

CHAPTER I

INTRODUCTION

This chapter presents background and context, the significance of the study, the scope and delimitations, and the definition of the terms. The purpose of creating background and context is to provide a comprehensive understanding of the background and context underlying a topic, issue, or study being discussed. The study's significance refers to the research's importance or relevance in addressing a specific problem, filling a gap in knowledge, and contributing to theory development. The scope of the study outlines what will be covered, while delimitations specify the limitations or constraints of the research. The definition of terms clarifies the meanings of key concepts, terms, or variables used in the research, ensuring consistent understanding among readers or participants.

A. Background and Context

After conducting an interview with the owner of Grand Voyage, the institution that provides the students opportunity to have career in cruise ship and hotel industry by providing education and teaching programs, the researcher gained valuable insights regarding the needs of the workforce, particularly in the hospitality industry. The owner of Grand Voyage stated that soft skills and intercultural competence are indeed essential in this field. Skills such as communication, teamwork, and understanding diverse cultures are crucial for providing excellent service and meeting the expectations of guests from various backgrounds. However, he also revealed that the current syllabus in many educational institutions is still dominated by content related to hard skills, such as technical and operational skills (Nurhayati, D. A. W., (2023).

The owner of Grand Voyage suggested that to enhance the competitiveness of graduates in the global job market, there needs to be a balance between teaching hard skills and developing soft skills as well as intercultural competence in the educational syllabus. Hard skills remain important as they form the

foundation of the technical abilities required in the job. However, soft skills and intercultural competence are equally important because they enable graduates to adapt, communicate effectively, and collaborate in an increasingly global and diverse work environment.

If the syllabus developed by the researcher can balance hard skills, soft skills, and intercultural competence, it will greatly benefit the students. Students will not only be technically proficient but also possess better interpersonal skills and cultural understanding, all of which are highly valued in the job market. Thus, they will be better prepared to face global challenges and compete with graduates from around the world.

By better integrating soft skills and intercultural competence into the curriculum, students will receive a more comprehensive education. They will be trained to become not only skilled professionals in their technical fields but also individuals who can work effectively in diverse teams and understand different cultural dynamics. This will enhance their chances of career success and allow them to make a greater contribution to the ever-evolving hospitality industry. This interview can be seen in appendix 1.

This research focuses on research into the development of a teaching tool that can be used in a special institution. The teaching tool is a special syllabus that was developed not only to focus on hard skills or professional abilities but also soft skills which are useful for communication (Byram, Gribkova, & Starkey, 2002) and character and also intercultural competence which are useful for students so they can collaborate with the international community (Deardorff, 2006).

The specific lesson in this research is English. English can be divided into general English and specific developed English related to the need or fields of the students which is the main concern for the researcher. And the institutions referred to here are cruise ship and hotel training institutions. The name of this institution is Grand Voyage. Grand Voyage is a training institution in Tulungagung which was founded in 2015 and has graduated and sent many students abroad, to

Middle Eastern and European countries. The researcher is an English teacher and the researcher hopes to contribute to the world of education and this institution by developing the syllabus.

To start everything, the researcher tries to start with the phenomenon that encourages the researcher to conduct this research. The researcher is a general English teacher at the Grand Voyage institution. Every week, the teacher gives a general English lesson, but according to the teacher's observation, the lesson does not provide any significant benefits, especially in the field's real situation.

The general English lesson is the lesson that is needed in the cruise ship and hotel industry. The general English lesson made students understand and acquire basic English for communication. The basics of communication in English include grammar, listening and reading. In grammar, at least students must be able to understand tenses and complex sentences. In listening, students can at least understand how to read and pronounce. In reading, students must at least understand and memorize vocabulary and derive the meaning of paragraphs in descriptive, narrative or argumentative form (Gear, J., & Gear, R .2002).

