

CHAPTER I

Introduction

1.1 Background of the study

Material development is one of the important factors that determine the success of language teaching-learning process. Materials are a key component in language programs. Materials, whether commercially developed or teacher-produced, are an important element within the curriculum, and are often the most tangible and visible aspect of it. They give guidance to teachers on both the intensity of coverage and the amount of attention demanded by a particular content or pedagogical task. Some materials are designed to be used by teachers who are inexperienced or poorly trained; materials may serve as a form of teacher training. They provide ideas on how to plan and teach lesson as well as formats that teachers can use. The best materials, if they are used in the ways intended by their author, can be a useful professional development tool. Any of the materials that occur today may take the form of printed materials such as books, worksheets, workbooks; non-print materials such as videos, computer-based materials; materials that comprise both print and non-print sources such as self- access materials and materials from internet.

According to Cunningsworth (1995:7) he classifies role of material in language teaching as:

- a resource for presentation materials (spoken and written).
- a source of activities for learner practice and communicative interaction.

- a reference source for learners on grammar, vocabulary, pronunciation, and so on.
- a source of stimulation and ideas for classroom activities.
- a syllabus (where they reflect learning objectives that have already been determined.
- a support for less experienced teachers who have yet to gain in confidence.

Nowadays electronic media is also known as E-Media a one of favorite tools to deliver something to others to make it easier. E-media also cannot be separated from human activity and it can make human activity easier than before. E-media also known have some advantages that make it better than usual media.

First advantage from E-media is the students will enjoy every material that delivered by teacher because of lot of E-media usually used animation, sounds and colorful color to attract the students. Second, E-media is easy to used, why E-media as one of favorite media used by teachers today, it because the teacher only “click” at their computer or laptop to use the E-media, it makes the teacher feel simple and easy to teach the students. And the last one is the E-media can edited as soon as possible. While the teacher still teach student, the teacher can edit the E-media, adding some pictures, subtract some sounds and adding some words on teaching material. From those advantages some teachers choose E-media as one of favorite learning media to teach the students.

When teachers are used E-media as their tool of teaching, the students will interest on it, E-media include of animation can make students interest in teaching and learning process. White (2009) said that in reality, animation can be approached in any way that you wish to. And may it forever be so, for variety is the spice of life! Visual animation can walk through the anything in life. In his book “How to Make Animated Films/Tony Whites’ Complete Master class on the Traditional Principles of Animation” he show that visual animation has flexible sense in any purpose of understanding something.

Arsyad (2011) states that one function of media is to make the students interested in the material. So, the students would give attention on the material. Animation is can be formed as video that is made based on the material Animation in multimedia is said to be beneficial to learning especially when the learning material demands visual movements Rias and Zaman (2011). Visual learning can be easier to understand and deal with their learning (Baharul, Lai-Kuan, Chee-Onn, 2014). Visual images of animation video can help to convey meaning (Devi, 2012).

She also stated that visual images of animation can help the students to understand and tell the meaning of the visual images of animation. The students get the meaning easily because of the animation. In a video there are some actions which help the learner to construct their understanding of the message of the expression that is shown. The learner easily get the meaning of the language used by shown picture and heard the right pronunciations with good tone.

On the other hand, English as the most prominent language in the world plays an important role around the world especially in Indonesia. For the current students, it is a necessity to have a good ability of English, because of academic and job factors for their future carrier. For example, there are many majors need English to support such as international trade, e-commerce and information technology, and a majority of multinational companies in Indonesia are interested in the graduates who have excellent ability of English.

As a hospitality industry, hotel has much of history especially in Indonesia. Hospitality industry nowadays is an industry that a lot of people want to invest their money. From the education of hospitality until to the field of hospitality the investors' want to take them all.

Lynch et al., (2011), has indicated hospitality exists within a social framework that generates a range of institutions and meanings. At one level, the catering to fellow humans exists not only in the hotels, cafes and bars of what is often defined as the hospitality industry, but also in hospitals, residential homes, monasteries, schools, prisons and other locations where people stay (or are detained) for nights away from home. The degrees of commercialization, as defined by a need to satisfy guests to make a profit, thus vary across these institutions, as do the components of care, nurturing and greetings of guests that constitute a sense of hospitality.

An important element in tourism industry is a human resource. The human resource factor plays a major role in promoting tourism industry. Thus, they should have good communication skills. According to Zahedpisheh, Bakar and Saffari (2017), employees who work in tourism and hospitality industry

are entirely and highly aware of the importance language proficiency and they need to have good command of English in their workplace. One of the employees working in the hotel industry is a housekeeper. Akinfolarin and Alimi (2011) state that the main quality of a good housekeeper is that she/he is able to speak English well because communication is the key. Good oral and written communication skills in English are the keys to the achievement of tourist satisfaction.

