

CHAPTER I

INTRODUCTION

1.1 Research Background

A fascinating trend is the great desire among the Balinese youths in working overseas, particularly on cruise lines. The employment prospects in the cruise line industry are viewed favourably by many young people in Bali (Kusuma & Susilowati, 2020; Pamayun, 2018). An attractive pay, a desire to travel, and significant international experience are the primary drivers of this interest (Artini & Nilan, 2014; Pranadewi, 2018). Balinese youths believe that through interacting with the many cultures of the nations that the cruise line visits, working aboard a cruise line enables them to transcend geographic boundaries and widen their horizons. They have the chance to work hard, experience adventure, pursue a better income, and pick up useful new skills in this field (Kusuma & Susilowati, 2020; Nilan & Artini, 2013).

Candidates must master information on hospitality and cruise line jargons in order to be hired to work on cruise line (Pranadewi, 2018). Applicants who wish to work on cruise line must fulfil these criteria. Learning about hospitality and cruise line is crucial for a number of reasons (Gibson, 2008; Véronneau et al., 2015). First of all, a cruise line is a highly organized setting where several departments work in unison (Ariza-Montes et al., 2021; Chua et al., 2015). Understanding the words used in the hospitality and cruise industries aid candidates in acclimating to the workplace quickly and successfully (Hossein Foroozanfar et al., 2014). Each

department has unique jobs and responsibilities. Candidates who are conversant in words related to hospitality and cruise line might also show a strong dedication to and interest in the business. Consequently, they have done extensive research on the position they are seeking for and have the fundamental skills to carry out their duties competently (Hossein Foroozanfar et al., 2014; Véronneau et al., 2015). Understanding the distinct culture and lingo of cruise line is essential for effective communication and collaboration in a varied workforce (Hung, Huang, et al., 2020; Oka & Pugra, 2017).

Additionally, a prospective employee's professionalism and seriousness are reflected by their command of hospitality and cruise line jargons. Knowing the various types of rooms, ship amenities, room maintenance schedules, security procedures, and other operational jargons common to cruise line might be considered part of this information (Hung et al., 2019; Quintano et al., 2017). The company must meet applicants who want to be hired to work on cruise line with a strong awareness of the jargons of hospitality and cruise line (Casado-Daz et al., 2021). In order to successfully meet the challenges and tasks in this field, individuals must have high flexibility and communication skills as well as a commitment to doing so (Kusuma & Susilowati, 2020; Pranadewi, 2018).

Yet many students studying hospitality still need assistance in comprehending these jargons (Hung et al., 2019; Wondirad, 2019). Despite the significance of comprehending hospitality jargons in the cruise line company, students in this field frequently need assistance in properly grasping them (Hung, Lee, et al., 2020; Radic et al., 2021). The intricacy and abundance of terminology are two significant barriers. Concierge, bellboy, housekeeping, laundry attendant stateroom attendant,

and many more technical terminologies are used in the hotel and cruise liner industries. Students frequently feel overwhelmed by the number of jargons required to learn and require assistance in correctly remembering everything (Ariza-Montes et al., 2021; Chua et al., 2015; Weeden et al., 2011). Additionally, a constraining element is the dearth of sufficient resources and information accessibility (Ahn et al., 2021). Based on preliminary observations conducted by researchers at LKP Taruna Samudra, of the 75 students who wanted to work on cruise lines, almost 75% of the students had not mastered cruise line material in preparation for being accepted to work on cruise lines. The term cruise line referred to in this context is different from the term hospitality commonly found in hotels in general. To thoroughly study hospitality jargons, some students would need access to textbooks or other reference materials (Kusuma & Susilowati, 2020; Nik-evi, 2019). It may be challenging for pupils to directly practice comprehending and utilizing these jargons due to a lack of pertinent reading material (Kaminakis et al., 2019; Rhou & Singal, 2020).

To help students understand jargons on cruise line, one solution is to provide a special dictionary for these jargons. The use of a dictionary has a significant positive effect on students' comprehension (Laufer & Kimmel, 1997; Najamuddin, 2019; Pranadewi, 2018). Pupils who use a specialized dictionary comprehend the jargons better than their counterparts who do not (Ezeh et al., 2022; Laufer & Kimmel, 1997; Véronneau et al., 2015). The findings of this study suggest that dictionaries may assist students in finding exact meanings and better comprehending the context in which to use phrases related to hospitality. The definitions and pertinent use examples in the dictionary help readers comprehend the jargons more fully (Nesi,

1987; Yildirim, 2009). Students can recognize and connect these jargons with relevant concepts and procedures using the dictionary as a reference, which help them comprehend the jargons better overall.