General English is still not enough to cover the needs of students when they want to work in the cruise ship and hotel industry. Therefore, one more important subject is needed, namely ESP or English for specific purposes. This subject is needed to collaborate English language lessons with various contexts that are appropriate to the student's field of work (Smith, A., & Johnson, B .2018). Apart from that, most training institutions in Indonesia do not have a long time to train students. Mostly those institution provided 6 months training. This short time makes ESP lessons necessary (Nur Imansyah ,20 October 2023).

Teaching ESP in cruise ship and hospitality industry include hotel management skills, reservation system understanding, customer service, foreign language skills, cleanliness and safety, technical skills, event management, and knowledge of products and services. These skills enable staff to manage day-to-day operations, respond to guest needs, maintain cleanliness and safety standards, as well as organize events and entertainment. (Smith, A., & Johnson, B .2018). All

of the material above can be categorized as hard skills because of its usefulness in the field of students' everyday work. However, hard skills are not always the priority lesson. As the era progresses, soft skills are actually needed (Nurhayati, D. A. W. ,2014).

Students is not only needing hard skills such us how to make drink in the bar, or how to prepare room but they need also the skill to give the best experiences to the guests such us telling a story for the guests to make the guests happy or show the empathy to the guest. Those other skill beside only serving a glass of drink in the bar is called soft skills. And understanding people background is called intercultural competence (Yook, E., & Alberts, H. 2019). Intercultural competence holds significant importance within the realms of hospitality and the cruise ship industry. It enables professionals to navigate diverse cultural landscapes, thereby enriching guest experiences and fostering inclusive environments. Through intercultural competence, hospitality staff and cruise ship crew members can communicate effectively with guests from various cultural backgrounds, respecting their customs and preferences while delivering exceptional service. This proficiency also facilitates conflict resolution, as it empowers individuals to address misunderstandings and tensions sensitively and proactively. Moreover, in a globalized market, intercultural competence enhances the competitiveness of hotels and cruise lines by appealing to a broad spectrum of guests and promoting positive word-of-mouth. Ultimately, intercultural competence is not just a skill but a cornerstone of success, shaping memorable and harmonious interactions within the vibrant tapestry of hospitality of cruise ship and hotel operations (Deardorff, D. K .2009).

The concept of "soft skills" as an official term used in the context of education and the workplace may have started to become more common in the mid to late 20th century. However, this concept has existed in various forms before. Previously, interpersonal skills, leadership, communication, and collaboration were recognized as important aspects of one's success in various contexts, although they may not always have been referred to as "soft skills" as we know them now. In conclusion, the awareness of the existence of soft skills is

exist. But this aspect is very abstract and very difficult to measure (Deardorff, D. K .2009).

In the past before 20th century, soft skills and intercultural competence were not really recognized. It is because the minimum standard of the employee to be accepted in the hotel or cruise ship industries is only from minimum standard of hard skills. the example is when a student applies a job in the hotel as a house keeper then the student must fulfill the minimum understanding and tools that covered to be a house keeper. But lately this industry starts to grow bigger and this industry understands that not only the hard skills are needed but soft skills and intercultural competence are needed too. It is because this industry relies on hospitality services as the main menu and a great teamwork to conduct the best services. Questions related to soft skills and intercultural competence are often asked during job interviews. for example, "how do you deal with guests who are going on their honeymoon at our hotel?". then a good answer for the student is "I make "towel art" in the shape of animals to make guests comfortable in your hotel." The important and necessary of conducting soft skills and intercultural competence are proven by some statements form stakeholder that dived in this industry weather as government, teacher even owner in some hospitality industry (Deardorff, D. K .2009).

There is news covered by the Antara news agency which shows that several job training institutions in the hospitality sector are starting to understand the importance of soft skills and intercultural competence. The news covered by the Antara news agency indicates that several job training institutions in the hospitality sector are beginning to grasp the importance of soft skills and cross-cultural competencies. This reflects a growing awareness within this industry of the need to better prepare the workforce, not just in terms of technical skills, but also in the ability to interact with diverse cultures and backgrounds. The role of soft skills and cross-cultural competencies is becoming increasingly crucial in facing a global and multicultural work environment. By strengthening these aspects in their training programs, these institutions help enhance the readiness of

trainees to tackle the challenges in the increasingly complex and diverse hospitality industry.

