Tantangan dalam Mencapai Penguasaan Empat Keterampilan Berbahasa Inggris: Perspektif dari Siswa Perhotelan di SMKN 1 Sukasada

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Abstrak

Penelitian ini memiliki tujuan untuk mengetahui tantangan ketika mencapai kompetensi dalam empat keterampilan berbahasa Inggris dari perspektif siswa jurusan perhotelan di SMK Negeri 1 Sukasada. Subjek penelitian ini adalah 13 siswa jurusan perhotelan kelas 11 di SMK Negeri 1 Sukasada. Data yang diperoleh dikumpulkan melalui kuesioner dan wawancara. Hasil penelitian menunjukan bahwa: (1) siswa kelas 11 jurusan perhotelan memiliki tantangan dalam menguasai berbicara dan mendengar bahasa Inggris (2) kesulitan dalam mempelajari bahasa inggris di kelas perhotelan (3) data skala kemampuan berbahasa Inggris siswa kelas 11 jurusan perhotelan SMK Negeri 1 Sukasada.

Kata Kunci: *Bahasa Inggris, Keterampilan Berbahasa, Siswa Perhotelan.*

Challenges in Achieving Mastery of the Four English Language Skills: Perspectives from Hospitality Students at SMKN 1 Sukasada

Abstract

This study aims to determine the challenges in achieving competence in four English language skills from the perspective of hospitality students at SMK Negeri 1 Sukasada. The subjects of this study were 13 11th grade hospitality students at SMK Negeri 1 Sukasada. The data obtained were collected through questionnaires and interviews. The results of the study showed that: (1) 11th grade hospitality students have challenges in mastering English speaking and listening (2) difficulties in learning English in hospitality classes (3) data on the scale of English language ability of 11th grade hospitality students at SMK Negeri 1 Sukasada.

Keywords: English, Language Skills, Hospitality Students.

INTRODUCTION

English is the most used language around the world, which makes English an international language. In Indonesia, English language has been taught at every school stage. This is followed by the development of science and technology which uses the independent curriculum as the basis of the curriculum in learning in Indonesia. The merdeka curriculum has the meaning of liberating students with a learning process that provides flexibility to teachers to create quality learning according to the environmental needs of learners. In this curriculum, learners are focused on having 4 English language skills, which include speaking, reading, listening and writing. The purpose of this mastery is for students to be able to communicate fluently in English, especially in a hospitality context (Yoga et al., 2023).

From these 4 abilities, learners are at least able to achieve the skills that need to be learned such as vocabulary, pronunciation, grammar, and fluency.

English learning is not only taught in regular schools, but also in vocational schools. A vocational school is a type of education that prepares students to work in a specific field of expertise (Adijaya et al., 2023). Vocational High Schools (SMK) play a pivotal role in providing practical skills that are in high demand in the labour market. As such, SMK have become an integral part of the education landscape in Indonesia (Purba et al., 2024). English at the vocational level aims to enable students to communicate both orally and in writing at an intermediate level. English learning in vocational education is more oriented to be able to provide students with experiences that correlate with their departments, so that the focus of English language skills adjusts to the department of the students. English learning in vocational schools is not only centered on the mastery of language materials, but also on the application of language skills in a professional context. By mastering English, students are expected to be able to have effective communication skills so that they are ready for the global world of work.

However, it was not deniable that there are still many students at the SMK level who experience errors when learning English, this can be seen from the results of assignments, practice of English learning activities that are aligned with the students' majors, and the final grade of learning. Errors experienced during the learning process of English at SMK need to be reviewed, because this will be an evaluation for educators to improve the learning process more effectively, in line with the objectives of the independent curriculum, which gives freedom to educators to teach material to students using technology, media and so on. It can be concluded that the mistakes made by students in learning English are the flawed side of the competencies possessed by students. This error causes students' ability to understand English to be inhibited.

The similar case happened to the 11th grade students majoring in hospitality at the State Vocational High School 1 Sukasada where this study was conducted. The students made various types of errors in 4 English skills namely Speaking, Writing, Listening, and Reading caused by various sources of errors. Students tend to use their first language and local language to communicate or write in English learning. The success of the teaching-learning process as a whole could be influenced by the success of classroom interaction (Muliadi et al, 2023). In Vocational High School 1 Sukasada especially in hospitality major grade 11, students tend to lower their voices when asked to read English reading and students will raise their voices when using their first language or local language, this causes reduced student interest in learning English, in addition, students are also limited in their knowledge in knowing vocabulary in English. This can be seen from the observation activities carried out by researchers in the 11th grade hospitality department at the vocational high school Negeri 1 Sukasada.

