

CHAPTER I

INRODUCTION

This chapter consists of a brief description about the study including the background of study, problem identification, limitation, research questions, research objectives, development assumptions and limitations.

1.1 Background of Study

Bali belongs to the favourite destinations in the world because every year there are many visitors come to Bali. This can be proven from the data of the Provincial Statistics Centre of Bali (Badan Pusat Statistik Provinsi Bali), which conveyed the number of tourists visiting Bali in January 2020 with a total of 528,883 which included China, Australia, India, Russia, South Korea, the United States, Britain, Japan, Malaysia, and Singapore. From these data, Bali is a favourite destination in the world. In line with the number of visitors come to Bali, many hotels are built for visitors who are on vacation. Then, many hotels make job opportunities for tourism schools, especially for vocational high schools.

Vocational high school has an important role to purposes prepare superior human resources in the field of tourism and increasing the existence of Bali Island. Vocational education should be directed to the improvement of human resources quality includes developing knowledge, ability, and the skills to prepare labor in the world of work. In achieving the goals of vocational high school, English for specific purposes can be covered. According to Richards & Rodger (2001), ESP is English that focuses on certain material and as language teaching, ESP provided materials based on student's needs to achieve their purposes. ESP is

important to vocational high school to direct learners to learn English for their interest and to achieve their specific goals.

However, vocational high schools face the problem less in sources of knowledge. Many schools in Singaraja have limitations in providing sources of knowledge like limited learning modules and books. Based on the preliminary interview with the teacher and students at SMK N 2 Singaraja through google form on July 1st, 2020, it was found the teachers mostly take material from the internet. Then in the available book, there is no specific subject. The subjects of tourism are covered with one book. The school need have the specific book for twelve grade students, especially for front office subject. In this study, the front office subject is chosen because the front office subject in vocational high school become the popular subject based on the interview.

The problem is not only derived from the front office teacher, but the students also have problems during the learning. The students need authentic material as their basic knowledge to provide good services to visitors, especially for the front office department when they get a job. English materials need to develop with more interest for the students. The sources of knowledge less of various activities, examples of conversations, and exercises, and also an illustration that makes students not interested in learning front office subject. The limitation of developing English material in textbook influence student's result score in front office subject because the students are lack in motivation to learn. The students feel bored because they learn with monotonous materials. The students need more interesting material.

The similar finding about advantages of developing book with illustration can be seen from study by Carney & Levin (2002). The research was conducted with illustration in the book affect student to conducting the text. According to Carney & Levin (2002), the illustration from the book has advantages for students' namely conventional function. There was decoration, representational, organizational, and interpretational that can improve student's ability. In addition, Sert & Seedhouse (2011) said it is needed to address the students' needs by showing examples of scripted conversations that students would enjoy". When the textbook has many examples of conversations, students will have more time to practice their speaking and they will have opportunity to use their target language to communicate.

The problems found in the school lead the researcher to develop English material for the front office. This study was conducted with large research; it makes a limitation of the study. The study was only conducted for twelve grade students in the second semester and the rest of the grades were taken by others researchers. In this study, the design of textbooks in two terms which are online (e-book) and offline (printed). The materials are designed based on students' needs and oriented for proficiency objective. According to Hutchinson & Waters 1987, Robinson (1991), said that by doing need analysis, teachers get two important pieces of information such as students' current level of their knowledge also their motivation, and the students' need. Then, the proficiency objective is used as the basis of English skills in designing the textbook. According to Stern in Bastruknment (2006, as cited by Agustina, 2014), proficiency objectives focus on four basic skills are reading, writing, speaking, and listening.

The researcher uses four important aspects will contain in each part of textbook based on Hutchinson & Water (1987) in developing textbook for front office. The theory states there are things that must be considered in developing material such as input, content focus, language focus, and task. Input presents some activities that use to give student's stimulus to learn like give conversations or pictures related to material. Second is content focus which consists of material that must be understood by students. Third is language focus which serves several grammar reviews and vocabulary use to complete with how to pronounce that help students to learn. Fourth is task to measure students' abilities and used for comprehension exercises. The task consists of four language skills such as listening, speaking, reading and writing in which all of the aspects related to the material of front office.

