

CHAPTER I INTRODUCTION

This part, the writer describes the research introduction and states the main problems that were investigated in this research. The chapter contents consist of research background, research problems, research purposes, significances of the study, scopes of the study and definition of key terms.

1.1 Research Background

Bali is the main tourist destination with significant tourism since 1980 which produces the highest foreign exchange earnings in Indonesia. Every year, the number of foreign guests is increasing rapidly with over a million visitors flying to Bali. From the reasons above, many peoples want to work in the tourism industry. One of the important elements in the tourism industry is human resources and English proficiency skills. English is media communication with foreign guests, and the role of human resources is to promote the tourism industry.

As an important element, human resources need to improve English proficiency skills which they can get from hospitality school, English course, or some book related to tourism. In hospitality school, English as a foreign language is the major area of learning development. Learning English is about trying to understand, to listen, to think, and to get the message to express it. Since the students learn English to support their careers in the workplace, they need to practice English in daily conversation.

The student learns English both practical and theoretical in the class. They learn English from vocabulary to make a sentence. The objective of developing vocabulary mastery for students is to improve their language skills such as listening, speaking, reading, and writing. Student needs to be fluent in English which has been categorized under English for specific purposes (ESP). They learn ESP especially for speaking practice because ESP supports them in studying and working.

ESP is offering the learners to meet their particular needs, reacting to the significant interest of English in scholarly and professional settings (Zahedpisheh et al.,2017). Lamri et al. (2016) state that ESP is commonly utilized to imply the direction of English for an obvious purpose, in other words, English has educated to do explicit language abilities utilizing genuine circumstances in a way that enables them to use English in the future. English for specific purposes is really recommended for learners in vocational or academic school because it is suitable for student needs. All choices approximately substances and strategies based on the learner's reason for learning utilizing an approach to language teaching which categorized in ESP (Fadel & Elyas, 2015). The study above agrees with the previous descriptions by Hutchinson and Water (1987) that ESP is applied for common core elements based on student's needs.

ESP is offered in various specific programmers focusing on mastery of English to support a particular work area. Such names as ESP for tourism, ESP for the hospitality industry, ESP for business, ESP for the hospital are commonly offered in tourism vocational school. Furthermore, such a programmer is broken down into smaller units such that ESP for the hospitality industry is divide into ESP for the front office, ESP for restaurant, and bar, and ESP for housekeeping.

In Apollonia Hotel School there are several study programmers in basic levels such as Front Office, Restaurant, Housekeeping, and Culinary, and for the middle level, there are Food and Beverage Division and Room Division. They learn ESP because it is related to student needs and industry needs. For practical and theoretical in class, they spent 6 months to develop their understanding of English, and skills. For one-semester divided into two portions, 3 months for theories purposes and the last 3 months in practical after that they can take training in the hotel industry for 6 months.

To support the teaching and learning processes need contextual learning. Contextual learning and teaching is a concept to help the student to relate the subject to the future work field because motivates students to get knowledge and implemented into practice. Based on the observation in the classroom, the lecturers delivered the contextual material for the students but the material only based on the lecturers' experiences. They only used textbooks that were designed by the instructors. The material in the textbook was not effective and meets student expectations because it was not complete for one semester and the book cover also was not interesting.

Ekawatiningsih (2016) conducted research to progress the learning quality within the restaurant as the subject presented the enhancement of learning actions student's accomplishment through the implementation of relevant learning within the division of hospitality engineering. This investigation was categorized as classroom activity research. The result of the study was revealed that students were more dynamic in the learning process as showed by the development of the learning

exercises, the percentages of the learners who focused on the instructors clarification responded to inquiries by giving standard of living illustrations communicated conclusions and conducted introductions.

In this present study, the application of contextual learning is also conducted for restaurant students at Apollonia Hotel School. The students get a chance to practice in servicing food and beverage in the restaurant. They learn the theory and practices related to the subject context in real situations. The difference in this present study is the learning activities more focus on the sequence of service to the customer such as provide food and beverage, provide gueridon service, which the student will be ready when they are working in the industry.

Contextual learning is really effective in developing student's skills in English. The goals of Contextual teaching-learning in this exploration were to assist students with associating their exercise with the genuine setting, to make students simpler in comprehending the material and to stimulate student's prior knowledge (Kuswardani et al., 2015). In the same opinion as Kosassy et al., (2018), learning in conceptual teaching and learning assists teachers with relating the substance of topic to genuine world circumstances. Learning materials are the source and also as guidance for the students to practice and exercises. Thus, all materials should be properly designed in order to be highly functional, easy to understand, match with standard competencies, basic competencies, and syllabus also suitable for industry needs or standard operating procedures in the industry. Then learning materials will be beneficial for restaurant students when they are working in the hospitality industry.

The researcher conducted a study in developing English materials with the concept of contextual learning for restaurant students based on student's needs, basic and standard competencies in the hospitality industry.

English material is effective teaching media for higher students especially ESP students. The materials needed to identify based on observation, questionnaire, interview, and document analysis, (Riasa, 2018). She states that the focus of the analysis was on the students' target needs. The design material was separated into input, content focus, language focus, and task as proposed by Hutchinson & Waters, (1987). The topics of materials were greeting and introduction, application letter, food and beverage department, product knowledge, menu knowledge, kitchen knowledge, welcoming and taking orders, handling reservation, clearing table and providing the bill, as well as taking care of complaint.

Based on the literature review, it seems that the importance of developing English materials needs to be considered as media of the teaching- learning process to improve students learning achievement.