In addition, the use of dictionaries has been proven effective in helping students understand special jargons. Dictionaries can improve students' communication skills (Artini & Nilan, 2014; Pamayun, 2018; Pranadewi, 2018; Ratminingsih et al., 2022). With a solid comprehension of these jargons, students may talk and write with greater assurance and accuracy. Dictionary use can aid individuals in selecting the appropriate jargons to effectively communicate in a variety of business settings (Ratminingsih et al., 2022; Siantari et al., 2023). The researcher can draw the conclusion that dictionaries play a significant role in assisting students in understanding specific jargons as a learning tool that can enhance students' comprehension, communication skills, and confidence in dealing with challenges in this industry (Nesi, 2015; Tongpoon-Patanasorn, 2018; Yildirim, 2009).

Several authors have produced dictionaries, on the subject of hospitality terminology (Kaminakis et al., 2019; Medlik, 2003). However the existing dictionaries primarily come in printed and single language formats. There is a need to enhance accessibility to these dictionaries so that they can better cater to students understanding of hospitality jargons. While printed dictionaries serve as reference sources they do have limitations when it comes to updating and ease of access (Cao et al., 2023; Dang et al., 2013). Various theories and empirical studies have revealed weaknesses in printed and single language dictionaries. Primarily in jargons of updates printed dictionaries struggle to keep pace with the evolving nature of hospitality jargons. Medlik (2003) suggests that printed dictionaries often require

assistance in documenting jargons within the dynamic hospitality industry. As a result students require access to up to date information otherwise gaps may arise in their understanding of these jargons.

Moreover when it comes to accessibility physical dictionaries have their drawbacks due, to the limited convenience and portability they offer. Students often encounter challenges when it comes to carrying printed dictionaries with them at all times during fieldwork activities (Ratminingsih et al., 2022; Ratminingsih & Budasi, 2020). This lack of access may hinder the effectiveness of printed dictionaries as a reference tool for comprehending hospitality related jargons. Additionally available dictionaries are currently monolingual focusing solely on one language like English. This restriction poses a barrier when it comes to understanding hospitality jargons, in languages commonly used within the industry. Research conducted by Hung et al., (2019) showed students majoring in hospitality have a greater competitive advantage in an increasingly international employment market if they are able to understand the phrases used in multiple languages. As a result, the limits of monolingual dictionaries could make it more difficult for students to speak clearly and comprehend the cultural connotations attached to these phrases.

Based on a number of studies, it has been determined that printed and monolingual dictionaries suffer from the drawbacks of infrequent updates, restricted accessibility, and the inability to include a wide range of languages that are important to the hospitality sector (Najamuddin, 2019; Yildirim, 2009). Online dictionaries, however, also have a lot of disadvantages. Relying on a steady internet connection is one of the drawbacks. The online dictionary cannot be accessed unless

users are linked to a reliable internet connection. If there is a poor or non-existent internet connection, the user cannot access the dictionary (Ratminingsih & Budasi, 2020).

For this reason, in this study, researcher combines printed and online dictionaries to provide better user benefits. Print dictionaries have the advantage of providing complete and in-depth word definitions but are limited in novelty. On the other hand, online dictionaries allow faster and easier access to the latest information. However, they often need more in-depth explanations and constraints by limited internet access. Combining the two dictionaries can complement the weaknesses of each of the previous dictionaries.

A bilingual dictionary is essential to help hospitality students better understand hospitality and cruise line jargons (Laufer & Kimmel, 1997; Oladejo, 2006). It is the resource that contains translations of jargons and phrases into two different languages, in this case, Indonesian and English. The advantage of a bilingual dictionary lies in its ability to provide more comprehensive meanings and explanations (Hacken, 2016). With a bilingual dictionary, hospitality students can easily search for and understand specific jargons in the hospitality and cruise line industry. This dictionary allows them to explore the meaning of a word in their native language and then match it to the meaning in the target language (Supraba, 2013). In addition, bilingual dictionaries facilitate understanding of context and correct use of jargons. Accurately understanding these jargons is crucial in hospitality learning to facilitate communication between students and industry players. Using a bilingual dictionary allows hospitality students to overcome language barriers and broaden their skills in this field.

