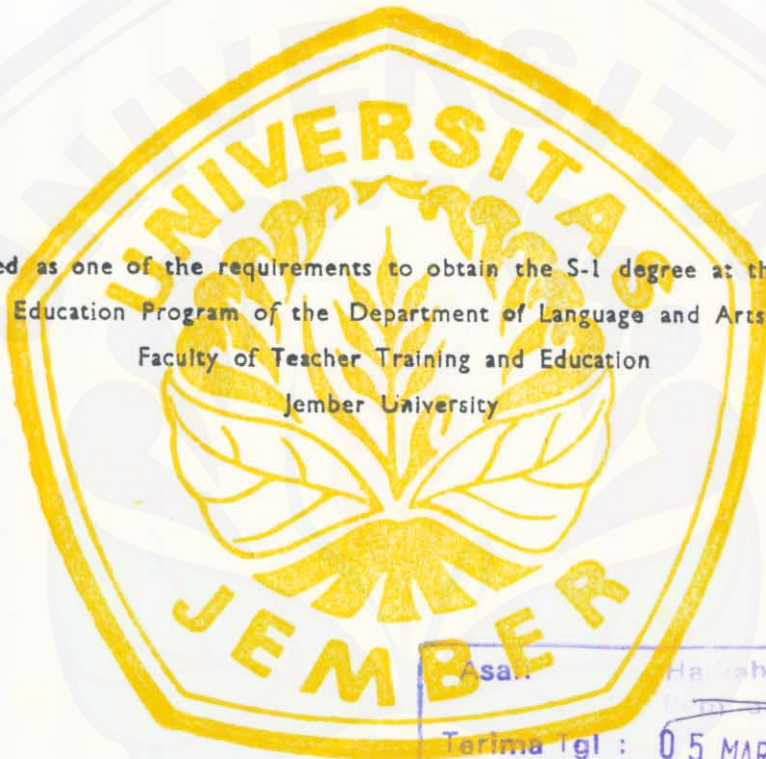




THE SPEAKING PERFORMANCE OF THE THIRD YEAR
STUDENTS OF TOURISM AT SMK NEGERI 1 JEMBER
IN THE 2001/2002 ACADEMIC YEAR

THESIS

Presented as one of the requirements to obtain the S-1 degree at the English
Education Program of the Department of Language and Arts,
Faculty of Teacher Training and Education
Jember University



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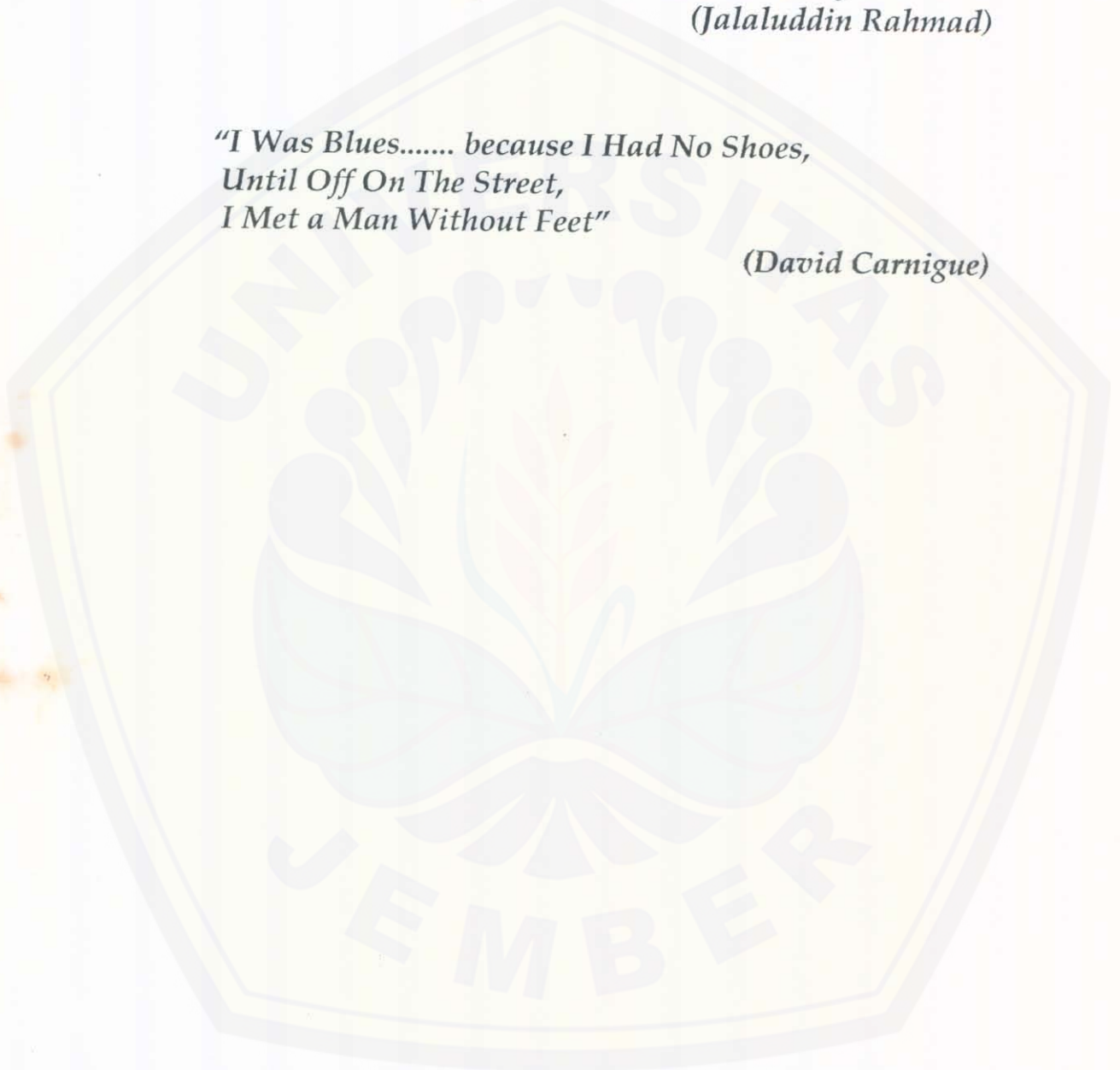
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MOTTO

*Emotional Intelligence is Patience and Pray
(Jalaluddin Rahmad)*

*"I Was Blues..... because I Had No Shoes,
Until Off On The Street,
I Met a Man Without Feet"*

(David Carnigue)



Devoted to:

1. My beloved Mommy: *Sukarsih* and My Daddy: *Sutrisno*. *Nothing compares to your endless love for me. Thanks for everything that you have given to my life.*
2. My beloved younger brothers, *Lutfi Joko Prasetyo*, *Susilo Ferry Wibowo*, and *Aryo Yusuf Kristanto*.
3. The big family of: my dearest 'Mak Tin' and pretty little girl 'Niar'; 'lik Dar', my uncle 'lik No', my Grandma, for the spirit; there's no appropriate words to thank you so much.
4. Sugiharto, SE

**THE SPEAKING PERFORMANCE OF THE THIRD YEAR STUDENTS
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YEAR**

THESIS

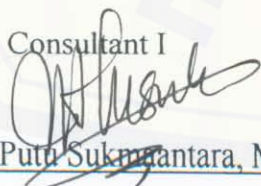
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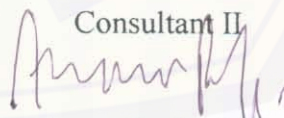
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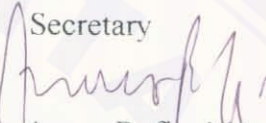
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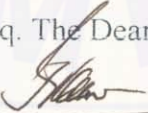

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5. The Headmaster of SMK Negeri I Jember
6. The English Teachers of Tourism Department at SMK Negeri I Jember

Although I have done my best to write up this thesis, there must be some weaknesses in language forms and contents. Therefore criticisms and suggestions are expected and fully appreciated to improve this thesis.

Jember, January, 2002

The Writer

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ABSTRACT

Anik Purgiatiara, January 2002, THE SPEAKING PERFORMANCE OF THE THIRD YEAR STUDENTS OF TOURISM AT SMK NEGERI I JEMBER IN THE 2001/2002 ACADEMIC YEAR

Thesis, English Language Department and Art Program, Faculty of Teacher Training and Education, Jember University.

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II. Drs. Annur Rofiq, MA

Key Words : Speaking Performance, Tourism Students, Some Factors Affecting Speaking Performance

The need of being able to speak English has become the requirement for the tourism industries in Indonesia. Unfortunately, most of the English learners experience difficulties to express their ideas especially in oral expression, such as making grammatical mistakes, and misuse of words in their utterances. This might result from the fact that they lack of practicing to use the target language. The research problem deals with the speaking performance. The research objective is to know to what extent the speaking performance of the third year students of Tourism. The results of this research are expected to give clear description and positive contribution for the teaching speaking to the Tourism students. The research design was a descriptive study and the research was conducted from 18th up to 25th of September 01. The research area was SMK Negeri I Jember. The research instruments used to collect the required data were test, questionnaires, interview and document. The data analysis method used was (%) percentage formula. According to the questionnaires, the main factors affecting the students' speaking performance are their motivation from themselves that create a great effort to improve their speaking ability and the consideration of the importance of speaking role for their department. This means that the students are highly motivated, and this has influence them to have a good speaking performance. To get the score, descriptor was used. The test analysis showed that the average score of the students' speaking performance varies in the category of fairly enough. For the reason, the students still need practicing using the target language, to develop their speaking performance. In this way, the third year students of Tourism at SMK Negeri I Jember in the 2001/2002 academic year can improve their speaking performance.



I. INTRODUCTION

I.I Background

In the era of globalization, the need of being able to speak English becomes the main target of tourism business in Indonesia. This is in line with the government policy of regional autonomy that gives each province the authority to do financial management including tourism sectors development in the country. However, speaking the target language (English) remain the problematic issue in English as foreign language (EFL) context, because of the fact that many people *are not yet exposed in English speaking environment.*

The English learners might experience difficulties to express their ideas either or both in oral and written expression. As expressed by Sunarto (1986:453) that many parents remark that their children having graduated from secondary high schools still unable to speak English. This might result from the fact that many of their children cannot properly use the target language. Further, Parera (1997:110-111) describes about the students' common mistakes in English learning. For example the students might misuse words, such as "the students find difficulties" instead of "the students experience difficulties", and common grammatical mistakes such as "I name John" instead of "My name is John". Those problems can show us that it is necessary to observe speaking performance of the students that can increase and develop further speaking ability. English speaking ability is really important to answer the need of the foreign language mastery that make English as one of the compulsory subjects in business, trade, and tourism.

Besides, English might also be regarded as the requirement of those who desire to apply for a job especially in the tourism industries. Professional tourism industries need those with certain qualifications. This is the basic of why the research on tourism students' speaking performance is necessary.

In general, English should be taught based on learners' needs, specializing their disciplines. Based on a preliminary study, the teachers of the SMK I Jember expect the vocational students of Tourism to apply their English proficiency when

they do vocational practices in field to fulfil the need of tourism qualification in business and management.

Different from the other departments of the SMK Negeri I Jember, namely; Secretary, Selling, and Accountant department, the Tourism Department emphasize the English teaching learning process purposes developing the students' oral ability. The fact that tourism is about communication and social interaction which has made the Tourism Department different from the others. In short, speaking might be the basic skill whereby the Tourism students should practice to have a better performance in speaking.

For this reason, a research on "The speaking performance of the vocational students of Tourism at SMK I Jember in the academic year 2001/2002" is conducted.

1.2. Statement of the Problem

Based on the background of study, the problem can be formulated as follows: "How is the speaking performance of the vocational students of Tourism at SMK I Jember in the academic year 2001/2002?"

1.3. The Operational Definition

To avoid misunderstanding, the following key terms are operationally defined as follows:

Students' speaking performance deals with the students' oral ability to use English for communication. In this research the elements of the language in speaking include the fluency, pronunciation, grammar and vocabulary.

1.4. The Objective of the Research

Based on the research problem above, this research objective is to observe the speaking performance of the vocational students of Tourism at SMK I Jember in the academic year of 2001/2002.

1.5. Research Significances

The report of this research is expected to give a clear description to the teacher, institutions of vocational school of Tourism, and other researchers about speaking performance of the students of vocational school of Tourism.

