

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Indonesia is a country consisting of many islands, which has great potential to develop the tourism industry, because the tourism industry in Indonesia has developed very rapidly. According to (Priyanto & Pirastyo , 2019) state that the development of tourism areas can usually have a good impact on the area. The country of Indonesia has many tourist attractions that are in demand or visited by foreigners such as Bali, Papua, East Nusa Tenggara, and so on. This tourist spot is a place that is visited by many foreigners, especially Bali. Bali is one of the tourist destinations in Indonesia which is very well known in the international arena. Bali is often dubbed the island of a thousand temples, where Bali has many temples and several large temples such as Besakih Temple, Batur Temple, and Tanah lot are visited by many foreign tourists. Besides temples, Bali is also famous for its very beautiful beaches, such as Kuta beach, Pandawa beach, Tanah Lot beach, and many others. With the existence of tourist attractions that are visited by many foreigners, many Balinese people work in the tourism sector such as working in hotels, being tour guides, working in restaurants, and others. Therefore, Bali has many schools that specialize in learning about tourism, also known

as vocational high schools, where vocational high schools practice more, learning skills both in terms of language and practice according to their majors. In vocational high school there are several majors that students can be choose, one of which is in the field of tourism is the culinary art. Culinary Arts is one of the most important subjects in the Tourism department that explores the breadth of food, from learning about basic ingredients and preparation of ingredients to processing, food preparation and food processing and serving techniques. The Culinary Arts Major is one that majors in using English for a specific purpose. According to (Maula, 2021), the Culinary Arts program has different English language requirements than public school students.

English is one of the most important languages to be learned in schools, especially in Vocational High Schools. To improve students' ability to be proficient in English, Vocational High School students certainly receive English language instruction. According to Sholichah & Ristati (2020) states that in Vocational High Schools mastery of English is a must as one of the skills in vocational high schools and becomes one of the important skills that must be mastered by students. According to Dewi et al, (2019) states that vocational high schools aim to prepare the readiness of their students to have skills based on the majors they take. Teaching English can help students to be able to communicate in spoken and written language accurately. There are several excellent Vocational High Schools in Indonesia. Based on Government Regulation Number 17 of 2013 as quoted by Suliadi (2020) are: Technology and Engineer, Technology Information and Communication, Health,

Agribusiness and Agrotechnology, Fishery and Marine, Business and Management, Tourism, Arts and Skill, and Arts Performance. For students who continue their education to vocational high schools usually have a goal so that after graduation they get a job according to their major. According to Boroujeni & Fard (2013) states that English is one of the important things to ensure the chances of success both in getting a job or in social life.

English is not only needed as a subject, but English is a language skill that will be used to make their careers successful in the future. As explained by Suliadi (2020) according to the Ministry of National Education, Permendiknas No. 20 of 2016 states that students who have graduated from vocational high schools must have skills that will make their careers successful in the future. So English language skills are one of the important things for their future careers. Regarding Jawhar in Yasin et al, (2010) as quoted, Khalida and Refnaldi (2019) stated that many graduates who have graduated are still unemployed because they have not mastered English very well. It can be seen that the ability to speak English is very necessary and is one of the abilities to compete in the world of work, especially in the field of tourism.

There are several factors to achieve the target in preparing vocational secondary students skills involving teachers, media, and teaching materials. Teaching materials or materials are important in the teaching process. In the teaching process the material provided must be in accordance with the needs of students and the material used is able to develop their skills and abilities. In addition to the subject matter, the assignments given should also be able to help students practice English. English language materials in vocational high

schools should be tailored to the needs of students or according to the study program in order to maximize their abilities, based on the objectives of vocational education.

At the high school level in Indonesia, there are two types of English learning, namely General English (GE) and English for Specific Purpose (ESP). According to Sipayung & Pangaribuan (2019), General English (GE) and English for Specific Purpose (ESP) are two types of learning English as a foreign language in Indonesia. These two things have different meanings. General English is generally taught in high school, but there are some who use general English in vocational high schools. Meanwhile, English for special purposes is used in vocational high schools and universities. As Hutchinson and Waters (1987) say that the existence of a need cannot distinguish ESP from GE but awareness of the need itself. However, General English provides a wider scope to be taught to students than English for special purposes.

English for Specific Purpose (ESP) can be divided into two, namely English for Occupational Purpose (EOP) and English for Academic Purpose (EAP). There are differences between the two types. EOP focuses on the use of English where the goal is to meet the needs of students in the world of work (Said, et al., 2022). Meanwhile, EAP focuses on teaching English in academics (Ira, 2018). Thus, EOP is focused on meeting the needs of students in preparing them for employment after they graduate. Therefore, EOP is very important in teaching materials, especially English so that students can learn what they need when they are in the world of work.

Based on observations made by researchers, there are three State

Vocational High Schools in Tabanan Regency, the first is SMK Negeri 1 Tabanan, the second is SMK Negeri 2 Tabanan, and the last is Tabanan SMK Negeri 3 Tabanan. Researchers conducted research at SMK Negeri 2 Tabanan. One of the majors at SMK Negeri 2 Tabanan is Culinary arts, where the major leads to the tourism department. Culinary arts is one of the majors related to equipment and activities in the kitchen and studies the scope of food, starting from the introduction of basic ingredients, preparation for processing ingredients, manufacturing techniques, cooking processing, and serving food. In the culinary art major, there are many subjects, one of which is basic culinary, where the subject discusses culinary basics such as the basics of food knowledge, introduction to kitchen tools and others.

