

CHAPTER I INTRODUCTION

This chapter contains the background of the research, problem identification, the limitation of the problem, research questions, research objectives, research significance.

1.1 Background of the Study

Indonesia has a tourism spot which of course is well known by many foreign countries. One of the areas that attract tourists is Bali. Tourism in Bali has become one of the tourist destinations to enjoy in Indonesia. In the tourism sector, tourists visit Bali to enjoy holidays and even work. Therefore, the increase in tourists in Bali provides jobs for workers. In pursuing work in the tourism sector, it is important to learn English, which can be said to be the second national language in Indonesia. According to (Asrifan, et al., 2020), English has become a comprehensive or universal language because it is used not only as a second language or foreign language in English-speaking countries but also in non-English-speaking countries. English is a language that is very important to be mastered by the community because it has a purpose, namely communicating and of course being used in something or work. The ability of workers to use English determines the attitude of the performance of workers and good service to tourists or visitors. Thus, it shows how crucial English is in the tourism sector for the workers. It has more promising opportunities and also advantages to working as a tourism workers (Hakim et al., 2009).

Tourism is a field that is very important to study among people to get the

target of employment. The tourism industry also has several skills that are in great demand in every job field. Therefore, the large number of requests for work in this field means that prospective workers must be able to compete with the required skills. To know this, prospective workers must be familiar with the environment majoring in tourism. The tourism department is divided into several types needed in the tourism sector including hospitality accommodation, culinary arts, etc. In getting appropriate and necessary jobs, graduate students must have these skills according to what they are interested in. Therefore, one of the goals of vocational schools is to get prospective workers in the tourism industry who have some special training to master the desired skills before entering the world of work. The training activity provided by school also must be consist of learning materials and practical activities. In dealing with foreign tourists, English is also one of the things that needs to be learned. Therefore, having skills in tourism and competent English skills must be make students easier to compete and get occupation or job in the future.

Vocational high schools are those school that has the target that students can get a job after they graduate. One of the most popular vocational school is in the hospitality sector, including the food and beverages. Commonly, the vocational school more focus in the skill of the students which more concerned in practical and less material lesson. According to Indonesia's National Ministry of Education, regulation No. 20 for 2016 stated that vocational high school students who have graduated must-have skills that will help them succeed in their later careers (Suliadi, 2020). This means that English is not only treated as a subject but also as a material for awareness skills by schools based on the student's study program that also requirements at the vocational high school level. Therefore, the main focus of

teaching English in vocational high school should prepare and develop students' special skills through practical exercises based on the study program they take, so that they can perform well in the world of the workplace later.

To understand English textbooks in the educational sectors, conducting interviews of education or work, and also to study abroad, the English language must be mastered well which can be used as a second language after the primary language; Indonesian in written and spoken to achieve the fulfillment of needs for students of particular attend in vocational high school. Especially for the vocational high schools, English is used as the second language of each department and the needs of each vocation. There is English language lessons which aimed to give an opportunity for the students improving their ability to be capable in spoken and written language in particular study programs. According to (Scholichah & Ristati, 2020), English mastery is a must as one of the proficiencies in vocational high school that become an important skill to be mastered by vocational high school students. It is able to support the English teaching for students to capable in communicating either in spoken and written language appropriately and precisely. However, mastering the English Language can guarantee the chance of success whether in getting an occupation, academic, or social-life (Boroujeni & Fard, 2013).

