

CHAPTER I

INTRODUCTION

1.1 Background of Study

Bali is one of the islands that has many tourism attractions. Having a beautiful view is one of the characteristics of Bali. Taman Ujung, Lake Batur, Kuta Beach, and Gitgit Waterfall are some of the tourism objects that often visited during holidays by domestic and foreign guests. This statement support by the data from Provincial Statistics Center of Bali (2020), the countries that frequently visit Bali are China (21.09%), Australia (19.49%), India (5.63%), Russia (4.82%), South Korea (4.45%), the United States (3.86%), Britain (3.51%), Japan (3.23%), Malaysia (2.77%), and Singapore (2.16%). From these data, it can be concluded that Bali is a favorite destination for foreigners in various countries.

Nowadays, the human resources especially students in vocational high school who wants to work in tourism sector must be prepare theirself. For example, students need to learn a relevant material which can guide them in the workplace. They need to learn how to be a good staff when give the service to the guest and they also need to master English as the language of international communication, because they will speak with foreigners everyday in hotel.

According to Zahedpisheh, et al (2017), English is the language most widely used in international tourism in the twenty-first century because English becomes the language of international communication between countries. Studying English for more specific things, like English for tourism is called ESP. According to Hutchinson and Waters (1987, p. 19) ESP is an approach to

language learning which is based on the learner's need in the future. By preparing the concept of ESP, it can help students well-prepared for the future to meet their workplace requirements in the future. In addition, Chang (2009); Tsao (2011, as cited by Zahedpisheh, et al, 2017) English for specific purposes (ESP) is recommended to apply to the learners who are required to achieve their specific and precise needs or goals in the future. When students work in tourism, especially in the front office department, student use English to communicate with guests when serving guests for check in, check out, etc. Therefore, the material needed by students must be adjusted to what students need in the front office field.

However, based on preliminary observation done by the researcher on 1st of July 2020 for front office teacher and students at SMK N 2 Singaraja through sharing the questionnaire in form of google form, it was found that the textbook they use need to be updated or varied in its activities, tasks, more example of conversation to practice their speaking, and also need more illustration that cover the activities in the front office department. Even if students want to become a good FO staff in the future, students must have authentic material that present lot activities in front office field as basic knowledge. This statement has been supported by analytical documents conducted by researcher by analyzing the front office book used by teacher and students at SMK N 2 Singaraja. It was found that the textbook they used were still in Indonesian Language, little picture, and monotonous activity and task.

When the textbook has monotonous activities, the students felt bored during learning process. Lack of illustration or pictures can decrease students'

motivation. For addition, the material needs to use English to improve their English, because in the workplace they will use English.

According to Patria & Mutmainah (2018), Illustration is art that is used to provide a visual explanation of material or to tell the specific goal to make students have better understanding about the material delivered by the textbook through the visual media presented in a textbook. Illustration can be in forms of sketches, paintings, graphics, designs and cartoons. Illustrations consist of images that are made to reflect the narrative in the text or the image used as the text itself. The illustrations basically help to interpret the text, or to animate text through visual imagery to make students able to increase their critical thinking about the purpose of the illustration and makes material interesting. In addition, the material should also be able to provide many examples of conversations to make students able to practice their speaking. According to Sert and Seedhouse (2011), addressing the students' needs is necessarily by showing examples of scripted conversations that they would enjoy. Besides, illustration and conversation practice, the variation of the task also can make students challenged when working on it.

From the weaknesses found by the researcher in the front office book at SMK N 2 Singaraja, it guided the researcher to develop the textbook of English For Front Office as the supplementary of the existing book. This prospective textbook was developed in two ways which were online (e-book) in form of PDF and offline (printed). The reason of researcher developed online textbook (e-book) was because we are still in pandemic of Covid-19 and all of learning process are done in online. To make it easy for students to use this textbook everywhere and

anytime, the researcher developed the textbook in online. The differences between this online and offline textbook was the online books are made in PDF form, then in the listening task section only a link is written, so that when students want to do their listening task, students can click the link and play the audio by themselves. Different from the offline book, the audio link will not be written down, the audio can only be played by the teacher. The online book can be used by students during the pandemic, then the offline book can be used as their handbook when they study in the classroom after this pandemic.

