

# CHAPTER I

## INTRODUCTION

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

### 1.1 Background of Study

Bali is one of Indonesia's most precious Provinces with massive tourism development. Many domestic and international tourists enjoy exploring Balinese culture and panoramas (Indrianto, 2020). It makes the tourism sector important to increase Balinese people's economic sector and living standard. Management must be operated carefully in developing the tourism sector, especially hospitality management. It covers broad categories. A Restaurant is one of the hospitality industries that significantly influences guest satisfaction. Besides the comfortable place, the service also matters. All services that are done in the restaurant are called Food and Beverage Services.

According to Mertayasa (2012:3), cited in Redjasa (2014), Food and Beverage Service is all activities related to preparing and serving food and beverage to guests in or outside the hotel, including restaurants, bars, banquets, and room service. This subject is essential to master for those who want to work in the tourism sector. Food and Beverage Service is taught in the hospitality major of the vocational high school.

The vocational school aims to prepare the students to be professional workers (Sholichah & Ristati, 2020). Based on the Act of Indonesia No. 20 of 2003 on the Educational Education System, article 15 states, “*Vocational education is a secondary education program for preparing learners for a specific job.*” Therefore, the students in a vocational school are divided into many majors based on their interests. They will improve their competence to be ready after graduation. A hospitality major is a major in Vocational school which teaches about Food and Beverage Services. In this subject, the students need to learn hard and soft skills to support their performance in the workplace later on.

As stated by Widodo (2016), In addition to their competence, they will also learn the English Language. They must be able to communicate in English based on their specific major. The four skills in English, namely speaking, reading, writing, and listening, are essential to be mastered by the students. The specific English taught in vocational high school is called English for Specific Purposes (ESP). It is more about dealing with “language in context” rather than grammar. It is also different from General English in senior high school, which teaches about the general context of English. So, the textbook must be specialized to help the students learn specific English.

Based on Tomlinson (1998), the English material should achieve the impact because the impact is achieved if the materials have a noticeable effect on learners; that is when the learners’ curiosity, interest, and attention are attracted. Khalida and Refnaldi (2019) argued that students in vocational schools often face difficulties in speaking because they lack vocabulary mastery, have low motivation in speaking, and have limitations in the learning session in school. According to this situation,

the teacher has to provide the students with appropriate learning material based on their needs and create practical and exciting learning activities. The teacher should be able to design the teaching material that develops students' knowledge and skills. It is essential to be considered this because teaching material affects the students' achievement in learning. Their knowledge and skills will also be improved if it suits the student's needs.

However, based on the observation with the Food and Beverage teacher in SMK Negeri 1 Singaraja on October 21<sup>st</sup>, 2022, found that the English textbook contained English for General Purposes (EGP), and the students are weak in speaking skills. She mentioned that the students often struggle to use appropriate English expressions and pronunciation in their learning process. One of the reasons is that the students do not get enough exposure to the specific purposes of English itself. This common phenomenon makes some students feel less motivated to learn. The examples of the irrelevant material taught by the students are input served is out of the context of hospitality major and in the existing textbook do not provide a relevant text to the student's major. A hospitality major, especially in Food and Beverage Service subject, requires them to communicate fluently in English. Moreover, the interview data gained on January 18<sup>th</sup>, 2023, showed that the teacher stated that the teacher does not have much access to learning material. They only use the government's textbook and still use the latest curriculum. She also said that the current textbook still needs to be improved because of the curriculum transition. The needs of the students are gained by distributing questionnaires on February 24<sup>th</sup>, 2023. The result revealed the necessities, lacks, wants, input, procedure, setting, student's role, and teacher's role as the basis of developing English material

for food and beverage service so that it can be said that the material developed based on the students' needs.

The urgency of the present study was supported by the problem identification found by Sholichah and Ristanti (2020) in their research about analyzing the English material for vocational schools that the English textbook for vocational schools still uses General English. Moreover, Nur and Suhria (2021), in their study analyzing the English textbook in 11<sup>th</sup> grade, argued beside of the specification of the specific purposes, the appropriateness of the material also needs to be improved. Praptono et al. (2020) stated that some considerations are essential in developing English material for Food and Beverage Services in the future, such as the topic should be more specific to the food and beverage services and the student's needs, the material should include language expression that important for Food and Beverage Service, the material should improve the students soft and hard skills significantly, and the material should contain material and explanation. The study from Utami et al. (2020) also highlighted that for the future researcher, the English material for Food and Beverage service needs to be explored further about the needs of both the materials and the students in 11<sup>th</sup> grade. Next, English Learning Material for Food and Beverage Service is essential for the student's learning achievement, and the students reacted positively to the presence of the learning material (Syakur et al., 2020; Margana & Widyantoro, 2017; Rahmani et al., 2018). From these studies, we can conclude that developing ESP learning material for Food and Beverage Services in 11<sup>th</sup>-grade students is necessary.

From the weaknesses and needs of the students and the teacher in the Food and Beverage Service Subject, it guided the researcher to develop English Learning

material for Food and Beverage Service as supplementary material from the existing books. This textbook was developed into two versions: online (e-Book) and Offline (Printed book). The reason is that online textbooks will make students and teachers easier in accessing the textbook anytime and anywhere. The difference between the two versions is that the online textbook is a PDF and can be used by students because the listening task can be accessed through the link provided. Meanwhile, the teacher can only play the listening task in the printed book.