The National Job Training Institute (LPKN) in West Nusa Tenggara, has organized training for hotel workers with the aim of reducing the unemployment rate in the region in collaboration with the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) of the Republic of Indonesia. Since 2020, the Ministry of Education, Culture, Research, and Technology, known as Kemendikbudristek, has formed through the merger of the Ministry of Education and Culture (Kemendikbud) with the Ministry of Research and Technology and Higher Education (Kemenristekdikti) and made several trainings and programs. The main goal of this fusion is to blend education, culture, research, and technology to tackle modern challenges more efficiently. Kemendikbudristek oversees policy-making, planning, execution, and evaluation across Indonesia's education, culture, research, and technology sectors. Its primary focus includes improving education quality, nurturing cultural growth, encouraging innovation in research and technology, and fostering collaboration among relevant institutions for national progress. This consolidation aims to establish stronger synergy among education, research, and technology, facilitating Indonesia's sustainable development across diverse domains (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia .2020).

The National Job Training Institute (LPKN) is an institution responsible for providing job training to the public to enhance skills and competitiveness in the workforce. LPKN typically offers various training programs tailored to the needs of the job market, including technical, managerial, and professional skill training. The main objective of LPKN is to help reduce unemployment rates by improving the skills and knowledge of the workforce, enabling them to be better prepared and skilled in facing challenges in the job market National Job Training Institute (kemnaker. 2011).

According to the Director of LPKN in Mataram, Naktika Sari Dewi explained that the program that is in line with the needs of industry in West Nusa Tenggara (NTB), especially the tourism sector, which is now the main industry in

the region must be responded. "With increasing investment in the hotel sector, the need for workers in this field is also increasing. This program is one response to providing quality Human Resources (HR) in the hotel industry," she explained.

The Director of LPKN explained that the students receive education for 8 months. The hope is that after completing this program, they be able to fill job opportunities in the tourism industry in NTB and abroad, including on cruise ships. "This program not only provides training in hospitality competencies but also teaches skills or 'soft skills'. This is very important in the world of 'hospitality' because the competencies they have cannot be applied optimally if they don't have good 'soft skills'. ," said Dewi, The Director of LPKN.

Meanwhile, one of the students, Ahmad Irfan Andrian (19), expressed his appreciation. According to him, programs like this are very important, especially for students majoring in hospitality. "Taking part in this activity is very useful. We can realize that there is still a lot we need to learn in preparation for entering the world of work," he said. He hopes that through this training; after completing his education and training, he can achieve a higher position in the world of work, especially in the hotel sector. "The hope is that after taking this training, we can get the job we want," he said.

Covered at the CNB Vocational Outlook 2020 event in Indonesia, Mitras DUDI director Ahmad Saufi said that Indonesia's natural wealth makes the tourism industry a sector that has great potential and requires quality human resources (HR). Director of Mitras DUDI Ministry and Culture of the Republic of Indonesia, Ahmad Saufi, emphasized that hotels and cruise ships are among the areas in the tourism sector with a high level of employment. Saufi sees that vocational and vocational school graduates have the potential to fill this need with appropriate competencies and competitive abilities.

According to Saufi, this sector is the right choice for vocational graduates, seeing the friendliness and warmth attitude of Indonesian students, which is considered an added value. However, he admitted that the English language skills

of vocational graduates still needed to be improved. In his view, a slight increase in English language skills could increase acceptance rates in the sector.

Saufi highlighted the importance of developing language skills as one of the key factors that vocational graduates need to improve in order to be competitive. Apart from language skills, he also emphasized the importance of communication skills, students' readiness to face the challenges of the world of work, the ability to collaborate, and mastery of foreign languages to compete at the international level. Thus, Saufi underlined the need to improve soft skills, in addition to hard skills, so that vocational graduates can be successful and relevant in the world of work.

