

**STUDENTS' PERCEPTION ON THE IMPORTANCE OF
LEARNING ENGLISH FOR VOCATIONAL HIGH SCHOOL
MAJORING IN CULINARY**

A THESIS

BY

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English Education Study Program

Language and Art Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG**

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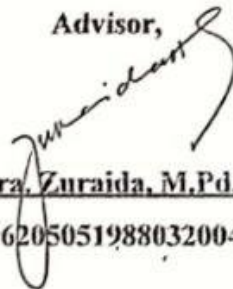
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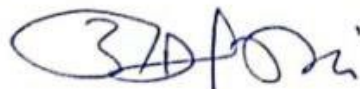


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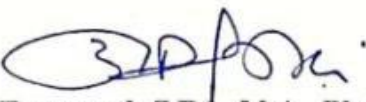
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The undersigned



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DEDICATION

I dedicate this thesis to my parents, Mama and Papa who always support and be patient. My beloved sisters who always listen my stories. To myself who has been trying to finish this thesis.

MOTTO

The greatest lesson would be that there's nothing easy in life

(Park Jongseong)

It's not always easy, but that's life. Be strong because there are better days ahead

(Lee Minhyung)

Allah has already set a destiny for everything

(65:3 Quran)

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Palembang, July 2023

The Researcher,
Choirani Agnecia

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ABSTRACT

This study aimed to find out to students' perception on the importance of learning English in vocational high school majoring culinary. There were 100 culinary students in SMK Negeri 6 Palembang as the participants. The researcher used qualitative research method with descriptive qualitative. 15 items of questionnaire and 7 items of interview were used to know students' perception. The results of this study indicated that students' had good perception of the importance of learning English. Students thought that because English has an important relationship with productive learning in the culinary department. Students also think learning English has many important effects, such as increasing knowledge about culinary and providing good job opportunities.

Keyword: Students' Perception, Importance of Learning English, Culinary

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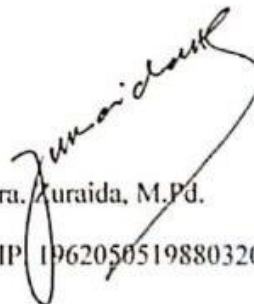
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CHAPTER I

INTRODUCTION

This chapter contains several main points dealing with the topic of the research. It includes background of study, the problems of study, the objectives of study, and the significance of study. The details of the point are elaborated in each section.

1.1 Background of Study

Many countries, including Indonesia, are reviving their tourism after the sector experienced a decline due to the Covid-19 pandemic. Indonesia itself is a country that has diversity and uniqueness both from nature and culture. This diversity and uniqueness is an attraction in the tourism sector. Tourism is currently one of the sectors that are the priority and focus of the government to be developed because the tourism sector is currently experiencing extraordinary rapid development. The tourism sector is one of the largest and strongest sectors in the world economy. Tourism is one of the main drivers of the world economy because several advantages can provide considerable foreign exchange, expand employment opportunities and introduce the country's culture. In the publication of Bank Indonesia (2020), 2019 tourism contributed 18.4 billion USD to the Indonesian economy, up from 17.9 billion USD in 2018.

Based on data from the *Badan Pusat Statistik* (BPS), the number of Indonesian foreign tourists visit until December 2022 has reached 5.88 million people. Seeing this number, the development of the tourism sector in Indonesia must be followed by an increase in resource capacity so that more people are absorbed in the tourism sector and can improve the Indonesian people's standard of living. Various skills are needed to compete in the world of work in the tourism sector. One of the skills that people need to have in order to compete is English language skills. However, the English language skills of Indonesians still need to improve among countries that are members of the AEC (ASEA Economic Community). The English language skills of Indonesian people are in the range of 38.45 - 54.06 (Iriance, 2018).

English, an international language and widely used in science and technology indirectly has a strong position in all fields, including education (Rao, 2019). English is the first foreign language in Indonesia to be taught formally in schools. SMK, or Vocational High School, is one of the secondary school levels that study English. Based on Permendikbud number 60 of 2014 concerning the SMK Curriculum, English is designated a subject in the national content group (A). National content group (A) is a group of subjects that aims to develop learners' attitudinal competence, knowledge competence, and skill competence as a basis and strengthening of abilities in society, nation, and state life. All core and basic competencies in national content (A) were regulated in Perdirjen Dikdasmen No. 464/D.D5/KK/2018 in 2018; English language learning is set to emphasise general English rather than English Purpose Specific (ESP). This is because English teaching in vocational high school is focused on developing communicative competence.

Culinary is one of the areas of expertise competencies included in the tourism group expertise. Culinary is a department that studies the knowledge and skills in managing dishes and drinks that cover all aspects from the preparation process to serving and others. Based on an interview with one of the teachers of SMK Negeri 6 Palembang, learning currently uses block system learning. Block system learning is part of the implementation of adjusting the vocational learning curriculum to the World of Business and Industry. Block system learning is a learning system in which the daily schedule is restructured to create time units for each class (Wibowo, 2019). The block system is the organisation of effective learning hours in summarised units that allow students to follow and receive learning materials wholly and optimally. For example, students can learn English with meeting hours of 4×45 minutes per day and can last for a whole week. Then the next week, students will not necessarily meet with English learning. This can be considered an obstacle to the progress of learning English. Time constraints slow students' English learning progress, and students in SMK lack English proficiency. The intensity of using and discovering English as a term in vocational content subjects is persistent, especially in the Hospitality and Culinary department. This happens because SMK Negeri 6 Palembang uses the CATC

(Common ASEAN Tourism Curriculum) curriculum, which uses a lot of English. With this learning system, English learning in tourism group vocational high schools that use many English terms certainly raises various thoughts about its effectiveness. While learning English is considered important, and as stated by Zuraida (2014), students perceive learning English as not a boring lesson but something fun. Therefore, researchers want to know through students' perceptions and learn more about the importance of English language learning for vocational high school majoring in culinary.

1.2 The Problems of Study

Based on the background, the problems of this study are formulated in the following questions:

1. What is students' perception on the importance of learning English for vocational high school majoring in culinary?
2. Why is learning English important for vocational high school students majoring in culinary?

1.3 The Objectives of Study

Regarding to research questions, the researcher intends to achieve some objectives of the study as follows:

1. To find out students' perception on the importance of learning English for vocational high school majoring in culinary.
2. To find out why learning English important for vocational high school students majoring in culinary.

1.4 The Significance of Study

1. Theoretically

The result of this study was expected to provide literature information from this study regarding students' perception on the importance of learning English for vocational high school majoring in culinary. In addition, they can also compare the data of this study to show similarities or differences between their findings or future research results.

2. Practically

This research can motivate students to learn English and become a medium for sharing views about learning English. In addition, this research can help all English teachers to find out how students' perceptions of learning English, especially in vocational high schools majoring in culinary arts. With this research, teachers can consider better ways of teaching and learning English so that students are more active in learning and using English at school.

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