

CHAPTER I

INTRODUCTION

This chapter presented background of the study, problem identification, limitation, research questions, research objectives, significance of study, product specification, and development of assumptions and limitations.

1.1 Background of Study

Indonesia is an archipelago located in the Southeast Asia region. Indonesia has many tourist attractions that are visited by many foreigners, especially Bali. Bali which is also called as the Thousand Temples Island has many interesting tourist attractions to visit. Kuta beach, Garuda Wisnu Kencana, Beratan Lake, Bedugul, Kintamani, and Ubud are some of the tourist attractions that are often visited by domestic and foreigners. According to the Bali Provincial Statistics Agency, the number of tourists who visited Bali before the corona virus pandemic was 528,883 which included China, Australia, India, Russia, South Korea, the United States, United Kingdom, Japan, Malaysia, and Singapore. From these data, it is proven that Bali is a favorite destination for foreign tourists. Bali is famous for its tourist attractions, making many Balinese residents work in the tourism sector. Many Balinese residents work in hotels, restaurants, villas and places related to the tourism sector. In Bali, especially in the Denpasar area, there are many hotels where tourists can stay. Therefore, in Bali there are many tourism schools, especially vocational high school.

Vocational High School is a school that prepares students to immediately work in accordance with the majors they take. In vocational education students learn something more deeply and are directed at increasing skills to prepare a superior workforce in every job, especially in the field of tourism. To prepare for this, English for specific purposes can be applied. According to Hutchinson & Waters (1987), English for Specific Purposes (ESP) is a language teaching method, where all learning material and content are designed based on students' needs. ESP is essential for vocational high schools to achieve student interests and goals. In vocational high schools there are many majors that students can choose, one of which is in the field of tourism is the Front office.

According to Agusnawar (2004), Front office is one of the most important parts of working in a hotel that is responsible for receiving guests, managing rooms, and handling guest complaints. Working as a Front Office staff has a very heavy duty because most of the hotel impression is based on the services provided by Front Office staff. According to Mater (1998, as cited by Linda), the comfort of guests when staying or leaving the hotel should be prioritized by hotel staff, especially Front Office staff because all information about the hotel is in the Front Office staff. In addition, guests can submit their complaint about hotel to Front Office staff. Therefore, working as a Front Office staff must have good language skills, especially in English language skills because almost most guests who come to stay overnight will use English. In addition, students who want to become Front Office staff must know the functions of the Front Office. Furthermore, teaching material that will be used

in the learning process must have quality to prepare students to work in the tourism sector.

However, based on observations made by the researcher, many tourism schools do not have quality material. In particular, tourism schools in Singaraja still do not have books or learning modules for Front office subjects which makes teachers confused to teach what students need in working as a Front office staff. One of the tourism schools that the researcher observed was SMK N 2 Singaraja. 12th grade students in first semester in this school do not yet have a complete textbook about Front office. This fact is obtained based on the questionnaire given by the researcher to teachers and students through Google Form. From the results of the questionnaire it was found that the teaching materials or books used to teach the Front office were not yet complete, the teacher accessed the material only through the internet and the incomplete textbooks. The book that is used only has a little explanation of Front office lessons which is not good to be used in the learning process. From these problems, the researcher makes a more specific book about Front office because students need to understand how the criteria and functions of Front office staff. The researcher plans to design this book more authentic in order to make students or teachers easy to understand the contents of this book. Therefore, the quality teaching materials makes teachers and students more comfortable to study. The quality teaching materials also makes books for Front office teaching are very suitable to be made.

The gap is seen when teaching materials that are of poor quality or inadequate makes teachers and students feel difficult to understand the

material. Students feel less motivated in following the learning process, because the books provided at school are not interesting for students. In addition, with material that was only given from one book, students quickly feel bored because they feel they only learn through the book. Without quality teaching materials, teachers get confused in providing material to students which also make students uncomfortable in following the learning process. Teaching materials or books provided must have an explanation of what will be learned. As an example of a book about the Front office, in order to make it easier for students to understand the material it is better if the book included a dialogue about how a Front office staff treats guests. This helps students in reading, listening and reading skills. Besides, this dialogue can be added with illustrations so students feel more interested in learning. The delivery of material from the teacher is faster and students do not feel bored in the learning process. The variety of tasks in the book makes students more challenged to learn, because currently they get assignments that are too monotonous. However, in SMK N 2 Singaraja, especially in 12th grade semester 1 books or materials about the Front office have not met the criteria above, so teachers are often confused to teach Front Office.

Based on the problem found above, the researcher design a textbook on English for the Front Office for class XII students in the first semester at SMK N 2 Singaraja based on student needs and proficiency goals. This book is designed based on a needs analysis that is conducted to students at SMK N 2 Singaraja. According to Robinson, conducting a needs analysis facilitates teachers in obtaining information about the extent of student knowledge,

student motivation levels and the needs of individual students. Pushpanathan (2012) also believes that needs analysis is very necessary to improve teacher's insight in innovating on material. In addition, Stern in Bastrnment (2006, as cited by Agustina, 2014) states that the focus of the skills goal is on four skills namely, reading, writing, listening and speaking. The four skills must be in a book in order to make the delivery of material clear and students are able to develop the four skills. The designed book is focus on improving the four skills, especially listening and speaking skills because these skills are needed in the Front office. Therefore, this book is expected to be able to improve all four skills for students to make them able to compete in the world of work, especially working as a Front office staff.