In conclusion, every stakeholder had understood that English communication, soft skills and intercultural competence must be increased as the demand of hospitality industry is increasing time by time. To answer these needs the researcher tries to develop a syllabus that combines materials from English competence, soft skills and intercultural competence for students in cruise ship and hotel industry. The general English is not suitable because English for specific purposes has much higher benefits such as targeted goal, specific vocabulary to the industry, contextual material and increase career advancement which can motivate students in the class.

English for Specific Purposes (ESP) aimed to the cruise ship department is of importance in language education as it equips individuals with the necessary language skills and knowledge to improve in the specific context of the cruise ship industry. ESP recognizes that language learning should be purposeful and target-oriented, addressing the specific communication needs and demands of learners in their professional settings (Hutchinson & Waters, 1987). In the context of the cruise ship industry, ESP ensures that learners acquire the language proficiency required to effectively communicate with guests, colleagues, and supervisors while performing their duties on board.

One significant advantage of ESP in the cruise ship department is its focus on the development of language skills and vocabulary specific to the industry.

ESP courses for cruise ship personnel can concentrate on areas such as customer service, hospitality, safety procedures, and intercultural communication, providing learners with the language tools they need to deliver exceptional guest experiences (Anderson, 2014). One significant advantage of English for Specific Purposes (ESP) in the cruise ship department is its dedicated focus on enhancing language skills and vocabulary that are directly aligned with the industry's unique demands. ESP courses tailored for cruise ship personnel are strategically designed to address the specific language needs of individuals working in this sector. These courses concentrate on areas such as soft skills in customer service, hospitality, safety procedures, and intercultural communication, providing learners with the language tools they need to deliver exceptional guest experiences.

The specialized language training offered by ESP is invaluable in the cruise ship industry, where effective communication is essential (Nikolich, M. A., & Sparks, B. A. 1995). ESP ensures that employees develop the language skills required for their daily tasks, interactions with passengers, and the overall smooth operation of the cruise ship. This heightened proficiency extends to addressing the diverse and international clientele commonly found on cruise ships, allowing personnel to understand passengers' preferences, respond to their requests, and provide the high level of service expected in the industry (Ahola, M. 2017).

In conclusion, ESP contributes to efficiency and streamlined onboarding processes. By focusing on industry-specific language, employees can quickly grasp the terminology and protocols, reducing the time and resources required for training. This not only benefits staff development but also contributes to the overall operational efficiency of the cruise ship, enhancing the overall guest experience.

In the contemporary professional landscape, the importance of English language proficiency cannot be overstated. It has become a fundamental skill required for effective communication and collaboration in various sectors, including Cruise ship and hospitality industries. This element of ESP is indispensable for passenger safety and the overall operational security of the cruise ship (Ahola, M. 2017).

This research acknowledges the significance of incorporating English language proficiency within the syllabus, but also emphasizes the need for soft skill development and intercultural competence. These additional skills are vital for students aiming to succeed in diverse and multicultural environments, fostering adaptability, effective communication, and cultural awareness. A comprehensive syllabus that integrates these elements can effectively prepare students for the challenges and opportunities they encounter in their future careers (Nikolich, M. A., & Sparks, B. A. 1995).

This research seeks to provide an in-depth evaluation of the feasibility of the proposed syllabus product. By assessing the effectiveness of the syllabus in enhancing English language proficiency, soft skills, and intercultural competence, the study aims to ensure that the syllabus aligns with the highest educational standards through R&D method. An effective evaluation process involve analyzing the syllabus's suitability in addressing the specific needs of students in the Cruise ship and hospitality fields, as well as its ability to foster a holistic learning experience. This comprehensive evaluation provide valuable insights into the strengths and potential areas for improvement of the syllabus, enabling educators to make informed decisions and enhancements for an optimized learning experience (Arsiyana, M., & Hernadi, N. ,2020).

