

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as a second language is one of the foreign languages used to fulfill educational needs in Indonesia. English is a compulsory subject for students from elementary school to college. In an increasingly advanced era accompanied by the ability of children born with extraordinary ideas, English is a critical language to master. Learning the language can give a chance to many talented students who can develop their abilities and introduce them to the world with the development of globalization. Many students learn English for various purposes, including communicating different perceptions about a matter or work. In this case, the government and educational institutions must be able to provide easier access to English learning to develop students' language skills. The government must facilitate access to English for all students for education, work, hobbies, and other interests. Students will quickly learn and use English daily if access to English is facilitated.

Every school should consider the importance of English learning. As stated earlier, English learning should be regarded because many students learn English for several purposes. Therefore, every institution should consider many things for the English learning process. In English language learning, students try to understand some English learning materials with the understanding they get from the world of education, conduct interviews in the world of education or work, and even pursue education abroad to be able to access something they did

not get in Indonesia before; they must be able to master English as a second language after Indonesian, both in writing and orally to fulfill needs, especially for students who pursue education in vocational schools. For example, if they work with machine tools shipped from overseas, they must be able to master at least English to understand how to use the machine properly.

Numerous factors became the measure of the success of the English learning process. Learning materials were one of them. Teachers' learning materials in the learning process were expected to improve students' skills. Students focused not only on improving their cognitive skills but also their real-world skills. That is, students can think critically, communicate, generate creative ideas, and collaborate, as the concept emphasized by 21st-century learning. As stated by Rokhayati, T. (2016), English learning materials are not only wrapped to meet the needs of students, but English materials are expected to have more characteristics, such as the existence of several restrictions related to language methods, language functions, and social conditions. Thus, material development must be done to achieve the goals and students' interest in learning English.

The development of English language materials also needs to be done in the program in the form of English for Professionals (ESP). According to Sudipa, I. N., Aryati, K. F., Susanta, I. P. A. E., & Anggayana, I. W. A. (2020) that courses or lessons in English taught to students other than English in their studies. The program is in English for Professionals (ESP), and it is undoubtedly familiar to students who especially attend schools with clearly stated. Goals of where they will go and what they need to meet their needs. ESP-based goals in teaching English, especially in the teaching and learning process, are essential

with mastery of English language skills specifically for students in the field of study, that is, by the program of study chosen by the student previously or simply that all students should already understand what abilities they need to achieve the needs of the student journey itself. In other words, English specialized in ESP can support and guide students' knowledge of the field of science in their chosen program of study and can master the language to share perceptions and communicate appropriately. Therefore, the government and the education office must think carefully about preparing and developing the syllabus and teaching materials in English specifically to suit the needs of students.

As stated by Widyantoro, A. (2017) that the Indonesian government, through the Ministry of Education and Culture, commissioned a curriculum center that realized the importance of textbooks and the development of textbooks in meeting the needs of students to write with a large number of textbooks for each subject used at all levels of education (primary and secondary school levels) including English textbooks which the researchers discussed together. Nationally, books that have an essential role both for teachers as textbooks and for students as tools or media that guide the learning process are mandated to be used by schools in line with the development of the implementation of a new curriculum (2013 curriculum) from the start has been analyzed both the influence in achieving goals learning. This showed that it is not only schools that use textbooks as a guide in learning but all secondary schools (junior high school, high school, and vocational school) are required to use textbooks developed by the curriculum center with all considerations, analysis in the field, and the development of textbooks that function as primary textbooks in teaching and

learning, especially in learning English.

In addition, the researcher also interviewed one of the vocational schools, namely SMK Negeri 2 Singaraja, which has four different majors according to the needs of the students themselves, including Akomodasi Perhotelan (AP), Tata Kecantikan, Tata Boga dan Tata Busana have textbooks according to work they will do later. There were approximately 5 English teachers who taught each level with different books, of course. The textbook on the ATP and CP; Module was adapted to the curriculum to achieve learning objectives. Thus, the development of this English learning material was expected to help meet the needs of every growing student, followed by an increasingly advanced era. Regarding the importance of developing English teaching materials in vocational schools, this research was conducted to establish teaching materials as a Module based on the students' needs using the D&D method.

