

# CHAPTER I

## INTRODUCTION

This chapter presented the background of the research, problem identification, research limitations, research questions, research objectives, research significance, product specification, and development assumption and limitation.

### 1.1 Background of the Study

Tourism in Bali was highly increased every time because Bali has become one of the most famous destinations in the world. This makes Bali visited by many tourists. The enhancement of tourists in Bali and tourism development also employ workers. Based on the Central Bureau of Statistics (BPS), the percentage of visitors in Bali recently: (1) Australia with 32,37% (2) India with 1,68% (3) UK with 34,65% (4) France with 87,78% and (5) USA with 20,88%. According to the data, it shows that Bali is visited by many visitors from around the world. This means English is essential to be mastered because to work, especially in the tourism sector, we should be able to communicate using English. The workers' ability to use English and attitude determine worker performance and exemplary service to tourists or visitors. In doing so, this shows how important English is in the tourism sector for workers.

Tourism is a significant field that is very popular and in demand by many people as a job target. The large number of job requests in the

tourism sector has resulted in prospective workers having to be able to compete with the skills they have. Tourism majors are classified into some kinds, such as hotel accommodation, culinary arts, bartender, etc. To get a good job in that field, graduate students should also have good skills in the area they wanted. This is one of the goals of a vocational school. Students are trained in their skills according to the study program chosen. The training carried out must also receive support from learning materials. As we know, the tourism major is undoubtedly closely related to English. Good English must also accompany the skills possessed by students. Having skills in the field of interest and good English language skills will make it easier for students to compete and get jobs. Therefore, English language learning materials in vocational schools must be specified according to the major, especially for tourism majors. Teachers should know what should be learned by students who take tourism majors. The English learning material should align with what students learn in the study program taken and, of course, support the practicum activities.

Over time, the increasing number of visitors will significantly affect the tourism sector, and indirectly, it will emphasize the workers to have good English to be used in every communication. One of the things to be targeted in the tourism sector is the restaurant. This is because eating is a primary need that will always be kept in a diary. This results in an essential workforce in this field, especially culinary services. As is known, one of the most important things when working in the tourism sector is the ability to speak English. The English used will undoubtedly be different in

each field. It must be considered because it has a significant impact on the service. Therefore, it is vital to prepare students to work in the tourism sector, especially food and beverage, later. Not only the readiness to speak but also the practice of service. Preparing students to work in food and beverage service can be done by developing teaching materials that are used explicitly for that field. The case found now lies in the English language material, which is still common for vocational students. English material should be directed according to the significant or department requested by the student. The impact of general English material on vocational students will be seen when they work later, which can make it difficult for them to communicate and so on. Therefore, it is imperative to develop English language materials appropriate to the major chosen by the students in school.

These days, building human resources is necessary, especially for vocational high students who want to work in the tourism sector; they must prepare themselves. As an example, learning relevant materials that can guide students in the workplace is very needed. Things that students need to be understood more, such as how to be a good staff when giving service to the guests, coupled with good English. It means that besides students learning to prepare themselves to be good staff in serving the guests, they need to master English as an international communication language because they will communicate with foreigners daily in the workplace.

Zahedpishes et al. (2017) stated that English is one of the languages used in international tourism because it has become an International language that usually uses between countries to communicate. English has different types based on its uses. For example, in the case of tourism, the English use is usually more specific, which is called English for Specific Purpose (ESP). ESP is an approach to language learning based on the learner's needs of the study program. Implementing the ESP concept can help students be well-prepared to meet their future workplace requirements (Hutchinson and Waters, 1987, p.19). In addition, Chang (2019); Tsao (2011, as cited by Zahepishah et al., 2017), ESP is recommended to be applied to students who are required to achieve specific and appropriate goals in the future. When students work in tourism, especially in the culinary service department, students use English to communicate with guests, such as when serving guests ordering food and beverage, etc. Therefore, the material needed by students must be adjusted to what students need in the case of culinary service.