- a. To the English teachers, this research can give information about students' ability in speaking that can be used by the teacher to motivate and develop the English material, especially speaking for the students of vocational school of Tourism in order to increase their speaking ability;
- b. to the institution of vocational education, this research result can be used as an *information to develop English teaching learning process, especially the Tourism teaching learning process compared with other disciplines;*
- c. to other researcher, this research result can give information for conducting further research particularly on developing an appropriate speaking material for language learning process. For example a comparative study on speaking ability among students of different institutions.



II. REVIEW OF RELATED LITERATURE

2.1. Speaking Performance

Speaking is a language skill that applies verbal performance rather than non-verbal performance. In other words, speaking performance deals with the students' ability to use the target language (English) orally. In this case Lyons (1995:21) says that performance applies to "the use of the language system, the process and its product". What Lyons means by "the process and its product" is the process of learning to speak and the product of the students' speaking performance. This is in line with what Hymes (on Munby, 1978:16) who says that performance refers to "actual use and actual events with certain reminders and provisos/ conditions". Further, he notes that the performance of a person is "not identical with behavioral records or the imperfect of individual competence". This means that the oral performance is closely related to the actual condition of the students' utterances.

There are differences between competence and performance interpretation. The point that differentiate both of them is as what Widdowson (on Munby, 1978:17) says,

"Performance as a residual category for everything unsystematic and therefore it is not accountable under competence, since some of the students' so-called performance features are in fact systematic and should be regarded as part of a person's competence"

In other words, performance is as liable as the learning activity. For example, the students who has a good speaking performance does not systematically means that they have a good score in the theoretical test of their non verbal expressions.

In language teaching, the teacher should know the intention or the goal of language learning that the learner should gain. By knowing the intention, the teacher is expected to decide the reasonable proportion to the students' performance. Here the students' performance is considered as one of the languages teaching goals. In this case, Woolfolk (1990:313) says that teaching

goals can be differentiated into the performance goal and the learning goal. Furthermore, Woolfolk says, "When the goal is performance goal, the students are focused on how they are judged by others". The intention on performance (goal) will consequently influence the teaching process and the method used. The students who focus on performance goals are expected to be active to speak up in the class activity.

The assessment of spoken language is based on how well the student speaks. The form of assessment might take the oral interview or speaking-test. Brown and Yule (1983: 102) say that "the examiner may ask the students questions, or prompt the students to talk on a certain or a pre-arranged topics". Further, they note, "the examiner might also pay attention to some aspects such as grammar, vocabulary, and fluency in the students speaking performance". This means that to measure the students' assessment on speaking, the teachers should consider the aspects of language system that influences the students' speaking performance.

Underhill (1987: 96) says that familiar components of language proficiency commonly used are grammar, vocabulary, pronunciation (intonation and stress), and fluency. Based on that consideration, some aspects of speaking performance in this research will be based on the students' fluency, pronunciation, grammar and vocabulary.

2.1.1. Fluency

Students' performance in speaking might make their listeners unable to understand their messages because of their poor fluency. In other words, the listeners might lose their interest in students' speaking performance. Therefore, there might be a gap of communication as the result of the students' poor fluency and the listener lack of interest. On this point, Brown and Yule (1983:103) state, "the purpose of a speaker in holding a speaking activity or communication is to transfer or to communicate some messages". This is the main concern of the English teachers in their teaching activities as what Byrne (1986:9) says, "the main goal of teaching productive skill is to improve students' fluency".

Therefore, fluency is essential to developed to improve the students' speaking performance.

Further Byrne (1986:5) says, "fluency in speaking ability can be obtained through student's experience of practicing the language". The students need to practice a lot using the target language, to develop their fluency in speaking. Brown and Yule (1983: 103) say, "one of the main purposes in teaching spoken language is making the students able to communicate information effectively in a spoken language". This means that in teaching spoken language, one of the aims is the students speak the target language clearly and correctly. They can make **their speaking effective by pronouncing acceptable words to make the listener understand.**

The fluency of the students' speaking performance requires careful analysis; in order to have an accurate score on their fluency. Brown and Yule (1983: 53) say, "to develop fluency in 'self-expression' in the spoken language, few things are more inhibiting than being constantly corrected". Therefore, the fluency test is not only focused on how the students produce the language fluent, but the examiner also needs to consider the other aspects of the fluency, namely rhythm and tone of voice.

a. Rhythm

In speaking performance, the expressed utterances should have rhythm to differentiate the stressed and unstressed syllables of the target language. In this case, rhythm concerned with a set of stress patterns. Gordon and Wong (1961:22) say that, "English rhythm calls for marking the differences between what is stressed and unstressed". This means that rhythm is used to manage the stress usage in the spoken language. Through rhythm, the speaker will perform their utterances by combining the stressed and unstressed syllables regarded to the pattern. The rhythm of the speaker can make an easy listening and understandable utterances to their learner.

Furthermore, Gordon and Wong (1961:25) say, " the rhythm pattern of your own dialect or language may differ sharply from this rhythm". In this case, the

rhythm pattern can illustrate the dialect of the speakers' mother tongue. There will be various dialects among people from different mother tongue that might influence their rhythm of the target language (English). The speaker needs rhythm pattern of their utterances result as the rhythm of the native speakers'.

b. Tone of Voice

Tone of voice deals with the changes of the speaker' pitch in their speaking performance. Haycraft (1971:10) notes that, "tone refers to the voice pitch of any stressed syllable". In this case, the tone of voice might raise to a high pitch *whenever the speaker need it*". For some condition like when they are in a noisy place, having an argument, feeling angry, or disappointed, they might raise their tone of voice.

In speaking performance, the speaker needs to have variety of their tone of voice. In line with this statement, Meade, et. al. (1961:146) state that, "everyone enjoys listening to a voice that is flexible, that changes for different shades of many". This means that the listeners dislike hearing monotonous utterances that are difficult to understand. Further, they note that a communication requires "a person who has color, enthusiasm, and vitality in the tone of voice". Through the enthusiasm and vitality in the tone of voice usage, the listener might be interested in the speakers' speaking performance.

2.1.2. Pronunciation

The students' speaking performance deals with the pronunciation of the target language. Meade, et.al (1961:148) say, "pronunciation is vital to the effectiveness of the speech". In this case, the students are required to perform good pronunciation in order to make their listener understand their utterances. Brown and Yule (1983:2) say, "students of the spoken language spent many hours learning to pronounce the 'sound of English'". Further, they note, "in pronunciation, the students are required to discriminate between sounds, word spoken in isolation, and identify stressed word and intonation of each vocabulary". Therefore, to have a good speaking performance it is necessary for

the students to master the pronunciation of words and identify the grammatical function of their utterances.

In speaking performance, pronunciation might be the students' problem in learning a foreign language. Teachers may give their intention to improve the students' poor pronunciation. They expect the students to produce some responses in a correct pronunciation. Brown and Yule (1983:26-27) say, "the 'Correctness' in terms of pronunciation is also as we have remarked, a frequent goal in spoken language programs". Therefore, the students' poor performance in pronunciation becomes the result of their lack performance in other related aspects such as **correctness**.

Testing pronunciation is not easy for the teacher especially to listen to the students that make pronunciation errors consistently. Sometimes the judgments made by the teacher could be unreliable if they cannot manage the students' score. Brown and Yule (1983:103) suggest "it would be both more informative for the teacher and fairer to the student to have some continuous record of the students' spoken performance on different occasion and different purposes". By managing the score several times, the examiner is expected to have a valid and reliable test score. They can avoid the wrong judgment to the students' pronunciation.

As Gordon and Wong (1961:12) say that some important part of pronunciation are needed to be considered in speaking such as stress, intonation, and loudness. In this research the students' score of pronunciation measure the stress and intonation.

a. Stress

The students need to give a specific stress to the words or sentences of their speaking performance. If they have poor performance in stressing, they cannot make their utterances understandable. Morley, (1992:42) says, "sentence stresses are the part of sentences which re-stronger". The speakers are required to give more strength to certain parts to help the listeners get the sense or meaning of the sentence. Further Morley (1992: 97) notes that, "every English sentence has one or more sentence stresses". The students need to combine the stress of their

utterances in order to avoid monotonous expression of their speaking performance.

The students might often make the stress errors. In this case, Haycraft (1971:58) differentiates the types of learners' stress errors into two categories they are:

1. misplace stress, for example, 'veGETable' instead of 'VEGetable';
2. overstress, for example 'poss-i-BIL-i-TY' instead of 'possiBILity' ”.

Further, Haycraft (1971:59) notes that the students make the stress error by some reasons that happen to all nationalities, they are:

1. *hesitance over which syllable to stress in any new word for example, 'achromycine';*
2. *hesitance over which syllable or word to stress in a sentence, for example, mother tongue tendency to give full pronunciation value to all syllables, fear of leaving out a word, and fear of speaking carelessly.*

What Haycraft means is that, in speaking the speakers often make that stress errors in their utterances, and it has become the problem of students' speaking performance.

Considering the reason of making the stress errors, the teachers are expected to help the students to avoid making the stress errors. The teacher can motivate the students to develop their speaking performance. In this case, the students need the teachers' guidance to learn how to produce an acceptable stress whenever they speak the target language (English).

b. Intonation

Intonation is the voice tones in the speaking performance. The students need to perform their voice tones in the utterances to make the listeners get the meaning of the utterances easily. Morley (1992:72) describes that, “the speaker uses voice tones to help the listener understand the meaning of the sentence”. The intonation can help the listener get the meaning of the speakers' utterances by considering the pattern used.

Intonation also has some patterns used in spoken language. Cruttenden

(1986:7) says, “intonation involves the occurrence of recurring pitch patterns, each of which is used with a set of relatively consistent meanings, either on single words or on groups of words of varying length”. In line with the statement, Morley (1992: 75) differentiates intonation pattern into: the rising falling intonation, for example, I'm hungry; the rising intonation, for example, Am I late?; and non-final intonation for example; I bought hot dogs, French fries, apples, and candy. Through the pattern of the intonation, the listeners are expected to differentiate the meaning of the speakers' utterances.

Some of the meanings of spoken English is transmitted through the intonation **pattern**. According to Morley, (1992:71) “**intonation adds meaning in two ways**, they are: showing the relationship of words within and between sentences; and telling something about the feelings of the speaker”. The student needs good intonation in their utterances that is supported by the loudness in their speaking performance to help their listener understand the spoken language uttered.

Loudness

The loudness of speaking performance is related to the volume of voice used by the speaker. Meade, et. al. (1961:144) say, “loudness is associated with high-pitched voices because the common tendency is to raise the pitch as you raise the volume”. For example, when a speaker is trying to call someone upstairs, he might raise the pitch of his voice as well as the volume.

Further, Meade, et. al. (1961:144) remind to “use enough volume to be heard but lower your pitch”. This means that the speakers' loudness does not automatically change their pitch pattern, in order to keep the meaning of their utterances. The students' loudness of voice does not make them shout like when they got angry. For example, in the classroom, the students must speak loudly enough to make their teacher and friends may hear easily.

2.1.3 Grammar

Grammar is the language system and it is one of the speaking elements that concern the target language (English) form. In this case, Radford (1988:2)

describes that grammar consist of “a set of rules or principles which specify how to form, pronounce and interpret phrases and sentences in the language concerned”. In speaking performance, grammar is another aspect of language system that relates to whether or not the students use the correct forms of the target language. In other words, in speaking the students are expected to use what Radford calls as “a set of rules or principles” properly. If they ignore this, their listeners may experience difficulties to understand them.

In English teaching and learning activity, the students are also expected to perform the understandable utterance of the target language (English). The **students’ poor grammar might influence the effectiveness of their speaking** performance. Radford (1988:30) says, “a grammar tells us what we need to know in order to be fluent in language”. Briefly, the teacher should recognize that teaching spoken language does not teach the students to speak only, but the students are required to know more about the concept or theory on how to speak.

However, grammatical rules are not the most important things in language. As Gartside (1981:7) says, “we often learn to speak and write perfectly grammatical English, yet with little knowledge of grammatical percept”. This means that the speaking practice might be conducted by ignoring the grammatical rules of the target language. This is because when the students speak they do only have limited time to always observe the grammatical aspect of their utterances.

The speaker often speaks by ignoring the grammatical rules. Further, Gartside (1981: 7) notes, “a person may claim that he knows nothing about grammar and yet be able to speak and write perfectly good English”. What Gartside means is that the speaker who ignores the technical terms used in language structure can speak English without considering the rules as a problem. Yet, in this research, grammar is used as one aspect of considering the students’ speaking performance.

