and skills. There are several approaches recommended by the government in the 2013 curriculum, one of which is the scientific approach. The scientific approach is one of the approaches that must be used in the 2013 curriculum, where knowledge is built from student-centered learning (Setyorini, Saefudin, 2020, p. 131).

In learning English, teaching materials are needed that can help and facilitate students in achieving learning objectives. Teachers generally only use teaching materials in the form of modules and lecture and discussion methods so that students rarely practice reading in class. This causes students to feel bored and do not understand the material presented by the teacher. The characteristics of vocational high school students who tend to like practical activities are also one of the causes of low English scores. In order for the English learning

process to run well, printed teaching materials are needed in the form of innovative Student Worksheets (LKS) in accordance with the character of vocational high school students.

Teaching materials are facilities and infrastructure that support teachers in the learning process. According to Akker (1999), a teaching material is said to be good if it meets three criteria, namely valid, practical, effective, and suitable for use in learning. Printed teaching materials in the form of Student Worksheets (LKS) are teaching materials that are packaged in such a way that it is expected that students can receive them independently.

Students will be given materials, summaries, and assignments related to the subject matter. In addition, students can find structured instructions to understand the material given, as well as being given materials and assignments related to the material (Prastowo in Lestari, 2013: 6). The development of LKS in this study is limited to the aspects of validity and effectiveness.

Another part of the education and learning process is the material. Useful teaching and learning is the point at which the material is delivered and successfully delivered to the recipient. Material plays a major role for the benefit and inclusion of students, because we realize that Educators need more work to keep them excited, interested, and fully associated.

Hotel Accommodation is one of the majors in vocational high schools that is included in the tourism study program. This major aims to train students to be able to (1) work in the front office area such as receptionists, reservation telephones and porters (2) do housekeeping work in the public attendance area, room attendance, order takers, linen and uniform attendance, and laundry attendance. In order to compete in the global industrial sector, graduates are also expected to possess strong capabilities. English proficiency is one of the required competences. The Republic of Indonesia's Decree of the Minister of Manpower and Transmigration

No. 158 of 2010 regarding SKKNI (Indonesian National Work Competency Standards) in the English language education sector also regulates this. It lists a number of English unit competencies that students need to be able to perform, including handling complaints and having brief phone conversations. For the Hotel Accommodation major, speaking is the most important of the four main English language skills: listening, reading, writing, and speaking. This is due to the fact that students studying hotel accommodations will eventually encounter a variety of tasks that call for speaking abilities, including serving both domestic and foreign visitors, making phone calls, striking up conversations with visitors, providing directions, and many more.

Instruction in English for hotel accommodations is more specialized. This instruction is part of adaptive courses, which, in accordance with Ministerial Decree No. 22 of 2006, are designed to help students (a) become proficient in English to support the

development of professional program competencies, and (b) use their English language skills and competencies both in writing and orally. As a result, it is evident that the hotel accommodations department's English teaching and learning methodology needs to be pertinent to their particular program. Specific speaking materials relevant to their future professional environment must be given to students. Additionally, the curriculum utilized in schools must serve as the foundation for teaching and studying English speaking in the hotel accommodations department.

Researchers discovered that pupils at SMKN 7 KOTA BENGKULU have poor English language proficiency based on observations and learning over a few days. The majority of students lack proficiency in English, particularly in speaking, which is the most important skill for them to acquire, as was previously indicated. Students don't engage in enough speaking activities, according to researchers. They lack a variety of activities that could

pique their interest in speaking. Students have not been inspired to talk and interact with others by these activities. Students also frequently experience embarrassment when communicating in English. Speaking in front of an audience seems to make them unconfident. Furthermore, it is uncommon for pupils to participate in listening exercises that prepare them for speaking. Simply reading the dialogue and encouraging students to listen to it is enough for teachers. Sadly, there are instances when professors mispronounce phrases without realizing it. Students are indirectly given a poor example by this. Therefore, it would be preferable for pupils to listen to a carefully recorded audio.