SMK N 2 Singaraja is one of the tourism vocational high school which is located in Buleleng Regency. SMK N 2 Singaraja offers four major namely, hotel accommodation, which consists of two programs, namely front office, and housekeeping; *tata busana* (Boutique), *tata kecantikan dan spa* (Spa and massage); and the last one is culinary arts which consist of two programs namely food and beverage service, and food production. For the food and beverage service program, based on preliminary observation done by the researcher about the English material

at SMK N 2 Singaraja, it was found that the existing materials or materials used in schools need to be adapted or varied in terms of activities, assignments or tasks, presenting more examples of conversations to practice students' speaking ability, and also need to provide more illustrations or pictures to help students in understanding the existing materials that cover the learning activities in the food and beverage service department. Even if students want to become good food and beverage service staff (waiter, waitress, etc.) in the future, students must have good material that presents many activities in the field of food and beverage services as fundamental knowledge. This statement is supported by researcher document analysis by analyzing food and beverage service books used by teachers and students at SMK N 2 Singaraja. It was found that even though the English materials were in English already, the materials lacked pictures, monotonous activities, and tasks, and the materials needed to be more general for vocational high school.

The monotonous activity and tasks of the English material build boredom in students, which can cause less effectiveness in the learning process. A lack of pictures or illustrations in the English learning material can decrease students' motivation to learn. On the other hand, the handbook used by teachers still uses Indonesian. Meanwhile, tourism majors should focus more on using English to familiarize students with English. The learning material should also use English to improve students' English skills because, in the workplace, they will communicate in English.

The weaknesses found by the researcher in the food and beverage service English learning material at SMK N 2 Singaraja guided the researcher to develop the English for Food and Beverage material for eleventh-grade students as supplementary to the existing materials. This prospective English learning material was developed in softcopy/online and hardcopy/printed. The researcher developed both softcopy/online and hardcopy/printed form English learning material because nowadays, technology should be used properly, especially in the learning process, to make it easier both for students and teachers in class. Teachers can read the material more accessible, and students can study everywhere and anywhere by just clicking their phones, in the form of hardcopy/printed also needed and essential because it has its advantages, such as it is good for health and can make readers more focused on reading and gaining information.

The research gap can be seen when inadequate teaching materials make it difficult for teachers and students to understand the material. This causes students to feel less motivated to follow the learning process. Teachers usually look for additional material on the internet more often because the handbook needs to be completed. Because eleventh-grade students are more focused on practicum, the teacher expects that the learning material will contain more procedures and sample pictures so that students can imagine and understand the material being studied more efficiently, rather than relying solely on only full reading without sample pictures. For students to quickly understand the subject matter, English

materials with specific objectives must pay attention to the skills needed and supported by the four language skills. Besides that, using English during the learning process, such as having conversations with teachers or peers, still needs to be improved. Grades ten and eleven at SMKN 2 Singaraja already used the Merdeka Curriculum, while twelfth grade still used the 2013 curriculum. This research focused on developing English Food and Beverage Service teaching materials for the eleventh grade at SMK Negeri 2 Singaraja. Therefore, the material is designed and developed based on the needs of students and oriented towards proficiency objectives.

The prospective English learning material is oriented to the task's four basic skills: reading, writing, listening, and speaking. Students can learn based on what students understand and receive from the subject matter, which impacts increasing student learning achievement, especially in the food and beverage services field. Through the material contained in the e-module, it is hoped that students will have more expertise that can be used as a provision to work in the food and beverage services department in the future.

This perspective model was designed with the title “English for F&B Service” Based on the observation, checklist, and analysis of the syllabus and e-module, this prospective e-module will be focused on developing a sequence of service materials, precisely the step of the sequence of service, which consisted of two units which are (1) Wares & Table Set Up, (2) Sequence of Service.

In each unit, four essential aspects were presented in this textbook/module: input, content focus, language focus, and tasks (Hutchinson Walters, 1987). **Input** in the module includes short dialogue or pictures that serve the activity of culinary service staff in the hotel. The **content focus** is the material that must be understood by students, who are the core of the unit discussion. **Language focus** discusses language patterns in the form of grammar reviews and vocabulary use, complete with how to pronounce them. This language focus is expected to help students to understand grammar easier and enrich their vocabulary. The last is **tasks**. This section presented various tasks that students must do to check their understanding of the material. In addition, providing different problem exercises helped students to master what students expected. The task consists of fourth language skills, namely, listening, speaking, reading, and writing in each unit related to Food and Beverage Service activities.