2.1.4 Vocabulary

In speaking, the students’ vocabulary refers to the words used in their utterances. If they can use more words of the target language they might not

experience difficulties to express their ideas. In this case, Byrne (1986:11) notes that, “to make a communication more effective, the students need to master the grammar and vocabulary of the target language”. This means that the students have to know a large number of vocabularies, so they can communicate with others effectively.

The students need to enrich their vocabulary of the target language and use it as frequently as possible in order to improve their speaking performance. Brown and Yule (1983:9) note that, “the first implication that follows from the assertion that the production of spoken language is relatively undemanding in terms of **syntax and vocabulary**”. *This means the vocabulary is considered not difficult to enrich*, as long as the students have the aim to improve their vocabularies. Further, by this problem they note, “the students should be encouraged to talk from a very early stage since”. The students who are lazy to practice and enrich their vocabulary might have a poor speaking performance because of their weak memory of vocabulary. They might not be able to use the words in appropriate situation.

Further, the teacher should be able to give the score and make a necessary correction on the students' vocabulary achievement in their speaking test. To conduct the speaking test, the teacher might needs tape recording. Brown & Yule (1983:24) add the point that “the taped record we deal with has primary status, and the transcript that becomes the interpretation media on what the students said”. Through recording the content of the conversation, the teacher can correct the students' speaking errors.

2.2. The Factors Affecting Speaking Performance

In the classroom, the students learn the target language with different background of knowledge, and this might influence their speaking performance. Johnson (1995:59) says, “the setting class has, thus, enable them to use their language to learn and to communicate within that groups”. In this case, the students' speaking performance in the classroom might be affected by their knowledge of the target language and their learning group activity.

factor and non-linguistic factors. The linguistic factor are semantic factors. The non-linguistic factors are distinguished into psychological and social factors.

2.2.1. Linguistic factor in Speaking

Speaking deals with the oral language usage and practice. Since the other part of Linguistics such as Syntax, Grammar, and Psycholinguistic are concern to the theoretical language, so in this research Semantic is considered as the Linguistic factor which influence the oral language usage especially speaking.

When speaking the target language, the speakers should know the meaning **of their or others' utterances**. Lyon (1995:266) says, **“utterance meaning goes beyond what is actually said: it includes what is implied”**. In this case, the meaning of the utterance depends on the spoken language uttered by the speaker. For the reason, the Linguistic factors in this research is Semantic factors.

a. Semantic Factors

Semantic in speaking deals with the language meaning that also determines the success of the students' speaking performance. Lyon (1995:xii) says, **“Semantic is by definition the study of meaning”**. In this case, the students can accept the meaning of the spoken language if they have the same interpretation with the speakers' ideas. The students need to know the meaning of the words or sentences of the speakers' utterances, whenever they have a dialogue or communication with others.

In speaking, the students are transferring their ideas and information to the listener. Parera (1990:ix) says that, in communication the speaker does not only communicate meaning, but also feeling, intention, and wish. This means that, when producing utterances the speakers expresses their ideas and listeners may get the meaning related to the feeling of the speaker by giving their attention to the speakers' utterance.

Furthermore, Snow (1986:87) says that in language teaching, the utterances' meaning should be accurately determined from the context. This means that, to understand the speakers' utterances, the listeners have to know the

meaning of the words or sentences expressed and they also need to consider the other factor related to the meaning of utterances such as the context.

In speaking performance, the grammatically correct utterances are not always semantically correct. Lyon (1995:134) says, “utterances in contrast with sentences may be either grammatical or ungrammatical”. For example, in utterances the speaker might say “I am Joanne, and you?” but in sentences it might become “I am Joanne, and what is your name?”. Further, he notes “grammaticality must not be identified with acceptability”. What he means that, the utterances that are grammatically correct is not always easy to understand by *the listener. This means that in speaking the speaker is required to make* understandable utterances to the listener. The students are expected to make acceptable utterances so that the listener may understand them.

The speaking performance requires the speaker to avoid repeated information, and the listener might be able to ask the speaker to repeat the utterances several times. Grice (in Parera, 1990:137) says “make your conversational contribution such as it is required, at the stage at which it occurs by the accepted purpose or direction of the talk exchange in which you are engaged”. In this case, the speaker needs to cooperate with the listener when performing the meaning of his utterances, and the listener also needs to understand and be able to accept the utterances.

However, since semantics is not one of the main aspects in speaking, so in this research semantics will not be measured in their speaking test.

2.2.2 Non Linguistic Factors Influencing Speaking Performance

The process of learning language does not only involve linguistic factors but also the non-linguistic factors which include the psychological and social factors. Lefrancois (1975: 6) says, “psychology is obviously a part of education”. Further he also says that in teaching learning process social learning is difficult to isolate. This means that the psychological and social factors also influence the success of language learning especially speaking. For the reason the part of non-linguistic factors in this research is psychological factor and social factors.

a. Psychological Factors

The students' psychological factor can be considered by the teacher to solve the students' problem in learning the target language (English), especially in their speaking performance. According to Lefrancois (1973:8-9) "psychology is ordinarily defined as the study of human (and sometimes other) behavior". This means that, the teacher might need to study about the way of their students' thinking. Littlewood (1981:93) says, "since the developmental processes occur inside the learner, a crucial factor in helping or hindering them is the learners' psychological state". The teacher needs to know the students' psychological *problem in their learning process*.

Both motivation and personality are include in the psychological factor. Lefrancois (1975: 5) say that psychological literature deals with personality. This means that when we discuss about the aspects of psychology we might also indirectly talk about personality. Further Lefrancois (1975:7) say, "aspects of psychology must relevant for education which include learning theory and motivation theory". This means that the aspect of psychology which relevant for education is motivation. For that consideration, the psychological factors in this research are involves motivation and personality.

1) Motivation

The students' motivation might influence their speaking performance. Littlewood (1981:17) says, "their motivation is more likely to be sustained if they can see how their classroom learning is related to this objective and help them to achieve it with increasing success". This means that the students might be highly motivated whenever the class activity is concerned with their need and their interest and they might try to improve their speaking performance.

In learning the target language (English), the students need motivation to stimulate their behavior to reach their goal of learning. Motivation is important to make the students do their class activity seriously. Woolfolk (1990:329) says that when the students are motivated, " they try to understand and improve, not just finish the work or get the grade". Further, she notes " they pay attention, work

hard, and persist even if they are not particularly interested in the topic". What Woolfolk (1990:329) means is that motivation has a big role to change the students' attitude toward the teachers' task and the classroom activity.

2) Personality

The students' personality in this research only deals with whether they are extrovert or introvert. Paul (1973:56) notes that the extrovert will think about how people appreciate or judge him, while the introvert prefer to think about his personal interest. This means that extrovert students will be more active and brave **to speak up rather than the introvert ones. This might result from the fact that** introvert students tend to be passive in the classroom.

Therefore the students' personality might greatly influence their way to use the target language. Littlewood (1981:93) says, "the learner will attempt to follow a sequence of learning determined by his own natural processes (or internal syllabus)". This means that the students' personality might naturally influence their activity in the class.

b. Social Factor

The students' speaking performance is influenced by their social factor. Littlewood (1981:20) says that, "another important aspect of communicative skill is the ability to take account of the social meaning as well as the functional meaning of different language form". The students are required to express their utterances by choosing words that are understood by people around them.

The students' speaking performance in the classroom might be different from their utterances outside the classroom. The students' utterances are influenced by the social context among them. Littlewood notes that, "learner must still aim to convey meaning effectively, but must pay attention to the social context in which the interaction take place". They should produce their utterances which are appropriate to the social situation, time and place they speak. For example, in the formal situation they also need to produce formal utterances.

Varieties are important to develop students' speaking performance. As

Woolfolk (1990:308) say, “that the old saying ‘variety is the spice of life’ holds true for school”. This means that in the classroom social interaction the students need variation. The teacher should create various techniques available to the social situation of the classroom.

The listener may interpret the ideas of the speakers’ utterances, and the speaker should perform a relevant expression to the requirement or the situation. Macnamara (in Flethcher and Garman, 1986:77) describes, “about those entities or actions given the situation, must enable the child to guess correctly what the utterance means”. Related to this statement, the students as the listeners should be **able to interpret the content of the utterances expressed by the speaker**. This implies of course not only the listener that should interpret correctly, but also the speaker that should able to perform understandable utterances by relating the words used to the situation being described.

The social learning is learning about the socially expected. Lefrancois (1975:187) say that “the socially expected is complicated by the fact that within one culture or attitude that may be appropriate in one environment are not necessarily appropriate in other”. This means that the culture, attitude and environment will influence the social factors. However, in this research the social factors affecting the students’ speaking performance might involves the students’ attitudes, environment and the culture.

1) Attitudes

The students’ attitude in this research is concerned with whether or not they have positive response. To perform good speaking performance, the student needs to have positive response. The positive response can be raised by their high motivation in studying the target language. By paying their attention, the students might follow the classroom activity well and give a good respond to their teacher. The students’ happiness and diligence to do the task given by their teacher is the result of their appreciation and full-response.

The teacher has a big role to change their students’ negative attitude. However, he should remember that different learner need different treatment. So, the

teachers are expected to have the teaching strategy to control their students' negative responses. For example those who are pretending giving their responses to the lesson but actually they do not seriously listening and even not understand.

2) Environment

In this research, the students' environment is the school, the classroom, and their house. The main place that is used in the teaching learning process is the classroom. Vidler (in Woolfolk, 1990:308) says that, "the classroom should be an interesting, provocative (though of course safe) place". Further, Vidler notes, "***in an unchanging environment, students are bound to get bored***". ***The teacher has a*** big role to make their students interested through managing varieties in the classroom. For example by changing the table position, making the comfortable situation in the classroom that arouses the students' mind to the target language learned (English). The teacher can use pictures, toys and other tools to help the class activity.

3) Culture

Culture is one of the aspects that might reflect on the students' speaking performance. Woolfolk (1990:122) says that, "culture is the value, belief, attitudes, and role that define regional ethnic, religious or other groups". This means that students' culture is the norm defined among their groups. In this case, the student's utterances are influenced by their culture, that is Indonesian culture, their region, and the mother tongue. Tarry (1995:55) says, "the characteristic of an oral culture are evidence in both 'thought and expression' or in other word the meaning implicit in the culture and the linguistic forms in which they are realized". This means that the utterances expressed by the students might have implicit meaning that different from the other cultures meaning. For example, in some groups, to indicate that they are paying attention in communication they give the indication such as nod of the head or saying "mh hmmm". The member from the other cultures might just listen without saying anything or looking down to expresses their respect to the speaker.

The students communicate their thoughts and expressions in their speaking performance. Woolfolk (1995:122) says that, "some psychologist suggest that culture defines intelligence". When communicate using the target language, the students might use their own interpretation to the value of someone's' speaking performance. To get the right meaning of their interpretation, the students need to understand the speaker culture, especially when the speaker do not come from the same culture with them.

In this research, to gain the information about the factors affecting the students' speaking performance list of questionnaires will be given to the students.

2.3 The Tourism Students of Vocational School

In this research, the vocational school observed have some programs, and one of them is Tourism. Each of the disciplines concentrates on their specific skill. This means that the Tourism Department consequently emphasizes on preparing their students to have the skill specification on tourism trade and business.

To prepare the students to get ready to work, the students are given the knowledge related to their goal of learning. Hasibuan (1993:v) says that, "English is the language of tourism". This means that English has become the main subject in the Tourism Department. The students also need to have a broad knowledge of two important majors in Tourism; they are Hotel and Travel. Brennan (in Nuryanti, 1996:107) says, "training for special Tourism interest should not be isolated from current training program's, but rather seen as addition to meet the special need of the tourists ". This indicates that both Hotel and Travel are taught to the Tourism students in the vocational school.

The Tourism students are expected to have the skills that can be applied as their purpose to work in the tourism trade and business. Related to this, one of their purposes is being a guide. According to Suwanto (1997:13) guides are differentiated into the general guide, special guide, tour conductor, and guide driver. In addition, Supit (in Wahyu, 1999:33) says that guides need to be very communicative and have good knowledge of tourism object. By the above explanation, it is assumed that the Tourism students of vocational school are

highly motivated to master the target language (English) especially to improve their speaking performance.

