

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, research purposes, significances of the study, and definition of key terms. The brief explanation can be seen below.

1.1 Background of The Study

Bali is a tourist destination that has a unique culture and society. Bali is an Island as one of the best destination that attract the people to come to Bali for their business and vacation. For those reasons, many people desire to work in the tourism sector. An important element in the tourism industry is human resource. The human resources factor plays a major role in promoting the tourism industry. Thus, they should have good communication skills. According to Zahedpisheh et al (2017), employees who work in the tourism and hospitality industry are entirely and highly aware of the importance language proficiency and they need to have a good command of English in their workplace. One of the employees working in the hotel industry is a waiter.

However, working in the tourism sector especially being a Waiter/waitress requires professional competence in the field of tourism. The needs of qualified and professional staff in the tourism field as well as the ability to communicate English fluently and accurately must be mastered properly. One solution to cope with this problem is to learn ESP (English for specific purposes) or specifically English for Food and beverage service. Food and Beverage Service covers the knowledge and skills necessary for those studying or working at a variety of levels in food and beverage service.

However, English for food and beverage service needs to have or develop with appropriate material to develop the quality of English competence. Besides, English for Food and beverage material uses a learning-centered approach to English language teaching whose methodology is based on the specific needs of the learner Hutchinson & Waters (1987). In other words, knowing the needs of the students is considered fundamental in developing English for food and beverage service materials because students come to a class with a different need, and social backgrounds. Without matching the needs, the social backgrounds of students and current technologies to ESP (Food and Beverage Service) material, it is impossible to create relevant materials for specific jobs.

Based on the SMK curriculum, English, as one of the subjects that should be taken by the SMK students, is taught to support the competency of the students. It means that the students of SMK learn English for a specific purpose (ESP) that is related to their targeted job in the future. As what is stated on the content standard of the national education standard board or *Badan Standar Nasional Pendidikan* (2006), the purposes of English subject in SMK are: (1) mastering the basic knowledge and skill of English to support the students in achieving the competency of their expertise program; (2) applying the mastery of the ability and skill in English to communicate both spoken and written communication on the intermediate level.

The purpose of teaching English in vocational high school is to prepare students' English competence. Therefore, it becomes a provision for students to compete in the working world and be useful for their future job Muhammad (2016). Moreover, to prepare the students' skills in communicating both spoken and

written. ESP is a necessary channel to cultivate the talents who are competent in using English to proceed with their work. It is a true fact that some achievements have been gained in some aspects of ESP teaching practices, yet it has been pointed out in a lot of papers that current ESP coursebooks have a lot of problems. The issue of compiling Principles and standards of ESP teaching materials is not very much explored Zeng (2013).

However, based on preliminary observation at SMK SMSR Ubud the chief of curriculum program stated that English for food and beverage service needs to be developed because it is considered an old book. The book was published in 1999. Meanwhile, there were no reading and listening activities and less content focus related to the topic. Besides, the book used was not contextual based on the recent information about the real situation in restaurant. In addition, chief of study programs' statement was also reinforced with the statement of English for Food and beverage service teacher, who stated that English for Food and beverage service book is available in SMK SMSR Ubud; however, the book has not been revised and updated yet since it was firstly used in SMK SMSR Ubud. Another problem was the textbook was not well-sequenced. As Hutchinson & Waters (1987) state that a well-sequenced textbook material consists of input, content focus, language focus, and task. However, the materials found in the textbook of Food and beverage service Practice in SMK SMSR Ubud only covered task and a little content, and also less interesting picture. Those problems can cause the students to get bored when teaching-learning process because there is less variation in the materials Hutchinson & Waters (1987). Furthermore, learning materials, in this case, is one of the most important aspects of learning a foreign language. Learning material is

the source and also as a guide for the students; the effectiveness of the materials can be identified by considering their practicality, compatibility, as well as usefulness.

The statement above was also supported by SKKNI (*Standar Kompetensi Kerja Nasional Indonesia*) which stated that the Food and beverage service must follow the development of this globalization era and the developing of industrial. Due to the needs of Food and beverage service students at SMK SMSR Ubud, then it was important that they were provided with special English learning materials for language courses in which certain content, skills, motivation, and process are identified and integrated into the specialized course as what the researcher mentioned before, or in other words, the students should be taught by using English learning materials which are useful, contextual, highly functional and easy to be applied. Good materials should be contextualized. Moreover, all materials presented in this product could stimulate interactions and be generative in term of language meaning Arka et al (2013).

