

CHAPTER I

INTRODUCTION

This chapter presented background of the study, problem identification, limitation, research questions, research objectives, and the significance of the study.

1.1 Background of the Study

English is an international language that important to learn. In Indonesia, English is a foreign language that is officially taught as a subject in school (Muliyah & Aminatun, 2020). English has been taught in every secondary school, especially vocational high school. English is taught of course to improve students' skills in using English both in terms of speaking, writing, reading and listening. English is also a second language, therefore, learning English is necessary for students (Ilyosovna, 2020). It is undeniable, mastery of English has certainly become an obligation for students, especially in vocational high schools. According to (Mahbub, 2018), vocational education must prioritize how to prepare and help students to facing the workplace and also develop professional behavior. So that students who attend vocational schools, immediately enter the world of work after graduation. Therefore, learning English at school really guarantees the success of students in getting jobs later.

According to (Suliadi, 2020), Indonesia's National Ministry of Education, regulation No. 20 for 2016 stated that SMK students who have graduated are expected to have skills that can be used to help in their careers. So, in this case, English in Vocational Schools is not only taught as a subject but also emphasizes student skills in certain fields by doing practical exercises on a regular basis. One of the majors in vocational high school is hospitality.

Where in the hospitality department there are subjects focused on Housekeeping. According to (Konstantinos, 2019), one of the most crucial aspects of the hotel is housekeeping. Being a housekeeper in a hotel certainly requires good skills. Therefore, it is necessary to prepare students to improve their skills before going directly into the world of work.

Teaching English in SMK, of course, aims to develop and prepare these skills so that students can implement these skills in the world of work. However, the problem that often facing in teaching English especially in vocational school is related to how the process of giving English subjects is in order to meet what student's needs (Fadila et. al., 2020). In this case, teachers have an important role because they must know in advance what the students need and how to provide the material well so that students can also receive the material well.

The most important factor in meeting the needs of students in the learning process and preparing students' skills in SMK is by considering the correct teaching materials to be taught to students (Salam, Putri, & Gustiani, 2021). Teaching materials certainly have a very important role in preparing a good teaching. Teaching materials should be able to improve both the knowledge and skills of students in their fields and can also meet the needs, level and environment of students (Sunubi, 2020). Teachers should also be able to consider the assigned tasks that can help students improve their English skills and learn English more easily. The main purpose of teaching English in vocational schools is to equip students with basic knowledge and also skills of English in accordance with their expertise program (Hapsari et. al., 2019).

Therefore, learning materials in Vocational High Schools must also be in accordance with each department so that each English learning material will be different in each major.

According to (Restowati et. al., 2018), The 2013 Curriculum (K13), which replaces the Education Unit Level Curriculum (KTSP), has four features that have changed: student competency criteria, content standards, process standards, and assessment standards. There are many things that need to be considered, of course, in dealing with changes in these aspects. One of them is paying attention to the development of material for students. The Indonesian Ministry of Education and Culture also provides directions for developing curriculum and textbooks to meet student needs (Margana & Widyantaro, 2017). Text books are one of the teaching materials that can be used as a tool in the learning process and text books also have an important role for both teachers and students. The textbook itself was developed by the curriculum center and then distributed to schools, namely SMP, SMA and SMK. The development of this textbook is certainly developed with various considerations and analysis in learning, especially for English textbooks.

In Indonesia, learning English is divided into two types, namely General English (GE) and English for Specific Purpose (ESP). And then, according to (Juliana & Juliani, 2020), General English usually teaches general lessons about English such as the basics of English grammar, pronunciation and sound. While ESP focuses on the acquisition of professional expertise and professional practice (Musikhin, 2016). According to (Salmani-Nodoushan, 2020), ESP was started in the form of English Language Teaching (ELT) with

the aim of helping international students with writing assignments where English is the medium. The benefits of ESP are that students will take academic education according to their field of interest, academic interest here is useful for improving reading, listening, writing and speaking skills, then the second benefit is in preparing the workforce where a lot of job interviews require TOEFL using English as a language introduction (Septiana, 2018).

And then, in English for Specific Purpose (ESP) divided into two namely English for Occupations Purpose (EOP) and English for Academic Purpose (EAP). These two types of ESP are different, where EOP is focused on the teaching English that used for working purposes or English for work needs. Meanwhile EAP is focused on the academic purposes (Ira, 2018). So, in here, EOP is focused to meet the needs of the students that used later when enter workplace (Said, et al., 2022). So that, EOP is very important for students especially in vocational high school in order to prepare themselves to work in the future. Therefore, in teaching material especially in English material need to be EOP so that the students can learn what they need in specific for occupations purpose. For example, when people who want to work in hotel as a housekeeping, they need to master the English for housekeeping. They need to understand how to serving guest, how clean the guest room etc. So that EOP need to be given to the students in order to prepare them.

So, for this research the gap from this research is the book used as teaching material for students in teaching housekeeping to eleventh grade is still in Indonesian Language. In this case, the material or textbook needs to be in English, because it is important for students to improve their English especially

for 4 skills namely reading, writing, listening and speaking. Due to the book that is still not in accordance with the needs of students that make students difficult to understand to the material and improve their skills. In addition, the previously used K13 curriculum was still online-based, thereby reducing students' motivation in the learning process, especially in class 11 majoring in hospitality. Thus, the material used in the teaching process also needs to be interesting and varied for students in order to increase student motivation in learning.