2.4 The English Curriculum for Tourism Students

The English curriculum for the Tourism students is planned to support the goal of their learning activity. Tarigan (1993:40) says that the centralized movement of learner in the ESL/EFL part of it comes into the school based curriculum. Further he notes that the school-based curriculum is planned wholly in the institution itself. In this case, the English teacher of Tourism from some **vocational school plans the English curriculum.**

From a preliminary study, the curriculum of the vocational school of Tourism has different intention from that of the general school. The Tourism students have a more proportion for the English subject than the other disciplines. This obligation of the curriculum is related to the aims of the program. Generally, the curriculum program is aimed at increasing the students knowledge, language skill, and give positive respond on tourism requirement, and prepare them to be ready to work and have a competence in the business of tourism.

The above requirement means that the students need to combine the English subject and their major content subject, that is Hotel and Travel. This means that the aim of English teaching in the Tourism Department is to fullfil the Tourism students' need of mastering some materials which are related with their program and applicate it with the target language orally.

2.5 The speaking Performance of Tourism Students

The speaking performance of the vocational school of Tourism students might be different from the speaking performance of those from general high schools. This is because of the fact that, the vocational schools have a specific goal that is to teach and educate the students to get ready for work. The school graduates are prepared for a specific discipline, such as Tourism studies.

In this case, speaking performance plays an important role for the Tourism students to increase their ability to get a better job. They are expected to have a

better motivation to speak-up rather than the students of the other specific disciplines. Their motivation may hopefully increase their speaking performance in the teaching learning process. The requirement is the factor that makes the students of Tourism are expected to perform better in speaking than those in the other discipline of the same school.

2.6 Summary of the Literature Review on Speaking Performance

In this research, the speaking performance of the Tourism students deals with the students' ability to use the target language (English) orally. Therefore, **some aspects of the students' speaking performance will be based on their** 1) fluency including: the rhythm differentiating the stressed and unstressed syllables, and the tone of voice that is the changes of the speakers' pitch, 2) pronunciation including the specific stress used, the intonation of the voice tones, and the loudness of the voice volume, 3) grammar and 4) vocabulary.

The main factors affecting the speaking performance are the linguistic factor and non-linguistic factors. The linguistic factor is the semantic factor or language meaning that will not be measured. The non-linguistic factor deals with the 1) psychological factor influencing the students' speaking performance that involves: motivation and personalities, 2) the social factors influencing the students' speaking performance involves: the attitude that is concerned with the students' response, the school as their environment, and the culture.

The vocational schools' English curriculum of Tourism is planned to support the learning goals. The schools' goal is the students' readiness to work that motivates the students to speak-up and to improve their speaking performance. The goal is the reason of the importance of the speaking performance for the Tourism students.



III. RESEARCH METHOD

3.1 Research Design and Procedures

The research design was a descriptive study design rather than the experimental one because it described the speaking performance of the Tourism students.

This research was conducted through the following procedures:

1. constructing the research instruments
2. administering the speaking test
3. *collecting data by conducting speaking test*
4. analyzing the collected data through tape recording
5. concluding the result of the data analysis

3.2 Research Area

The research area was SMK Negeri I Jember. The determination of the research was based on purposive sampling method (Arikunto, 1996: 128). This is because of the fact that the school provides the students with sufficient curriculum and suitable facilities for the students' speaking practice.

3.3 Research Respondents

The research respondents were the third year students of SMK Negeri I Jember. Since the number of the students was less than 100 students, all of them were taken as the respondents and there were 28 respondents in this research (The list of respondents can be seen on Appendix 10).

3.4 Research Instruments

In this research, the research instruments used to collect the required data were tests, questionnaires, interview and document.

3.4.1 Test

In this research, the test was used to measure the students' speaking performance. The test used in this research was designed by the researcher, which was constructed based on the curriculum, textbook of vocational school of Tourism and Sadrinas' book by consulting to the English teacher.

The test is speaking test covering the speaking components that include the pronunciation, grammar, vocabulary and fluency. The speaking tests are given to the students twice each is conducted in a different time. To get the score, descriptor is necessary to be used. (the descriptor can be seen on Appendix 02). *If the students can fulfill the highest descriptors' criteria, they will have 20 for their total score, and it will be categorized on 100% in the table of level categories that is excellent.* To minimize the subjectivity, the speaking test was conducted by two examiners, they are the researcher and a student from English Department. The analytical scoring was used to know the extent of the students' speaking performance.

3.4.2 Questionnaire

Questionnaire was used to obtain the data about the factors influencing the students' speaking performance. The questionnaire was designed for the students, not for the teacher. (The questionnaire can be seen on Appendix 03).

3.4.3 Interview

Interview were used to obtain the supporting data about the English teaching, mainly in teaching speaking. The researcher interviewed the English teacher. In other words, this research used structured interview by setting the questions before the interview was conducted. (The interview guideline can be seen on Appendix 04).

3.4.3 Document

In this research, the document needed was the list of the syllabus used by the English teacher, especially in teaching speaking.

3.5 Data Analysis Method

The formula used to analyze the research data is as follows

$$E = \frac{n}{N} \times 100 \quad \%$$

Notes:

E= The percentage of the total score

n= The score which is obtained by the students

N= Total score of the items

(taken from Ali, 1987:186)

The steps in analyzing the data are as follows:

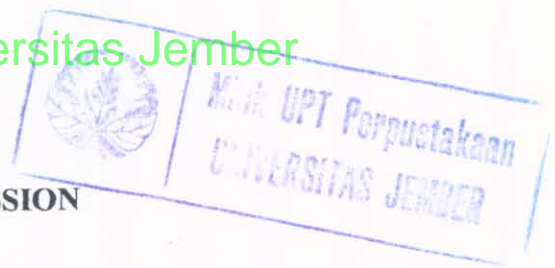
1. identifying the data or respondents' answers from the speaking test given.
2. classifying the score of each respondent based on the descriptors
3. classifying the respondents' score level
4. classifying the respondents' answer of the questionnaire
5. finding out the percentage of each classification (the speaking test and the questionnaire)

The result of the data analysis will be analyzed descriptively based on the classification of the score levels.

Table 1: The Classification of the Score Levels:

Percentage	Total Descriptors	Category
96%-100%	19-20	Excellent
86%-95%	18-19	Very good
76%-85%	16-17	Good
66%-75%	14-15	Fairly enough
56%-65%	12-13	Enough
46%-55%	10-11	Poor/Bad
36%-45%	8-9	Very bad
≤35	≤7	Failed

(Adapted from Depdikbud, 1994:10 and Hughes, 1989:111-112)



IV. RESULT AND DISCUSSION

This chapter describes and discusses the research results dealing with the data from document, interview, test, and questionnaire.

4.1 The Result of Documentary Study

The documentary study was conducted on the 19th September 2001, and the document studied was the curriculum for Tourism students. The result showed that according to the curriculum, the students are expected to be able to compete **and choose their career as a professional person in tourism business**. The expected job and career of the Tourism students according to the curriculum are: retail and wholesale travel, tour guiding, tourism information services, and *Meeting Incentive Conference Event/ Exhibition* (MICE). This means that the Tourism students should be able to speak in the target language well since their prospective jobs require the ability to have frequent communication with others.

4.2 Interview Result

The interview was conducted on the 20th of September 2001, and the interviewee was the English teacher of the third year students. The English book used by the English teacher was entitled "English for Business and Management for SMK the third edition". The book was used with the consideration that the content of the book was relevant with the English curriculum for vocational schools.

The English teacher should adapt the material according to the need of Tourism program because the textbook used by Tourism Department were also used by the other departments in the vocational school. In this case, the English teacher adapts the material based on the students' need. For example, the teacher combined the reading material with speaking material such as asking the students to re-tell the content of the reading passage in the textbook or to express their ideas in a dialogue related to the textbook used.

The English teacher also manages varieties in the classroom. When teaching English especially speaking, the teacher might conduct a role play such as “visitor and guide” role play in the classroom. They also have a tourism observation program. After the observation the students were asked to re-tell about the observation object in front of the class.

4.3 Test Result

The test was conducted on the 20th and 24th of September 2001. The test was intended to measure the students’ speaking ability that control their *pronunciation, grammar, vocabulary, and fluency* (see Chapter III, page 23). The result of the students’ speaking test can be seen in the following table. The detail information about the name of the respondents can be seen on Appendix 10.

Table 2: The Students’ Test Scores

Resp. Number	SPEAKING TEST I						SPEAKING TEST II					
	P	G	V	F	Total	%	P	G	V	F	Total	%
1	4	4	4	5	17	85%	4	5	4	4	17	85%
2	4	4	4	4	16	80%	5	4	4	4	17	85%
3	4	5	4	5	18	90%	4	5	4	4	17	85%
4	2	3	3	4	12	60%	3	3	4	3	13	65%
5	3	4	4	3	15	75%	4	3	4	4	15	75%
6	3	4	4	4	15	75%	4	5	5	4	17	85%
7	3	4	4	4	15	75%	4	4	4	3	15	75%
8	4	4	5	5	18	90%	3	4	4	4	15	75%
9	3	4	4	4	15	75%	4	4	4	4	16	75%
10	3	4	4	3	14	70%	4	5	4	4	18	80%
11	3	4	4	4	15	75%	4	4	4	4	16	80%
12	4	4	4	4	16	75%	4	4	4	4	16	75%
13	3	4	4	4	15	75%	3	3	3	3	12	60%
14	3	4	5	4	14	70%	5	4	5	4	18	90%
15	3	5	4	3	16	75%	3	4	5	3	15	75%
16	3	4	4	4	15	70%	3	4	4	4	15	75%
17	4	5	5	5	19	95%	4	4	4	4	16	80%
18	4	5	4	5	18	90%	4	4	4	4	16	80%
19	4	5	4	4	16	80%	4	4	4	4	16	80%
20	4	5	4	5	18	90%	5	4	4	4	17	85%
21	3	5	5	4	19	85%	4	3	4	4	15	75%
22	3	4	4	4	15	75%	4	3	4	4	15	75%
23	3	4	4	4	15	75%	3	4	4	3	15	75%
24	3	4	4	3	14	65%	3	3	4	3	13	65%
25	3	5	4	4	16	80%	4	5	4	4	17	85%
26	4	5	4	4	19	85%	4	3	4	4	15	75%
27	4	5	5	4	18	90%	4	4	4	5	17	85%
28	4	4	4	4	16	80%	4	4	4	4	16	80%
Total Score	95	121	116	114	448	2215	108	110	114	107	440	2185

Notes :

P= Pronunciation

G= Grammar

V= Vocabulary

F= Fluency

Table 2 describes the students' test scores in speaking test I and speaking test II. In speaking test I, there were 6 students made the score of 18-19, while in speaking test II there was only one student with the score of 18. The score of 16-17 were gained by 7 students in speaking test I, and in speaking test II the same scores were gained by 13 students. In speaking test I, 13 students made the score of 14-15 and in speaking test II the same score were made by 11 students. In speaking test I the score of 12-13 were made by 2 students and in speaking test II the same score were made by 3 students. To know the level of categories, the data of the students' test score was consulted to the classification of score levels (see page 24). The result are reported in the following table.

Table 3: The Students' Level of Categories

Scores' Level	Total Students Gained The Scores		Total % 2	Category
	Speaking Test I	Speaking Test II		
96%-100%	-	-	-	Excellent
86%-95%	21,4%	3,6%	12,6%	Very good
76%-85%	25%	46,45%	35,73%	Good
66%-75%	46,45%	39,3%	42,87%	Fairly enough
56%-65%	7,1%	10,7% ³	8,93%	Enough
46%-55%	-	-	-	Poor/Bad
36%-45%	-	-	-	Very bad
≤35	-	-	-	Failed

(Adapted from Depdikbud, 1994:10)

4.4 The Discussion of the Test Result

There are some notes to discuss related to the errors made by the students in their speaking test. The following section discuss about the test result on speaking covering the components of pronunciation, grammar, fluency and vocabulary.

4.4.1 The Discussion of Pronunciation

In their speaking test, the students often made pronunciation errors. They are for example: “*sight saying*” /saɪt seɪɪŋ/ instead of “*sight seeing*” /saɪt si:ɪŋ/, “*words*” /wə:ds/ instead of “*worlds*” /wə:lds/, “*gentlenem*” /dʒentlnem/ instead of “*gentlemen*” /dʒentlmən/, and “*first of call*” /fɜ:st ʌv kə:l/ instead of “*first of all*” /fɜ:st ʌv ə:l/.

Some students sometimes made mispronunciation of the same word. They are for example: “*introjust*” /ɪntrəjʒʌst/, and “*introdust*” /ɪntrədʌst/ instead of “*introduce*” /ɪntrəˈdju:s/. There were some students who pronounce “*big*s” /bɪgs/, “*big*” /bɪg/, or “*bis*” /bɪs/ instead of “*beach*” /bi:tʃ/.