The gap in the research was seen when teaching materials for teachers and students in the learning students need to learn from various sources to process. To increase student motivation and fewer sources. With quality teaching materials, teachers will find it easier to meet the needs of students with a handbook, especially on specific material that requires deep concentration. English teaching materials for vocational knowledge have become very scarce due to the lack of official sources issued from the government to schools. Thus, this becomes an additional job for teachers who teach vocational courses, especially in English. Then, focusing on improving skills evenly is also very difficult for vocational teachers. In addition to the limited time given during the learning process, teachers also have to balance providing hands-on practice rather than specialized

theory. In contrast to general English in public schools, the teacher focuses more on the student's basic skills and has sufficient resources. Therefore, this study focused on developing designed and designed teaching materials based on the needs of students in vocational schools and oriented toward proficiency goals. Thus, teachers and students can use it in the learning process.

Currently, the researcher is focused on developing teaching materials for the Hospitality Academy (AP) major, focusing on the front office. With the help of pre-existing research titles, the researcher found several differences between previous research and research carried out by the researcher, namely the Mandiri curriculum used in education today. So, this research was exciting to be discussed again. By looking at the total number of studies conducted, the researcher concluded that teaching materials had undergone many developments and were adapted to the times and the needs of students in each era, whose subjects were different. Of course, each research was carried out by students and teachers who develop learning to support a better teaching and learning process. Most research focused on assistive devices or media in learning or developing materials focusing on culture. Many researchers have research objectives focusing on skills such as mastering vocabulary, practicing pronunciation, focusing on only one or two things, and so on. So that in this study, the focus of researchers was supported by several things as follows:

- a) Because the research focus with the same objective was still on the exact location, this research focused on all sections or supported by mastery of equivalent skills, especially the tourism department.
- b) What distinguished this research from others was that SMKN 2 Singaraja

needed a Special Purpose English textbook. So, the researcher participated in developing English language teaching materials by meeting the needs of students according to the majors they were interested in, especially the front office with the Design and Development (DnD) proposed by Richey and Klein (2014).

- c) The curriculum used has also changed from previous research. Namely, this research focused on the Mandiri curriculum. Because SMKN 2 Singaraja has undergone curriculum changes for grades X and XI while class XII still uses curriculum 13. However, the focus of the researchers in this study was to develop English language teaching materials for class XI from the tourism department, especially in the Front Office concentration.

This was because many researchers stated that there were still many less effective teaching materials, so these were reasons for developing teaching materials in this study. Thus, it focused on developing teaching materials in vocational schools majoring in tourism to meet students' needs in developing their abilities according to their interests. The focus of this research was to create English learning, especially in the front office at SMKN 2 Singaraja, which was tailored to the needs of students by referring to problems at school. The target schools still needed to have specific English subjects or were still. They were using public or high school English textbooks. Therefore, the researcher made teaching materials to suit the needs of students at SMKN 2 Singaraja.

Based on the problems found above, it can be concluded that this research focused on designing English text teaching materials for Front Office for grade XI students at SMK N 2 Singaraja based on the needs and abilities of students in the

learning process at SMK Negeri 2 Singaraja. The theory of developing English teaching materials for the front office at SMK Negeri 2 Singaraja was adopted by researchers as a development reference from Hutchinson & Water (1987), which consists of four essential aspects in each unit, namely input, content-focused, language-focused, and task.

1.2 Problem Identification

Since the implementation of new learning was caused by situations or conditions that encouraged us to do distance learning, many things need to be adjusted even though the teaching was back to normal. Therefore, teachers and students must rethink the education has been done following the needs that must be met. Learning English in Singaraja, especially in vocational high schools, certainly has progressed. Well-thought-out developments that can be averaged across schools begin with careful experimentation. With the hope of achieving the expected learning objectives. However, many schools needed to be considered and work together to develop teaching materials, especially materials for learning English for vocational high schools. Thus, the focus of this research was on the development of teaching materials in vocational schools and the quality of teaching materials to meet the needs of students in understanding learning to be implemented in the work they focused on

In the future, many researchers have researched teaching materials development through qualitative or quantitative data. Therefore, this study tries to present data based on D & D (Design & Development) that can be used as a race using D & D, such as the research conducted by Dewi et al. (2021), who developed English learning materials for front office students. The study aimed to

create English learning materials in textbooks for front-office students in the Tourism Faculty.

1.3 The Limitation of the Problem

Based on the identification of the problems described above with consideration of adjusting to the situation and difficulties obtained, this research focused on the design and development of English learning teaching materials in vocational schools and the quality of English learning teaching materials in vocational schools. Thus, this research was focused on developing English learning teaching materials for front offices in vocational schools to be used in the learning process. However, there were some limitations in the development of this product:

- a. English teaching materials for the front office were only developed for grade XI vocational students.
- b. English learning materials for the front office were designed and developed based on the learning outcomes (CP) and flow of learning objectives (ATP) of SMK grade XI.