Based on observations that have been made through interviews with Basic culinary teachers at SMK Negeri 2 Tabanan and distributing questionnaires to students, in the Basic culinary subject there are several problems, the first is that at SMK Negeri 2 Tabanan they do not yet have books or modules that use English. Secondly, the Vocational High School in Tabanan does not yet have a complete book or module on Basic culinary so that teachers can only access material from the internet. Then, the third is that the English acquired is still classified as general English (EGP) and has not yet led to specific English based on the majors taken by students. From these problems, researchers make books that are more specific about Basic culinary because students need to understand and get lessons that will support and support the needs of their majors so that they are beneficial for students. The researcher plans to design this teaching material more interesting and authentic so that students or

teachers can easily understand the contents of the teaching material. Therefore, quality teaching materials make teachers and students more comfortable to learn and also easy to understand.

The gap in research is seen when teaching materials that are of poor quality or inadequate make it difficult for teachers and students to understand the material. Students feel less motivated in participating in the learning process, besides that with material that is only provided from one book, students quickly feel bored because they feel they are only reading through books. Without quality teaching materials, teachers are confused in providing material to students which also makes students uncomfortable in participating in the learning process. The teaching materials or books provided must have an explanation of what will be learned. In order for students to easily understand the subject matter, English materials that have specific objectives must pay attention to the skills needed and supported by the four language skills. Then, the use of English during the learning process is still relatively general and does not lead to English for a specific purpose. The curriculum used between tenth grade, eleventh grade, and twelfth grade is still different. This research is focused on developing English language teaching materials for Basic culinary in the first semester of tenth grade at SMK Negeri 2 Tabanan. Therefore, materials are designed and developed based on students' needs and oriented towards proficiency goals.

Based on the problems found above, the researcher designed an English text book for the Front Office for first semester X grade students at SMK N 2 Tabanan based on the needs and abilities of the students. This book

was designed based on a needs analysis conducted on students of SMK N 2 Tabanan. The theory of book development is adopted from Hutchinson & Water, (1987) which consists of 4 aspects in each unit, namely input, content focus, language focus, and task.

1.2 Problem Identification

There are many things that need to be prepared and adjusted for this new learning or it can be said that learning is now getting used to because previously there were several things that encouraged us to do distance learning. Therefore, teachers must rethink learning to suit the needs of students in vocational high schools (SMK). Learning English in Tabanan, especially in vocational high schools (SMK) is certainly progressing. However, there are several things that need to be considered in developing teaching materials, especially learning English for Vocational High Schools. Based on observation which already done of SMK Negeri 2 Tabanan, it is known that English material at SMK N 1 Singaraja is still not specific to the majors in the school, and tends to be general in nature. And in the learning process, source of subject knowledge Basic Culinary Still Belong limited.

1.3 The Limitation of the Problem

Based on the identification of the problems described above with consideration of adjusting to the situation, the focus of this research is to find out the development of teaching materials for learning English for Basic Culinary first semester students in class X at SMK Negeri 2

Tabanan

1.4 Research Questions

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

1. What are tenth-grade students' of culinary art major needed on English basic culinary material at SMK Negeri 2 Tabanan?
2. What are the design and development of English learning material for Basic Culinary for Tenth-grade students of culinary art major at SMK Negeri 2 Tabanan?
3. What is the quality of the English learning material for basic culinary of first-semester students in tenth-grade at SMK Negeri 2 Tabanan developed?

1.5 Objective of the Study

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

1. To find English learning materials for Basic Culinary of first-semester in Tenth-grade students at SMK Negeri 2 Tabanan.
2. To design and develop English teaching materials for Basic Culinary of first-semester in Tenth-grade students at SMK Negeri 2 Tabanan.
3. To describe the quality of learning materials for Basic Culinary of first-semester in Tenth-grade students at SMK Negeri 2 Tabanan.

1.6 The Significance of the study

In general, there are two kinds of research significance that are

expected to be achieved by this research, namely:

1.6.1 Theoretical Significance

Theoretically, the research results contribute to 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.

1.6.2 Practical Significance

a. For Teacher

The results of this study can provide information, data, and also an overview of developing materials or teaching materials in learning English, especially 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 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 with the aim of meeting the needs of students in the teaching and learning process so that later students can understand well what is needed and simplified 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.

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

This book is designed with the title "English for Basic Culinary". Based on observations, questionnaires, and analysis of syllabuses and textbooks, the material is developed and consists of 2 units, which consist of (1) Culinary Industry Business Processes, and (2) Excellent Service in the Culinary Industry For product development adopted from the theory of Hutchinson and Waters (1987) which includes 4 aspects in each unit, namely input, content focus, language focus, and tasks.

The book uses 4 important aspects in each book unit, namely input, content focus, language focus and assignments. The first aspect is input. This aspect presents the activities of several images. Input aims to stimulate students to be interested in participating in the learning process. The second aspect is content focus. This aspect presents learning materials that will be developed by researchers and there is some information that can help students understand the learning process. The next aspect is the language focus. This section contains language expressions in it and discusses language patterns in

the form of grammatical reviews, complete use of vocabulary and how to pronounce it. The last aspect is Tasks. This section contains several practice questions that function to check students' understanding of the material previously studied and also enrich students' knowledge.

1.8 Development Assumption and Limitation

1.8.1 Development Assumptions

Learning resources in the form of English books for basic culinary were developed with an orientation towards proficiency goals because these four basic skills (speaking, reading, listening, and writing) are very important in learning and make the books developed have an impact on improving students' abilities. The content provided in this book is divided into four units, namely input, content focus, language focus, and assignments based on the theory of Hutchinson & Waters, 1987.

1.8.2 Limitations

This book was developed based on the Merdeka curriculum, especially in the English subject for the basic culinary at SMK N 2 Tabanan. The results of this development can be used in SMKs that have implemented the Merdeka curriculum.