Vocational Students’ Perceptions towards English Speaking Skill in SMK Negeri 2 Salatiga

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Ekky Hessia Putri
112010012

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
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Vocational Students’ Perceptions towards English Speaking Skill in SMK Negeri 2 Salatiga

Ekky Hessia Putri

Abstract

The purpose of this study was to find out about vocational students’ perceptions towards oral English speaking skill lesson in SMK Negeri 2 Salatiga. The participants were 40 students, in the second grade of vocational high school. The research tool used for gathering the data was a questionnaire using Likert scale. Based on the finding, it was indicated that most of the students were conscious about the positive benefits of studying English especially for their future career. Many of them also reported that they love English and get many benefits from learning English, especially in their social life.

Keywords: Speaking skill, students’ perception, class participation.

Introduction

With the advance of globalization, English is very important nowadays and may affect one’s future career. Speaking skill is one of the factors that determine students’ success or not in learning English. According to Nunan (1991) speaking is fundamentally an instrument act, i.e. speakers talk in order to have some effect on their listener. Further, Nunan (1991) also stated if the success or not in speaking is measured through someone’s ability to make a conversation in the language.

According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity and the ability to express oneself in some situation or to report acts, or situation. Furthermore, Tarigan (1990: 8) also said that speaking is a way of communication that influence our life.
When someone speaks to another person, there will be a relationship. The relationship itself is communication. Wilson (1983) stated that speaking is a development of the relationship between a speaker and a listener. On the other hand, speaking can be called as oral communication and speaking is one of skill in English learning. This became one important subject that teacher should give. That is why the teachers have big challenges to enable their students to master English well, especially speaking English in class or out of the class.

Statement of the Problem

In spite of the need to master English as an international language, we still see many barriers in learning the language at Indonesia. The barriers might be come from individuals such as motivation or low awareness of the importance of English or outside (environment) like the class setting.

The goal of this study is therefore to gain the information about the students’ perceptions towards English speaking skill in a vocational high school, because as a researcher, I found out from my teaching internship that the students tended to be passive in learning.

It is important to know the main problems in the students learning oral English and what thing that influence them the most.

Significance of the Study

The result of this study will be useful for the English teachers, because it can help us to find out the vocational students’ perceptions toward English speaking skill.
Hoped, this study can be useful for other researchers who want to conduct a study which may affect their participation in class related to the importance of students’ perception towards English speaking skill.

**Literature Review**

This study will examine some factors such as students speaking class, on the merits of English which may affect students’ motivation, feeling and learning environment. Lazaraton (2001) defines if language is a means of communication to convey our ideas, opinions, and feelings. From this, language has an important role in many parts of human life, which particularly realized in communication activities. Many people, knowing the language well is indicated by their ability to speak the language because speech is the most basic means of human communication.

**Perception vs attitude**

The definition of perception can be found in Seattle as cited as Blake and Sekuler (2006) that perception is what a person feels about a particular thing. It is both conscious and unconscious. Further, Ramirez (2010) also stated about the perception towards the development of oral skill in English as a foreign language. In learning English, students’ perception is essential since it influences their intellectual curiosity toward learning English, especially in speaking skill. According to Lindsay and Norman (1997) perception is a process by which organism interpret and organize sensation to produce a meaningful experience of the world. The perception follows four steps, the first is stimulation, second is registration, organization and the last is interpretation.
It is not a simple thing when we were discussed about students’ perception. It is about the recognition and understanding towards action, events and object that are related to the use of senses of human beings such as sight, hearing, etc. (Longman Dictionary of Applied Linguistic as cited in Yuyun 2007). Kendra Van Wagner as cited in Yuyun’s study (2007) also stated that recognition and environment stimuli are both involved in our sensory experiences in responding stimuli.

In another study, Guoxing Yu (2004) stated perception of the learning process will influence everything they do both within and beyond classroom situations. According to Fransiska (2000), perception may involve the personal feelings of someone in view or thoughts.