In essence, ESP's concentration on the development of language skills and vocabulary tailored to the cruise ship industry delivers a range of benefits, from enhanced professionalism and communication capabilities to ensuring the safety of passengers and operational efficiency (Ahola, M. 2017). This makes it an invaluable asset in the dynamic and diverse environment of the cruise ship sector. By honing their language skills in these specific areas, ESP enables cruise ship employees to communicate confidently and professionally with guests from diverse cultural backgrounds, fostering a positive and welcoming environment on board (Anderson, 2014).

Furthermore, ESP in the cruise ship department facilitates the use of authentic materials and real-world tasks that mirror the actual work environment. Authentic materials, such as guest inquiries, safety manuals, and onboard

announcements, allow learners to practice language skills in context, preparing them for the demands of their daily tasks (Basturkmen, 2010). By engaging with authentic materials and participating in simulations and role-plays, cruise ship personnel can develop their language proficiency while gaining a deeper understanding of the professional expectations and communication protocols specific to the industry (Nikolich, M. A., & Sparks, B. A. 1995).

ESP for the cruise ship department also promotes the development of soft skills and intercultural competence. In addition to language proficiency, cruise ship employees require effective communication, teamwork, problem-solving, and cultural sensitivity to interact successfully with colleagues and guests from around the world (Mori, 2014). ESP courses can incorporate activities and tasks that foster the development of these skills, such as group discussions, scenario-based role-plays, and intercultural awareness and empathy training. By integrating these elements into the syllabus, ESP enhances the overall professionalism and service quality of cruise ship personnel (Ahola, M. 2017).

In conclusion, ESP tailored to the cruise ship department plays a vital role in language education by addressing the specific language needs and demands of employees in the industry (Hutchinson & Waters, 1987). By focusing on industry-specific language skills, utilizing authentic materials, and promoting the development of soft skills and intercultural competence, ESP equips cruise ship personnel with the language proficiency and professional abilities necessary to thrive in their roles and provide exceptional service to guests (Hutchinson & Waters, 1987).

Soft skills and intercultural competence are highly important in English for Specific Purposes (ESP) as they contribute to the overall effectiveness and success of communication within specific professional contexts. Here's an overview of their significance:

1. **Effective Communication:** Soft skills, such as active listening, empathy, and effective speaking, enhance communication in ESP. They enable learners to understand others' perspectives, express their ideas clearly, and adapt their

communication style to different cultural contexts (Byram, Gribkova, & Starkey, 2002).

2. Collaboration and Teamwork: Many ESP contexts involve collaborative work within diverse teams. Soft skills like teamwork, cooperation, and conflict resolution facilitate effective collaboration, fostering a positive work environment and maximising productivity (Bhatia, 2012).

3. Adaptability and Flexibility: Intercultural competence equips learners with the ability to navigate and adapt to diverse cultural norms, values, and communication styles. This adaptability enhances their professional flexibility, enabling them to work effectively with colleagues, clients, and stakeholders from different cultural backgrounds (Deardorff, 2006).

4. Building Relationships: Soft skills such as interpersonal skills, cultural sensitivity, and respect are crucial for building positive relationships with colleagues, clients, and partners in ESP settings. Developing rapport and trust promotes effective collaboration, teamwork, and successful professional interactions (Byram, 1997).

5. Enhanced management and Problem-solving: Soft skills contribute to effective problem-solving and critical thinking in ESP. They help learners analyze complex situations, consider diverse perspectives, and develop creative solutions to challenges that arise within their professional contexts (Hinkel, 2003).

6. Global Workforce Competence: Intercultural competence is increasingly important in today's globalized workforce. ESP learners with strong intercultural skills are better equipped to navigate international business environments, engage in global partnerships, and address the needs of a diverse customer base (Deardorff, 2009).