Suryani et al (2019) implemented Design and Development research by Richey & Klein, (2007). The phases were analysis, design, development, and evaluation. The data were obtained from document study, observation sheet, interview guide, questionnaire and a scoring rubric. The data were analyzed qualitatively and quantitatively. The result of product evaluation done by the four expert judges shows that the developed product is categorized as excellent materials. The outcome of this study is the product which is in the form of audio recording (CD-RW) and the printed listening materials along with the answer key and listening scripts.

Furthermore, Student must have nation character to become a good worker. Putrawan (2013) made a research on character based English Materials completed with compact disc (CD) for listening material. The purpose of the study to measuring the effectiveness of the English materials developed, and determining the quality of the materials developed which is inserted by nation characters. To find out the answer the researchers used interview, questionnaire test and document analysis. The data of the present study was analyzed descriptively and quantitatively. The researcher developed the product that was suitable for student at SMK.

Considering the problem above, the result of preliminary observation was used as guideline in developing the material based on the students' needs and recent information in the restaurant. All materials, should easy to be applied, and understand by the students. Besides, appropriate with what is required by the workplace. Thus, the present study aimed at developing English for Food and beverage service materials for XI grade students at SMK SMSR Ubud.

1.2. Identification of problems

There were some problems that identified at SMK SMSR Ubud related to teaching English for specific purposes as follows:

1. The syllabus didn't match for the SKKNI level II for SMK (National qualification framework).
2. Food and beverage service book is available; however, the book has not been revised and updated yet since it was firstly used in SMK SMSR Ubud.

3. The learning material from the book used was not contextual based on the recent information about the real situation in the restaurant.

1.3. Research questions

1. What the English materials are needed for Food and Beverage service Students at SMK SMSR Ubud?
2. How is The English learning material for food and beverage service Students at SMK SMSR Ubud to be developed?
3. What is the quality of the English Learning materials for Food and beverage service student at SMK SMSR Ubud as perceived by expert judges?

1.4. Research purposes

Based on the problems of the study, the purpose of the study are as follows:

1. Identify the English Materials are needed for students at SMK SMSR Ubud.
2. Develop materials for teaching English for F&B service Course of Students of SMK SMSR Ubud.
3. Investigate the quality of the English materials for the F&B service Course of Students of Hotel Accommodation at SMK SMSR Ubud as perceived by expert judges.

1.5. Significance of study

The present study was beneficial for the betterment of the ESP course in Hotel Accommodation Program, at SMK SMSR Ubud. The significance of the research can be seen as follows:

5.1.1. Theoretical Significance:

The result of the study would be beneficial to the material development and teaching of English, especially Applied Linguistics by providing a considerable relevant framework of ESP material development.

5.1.2. Practical Significance:

a) For the English instructors.

The product of this research would be a considerable textbook that could be used by the instructor or teacher to teach English for F&B service at SMK SMSR Ubud.

b) For the students

The product of this research was expected to be able to improve the competencies of the students which are relevant to the current job description of the student because the product was constructed with up-to-date.

c) For the institution

The findings of the study could be used to be the policy of constructing material for English for Food and beverage service or other ESP courses in SMK SMSR Ubud.

d). For other researchers

Regarding the result of the study, the result could be used as a reference for other resercher to follow up the study. Further study on another ESP material

design aiming at developing relevant material for specific purposes are also possible to be conducted.

1.6. Scope of the study

This study was limited to design English materials for teaching XI grade students at SMK SMSR Ubud. The material was developed based on the material that was needed by the teacher and students at SMK SMSR Ubud. Besides that, the English learning materials in this study will be based on contextual teaching and learning (CTL).

1.7. Explanation of the key terms

To avoid misunderstanding, the explanation of the key term will be presented as follow:

1. Learning material

According to Tomlinson (2011) materials are defined as anything to facilitate or support the learning process such as in language learning. The learning material can stimulate the students' confidence and engage them within the material.

2. Food and Beverage service

Food and Beverage Services can be broadly defined as the process of preparing, presenting and serving of food and beverages to the customers. Food and Beverage Service is a section where the waiter/waitress has to serve the guests in restaurant. In this section, the guest can order menu whether they are Continental Food or Oriental Food in the restaurant. The activities in Food and Beverage Section

must be supported by Communication skill and hospitality,in order to make the guest satisfied (Yunista, Yulianto, & Gamping, 2013)

3. Materials Development

Material development is anything which can be done by the authors, lectures and earners. The most important thing is the materials developer such as textbook, tell stories, express an opinion, provide samples language use or read a poem aloud in their class and makes the language can be effectively learned (Tomlinson, 2011).



