

# CHAPTER I

## INTRODUCTION

This chapter consists of a brief description of the study including the background of study, problem identification, limitation, research questions, research objectives, research significance.

### 1.1. Background of the Study.

Indonesia is a unitary state consisting of several islands. One of them is the Island of the Gods. Bali is also very famous as the island of a thousand temples which attracts many tourists to visit Bali. There are many interesting tourist attractions with very intrinsic cultural value. Currently, human resources, especially vocational students who want to work in the tourism industry, must be prepared. For example, students need to study relevant material that can guide them in the workplace. They need to learn how to be good employees when they serve their guests, and they also need to master English as an international language of communication because they talk to foreigners in hotels every day.

Vocational High Schools have a very important role for the purpose of preparing superior human resources in the field of tourism and increasing the existence of the island of Bali. Vocational education must be directed at improving the quality of human resources including the development of knowledge, abilities, and skills to prepare workers for the world of work. In achieving the goals of vocational high school, English for certain purposes can be converted. Vocational high schools aim to equip students with the necessary

skills and knowledge to enter the workforce directly in their chosen fields. These schools focus on providing in-depth education and skill enhancement to prepare students for successful careers, particularly in the field of tourism. To cater to this objective, English for Specific Purposes (ESP) is employed as a language teaching approach, wherein the learning materials and content are tailored to meet the specific needs of the students.

According to Richards & Rodger (2001). ESP is an English language that focuses on certain materials and as a language teaching, ESP provides materials based on the needs of students to achieve these goals. ESP is important for vocational high schools to direct learners to learn English for their interests and to achieve their specific goals. In Vocational High School there are many majors that students can choose, one of which is in the field of tourism is the Front Office.

English is an important international language used today. The use of English is very important for society, especially in the current era of globalization. Therefore, the Indonesian government considers that English is the first foreign language used in Indonesia which is considered very important for developing science, technology, and culture and is used to build international cooperation (Depdikbud, 1981). We get the basics of speaking English since we are in elementary school to high school or vocational high school. In vocational high schools, of course, there is English language teaching which aims to improve students' ability to be proficient in spoken and written language in certain study programs. According to Sholichah and Ristati (2020), mastery of English is a must as one of the skills in vocational high schools which

is an important skill to be mastered by vocational high school students. This can support the teaching of English for students to be able to communicate in spoken and written language accurately and precisely. According to Boroujeni and Fard (2013), mastery of English can guarantee opportunities for success both in getting a job, academically and in social life. Especially in today's modern times, English is a skill that is in great demand and learned.

According to the Ministry of National Education, Permendiknas No. 20 of 2016 states that vocational high school (SMK) students who have graduated must have skills that will help them succeed in their careers later (Suliadi, 2020). That is, English is not only important as a subject but also as a material awareness skill. Therefore, teaching English in vocational schools has an important value to be able to develop students' special abilities through practical exercises based on the study program taken. Vocational high schools must have access to materials that are appropriate to their study program. About Jawhar in Yasin et.al. (2010) as quoted, Khalida and Refnaldi (2019), many undergraduate graduates have lost their jobs or are unemployed due to their lack of English language skills. This proves that English proficiency determines whether or not a person is able to compete in the world of work, especially in the tourism sector. Because most of the requirements in today's job search are at least English. So, English has many benefits in the current era of globalization. At the age of teenagers who are in vocational high school or high school, this is a great and special opportunity for us to study seriously in order to develop our English language skills properly and correctly.

Therefore, we must learn English language skills that cater to specific areas, such as English for tourism, commonly known as ESP. According to Hutchinson and Waters (1987), ESP is defined as an inclusive language teaching approach where the choice of content and methods is based on the learners' specific learning needs (p. 19). ESP is highly recommended for students who have distinct and targeted future goals or needs. In the context of the tourism industry, particularly in the front office, students utilize English for effective communication with guests during check-in, check-out, and other guest service interactions. Therefore, it is crucial to tailor the learning materials to address the specific requirements of students in the front office field.

