

CHAPTER I

INTRODUCTION

1.1 Background of Study

As we know English has been recognized as an international language around the world. So that, we know that there are a lot of benefits we can get if we can master English. Johan & Harlan (2015), states that English is important because it helps to create a bigger opportunity for getting a job. This is undeniable because from time to time finding a job will be a difficult matter. Therefore, mastering and being able to communicate well in English is really important.

Moreover, in Indonesia elementary students even kindergarten already started to learn English and continued until, junior high school, and senior high school. However, the use of English in Indonesia is very rare. Based on EF English Proficiency Index Data for 2021, the rank data of countries and regions, Indonesia is ranked 80th out of 112 other countries and Indonesia is categorized as having low proficiency. In fact, English in Indonesia is considered as EFL or English as Foreign Language. This means, the students do not use English in their daily communication, they commonly use English only in the classroom when the learning is conducted. Meanwhile, in vocational school, the students studied English as English for specific purposes or well known as ESP. The purpose of this learning is to help the students to be more prepared for their future carrier after graduating from vocational school.

Besides, ESP and General English are different. Rahman (2015), states that in general English, the learning emphasizes the four skills equally but in

English for Specific Purposes, the learning skill is determined accordingly to the student's needs and the syllabus that is designed accordingly. In line with Streven (1988 as cited in Beshaj, 2015), the Esp course has characteristics namely, it is designed to suit the specific needs of students, whether it is related to the specific language and the content for certain knowledge. While need analysis is the foundation of ESP course and it is able to make the course more focused (Ali, 2011 as cited in Mohammed & Nur, 2018). Therefore, need analysis and ESP are closely related to each other. Need analysis can be done in two ways, namely target needs and learning needs; the purpose of the target need is to find out what needed by the learner in the target situation is, while the learning needs aim to find out what the learner should do to learn (Indrasari, 2016).

In fact, after conducting preliminary observation in SMK N 1 Seririt there are problems encountered, such as one of the front office teachers at this school stated that the book provided for the learning process does not support the learning especially in improving English speaking because it does not provide conversation for front office material. Moreover, the books are considered less attractive and even the teacher chooses to buy other books from online shop, yet it also does not provided enough conversation examples. Therefore, after spreading Google form which was intended to find out the needs of students in Front Office subject, the result is the students need additional material for front office subject.

According to Robiansyah & Susilowaty (2019), textbooks play an important role in the learning activity and textbooks are the main source of learning, thus the material used by teachers in ESP learning if it is not in accordance with the needs of students it will affect students' readiness to their

work later. Moreover, in Robiansyah & Susilowaty's research in 2019, it found that the most skills needed in the hotel, based on the experience of students are listening and speaking skills. In addition, his research shows that the students feel their English language skills improve because they practice their English more when doing internships at hotels. According to Samsibar & Naro (2018), the way that helps the student's speaking skills can be improved by providing scenarios to teach the target language in an interesting, active, and passionate way.

Therefore, from the explanation above, the researcher decided to conduct research that is related to the material development of front office materials for 12th grade students in their 1st semester as supplementary materials. Thus, from this research, the book that has been designed is expected to help the learning process become more effective and help the students to improve their speaking skills and increase their vocabulary in the front office area for 12th grade students who are majoring in Hotel Accommodation at SMK N 1 Seririt.

1.2 Problem Identification

From the background research above, the problems that arise are the materials used as teaching materials by some teachers in schools in Bali, Indonesia, especially at SMK N 1 Seririt, are the book does not provide English conversation examples even there is no English speaking activities provide.

1.3 Limitation

The scope of this research is about Front Office Speaking supplementary material for 12th grade students at SMK Negeri 1 Seririt, and the content of the materials is only English for front office and more focused on 1st semester only.

1.4 Research Questions

The research questions, as follows:

1.4.1 How to develop front office materials 12th grade students for front office material at SMK N 1 Seririt?

1.4.2 What are front office supplementary materials needed based on the syllabus and students' need at SMK N 1 Seririt?

1.4.3 How is the quality of the materials that is developed for Front Office at SMK N 1 Seririt?

1.5 Research Objectives

The research objectives, as follows:

1.5.1 To develop material for 12th grade students front office material at SMK N 1 Seririt.

1.5.2 To know the front office supplementary materials needed based on the syllabus and students' need at SMK N 1 Seririt.

1.5.3 To know the quality of the materials that is developed for front office at SMK N 1 Seririt

1.6 Product Specification

The entitled of the book is “Speaking Supplementary Materials of Front Office” based on analysis of the syllabus and the textbook that is used by the teacher to teach front office at SMK N 1 Serirt. Semi-interview was conducted with front office teacher at SMK N 1 Seririt and the distribution of questionnaires to 12th grade students at SMK N 1 Seririt was also conducted. So that the material developed consists of 4 units, which consist of handling reservations, handling check-in, handling check-out, and handling guest complaints. In addition, this book is designed using a model from Hutchinson & Waters (1987), which consists of input, content focus, language focus, and task. The input section in this book contains pictures and examples of conversations about the front office that have the function to stimulate students to think and lead them to the topics that will be discussed in the content focus. Furthermore, the content focus contains material related to the front office which is adjusted based on the topic in each unit. While the language focus contains language expressions, examples of conversations, grammar patterns and vocabularies. Last, the task serves to ensure students' understanding of the material in each unit.

1.7 Development Assumptions and Limitations

1.7.1 Development Assumption

This English for Front Office learning resource was developed with a focus on English speaking proficiency. Because, speaking skills is one of important skills in front office. So that, the book has an impact on increasing student's speaking skills. This book is designed using the Hutchinson & Waters

model which consists of 4 units, namely input, content focus, language focus, and task.

1.7.2 Limitation

This book is designed for 12 grade students for Front office at SMK N 1 Seririt only and the skills that focus on this book speaking skills only.