The researcher expected students at SMK N 2 Singaraja can use this perspective textbook/module for the eleventh grade in the culinary arts program as a reference in studying the food and beverage service lesson in the learning process.

## 1.2 Problem Identification

There are two problem identification in this study, which are

1. The material used still in Indonesian
2. The monotonous the learning materials
3. Lack of pictures and tasks

Based on identifying the problems above, the learning materials need to be adjusted and developed so that they are better and can support learning activities properly, especially for the food and beverage service major. The teacher must pay attention to the learning process that has been carried out following the needs that must be met. Learning English, especially at SMK Negeri 2 Singajara, has started to increase. In addition, collaboration with other parties is also essential in the development of teaching materials, especially English teaching materials at the SMK level. Therefore, the focus of this research lies in developing English for food and beverage service materials in vocational schools and the quality of teaching materials to meet the needs of students in understanding the learning materials which will be applied in the future job that they focus on. Much research related to the development of teaching materials through qualitative and quantitative data has been conducted by many researchers. Therefore, this study tries to present data based on D&D (design & development), which can be used as the novelty of this research because no one has researched yet related to the development of English for food and beverage service materials using the D&D method at SMKN 2 Singaraja. The results of this study were derived from the D&D method as a tangible result of the research conducted and tested how effective the learning materials were in influencing the implementation of teaching English for food and beverage services at SMKN 2 Singaraja.

### **1.3 The Limitation of the Problem**

Based on the identification of the problems described above with the consideration of adapting to the situation, the focus of this research is to determine the development of English needs and the design of English learning materials for the Food and Beverage Service major for eleventh-grade students in SMKN 2 Singaraja.

### **1.4 Research Questions**

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

1. What are eleventh grade students needed on English for Food and Beverage Service materials at SMK Negeri 2 Singaraja?
2. What is the developed design of English Material for eleventh grade students of Food and Beverage service at SMK Negeri 2 Singaraja?
3. What is the quality of the English for Food and Beverage Service material that is developed?

### **1.5 The Objective of the Study**

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

1. To find out the English needs of eleventh grade students of F&B Service at SMK Negeri 2 Singaraja
2. To design English learning material of eleventh grade students of F&B service major at SMK Negeri 2 Singaraja

3. To find out acceptability learning English material for the teacher and eleventh grade students of F&B service at SMK Negeri 2 Singaraja

### **1.6 The Significance of the Study**

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

1. Theoretical Significance

Theoretically, the research results contribute to knowledge related to the development of teaching materials, mainly 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.

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 are 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 is needed and simplify for better learning.

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 schools.

### **1.7 Product Specification**

This book is designed with the title "English for F&B Service." Based on the results of observations, questionnaires, and analysis of the syllabus and textbooks, the material developed consists of 2 units, which include (1) Wares & Table Set Up and (2) Sequence of Services. Product development is adopted from the theory of Hutchinson and Waters (1987), which includes four aspects in each unit, namely input, content focus, language focus, and tasks.

Textbooks/modules developed based on the theory of Hutchinson and Waters (1987) provide several exercises and also lots of pictures to support learning activities and help students understand the material being studied more easily. In the input section, students are presented with simple exercise questions that aim to stimulate students and provide an overview of the material studied in each unit in the module/textbook. Then, in the content section, the focus is on presenting the contents of the

material, which contains definitions, types, steps, etc. The third part focuses on language, which presents much vocabulary and language expressions. The last is an exercise that offers several instructions or questions covering the four language skills, which aims to determine how far students understand the material that has been studied.

## **1.8 Development Assumption and Limitation**

### **1.8.1. Development Assumptions**

Learning resources in the form of English modules/textbooks for F&B Service are developed with a proficiency goal orientation because the four basic skills (speaking, reading, listening, and writing) are critical in learning, and the developed modules/textbooks have an impact on improving students' abilities. The content provided in this module/textbook is divided into four units, namely input, content focus, language focus, and assignments based on the theory of Hutchinson & Waters (1987)

### **1.8.2. Limitation**

This module/textbook was developed following the Merdeka curriculum, especially in the English subject for F&B Service at SMK Negeri 2 Singaraja. The result of this development can be used in Vocational schools that have implemented the Merdeka Curriculum.