By integrating soft skills and intercultural competence into ESP instruction, learners gain not only the necessary language proficiency but also the interpersonal and cultural competencies to succeed in their professional domains. Studying the topic of "Designing a Syllabus for ESP in Cruise Ship Training:

Integrating Soft Skills and Intercultural Competence" is important due to the booming demand for cruise ship personnel (Dowling, R. K, 2006). The industry's rapid expansion necessitates a well-structured syllabus that equips staff with specialized language skills, soft skills, and intercultural competence. Furthermore, it promotes operational efficiency, professionalism, and better cohesion among the global workforce. Ultimately, a thoughtfully designed syllabus sets a higher industry standard, contributing to the industry's growth, reputation, and overall success (Falcidieno, M. L., Bistagnino, E., & Ruggiero, M. E ,2020).

The goal of this research is to develop a syllabus derived from the Cruise ship and hotel management vocational school (LPK) syllabus, that not only developed from a need analysis, research review but also from Merdeka Belajar Kampus Merdeka (MBKM) to aid in the mastery of the English language and enhance soft skills and intercultural competence for students. The research aims to assess the feasibility of the developed syllabus product for effective learning. And the researcher tries to Develop a syllabus that is tailored to the specific needs of students in the Cruise ship and hospitality fields and also from legal curriculum in Indonesia because it is crucial for their future success in these industries. By integrating language learning with the development of soft skills and intercultural competence, students can acquire a comprehensive set of skills necessary to thrive in a globalized professional environment (Mydłowska, B, 2020).

Research Questions:

1. How to design a syllabus for ESP in Cruise Ship Training: Integrating Soft Skills and Intercultural Competence?
2. What are the specifics of the syllabus for ESP in Cruise Ship Training: Integrating Soft Skills and Intercultural Competence?

Objectives:

1. Analyzing and developing a design of syllabus for ESP in Cruise Ship Training: Integrating Soft Skills and Intercultural Competence.

2. Finding the specification of the syllabus for ESP in Cruise Ship Training: Integrating Soft Skills and Intercultural Competence.

B. Significance of The Study

The significance of the thesis titled "Designing a Syllabus for ESP in Cruise Ship Training: Integrating Soft Skills and Intercultural Competence" lies in its potential contributions to the field of language education and the cruise ship industry. The significance can be understood in the following ways:

1. Filling the Gap in ESP Syllabus: The thesis addresses the lack of an integrated syllabus for ESP in cruise ship training that incorporates the development of soft skills and intercultural competence. By designing a syllabus that encompasses these essential components, the thesis aims to bridge the existing gap and provide a comprehensive educational framework for cruise ship personnel.

2. Enhancing Communication and Passenger Experience: Effective communication is vital in the cruise ship industry, where crew members interact with passengers from diverse cultural backgrounds (Nikolich, M. A., & Sparks, B. A. 1995). By integrating soft skills and intercultural competence in the syllabus, the thesis seeks to improve communication strategies, language proficiency, and cultural adaptability. This, in turn, can lead to enhanced passenger experiences, improved customer satisfaction, and increased cultural sensitivity among cruise ship personnel (Falcidieno, M. L., Bistagnino, E., & Ruggiero, M. E ,2020).

3. Addressing Cultural Challenges: The cruise ship industry operates in a global context, requiring employees to navigate cultural differences and adapt to various cultural norms. The thesis aims to equip cruise ship personnel with the necessary intercultural competence to overcome cultural challenges and promote intercultural understanding and harmony onboard. This can contribute to fostering positive relationships with passengers and creating a welcoming and inclusive environment (Falcidieno, M. L., Bistagnino, E., & Ruggiero, M. E ,2020).

4. Practical Applications and Industry Relevance: The thesis's findings and recommendations have practical applications in the cruise ship industry. The designed syllabus can serve as a guideline for training programs and educational institutions involved in cruise ship personnel development. The integration of soft skills and intercultural competence aligns with the industry's evolving needs and enhances the professional development of individuals seeking careers in cruise ship operations (Nikolich, M. A., & Sparks, B. A. 1995).

5. Research Gap Exploration: The thesis explores the challenges and issues related to ESP instruction and the incorporation of soft skills and intercultural competence in the cruise ship context. By examining these research gaps, the thesis contributes to the existing body of knowledge on ESP and sheds light on effective instructional methods and strategies for improving language education in specialized domains (Ahola, M. 2017).

