

CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, problem identification, limitations of the problem, research questions, objectives of the study, significance of the study, product specification, and development of assumptions and limitations.

1.1 Background of Study

English is an important subject for vocational students, especially to help them face the workplace in the future. English is one of the important skills to be mastered by vocational high school students (Sholichah & Ristati, 2020). Jawhar Yasin et.al. (2010, as cited by Khalida and Refnaldi, 2019), said a lot of graduated students were unemployed or lost their job due to a lack of English language skills. This shows that English language skills have an important point in competition in the world of work.

English subjects taught must be different from that taught in general high school. At the high school level in Indonesia, there are two types of English language development, namely general English (GE) and English for Specific Purposes (ESP). The two types of English development are two kinds of specifications for teaching English as a foreign language in Indonesia (Sipayung & Pangaribuan, 2019). General English was generally taught in high school, but there were still schools that implement this type in vocational high schools, while English for Special Purposes is taught in vocational high schools and universities. As the name implies, the ESP taught aims to determine the needs of certain

groups of students (Hutauruk, 2015). ESP is teaching English to students that focuses on improving students' English skills and their application in the field of interest (Laadem & Mallahi, 2019).

In general, there are two kinds of ESP, namely EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). EAP and EOP have different goals and areas of expertise. EAP aims to learn English for academic purposes to complement student academic achievement. Meanwhile EOP aims to learn English for work needs (Said, Meidasari, & Iswadi, 2022). By studying EOP, students are expected to mastering English language skills and skills that function in various fields of specialization in the world of work (Ahmadi & Bajelani, 2012). Therefore, English materials for vocational high school students are classified in the EOP because vocational students are expected to be ready to use or communicate in English according to their respective fields after graduating or working later.

One example of a field of interest in a vocational school is the tourism Major. The tourism major prepares students to work in the tourism industry, such as being a Front Office staff so that in schools students are taught Front Office subjects. Students who graduate from tourism majors who work in hotels will often meet and communicate with guests from abroad, mainly, the Front Office staff is required to face and communicate with guests from the first time they come to the hotel. Therefore, students who wish to become Front Office staff should master how to communicate in English with guests, especially foreign guests. Learning objectives and student needs can certainly be created, one of which is by developing good material and according to student needs.

To develop vocational students' skills and their application in the field of interest, teaching materials play an important role as a support in the learning process. The materials used need to meet the needs of students and support students to develop students' knowledge and skills. The material used in learning English must provide materials that support the development of students' skills in accordance with their major. Therefore, the government and the education office must prepare and develop a syllabus and English teaching materials according to the needs of students. Widyantoro (2017) stated that the Indonesian government through the Ministry of Education and Culture assigned the curriculum center to realize the importance of textbooks and the development of textbooks in meeting the needs of students by writing a large number of textbooks in every subject used at all levels of education (elementary and high school level).

Nowadays, developing materials was needed especially with the new curriculum issued by the minister of education, namely the Merdeka curriculum. In this case, the Merdeka curriculum provided flexibility for teachers to enrich modules in two ways, namely teachers can choose or modify teaching modules that have been prepared by the government and are adapted to the character of students, and arrange modules individually according to the material and character of students (Maulida, 2022). Renewal occurs in most Indonesian schools including vocational schools.

Based on primary observations at SMK N 1 Singaraja, English material still used English like in high school and did not use English for Specific Purposes. In addition, from the results of need analysis through interviews and questionnaires of the students and English teacher who teaches Front Office, they

have started to use the independent curriculum, for grades 10th and 11th but the teaching materials or modules have not been thoroughly prepared either according to the independent curriculum, the material given was based on sources from the internet without a proper textbooks and most of the material was still in Indonesian. Besides, one of the students said that they did not get any modules or textbooks about Front Office subjects. Therefore the material being taught needed to be further developed.

Regarding the problem stated above, this study aimed to develop English for Front Office for 11th-grade students at SMK N 1 Singaraja. This study helps teachers prepare supplementary learning materials in the form of front-office English textbooks for students according to students' needs..

