

CHAPTER 1. INTRODUCTION

1.1 Background

The development policy of vocational education in Indonesia is directed toward the development and improvement of human resource quality and the improvement of competitiveness in the labor sector. Developing the quality of human resources is the key to increasing competitiveness. A study by the United Nations Development Program or UNDP (2014) shows that the quality of human resources in Indonesia is ranked 110 out of 170 countries studied. The study provides results that the quality of human resources in Indonesia is a human resource with the lowest competitiveness quality in the Association of South East Asia Nations (ASEAN). Furthermore, the study also shows that Malaysia, which in the past, made Indonesia a benchmark, but at present is able to reach rank 76. It shows that development education in Indonesia is low.

This happens because of some problems occurring in Indonesia. According to Tamayo (2015), one of the problems is the education in Indonesia has not been able to create generations who have positive characters and competencies. In addition, the main problems arousing are that the quality of school management, quality of research and training, the quality of education system and the higher education participation rate are still low. One of the efforts to solve it is developing vocational education.

In Indonesia, vocational education is developed from high school level which is called vocational high school. The initial goal of vocational high school development is to prepare students to be ready to work and to be able to continue their education to a higher level after graduation (Shofrudin, 2014). In addition, the latest curriculum implemented in Indonesian vocational school, Curriculum 2013, focuses not only on producing graduates who are ready to work, but also to produce productive, creative, innovative people through integrated effective attitude, skills and knowledge strengthening. There are many vocational high schools in Indonesia focuses on developing students competency and skill.

One of them is SMK Negeri 1 Bondowoso.

SMK Negeri 1 Bondowoso is one of the biggest vocational high schools in Bondowoso. It is built on ground of 18.000 m² and consists of 35 classrooms, 12 laboratories, teachers room, administration room, mosque, business training centre, mini bank, canteens, Uks (*Unit Kesehatan Siswa*) room, and meetings room. The teaching processes are based on information technology and environment. It also has ISO 9001:2008 certificate and become an “*Adiwiyata school*”. It has two departments. The first is Technology Information that includes Computer Network Engineering, Software Engineering and Multimedia, Television Study Programs. The second is Business Management that includes Marketing, Office Administration, Accounting, and Banking. In addition, many accomplishments have been achieved by SMK Negeri 1 Bondowoso in district, provincial or national levels.

Every year SMK Negeri 1 Bondowoso takes part in competitions information technology such as short movie and animation competitions. Some of the judges are foreigners such as from Australia, Malaysia and other countries. When competitions, each participant must introduce themselves and their school to all audiences. They also explained the general description of the school either through profile video or other media. Sometimes, the judges did not understand the content of the profile video displayed because it uses Indonesian narration. So, information about SMK Negeri 1 Bondowoso is not well conveyed and this becomes a problem.

Based on the result of the interview with the principal of Sekolah Menengah Kejuruan (SMK) Negeri 1 Bondowoso, to provide information about the school and to promote the school to national and international public, SMK Negeri 1 Bondowoso has several media. The media include profile video, promotional video, brochure, pamphlet and website. Unfortunately, the profile video does not have any English subtitle. However, the video is usually shown at annual national competitions, such as national information and technology competitions. He added that the profile video needs to be translated. If the video is given English subtitle, it will help them understand the content of the profile video.

Based on the condition, the writer decides to provide English subtitle for profile video of SMK Negeri 1 Bondowoso entitled “Profile SMK Negeri 1 Bondowoso (Jurusan dan Fasilitas)”. A profile video with English subtitle has its benefit. It can help foreigners to recognize SMK Negeri 1 Bondowoso and to understand the content of the profile video.

1.2 Objective

The objective of the final project is to subtitle a profile video “Profile SMK Negeri 1 Bondowoso (Jurusan dan Fasilitas)” in English.

1.3 Significances

The report and the product of this final project are expected to be beneficial for the following parties.

a. For the writer

The writer can apply her skills of listening, writing, translating, subtitling and computer when making the product.

b. For SMK Negeri 1 Bondowoso

This product can be a medium to introduce SMK Negeri 1 Bondowoso and to promote SMK Negeri 1 Bondowoso to foreigner.

c. For students of English Study Program

This final project can be a reference for students who will conduct similar final projects in the future.