Based on the problem found, the researcher composed a housekeeping English learning material for eleventh grade students at SMK N 1 Amlapura. This material will be oriented to the four student's skill namely reading, speaking, listening, writing and also increase vocabularies in task. This English learning material also provide examples, conversations, and exercises to help students understand about housekeeping material. From this, the students will be able to improve their skills using this material especially related to housekeeping material which can help student to work in the housekeeping department. In addition, the English learning material will be developed in a form of e-module (online access) and print out (offline access). The English learning material develop into two form because to make it easier for students and teacher to access the material both online and offline.

This material (e-module) was designed with title “English Learning Material for Housekeeping Subject”. Based on the observation, questionnaire result, analysis of the syllabus and the teaching material was developed and consisted of 2 units which are (1) Equipment Selection and Arrangement (2)

Area cleaning. This English learning material will focus to the needs of students that will emphasize 4 important aspect such as input, content focus, language focus and tasks (Hutchinson & Waters, 1987). The e-module that will be developed will be includes pictures or dialog that related to the housekeeping activity in hotel (*input*). And then the material must be understood by students (*content focus*). The product will discuss language patterns in the form of grammar and discuss vocabularies used with how to pronounce it. In this section will help students to understand about language focus especially in understanding grammar and increase vocabulary (*language focus*). And for the task will be given consist of four skills namely reading, listening, writing and speaking skill section to review students' understanding about the unit (*task*).

The researcher hoped that the development of this English learning material of housekeeping material can increase student motivation and understanding in learning process and improve their four skills in English, especially in the transition era from online learning to offline learning and the developed English learning material is expected to be in accordance with student needs.

1.2 Problem Identification

With the current situation and conditions, making the learning process change which makes us learn to do offline learning again after online learning. Therefore, both teachers and students need to rethink the needs that must be met. The development of English is certainly progressing, especially in vocational high schools. This progress certainly needs to occur in all schools so that learning can occur in accordance with the objectives. However, this cannot

be done because there are so many schools that need to be considered, especially in the development of English teaching material at SMK. Thus, this research focuses on the developing English learning material in SMK and the quality of English learning material to meet what the needs of students in the learning process. Research on the development of teaching materials has been carried out using D&D (Design and Development) method. The results of this research that come from the D&D method, make the real results of the research conducted and test how effectively the teaching materials that have been developed affect the implementation of teaching English at SMK in Amlapura city.

1.3 The Limitation of the Problem

Based on the identification of the problems described above, with considerations that adjust to the situation and conditions, the focus of this research is to find out how the development of English learning material of housekeeping subject for eleventh grade students in hospitality major at SMK Negeri 1 Amlapura and the quality of English learning material of housekeeping subject developed eleventh grade students in hospitality major at SMK Negeri 1 Amlapura. And then, regarding to the limitation of time the researcher only developed two units material in the product.

1.4 Research Questions

Regarding to identification of the problem above, the research questions for this study are as follow:

- 1.4.1 What are English learning materials for Housekeeping for eleventh grade students of hospitality major at SMK Negeri 1 Amlapura needed

to be developed?

- 1.4.2 What is the design and develop of the English housekeeping material for eleventh grade students in hospitality major at SMK Negeri 1 Amlapura?
- 1.4.3 How is the quality of the English housekeeping material developed at SMK Negeri 1 Amlapura?

1.5 Objective of the Study

Regarding to the research questions above, the objective of the study are as follows:

- 1.5.1 To find out the needs of eleventh grade students of hospitality major on English housekeeping material at SMK Negeri 1 Amlapura.
- 1.5.2 To design and develop the English housekeeping material for eleventh grade students in hospitality major at SMK Negeri 1 Amlapura.
- 1.5.3 To describe the quality of the English housekeeping material developed at SMK Negeri 1 Amlapura.

1.6 The significance of the Study

In general, there are two kinds of research significances that can be expected to be achieved by this research, namely:

1.6.1 Theoretical Significance

Theoretically, the results of this study will contribute to knowledge, especially on the development of English teaching materials in vocational high schools and the quality of these teaching materials. So that it can meet the needs of students in achieving the expected learning objectives.

1.6.2 Practical Significance

1.6.2.1 For teachers

The results of this study can provide several things related to information, data, and also an overview of the development of teaching materials in learning English, especially in vocational high schools. In addition, this research can also be a guide for teachers who want to develop quality English teaching materials or materials to meet student needs.

1.6.2.2 For students

Likewise for teachers, the results of this study can provide several things related to information, data, and also an overview of the development of teaching materials in learning English, especially in vocational high schools with the aim of meeting the needs of students in the learning process so that students can understand what they need in the learning process.

1.6.2.3 For other researchers

For other researchers, this study can be used as effectively as possible by other researchers as a reference for their future work. Additionally, information about the creation of teaching resources for English language learning, particularly in vocational high schools, is anticipated to be provided by this research.