

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

In the 21<sup>st</sup> century, English grows rapidly across the world as a global language (Fang, 2017). The growth of English leads to some benefits in different sectors. Firstly, in the education sector, English is beneficial for students to broaden their knowledge (Saudelli, 2015; Tillayeva, 2020). It is because students can obtain information from the internet, books, or articles written in English. Secondly, English is beneficial for business purposes. Nowadays, most companies look for workers who are able to understand English (Pandarangga, 2015). It is due to the requirement of the company to hire new workers in designing English advertisements. Thirdly, English is used to build a relationship with foreigners (Karmi, 2018). People can find contact and establish a partnership with foreigners since they can communicate using English. In a nutshell, English gives some benefits in the 21<sup>st</sup> century.

Considering the benefits of English, teachers take important role in teaching English. Teachers are expected to be facilitators and motivators during learning process. Ratama et al. (2021) stated that teachers must facilitate their students to practice and develop their competency in learning activities. Teachers assist the students to explore themselves during the learning process. In addition, teachers

motivate students by giving meaningful learning of English (Kaur, 2019; Rohmani & Andriyanti, 2022). Meaningful learning directs students' understanding of what they have learned. Teachers also direct and lead them to master knowledge and skills in English (Husamah et al., 2018). Students are given theory and practice during the learning process. Gunawan et al. (2017) also add that teachers should encourage students to join actively in the teaching and learning process. It will help the students to engage themselves in practicing English. Thus, it can be seen that teachers need to guide students to explore their abilities in using English.

In order to guide students in the learning process, it can be supported by the provision of learning materials. Learning materials can be defined as a source of learning used by teachers in the learning process (Aisyah et al., 2020; Putra et al., 2019). In addition, Mafruudloh (2020) and Sitohang (2014) argue that learning materials are defined as materials or tools to assist students and teachers in the learning process organized systematically. Moreover, Yulandari and Mustika (2021) argue that learning materials become the source of learning to support the teaching and learning process. It can be concluded that learning materials are the source or tools of learning used by the teachers during teaching and learning process.

Learning materials have important roles in the learning process due to the following reasons. Firstly, learning materials become essential components of the learning process (Nurliana, 2019). It is because students learn from the learning materials given by their teachers. Secondly, learning materials become the guidance for the students in the learning process (Putra et al, 2019). The students are directed to learn systematically

from the existence of learning materials. Thirdly, learning material can be used to evaluate students in the learning process (Aisyah et al., 2020; Magdalena et al., 2020). It is because the contents of the learning materials can be used as a consideration in evaluating students whether or not they can reach the goals of each content. Lastly, learning materials function as knowledge organizers in which the materials are selected to meet learners' needs (Kustini et al., 2020). Learning materials provide organized information to be obtained by the students. It can be concluded that learning materials are essential components of the teaching and learning process.

Nowadays, the implementation of learning materials should consider students' needs for their demands in the future (Iswati & Triastuti, 2021; Salmani-Nodoushan, 2020). The needs of the students can be identified by conducting a need analysis. Need analysis provides useful information to help teacher in designing the teaching and learning process (Poedjiastutie & Oliver, 2017). In addition, needs analysis is also used to fill the gap between what students learn and what students need. The answer to this gap will guide teachers to design the teaching and learning process based on the students' needs (Nurhana, 2021; Sari et al., 2020). Therefore, needs analysis is needed to be done in order to meet students' needs.

Needs analysis is the basis of English for Specific Purposes (ESP) (Sulistio, 2016). It provides a main resource of information on what students need to be mastered. ESP can be defined as a language teaching approach aiming to meet the needs of students (Hutchinson & Waters, 1987). Besides, ESP can be also defined as an approach in which English is placed to be learned or taught in order to achieve the goal of using

English in a particular area (Liu & Hu, 2021). In a nutshell, ESP provides a proper language learning activity that meets the demand of the learners.

The implementation of ESP is commonly done in vocational high schools since the students are demanded to acquire skills for their specific fields (Erfiani et al., 2019). They are required to have a qualified ability of English in the real-world industry. In addition, Azizah et al. (2021) also state that vocational school provides students' needs based on their study program to prepare the students to be ready in the real world. These demands make vocational high school different from senior high school. Vocational high school provides expertise program based on students' interests (Lestari, 2016; Salisna et al., 2019). The orientation of vocational high school is students' performance in the workplace (Bukit, 2014; Hidayat & Saleh, 2019; Mardiyati & Yuniawati, 2015).