This textbook was designed with the title “English for Food and Beverage Service,” which, based on the needs analysis, contained three units, namely, (1) Taking Reservations by Telephone, (2) Receiving and Seating Guests, and (3) Taking Food and Beverage Orders. There were four sections included in this textbook. It is based on the theory of Hutchinson & Waters (1987), which consists of input, content focus, language focus, and task. This theory also supported by Cunningsword (1995: 7) about the English textbook in ELT, that textbook is a learning resource (oral and written), a useful source of activities for learner practice and communicative interaction, and a source of reference for learners on grammar, pronunciation, and vocabulary.

Furthermore, Cunningsworth (1995: 64) says that English textbooks should include exercises on the four skills in English, namely reading, listening, writing, and speaking according to the level and learning objectives and whether there is an appropriate balance between these skills. In his book entitled “When English Rings a Bell” for seventh grade in Junior High School, each units covers four skills (listening, speaking, reading, and writing). The developed English textbook for Food and Beverage Service is also focused on the 4 skills in English (reading,

listening, writing, and speaking) as a task. The students also can learn conversations to guide them in learning English and ways to do restaurant services. It aimed to improve the student's knowledge of the English language, learning achievement, and confidence in using English.

Based on the background above, the current study will be in SMK Negeri 1 Singaraja. This study focused on overcoming the problem above by developing English learning material for Food and Beverage Services used by 11<sup>th</sup>-grade students. In conclusion, this study is necessary to explain (1) the needs of students in the English Language at SMKN 1 Singaraja, (2) to find out the design and development of the English learning material for Food and Beverage Service, (3) to find out the quality of the developed textbook.

## **1.2 Problem Identification**

There are some problems found in the need assessment stages. First, the English textbook used in SMK Negeri 1 Singaraja contained General English material. No specific material in the English subject focuses on Food and Beverage Services. Second, in the learning process, the teacher only uses the textbook supplied by the government that is still about the latest curriculum. Third, the students of hospitality major are weak in English skills, so they need an English textbook for Food and Beverage Service to practice their knowledge in specific fields. The English learning material should be based on the student's needs and learning outcomes during the curriculum transition. According to those problems, developing the English for Food and Beverage Service textbook is necessary to improve the students' English mastery based on their major.

### 1.3 The Limitation of the Problem

Based on the identification of the problems above, with the consideration of adapting to the situation, the focus of this research is to find out the needs of the 11<sup>th</sup>-grade students of the tourism major at SMKN 1 Singaraja, to design and develop the English material for Food and Beverage Service used by 11<sup>th</sup>-grade students at SMKN 1 Singaraja, and to find out the quality of developed English learning materials for Food and Beverage Service used by 11<sup>th</sup> grade at SMKN 1 Singaraja. Because of the limited time in conducting the study, three main topics of the Food and Beverage Service subject were developed based on the Capaian Pembelajaran (CP), namely, Taking Reservations by Telephone, Receiving and Seating Guests, and Taking Food and Beverage Orders. The quality of the product was measured by expert judgment. Therefore, the present study did not employ the implementation/field test. So, the expectation for the future research is that to investigate further about the effectiveness of this product.

### 1.4 Research Questions

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

- 1.4.1 What is the English for Food and Beverage Service needs of 11<sup>th</sup>-grade students of Tourism Majors at SMKN 1 Singaraja?
- 1.4.2 What are the design and development of English material for Food and Beverage Services used by 11<sup>th</sup>-grade students at SMKN 1 Singaraja?
- 1.4.3 What is the quality of the developed English material for Food and Beverage Services used by 11<sup>th</sup>-grade students at SMKN 1 Singaraja?

### **1.5 Objective of Study**

Regarding the research questions above, the objective of these students is as follows:

1.5.1 To find out the English for Food and Beverage Service needs of 11<sup>th</sup>-grade students of Tourism Majors at SMKN 1 Singaraja.

1.5.2 To design and develop the English material for Food and Beverage Services used by 11<sup>th</sup>-grade students at SMKN 1 Singaraja.

1.5.3 To find out the quality of English material for Food and Beverage Services used by 11<sup>th</sup>-grade students at SMKN 1 Singaraja.

### **1.6 Product Specification**

The prospective textbook was designed with the title “English for Food and Beverage Service”. This English book was developed into three topics, namely (1) Taking Reservations by Telephone, (2) Receiving and Seating Guests, and (3) Taking Food and Beverage Orders. Each unit is developed using the theory proposed by Hutchinson & Waters (1987). According to their theory, the textbook consists of input, content focus, language focus, and task. In the input, the students brainstorm by answering questions about the picture provided. In the content focus, the students will learn and discuss the material. In the language focus, the students will learn expressions and grammar structure. Last, in the task, the students will answer some exercises about reading, listening, writing, and speaking related to the Food and Beverage Service subject.

### **1.7 The Significance of the Study**

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



### 1.7.1 Theoretical Significance

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

### 1.7.2 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. The teacher also can use the product as a reference source in teaching.

#### b. For Students

This research provides appropriate information for students of hospitality majors, especially Food and Beverage Service so that they can learn language expressions, new vocabulary, and grammar related to their major. Furthermore, this research can improve the student's confidence in learning English.

#### c. For Other Researchers

For other researchers who use this research as a reference, it is hoped that they can 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 school.