Here are some other examples of the students’ pronunciation errors in their speaking test. They are: “*famust*” /faməst/ instead of “*famous*” /feɪməs/, “*surfing*” /sɜ:fɪŋ/ instead of “*servng*” /sɜ:rɪŋ/, “*son*” /sʌn/ instead of “*soon*” /su:n/, “*for agent*” /fɔ:reɪdʒənt/ instead of “*foreign*” /fɔ:rən/, “*raiver*” /ˈreɪvə(r)/ instead of “*river*” /ˈrɪvə(r)/,” “*waiter cycling*” /weɪtər ˈsaɪkɪŋ/ instead of “*water cycling*” /wə:tə(r) ˈsaɪkɪŋ/, “*five teen*” /faɪv ti:n/ instead of “*fifteen*” /fɪfˈti:n/ etc.

The pronunciation errors made by the students were caused by their trying to fastening the speed of speaking that made them experience the difficulties to control their pronunciation.

4.4.2 The Discussion of Grammar

Some students made the error in grammar also because of their high speed in speaking. For example they said “*I am is your guide*” instead of “*I am your guide*”. The other error control of grammar made is such as “*I name Sofyan Hadi*”

instead of “*my name is Sofyan Hadi*” and “*I school at SMK I Jember*” instead of “*My school is at SMK I Jember*”.

There were some students who had the grammar difficulties on some word usage. Those errors occurred because of the students’ lack of understanding and sometimes because of the ignorance of grammatical rules in their speaking test. For example: the usage of the word “*explanation*” which was often misused in the sentence become “*I think my explain is enough*”, that should be ““*that’s*” all my *explanation*” or “*That is my explain*” that should be “*That is my explanation*”.

Here are some notes about the students’ errors of grammar; “*thank you for you kind attention*” instead of “*thank you for your kind attention*”, “*welcome to my the country*” instead of “*welcome to the country*”. There were some other examples such as; “*don’t forget to tell for you family*” instead of “*don’t forget to tell your family*”, “*getting to there*” instead of “*get there*”, “*goodbye by to all of you*” instead of “*goodbye to all of you*”. However, those errors still can be tolerated by their listeners as long as the listeners understand their explanation or information, but this cannot be ignored that make the students need to develop and improve their grammar usage in speaking.

4.4.3 The Discussion of Fluency

The students’ fluency errors in their test were sounds like influenced by their mother tongue that varies in Madurese and Javanese dialect. The dialects’ influence in their fluency occurred on some words usage, for example “*travel*”, “*burials*” and “*located*”. Those fluency errors were difficult to avoid by those with Madurese mother tongue. The Javanese dialect also occurred in the usage of some words, such as “*include*”, “*people*”, “*tourism*”, and “*about*”.

Some students repeated the words of their utterances while trying to make a complete sentence which unconsciously had mess up their fluency. This is proved by the student who says for example: “*and I’m..., and I’m..., and I’m...*” which finally cannot be finished by appropriate word, and changed by other words.

4.4.4 The Discussion of Vocabulary

There were only two students with poor vocabulary. Most of the other students had appropriate word to use in their speaking test. From the record it showed that their weaknesses of pronunciation, grammar and fluency had been covered by their vocabulary mastery, which considered to be in the level of satisfying enough. Most of the students did not make errors in their vocabulary usage. Their speaking test result proved that their vocabulary mastery had the vocabularies of the topics being tested.

4.5 Discussion of the Students' Speaking Performance

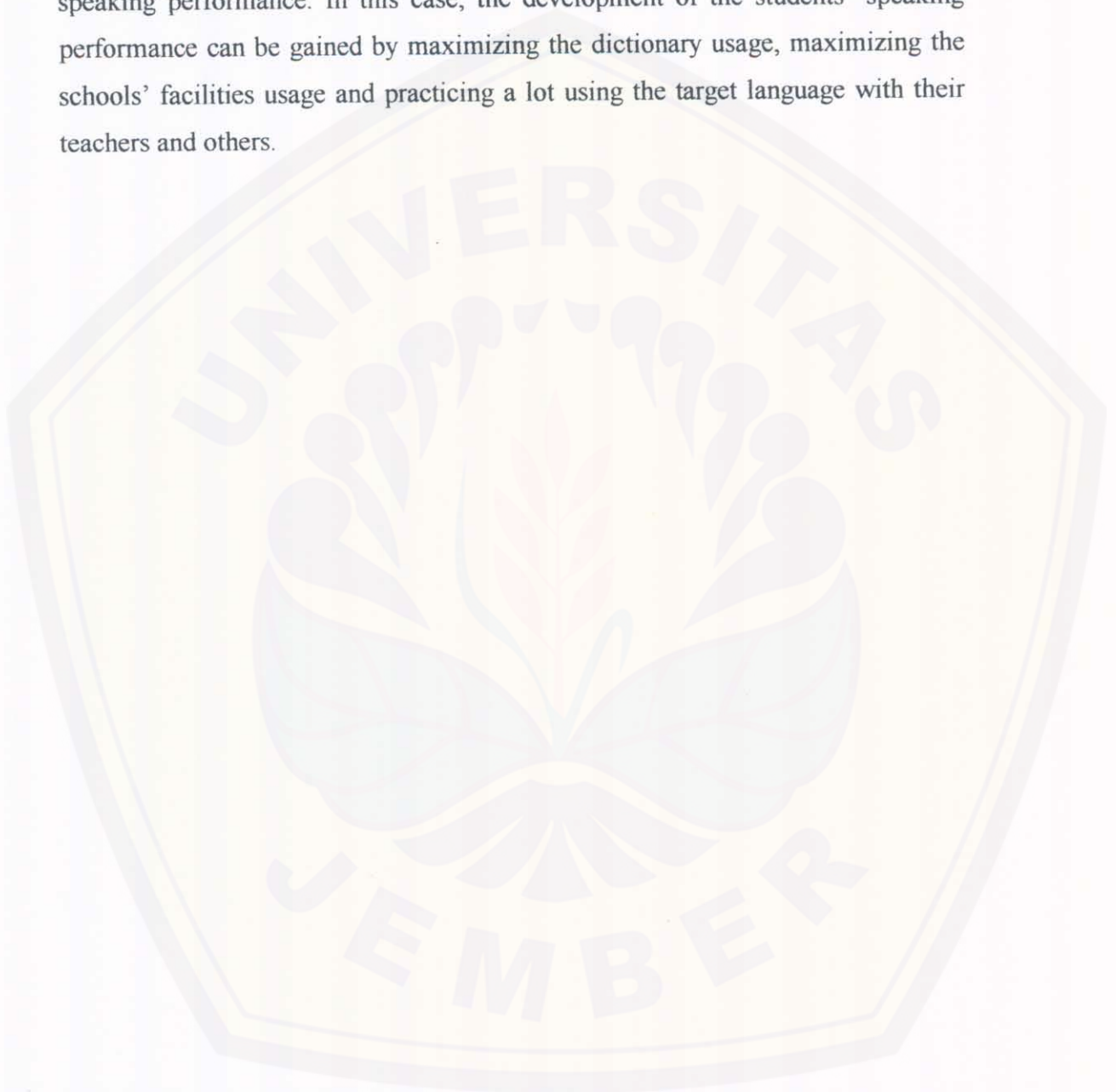
From the level of categories, (the students' level of categories can be seen in Appendix 07), the students mostly gained the score in the percentage of 66% up to 85%. This means that most of the students gained the score of 14-17 in their speaking test that is categorized in the level of good (for score 16-17) and fairly enough (for score 14-15). Since there was none of them in the level of poor (score 10-11), very bad (score 8-9) and failed (score ≤ 7), their speaking performance were considered in the satisfying level that is fairly enough and good. In general, the speaking performance of the Tourism students at SMK Negeri 1 Jember relatively in the level of fairly enough.

However, the test result was affected by the factors affecting the speaking performance. The questionnaires' result (see Appendix 05) prove that most of the students answer that the English subject is more important than the other subject, this means that the importance of English has increased the students' motivation to master the target language, especially speaking. The students' idea about English teaching accomplishment result that their learning process still need to be intensified, for example by practicing and maximizing available facilities in the school. The school curriculum for the Tourism Department (see Appendix 09) provides emphasized the importance of English mastery for communication, this might also motivate them to improve their speaking performance.

Most of the students consider the need of pronunciation development rather than the other speaking components such as fluency, vocabulary, and

grammar. This means that the students still need a lot of practice, especially to improve their pronunciation.

The speaking test shows that the students still need to develop their speaking performance. In this case, the development of the students' speaking performance can be gained by maximizing the dictionary usage, maximizing the schools' facilities usage and practicing a lot using the target language with their teachers and others.





V. CONCLUSION AND SUGGESTION

5.1 Conclusion

In general, the speaking performance of the third year students of Tourism at SMK Negeri I Jember was 42.87 % in the level of fairly enough.

5.2 Suggestions

Given the fact that the students' speaking performance was relatively fairly enough, the following suggestions are given:

1. *The teacher should train the students to practice their speaking ability especially pronunciation, and grammar. Teacher should also considers that the students still need to practice their speaking ability with others. In this case, consulting with the dictionary to control their pronunciation and practicing with their teachers or friends can develop their speaking performance.*
2. The institution need to give the facilities for the students to practice their speaking and support the students' learning activity especially in speaking practice.
3. Other researcher can use the results of this research as the consideration to conduct related research, For example a comparative study on speaking ability among students of different institutions.

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Appendix 01

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCE	RESEARCH METHOD
The Speaking Performance of the Vocational Students of Tourism at SMK 1 Jember in the 2001/2002 Academic Year	How is the Speaking Performance of the Vocational Students of Tourism at SMK 1 Jember in the 2001/2002 Academic Year?	Speaking Performance	1. Speaking Performance: fluency, pronunciation, grammar, and vocabulary. 2. Some factors influencing speaking performance	1. Respondents the third year students of Tourism at SMK 1 Jember in the 2001/2002 Academic Year 2. Respondent the English teacher 3. Document	1. Area determination Method: Purposive Method 2. Respondent determination method: Population Research 3. Data collection methods: Observation, Interview, Test and Questionnaire. 4. Data analysis: Descriptive Quantitative By using the percentage Formula: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">$E = \frac{n}{N} \times 100\%$</div> Explanation: E: The percentage of the students' speaking Achievement n: The students' obtained scores of Speaking Test N: The total score of the test items

Appendix 02

DESCRIPTORS

Pronunciation

5. Native pronunciation, with no trace of “foreign accent”
4. No conspicuous mispronunciations, but would not be taken for a native speaker
3. Pronunciation problem requires concentrated listening and can occasionally lead to misunderstanding
2. Difficult to understand, require frequent repetition
1. Pronunciation frequently unintelligible

Grammar

5. Few errors, with no patterns of failure
4. **Occasional errors showing imperfect control of some pattern but no weakness** that causes misunderstanding
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
2. Constant errors showing control of very few major patterns and frequently preventing communication
1. Grammar almost entirely inaccurate phrases

Vocabulary

5. Vocabulary apparently as accurate and extensive as that of an educated native speaker
4. Vocabulary adequate to discuss special interest
3. Choice of times inaccurate and limited vocabulary
2. Vocabulary limited to basic personal and survival areas
1. Vocabulary inadequate for even the simplest speech

Fluency

5. Speech is effortless and smooth, might be perceptibly non-native in speech and evenness
4. Speech is occasionally hesitant, by rephrasing and grouping the words
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted
2. Speech is very slow and uneven except for short or routine sentences
1. Speech is so halting and fragmentary that the speech is virtually impossible

(Adapted from Hughes, 1989:111-112)

Appendix 03

Questionnaire

Jawablah Pertanyaan Dibawah Ini Sesuai Dengan Pendapat Anda !

Pilihlah Jawaban Pada a, b, c, d, atau e. Jika jawaban Anda Tidak Tertera dalam Pilihan , Tulislah Jawaban Anda Sendiri Pada Titik-Titik Yang Disediakan !