In contrast to perception, attitude may be defined as a mental or neural state of readiness, organized through experiences (Allport 1935). Attitudes are a complex combination of things we tend to call personality, beliefs, values, behaviors and motivations. According to Karahan (2007), students’ attitudes towards foreign language learning vary depending on their feelings towards the target language, culture, exposure and difficulty of it. He further explains:

“ Language attitudes’ are the expressions of positive or negative feelings towards a language may reflect the impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language”. (p. 2)

The important thing is to create a positive environment in learning language in order to encourage the students’ interaction. Because by creating positive
environment, unconsciously students will feeling enjoy in learning process. For example are expressing ideas, feeling and opinion without frightened from the students making mistakes, and students can also carry out communicative tasks in an effective way.

**Factors affecting the success of learning speaking skill**

There are at least two kinds of factors which affect the success in learning speaking skill, there are:

**Motivation**

Motivation in learning English is like the combination of effort and desire in achieving the goal in learning language, According to Sue Lintem (2002) motivation is like a desire or wants to achieve the goal, that combined with the energy to work towards the goal. In line with Brown (2000), motivation is also like an inner drive, impulse, emotion, or desire that moves one to another action.

Huitt (2001), Shiraev and Levy (2004) also stated that motivation is a condition that is usually an internal one that initiates, activates, energies that directed into behavior. In addition, Nimmannit (1998) also suggest that students will be more motivated if they are allowed to doing activities which they can relate, which encourage them to use the target language and also allow them to choose what they want to say.

Gardener (1985) also stated if there are two types of motivation, the first is called as interrogative orientation. Interrogative orientation refers to the reason suggesting that learners in order to learn about, and another one is instrumental
orientation. Second one, called as Instrumental Orientation. Instrumental orientation refers to the desire to learn the second language for the specific goal or reason. Furthermore, Gardener (1985), also stated if motivation can be divided into two categories, there are:

1. **Intrinsic motivation**
   
   Intrinsic motivation is motivation that engage in activities because of the pleasure and satisfaction that taken from learning, exploring, and understanding new things.

2. **Extrinsic motivation**
   
   Extrinsic motivation is motivation that structured in common activities and not engaged for some reasons.

Motivation, plays a vital role in language learning. It can produce effective second language communicators because it makes the learners step into their self-confidence points. Motivation can also create learners who continually engage themselves in the learning even after they complete a target goal.

Several aspects in human life also influence students motivation in learning language. For example is social aspect, Richards (1972) stated that social aspect will influence students learning, because learning language will reflect a social process, and different varieties of language reflect different setting for language learning and language use.

**Students feeling towards English**

Having a second language also means having another access to another world of people, ideas, ways of thinking and literature. Currently, English is used
as a medium of knowledge for transferring and sharing among people over the world. Through language, people will be able to express their thoughts and feeling with each other in certain idea or concept.

Nowadays, the status of English is Lingua Franca. It means that the world needs and uses English for the instrumental reason especially for communication (Alptekin 2002). The English language is an important medium of interaction used many people in various fields, such as in career, academic, and also business throughout the world. Feeling, can be divided into at least two, there are:

1. Positive feeling

Positive feeling reflect the extend to every person to feel enthusiastic, active and alert. Positive feeling indicates a high and positive energy and full of concentration in learning. Stone (1981) stated if positive feeling is related to social activity and satisfaction to the pleasant events.

2. Negative feeling – anxiety

Negative feeling is a dimension of subjective, pressure and unpleased feeling that indicates a negative energy such as anger, fear and nervousness. Moreover, Clark and Watsons (1974) also stated if negative feeling is related to stress, poor and frequently of unpleasant events.

Learning Environments

Learning is a conscious knowledge of language rules, it does not typically lead to talk fluently, and it is derived from formal instruction. According to Whittaker (2003), learning may be defined as a process by which behavior originates or altered through training or experience. Furthermore, this definition is
not different from Cronbach’s (2003), in his book who states that learning is shown by changing in behavior as a result or experience.