One of the studies related to this study conducted by Hadi et al., (2023), he conducted research on analyzing problems in four English skills in vocational high schools. Based on the results of the research conducted by Hadi et al., (2023), each student has his own assessment in mastering the four English skills. from the students' perspective, the first difficult skill is dominated by speaking skills, with an average of 58.3%, this is due to the lack of vocabulary. Students tend to feel insecure, unable to pronounce well and students also feel demotivated to speak English. Students find it difficult to express what they want to say in

English, because they have to translate it from their first language to English, in this process, students often lose their motivation because they do not know the vocabulary that will be used.

Then the second difficulty skill is with a percentage of 19.4% by reading skills. The students have difficulty in remembering English reading, students also find it difficult when reading an English reading. The most common problems encountered are students finding vocabulary words that are not understood, limited time, and also reading activities are rarely carried out during learning. In the third position is listening skill with a percentage of 18.1%. If the speaker speaks too fast, students do not know the meaning of the vocabulary spoken by the speaker, and students also do not understand the pronunciation of the speaker.. then the fourth skill is writing, students have difficulty when choosing the vocabulary to be used. Students have the ability to write well if not hampered by vocabulary and tenses.

METHOD

This study uses descriptive qualitative method as a research design to describe the results of the data clearly to answer the researcher's questions (Nassaji, 2015). This research was conducted at SMK Negeri 1 Sukasada-Buleleng-Bali-Indonesia. The subject of this research is the 11th grade hospitality department at SMK Negeri 1 Sukasada with a population of 13 students. This research was conducted to find out what the challenges of mastering 4 English skills are from the point of view of students. The time of this research at SMK Negeri 1 Sukasada was conducted for 2 days, namely on April 3 and 4, 2024.

In collecting data, there is a questionnaire as an instrument to collect data and interview activities to students to find out deeper results, the instrument consists of 5 items that correlate with students' perspectives in understanding 4 English skills. The researcher used close ended questionnaire and interview to collect the results of students' perspectives in mastering four English skills. According to Arikunto as cited in (Hermawan, 2023) in taking samples, a minimum of 10% of the population must be taken. Gibson (2003), says there are three systems of data analyze, that is:

1. Use coding technique to mark and also to find out the data from a questionnaire, with this technique, the researcher can easier to organize the data that already gather.
2. The researcher can do group data for similar results from the data questionnaire, it is purposely to find out the result from data information.
3. The researcher can relate the result of the questionnaire with the data from observation to find out the data result.

In the conclusion, the researcher will use number 2 to examine the second question from this research. To know and understand how the data procedure is obtained, here is the research procedure in table 1.

Table 1. Research Procedure

No	Research Question	Procedure	Method	Instrument	source
1	On a scale of 1-5, how well do you understand English?	Did observation Did survey Did interview did transcribing Did data verification Did conclusion	1. Observation 2. Survey 3. interview	observation sheet questionnaire interview guide	Students
2	On a scale of 1-5, do you often communicate using English in hospitality classes?	Did observation Did survey Did data verification Did conclusion	1. Observation 2. Survey	Observation Sheet Questionnaire	Students
3	On a scale of 1-5 how important do you think English language skills are in the hospitality field?	Did observation Did survey Did interview Did transcribing Did data verification Did conclusion	1. Observation 2. Survey 3. Interview	observation sheet questionnaire interview guide	Students
4	Of these 4 language skills, which one do you consider most needed in hospitality?	Did observation Did survey Did data verification Did conclusion	1. Observation 2. Survey 3. Interview	observation sheet questionnaire interview guide	Students
5	On a scale of 1-5 how often do you practice using English in hospitality classes?	Did observation Did survey Did data verification Did conclusion	1. Observation 2. Survey	observation sheet questionnaire	Students

FINDINGS AND DISCUSSION
Findings

Based on the research question, the purpose of this study is to find out the challenges faced from the point of view of students when achieving 4 competence in English language skills. After the data is collected, it is known that 11th grade hospitality students at SMK Negeri 1 Sukasada experience various reasons for challenges in learning English. The following are the results of data from the distribution of questionnaires in class 11 of SMK Negeri 1 Sukasada:

Table 2. Question 1

No	Indicator	1 (highly proficient)	2 (Proficient)	3 (moderately proficient)	4 (low proficiency)	5 (very low proficiency)
1.	On a scale of 1-5, how well do you understand English?	1 (7.69%)	5 (38.46%)	5 (38.46%)	2 (15.38%)	0 (0%)

Table 3. Question 2

No	Indicator	1 (highly proficient)	2 (Proficient)	3 (moderately proficient)	4 (low proficiency)	5 (very low proficiency)
1.	On a scale of 1-5, do you often communicate using English in hospitality classes?	3 (23.08%)	5 (38.46%)	3 (23.08%)	2 (15.38%)	0 (0%)

Table 4. Question 3

No	Indicator	1 (highly proficient)	2 (Proficient)	3 (moderately proficient)	4 (low proficiency)	5 (very low proficiency)
1.	On a scale of 1-5 how important do you think English language skills are in the hospitality field?	0 (0%)	0 (0%)	0 (0%)	1 (7.69%)	12 (92.31%)

Table 5. Question 4

No	Indicator	Speaking	listening	Writing	Reading
1.	Of these 4 language skills, which one do you consider most needed in hospitality?	11 (84.62%)	2 (15.38%)	0 (0%)	0 (7.69%)

Table 6. Question 5

No	Indicator	1 (highly proficient)	2 (Proficient)	3 (moderately proficient)	4 (low proficiency)	5 (very low proficiency)
1.	On a scale of 1-5 how often do you practice using English in hospitality classes?	1 (7.69%)	5 (38.46%)	3 (23.08%)	2 (15.38%)	2 (15.38%)

Discussion

In finding if students have their own perspective value in assessing each question. students have a high interest in being able to master English, but in mastering 4 skills, students are more likely to master speaking and listening than writing and reading. This is in line with the results of interviews with students, students have a point of view if working in a hotel will certainly deal with guests from abroad. Speaking English is crucial when communicating with foreign guests because English is an international language that is often used in the tourism industry. Students train fluency in speaking English related to their majors, in this research, students focus on English in hospitality.

According to the perspective of students majoring in hospitality, they focus on speaking because it has functions as daily conversation, answering questions and handling complaints, handling foreign tourists, and welcoming guests. However, students have difficulty in mastering this, the difficulties faced by students when learning English in hospitality such as understanding the language includes the tense used in speaking, the vocabulary to be used, responding when using English, lack of confidence in using English, being able to understand and understand what is said by the interlocutor but cannot answer if using English. Interesting teaching materials and learning media will be able to make students more motivated to learn (Wedhanti, et.al., 2023). With the use of appropriate media and materials, it will help students in mastering the four English skills. This is in line with Armawan (2024), who said The use of appropriate teaching materials is very important in learning English for special purposes (ESP).

Students feel more free when communicating using their main language or local language, but students realize the importance of using English in the tourism industry, so students have a high awareness of learning English, from the results of interviews, students have English materials that are of interest to each individual, such as housekeeping, food and beverage service, check-out, check-in, Front Office (FO), and table service. The challenge faced by students to understand English is adrift in a narrow time, so that when going to practice English cannot run freely. This is due to the density of learning materials and other subjects that need to be studied by students.

CONCLUSION

It is clear from the data that students are more interested in learning speaking and listening abilities in English than they are in writing and reading. Their propensity is in line with their future professional goals in the hospitality industry, where it is crucial to communicate well with international visitors. Knowledge of English is important in the hospitality profession, as recognized by students majoring in the subject. Speaking is emphasized since it is useful in day-to-day interactions, question-answering, grievance-handling, interacting with foreign visitors, and greeting guests. Even with their awareness and desire to learn English, students still encounter a number of obstacles in their language learning process. These difficulties include not being confident in one's ability to use the language, not knowing terminology and tenses, and replying correctly in English. Ability and comprehension abilities.

The limited time students have for English practice, however, is a big problem because of the challenging curriculum and other courses they must study. Their capacity to practice English freely and efficiently is restricted by this time limit. In conclusion, despite their strong motivation and awareness of the value of English, students in hospitality programs find real difficulties while trying to learn the language, especially when it comes to speaking and listening. A more adaptable curriculum that provides enough practice time and confidence-boosting English-language activities is necessary to address these issues.

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