In tourism and hospitality industry, English is taught to achieve specific language skill in real situations which allows the students to use English in their future profession, or to comprehend English discourse related to their area of specialist. The teaching of English for tourism is known as English for Specific Purposes (ESP).

ESP is an approach to language teaching in which all decisions concerning contents and methods are based on the learner's reason for learning (Hutchinson and Waters, 2008). In addition, Hans and Hans (2015) state that the term 'specific' in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in ESP classroom right away in their work and studies.

In order to meet the challenge, teachers should have a well-planned and balanced curriculum motivating students by meaningful and relevant activities. One of the most effective and modern approaches from this perspective would be integrating mass media into the ELT classroom.

In Bali, there are many senior high schools, courses, and training centers providing education for those who want to involve in tourism industry. SMA SLUA Saraswati Selat is one of those high schools. It educates junior high school graduates to have competencies related to tourism industry in Bali. There are two major departments such as Food and Beverage Service and Room Division at SMA SLUA Saraswati Selat. The Food and Beverage Service Department is divided into three study programs such as Food and Beverage Product, Food and Beverage Service, and Food and Beverage Bar. Meanwhile, in the Room Division Department, there are also three programs including Spa Therapist, Front Office, and Housekeeping.

In order to achieve the output standard competencies and to be able to produce qualified human resources in tourism, SMA SLUA Saraswati Selat should also equip ESP teacher with syllabus and materials for their teaching process. The syllabus used at SMA SLUA Saraswati Selat is based on the competencies by Dinas Pemuda Pendidikan dan Kebudayaan Provinsi Bali Department and develop by MKKS and MGMP teacher of tourism industry and also used standard working competence called SKKNI which stands for Standar Kompetensi Kerja Nasional Indonesia.

However, based on the preliminary observations in the eleventh grade students of Houskeeping Department at SMA SLUA Saraswati Selat first the process was mostly dialogue-based activities. The students were only asked to memorize some dialogues and then practiced them without any exploration. This made the students cannot speak English fluently and accurately. Even, they found it difficult to tell their daily activities in English although they

always do them everyday. This difficulty was caused by some problems. Those problems arose from some factors such as the teaching method, the materials, the media, the teachers, and the students.

Due to the focus of English teaching and learning process in this school was more emphasized on teaching reading, listening and writing, the teacher did not give much attention to the method of teaching housekeeping department material. In housekeeping department material, he applied a conventional method by asking the students to read the text aloud and memorized some expressions in the dialogue then acted it out with partners. It means that the students were not guided to improve their speaking ability because what they had to do is just memorizing some expressions or reading a text.

The other reason why the teacher tended to limit the time for teaching speaking was because he found that it is hard to make an activity which can encourage all students to get involved in the class. In the books he usually used to teach, there were limited tasks for teaching. It means that the activities were just the same or monotonous. It was just like memorizing expressions which sometimes were not appropriate with the students' condition.

For example, the students were given a situation in the airport and then they had to make dialogues related to giving information based on that situation. It cannot be guaranteed that all students in the class have gone to the airport. It means that it was very difficult to imagine how airport looks like. Therefore, it was important to find another source which provides many varieties of speaking activities.

The problem dealing with teaching and learning also came from the use of media. In this class, the teacher used a limited amount of media. For example, he just gave the students a piece of paper which consists of some pictures with some clues. Their job was to arrange some pictures into a good order and then tell the possible story about those pictures. Ideally, the students need media which can stimulate them to gain idea to speak and also give them enjoyment. Media which were equipped with visual presentation like animation movie can be one of the alternatives. That kind of media can help the students to acquire the use of the expressions in the real situation, hear the right pronunciation of some words, and also make enjoyment. That is why, it is important to give the students enjoyment and avoid them from getting bored during the lesson that possibly become noisy.

The other problem came from the students. The students had low motivation in learning material. They considered speaking an unimportant thing as it would not be tested in the examinations. They also felt that learning English was very difficult to be learned. One of the causes was the use of conventional ways that deals with memorizing a lot of expressions. This made the students feel bored because not all students had a good ability in memorizing something.

Another reason is that some teachers are not used the media thoroughly, they still teach the students only use conventional ways such as the teacher explain all the materials by themselves (TCL), all materials that will explains thoroughly teachers' found it by themselves and the students only listen what the teachers said. There are some problems also found in the field when the

teachers teach the students. First the teacher only used same materials from the same materials. Second, the students only listen what the teachers said, the students became passive and could not be an active students like what the curriculum said. The other problems also found that the facilities that available in school are not used maximally; it is cause the limited of the knowledge to use the media.