No bilingual dictionary (English- Indonesian) is available specifically for jargons in the hospitality and cruise line industries. It becomes an obstacle for students or individuals who want to study or work in that field. However, apart from a bilingual dictionary, another alternative that can help students' understanding is a thematic dictionary. Thematic dictionaries are dictionaries that focus on specific jargons in a particular field (Mansoor-ul-Haq & Ahmad, 2010; Parmawati et al., 2022; Ratminingsih et al., 2022; Wulandari et al., 2021). Thematic dictionary is a dictionary which is good to improve the students' vocabulary (Ratminingsih et al., 2022; Suniyasih et al., 2020). One advantage of thematic dictionaries is that they are accessible (Ratminingsih et al., 2022). This means that word usage is more focused on the selected topic, and antonyms and synonyms are offered to help users develop their vocabulary (Siantari et al., 2023; Suniyasih et al., 2020). In this context, the thematic dictionary of hospitality and cruise line can provide definitions and in-depth explanations of frequently used jargons in this industry. Students can understand the jargons and vocabulary typical in the hospitality and cruise line industries using a thematic dictionary.

In addition, a dictionary equipped with audio and pictures can also be an effective tool to help students understand and attract their attention in the learning process (Brown et al., 2020; El-dali, 2011; Ratminingsih et al., 2022). Theoretically, audio can provide an advantage to students in obtaining correct pronunciation and understanding the context of the use of words or phrases explained in the dictionary (Adnyani et al., 2021; Kirana, 2016; Purba, 2018). The voice provided through audio provides a clear reference and can be followed by students to develop their speaking and listening skills better (Purba, 2018). In addition, the presence of

pictures can offer a strong visual understanding of the meaning of the word or phrase studied. Pictures can help students associate words with real objects or certain situations, making remembering and applying the vocabulary in the appropriate context easier (Purba, 2018; Tuma, 2021). Empirically, research has shown that dictionaries that provide audio and pictures can increase students' motivation and interest in learning (Laufer & Kimmel, 1997; Solikhah, 2020). With interactive elements such as audio and pictures, students become more involved and interested in learning new vocabulary more enthusiastically. It positively impacts their learning because students feel more connected to the material studied and are likelier to remember and apply the vocabulary in everyday life (Chang et al., 2018; Mansoor-ul-Haq & Ahmad, 2010; Solikhah, 2020).

For this reason, this research aims to develop a hybrid thematic bilingual dictionary for hospitality and cruise line jargons needed by hospitality students to work on cruise line. Hybrid is a combination of two different systems put together. For instance, the term “hybrid course” refers to the combination of face to face and online learning (Richards & Schmidt, 2013). Thematic means the words in the dictionary are grouped based on the themes that related to the job in cruise line. For instance, the duties of stateroom attendant, the duties of galley steward, etc. The hybrid dictionary in this context means the combination between printed and online dictionaries with a bilingual design, namely English to Indonesian and English to English. This dictionary is a much-needed tool for hospitality students looking to work on cruise line. With the existence of a hybrid bilingual thematic dictionary, students have comprehensive resources to learn vocabulary and jargons relevant to their field of work. This dictionary include the jargons in the student's native

language and translations and definitions in the language they wish to study in print and online, enabling students to broaden their understanding in both languages.

In addition, this dictionary also provides contextual explanations and jargons used in cruise line work situations, thus preparing students with a deeper understanding of the demands of the industry. The novelty of this research is the researchers develop a hybrid thematic bilingual dictionary for hospitality and cruise line jargons needed by hospitality students to work on cruise line. This dictionary combines printed and online dictionaries with a bilingual design, namely English to Indonesian and English to English, and this dictionary is also equipped with audio and pictures. This dictionary has specific themes for housekeeping department, food and beverage service, bartender, culinary, etc. housekeeping department that include cabin steward, officer steward, assistant bed runner, etc. Food and beverage that include galley steward, dish washer, pot washer hot line, room service, etc. The researcher hopes hospitality students have better access to specific and important vocabulary in the hospitality and cruise line industry, improving their communication skills and adequately preparing for their desired career in the cruise line world with the help of this hybrid bilingual thematic dictionary.

1.2 Problem Identification

Based on the background, the researcher can identify the following problems.

- a. Lack of resources available for tourism school students to understand cruise line jargons. Tourism school students need help understanding cruise

jargons due to the limited resources. It can affect their ability to understand jargons and procedures related to the cruise line industry.

