

# CHAPTER I

## INTRODUCTION

The introduction chapter consists of the background of the study, identification of the problems, formulation of the problem, the objective of the study, focus of the study, the significance of the study, and operational definition.

### **A. Background of the study**

Annisa, K. et al. (2023) stated that language is one of the essential aspects of human interaction. The same with English which is an important aspect of communicating globally because of its status as an international language. As Fromkin says, "English has been called 'the lingua franca of the world'" (1990: 259). Khairani (2016) added that mastery of English determines global interaction. Therefore, in this era where we need to interact, learning English is very important.

The importance of learning English has been realized by many people (Septiana, R. et al., 2021). One of them is in the world of education. As stated by Gusti (2015) in her research entitled "Globalization of English: So What?", through the world of education, science-technology and international communication can be developed and even mastered. These efforts have been made by the government by releasing a regulation to make English language learning mandatory at the secondary level (Aulia, 2016).

One of the secondary-level schools that must implement English language learning is SMK or vocational schools. UU Sisdiknas No. 20/2003 on national education purposes, states that Vocational School (SMK) is a secondary level of education that prepares students to work in certain fields. Handoko (2019) mentioned that vocational school prepares students to become productive individuals who can work in their field of expertise after completing a series of education. Therefore, learning activities in vocational schools are conducted through practice rather than theory. Practices that are often carried out by vocational school students are activities that are following their majors. These activities are often conducted outside the classroom, especially in laboratories for practicum.

The implementation of vocational activities is mostly carried out in practical laboratories, different from the ones of regular activities with the concepts and exercises done in the classrooms. In particular, English learning, with materials mostly conceptual and exercises does not require students to move. Hence, students at vocational schools find it difficult to follow.

One of them is in the culinary arts major which does a lot of learning in the cooking laboratory. Culinary arts is a major with the art of that covers the entire scope of food, starting from the preparation stage, processing to the stage of serving food, either traditional or international food (Siahaan, 2019).

Due to the difference in the scope of what is studied, including practice and theory, there is a difference in the atmosphere between learning in the classroom and the cooking laboratory. The difference in the atmosphere of culinary arts students of vocational school engaging in classroom learning, especially English including students' interest, mastery level, and behavior in learning English raises the question of how vocational students perceive English learning at school.

This research was conducted out of an interest in observing students' perceptions of English language learning. This research seeks to fill the gap of previous studies related to the problems that occur in the implementation of English language learning that should be considered since the lower education level than a university student's age, including vocational schools. This research was conducted based on an interest in observing the perceptions of culinary arts students in vocational school's English learning, especially at SMK Muhammadiyah 4 Yogyakarta which is an SMK PK (Pusat Keunggulan) decided through the Decree of the General Directorate of Vocational Education NO.60/D/0/2023. SMK Muhammadiyah 4 Yogyakarta's specialty is culinary arts, which is expected to produce graduates who can work in reputable companies and interact with anyone, including the international community. Related to the culinary arts major, observations have been made in the culinary arts class of SMK Muhammadiyah 4 Yogyakarta: some students seem to react positively and some seem to show dislike towards learning English.

Based on the reasons above, this is important to be further aware of and know more about the perceptions of culinary arts students towards English learning in vocational schools along with the obstacles and expectations. The relationship between the three, that is perception is the process of obtaining information about something from the environment, which is very active in forming basic thoughts about the reality obtained. Obstacles are the factors that influence expectations, which are the desired wishes about something positive to create a satisfaction. The importance of knowing students' perceptions of English learning is also because English is a mandatory subject in secondary schools and has an important role for culinary arts graduates. Hence, the study aims to find out the perceptions of culinary arts students along with the obstacles and expectations of these students towards English learning in SMK Muhammadiyah 4 Yogyakarta.

## **B. Identification of the Problems**

After observing students' reactions to English learning at SMK Muhammadiyah 4 Yogyakarta. Several research topics have been found from the interesting problems that occur, such as the following:

1. The difficulty of culinary arts students to engage in English learning actively.
2. The lack of culinary arts students' knowledge about the basics of English learning.
3. The low interest of culinary arts students in English learning.

4. The perception of culinary arts students of vocational school towards English learning is not exactly recognized.
5. The obstacle of culinary arts students of the vocational school towards English learning is not exactly recognized.
6. The form of English learning activities expected by culinary arts students of vocational school is not exactly recognized.

### **C. Formulation of the Problem**

This research was conducted based on the following problem limitation with a question:

1. What are the culinary arts students' perceptions of English learning in SMK Muhammadiyah 4 Yogyakarta?
2. What are the culinary arts students' obstacles of English learning in SMK Muhammadiyah 4 Yogyakarta?
3. What are the culinary arts students' expectations of English learning activities in SMK Muhammadiyah 4 Yogyakarta?

### **D. Objective of Study**

This research is conducted with the objective of answering the formulation of the problems in the previous point:

1. To find out culinary arts students' perceptions of English learning in SMK Muhammadiyah 4 Yogyakarta.
2. To find out culinary arts students' obstacles of English learning in SMK Muhammadiyah 4 Yogyakarta.

3. To find out culinary arts students' expectations of English learning activities in SMK Muhammadiyah 4 Yogyakarta.

#### **E. Focus of Study**

This research focus and limited to knowing and analyzing the culinary arts students' perceptions of English learning in SMK Muhammadiyah 4 Yogyakarta.

#### **F. Significance of Study**

The significance of this research aims to contribute theoretically and practically, explained as follows:

##### **1. Theoretical Significance**

This research is expected to help readers to find out more about culinary arts students' perception of English learning in vocational school especially in SMK Muhammadiyah 4 Yogyakarta.

##### **2. Practical Significance**

- a. For teachers: It is hoped that the results of this study can provide further information and knowledge for teachers about culinary arts students' perceptions of English learning. So that teachers can evaluate the English learning that has been done.
- b. For students: It is hoped that the results of this study can be a medium for culinary arts students to express their

perceptions of English language learning in vocational school.

- c. For Researchers: It is hoped that the results of this study can help other researchers to become a reference for research related to vocational students' perceptions of English learning. This research can also provide a need analysis for researchers who will continue to develop treatment based on vocational students' perceptions of English learning especially in culinary arts students.

## **G. Operational Definition**

In order to provide a clear illustration of the research, several concepts must be operationally defined:

### **1. Perception**

According to Aprianto (2017) quoting from Walgito (2003: 87), perception is the process that determines how individuals think about a particular phenomenon.

### **2. Vocational School**

According to the Cambridge Dictionary, a vocational is an educational unit that provides understanding and abilities that prepare individuals for a particular job.

### **3. Culinary Arts**

According to Terkuran (2021) Culinary Arts is a program that educates students in the management of food, beverages, and provides

the knowledge to become staff managers in several food product operations.

#### **4. English Learning**

According to the Cambridge Dictionary, English learning is the process of getting knowledge or a new skill of the language that is spoken in the UK, the US, and in many other countries