The gap in this study can be seen from the lack of teaching materials used by teachers when teaching, especially for English subjects for the Front Office. Students feel less motivated in participating in the learning process because the books or teaching materials provided at school are still minimal and need to be developed to make them attractive to students. This can affect students such as the lack of student motivation at SMK Negeri 1 Amlapura, especially in class XI students majoring in the front office in learning because students feel bored with the material provided. The teaching materials or textbooks should consist of clear explanations regarding the content being taught. For instance, in a book focusing on the Front Office, it would be beneficial to include dialogues illustrating how Front Office staff interacts with guests. This inclusion will facilitate students' comprehension of the materials and enhance their reading and listening skills. Furthermore, incorporating visual illustrations alongside the dialogues will generate additional interest among students, thereby fostering a

more engaging learning experience. Students also need authentic material as their basic provision to provide good service to visitors, especially developing more attractive students. To make the front office learning process more interesting, a variety of material sources are needed. The aim is to make students more enthusiastic about learning by developing specific and interesting teaching materials. In addition, the variety of assignments presented in the book can also challenge students to learn better, considering that currently they only get monotonous assignments.

From the weaknesses found in the front office book at SMK Negeri 1 Amlapura, it directed researchers to develop and modify English books for the front office as a complement to existing books. This prospective textbook was developed in two ways, namely online (e-module) in PDF form and offline (print). The reason for the research to develop online textbooks (e-modules) is because we are still in the Covid-19 pandemic and all learning processes are carried out online. To make it easier for students to use this textbook anywhere and anytime, the researcher developed an online textbook. Materials are designed based on student needs and are oriented towards proficiency goals. According to Hutchinson & Waters 1987, Robinson (1991), said that by conducting a needs analysis, teachers get two important information such as the current level of students' knowledge and their motivation, and student needs.

## 1.2. Identification of Problem

From the points described above, this research focuses on the development of teaching materials in vocational schools and the quality of teaching materials to meet the needs of students in understanding learning to be applied in the work they focus on in the future. The students are also still lacking in sources of knowledge about tourism, especially in front office lessons. The students find it difficult to understand the front office material because the books are still monotonous and the lack of practice in the learning process. Therefore, researchers need to develop teaching materials for front office materials at SMK N 1 Amlapura. According to Syaiful (1997: 50), teaching materials are a source of learning for students. So teaching materials are substances that will be delivered in the teaching and learning process. Teaching materials are all forms of materials used in carrying out teaching and learning activities (Majid 2008: 173). Many researchers have conducted research related to the development of teaching materials through qualitative and quantitative data. Therefore, this study tries to present data based on D&D (design & development) which makes the real results of the research conducted and examines how effective teaching materials affect the implementation of English learning at SMK Negeri 1 Amlapura. Therefore, teachers and students must of course rethink the learning that has been done with the needs that must be met. English learning is currently progressing and is in great demand by students in SMK, especially at SMK Negeri 1 Amlapura. With this, researchers hope that conducive learning objectives can be achieved.

### 1.3. Research limitation

Based on the identification of the problems described above with consideration of adjusting to the situation, the focus of this research is to determine the development of teaching materials, especially front office materials for class XI students majoring in front office. Developing and modifying teaching materials or books more specifically is only for class XI students at SMK N 1 Amlapura.

### 1.4. Research Questions

Based on the problem identification, the research questions for this study are:

1. What are eleventh grade students' of hospitality major needed on English learning material for Front Office at SMK Negeri 1 Amlapura?
2. What is the design of English learning material for Front Office for eleventh grade students of hospitality major at SMK Negeri 1 Amlapura?
3. How is the quality of English learning material for Front Office for eleventh grade students of hospitality major at SMK Negeri 1 Amlapura?

### 1.5. Objectives of the Study

Regarding to the research questions above, the objectives of this study are as follows.

1. To find out the English learning material needs for Front Office for eleventh grade students of hospitality major at SMK negeri 1 Amlapura.
2. To design English learning material for Front Office for eleventh grade students of hospitality major at SMK Negeri 1 Amlapura

3. To identify the quality of English learning material for Front Office for eleventh grade students of hospitality major at SMK Negeri 1 Amlapura

## **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, especially 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 also an overview of the development of teaching materials or materials in learning English, especially in vocational schools. In addition, this research can also be a reference and guideline if teachers want to develop quality teaching materials in English learning 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 also 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 it. 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 use of the results of this study by conducting similar research that can provide information related to the development of teaching materials in learning English, especially in vocational schools.