1. Menurut saudara seberapa penting arti bahasa Inggris (*speaking*) dibandingkan dengan pelajaran lain ?
a. Lebih penting b. Sama saja c. Tidak penting
2. Menurut saudara apakah pelajaran bahasa Inggris yang disampaikan telah mampu memenuhi harapan anda dan sesuai dengan jurusan saudara ?
a. Ya b. Tidak c. Tidak tahu
3. Menurut pendapat saudara kemampuan berbicara bahasa Inggris/ *speaking* yang manakah yang paling diutamakan yang sesuai dengan jurusan saudara ?
a. Kelancaran berbicara dalam bahasa Inggris
b. Kefasihan berbicara (*fluency*) bahasa Inggris
c. Kosakata yang digunakan saat berbicara bahasa Inggris
d. Bukan itu semua melainkan:.....
4. Apakah yang menambah motivasi saudara untuk belajar bahasa Inggris (*Speaking*) ?
a. Ingin bekerja di bisnis pariwisata b. Ingin lancar berbahasa Inggris
c. Selain yg diatas:.....
5. Siapakah yang berperan memberi motivasi, meningkatkan semangat anda dalam berbicara bahasa Inggris ?
a. Orangtua b. Guru c. Teman d. Diri Sendiri
e. Lainnya, sebutkan.....
6. Menurut saudara termasuk yang manakah kepribadian saudara ?
a. Terbuka (*supel*, dll)

- b. Tertutup (pendiam, penyendiri)
c. Lainnya, sebutkan.....
7. Menurut saudara bagaimana kecenderungan anda dikelas pada saat pelajaran bahasa Inggris (*speaking*)?
a. Aktif
b. Pasif
c. Lainnya, sebutkan.....
8. Apa yang menyebabkan saudara berkecenderungan demikian ?
a. Materi pelajarannya **c. Sikap gurunya**
b. Suasananya d. Lainnya,sebutkan.....
9. Apakah saudara bersungguh-sungguh/ serius dalam pelajaran bahasa Inggris (Speaking) ?
a. Ya b. Tidak
c. Lainnya, sebutkan
10. Apakah lingkungan sekolah cukup mendukung proses pembelajaran bahasa Inggris terutama speaking ?
a. Ya b. Tidak
c. Lainnya, sebutkan
11. Apakah fasilitas sekolah berperan dalam meningkatkan kemampuan *speaking* saudara ?
a. Ya b. Tidak
c. Lainnya, sebutkan.....
12. Apakah hubungan anda dengan guru, teman, orangtua, dan lingkungan dapat memperbaiki kemampuan Bahasa Inggris/ speaking saudara ?
a. Ya b. Tidak

c. Lainnya, sebutkan.....

13. Apakah anda mengetahui perbedaan antara budaya daerah anda dengan para turis/ wisatawan mancanegara ?

a. Mengetahui dengan baik

b. Mengetahui sebagian saja

c. Tidak sama sekali

d. Lainnya, sebutkan.....

14. Bagaimana anda berusaha dalam mengadaptasi budaya asing itu ?

a. Berinteraksi dengan *native speaker* b. Mempelajari perbedaan kebiasaan

c. Lainnya, sebutkan.....

Speaking Test I

Do this speaking test individually!

Grade: Third Grade Students of Tourism

Time: ± 5 Minutes

Suppose you are a guide, and you want to inform or explain about tourism objects to the foreigner, what would you say?

Speaking Test II

Do the speaking test in pairs !

Grade: Third Grade Students of Tourism

Time : ± 5 minutes

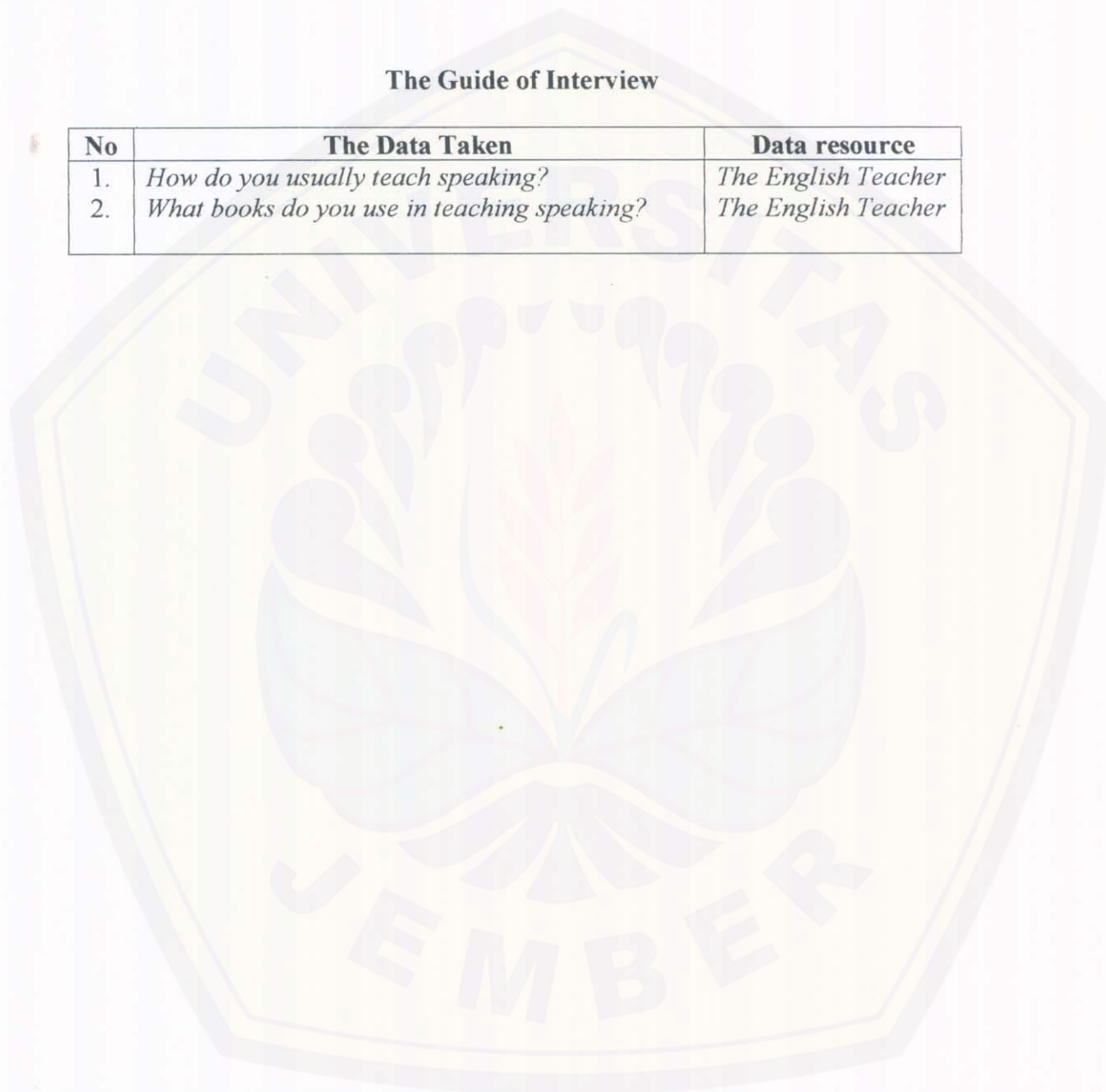
Suppose you meet a new friend. You introduce each other and ask about each identity (for example address, school, hobby, etc).

The Guide of Document

No	The Data Taken	Data Resource
1.	<i>The syllabus/ curriculum used by the Tourism Department in the SMK Negeri 1 Jember</i>	<i>The English teacher</i>

The Guide of Interview

No	The Data Taken	Data resource
1.	<i>How do you usually teach speaking?</i>	<i>The English Teacher</i>
2.	<i>What books do you use in teaching speaking?</i>	<i>The English Teacher</i>



Appendix 05

The Data of the Questionnaires Result

Table 4: Respondents' Questionnaires Result

ITEM NUMBER (See Appendix 03)	STUDENTS' ANSWER			
	A	B	C	D
1.about English subject	85.7%	14.3%	-	-
2.about English subject	50%	39.2%	10.7%	-
3.about speaking ability	64.2%	14.3%	3.5%	17.85%
4.about motivation	28.5%	50%	21.4%	-
5.about motivation	7.1%	17.8%	7.1%	53.5%
6.about personality	39.2%	25%	28.5%	7.1%
7.about personality	28.5%	28.5%	42.8%	-
8.about attitude	46.4%	32.1%	7.1%	14.3%
9.about attitude	50%	-	50%	-
10.about facilities	50%	32.1%	17.85%	-
11.about facilities	46.4%	35.7%	17.85%	-
12.about social factor	64.2%	21.4%	14.3%	-
13.about culture	17.85%	82.1%	-	-
14.about culture	14.3%	53.6%	32.1%	-

Notes:

- A = very important (item no 1)
 Yes (item no 2, 9, 10,11, 12)
 Pronunciation (item no 3)
 to work in tourism business (item no 4)
 parents (item no 5)
 open personality (item no 6)
 active (item no 7)
 the material (item no 8)
 know wholly (item no13)
 adapting (item no14)
- B = quite important (item no 1)
 No (item no 2, 9, 10, 11, 12)
 Fluency (item no 3)
 wants to be fluent in English (item no 4)
 teacher (item no 5)
 closed personality (item no 6)
 passive (item no 7)
 the condition (item no 8)
 know partially (item no 13)
 practicing (item no 14)
- C = not important (item no 1)
 Grammar (item no.3)

- Others, mention... (item no. 4, 6, 7, 9, 10, 11, 12)
- friend (item no 5)
- the teachers' technique (item no 8)
- do not know at all (item no 13)
- D = Others, mention... (item no 2, 3, 5, 8, 13)
- both of closed and open personality (item no.6)
- wants to be an operator (item no. 4)
- depend on the mood (item no 7)
- ignore it (item no.14)

The Discussion of the Questionnaire's Result

Table 4 describes the students' comments on the English subject and the factors affecting their speaking performance. As to the importance of English compared with **other subject, there were 85.7 % of the students answering that the English subject is** more important than the other subjects and 14.3% students answer that English subject is as important as the other subjects. This means that most of the students consider English as a very important subject to learn and this also might influence their motivation in learning the target language.

The fulfillment of the students' learning need still have to be supported by the teachers and the facilities provided. This is proved by data that only about 50% of the students who answer that the English teaching has fulfilled their expectation, 39.2% students answer the opposite and 10.7% of the students answer of "do not know". Since there are only a half of the class are satisfied with the English teaching, this means that the teacher should maximize the English teaching to fulfill the need of the students.

The item about speaking components shows that there was 64% of the students choose pronunciation as the speaking component that is firstly needed. There were 14.3% of the students answer fluency, 3.5% answer vocabulary, and 17.85% students having various answers. This was supported by the result of their speaking test (see on page 42) that some of the students made pronunciation error in their speaking test.

The English learning had motivated the students to be able to speak English fluently. That was supported by 50 % of them who were learning the target language

because of their need to be able to speak English fluently. About 28.5% of the students answered that they were motivated to work in tourism business, and 21.4% students had various answers about their prospective job. This proved that even they are tourism students, not all of them were motivated to work in tourism business. But still the students considered that the need of ability to speak English fluently were motivating most of them to learn English seriously.

In their learning activity, most of the students were motivated to study English by themselves. There were about 53% students who answer that their motivation were **from themselves. The rest 7.1% of the students were motivated by their parents,** 17.8% by their teacher, 7.1 % by their friends. This means that most of the students have the inner motivation for the English mastery, and this is good for the development of the students' speaking performance.

The Tourism students having various personalities. According to the questionnaire, 39.2% of them express that they had the open personalities, 32.1% were having closed personalities, and the rest of 28.5% personalities were rely on their mood of the classroom condition. This means that the Tourism students were not being dominated by those with open personalities only, but there were some other types of personalities. From the test result, the students' speaking performance seem were not being influenced by their various personalities.

The students' class activities were depending on some factors and reasons. There were 46.4% of the students being active or passive that was influenced by the material given, 32.1% were influenced by the classroom situation, 7.1% were influenced by the teacher and 14.3% were depend on their interest and the teachers' way of teaching. The students answer that 28.5% of them were tend to be active in their English learning process, 28.5% were tend to be passive and the rest of 42.8% answer that they will be active for some reasons that was mentioned on the above explanation such as the interesting material, etc.

In general the students tend to study English seriously, the teacher and the material given can support that. There are about 50% of the student's think that they

were studying English seriously. The rest 50% of the students were being serious depend on the teacher and their interest to the material.

The school and class condition generally can support the students' speaking learning activity. This was expressed by 50% of the students who answer that the school environments are supporting the speaking learning activity. The rest 32.1% of the students answered the opposite, and 17.85% having various answers.

