

CHAPTER I

INTRODUCTION

A. Background of the Study

The tourism sector represents a significant part of a country's economy. Indonesia has archipelago that could be offered, from natural beauty and historical heritage to cultural diversity. English is a foreign language in Indonesia. Unfortunately, the qualities of students in learning English develop slowly. Indonesia is currently in a transition period of the productive age population structure, expecting to get a bonus of demography (demographic dividend) in the period of 2020- 2030.

Therefore, the demographic bonus can be a boon for the people of Indonesia, on condition that the government must prepare the young generation air high quality of its human resources through education, training, health, employment and investment. This fact indicates the increasing importance of employment in order to take advantage of population number of the productive age. In the process on preparing the productive age of the population, education takes important role to maximize the skill of the learners by optimizing the role of Vocational High School (VHS).

Government Regulation (PP) No. 17 concerning Management and Implementation of Education Article 76 paragraph 2 clearly states that Vocational High Schools provide students with the ability to science and technology as well as the vocational skills of the appropriate professions with

community needs. In addition, the act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 stating that vocational education is secondary education program for preparing learners for a specific job.

Teaching English in Vocational Education should be taken into account as English for Specific Purposes (ESP) Program. The English Instructions applied in ESP teaching should be different from General English Instruction which is very general in nature; serving the students with the teaching of all four language skills and stressing them equally (Esfandiari, 2015; Rahman, 2015). ESP courses, on the other hand, are designed to meet the needs of learners and other stakeholders to communicate for work or study purposes in specific disciplines (Vogt & Kantelinen, 2013). ESP is goal directed. Students study English is not because they are interested in English language, but because they need English for study or work purposes (Robinson, 1991).

The English teachers in both SMKN 1 Boyolangu and use the same syllabus and module that are provided by the Ministry of Education that the contents are frequently not relevant to the student's vocational area. The instructions have been simply emphasized on teaching English grammar and reading exercises, which do not contain the materials related to the students' vocational area. This in turn is unable to deepen their vocational knowledge since such instruction will only prevent them to develop and perform their communicative skills better.

Determining a compatible course book in a language classroom is not a simple thing. The teacher needs to evaluate the purpose to find out the best material as a resource of EFL teaching that fit the learners need. Considering the role of the textbook as the main source of instruction as stated by Tomlinson (2003), it is crucial importance that the teacher should be careful to select material that closely reflects the objective, methods, and value of the teaching program (Cunningsworth, 1995). He also identifies a textbook as a resource in presenting the material, a source for learners to practice and do activities such as vocabulary, pronunciation, grammar, listening, reading, speaking, and writing.

Many researchers conducted their research in the field of material development in English for Specific Purposes. Afriandi and Fatimah in 2020 conducted their research focused on the development of English materials for *English for Tourism* of English Education Department Universitas Ahmad Dahlan. In relation to the trial, the researcher applied qualitative and quantitative data as their instrument and validity. The need analysis result showed that during the interview, most of the student are lack in vocabulary and speaking.

The result showed that the total score of product assessment is 82% from the expert material and 82.94% from subject trial. The mean of the score is 82.47%. It means that the materials are recommended to be used. Another study that also used both qualitative and quantitative data conducted by Dayu and Haura in 2020. The results showed that ESP tourism-based local relatively

varied and diverse. The findings of the study revealed the need for setting up a language course with a clear focus on English for Specific Purposes and on the target discipline, English for Tourism. The use of mix method of these two research basically applied in conducting their need analysis.

Asrifan, Varghese, Syamsu, and Amir in 2020 conducted an ESP Course Design focusing on the need analysis of tourism program in Vocational High School. The researchers explored the content that should be included in SMKN 1 Pangsid Kabupaten Sidenreng Rappang to design English language materials based on needs analysis in the Tourism Program and to find out the response of teachers to the development of English material in the Tourism Program by using Qualitative Descriptive method.

These methods rely heavily on the analytical and integrative abilities of researchers as well as on the context with which data are collected and structured to gain knowledge of the current trend. The results indicate that the content to be included in the English language material in the SMKN 1 Pangsid Kabupaten Sidenreng Rappang tourism program is speaking and pronunciation for language skills and components; media videos and images; and asking questions about teaching techniques.

In line with some research that has been proposed by some experts above, this study is intended to formulate the appropriated teaching material that is appropriate with the students' need and demand to enhance their skill. Textbooks designed for a specialized program of studies should possess characteristics appropriate to course objectives, learners' needs, their

proficiency level as well as many other contextual factors. The teacher needs to recognize the different backgrounds, experiences, and learning styles that students bring to the language classroom. This study aim to explore the contents that should be included to develop the English materials based on the needs analysis in Tourism Program at SMKN 1 Boyolangu and find out appropriate English material development in Tourism Program.

B. Research Problem

Based on the backgrounds above, the researcher formulates a single research question as follow:

1. How is the relevant English Material developed based on specific need of the students of Tourism Business and Services program at SMKN 1 Boyolangu Tulungagung?

