

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study and the main problems investigated in this study. The details of this chapter involve a background of the study, statements of the problem, objectives of the study, significances of the study, scope of the study, and definitions of key terms.

1.1 Background of the Study

As one of a tourism magnet in Indonesia, many people around the world choose Bali as their destination for a vacation, and Bali is a popular tourist spot for both local and foreign tourists, because of this Bali must prepare professional human resources based on expertise and knowledge possesses, as well as people who can interact in international languages, especially in English. As a foreign language in Indonesia, English must be used to communicate with international people. English as an international language is widely spoken worldwide in any field: government affairs, business, tourism, accommodation, marketing, and education.

English is an essential part of the work field, especially in tourism, because mastering English is one of the assets for communication. People from various countries use English to communicate with other people who make English language skills, both written and spoken, a mistake. Besides, developing global communication makes students need to be able to use English in their conversations. According to Paul Lewis (2009), English is ranked as the 3rd most spoken language in countries worldwide, with 172 languages recorded. From a

survey of the English Proficiency Index (EPI), it is concluded that English is the language most spoken by countries in the world. Mastering English must mean that English is a medium to introduce Indonesia to ASEAN and all countries in the world.

There are many factors behind the unsatisfied result of Indonesian students in learning a language. The fact that English in Indonesia ranked below other Asian countries had been reported by the English Proficiency Index (EPI) in 2017. Eighty countries surveyed, Indonesia ranked 39 falling behind Singapore, Malaysia, and Vietnam. The survey used the English components such as grammar, reading comprehension, and vocabulary as the basis of its index assessment system. Based on this rank, Indonesia was considered having a low English proficiency level with other Asian countries such as Vietnam and Thailand. This study clearly shows that the development of English teaching in Indonesia is still weak and unsatisfactory, especially in learning English.

One of the reasons is that educational institutions do not provide what students need to learn English, such as proper textbooks for students. Palmer and Mackay (1981) stated that language learning should focus on the needs of students. Learning English is taught to students to master English in the industrial world, especially in the tourism sector. One of them is ESP learning to prepare their communication skills in the future. It means that teaching English and instruments in English performances must be following student goals.

In this case, it is inspired to design material according to student needs so that learning English is in accordance with their world of work, the importance of learning English encourages the author to design learning materials for students at

the International Bali Institute of Tourism to be able to master and have language skills for global competition. In addition, in global competition, the demand to master English is getting higher along with the stipulation of MEA and AEC, which means that English is mandatory if human resources in Indonesia want to compete, especially in the tourism sector, the most important thing is being able to communicate in English to reach a higher level in global competition. The English for Specific Purposes (ESP), especially for tourism.

Become a professional in the tourism industry, students should be able to speak and communicate using the English language. In process teach students become professional, teachers should be teaching English for tourism, which is known as ESP, is the teaching of English, not as an end in itself but as an essential means to an identifiable goal" Mackay (,1978). Examples include English for bartender, where students learn the necessary language to carry out the various daily tasks, which comprise their job. In sum, ESP is English for vocational purposes, where the word vocation used loosely includes education and all kinds of professional activity. In ESP teaching, it is expected that the instructor can make the material according to the needs of student.

However, they do it with little preparation, which leads to a lack of learning process. From the explanation above, the researcher can conclude that a needs analysis is needed to develop ESP Materials suitable for bartenders. Based on student needs, it can be seen how to design ESP Material for Bartenders.

The International Bali Institute of Tourism provides education, especially in tourism, that educates high school or vocational graduates to have

competencies related to the tourism industry. In Bali, the cruise line bartender is one of the favorite programs choosing by the students, because it could being able to conduct a good lesson, the English lecturer should equip themselves with a syllabus of the competencies used by the International Bali Institute of Tourism. Based on researcher observation to The International Bali Institute of Tourism and interviewing the alumnus of The International Bali Institute of Tourism, who has been work at the bartender department in cruises. On the other hand, the researcher found the instructor used the irrelevancies' between the current syllabuses (textbook) for teaching cruise line bartender at The International Bali Institute of Tourism.

The material was designed based on the student needs analysis questioner, as one of data to conduct the English material for cruise line bartender, Moreover, from many resources of tourism books there was found one hundred language function. The need analysis questionnaire there was given to alumni, English instructor and experts in cruise line bartender from industry. At the first the need analysis questionnaire give to the alumni of the International Bali Institute of Tourism with the result of the questionnaire based on data collected from to alumni, there were 24 language functions needed for ESP learning. The second one the questionnaire was also conducted with the ESP instructor of The International Bali Institute of Tourism, to find out the material needed to be developed for English for cruise line bartender, Based on data collected from questionnaires to English Instructor there were 35 language functions needed for ESP learning. The questionnaire with three stakeholders was conducted to have

clear information about their English experiences at their works. Stakeholders here are experts in the field of bartenders who have worked on cruise line, bars, and hotels, each expert already has more than ten years' experience as a bartender, following the results obtained from stakeholders there were 25 language functions needed for ESP learning. Based on data collected from questionnaires to alumni, ESP Lecturer, and Stakeholder, there were 24 language functions needed for ESP learning.

