

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Indonesia is an international tourism destination. That fact make the tourism sector contributes a lot of income to the Indonesian state. One area that is highly developed tourism area is Bali. This is proven from the Bali Provincial Statistics Center data that recorded 528,883 tourists from foreign countries had come to Bali in January 2020. That number is very impressive for a region that is not too large. Seeing the rapid development of Bali tourism, many tourism schools are located in Bali. It is expected that with the many tourism schools especially vocational high school in Bali can create human resources who are able to compete and be creative.

With so many vocational high schools in Bali, the potential for tourism will certainly increase in a promising direction as the dream job of most people. This fact requires vocational high schools to provide appropriate learning through the material needed by students including skills, knowledge, and readiness. Of course, these goals can be realized by applying English for a specific purpose (ESP). According to Hutchinson and Waters (1987), ESP is learning English for specific needs. The language learning that is needed must use appropriate and material must be structured. The needs in the world of tourism are very important for the hospitality industry in Bali especially for the qualified front office staff. The quality

of front office staff needs further improvement for the sake of the continuity of the world of tourism which is full of professionalism demands at work.

Front office is a department whose employees are crucial in the hospitality industry. According to Bousri (2017), the front office is in charge of receiving guests for the first time at the hotel. Guests who come to the hotel want to get services and instructions that make it easy for them. This is the big role the front office plays as the first person to serve guests. It is hoped that the front office staff will master various information about the hotel and have good quality in speaking English which is important to serve foreign guests. Being a front office staff is a big responsibility. Judging from the many demands as front office staff, it is important for tourism schools to apply the right material for students who have an interest in tourism. Therefore, students who have an interest in working as a front office must get relevant learning material.

Based on preliminary observations made by researchers, several tourism schools have not been maximized in providing appropriate front office subject matter for their students. One of the researchers' attention was SMK N 2 Singaraja in class XI. It was found that the front office lessons were given only based on sources from the internet without proper textbooks. Litz (2005) states that proper textbooks have a significant effect on increasing student potential during language learning and are indeed very helpful for teachers in obtaining many references in teaching. This fact was obtained after researchers gave questionnaires in the form of Google forms to teachers and students. Many criteria must be known to students who want to become front office staff. Based on this problem, the researcher plans to make authentic learning materials needed by students in studying the hospitality

industry especially in the front office field. Relevant teaching material really needs to be developed to support front office lessons in second semester of eleventh grade at SMK N 2 Singaraja.

The gap from this research is the lack of student motivation in learning because students are bored with the material provided. The teacher only gives a little bit explanation without examples of dialogue. A variety of material is needed to make the learning process for the front office material to be more enjoyable. It is hoped by having specific and interesting materials can make students more enthusiastic in learning. The material must contain the required elements as well as clear illustrations. Karakas & Karaca (2015) states that teaching using visual illustrations is able to stimulate students' language skills so that the learning process runs effectively and is not boring. Therefore, the right teaching material can increase student motivation in learning especially regarding front office lessons.

Based on the problems found, the researcher composed a front office English textbook for eleventh grade students in the second semester at SMK N 2 Singaraja based on the needs analysis. According to Robinson (1991, as cited in Hutchinson & Waters, 1987), conducting needs analysis is very important for teachers in obtaining information about the level of student ability and the needs of each student. In addition, Pushpanathan (2012) states that needs analysis can open up insights and improve the perspective of teachers and students in innovating on a material. Need analysis can assist researchers in evaluating existing deficiencies and finding solutions. The book designed in this study focused on improving four skills such as reading, listening, writing and speaking. In line with the initial objectives, this book was expected to improve student achievement, especially in

the front office field. The quality of the abilities of students interested in the front office must be supported by books that were relevant in the learning process.

According to Moore (1997), as cited in Hutchinson & Waters, (1987), there are six characters who classify good material as having the right goals, accommodating language training, clear content, interesting content, according to students' needs, and the level of difficulty adjusting student ability. The right textbook improved the quality of students' abilities. Students who have certain interests in an area must be accommodated with specific teaching materials, especially the front office. Each unit (4 units) in the book must have the six characters mentioned earlier. This is important because teaching materials are useful if they are able to increase the interest and ability of students who learn them. This textbook can become a forum for learning quality front office material for eleventh grade students in second semester at SMK N 2 Singaraja.

The textbooks were in two forms, namely e-books and print. The decision to make a book in the form of an e-book was due to researchers' considerations regarding the Covid-19 pandemic, which required students to study online from home. The book was expected to help improve student achievement, especially in the front office, which was oriented towards four skills, namely reading, writing, speaking and listening.

1.2 Problem identification

- 1.1.1 The students still lack in sources of knowledge about tourism especially in front office lesson.
- 1.1.2 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

Researchers developed materials for the eleventh grade of the second semester which consisted of four units about front office materials and only specifically for vocational high schools.

1.4 Research Questions:

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

1.5 Research Objectives:

- 1.5.1 To develop materials (English for Font Office) needed for eleventh grade students in second semester at SMK N 2 Singaraja.
- 1.5.2 To describe how the English material about front office were developed for eleventh grade students in second semester at SMK N 2 Singaraja.
- 1.5.3 To describe the quality of English material about front office for eleventh grade students in second semester at SMK N 2 Singaraja.

1.6 Product specification

This book was designed with title "Supplementary English for Front Office". Based on observations through Google form, questionnaires, checklist, and analysis of the syllabus and textbooks, this material was developed and consisted of 9 units for eleventh grade. There were (1) Incoming telephone handling (2) Handling of telephone calls (3) Reservation process (4) Handling individual reservations (5) Handling group reservations (6) renewal of reservations (7) Cancellation of reservations, (8) Handling of group reservations orally and in writing, and (9) Handling of individual reservations orally and in writing. In developing this textbook product, researchers focused on units 6-9 (second semester).

According to Hutchinson & Waters (1987), there are 4 important aspects that must be in a book in each unit, namely input, content focus, language focus, and assignments. Input in the book can be in the form of dialogues or short pictures that can encourage students to be more interested in learning the material contained in each unit. The focus of content is the core of the material for each unit which contains the various kinds of discussion needed. Third, the focus of language is a discussion of vocabulary and how to use it and contains meanings in Indonesian so that it is easy to understand. Tasks are also important in every material because they play a role in measuring student understanding. The task consists of four language skills, such as 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 that will be provided in the book is divided into four units' namely input, content focus, language focus, and tasks (Hutchinson & Waters, 1987).

1.7.2 Limitation

This textbook product was developed based on the 2013 curriculum, specifically in the front office lessons at SMK N 2 Singaraja to make the results of this development can be used at SMK that have implemented the 2013 curriculum.