Speaking abilities are crucial for students staying in hotels, but they hardly ever satisfy the requirements of ESP sessions at SMKN 7 KOTA BENGKULU. When learning English, students at SMKN 7 KOTA BENGKULU make use of generic English resources. They lack specialized English-language

resources related to their majors. Teachers then supply more resources from the internet to meet the needs of the students. Regretfully, the resources used don't always reflect how English is used in everyday situations. Furthermore, the resources offered typically primarily concentrate on writing and reading comprehension. Materials that address kids' needs for speaking abilities are not provided to them. This is because educators struggle to locate appropriate resources to teach speaking for particular objectives. Thus, it is necessary to provide speaking materials for hotel accommodations.

According to the findings of observations made by researchers on June 22, 2022, pupils struggled to comprehend the textbook's content and sample questions. It feels dull and hasn't been able to adapt to the demands of the students because many of them are less eager to comprehend the content, particularly speaking. Students therefore urgently require the creation of instructional resources, particularly in the area of hotel

accommodations, that are centered around their majors.

This makes it very difficult for students to understand the material. Where the textbooks published by the publisher given by the teacher only contain limited material, sample questions, and exercises, the language is also difficult for students to understand and the material is generally the same as the material taught in high school. While the hotel accommodation major really needs special material related to the major.

Learning to speak requires variation and enjoyment and the book used in SMKN 7 is the English Book by Mahrukh Bashir, 2nd Edition, 2017 (Revised Edition) published by the Center for Curriculum and Textbooks, Research and Development, Ministry of Education and Culture. According to researchers, this book is still inadequate for use in Vocational High Schools (SMK) because this book is still commonly used in hotel accommodation classes. So that it has an impact on student learning outcomes which are less than

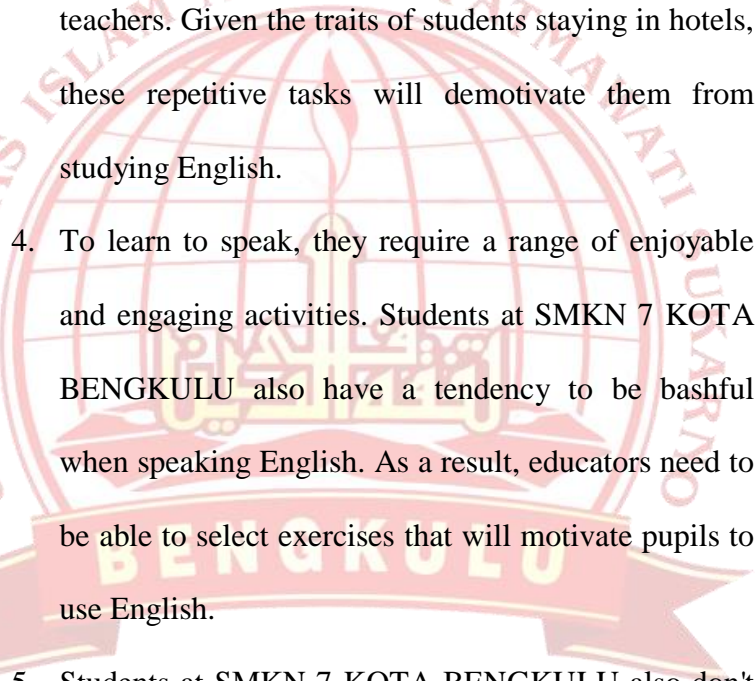
satisfactory.

From the students' practical scores, it can be seen that only 3 students got a score of 80 while the other students got a score below 70. However, none of these students completed the test because the KKM at SMKN 7 Bengkulu was 75. So we can see that student learning outcomes are still very low.

B. Identification of the Problem

Speaking abilities are essential for students majoring in hotel accommodations, as the research backdrop explains. At SMKN 7 BENGKULU, although

1. There aren't enough speaking exercises for students to improve their speaking abilities. Furthermore, it is challenging to locate speaking resources that meet the needs of students.
2. As a result, creating speaking resources for the Hotel Accommodation major is crucial. Target needs and learning needs are crucial when creating speaking materials for the Hotel Accommodation major.