- b. Limited bilingual dictionaries are available for tourism students to learn cruise line jargons. Tourism students experience limitations in learning cruise line jargons due to a lack of available bilingual dictionaries. This limitation can hinder their learning process in understanding and accurately translating jargons related to cruise line.

1.3 Research Scope

Based on the described results of problem identification, several main problems solve in this study. First, limited bilingual dictionaries allow tourism students to learn cruise line jargons. For this reason, researcher creates learning media in the form of a hybrid thematic bilingual dictionary covering cruise line jargons. This dictionary provides definitions, example, and translations of jargons commonly used in the cruise line industry. Second, due to limited resources, tourism school students need help understanding cruise line jargons. With a hybrid bilingual dictionary, students have a comprehensive resource for learning vocabulary and jargons relevant to their field of work. This dictionary includes jargons in the student's native language and translations and definitions in the language they wish to study, enabling students to broaden their understanding in both languages. In addition, this dictionary also provides contextual explanations and jargons used in cruise line work situations, thus preparing students with a deeper understanding of the demands of the industry.

1.4 Research Questions

- a. What cruise line jargons must be understood by the tourism schools' students?
- b. How is the design of hybrid thematic bilingual dictionary of cruise line jargons?
- c. How is the hybrid thematic bilingual dictionary of cruise line developed?
- d. How is the quality of the hybrid thematic bilingual dictionary of cruise line jargons?
- e. How do the students perceive the hybrid thematic bilingual dictionary of cruise line jargons?

1.5 Research Objectives

The objectives of the present research are:

- a. Identifying cruise line jargons are needed to be understood by the tourism schools' students.
- b. Identifying the design of hybrid thematic bilingual dictionary of cruise line jargons.
- c. Identifying the development of hybrid thematic bilingual dictionary of cruise line.
- d. Identifying the quality of the Hybrid thematic bilingual dictionary of cruise line jargons.
- e. Identifying the students' perceptions of the hybrid thematic bilingual dictionary of cruise line jargons.

1.6 Research Significances

1.6.1 Theoretical Significance

This research provides significant benefits by enriching the theory of bilingual dictionaries with hybrid themes. Through the exploration and development of the term of a bilingual dictionary with hybrid themes, this research provides a valuable contribution to understanding and applying bilingual dictionaries that are more effective and relevant in the context of user needs. This research results in in-depth knowledge of the methods and strategies to integrate thematically specific elements into a bilingual dictionary so that users can easily find and understand jargons related to the topics they are interested in. The results of this research also pave the way for developing new hybrid thematic bilingual dictionaries in various fields, such as tourism, science, technology, etc. Thus, this research makes valuable contributions to the development of bilingual dictionary theory and improve the quality and relevance of dictionaries to support the needs of diverse users.

1.6.2 Practical Significance

Practically the findings of this study contribute to learning media in the form of a hybrid thematic bilingual dictionary in the context of jargons that exist on cruise line. In detail, the practical benefits of this research describe as follows:

- a. For students, this research is one of the efforts to help students face difficulties in understanding cruise line jargons due to limited available resource
- b. For teachers, this research can be a reference for improving self-quality and the quality of the learning process.

- c. For the future researcher, this research can be a reference for their research especially in bilingual thematic dictionary.

1.7 Conceptual Definitions

Following are the conceptual definitions of the variable studied in this study:

1.7.1 Bilingual Thematic Dictionary

Bilingual refers to proficiency in mastering two languages (Hacken, 2016; D. Kim & Runco, 2022; S. Y. Kim et al., 2018; Tarighat, 2019). Meanwhile, a thematic dictionary is a type of dictionary that organizes words and phrases according to predetermined themes or topics (Adnyani et al., 2021; Ratminingsih et al., 2022; Suniyasih et al., 2020; Wulandari et al., 2021). From those definitions, a bilingual thematic dictionary can be interpreted as a type of dictionary that organized words or phrases that is categorized based on the theme provide two languages. Stark (2011) explains a bilingual thematic dictionary is an interesting and innovative blend of three lexicographical traditions: bilingual, thematic, and pedagogical. A typological research perspective involves examining these traditions and identifying their characteristics, including important differences within each tradition, such as the difference between thematic dictionaries and thesaurus.