To achieve the target of preparing the skills of vocational students, we should have to look at several factors that relate to the development of teachers, media, and teaching materials. Considering the purpose of the vocational education, English learning material that is used in the learning process ought to be adapted and modify to the study program. This aims to meet students' needs so that they can maximize their skills. There are two types of English language learning at school,

especially at the high school level in Indonesia. Those two types are General English (GE) and English for Specific Purpose (ESP). According to (Sipayung & Pangaribuan, 2019), general English and English for Specific Purposes are two kinds of specifications for teaching English as a foreign language in Indonesia. These two types have different meanings such as General English which is generally taught in senior high school, however, there are still schools that implement this type in vocational high school, meanwhile, English for Specific Purpose is taught at vocational high school and university. However, General English provides a wide range to be taught to students rather than English for special purposes. Because general English refers to contexts such as schools where the needs and interests cannot be determined specifically (Far, 2008). In preparing the material, the teacher must certainly have the achievement of students in learning English. (Tomlinson, 1998), states that 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. The impact of teaching can be achieved through novelty.

In addition, the researcher also interviewed one of the vocational schools namely SMK Negeri 2 Singaraja which has 4 different majors. The majors include Hotel Accommodation, Beauty Management, Culinary art, and Clothing art. In each of these majors, some textbooks are on the work they will do later after graduation. In the school, there are approximately 5 English teachers who teach each level with the existing textbooks. This textbook is of course based on the syllabus and lesson plans following the applied curriculum to achieve learning objectives. 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 product department. Therefore, the development of this textbook will certainly help meet the growing needs of every student and be followed by the progress of the current era. Thus, this research was conducted to examine the development of teaching materials in the form of textbooks according to the needs of students using the D & D (Design & Development) method.

1.2 Problem Identification

According to the research background, the problem has been identified concerning the English learning materials used in the Food and Beverage Product of culinary major. These materials are currently categorized as unspecific English materials that are not suitable for supporting English for Specific Purposes (ESP) learning. Additionally, the textbooks provided in schools are unattractive and monotone for those students with low motivation in learning. This kind of case can be a serious problem to be faced considering that vocational high school students are supposed to master various skills related to their majors in preparing themselves to join in the professional world as the workers in the future.

1.3 The Limitation of the Problem

According to the identification of the problems described previously and with considering about the adapted the current situation, the focus of this research is to determine the development of English learning teaching materials in vocational high schools and the quality of English learning teaching materials in vocational

high schools.

1.4 Research Questions

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

1. What are the needs of eleventh-grade students in the culinary major towards English for food and beverage product at SMK Negeri 2 Singaraja?
2. What is the design of English learning material for food and beverage product needed by eleventh-grade students of culinary major at SMK Negeri 2 Singaraja?
3. How is the quality of English learning materials for food and beverage product developed for eleventh-grade students in culinary major at SMKN 2 Singaraja?

1.5 The Objective of the Study

Regarding to the research questions described, the objectives of the study are written below:

1. To find out the needs of eleventh-grade students in the culinary major towards English for food and beverage product at SMK Negeri 2 Singaraja.
2. To find out the design of English learning material for food and beverage product needed by eleventh-grade students of culinary major at SMK Negeri 2 Singaraja
3. To find out the quality of English learning materials for food and beverage product developed for eleventh-grade students in culinary major at SMKN 2 Singaraja

1.6 The Significance of the Study

In general, there are two kinds of research significances; theoretical and practical which are expected to be achieved by this research, namely:

1. Theoretical Significance

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

2. Practical Significance

a. For Teacher

As for the teacher, the results of this study hopefully able to provide information, data, and also an overview about developing materials or teaching materials for learning English to the students, especially in vocational schools. In addition, this research can also be a reference and guideline if teachers want to enhance the teaching materials in their class, also the English learning quality and measure how effective these teaching materials are in meeting student needs.

b. For Students

For the students, the results of this study are able to provide more information, and insight of the development of English learning teaching materials so they are aware about the quality of learning that they must achieve in the vocational school in preparing themselves in the future.

c. For Other Researchers

For other researchers, this research is able to be used as a reference so they have

insight about the particular problem in this sector, and they can develop more research about related topic about the English learning material for Food and beverages product. Also hoped that they can use of the results of this research to conducting similar research and provide more information related to the topic about development of teaching materials in learning English, especially for the vocational schools.