1.4 Research Questions

Regarding the identification of the problems above, the research questions for this study were as follows,

1. What did the eleventh-grade students need in Front Office subjects at SMKN 2 Singaraja?
2. How was the design and development of English teaching materials for eleventh-grade students of the front office subject at SMKN 2 Singaraja?

3. How was the quality of English teaching materials for eleventh-grade students of the front office subject at SMKN 2 Singaraja?

1.5 The objective of the study

Regarding the research questions above, the objective of the study was as follows,

1. To determine the developed English learning materials needs of eleventh-grade students of Front Office subject at SMKN 2 Singaraja.
2. To design and develop English teaching materials for eleventh-grade students of the Front Office at SMKN 2 Singaraja.
3. To determine the quality of the developed English teaching materials foreleventh-grade students of the Front Office at SMKN 2 Singaraja.

1.6 The Significance of the Study

In general, two kinds of research significance were expected to be achieved by this research, namely:

1. Theoretical Significance

Theoretically, the research results contribute to knowledge related to developing teaching materials, especially in English in vocational schools, and the quality of these teaching materials. They can meet the needs of students in achieving the expected learning objectives.

2. Practical Significance

- a. For Teacher

The results of this study can provide information, data, and an overview of developing materials or teaching materials for learning

English, especially in vocational schools. In addition, this research can also be a reference and guideline if teachers want to develop teaching materials in English learning in quality and measure how effective these teaching materials were in meeting student needs.

b. For Students

The results of this study can provide information, data, and an overview of the development of English learning teaching materials to meet the needs of students in the teaching and learning process so that later students can understand well what was needed and simplify for better learning.

c. For Other Researchers

For other researchers who use this research as a reference, it was hoped that they could help and make the best possible use of the results of this research by conducting similar research that can provide information related to the development of teaching materials in learning English, especially in vocational schools.

1.7 Product Specification

Teaching materials designed by the researcher entitled "English for Front Office." Based on observations made by researchers at SMK Negeri 2 Singaraja, conducting interviews with front office teachers, giving questionnaires to students, and analyzing ATP, CP, and textbooks, then after discussing with teachers regarding the materials developed. Finally, the researcher developed English teaching materials consisting of 2 units, consisting of (1) Description of Hotel Facilities and Services and (2) Handling Reservation by Telephone. For

product development, researchers adopted the theory of Hutchinson and Waters (1987), which includes four essential aspects in each unit: input, content-focused, language-focused, and tasks.

This English teaching material for the front office used four critical aspects in each unit of the book: input, content-focused, language-focused, and tasks adjusted to the needs analysis. The first aspect that the researcher did was input. This aspect focused on presenting activities in images related to the material discussed. Input aims to provide initial stimulation so that students can be interested in following the learning process. In addition, the teacher can ensure that students are ready to receive the material. The second aspect carried out by researchers was the content focus. In this aspect, the researcher focused on presenting English learning materials for the front office that be developed, which contain some information related to the material discussed to help students understand during the learning process. Then the next aspect carried out by researchers was

They focused on language. In this section, the researcher focused on providing language expressions related to the material and providing several language patterns, including grammar review, exclusive use of vocabulary, and pronunciation of the material discussed. The last aspect that researchers do is Tasks. This section focused on providing some practice questions that serve deliver exercises on previous stage of students' understanding of the material that has been previously learned and also enriches students' knowledge so that students not only know but also master well by utilizing the four basic skills in English namely speaking, writing, reading and listening.

1.8 Development Assumption and Limitation

1.8.1 Development Assumptions

Learning resources in English learning material for the Front Office were developed with an orientation to proficiency objectives based on four basic English skills: speaking, reading, listening, and writing. Based on these four skills were very important in supporting the learning process, and making English teaching materials for the front office developed by researchers has an impact on improving students' abilities in the classroom. The content focused on by researchers in English teaching materials for Front Office was divided into inputs, content-focused, language-focused, and assignments adopted based on the theory (Hutchinson & Waters, 1987).

1.8.2 Limitations

This English teaching material for the front office was developed based on the Merdeka curriculum implemented in grades X and XI at SMK Negeri 2 Singaraja, especially in English for the Front Office. The results of the development carried out by this researcher can be used in SMK, that have implemented the Merdeka curriculum in the learning process related to the concentration for the front office.