

CHAPTER I

INTRODUCTION

1.1 Background

Tourism is a social aspect in people's lives that contributes to the development of natural resources and human resources in Indonesia. There is no doubt about the importance role of tourism in economic development in various countries. In the last few years, many countries have taken tourism seriously and made tourism a leading sector in tourism, not just an industry but also a field of study and development of human life (Pitana, 2009).

The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati and Osin, 2019). The development of the tourism industry will affect the increase in income of the community around tourist objects and the creation of jobs (Osin et al., 2019). Among the sectors supporting tourism development, human resources is the main sector which is very important to note as an effort to prepare people involved in tourism in the future. One way to increase human resources to support the tourism sector is through education.

Education is a process carried out by individuals or groups to transfer knowledge, skills, values, methods, and beliefs to other groups or individuals (Sadiku et al., 2018). Every country has a different education system, including Indonesia. The education system in Indonesia has always changed from time to time, especially during the Covid-19 pandemic. Education is a very important thing in our life. The importance of education needs to improve the quality of education which is carried out as a whole, through education students can develop their abilities and potential so that they can be useful to society.

Changes and improvements in the field of education include the various components involved in it, both education implementers in the field (teacher quality and competence), education quality, curriculum tools, educational facilities and infrastructure, and quality of

education management including changes in methods and more innovative learning strategies (Sanjaya, 2020). These changes and improvements aim to bring a better quality of Indonesian education.

One of the efforts taken to improve the quality of human resources is through the learning process at school (Sahertian, 2000: 1). An innovative learning process must be created for the benefit of students so that the teaching and learning process becomes more passionate. The success or failure of achieving educational goals depends on the learning process experienced by students as students (Slameto, 2003:1). Therefore, as a teacher, you should be able to keep up with current developments and create a varied learning atmosphere so that the material presented can attract students' attention to listen and improve student learning outcomes.

One's success in learning can be measured by the learning outcomes obtained after learning. Learning outcomes are a process of behavior change obtained by students after experiencing learning activities involving cognitive, affective, and psychomotor (Djamarah, 2008: 13). The learning process experienced by students can be observed from the differences in behavior before and after the learning process. Learning outcomes can be indicated by test scores or scores given by the teacher as a result of mastery, knowledge, or skills developed by the subject (Tu'u, 2004:75).

A school is a place where students can get an education from teachers. Education in schools serves to assist in self-development, developing potential and personal characteristics in a positive direction. Within the school, there is the interaction between teachers, the interaction between students and supported by good facilities and infrastructure so that it can form a maximum teaching and learning process that will benefit both teachers and students.

Efforts to improve student learning outcomes require appropriate teacher-teaching strategies and student-learning strategies. Teaching strategy is an approach to managing learning activities in the classroom. The teacher's strategy in the teaching-learning process in

the approach to education requires a set of teaching methods to carry out learning objectives. Implementing the learning method requires a set of skills that suit the needs of a teacher. A teaching program held by the teacher face-to-face can be carried out using various methods such as lectures, group discussions, and questions and answers (Gulo, 2002:3).

Teacher's strategy in the teaching-learning process in the approach to education requires a set of teaching methods to carry out learning objectives. Implementing the learning method requires a set of skills that are by the needs that must be owned by a teacher. In addition to teaching methods, things that are no less important in the implementation of learning include the completeness of learning media for students. Media in teaching plays an important role as a tool to create an effective and efficient teaching and learning process in schools (Sudjana 2009:99).

That teaching strategy is the process of planning a skilled work system, where the planning process is dynamic and may experience changes related to adjustments to the context (Shai in Angelinawati, 2018). Franzoni and Assar (2009) state that “teaching strategies are elements given to students by teachers to facilitate a deeper understanding of information. The strategies given are neutral and pay attention to students' learning styles. The strategy will have an impact on student outcomes whether positive or negative. Furthermore, Oxford (2003: 8) posits that a strategy will be useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the learning style preferences of a particular student to one degree or another, and (c) students use the strategy effectively and relate it to other relevant strategies. Strategies that meet these requirements make learning easier, faster, more enjoyable, more independent, more effective, and more transferable to new situations.

Based on the author's experience when participating in Field Experience Practice (PPL) at SMK Negeri 1 Kupang it was found that the teaching strategy carried out by SMK Negeri 1 Kupang teachers was only teacher-centered which means that the method used was not

student-centered so it not spur curiosity from students to finding out the material presented this causes students to become bored. On the other hand, giving assignments to students is quite a lot so it affects students' learning interest which in turn reduces the enthusiasm for learning from the students themselves and affects student scores to be low. So it is necessary to research to learn more about the teaching strategies teachers use at SMK Negeri 1 Kupang. The importance of conducting research at SMK Negeri 1 Kupang because at SMK Negeri 1 Kupang there is a tourism department where students studying in tourism majors are forced to prepare themselves for the world of work, especially in the field of tourism because in the future they must be able to use English properly and correctly.

Based on the problems above, the writer conducted a study entitled “An analysis on teachers' strategy in teaching English for tourism at SMK Negeri 1 Kupang”

1.2 Research Problem

Based on the background above, it is important to know the teaching strategies of SMK Negeri 1 Kupang teachers in tourism classes. Therefore the formulation of the problem in this study, namely: what are the teachers' strategies in teaching English for tourism at SMK Negeri 1 Kupang?

1.3 Aim of Study

The aim of this research is to find out the teachers' strategies in teaching English for tourism at SMK Negeri 1 Kupang.

1.4 Significance of Study

The significance of this research is divided into 2 (two) benefits. Benefits are realized for further researchers and benefits of application for related agencies.

1.4.1 Implication

The benefits of theories related to English teacher teaching strategies are in the opinion of Hamalik (2001: 201) that four types of English teacher teaching strategies must be known, namely acceptance, discovery, mastery, and integration. The results of this study are expected to be helpful in the development of teaching science in the classroom where teaching strategies can improve students' English learning abilities in tourism majors.

1.4.2 Application

Practical benefits are benefits that can be taken by writers and readers, namely:

1. For schools English teacher to use teaching strategies for student-centered tourism at SMK Negeri 1 Kupang.
2. For private tourism courses to use a teaching strategy that is centered on them to address their needs in taking private course.
3. For other researchers to be able to use material to enrich writing related to English teacher teaching strategies for tourism.