Learning environment also has been considered important in the learning process. According to Filla (2002) learning a language is complex, because learning language is taken from a simple skill into the complicated ones. To some extent, learning is also influenced by the beliefs that students bear about language learning. According to Ajzen (1988) beliefs are a central thought in every discipline that deals with human behavior and learning.

In the teaching learning process, learners can be called as a good learner if they have a good learning strategies in their learning environment. Chamot and Van and Abraham (1989) confirm that good learners are characterized by a varied range of learning and communication strategies. The learning environment is one place of language rules. Learning means knowledge about what we learned and it means that learning without meaning is a form to learn without changing.

THE STUDY

This part of the study contains context of the study, participants, instrument of data collection, data collection procedure, and data analysis. This study will be answered the following question: What are the students’ perceptions towards English that may affect their class participation in their speaking class?

Context of the Study

The research was conducted in vocational high school in SMK Negeri 2 Salatiga. The reason I chose this school is because when I did the pre-teaching, I
saw many students did not seem to feel enthusiastic in learning English, especially in speaking skill. I chose English speaking skill because in this class, the students appeared reluctant in speaking English even for the small things. However, because of time limitation, this study will only examine students’ perceptions towards English speaking skill in SMK Negeri 2 Salatiga.

Participants

The participants of this study were 40 students, the students of second graders in vocational high school SMK Negeri 2 Salatiga. The participants were around 16-17 years old with English as their foreign language. The participants were chosen by “criterion based” selection. Blackledge (2001) stated that choosing participants using criteria based means that we have criteria and we are seeking the participants that fit to those criteria. The criteria were students in the second grades of vocational high school.

Instrument of Data Collection

This study used a questionnaire to collect the data in order to find out students’ perceptions towards English speaking skill. The type of questionnaire that was used is an integration of close-ended questionnaire because as Seliger and Shohamy (1989) stated, closed-ended questionnaire is more efficient because of their ease of analysis. After the data were gathered, I categorized the questionnaires and the answers based on the aspect in each questions. The aspects will be divided into five categories, there are social aspects, mental aspects, environmental aspects, self-reliant aspects, and the last is vocational aspects.
Data Collection Procedure

I spread the questionnaires to the second grade students in SMK Negeri 2 Salatiga. The spread of the questionnaires was done in the last semester. Firstly, I did the piloting in order to find out whether there are any questions that still need revision or improvement. Then, after I fixed the questionnaires, I started to spread them out to the second grades of the different vocational school students. After that, I collected the questionnaires and made initial themes that based on the research question.

Data Analysis.

After the questionnaires were collected, I started to categorize student’s responses based on the initial themes. Then, after those were categorized, I could know what is the students’ perception towards English especially in speaking skill. Finally, I analyzed and summarized students’ response to find out the answer for my research question.

FINDING AND DISCUSSION

Based on the research results that were taken in SMK Negeri 2 Salatiga through 13 questionnaires, the questionnaires can be divided into five categories, there are: Benefit of Learning English, Feeling toward English, Environmental Perception in Learning English, Degree of Difficulties, and the last is The Ability of Learning English. From those five categories above, we can conclude that:
Benefit of Learning English

The first category is the benefit that students achieve in learning English (Benefit of learning English). If we take a look from the social aspect, students can feel the positive benefit in learning English. The data (in percentage) are the calculation of every student that filled the questionnaire. Further, for the clearly information we can take a look from the table below:

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability of learning English can help increase our self confidence</td>
<td>90%</td>
</tr>
<tr>
<td>The benefit of learning English in general</td>
<td>91%</td>
</tr>
<tr>
<td>Learning English can help us to broaden students knowledge</td>
<td>81%</td>
</tr>
<tr>
<td>The importance of learning English as an International language</td>
<td>83%</td>
</tr>
<tr>
<td>English can helps students to socialize</td>
<td>85%</td>
</tr>
<tr>
<td>Ability to learn and speak English can help the students to communicate with foreigners</td>
<td>100%</td>
</tr>
</tbody>
</table>