The school facilities has a big role to increase the students' speaking performance, this was supported by 46.4% of the students. The rest 35.7% of them **answered the opposite and 17.8% students answered that actually the facilities had a big role but they feel sorry for the facilities that was out of order.**

The students' interaction with their teacher, friends, parents and environment can develop their speaking performance. This idea was supported by 64.2% of the students who agree with the statement. The rest 21.4% of the students give the answer "no", and 14.3% having various answers.

About cultural differences, 17.85% of the students know well the differences of culture between their region and the foreign peoples', and 82.1% know just partially. None of them give the answer of "did not know" about English culture. This means that at least all of the students know about English culture.

The students adapt the culture by learning about it. That was expressed by 53.5% of them. The rest of the students, 14.3 % adapt the culture by practicing and 32.1% having various answers. This means that the students have various methods in adapting the English culture.



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegulboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 2320 /J25.1.5/PL5/2001

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala

..... SMK Negeri I Jember

di. -

..... Jember

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Anik Purgiatara

Nim : 960210401164

Program/Jurusan : PBS/ B. Inggris

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

The Descriptive Study on Students' Speaking Performance
of the Vocational Students of Tourism at SMK Negeri I
Jember in the 2001/2002 Academic Year.

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.



Dekan I,

H. Misno, M. Pd

NIP. 130 937 191



APPENDIX 07
PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMK NEGERI 1 JEMBER

Kelompok Bisnis dan Manajemen / Pariwisata
JALAN JAMBU NO. 17 TELP./FAX. (0331) 483108 JEMBER 68111

Nomor : 251/I04.32/SMK.01/PP/2001

15 September 2001

Lampiran : -

Hal : Ijin Penelitian

Kepada :

Yth. : Sdr. Dekan FKIP Universitas Jember
Jalan Kalimantan III/3
di-

J E M B E R

Membalas surat saudara Nomor : /J25.1.5/PL5/2001 tentang Ijin Penelitian

Mahasiswa :

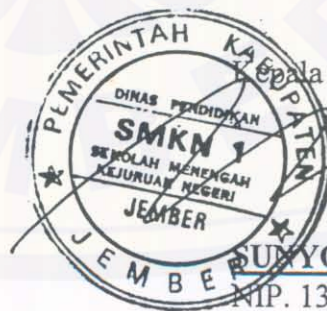
Nama : ANIK PURGIATIARA

NIM : 96-0210401164

Program/Jurusan : PBS / Bhs. Inggris

Maka dengan ini disampaikan dengan hormat bahwa SMK Negeri 1 Jember bersedia menerima mahasiswa tersebut untuk mengadakan penelitian tanggal 18 September s/d. 26 September 2001.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.



Kepala Sekolah,

SUNYOTO, S.Sos.

NIP. 130895529

Appendix 08

An Example of The Students' Speaking Test

Speaking Test I

Good morning ladies and gentlemen, On behalf of my company Jathaya tour and travel, I welcome you in Loco sightseeing tour. Firstly, I would like to introduce our crew. In front of you is our experience driver Mr. John and the co-driver is Mr. Mark and as your guide today my name is Panca Perdana you can call me panca. In this tour we will go to the sugar factory in Semboro. This sugar factory was built in colonial Dutch periods by Handles Verin de Jean Amsterdam. This sugar factory in 1921 has width of sugar camp fields its 2103 hectare. Which spread out in western and South part of Jember area. In colonial Japanese period the producing of sugar activity stopped, and at the same time it was changed as the soda factory to fulfil the Japanese government. Few years after Indonesian independence precisely in 1949 it was made as the ammunition factory to supply for the Indonesian freedom against the colonial. In 1950 to 1957 the sugar factory milling activity began producing sugar which was already taken over 1978. This Semboro sugar factory has increase its production from 24.000 quintal to 54.000 quintal per day by processing carbonization to sulfitation with the area more or less of 10500 hectare and we will arrive there about 2 hours from Jember and you will tour by the steam Loco for 2 hours and we will see the process how to make a sugar in the Semboro Sugar factory. I think that's all from me and thank you for your kind attention. Thank you.

Speaking Test II

A: Halo..

B: Halo..

A: How do you do ?

B: How do you do ?

A: Can you tell me what is your name ?

B: Yes I can. My name is Eti. I'm studying at vocational high school Jember, and you ?

A: My name is Nurfitria, and you can call me Fifit. I'm studying at vocational high school too. Where is your address ?

B: My address is at Griya Mangli Indah street number 8, what about you?

A: My address is at jalan Bali number 46 in Balung

B: What is your hobby?

A: My hobby is jogging, and you?

B: My hobby is swimming.

A: Ok..I think I have to go now. Nice to meet you..

B: Nice to meet you too...

A. POLA PROGRAM PENDIDIKAN DAN PELATIHAN
 BIDANG KEAHILIAN PARIWISATA
 PROGRAM KEAHILIAN USAHA JASA PARIWISATA

KEPARIWISATAAN/TOURISM DAN HOSPITALITY	USAHA JASA PARIWISATA	RETAIL AND WHOLE SALE TRAVEL	PELAKSANA JASA PARIWISATA
		TOUR GUIDING	
		TOURISM INFORMATION SERVICE	
KEPARIWISATAAN/TOURISM DAN HOSPITALITY	ROOM DIVISION	MEEETING INCENTIVE CONVERENCE EVENT	PELAKSANA SARANA AKOMODASI PERHOTELAN
		FRONT OFFICE	
		HOUSEKEEPING	
KEPARIWISATAAN/TOURISM DAN HOSPITALITY	RESTAURANT DIVISION	MELAYANI PESANAN MAKANAN DAN MINUMAN	PELAKSANA TATA BOGA
		MENGOLAH MASAKAN INDONESIA	
		MENGOLAH MASAKAN CINA/ ASIA LAINNYA	
		MENGOLAH MASAKAN KONTINENTAL	
		MENGOLAH KUE-KUE INDONESIA	
		MENGOLAH KUE-KUE CONTINENTAL	
MENGOLAH ANEKA ROTI			

1862 - PANGGILAN Pariwisata/ Usaha Jasa Pariwisata

Kompetensi	Sub Kompetensi	Kompetensi	Sub Kompetensi
D. Menerapkan dasar-dasar sanitasi, hygiene dan keselamatan kerja	D1. Menerapkan sanitasi air, alat dan ruang/tempat	G. Menghitung harga dan memberikan tiket perjalanan/ penerbangan domestik dan internasional	G1. Menjelaskan pengertian IATA passenger ticket
	D2. Menerapkan keselamatan dan kebersihan diri		G2. Menghitung dan memberikan tiket perjalanan domestik berdasarkan route dan sistem tarif
	D3. Menerapkan prinsip dasar hygiene makanan		G3. Menghitung dan memberikan tiket perjalanan internasional berdasarkan sistem route, mileage, ISI (SIII)
	D4. Menerapkan keselamatan dan keselamatan kerja		I1. Menyusun paket wisata setempat (lokal) dan memasarkannya
	E. Menginformasikan geografi pariwisata dan penerbangan sesuai dengan ketentuan IATA		E1. Menyusun tujuan, obyek produk dan fasilitas suatu daerah tujuan wisata internasional
E. Menginformasikan geografi pariwisata dan penerbangan sesuai dengan ketentuan IATA	E1. Memanfaatkan sistem perbedaan waktu internasional untuk menyusun itinerary	I. Melaksanakan penanduan wisata lokal	I1. Menjelaskan prinsip dasar kepramuwisataan dan pemeliharaan lingkungan hidup (PP,JI)
	E2. Memahami pembagian wilayah penerbangan menurut IATA dengan penguasaan peta (atlas/map)		I11. Menghitung harga alternatif paket wisata lokal dengan menggunakan komputer
	E3. Menguasai letak, kode negara, kode penerbangan (three and two letter code)		I12. Melahyani pemesanan paket wisata lokal secara individu maupun kelompok
	E4. Menginformasikan peralatan dan bahan pembersih dan bahan pembersih		I13. Menghitung dan memberikan tiket perjalanan domestik dengan memperhatikan minimum connecting time
	E5. Menggunakan Travel Information Manual (TIM)		I14. Menghitung harga alternatif paket wisata lokal dengan menggunakan komputer
F. Melaksanakan reservasi/pemesanan tiket perjalanan	F1. Menyediakan peralatan dan bahan pembersih	F3. Mengurangi biaya pemesanan tiket perjalanan (mengisi reservation card)	F1. Mengurangi biaya pemesanan tiket perjalanan (mengisi reservation card)
	F2. Menerapkan teknik dasar melayani pesanan makanan dan minuman serta tata cara makan (tata makan) secara Ready Plate		F2. Menginformasikan jadwal dan route perjalanan domestik dengan memperhatikan minimum connecting time
	F3. Menjelaskan peta, link geografis, pembagian waktu DTW Nasional dan objek wisatanya		F3. Menginformasikan jadwal dan route perjalanan domestik dengan memperhatikan minimum connecting time
	F4. Memahami coal-code dalam tiket perjalanan serta penghitungan harga tiket domestik		F4. Melayani pemesanan fasilitas perjalanan (seperti akomodasi, transportasi, restaurant, tour dan atraksi wisata)
	F5. Menerapkan sanitasi, hygiene dan keselamatan kerja		F5. Menyusun dan menyampaikan berita reservasi perjalanan kepada principal sesuai dengan elemen-elemennya (secara manual dan CRS)
G. Menghitung harga dan memberikan tiket perjalanan/ penerbangan domestik dan internasional	G1. Menjelaskan pengertian IATA passenger ticket	I2. Menerapkan program "persona Indonesia" dalam penanduan	I2. Menerapkan program "persona Indonesia" dalam penanduan
	G2. Menerapkan keselamatan dan kebersihan diri		I3. Mengenal Karakteristik wisatawan dan menentukan sikap dalam menangani masalah
	G3. Menerapkan prinsip dasar hygiene makanan		I3. Mengenal Karakteristik wisatawan dan menentukan sikap dalam menangani masalah
	G4. Menerapkan keselamatan dan keselamatan kerja		I3. Mengenal Karakteristik wisatawan dan menentukan sikap dalam menangani masalah
	E. Menginformasikan geografi pariwisata dan penerbangan sesuai dengan ketentuan IATA		E1. Menyusun tujuan, obyek produk dan fasilitas suatu daerah tujuan wisata internasional

Kompetensi	Sub Kompetensi	Sinh Kompetensi	
M.	Menerapkan teknik komunikasi tertulis dalam bahasa asing pilihan (perancis, Jepang, Jerman, atau Mandarin)	M1. Menyusun route dan jadwal perjalanan sesuai dengan kebutuhan wisatawan	
		M2. Menyusun informasi obyek dan atraksi wisata untuk keperluan penumduan	
		N.	Melaksanakan pelayanan di bidang usaha perjalanan wisata
		N1. Memahami layout dan isi kelengkapan informasi dalam brosur pariwisata	
		N2. Menginformasikan letak DITW, jaringan transportasi dan daya tariknya, serta fasilitas perjalanan	
		N3. Melaksanakan reservasi tour (group dan individu)	
		N4. Menganalisa kebutuhan customer dan menentukan analisa target pasar	
		N5. Menyusun judul perjalanan program/ paket wisata (tour itinerary)	
		N6. Menghitung tarif program wisata nasional dan internasional	
		N7. Menyusun paket wisata setempat (lokal) dan memasarkannya	
		N8. Menyusun brosur paket wisata secara sederhana sesuai dengan persetujuan pimpinan	
		N9. Menerapkan teknik promosi dalam presentasi memasarkan paket wisata (dalam Bahasa Inggris)	
		N10. Memasarkan produk dan paket perjalanan wisata	
		N11. Melaksanakan proses pemesanan dan penghitungan harga tiket perjalanan	
		N12. Menghitung harga dan memberikan tiket perjalanan/ penerbangan Domestik/ Internasional	
		N13. Menebitkan tiket perjalanan	
N14. Melaksanakan perubahan dan refund tiket perjalanan			
N15. Menangani dokumen tiket penerbangan (XO,PTA,MCO)			
N16. Menyusun administrasi dan laporan penjualan tiket perjalanan			
O.	Melaksanakan layanan pemanduan wisata		
O1. Memahami guiding technique (alking tour and on the bus/car)			
O2. Menyusun strategi pemanduan sesuai dengan kebutuhan wisatawan			
O3. Melaksanakan pemanduan wisata dalam Bahasa Inggris Bahasa asing pilihan			

