

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Indonesia is well-known due to its wealth and natural resources, which greatly impact many sectors in Indonesia, especially the tourism sector. Talking about tourism, it refers to the activity that has purposes for leisure and pleasure, such as adventuring, eating, drinking, and watching tourist attractions in a specific location away from the usual places (Ewenddy et al., 2022). It is also already known that the tourism sector offers many things like cultures, beautiful landscapes, and a lot of regional specialties which can pamper tourists. In Indonesia, the tourism sector is a great contributor to economic income (Budayana & Adi, 2021). Therefore, many societies rely on the job of tourism sector, especially in Bali which is also one of the best areas as tourist destinations both domestic and foreign.

Along with the development of the tourism sector, there are skills needed to fulfill the job vacancy in the tourism area. It can be recognized that the tourism sector offers many jobs, such as front office, housekeeping, food and beverage service, etc. As tourism workers, several skills need to be mastered rendering to the jobs' needs. For that reason, one of the ways to master those skills is by taking a formal course through education. Vocational High School is one type of formal education that can teach and guide the proficient course according to the need, especially for the tourism sector. Vocational High School aims to prepare students

to master the skills in accordance with the major taken and ready to become skilled workers after they were graduated (Pratama et al., 2021).

Vocational High School teaches students deeply according to the needs of each major. This leads to Vocational High Schools that have tourism majors, where many majors can choose by students. One of the important subjects that students get when taking a tourism major in Vocational High School is English, this is due to English is a core thing in the tourism sector and plays a vital role in professional competence to build proper communication both oral and written (Utami et al., 2020). As it needs, Vocational High Schools have to provide appropriate learning material according to the skills that have to be proficient with the specific major. Therefore, English learning material in Vocational High School must in accordance with the specific major or is known as English for Specific Purposes (ESP).

English is accepted as an international language that has a crucial role for many purposes (Afriandi & Fatimah, 2021). There are two specifications of English for teaching, namely English for General Purposes (EGP) and English for Specific Purposes (ESP) (Islam, 2011). Both types have differences, especially conferring to the use and lie in the need for analysis, vocabulary, and subject matter. According to Hutchinson & Water, (1987) define EGP as English basic skills and knowledge that not has proper occupational or professional and higher educational orientations for the students at any school level, in contrast to ESP which denotes English as an approach for teaching a language which discusses the fields of knowledge more specifically and based on the learning reason. From this perspective, Vocational High Schools have to provide ESP as the English learning material because it can be adjusted to the needs of each major that is more direct the students to master

English within academic, professional, or workplace environments (Delgrego, 2009).

There are two divisions of English for Specific Purposes (ESP) namely English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Ira, 2018). There are some differentiations between EAP and EOP, where EAP is a subject that teaches to students in order to complement students' achievement in the academic field, meanwhile EOP is a subject teaches to meet the needs of students specifically for the use of English in their profession (Said, 2022). Therefore, the use of ESP in Vocational High School is included to EOP because it expects the Vocational High School students to have professional proficiency in English level that can support their occupation in various field regarding to the major taken. EOP are designed to teach English specifically for students and prepared them to be ready become a skilled worker, therefore students can fulfill their needs for the work field. On the other hand, EOP learning material is already meet the needs of students. Thus, the student that learn the certain subject can more understand about the use of English in the scope of certain area.

Based on the observations that the researcher made, especially in Tabanan Regency there are three public Vocational High Schools, one of those is SMK Negeri 2 Tabanan. In SMK Negeri 2 Tabanan there is one program study that leads to a tourism major namely Culinary Art. Based on the definition given by Soeroso & Turgarini, (2020) stated that culinary art is the term that broadly refers to equipment and activities directly related to the kitchen, whether it is preparing, cooking, plating, presenting, and servicing food and beverage. In the culinary art program study, there are many subjects that students get around culinary, such as

Food and Beverage Service. In Food and Beverage Service course the students learn and broaden the skills in the scope of sustaining high-quality of food and beverage services, food costing, managing the kitchen, welcoming guests, etc. (Praptono et al., 2020). Consequently, in order to communicate and serve the guest properly, the workers have to master English fluently and appropriately so it will minimize misunderstandings that occur between the servers and the guests. It can be summed up that the role of ESP is to be the pioneer for students to prepare themselves for getting ready to be skilled workers after graduating from Vocational High School.

Based on the researcher's observation that was conducted through interviews and questionnaires, in culinary art class, especially for food and beverage service subject there were found two problems. First, the book used to teach food and beverage subject was not yet in English. Then, second was English obtained still relatively general or it can be said as EGP and not yet specific according to the majors taken. As for these problems, the researcher made a book in more specifically about English for Food and Beverage Services because the students need to get and be provided with the appropriate learning material that can support the needs of the major itself so that it can be useful for students' future achievement as skilled workers. The design of the book that was planned by the researcher was in form of authenticity, therefore it can make both students and teacher easily to understanding the content of the book and make the teaching-learning process pleasantly.

The gap can be seen from inappropriate and inadequate learning material that has not suitable to the needs of a specific major. This actually affects the students and makes the difficulties to adjust to the major taken. The teachers lack of teaching

source materials that can adapt to the students' needs, therefore it makes students less enthusiastic and cannot get the benefits to support their future careers as skilled workers. The provision of teaching material or book must have an exact and appropriate explanation of what will be learned. In order to make students get an easy understanding of the subject, the material provided especially English that has specific purposes must concern to the skill needed and supported by four language skills. By having specific learning material leads students to be more passionate and stimulate to a great achievement as future skilled workers. Nonetheless, in SMK Negeri 2 Tabanan, especially in 11th grade of Culinary Art Major did not have yet the exact book that can support the needs of learning material for Food and Beverage Services Subject.