Diagram I. Benefit that students achieve in learning English (social aspect)

*The ability to speak English can help increase our self confidence.*

Ninety percent (90%) of the students feel the benefit if learning English can increase their self-confidence. It can be seen from fifty five percent (55%) of the students strongly agreed with the benefit of learning English, if the ability to speak English can help increase our self confidence. Another, thirty five percent (35%) of the students also agreed if the ability to speak English can increase their self-confidence.
However, there are ten percent (10%) of the students disagree with the benefit of learning English. Of course, this can not be deep discussion, but that amount of students provides important finding for discussion. From the data above, we can conclude that most of the students are conscious with the benefit that the students get, if the ability to speak English can increase their self-confidence.

Further, we also take a look if there are any possibilities why students passive or less interest in class, especially in learning English. If illustrated in the table, the result will be shown below:

Diagram: The ability to speak English can help increase our self-confidence.

<table>
<thead>
<tr>
<th>The ability to speak English can help increase our self confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
</tbody>
</table>

The benefit of learning English in general.

Further, ninety one percent (91%) of the students were conscious with the benefits of English. It can be seen from the survey that fifty six percent (56%) students strongly agreed with the benefit that students achieved in learning English, thirty five percent (35%) students also agreed if the ability of learning
English can help to increase our self confidence, because English can help them to understand words and its meaning even in simple thing.

From the data above, we can conclude that most of the students feel the benefits of learning English in general. However, there are some students, only nine percent (9%) of the students disagree that passive in class or lack of interest in English class. Of course, we can not dig deeper about the 9% of students in the discussion. But, the amount of students provides important finding for discussion.

Diagram: The benefit of learning English in general.

Learning English help to broaden students’ knowledge.

The benefit of learning English can broaden students’ knowledge also realized by the students. It proved from the eighty one percent (81%) students who conclude that learning English helps to broaden their knowledge. Furthermore, fifty one percent (51%) students strongly agreed and thirty percent (30%) students also agreed with the statement if learning English can broader students’ knowledge widener.
However, there are eighteen percent (18%) students who disagree if English can help them to open their knowledge broader, and there is one percent (1%) students strongly disagree if learning English can broaden students’ knowledge. Of course, the amount of students that strongly disagree can not be a deep discussion, but it provides important finding for discussion.

From the explanation above, we can conclude if learning English can open their knowledge. But, there are many students that have less motivation in learning English, so they feel lack of understanding of an English lesson.

Diagram: Learning English help to broaden students’ knowledge.

Learning English and ability to speak the language can help the students to communicate with foreigners.

A hundred percent (100%) of students in SMK Negeri 2 Salatiga feel the benefit if learning English and ability to speak the language can help the students to communicate with foreigners. Of course, this can not be a deep discussion, but that amount of a hundred percent (100%) students provides important finding for
discussion. Further, the result also shows if eighty four percent (48%) students strongly agreed, and fifty two percent (52%) of the students agrees if learning English and ability to speak the language can help the students to communicate with foreigners.

From the data above, we can conclude if all respondents students in SMK Negeri 2 Salatiga are conscious about the benefit that they will achieve, if learning English and the ability to speak the language can help the students to communicate with foreigners.

Diagram: Learning English and ability to speak the language can help the students to communicate with foreigners.

The importance of learning English as an International language.

Students in SMK Negeri 2 Salatiga strongly agree if every person must be able to speak English because English is an International language. This statement was stated by fifty eight percent (58%) students strongly agree with the benefits of
learning English as an International language. Twenty five percent (25%) of the students also agrees with the statement above.

Furthermore, several of the students seems to have low motivation in mastering English. This statement, can be seen from seventeen percent (17%) students disagree if English needs to be mastered by everyone. From the data above, we can conclude if most of the students feel the need of learning English, because English is an international language.