This book is developed in two forms, namely online and offline. In online form, this book is in the form of an e-book and in offline form, this book is be in print form. The researcher developed this book in online form because of pandemic situation. Covid-19 pandemic has a huge impact on human life, especially education. Schools are still implementing distance learning. Therefore, researchers developed this book in online form to make teachers and students easier to access via the internet. In this book there is a list of practice questions in the form of a link. This link is clicked on by students and then some practice questions appear to improve students' listening skills. Therefore, the existence of a book in the form of an e-book makes teachers and students easier in the teaching and learning process.

This book is arranged under the title "Supplementary Material English for Front Office". Based on observations made by the researcher by

conducting questionnaires, checklists, and analyzing the 12th grade syllabus that has been given by SMK N 2 Singaraja teachers, there are 5 topics or teaching materials that will be developed into a book for class 12 semester 1. These topics are, (1) Handling arrival and departure guest, (2) Handling guest luggage, (3) Request handling of bell desk services, (4) Handling of individual guest check-in, and (5) Handling of individual guest check-out.

In compiling this book, the following aspects used in this book are important aspects of Hutchinson & Waters, 1987. There are four important aspects that must be contained in each unit or topic that are in the book, namely, input, content focus, language focus, and assignments. In addition, all four aspects are able to improve the four skills of students, namely, reading, writing, listening and speaking. Developing teaching materials must also be well considered and structured to make the resulting book to be useful and easy to understand by students or teachers. According to Tomlinson (1998), material development is something that people create to provide or add information in using language. Tomlinson (1998), also added that in developing material, it must refer to the needs of students and the material created can make students interested, such as using illustrations in books. This illustration increases student interest in learning. As revealed by Tomlinson, an analysis of student needs is needed in the development of material. According to Richards (2001) need analysis is a procedure used to gather information about student needs. In this study, the researcher has provided checklists to students and teachers about what they need in Front office learning. The checklist contains the language functions needed in working as a Front office staff.

This book is expected to be able to assist teachers in providing material about the Front office and can improve the four skills of students to make students able to compete in the world of work, especially working as Front office staff.

1.2 Problem identification

Based on the observation, there are some problems identified by the researcher. The problems are:

- 1.2.1 There are limitation sources of knowledge for front office subject in the process of teaching and learning.
- 1.2.2 The monotonous book model that does not include several illustrations such as pictures, dialogues, and varied assignments causes students to less easily understand front office material, especially during the Covid-19 pandemic which requires E-books as learning media that can be accessed at home where E-books are the result the final product of this research in addition to conventional books (offline).

1.3 Limitation

This product is designed only for English for front office materials for first semester XII grade students at SMK N 2 Singaraja. Based on the needs analysis data that has been carried out, there are five topics developed in the product. This product only includes materials related to English for the front office.

1.4 Research Questions

These are the research questions in this study:

- 1.4.1 What are the English materials for front office needed to be developed in teaching materials in SMK N 2 Singaraja for XII grade students in first semester?
- 1.4.2 How was the English material developed for front office in SMK N 2 Singaraja for XII grade students in first semester?
- 1.4.3 What is the quality product of English material in SMK N 2 Singaraja for XII grade students in first semester?

1.5 Research Objectives

The study has some purposes in designing English materials for front office. The research objectives are:

- 1.5.1 To develop the English for Front Office materials for XII grade students in first 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 XII grade students in first semester.
- 1.5.3 To describe the quality product of English material in SMK N 2 Singaraja for XII grade students in first semester.

1.6 Significance of Study

The results of this study are expected to provide benefits for several parties, both theoretically and practically. The significance of this research are as follows.

1.6.1 Theoretical Benefits

Theoretically, this research is expected to provide benefits or contributions to the use of aspects of teaching materials and science in the field of ESP, especially in learning English for Front office.

1.6.2 Practical Benefits

a. For teachers

For teachers who teach the front office, the products of this research can be used as the main source in the teaching and learning process.

b. For students

For students, this research can be used as a guide in front office learning.

c. For other researchers

For other researchers, the results of this study can be used as inspiration and reference for conducting broader and more in-depth similar research on the development of English language materials for the front office.

d. For researcher

For researcher, this research is a requirement for completing undergraduate education. In addition, this research is also the answer to existing problems.

1.7 Product Specification

The book is designed with title "Supplementary Material English for Front Office". Based on observations, questionnaires, and analysis of the syllabus and textbooks, the material was developed and consisted of 5 units, which consisted of (1) Handling arrival and departure guest, (2) Handling guest luggage, (3) Request handling of bell desk services, (4) Handling of individual guest check-in, (5) Handling of individual guest check-out. According to Hutchinson & 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. In input, there are conversations and some pictures related to the material being taught. Input is aimed to stimulate students to be interested in participating in the learning process. The second is content focus. In the content focus, there are some information and materials that can help students understand the learning process. The third is language focus. Language focus discusses language patterns in the form of grammar reviews, vocabulary use complete with how to pronounce it. Last is task. In the task, there are several exercises that aim to check students' understanding of the material that has been previously studied. The task is presented in the form of four basics English skills, namely, listening, speaking, reading, and writing.

1.8 Development Assumptions and Limitations

1.8.1 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 and makes the books developed to have an impact on increasing student achievement. The content provided in the book is divided into four units' namely input, content focus, language focus, and tasks based on Hutchinson & Waters, 1987 theory.

1.8.2 Limitation

The product of development material is in the form of textbooks and e-book was developed based on the 2013 curriculum, specifically in the English for front office course at SMK N 2 Singaraja. The results of this development can be used at SMK that have implemented the 2013 curriculum.