In addition, the students had limited vocabularies and minimum exposures. The students tended to repeat a word many times when they had to speak. It was because in the conventional way of teaching and learning process, students were not allowed to speak in their own way. They had to obey to the expressions used in the dialogue. It means that the students' vocabulary was limited in the dialogue or text they read. Besides, there was minimum exposure to practice speaking English. It was hard to find a friend to have speaking practices. Those problems affected the students' confidence in speaking English. It is widely believed that, without structure little we can convey but without vocabularies nothing we can convey. It means that vocabularies played an important role in the speaking ability.

From the observation on the field also found that the limited access of internet in around of the school is one of difficulties for the students. So many difficulties faced by both the teacher and students in the field. Some teachers also cannot to operate a notebook. And also some students cannot to utilize the facilities like computer, laptop and other electronic devices.

In addition, from the understanding about media, ESP and also some problems that faced by the teacher and students on the field. The researcher

interested to conduct a study at SMA SLUA Saraswati Selat entitled is Development of English Online Supplementary Teaching Material for Housekeeping Students the Second Semester of Eleventh Grade Students at SMA SLUA Saraswati Selat in Academic Year 2018/2019

1.2 Statement of the Problem

From the problem the above, the researcher could conclude the statement of problem as follow:

- a. What kinds of English materials are needed for Housekeeping Department students at SMA SLUA Saraswati Selat?
- b. How is the English teaching material for the students of Housekeeping Department developed?
- c. What is the quality of the developed English teaching materials for the students of Housekeeping Department at SMA SLUA Saraswati Selat?

1.3 Objectives of the Study

In accordance with the problems of this study, the objectives of this study are:

- a. To determine the English teaching materials for Housekeeping needed by students of Housekeeping Department at SMA SLUA Saraswati Selat
- b. To describe how the teaching materials for students of Housekeeping Department at SMA SLUA Satraswati Selat are developed

- c. To analyze the quality of the developed of English teaching materials for students of Housekeeping Department at SMA SLUA Saraswati Selat.

1.4 Significance of the Study

The results of this study would give some significance 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 for supplying English teaching materials for the students of SMA SLUA Saraswati Selat, which is being expected to generate graduates who are highly qualified in tourism industry.
- b. The particular language items or skills especially housekeeping which should be taught to the students of Housekeeping Department at SMA SLUA Saraswati Selat.
- c. The adaptation of the course which suits the demands of a particular institution such as SMA SLUA Saraswati Selat.

1.4.2 Practical Significance

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

- a. The ESP teacher at SMA SLUA Saraswati Selat

The ESP teacher at SMA SLUA Saraswati Selat can use the product of this study to teach the students of Housekeeping Department with English materials which would be adapted to the demands of their needs, lacks, and wants. Thus, the product of this study will decrease the difficulty of the learning target.

- b. The students of Housekeeping Department at SMA SLUA Saraswati Selat

The students of Housekeeping Department at SMA SLUA Saraswati Selat can use the e-media learning as a main source of information which promotes language learning autonomy related to their expertise program and also the need of the targeted job.

- c. The School (SMA SLUA Saraswati Selat)

The product of this study is expected to supply the SMA SLUA Saraswati Selat with valuable English teaching and learning materials. Thus, it will promote the relationship of the school between the hotels and villas in Bali.

- d. Other Researchers

This study is expected to help the other researchers to get some sources and guidance for the next study related to the present study.

1.5 Scope of the Study

This study was conducted in order to develop English teaching materials for the eleventh grade students of Housekeeping Department at SMA SLUA Sarsawati Selat. Due to the limited time availability, this research was only

conducted until the proposed materials were expertly judged, revised, and produced a prototype of the E-media for teaching and learning process of English materials for housekeeping students at SMA SLUA Saraswati Selat.

1.6 Definitions of Key Terms

In order to avoid misunderstanding, the definitions of key terms in this study would be presented as follows:

1.6.1 Theoretical Definition

a. Learning Material

Tomlinson (2009) defines materials as something which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

b. Housekeeping Department

According to Batinic (2015), housekeeping is a department in hotels that has a primary role to clean and maintenance of hotel units, rooms, and common areas. Jobs of hotel housekeeping in high class hotels are arranged through the department of rooms, cleanliness, decoration and laundries, whose main function is to maintain cleanliness of rooms and suites, cleaning of common areas, interior design of the hotel and maintenance of horticulture, washing, ironing, and keeping records of services provided in the hotel rooms and suit and resolving complaints about state of the guest rooms and suites.

c. 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.

1.6.2 Operational Definition

a. English Teaching material

In this study, the English teaching materials were sources which were used as the main learning materials to facilitate English teaching and learning activities for the second semester of housekeeping students at SMA SLUA Saraswati Selat. Housekeeping Department

Housekeeping students of SMA SLUA Saraswati Selat became the subjects of this study. They were the eleventh grade students of SMA SLUA Saraswati in academic year 2019/2020.

b. Material Development

In this study, material development was a process of developing materials for housekeeping 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 follow: design, development and evaluation in which each step was followed by the step of evaluation and revision.