Diagram: The importance of learning English as an International language.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>English helps students to socialize.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are eighty five percent (85%) students who strongly agreed that English can help students socialize, twenty percent (20%) students also agree with that. Moreover, there is thirteen percent (13%) of the students disagree and two
percent (2%) of the students strongly disagrees if English can help students socialize.

Less interest in English class can also be one of the factors why students have less participation in class, so the students will feels lack of understanding if English can help them to socialize.

Diagram: English helps students to socialize.

Feeling toward English.

Further is about feeling that students have achieved since learning English (Feeling Toward English). If take a look from mental aspects, students have positive responses toward learning English. The data (in percentage) are the calculation of every student that filled the questionnaire. For the detail, data (in percentage) can be shown below:
Diagram: Feeling that students have achieved since learning English.

Students feel that they really like English lesson.

Students in SMK Negeri 2 Salatiga also feel that they have gotten since learning English (feeling toward English). Ninety percent (90%) of the students strongly agree to like English lesson. These are the conclusion based on survey if sixty five percent (65%) of students strongly agree to like English lesson, and twenty five percent (25%) students also agree to like English lesson.

However, there are still many students that have low motivation toward English lesson. That statement, can be proven if there are ten percent (10%) students disagree if they really like English lesson. This disagreement is probably the cause of passivity in the class, so that the students disagree if they like English lesson.
Students disagree that mispronouncing English is an embarrassing mistake.

Sixty three percent (63%) of the students disagrees if mispronouncing English is an embarrassing mistake. Those statements can be seen from fifty percent (50%) of the students feel disagree if mispronouncing is an embarrassing mistake. However, thirteen percent (13%) of the students also strongly disagrees.

Furthermore, ten percent (10%) of the students agreed if they are embarrassed when they are mispronouncing, followed by twenty seven percent (27%) students that strongly agree if they are embarrassed when mispronouncing English words.

Based on the statement above, we can conclude if the mispronunciation affects students desires in speaking English. Further, from the data above, embarrass is not apparently one factor that led students to passive in speaking English.
Diagram: Students disagree if mispronouncing English sentence is an embarrassing mistake.

**Environment Perception in Learning.**

Another is feeling that we get from our environment (Environment Perception in Learning). If we take a look from the environmental aspect. Students also have a positive response towards English lesson. The data (in percentage) are the calculation of every student that filled the questionnaire. Further, the data and its result can be seen from the data below:
Students agree if their friend’s reluctance, even mocking them while they are speaking English.

Students in SMK Negeri 2 Salatiga also get the feeling toward their environment (Environment Perception in Learning) during the English lesson. Fifty six percent (56%) of the students disagrees if their friend’s reluctance even mocking them while they are speaking English. It can also be seen from the result that twenty nine percent (29%) students disagree and twenty seven percent (27%) students strongly disagree. The rest, which is twelve percent (12%) of the students strongly agreed and thirty two percent (32%) also agreed with that.

It can be concluded if most of the students do not feel the negative impact from environments that make them afraid or embarrassed when speaking English.
Diagram: Students agree if their friends reluctance, even mocking them while they are speaking English.

Students agree that their friends environment always motivates them to be able in speaking English well.

Ninety eight percent (98%) of the students agrees that their friends environment always motivates them to be able to speak English well. It can be seen if sixty eight percent (68%) students strongly agree that their friends environment always motivates them to be able in speaking English well, thirty percent (30%) students also agree, and there are two percent (2%) of the students disagree if their friends environment always motivates them to be able in speaking English well.

From the survey above, we can take a look if most of the students achieve the positive benefits and feel motivated to be to speak English well.
Diagram: Students agree if their friends environment always motivates them to be able in speaking English well.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>68%</td>
<td>30%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Students disagree with their English learning system in their school.

There is seventy percent (70%) of the students who disagree with the English learning system in their school all this time. This is can be proved by forty five (45%) students strongly disagree with the English learning system and twenty five percent (25%) students also disagree with the English learning system and the lesson that given. Furthermore, there are twenty percent (20%) students agree with it and ten percent (10%) students are agreeing with the learning system in their school.