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3. They don't have program-specific texts. Teachers' extra worksheets don't satisfy students' needs either. Furthermore, teachers hardly ever offer different speaking exercises. Students are always asked to work in pairs and engage in brief discussions by their teachers. Given the traits of students staying in hotels, these repetitive tasks will demotivate them from studying English.
4. To learn to speak, they require a range of enjoyable and engaging activities. Students at SMKN 7 KOTA BENGKULU also have a tendency to be bashful when speaking English. As a result, educators need to be able to select exercises that will motivate pupils to use English.
5. Students at SMKN 7 KOTA BENGKULU also don't have access to real-world activities. This is a result of the lack of hotel accommodations-specific textbooks for teachers. Teachers can, of course, create their own exercises or use some real-world ones they find

online, but time limits make this challenging.

Instructors frequently use student worksheet activities that don't always reflect real-world tasks.

6. While there are computers in the language lab at SMKN 7 KOTA BENGKULU, not every student in the class can use them. As a result, students are unable to make the best use of the computer media that is available. Because of this, pupils hardly ever engage in listening exercises that prepare them for speaking.

In summary, two issues pertaining to the subject have been found. The first issue has to do with the monotony and scarcity of activities. The second issue pertains to the lack of suitable resources for SMKN 7 KOTA BENGKULU's Hotel Accommodation major. In light of these issues, it is imperative that English-speaking resources for the Hotel Accommodation major be created.

C. Limitation of the problem

Based on the identification of the problem, the

researcher narrowed the scope of the study to find the focus of the study, namely the researcher developed Student Worksheets as English teaching materials, especially reading teaching materials for class X students of Hotel Accommodation at SMKN 7 Bengkulu City. The LKS teaching materials will be made based on the English Language Competency Standards and Basic Competencies of the school-based curriculum, especially the 2013 curriculum (K-13).

D. Research Questions

The problem can be formulated as follows based on the background, identification, and delimitation of the problem:

1. How do the students response The English LKS at SMKN 7 ?
2. What speaking materials are appropriate for students of SMKN 7 Bengkulu City in learning English?

E. Research Objectives

The purpose of this research is in accordance with

the formulation of the problem, namely:

1. Determine the learning needs of SMKN 7 Bengkulu City.
2. Compile appropriate materials for students of SMKN 7 Bengkulu City in learning English..

F. The Product of the Research

Research conducted at SMKN 7 Bengkulu City will produce a product that is produced by researchers after developing speaking materials or books used in class X Hotel Accommodation, namely Student Worksheets (LKS).

G. Significance of the Research

The researcher expects the results of this study to provide benefits for both theoretical and practical interests.

1. Theoretically, the researcher expects the results of this study to be a reference and provide contributions for other researchers.
2. Practically, the researcher expects the results of this

study to be useful for:

a. English teacher of Hotel Accommodation program

The researcher hopes that the results of this study can provide input in order to improve teaching materials for students majoring in Hospitality and provide motivation to teachers to be more creative in facilitating students with teaching materials that are appropriate to the students' majors.

b. English Department

The researcher hopes that this research can provide inspiration for other English students to conduct more research and references in developing materials.

c. Students of Hotel Accommodation program

The results of this study are expected to help students learn English more easily and improve their speaking skills.

H. Writing system

In order not to deviate from the discussion to be carried out, the researchers compiled a writing systematic consisting of 3 chapters in this final project, arranged as follows:

CHAPTER 1 INTRODUCTION :

The background of the problem, problem identification, problem definition, problem formulation, research objectives, research benefits, and writing systematics are all covered in this chapter.

CHAPTER II THEORY STUDY:

This chapter discusses the creation of English reading materials, multimedia, and previous research studies.

CHAPTER III RESEARCH METHODS:

This chapter discusses research approaches and types, research locations and times, research focus, data and data sources, data collection techniques, analysis techniques, and research procedures.