

CHAPTER I

INTRODUCTION

In this chapter, the writer presents a background of the research, research problem, research limitation, research questions, research objectives, and research significance.

1.1 Background of the Study

On May 11th, 2022, the researcher interviewed a food and beverage teacher who teaches students of hospitality major grade 12th in SMK N 1 Seririt. The interview shows that the school already provides food and beverage books. However, in teaching that subject, the teacher also uses other sources such as module and two other books entitled Food and Beverage Service and English for Restaurant Workers. In contrast, the module is a particular module for food and beverage in vocational school grade 12th.

Several sources used in teaching food and beverage subjects only briefly contain speaking material. Since the book was only bought, it was not made based on need analysis. Therefore, some contents in the book do not match the syllabus. Concerning the materials used, the teacher said that having a book containing the correct pronunciation of vocabularies related to food and beverage will help students improve their pronunciation. Furthermore, students also find it challenging to master related vocabulary in this subject.

This matter is also supported by the previous study about teacher perception of using textbooks in teaching. According to Wachyuni & Olivia (2020), the current textbook use has several weaknesses. The teacher needs to use additional

material to support the learning process to add variety and enough learning material. Developing supplementary materials to support the teaching and learning process is needed to cope with the textbook's weaknesses. Before that, materials development processes are required to be done.

According to Spratt et al. (2011:161 in Nurliana 2019) there are some reasons of using supplementary materials, including to replace material that is not suitable for textbook, to serve missing materials from the textbook, to serve suitable materials for students' particular needs and interests, to give additional language or skills practice and to add teaching variety. It can be said that supplementary materials can be a solution toward the problem that the teacher and students faces. Since the teacher has limited time and knowledge of how to develop the supplementary materials, the researcher then develop the supplementary materials which focus on speaking skills for food and beverage.

The main objective of this research is to develop supplementary speaking materials based on contextual teaching and learning. Supplementary materials are any materials designed to assist the teaching and learning process, where the material might come from other sources or materials (Darmayanti et al., 2021). Supplementary materials are like extended materials designed to provide sufficient exposure and opportunities for language skill practice.

CTL is a conception of teaching and learning that helps teachers connect learning material with a situation in the real world. This also motivates students to connect their knowledge with its applications to their lives (Berns & Erickson, 2001 in Hudson & Whisler, 2007). From the concept of CTL, it is believed that students

will be able to learn better if they connect the content which they are currently studying to the life context in which the content can also be applied.

This study helps 12th grade hospitality students in SMK N 1 Seririt enhance their English speaking skills by developing supplementary speaking materials using the concept of contextual teaching and learning. Contextual teaching and learning were chosen to create meaningful English learning processes, especially for learning a speaking skill.

1.2 Problem Identification

Based on the background of the study, there was a problem present, the lack of material about speaking skills for food and beverage subjects for 12th-grade students in SMK N 1 Seririt. Although the school already facilitates students with food and beverage textbooks, material about speaking is only explained briefly in this book. Therefore, complete speaking materials are needed for hospitality students in SMK N 1 Seririt.

1.3 Research Limitation

As identified, this study is limited to developing supplementary English learning material for hospitality students in grade 12th who learn food and beverage lesson in SMK N 1 Seririt. The problem is also restricted to develop food and beverage supplementary English materials that focus on speaking skills.

1.4 Research Questions

Some questions arise based on the previous explanation, namely:

- 1.4.1 What are food and beverage speaking materials required for hospitality students in SMK N 1 Seririt?

1.4.2 How to develop food and beverage speaking materials for hospitality students in SMK N 1 Seririt?

1.4.3 How is the quality of the developed speaking materials for food and beverage for hospitality students in SMK N 1 Seririt?

1.5 Research Objectives

Based on the problems of the study there were three purposes of the research are as follows:

1.5.1 To find out speaking materials for food and beverage required by hospitality students in SMK N 1 Seririt.

1.5.2 To develop supplementary speaking materials for food and beverage for hospitality students in SMK N 1 Seririt.

1.5.3 To find out the quality to develop speaking materials for food and beverage materials for hospitality students in SMK N 1 Seririt.

1.6 The Expected Specification of the Product

The prospective textbook was designed with the title "Supplementary Speaking Materials of Food and Beverage for 12th Grade Students at SMK N 1 Seririt". It was developed in electronic format or e-book. The materials consist of five units, including (1). Receiving guests and seating guests, (2) Taking orders, (3) Serving food and beverage, (4) Clearing up and crumbing down, (5) Presenting bills and bid farewell to guests.

The prospective product was developed based on Hutchinson and Waters (1987) ESP materials design which consists of input, content focus, language focus, and tasks. Input in the book contains pictures and conversations that help to encourage students to learn the materials in each unit. Second, content focus

presents the core discussion of each unit that needs to be understood by students. The third language focus, which discusses the language pattern used, includes relevant vocabularies and the pronunciation of each vocabulary. This part is expected to help students understand the grammar and enrich their vocabulary. The last is task, this section presents various tasks that students need to be done to check their understanding of the materials explained.

This research is expected to develop supplementary speaking materials for food and beverage as additional materials for learning food and beverage lessons for hospitality students in grade 12th at SMK N 1 Seririt. It was expected that the supplementary speaking materials could be used to assist the hospitality students in learning food and beverage lesson.

1.7 Research Significances

1.7.1 Theoretical Significance

The result of this research is expected to contribute to education by supporting the learning process of hospitality students. This research is also expected to be a reference of material related to English.

1.7.2 Practical Significance

The result of this research is expected to give a contribution toward:

- a. English teacher

The teacher can use the book as an additional source for teaching Food and Beverage course. This also can motivate the teacher to develop such materials for other courses.

b. Students

This research provides proper material for students who take Food and Beverage courses so they can practice their communication skills to support their competencies for their professional.

c. The other researcher

This research can be used as a reference for further study of English material development, especially in the hospitality field.

1.8 Assumption and the Limitation of the Development

1.8.1 Development Assumption

The product developed in this research is supplementary speaking materials for food and beverage. It was developed based on students' needs and focused on speaking skills for learning food and beverage lessons. It was designed based on ESP material design from Hutchinson and Waters (1987). In contrast, the material itself develop based on the concept of contextual teaching and learning.

1.8.2 Limitation

This prospective book is adjusted with the topic taught for students of 12th grade at SMK N 1 Seririt. Therefore, this supplementary material is only for vocational students in grade 12 and the contents is focus on food and beverage service only.