From the data above, it can be concluded that almost students of SMK Negeri 2 Salatiga are lack of confidence in learning English lessons in their school.
Diagram: Students disagree with their learning system in their school.

**Students disagree with their English learning system in their school**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Strongly agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>45%</td>
<td>25%</td>
<td>20%</td>
<td>10%</td>
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</tbody>
</table>

**Degree of Difficulties.**

The fourth questionnaire is for degree of difficulties in English lesson. If we take a look from self-reliant aspect, there are ninety one percent (91%) of the students have perception if speaking English is not easy. For the specific statement, the data (in percentage) are the calculation of every student that filled the questionnaire. Data and its result (in the percentage) can be seen below:

Diagram: Degree of difficulties in English lesson.
Students claim if speaking English is not easy.

Students in SMK Negeri 2 Salatiga also found degree of difficulties in English lesson. These are proven by ninety one percent (91%) students claim if speaking English is not easy.

From the survey above, there are sixty one percent (61%) of the students disagree if speaking English is easy, thirty percent (30%) of students strongly disagrees and further, there are nine percent (9%) from the students agree if speaking English is easy. Of course, this can not be a deep discussion. But, that amount of students provides important findings for discussion. Based on the result above, we can conclude if most of the students realize if learning English is not easy.

Diagram: Students claim if speaking English is not easy.

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>90%</th>
<th>80%</th>
<th>70%</th>
<th>60%</th>
<th>50%</th>
<th>40%</th>
<th>30%</th>
<th>20%</th>
<th>10%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>30%</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>61%</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td></td>
<td>9%</td>
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</tr>
<tr>
<td>Agree</td>
<td></td>
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</tbody>
</table>
The Ability of Learning English

The last, students of SMK Negeri 2 Salatiga also think if the ability of learning English is very important to support their career in the future. If take a look from the vocational aspect, ninety five percent (95%) students think positively if the ability of learning English is very important to support their career in the future. The data (in percentage) are the calculation of every student that filled the questionnaire. The data can be seen below:

Diagram: The ability of learning English is very important to support career in the future.

Eighty percent (80%) of the students strongly agree and fifteen percent (15%) of the students also agree if the ability of learning English is very important to support their career in the future. However, there are five percent (5%) students disagree about the statement above. Of course, the result of five percent (5%) students that disagree can not be a deep discussion. But, that amount of students provides important finding for discussion.
Based on the survey result above, we can conclude if the ability of learning English has a positive benefit, especially to support their career, because most of the students can feel the benefit of learning English for their future career.

Diagram: The ability of learning English is very important to support career in the future.
CONCLUSION

This research was aimed to find out on students’ perceptions toward English speaking skill in SMK Negeri 2 Salatiga.

The first finding of the research, if we take a look from the social aspect, it shows that the majority of the students feels the positive benefit and have motivation to learn English. As many as 90% of the students realize if the ability of learning English can increase their self confidence. It is shown that most of the students realize if learning English are important in this era. Furthermore, 91% of the students also realize if there are many benefits in learning English especially in general. From the result above, we can sum up if students are very conscious of learning English in general will bring them many benefits to their life ahead. 81% of the students also stated if learning English can help them to open our knowledge broader. Students believe if learning English help them to open our knowledge broader, so students will be more confident to face the era of globalization. Another fact, 83% of the students were conscious about the importance of learning English as an international language. 85% of the students also stated if learning English helps the students to socialize. The last is 100% of the students believe that the ability to learn and speak English can help the students to communicate with foreigners. From the result above, we can see that generally students have the perception that ability to learn and speak English will expand their society.

The second finding is about the mental aspect when they learn English
shows that the majority of the students have a positive response toward learning English. It can be seen if 90% of the students feel if they really like English lesson, another is 63% of the students feeling disagree if misspelling the pronunciation of the English sentence is embarrassing mistake. Based on the statement above, we can see if actually students really like English lesson, but sometimes they meet obstacle in misspelling the pronunciation, but it does not make the students reluctant in learning English.