The implementation of ESP for vocational high schools is in line with the current curriculum used in Indonesia known as *Kurikulum Merdeka*. It has been ruled in the ministerial decree number 56/M/2022 in which teachers are free to design their teaching and learning process, whereas students can explore their ability based on their interests by considering learning outcomes. This curriculum provides opportunities for the teacher in designing and choosing learning materials for students. The current curriculum focuses on literacy, numeracy, and students' characters based on *Pancasila* (Sadieda et al., 2022; Zainuddin & Zumrudiana, 2022). In addition, the government also provides textbooks for the learning process as stated in Circular Letter Number 2802/C/LK.00.03/2022 addressed to the Heads of Provincial Education Offices and Heads of District/City Education Offices in which the schools need to order the

textbooks from a predetermined provider (Arifa, 2022). Moreover, the teachers are allowed to design learning materials and students can explore their knowledge from different sources (Mulyasa, 2021; Putri et al., 2022). In this case, teachers and students have their own freedom to actively interact and socialize during the teaching and learning process. Furthermore, the curriculum provides comfortable learning conditions for the students and they can learn outside the classroom (Rahayu et al., 2021). It indicates that students do not only listen to teachers' explanations.

The situation of learning condition framed in *Kurikulum Merdeka* is assisted by the learning model. One of them is blended learning. Blended learning provides online and offline learning for the students (Rachman et al., 2019; Trisnowati & Firmadani, 2020). Students can learn at their home without coming to school (Sumartini et al., 2021). It indicates that students can still learn outside the classroom. Blended learning is supported by the use of technology during their learning (Evans et al., 2020; Widiara, 2018). Especially for vocational schools, the implementation of blended learning is divided into two conditions, namely online learning for theoretical insight and offline learning for practical exercise. In online learning, students obtain insight into the theory related to the topic discusses. On the other side, in offline learning, students use the obtained theory in doing a practicum.

However, there is still a problem regarding the use of learning materials in the learning process for vocational high schools. Some previous studies conducted by Mariati et al. (2021), Pratama et al. (2021), and Wibawa et al. (2021) revealed that learning materials did not provide specific information about Front Office in SMKN 2

Singaraja. The teachers only provided general English textbooks and took learning materials for Front Office from the internet. In addition, the existing learning materials in that school did not provide real examples of English for Front Office. This condition leads to the low quality of graduated students as supported by Singh and Harun (2020) in which most of the graduated students still had low English proficiency in the job they apply for.

Similar to those problems described above, the real problem was also found in SMKN 1 Sawan, one of the vocational schools that implementing *Kurikulum Merdeka* assisted with blended learning in Buleleng Regency also encounter problems regarding the provision of learning materials that can support the implementation of blended learning. A preliminary observation was conducted in the school and it was found out that the teachers used less relevant learning materials to be taught especially for Front Office students. The existing learning materials in the form of a book consist of general information of Front Office written in Indonesian and it did not cover tasks to exercise students' skills. Moreover, the existing learning materials in the form of an English textbook for the eleventh grade only cover general English. In addition, the existing materials about Front Office did not support blended learning at the school in which the materials cannot be used for online and offline learning. It was because the school adapted blended learning for the teaching and learning process. The theory was given for two weeks, whereas the meeting of the next two weeks were competency-based learning. In theory part, the students learned English theoretically in the classroom

along with their friends and teachers. On the other side, on competency part, students did not enter the class but they did practicum based on their department. Therefore, in order to solve the problems in the school, supplementing the existing learning materials is the solution to improve students' English mastery of Front Office as one of the requirements in *Kurikulum Merdeka* for vocational school to prepare the students to pass the work demands.

Some previous researchers researched developing materials. Rosiana (2017) conducted a study on developing writing supplementary learning materials for university students. In addition, Erfiani et al. (2019) conducted a study to develop reading supplementary materials for the 11<sup>th</sup> grade at multimedia study program. Moreover, Miranty et al. (2020) conducted a study on listening supplementary learning materials. On the other side, Putra et al. (2019) conducted a study on developing materials for vocational nursing students at Bali Medika Denpasar, whereas Mafruudloh (2020) developed English materials for Hospital Administration. On the other hand, Pratama et al. (2021) developed Front Office materials for the 12<sup>th</sup> grade students in the odd semester, whereas Mariati et al. (2021) developed Front Office materials for 12<sup>th</sup> grade students for the even semester in the form of printed and e-book. On the other side, Wibawa et al. (2021) developed Front Office materials for the eleventh grade students in the even semester.