As seen in the problem above, the researcher designed a book for learning material on English for food and beverage services of first-semester students in eleventh-grade at SMK Negeri 2 Tabanan based on the needs of students and proficiency goals. The theory of the book development was adopted from Hutchinson & Water, (1987) that consists of 4 aspects in each unit, namely input, content focus, language focus, and task. This research was also supported by several previous research that has been conducted by many researchers, such as the research by Utami et al., (2020) at one of the Vocational High School in Ubud Districts that aimed to describe, analyze, and develop the English for Food and Beverage Service materials need. On the other hand, the related previous research that was conducted by Praptono et al., (2020) aimed to develop English learning material for food and beverage service. Based on those previous researches, the research expected to be

able to develop the English learning material for Food and Beverages Services of first-semester students in eleventh-grade at SMK Negeri 2 Tabanan.

1.2 Problem Identification

Based on the observation at SMK Negeri 2 Tabanan, both from the interview and questionnaire given to Food and Beverage Services teacher, and students in eleventh-grade, there were some problems identified by the researcher. The problems were:

- 1.2.1 The limitation of knowledge sources for Food and Beverage Services Subject in the process of teaching and learning.
- 1.2.2 The use of English learning material was still included in General English which does not support the respective major specifically.

1.3 Limitation of the Problem

Based on the problem identification above and the consideration of adapting to the situation, the focus of this research was only to design the development and the quality of English learning teaching materials for food and beverage services of first-semester students in eleventh-grade at SMK Negeri 2 Tabanan.

1.4 Research Question

Based on the limitation of the problem above, these are the research questions of the study:

- 1.4.1 What are the English learning materials for first-semester students in eleventh-grade at SMK Negeri 2 Tabanan of food and beverage services needed to be developed?

1.4.2 What are the design and development of the English learning material for food and beverage services of first-semester students in eleventh-grade at SMK Negeri 2 Tabanan?

1.4.3 What is the quality of the English learning material for food and beverage services of first-semester students in eleventh-grade at SMK Negeri 2 Tabanan developed?

1.5 Objective of the Study

Based on the research questions above, these are the objectives of the study:

1.5.1 To discover English learning material for food and beverage services of first-semester students in eleventh-grade at SMK Negeri 2 Tabanan.

1.5.2 To design and develop English learning material for food and beverage services of first-semester students in eleventh-grade at SMK Negeri 2 Tabanan.

1.5.3 To describe the quality of English learning material for food and beverage services of first-semester students in eleventh-grade at SMK Negeri 2 Tabanan.

1.6 Significance of the Study

Generally, the research results were expected to give and achieve benefits both theoretically and practically. These were the significances of the study:

1.6.1 Theoretical Significance

Theoretically, the research results were expected to be contributed to knowledge related to the development of teaching materials in ESP, especially in English for Food and Beverage Services at Vocational High School.

1.6.2 Practical Significance

a. For teachers

The results of this study can be used by the teachers who teach Food and Beverage Services as the source of the teaching and learning process.

b. For students

The result of this study can be beneficial for the students as a guidance and learning source for Food and Beverage Services Subject.

c. For other researchers

The result of this study can be used by other researchers as a reference and take advantage of to conduct similar research related to this topic about the development of English learning material for Food and Beverage Services at Vocational High School.

d. For researcher

The result of this study can be a requirement for the researcher to complete undergraduate education and to answer the remaining problems.

1.7 Product Specification

The design of the product with the title “ESP of Food and Beverage Services in Tourism Area”. Based on the observations conducted, from interviews, questionnaires, and document analysis, the material was developed and consisted of 3 units, namely (1) The analysis of stock, (2) The analysis of mother sauces, and (3) The analysis of hot and cold appetizers. For the development of the product was adopted from the theory of Hutchinson and Waters (1987) which include 4 aspects in each unit, those are input, content focus, language focus, and task.

According to Hutchinson and Waters (1987) stated there are 4 crucial aspects in writing or designing material. The first is input, it refers to a text, a dialog, and

others that contain related conversations and pictures for teaching material. The aim of the input is for stimulating the students and make them highly participated during the class. The second is content focus, it defines to the information and material used both by the students and teachers to get their understanding of the subject matter. The third is language focus, it denotes to the facilitation that can transmit and give the appropriate information for the students' knowledge in handling a foreign language, such as grammar reviews and the use and way of pronouncing vocabulary. The fourth is task, it represents to several exercises that can be used to measure students' understanding of the material given. The task formed of four basic English skills, those are listening, speaking, reading, and writing.

1.8 Development Assumption and Limitation

1.8.1 Development Assumption

The form of English for Food and Beverage Services as a book of learning resource was developed with the aim to orient proficiency because the four English basic skills are crucial to give impacts for students' accomplishment. The theory of the book used was from Hutchinson and Waters, (1987) which there contained of four units, namely input, content focus, language focus, and task.

1.8.2 Limitation

The development of the product was based on the 2013 Curriculum in form of a book and e-book, specifically in The English for Food and Beverages Course at SMK Negeri 2 Tabanan. Therefore, the development result can be used at SMK which implements the 2013 curriculum.