C. Objectives of the Research

Based on the research question above, the objectives of the research is:

1. To produce the relevant English Material base on specific need of the students of Tourism Business and Services program at SMKN 1 Boyolangu Tulungagung.

D. Significance of the Research

This research is formulated as an effort of finding some uses. The uses of this research are:

1. Theoretically, the result of the research can contribute useful information for the future research and development with the similar problem on developing material for supporting specific skill improvement and help another researcher on producing material for ESP of Vocational Education.
2. Practically, this research also can be guidance for teachers and students.

- a. For the researcher

This research can contribute the researcher to help to find out the best material for teaching English for Tourism Program on Vocational High School.

- b. For the students

This research can facilitated the student's need in English Language Learning, so it can help them to enhance their skill in English. Students will be able to enrich their knowledge in communicative skill that suitable for them related to the syllabus that already provided.

- c. For the English Teacher

This research not only can give additional contribution to English teachers to develop language teaching method, but also the teachers are able to improve the quality of teaching learning process.

- d. For the Institution

The result of the research can contribute the institution in improving the quality of the department and getting better grade in the process of accreditation.

E. Limitation of the Research

The study focused on the development of the relevant material to be developed to enhance students need in Learning English for Specific Purposes. Therefore, the researcher follows the step of Research and Development that developed by Borg and Gall on producing the product to get the appropriate material for students.

F. Product and Specification

In this research, the researcher developed the current module that is used by the institution. The content on the material is developed based on the need analysis that is done before producing appropriate material that can enhance the student skill in their program. The product is not only observed, but also judged by professional English teacher. Therefore, the expectation of the result is not just accommodate students need, but through required 'quality control', appropriate to be combined curriculum and obliged material in class.

G. Definition of Key Terms

1. English for Specific Purposes

Hutchinson and Waters (1987) define English for Specific Purposes (ESP) as an approach to language learning which is based on

learner need. Absolute characteristics of ESP are defined to meet specific needs of the learners; makes use of the underlying methodology and activities of the discipline it serves; and centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. The function of ESP in language learning is to help the learners cope with the language features to enhance their competencies needed in their discipline, profession, or work situation. Therefore, teaching English in ESP is different with general English.

2. English for Tourism

The teaching English for tourism in this research belongs to teaching English for Tourism Business and Services Program in SMKN 1 Boyolangu Tulungagung. Teaching English for tourism is a branch of English for Specific Purposes that focused on specific need of students' in their future work in tourism industry. According to Setyanto (2012), travel or tour providers such as travel agent staff, hotel staff, travel guides, and the surrounding society that are involved in tourism should master foreign languages.

3. Vocational School

Vocational School play an important role in determining the competitive edge of Indonesian workers by providing ready-to-work and high quality workers for national and international needs. Vocational

schools are expected to be able to prepare students to be ready to work. The act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 stating that vocational education is secondary education program for preparing learners for a specific job.

4. Instructional Material

. Tomlinson (1998) stated that material are any source that are used to help the teacher facilitate language in the classroom. It can be the form of a textbook, a workbook, a cassette, a video, a newspaper, etc. It relies on the term of materials that is broader than just a course book. Textbook serves as a useful plan of what is intended and expected, thus allowing the participant to see where the lesson fits into the language classroom context.

In this research, English Material that is developed for Tourism program must be different with English in general. It must suit the learner need and school expectation. Therefore developing English Material is necessary to enhance the student skill appropriate with their specific needs.

5. Instructional System Design

‘Materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the design, implementation and evaluation of language-teaching materials’ (Tomlinson 2011). During the development of English Material for

Tourism Business and Services Program, the researcher choose Dick and Carey model as the instructional design system.

Instructional design components that are introduced by Dick and Carey (2015) including: identifying instructional goal, conducting instructional analysis, analyzing learners and contexts, writing performance objectives, developing assessment instruments, developing instructional strategy, developing instructional material, designing and conducting formative evaluation, and the last was designing and conducting summative evaluation.

During instructional goal analysis, most important activities is conducting need analysis. Need Analysis focuses on the learning needs of students, and then, once they are identified, needs are translated into learning objectives, which in turn serve as the basis for further development of teaching materials, learning activities, tests, program evaluation strategies, etc. (Brown, 2009)

H. Organization of the Research

To make a good thesis, it needs to be arranged systematically. The organization of the thesis covers the following chapters.

Chapter I: Introduction

It consists of background of the study, formulation of the research questions, the objectives of the research, limitation of the research, product

and specification, definition of the key terms, significant of the research, and organization of the research.

Chapter II: Review of Related Literature

It consists of review some theories related to the development of English Material Development for Tourism Program of Vocational High School

Chapter III: Research Method

It consists of types of the research, procedure of the research, research subject, research setting, data collection techniques, data collection instruments, and data analysis technique.

Chapter IV: Finding and Analysis

This chapter presents the finding of research and development,

Chapter V: Conclusion and Suggestion

This last chapter presents two sub chapters:

1. Conclusion

The researcher systematically describe about the summary of the research representing the answer of the research problem.

2. Suggestion

In accordance to the limitation of the research, the researcher gives suggestion and recommendation to the other people in interested in the process of research and development.