The researcher conducted interviews and discussions with the head of the academic and instructor at Apollonia Hotel School. It was found that there were no appropriate syllabus and book materials for restaurant students. It means that the researcher needs to arrange the syllabus of the restaurant course to define appropriate material that should be developed in the product. Moreover, the existing material was not appropriate to support teaching and learning activity within one semester. In addition, the restaurant instructor also stated the previous book has not been revised and updated yet since Apollonia Hotel School was established.

The instructors were involved in the development of the syllabus and learning material. Before the researcher designed the syllabus and learning material, the instructor stated the indicator, needs, how many meetings that the students should have and the amount of the theory, and practice classes.

The researcher distributes questionnaires to the instructors and restaurant students. The 90% of instructors state that developed English materials in ESP are suitable for students because the student can understand and remember the material and be able to practice in a restaurant. It means English material also suitable for the restaurant industry. The learning material should fulfill the student's needs and meet the industry needs. That was the reason for conducting the research to make a product in the form of learning material.

Since the developed materials were exceptionally requested, the researcher chose to build up the materials which coordinated the necessities of the students and current travel industry facilities development. The entirety of the materials, just as practices and activities, ought to be properly planned so as to profoundly useful, simple to be applied, coordinated with the basic competencies, and indicators stated in the school syllabus and fitted with what is required by the occupation.

The statement above was also supported by SKKNI (*Standar Kompetensi Kerja Nasional Indonesia*) and BNSP (*Badan Nasional Sikap dan Profesi*) which stated that Restaurant material must follow the development of this globalization era and the developing of industrial.

Based on the interview there is a need for English material to assist the instructor and students in the teaching and learning process to improve student's skills in listening, speaking reading, and writing.

From the explanation above, to support the students and lecturers, this study was designed and developed in English material which is suitable for hospitality courses, especially for restaurant students. The research had been carried out under the title “Developing English materials for restaurant students at Apollonia Hotel School”.

1.2 Research Problems

1. What are the materials needed to be developed for restaurant students at Apollonia Hotel School?
2. How is the process of materials development designed for restaurant students at Apollonia Hotel School?
3. What is the quality of the English learning materials for restaurant student at Apollonia Hotel School?

1.3 Research Purposes

1. To identify the materials needed to be developed for restaurant student at Apollonia Hotel School
2. To describe the process of the materials for Restaurant student at Apollonia Hotel School
3. To identify the quality of the learning materials for restaurant student at Apollonia Hotel School

1.4 Significance of the Study

1. For a student, the developed English learning materials in this study were developed based on the student’s need which is contextually based on the

real situation and also can be utilized as a reference for alternative learning materials in the educational process.

2. For curriculum designers/textbook publishers, the English learning materials to be created must be suitable to the needs by using the related to ESP materials.
3. For other researchers, the results of this research can be utilized as a source of other researches who want to conduct the same research especially in conducting R&D study.

1.5 Scope of Study

This study was concerned with English for Specific Purposes (ESP) for teaching restaurant students at Apollonia Hotel School. The material was developed based on the material that was needed by the instructor and restaurants students at Apollonia Hotel School

1.6 Definition of Key Terms

In order to abstain from misconception, the explanation of the main terms in this research will be presented as follow:

1) Theoretical Definition

a. Learning Material

According to Andon (2018) in Herliana et al. (2020), the material is the center of language teaching and understanding as an essential part of language teacher professional development. Many types of materials such as the form of a textbook, a cassette, a CD-Room, a video, a photocopied handout, newspaper, a

paragraph written on a whiteboard or anything that can be provide during the language being learned for facilitates the process of teaching and learning (Tomlinson, 2011).

b. Restaurant

Restaurant is a place or one of the departments in a hotel that will be responsible to provide a service to customers in servicing food and beverage (Marsum, 1993). There are many types of restaurants such as dining rooms, pubs, coffee shops, fast - food restaurants, and etc. In five stars hotel usually, there are many restaurants open on which the menu came from certain countries or local menu in that area. The main purposes of the restaurant do not only focus to profit but to exceed guest expectations. To achieve the guest satisfaction besides needs to serve good quality of food, and beverage also need to serve good service to all customers.

c. Material Development

Materials development is anything which should be possible by the creators, speakers or workers to give wellsprings of language input and to abuse those sources in manners that expand the probability or admission: at the end of the day, the providing of data about or experience of the language in manners intended to advance language learning. The most important thing is the materials developer such as textbook, tell stories, express an opinion, provide samples language use that makes the language can be effectively learned (Tomlinson, 2011).

d. Contextual Learning

Contextual teaching and learning is an educational process to support students in academic subjects with the context of daily life, personal, social and, cultural circumstances. Contextual teaching and learning offer assistance teachers relate subject matter set to genuine circumstances (Kosassy et al., 2018).

2) Operational Definition

a. Learning material

In this study, learning materials are resources which are used as the main learning materials to facilitate English teaching and learning activities for the first semester of restaurant students at Apollonia Hotel School. Here, the learning materials were designed in the form of textbook ESP materials.

b. Restaurant

In this study, restaurant students get a chance to practice for handling customers at the restaurant. They doing a role- play as a waiter or waitress and serve food for customers. They learn how to explain menu restaurant, how to provide a good service to customers to get a good satisfaction.

c. Material Development

In this study, material development is a procedures of developing English material for restaurant students who are suitable dependent on the need analysis and restaurant industry. The material development in this study is based on the research and development framework, with steps as follows: need assessment, design, and development implementation in which each step was followed by the step of evaluation and revision

d. Contextual Learning

In this study, learning materials are related subject matter context to real situations. The students get a chance for practice as a waiter or waitress in serving food and beverage, taking guest orders, explain menus. They doing role-play and practice how to handle guests in the restaurant.