1.7.2 Hybrid Dictionary

Hybrid is a combination of two different systems put together. For instance, the term “hybrid course” refers to the combination of face-to-face and online learning (Bekesiene et al., 2021; Richards & Schmidt, 2013). While dictionary is a collection of jargons and their meanings. So based on these

definitions it can be concluded that the hybrid dictionary is a dictionary that combines two different things which is printed media and online media. This dictionary is in the form of printed dictionary that provides a facility to access online media to enhance readers' understanding on the jargons that they are looking for.

1.7.3 Tourism School Students

According to Bare et al.,(2021) tourism school students are students enrolled in tourism-related educational or training programs, as well as schools that explicitly educate persons in the tourism business. They can learn about hotel management, travel and tourism, tour guiding, and other facets of tourism.

1.7.4 Cruise Line Jargons

A cruise line is a business or organization that owns and operates cruise line or passenger ships that take passengers on maritime vacations. They provide a wide range of services and facilities to ensure that their guests Have a comfortable and memorable vacation experience. Cruise lines provide a wide range of varied itineraries and destinations, ranging from short trips to long-jargon trips to various tourist attractions across the world, such as tropical islands, port cities, and other attractive tourist spots (Hossein Foroozfar et al., 2014; Véronneau & Roy, 2011). While jargon refers to specialized terms or phrases used by specific groups, typically within professional, technical, or

industrial contexts (Brown et al., 2020; Puustinen et al., 2018). Thus, cruise line jargons are jargons that are used by the employees who work in a cruise line business.

1.8 Operational Definitions

The followings are the operational definitions of the variables studied in this study:

1.8.1 Bilingual Thematic Dictionary (BTD)

In this study, the bilingual thematic dictionary is defined as a dictionary that blends three lexicographical traditions: bilingual, thematic, and pedagogical. It means that the dictionary contains translations of jargons and phrases into two different languages, in this case, Indonesian and English. The jargons that available in the dictionary are grouped based on specific themes that are related to the job in cruise line business, especially for the hotel accommodation service. The themes in this dictionary include housekeeping department in cruise line industry the jargons in F&B service department and BAR department.

1.8.2 Hybrid Dictionary

In this study, the hybrid dictionary is a printed dictionary that provides a facility to access online media through smartphones to support readers' understanding. The dictionary provides QR code that can be scanned by the readers to access the online media (extra pictures or audios) to help them understand the jargons better and can pronounce the jargons correctly.

1.8.3 Tourism School Students

Tourism students here means the students who take tourism major in a non-formal vocational school. In this study, the tourism school students that is used as the samples of the study are the tourism school students in LKP Taruna Samudra and SLC Singaraja, who want to work in a cruise line industry.

1.8.4 Cruise Line Jargons

Cruise line jargons are jargons that are used in cruise line industries that provides shipping service for pleasure. Specifically, the cruise line jargons in this study refers to the jargons used in the accommodation service of the cruise line industry.

1.9 Research Assumptions

This dictionary can be an invaluable reference source for hospitality students learning and remembering important jargons. Dictionaries have proven to be able to help students understand specific jargons. Studies have proven that using dictionaries to learn hospitality and cruise line jargons significantly affects students' understanding. Various studies have proven that students who use a special dictionary have a better understanding than those who do not. The results of this study indicate that dictionaries can help students obtain precise definitions and better understand the context of using hospitality jargons. The dictionary provides a deeper understanding of these jargons through clear explanations and relevant usage examples.

1.10 Developed Product Specifications

This research seeks to create an innovative media product in the form of a hybrid thematic bilingual dictionary. The expected product specifications are as follows:

- a. Researchers developed an innovative printed dictionary using the Canva application to design an attractive, aesthetic appearance. Canva provides a wide selection of templates and design features that allow us to create creative and professional layouts
- b. Besides that, the researcher uses the Gencraft application to make pictures that are interesting and relevant to the words listed in the dictionary. With Gencraft, researchers can produce illustrations or graphics that enrich the user's understanding of the meaning of words.
- c. Furthermore, to improve user experience, researchers use text-to-speech technology that allows users to listen to the pronunciation of words correctly. This technology utilizes an application or software that automatically converts text into voice.
- d. Finally, researchers use QR Code Monkey to create QR codes that users can scan to connect the physical and digital worlds. These QR codes can provide instant access to additional content such as word usage examples, synonyms, antonyms, or more detailed pronunciation videos. Combining all these elements, the researcher creates a printed hybrid thematic bilingual dictionary that is more attractive, interactive, and enjoyable for users.

1.11 Publication Plans

The results of this research is prepared in the form of articles and published in National Accredited Journal Shinta 4, namely Journey Journal.