BBC-PSG Pariwisata Usaha Jasa Pariwisata

Kompetensi	Sub Kompetensi	Sinh Kompetensi	
K.	Menerapkan prinsip team building dalam penyelenggaraan MICE/event	K1. Karakteristik MICE dan jenis kegiatannya	
		K2. Memahami struktur organisasi dan alur kerja kepanitiaian	
		K3. Menerapkan prinsip team building dalam pelaksanaan tugas	
		K4. Memahami rencana kerja panitia penyelenggara acara/event	
		L.	Melayani tamu/wisatawan dengan menerapkan Bahasa Asing Pilihan (perancis, Jepang, Jerman, atau Mandarin)
		L1. Memberi salam dan memperkenalkan diri/perusahaan	
		L2. Menginformasikan fakta/data, profesi, letak, arah dan ukuran (dengan berkomunikasi langsung (face to face)	
		L3. Melakukan komunikasi melalui telepon	
		L4. Menginformasikan dan menawarkan paket wisata	
		J.	Melaksanakan pelayanan informasi kepariwisataan (domestik) dalam bahasa Inggris
		J1. Memahami kebutuhan Badan Promosi Pariwisata Indonesia	
		J2. Memahami kebutuhan informasi wisatawan sesuai dengan karakteristiknya	
		J3. Mengumpulkan dan menyimpan data kepariwisataan secara manual maupun dengan komputer	
		J4. Menyajikan rincian layanan informasi kepariwisataan	
		J5. Melaksanakan pelayanan informasi kepariwisataan dalam Bahasa Inggris	
		I.	Melaksanakan pelayanan informasi kepariwisataan (domestik) dalam bahasa Inggris
I1. Menginformasikan obyek dan atraksi wisata dengan Bahasa Indonesia dan Inggris			
I2. Menginformasikan obyek dan atraksi wisata dengan Bahasa Jepang, Jerman, atau Mandarin			
I3. Menginformasikan fakta/data, profesi, letak, arah dan ukuran (dengan berkomunikasi langsung (face to face)			
I4. Menginformasikan dan menawarkan paket wisata			

BBC-PSG Pariwisata Usaha Jasa Pariwisata

<p>c Cancelling Arrangement</p> <ul style="list-style-type: none"> - I'm sorry I have to cancel - I'm afraid I can't make it on Sunday - Etc <p>• Membuat dialog yang berisi ungkapan-ungkapan diatas</p> <ul style="list-style-type: none"> - Membuat jajan melalui surat atau telepon - Membatalakan jajan melalui surat atau telepon 	<p>24. Eating Out</p>
<ul style="list-style-type: none"> • Mengungkapkan ungkapan-ungkapan yang berhubungan dengan makan diluar rumah - Do you like Chinese food ? - Can we have the menu, please - What do you recommend ? - Etc • Melihat kembali (review) "Comparative Adjective" - big – bigger – biggest - nice – nicer – nicest - cheap – cheaper – cheapest - expensive – more expensive – most expensive - delicious – more delicious – most delicious - etc • Makan pagi bersama teman di rumah makan Padang • Makan siang bersama di rumah makan Cina • Makan malam di rumah makan kelas Indonesian/dasarah - Sundanese food - Javanese food - Madurese food - Etc 	<p>25. Sightseeing</p>
<ul style="list-style-type: none"> • Mengungkapkan ungkapan-ungkapan yang berhubungan dengan sightseeing (melihat-lihat pemandangan) - Have you been to Singapore ? - How long have you been here ? - Etc • Melihat kembali (review) "Present Perfect" • Menentukan tempat yang pernah dikunjungi - Bali - Danau Toba - Jakarta - Bandung, dan lain-lain. 	

<p>04. Mengevaluasi dan melaporkan pelaksanaan pemantauan</p>	<p>P3. Mencatat penerimaan dan penyebaran brosur obyekt, atraksi wisata dan akomodasi</p>
<p>P1. Melaksanakan pelayanan informasi kepariwisataan domestik</p>	<p>P2. Menyusun daftar permintaan brosur obyekt, atraksi wisata dan akomodasi</p>
<p>P. Melaksanakan pelayanan informasi kepariwisataan</p>	<p>P5. Menyusun laporan kegiatan layanan informasi kepariwisataan</p>
<p>P4. Melaksanakan administrasi informasi kepariwisataan</p>	<p>Q2. Memahami prinsip customer service dan tugas front liner</p>
<p>Q. Mengelenggarakan acara khusus/MICE</p>	<p>Q3. Menyiapkan registrasi tamu/pengunjung dan penerapan K3</p>
<p>Q1. Menerapkan prinsip team building dalam penyelenggaraan acara khusus/MICE</p>	<p>Q5. Melaksanakan layanan kepada pengunjung sesuai dengan penugasan unitnya</p>
<p>Q4. Menyusun strategi pelayanan kepada pengunjung sesuai dengan kebutuhan tamu</p>	<p>Q6. Melaksanakan tugas pelayanan front liner pada penyelenggaraan acara khusus/MICE</p>
<p>Q7. Mengevaluasi dan melaksanakan tugas kepada pimpinan</p>	

<ul style="list-style-type: none"> • Memahami isi bacaan tentang <ul style="list-style-type: none"> - Pendidikan formal - Pendidikan non formal - Pendidikan kejuruan - Perbedaan pendidikan masa lalu dengan pendidikan sekarang dan yang akan datang • Membuat interview kepada <ul style="list-style-type: none"> - Orang yang baru tamat sekolah - Orang yang sudah bekerja - Orang yang sudah pensiun - Dll 	<ul style="list-style-type: none"> • Menungkapkan istilah-istilah yang berhubungan dengan tourism <ul style="list-style-type: none"> - Tourist destination - Tourist guide - Itinerary - Pick up - In-bound - Out – bound, etc • Language focus "Past Tense" <ul style="list-style-type: none"> - Memperkenalkan objek wisata di kota anda - Menceritakan objek-objek wisata di Indonesia - Menceritakan macam-macam objek wisata <ul style="list-style-type: none"> † Marina † Beach † Sub – marine † Temples † Nature † Etc 	<ul style="list-style-type: none"> • Review "Gerund" <ul style="list-style-type: none"> - Swimming is health - I stop smoking! - Thank you for helping me - Etc • Memahami isi bacaan yang berhubungan dengan kesehatan (reading) <ul style="list-style-type: none"> - Jogging is good for your health - Swimming is my hobby - Etc
<p>28. Talking about tourism</p>	<p>Talking about tourism</p>	<p>Talking about health</p>
<p>29.</p>	<p>Talking about health</p>	<p>Talking about health</p>

<ul style="list-style-type: none"> • Membuat dialog dan anda berisama orang yang baru anda kenal kebetulan menginap di Hotel yang sama, anda dapat saling bertukar pikiran tentang kesan tempat itu • Mengidentifikasi kata-kata sifat yang berakhr dengan – ing dan – ed yang menerangkan kesan seperti <ul style="list-style-type: none"> - boring – bored - tiring – tired - interesting – interested - etc • Menggunakan kata-kata semacam dia atas dalam dialog <ul style="list-style-type: none"> - Sightsceing di pantai - Sightsceing di supermarket - Sightsceing di kota - Etc 	<ul style="list-style-type: none"> • Melihat kembali (review) bentuk kalimat "Passive Voice" <ul style="list-style-type: none"> - All vegetables are cut - The chicken is boiled for about 10 minutes - After you finish writing a letter it is put into the envelop - This table is made of wood - Etc • Membuat proses pembuatan atau mengoperasikan sesuatu dengan menggunakan kalimat pasif <ul style="list-style-type: none"> - Menasak nasi goreng - Proses membuat surat - Mengoperasikan komputer - Mengoperasikan tape recorder - Dll • Memahami isi bacaan yang berisi beberapa kalimat pasif <ul style="list-style-type: none"> - Manual pengoperasian mesin - Manual prarawatan mesin dan barang elektronik - Dll 	<ul style="list-style-type: none"> • Mereview past tense, present tense and future tense <ul style="list-style-type: none"> - Irregular verb - To be: was/were - To be + going to - Will
<p>Talking about the of king or operating things</p>	<p>Talking about education</p>	<p>Talking about education</p>

<ul style="list-style-type: none"> • Menulis leaflet/brosur untuk memasarkan barang • Membuat dialog tentang pemesanan - Nama barang - Harga - Cara pemesanan - Target konsumen - Kualitas barang - Dll 	<ul style="list-style-type: none"> • Memahami istilah komponen dan fungsi komputer - Screen - Driver A, B - Enter - Bold - Print - Etc • Memahami isi bacaan (reading) - Kegunaan komputer - Keuntungan dan kelemahan komputer - Komputer dimasa depan - Dll 	<ul style="list-style-type: none"> • Mengenal currentcy (mata uang) dari beberapa negara - Dollar - Real - Peso - Ringgit - Exchange rate - Etc • Memahami isi bacaan yang berhubungan dengan uang (reading) • Menceritakan tentang nilai uang - Harga - Exchange rate - Etc 	<ul style="list-style-type: none"> • Menyebutkan macam-macam transportation - Air transportation - Land transportation - Sea transportation - River transportation - Etc • Menceritakan macam-macam transportation yang dipakai di daerah anda • Memahami isi bacaan tentang transportasi (reading) - Transportation in the past
<p>33. Talking about computers</p>		<p>34. Talking about money</p>	<p>35. Talking about transportation</p>

<ul style="list-style-type: none"> • Membantu percakapan - Doctor's check up - Being a good athlete - Consultation with the doctor about nutritious food - Etc 	<ul style="list-style-type: none"> • Mengenal istilah-istilah yang berhubungan dengan Mass-Media - Audio - Audio – visual - Printing - Daily news paper - Monthly magazine - Article - Journalist - Reporter - Etc • Menceritakan berita yang sedang hangat dari surat kabar • Menceritakan salah satu artikel dari majalah • Menceritakan program TV yang disetujui • Menceritakan berita dari radio • Dll 	<ul style="list-style-type: none"> • Menceritakan management - Sekolah - PSG - Koperasi sekolah - OSIS, dll • Menceritakan tugas-tugas dari bagian struktur organisasi • Language review • "Present tense" • Membuat dialog tentang pengelolaan koperasi sekolah • Etc 	<ul style="list-style-type: none"> • Mengungkapkan istilah-istilah marketing - Supply - Demand - Sale - Discount - Promotion - Etc • Memahami isi bacaan yang berhubungan dengan marketing (reading) - Big sales - Sales promotion - Etc
<p>Mass Media</p>	<p>Talking about management</p>	<p>Marketing</p>	

Appendix 10

The List of Respondents

Respondents : Tourism Students of SMK Negeri I Jember
Grade : Third Grade Students

NO	NAME
1.	Amilia Wilayani
2.	Andi Wijaya
3.	Atikatul Hikmah
4.	Beringin Suhartoyo
5.	Diana Rosiati
6.	Dwi Arifa Rahayu
7.	Eka Wahyuni
8.	Endang Tus Sugiarti
9.	Endri Trianawati
10.	Erlina
11.	Etik Yuliasih Hs
12.	Fahrul Rozi
13.	Fathur Rozi
14.	Hosisa Tata Hasana
15.	Ina Listiana
16.	Ludman Sutrisno
17.	Neni Budi Astutik
18.	Nunik Ernaning
19.	Nur Fitria
20.	Panca Perdana
21.	Ratih Tri Medi Septi
22.	Septi Mariyana
23.	Slamet Joyo Puspito
24.	Sofyan Hadi
25.	Sri Pusparini
26.	Sri Rejeki
27.	Winda Nurhayati
28.	Yusridini Fuadah

Appendix 11

CURRICULUM VITAE

Name : Anik Purgiatiara
Place/ Date of Born : Jakarta, 26 Mei 1978
Address : Jl. Bangau II/ 29 Rt 05/ 09 Harapan Jaya Bekasi Utara
(17124) Ph. 021- 88988742
E-Mail: a.tiara@lycos.com

Education

1. SDN Harapan Jaya I 1984-1989 (5 Years Only)
2. SMPN II Cibinong 1989-1992
3. SMAN I Cibinong 1992-1995
4. Faculty of Teacher Training and Education English Department Jember University 1996-2002

Organizations

1. English Students Association (ESA)
2. Tiang Theater Faculty of Teacher Training and Education Jember University
3. KOPMA Jember University
4. Jakartans' University Students Association (IMADA)
5. Islamic Association of University Students (HMI)