The textbook was divided into several topics based on observations, checklist, analysis of the syllabus, and from the textbook used previously. In this section, the researcher focused on developing the English material only for twelve-grade students in the second semester. The topics are (1) Handling group guest check-in, (2) Handling group guest check-out, (3) Financial transactions, (4) Recording and front office records. In this study the researcher took 3 units of topics namely, handling group guest check-in, handling group guest check-out, and financial transactions. The researcher only took 3 topics because of the limitation of time and one topic (Recording and front office reports) conducted the practice without material needed to develop.

1.2 Problem identification

Based on the observation, there is some problem that can identified by the researcher. The problems were:

- 1.2.1 The students still lack in sources of knowledge about tourism especially in front office lesson.
- 1.2.2 The students difficult to understand front office material because the monotonous book model. The book does not include several illustrations such as pictures, dialogues, and varied assignments. During the COVID-19 pandemic which requires E-books as learning media that can be accessed at home where E-books are the result final product of this research in addition to conventional books (offline).

1.3 Limitation

In designing the book, the researcher had limitation for the product. The product was designed only for vocational high school especially for front office department. The design of book was only for twelve grade students in second semester. The topic developed was based on student's need. Then, in this product the researcher developed three topics such as handling group guest check-in, handling group guest check out, and financial transaction. The product was for specific material and others materials were not included in the book.

1.4 Research Questions

There were the research questions that can be design in this study:

- 1.4.1 What English materials for front office are needed to be developed in teaching materials in SMK N 2 Singaraja for twelve grade students in second semester?

1.4.2 How was the English material developed for front office in SMK N 2 Singaraja for twelve grade students in second semester?

1.4.3 What is the product quality of English material in SMK N 2 Singaraja for twelve grade students in second semester?

1.5 Research Objectives

The study had some purposes in designing English materials for front office. The research objectives were:

1.5.1 To develop the English for Front Office materials based on student's need analysis for twelve grade students in second semester at SMK N 2 Singaraja.

1.5.2 To describe how the English materials were developed for front office in SMK N 2 Singaraja for twelve grade students in second semester.

1.5.3 To describe the quality product of English material in SMK N 2 Singaraja for twelve grade students in second semester.

1.6 Product Specification

The book was designed with title "Supplementary English for Front Office". Based on observations, questionnaires, analysis of the syllabus and textbook, the material was developed and consisted of 3 units, which consisted of are (1) Handling of group guest check-in (2) Handling of group guest check-out (3) Financial transactions. According to Hutcington& Waters (1987), there are 4 important aspects that must be present in a book for each unit, namely input, content focus, language focus, and tasks.

The first is input, this book can include short dialogs or pictures that serve to encourage students to go to the material in each unit. The second, content focus is the material that must be understood by students and be the core of the discussion of the unit. Third is language focus which discusses language patterns in the form of grammar reviews, vocabulary use complete with how to pronounce it and its meaning in Indonesian. It is expected to help students understand the material. In addition, providing various problem exercises helps students to master what students expect. The last is tasks which present the tasks in which students must do in order to check their understanding of the material. The task consists of four language skills namely listening, speaking, reading, and writing related to front office activities.

1.7 Development Assumptions and Limitations

1.7.1 Development assumption

Learning resources in the form of English for front office books are developed with orientation towards proficiency objectives because these four basic skills (speaking, reading, listening, and writing) are very important in learning, so that the books developed have an impact on increasing student achievement. This is because the content provided in the book is divided into four units' namely input, content focus, language focus, and tasks (Hutcington & Waters, 1987).

1.7.2 Limitation

The product of development material is in the form of textbooks was developed based on the 2013 curriculum, specifically in the front office

lessons at SMK N 2 Singaraja. The results of this development can be used at SMK that have implemented the 2013 curriculum.