This prospective textbook oriented to the four basic skills (reading, writing, speaking, and listening) in the tasks. The students can learn based on the way students understand and receive subject matter that had an impact on improving student learning achievement, especially in the front office field. Through the material in the textbook, students are expected to have more expertise which is used as a tool for a job in the front office department in the future.

This prospective textbook was designed with title "Supplementary Material English for Front Office ". Based on the observations, checklist, and analysis of the syllabus and the textbook, this prospective textbook was developed and consisted of 5 units which are (1) Handling Incoming calls (2) Handling of telephone calls (3) Reservation process (4) Handling individual reservations, and (5) Handling group reservations.

There were 4 important aspects were presented in this textbook in each unit, namely *input*, *content focus*, *language focus*, and *tasks* (Hutchinson & Waters, 1987). *Input* in the book includes short dialogs or pictures that serve the activity of FO staff in the hotel. The second *content focus* is the material that must

be understood by students who are core of the discussion of the unit. Third, *language focus*, which discusses language patterns in the form of grammar reviews, vocabulary use complete with how to pronounce it. This language focus is expected to help students to understand the grammar easier, and enrich the vocabulary. The last is *tasks*, in this section presented about the various tasks that students must do in order to check their understanding of the material. In addition, providing various problem exercises helped students to master what students expect. The task consists of fourth language skills namely listening, speaking, reading, and writing in each unit related to front office activities.

The researcher expected this prospective textbook can be used by students at SMK N 2 Singaraja for XI grade in hotel accommodation program as a reference in studying the front office lesson during and after pandemic of covid-19.

1.2 Problem identification

There are two problem identifications in this study, which are:

1.2.1 Monotonous activities on the existing textbook make students to get bored easily during the learning process.

1.2.2 The prospective textbook still lack of illustration, variations of assignments (monotonous tasks), and example of conversations.

1.3 Limitation

The prospective textbook can not be implemented yet in the school because it is imposible to do during this pandemic. Besides that, the prospective textbook can only be used by students at SMK N 2 Singaraja because the prospective textbook only for complement the existing book in this school.

1.4 Research Questions:

1.4.1 Which materials are needed to be developed for eleven grade students in first semester?

1.4.2 How was the materials developed for eleven grade students in first semester?

1.4.3 What is the quality of the materials?

1.5 Research Objectives:

1.5.1 To develop the English for front office materials.

1.5.2 To describe how the English for front office materials were developed.

1.5.3 To describe the quality of the English for front office materials.

1.6 Product specification

This prospective textbook was designed with title " Supplementary Material English for Front Office" and was developed in two terms which were online in form of PDF and offline (printed). This material was developed and consisted of 5 units which are (1) Handling incoming calls (2) Handling of telephone calls (3) Reservation process (4) Handling individual reservations (5) Handling group reservations.

In developing this prospective textbook, the researcher applied 4 important aspects presented in each unit of this textbook that adopted from Hutcington & Waters (1987). They are, *input*, *content focus*, *language focus*, and *tasks*. Input in the 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 who were the core of the

discussion of the unit. Third, language focus, which discusses language patterns in the form of grammar reviews, vocabulary use complete with how to pronounce it. This language focus is expected to help students more easily understand the grammar, and enrich the vocabulary. In addition, providing various problem exercises help students to master what students expect. The last is tasks, this section presents about the tasks that students must do in order to check their understanding of the material. The task consists of fourth 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 material in the form of textbook with the title English for front office are developed with students' need and orientation towards proficiency objectives because these four basic skills (speaking, reading, listening, writing) are very important in learning. The prospective textbooks have an impact on increasing student achievement 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

This prospective textbook only used for SMK N 2 Singaraja.