The learning material based on the students' needs is needed to give meaningful and authentic insight for the students in the learning process. The needed materials can be done by supplementing the existing materials with authentic insight to deepen

students' ability about what they learn. These supplementary learning materials can prepare the students with the job demands. In a nutshell, the topic on developing supplementary learning materials is essential and urgent to be conducted. Therefore, the present study aimed at developing supplementary learning materials for Front Office viewed from the supplementary learning materials needed, supplementary learning materials developed, the quality of the developed supplementary learning materials, and the effectiveness of the developed supplementary learning materials

## **1.2 Identification of Problems**

Based on the previous studies and preliminary observation, the identification of problems concerned with the provision of learning materials in the learning process is as follows.

1. It was found that teachers still used learning materials providing general information about the Front Office without examining the language functions of Front Office.
2. The existing English textbook used in the school provides general English for students without covering English for Front Office.
3. The existing learning materials in the form of a textbook written in Indonesia provided task to recall students' comprehension about general Front Office.



4. The existing learning materials could not support the implementation of blended learning in which the existing learning materials could not be used in online learning.

Considering the identification of the problems above, supplementing the existing learning materials is needed. Therefore, developing English supplementary materials was an alternative way to solve this problem.

### **1.3 Limitations of the Study**

In developing English supplementary materials for Front Office Department of the eleventh-grade at SMKN 1 Sawan, it was limited on four focuses, namely the supplementary learning materials needed, the supplementary learning materials developed, the quality of the developed supplementary learning materials, and the effectiveness of the supplementary learning materials in the learning process.

### **1.4 Statements of Problems**

Based on the explanation of the background of the study, the research questions were formulated as follows.

1. What are the English supplementary materials needed for Front Office of the eleventh-grade students at SMKN 1 Sawan?
2. How are the English supplementary materials developed for Front Office of the eleventh-grade students at SMKN 1 Sawan?
3. How is the quality of English supplementary materials for Front Office of the eleventh-grade students at SMKN 1 Sawan?
4. How is the effectiveness of English supplementary materials for Front Office of the eleventh-grade students at SMKN 1 Sawan?

### **1.5 Research Objectives**

Based on the statements of problems, the present study aimed as follows.

1. To identify the English supplementary materials needed for Front Office of the eleventh-grade students at SMKN 1 Sawan.
2. To develop the English supplementary materials developed for Front Office of the eleventh-grade students at SMKN 1 Sawan.
3. To examine the quality of English supplementary materials for Front Office of the eleventh-grade students at SMKN 1 Sawan.
4. To analyze the effectiveness of English supplementary materials for Front Office of the eleventh-grade students at SMKN 1 Sawan.

## 1.6 Significances of the Study

The results of the present study give both theoretical and practical contributions to education as follows.

Theoretically, the findings can be expected to enrich the literature in the area of ESP in general and research-based material development for Front Office Department in particular. This study also provides theoretical and empirical information related to develop English materials. In addition, it also gives theoretical steps in conducting a development of English materials.

Practically, it gives contribution to some parties, namely: students, teachers, and other researchers. For students, the result of developed learning materials is used as an alternative learning source to enrich their knowledge about Front Office department since it is based on the students' needs. For teachers, the results of the development can be used to supplement the existing materials English for Front Office department. For other researchers who are interested in developing English learning materials, it can be used as a reference to research learning materials development.

## 1.7 Definition of Key Terms

There are two kinds of definition of key terms, namely conceptual definition and operational definition as follows.

### 1.7.1 Conceptual Definition

Conceptual definition provides the concept of some important variables as follows.

#### 1. Supplementary materials

Supplementary learning materials are defined as learning materials taken from any sources which are designed to support teaching and learning activity (Darmayanti et al., 2021).

#### 2. Blended learning

Blended learning deals with the combination of online and offline learning (Hrastinski, 2019).

#### 3. Front office

Front office is usually located in the lobby of the hotel which deals with the sale of guest's rooms, payment of the hotel, administration, and data management (Asmin, 2014; Sanjang et al., 2016).

#### 4. Flipbook

Flipbook is a classic animation in composing a thick book whose page can flip (Mulyadi et al., 2016).

### 1.7.2 Operational Definition

Operational definition provides a description and measurement of the important variables as follows.

#### 1. Supplementary materials

Supplementary materials in this study are learning materials that are used to supplement the existing materials to provide authentic learning.

## 2. Blended learning

Blended learning in this study is a condition in which students do online learning for two weeks about the conceptual information and do offline learning for two weeks to practice their knowledge in a practicum.

## 3. Front office

Front office in this study is a department dealing with guests' service at the beginning of their arrival at the hotel.

## 4. Flipbook

Flipbook in this study is a digital book for Front office which can flip by clicking or swiping the phone/laptop/computer consisting of pictures, audio, and video.