In the explanation above, the researcher found an irrelevance between the syllabus and the material needed by students at The International Bali Institute of Tourism. Some of the reasons for the incompatibility of the material with student needs are explained as follows: The syllabus used at the International Bali Institute of Tourism was designed by English lecturers who have no previous experience as a bartender, can lead to a mismatch between what is taught and what is needed. After conducting discussions with the head of the study program, so far, no one has conducted research and materials for cruise line bartender students according to their needs. The textbook materials for bartender students' that are limited, monotonous, and require more new terminology in becoming a bartender can be seen in the textbook materials. The development of materials for students in these conditions for the cruise line bartender program must be and create updated materials to suit what students need in their fields.

This research focuses on what students need material materials and how they develop teaching materials or materials. One of the references in this research is the needs analysis, from alumni, ESP lecturers, and experts who work in the

cruise line as bartender. If this is not implemented immediately, the problems that occur will continue for a very long time. The impact that arises from this problem is that students of the International Bali Institute of Tourism will experience mastering English will not be able to compete in the industrial, especially in tourism and it will give a bad image to their institution. Based on the explanation of the problems above, learning materials must be developed immediately.

The researcher decided to develop the materials that matched the needs of the students and current tourism facilities development. All materials, as well as practices and exercises, should be designed appropriately in order highly functional, comfortable to be applied, matched with the essential competencies, and appropriate with what was required by the job or the demands of organizational change. Thus, the present study aimed at developing English for cruise line bartender materials for students of the cruise line bartender program at the International Bali Institute of Tourism.

1.2 Statements of the Problems

1. What kinds of materials needed in the cruise line bartender program for teaching English for the first semester students of Cruise line Bartender Program at Bali International Institute Tourism?
2. How are the English materials for teaching English for the first semester students of Cruise line Bartender Program at Bali International Institute Tourism be developed?

3. What is the quality of the development material for teaching English for the first semester students of Cruise line Bartender Program at Bali International Institute Tourism?

1.3 Objectives of the Study

1. To investigate kinds of material needed for teaching English for the first semester students of Cruise Line Bartender at Bali International Institute Tourism by used need analysis.
2. To develop material for teaching English for the first semester students of Cruise line Bartender Program at Bali International Institute Tourism.
3. To evaluate the quality of the developed material for teaching English for the first semester students of Cruise Line Bartender Program at Bali International Institute Tourism as perceived by the expert judges.

1.4 Significance of the Study

The results of this study would give some importance to the followings:

1.4.1 Theoretical Significance

Theoretically, it is expected that the result of this study can give some contributions to the followings:

- a. The development of English as a Specific Purpose (ESP) by offering and supplying English materials for Bali International Institute Tourism students. Which expected to generate graduates who are highly qualified in the tourism industry.

- b. The particular language skills, especially in cruise line bartender, should be taught to the students of the cruise line bartender at the International Bali Institute of Tourism.
- c. Developed English material for teaching and learning for the students of the cruise line bartender department at the International Bali Institute Tourism.
- d. The adaptation of the English material is suitable for the demands of a particular institution such as Bali International Institute Tourism.

1.4.2 Practical Significance

Practically, the results of the study expected to give some benefits to the followings:

- a. The ESP instructor at Bali International Institute Tourism can use this study's product to teach the students of Cruise Line Bartender Program with English materials adapted to the demands of their needs, lacks, and wants. Thus, the product of this study decreases the difficulty of the learning target.
- b. The students of Cruise Line Bartender Program at Bali International Institute Tourism can use the textbook as the primary source of information that promotes language learning autonomy related to their expertise program and the need for the targeted job.
- c. The Institution

The product of this study able use as a material for English for Cruise Line Bartender at Bali International Institute Tourism

d. Other Researchers

This study expected the result of the survey would use as a reference for the other researchers who are concerned in the same of similar research to design and conduct the newer or upcoming study in the future, especially in the field of ESP material design.

1.5 Scope of the Study

This study conducted to develop English learning materials for the students of the cruise line bartender at the International Bali Institute of Tourism. Due to the limited time condition and availability, this research was only conducted until the proposed materials by expertly judged, revised. It produced a prototype of the textbook for learning English at The International Bali Institute of Tourism.

1.6 Definition of Key Terms

To avoid misunderstanding, the definition of key terms in this study would be present as follows:

1.6.1 Theoretical Definition

The conceptual definition is concerned with the theoretical description of the key term. The conceptual definition defines material development, English Specific Purpose.

a. Material Development

According to Tomlinson (2009), material development refers to anything which is done by writers, teacher or learners to provide sources of language input and to exploit those sources in ways which maximize the

likelihood or intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. It also can be anything which deliberately used to increase the learner's knowledge and experience of language.

b. ESP

Robinson's (1991) definition of ESP based on two criteria: 1) ESP usually is "goal-directed." Furthermore, 2) ESP course develops from a needs analysis which aims to specify what exactly students have to do through the medium English and number of characters in which explain that ESP course generally constructed by a limited period in which their objectives have to be archive and take adult homogeneous classes term of work or specialist studies that students are involved. On the other hand, ESP is one learning approach that develops from the analysis of student needs

1.6.2 Operational Definition

The operational definition was concerned with the description of the key terms based on the conceptual definition. It's especially used in this study. The operational definition defines material development and ESP

a. Material Development

In this study, material development was a process of developing English for cruise line bartender materials for cruise line bartender students, which were suitable for students' needs based on the need analysis. The material development in this study was 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.

b. ESP

For specific purposes, ESP or English is one of the approaches to teaching English that decides content and methods based on analyzing the needs of cruise line bartender students at the International Bali Institute of Tourism.