1.2 Problem Identification

In reality, some vocational students were still focused on teaching general English the same as high school students, so the material was not oriented to the field of study of each department. Preliminary observations have been conducted at SMK N 1 Singaraja. Based on the results of the observations and interviews with English teachers there, they said that most of the material taught was the same as high school English or general English. Students were still taught using general English material like in high school they have not started learning to use English for specific purposes according to their major. Besides that, from the results of need analysis through interviews and questionnaires of the students and English teacher who teaches Front Office, they have started to use the independent curriculum, for grades 10th and 11th, but the teaching materials or modules have not been thoroughly prepared either according to the independent curriculum, the

material given based on sources from the internet without a proper textbook and most of the material was still in Indonesian, especially Front Office. Whereas as previously explained, appropriate learning material is one of the important aspects of teaching and learning English for specific purposes. Therefore, vocational school students need to be provided with specific English language material, especially for Front Office subjects to meet the needs of students in understanding learning and developing their English language skills and skills which they can implement in their future jobs.

1.3 Limitation of The Problem

From the problems identified above, the focus of this research was to determine the design and development as well as the quality of English material for the Front Office for 11th-grade students at SMK N 1 Singaraja. The English material for Front Office that was developed was based on the need analysis. The validity of the product was evaluated by two experts.

1.4 Research Questions

Based on the problems identification, the research questions of this study can be formulated as follows,

- 1.4.1. What are the English learning materials for Front Office for 11th-grade students at SMK N 1 Singaraja needed to be developed??
- 1.4.2. What are the design and development of English for Front Office for 11th-grade students at SMK N 1 Singaraja?
- 1.4.3. What is the quality of English for Front Office for 11th-grade students at SMK N 1 Singaraja?

1.5 Research Objectives

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

- 1.5.1. To find out the English learning materials for Front Office for 11th-grade students at SMK N 1 Singaraja needed to be developed
- 1.5.2. To design and develop English learning material for Front Office for 11th-grade students at SMK N 1 Singaraja.
- 1.5.3. To describe the quality of English for Front Office for 11th-grade students at SMK N 1 Singaraja.

1.6 The Significance of Study

Two types of research significance are expected to be achieved by this research, namely:

1.6.1. Theoretical Significance

Theoretically, the results of this research contribute to knowledge related to the development of teaching materials, especially English for Front Office in vocational schools, and the quality of these teaching materials to meet the needs of students in achieving the learning objectives.

1.6.2. Practical Significance

a. For Teachers

The results of this study can provide information, data, and an overview of the development of teaching materials in learning English or Front Office in vocational schools. In addition, this research can also be a reference and guideline if teachers want to develop teaching materials in learning English for Front Office and

measure how effective these teaching materials are to meet student needs.

b. For Students

The results of this study can provide information, data, and an overview of the design and development of English for Front Office materials, to meet the needs of students in the learning process so that later students can understand and practice well what is needed and simplified for better learning.

c. For Other Researchers

Other researchers who use this research as a reference are expected to be able to make the best 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 for Front Office in vocational schools.

1.7 Product Specification

The product was designed with the title “English for Front Office.” The material was developed based on the result of the need analysis, consisting of two units, namely, Handling Reservation and Porter Service. Based on the theory of Hutchinson & Waters (1987), 4 aspects were contained in each unit, namely input, content focus, language focus, and tasks.

Input in the book consists of images, conversations, and video/audio learning related to the topic material. Input is useful for attracting and motivating students. In this aspect, students carry out activities such as reading dialogue or text, identifying images, and listening to audio learning related to the topic

material. Then the content focus contains information and material related to the topic in each unit as a means to convey information to students. In English for Front Office book, content focuses on understanding, duties and responsibilities, procedures, methods, and other important information related to the topic being studied. Next, language focus was related to the learning of language patterns such as grammar, language expression, vocabulary, and pronunciation. Lastly, the tasks contain activities to check students' understanding and helped to develop students' four English skills, namely reading, writing, listening, and speaking.

1.8 Development of Assumptions and Limitations

1.8.1. Development Assumption

The product is assumed to be additional material in the form of an English for Front Office book developed with orientation towards students' needs in developing English language skills and its application in the field of Front Office. Therefore, the developed book has an impact on developing students' English skills and increasing student achievement.

1.8.2. Limitation

The product was in the form of textbooks and developed based on the Merdeka curriculum, especially in the English and Front Office subject at SMK N 1 Singaraja. The product of this development can also be used at vocational high schools that have implemented the Merdeka curriculum.