The third finding is about the environment aspect when they learn English shows that the majority of the students have a positive response toward learning English. It was proved by the fact that 56% of the students disagreed if their friend’s reluctance, even mocking them while they were speaking English, another is 98% of the students are agreed if their friends (environment) always motivated them to be able to speak English, and the last is 70% of the students disagreed with their learning system school.

Further, the fourth finding concerned with degree of difficulties. If we take a look from self-reliance aspect. 91% of the students saw that speaking English is not easy. Based on the statement above, we can conclude if actually students want to learn English more especially in speaking skill, but they do not find an easy or fun way to make learning English more fun.

The last finding concerned with the ability of learning English. Vocational aspect stated if 90% of the students think positively if the ability of learning English is very important to support their career in the future. From the statement
above, we can see if most of the students are realizing if learning English and the ability of speaking English is important especially in the era of globalization.
Suggestions, Implications and Further Research

This result probably contributes more information for students of SMK Negeri 2 Salatiga based on students’ perception towards English. But, this study still needs more modification because it has been just a small-scale studied. Some more question should be added in questionnaires for deeper information. This research hoped could help the teachers find out students’ interest in English, especially in speaking English skill.

The result from this study is expected to be useful to the SMK Negeri 2 Salatiga English teachers to find out what is the vocational students’ perception towards English especially in speaking skill. The result of this study could also make students aware with their learning English, especially English for their future.

This study also hoped can be useful for other researchers who want to conduct a research about vocational students’ perception towards English especially in speaking skill. Moreover, questionnaire and observation are the good combination in doing further research. Because, researcher can dig deeper students’ perception towards English and the benefits of learning English for life.
ACKNOWLEDGEMENT

During the process of writing this thesis, I have been supported and assisted by many people.

First I want to thank my Almighty God, Jesus Christ for His blessing upon my life. Secondly, my sincere gratitude goes to my advisor, Ibu Titik Murtisari, I feel honored to have such a warm-hearted advisor like Ibu Titik. Also my gratitude for my examiner, Bapak Christian Rudianto, for his help, correction, and also the useful suggestion.

A million of thanks also goes to my family. Ibu Ratih, Bapak Hedy thank you for the prayer, support, sincere sweat, encouragement to finish my study; I hope I will make you guys proud someday, my sister Meiza, grandpa, grandma, and all my family that support me during my study.

Lastly, I want to thank to architect soon to be, Burhan Budihargo thank you for all of the support, love, laughter, tears, time and the lessons of life that you’ve taught me. Moreover for my life-times friends in ED Desi Ariani, Aninda, Ika, Sofia, Pipin, Fitri, Tora, Wenny and all of my friends that I can not mention your name one by one, you guys always keep encouraging me with your never-ending drama, advise, support and help, I am grateful to know you guys. Last but not least, for all of the teachers and staffs in ED, without them it is impossible for me to make my dream come true.
References:


Cambridge University Press.


KUESIONER

Teman-teman yang baik,

Sehubungan dengan penyelesaian tugas akhir atau skripsi yang sedang saya lakukan di Fakultas Bahasa dan Sastra jurusan Pendidikan Bahasa Inggris Universitas Kristen Satya Wacana, maka saya melakukan penelitian untuk mengetahui persepsi siswa SMK terhadap pembelajaran bahasa Inggris khususnya Speaking Skills, yang nantinya diharapkan dapat diterapkan pada siswa SMK Negeri 2 Salatiga.

Adapun salah satu cara untuk mendapatkan data adalah dengan menyebarankan kuesioner kepada responden. Kuesioner ini tidak mempengaruhi nilai teman-teman, untuk itu saya mengharapkan kesediaan teman-teman untuk mengisi kuesioner ini sebagai mana adanya, Atas ketersediaan teman-teman saya ucapkan terima kasih.

Peneliti,
Ekky Hessia Putri

Petunjuk Pengisian:
Centang atau Silang pada salah satu pilihan SS, S, TS atau STS di setiap pertanyaan yang ada,
SS = Sangat Setuju, S = Setuju, TS = Tidak Setuju, STS = Sangat Tidak Setuju.

<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya sangat menyukai pelajaran bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apakah Anda setuju jika keterampilan berbicara Bahasa Inggris akan meningkatkan kepercayaan diri Anda?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apakah Anda setuju akan manfaat yang didapat ketika belajar Bahasa Inggris secara umum?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Apakah Anda setuju dengan manfaat belajar bahasa Inggris akan membuka wawasan Anda menjadi lebih luas?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Apakah anda setuju berbicara bahasa Inggris itu mudah?

6. Teman-teman tidak suka bahkan mengolok-olok ketika saya berbicara menggunakan bahasa Inggris.

7. Teman-teman selalu memotivasi saya untuk dapat berbicara bahasa Inggris dengan baik.

8. Belajar bahasa Inggris dan dapat berbicara bahasa Inggris membantu saya dalam berkomunikasi dengan orang asing (turis).


10. Saya malu ketika saya salah dalam mengucapkan sebuah kalimat yang berbahasa Inggris.

11. Saya berfikir bahwa bahasa Inggris harus dikuasai oleh setiap orang, karena merupakan bahasa Internasional.

12. Apakah Anda setuju dengan sistem pengajaran dan pembelajaran yang diberikan di sekolah Anda selama ini?

13. Apakah Anda setuju jika berbicara bahasa Inggris dapat membantu Anda dalam bersosialisasi?

**Data responden:**

Usia :

Jenis Kelamin : Laki-laki / Perempuan *coret yang tidak perlu

Berapa lama mempelajari bahasa Inggris
<table>
<thead>
<tr>
<th>No</th>
<th>Final Theme</th>
<th>Data</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Feeling towards English</td>
<td>Saya sangat menyukai pelajaran bahasa Inggris</td>
<td>65%</td>
<td>25%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saya malu ketika saya mengucapkan sebuah kalimat dalam bahasa Inggris</td>
<td>10%</td>
<td>27%</td>
<td>50%</td>
<td>13%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Apakah Anda setuju jika keterampilan berbahasa Inggris akan meningkatkan kepercayaan diri anda?</td>
<td>35%</td>
<td>56%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Benefit of earning English</td>
<td>Apakah Anda setuju akan manfaat yang didapat ketika belajar bahasa Inggris secara umum?</td>
<td>48%</td>
<td>52%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>Yes (%)</td>
<td>No (%)</td>
<td>Neither (%)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>6</td>
<td>Kemampuan berbicara bahasa Inggris sangat penting dalam mendukung pekerjaan saya di masa depan</td>
<td>80</td>
<td>15</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Saya berfikir bahwa bahasa Inggris harus dikuasai oleh setiap orang, karena merupakan bahasa Internasional</td>
<td>58</td>
<td>25</td>
<td>17</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Apakah anda setuju jika berbicara bahasa Inggris dapat membantu Anda dalam bersosialisasi?</td>
<td>65</td>
<td>20</td>
<td>13</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Apakah Anda setuju dengan manfaat belajar bahasa Inggris akan membuka wawasan menjadi lebih luas?</td>
<td>51</td>
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<td></td>
<td>Environmental perception in learning English</td>
<td>Apakah anda setuju dengan sistem pengajaran dan pembelajaran yang diberikan di sekolah Anda selama ini?</td>
<td>Degree of difficulties</td>
<td></td>
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<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td>10</td>
<td>Teman-teman tidak suka bahkan mengolok-olok ketika saya berbicara menggunakan bahasa Inggris</td>
<td>Teman-teman selalu memotivasi saya untuk dapat berbicara bahasa Inggris dengan baik</td>
<td>Apakah anda setuju berbicara bahasa Inggris itu mudah?</td>
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