Overall, the significance of the thesis lies in its potential to enhance language education in the cruise ship industry by integrating ESP instruction with the development of soft skills and intercultural competence. It addresses crucial gaps, improves communication effectiveness, and promotes intercultural understanding, thereby benefitting cruise ship personnel, passengers, and the industry as a whole (Falcidieno, M. L., Bistagnino, E., & Ruggiero, M. E ,2020).

C. Scope and delimitations

While conducting research on the integration of soft skills and intercultural competence within the ESP syllabus for cruise ship training, it is essential to acknowledge and address certain limitations that may impact the study's scope and generalizability. These limitations include:

Place and time of the research is one of the aspects that can be considered important. The place and region in Indonesia especially Java Island are highly needing job vacancy that can pay standard international payment. It is very different with other countries and places that has higher wealth rate or different wealth rate. For example, it makes Indonesian job seekers to be more motivated than other people from other country (Widodo, N., 2009). The time in this

research is also considered to be important because the needs of this industry requirements is changed time to time. For example, around ten years ago the employers of cruise ship do not need to have experience in hospitality industry. But right now, the attendance of cruise ship must have at least one year experience in hospitality industry (Dowling, R. K., 2006). So, the relevance of this study may change depending on the place and time. For now, the research is conducted in Tulungagung, Java Island in 2023.

This research also collaborates with cruise ship and hotel workers. The workers simulate the job needs and be asked several questions about soft skills and intercultural competence in their working environment. According to Milles and Huberman's theory, the data be compacted and reduced. The data then be integrated into the Indonesian curriculum.

The finished product which is called syllabus be reviewed and evaluated by the expertise. They are two expertise that be the evaluator of this syllabus until it can be used for students in the class of Grand Voyage. That expertise is the ESP teacher that works for almost 10 years and has graduated almost all students to cruise ship and hotel industry all around the world. Another expertise is from syllabus expertise.

The development stage is a crucial phase in addressing the shortcomings made by researchers when designing the curriculum. The curriculum design is handed over to two experts and they are asked to provide assessments regarding its relevance. There are 4 levels of relevance ratings: very relevant, relevant, quite relevant, and not relevant. After they provide their assessments, the next step is to conduct measurements. The purpose of these measurements is to assess whether the curriculum created by the researcher is valid or not. Validity is measured by applying the Gregory factor.

Measurement by an expert are key stages in the product development process of R&D research. When a research team successfully develops a new or innovative product, the next step is to ensure that the product meets the expected quality standards and effectively meets user needs. The role of an expert in validation is to investigate and evaluate all aspects of the product, from research methodology and data analysis to the final outcomes achieved. These experts

typically possess deep knowledge and extensive experience in the relevant field, enabling them to provide valuable insights to enhance product quality and performance.

In addition to ensuring product quality, measurement by experts also help identify and mitigate risks associated with the product. By involving experienced experts, the R&D team can identify potential weaknesses or shortcomings in the design or implementation of the product that may not have been apparent before. This allows the team to make necessary improvements or adjustments to optimize product performance and safety.

Validation by experts is also important to ensure that the product complies with relevant standards and regulations in specific industries. In many cases, products resulting from R&D must meet stringent requirements before they can be introduced to the market or implemented in industrial practices. By involving experts in the validation process, the R&D team can ensure that their products meet these requirements and are ready for certification or approval by the appropriate regulatory bodies.

D. Definition of The Terms

Designing: Designing, as experts describe it, is the thoughtful and systematic process of creating something with a specific purpose in mind. In education, it's like building a lesson plan or a course. Educators and instructional designers use design principles to make sure that what they teach is effective and engaging. They think about what they want students to learn, how they teach it, and what materials they'll use. This process ensures that learning is organized, meaningful, and helps students succeed. So, designing in education is like creating a blueprint to make learning better and more enjoyable for students (Butler, A., Ladd, A., & Boston, U. S, 2016). Designing is also the second part in R&D research design after conducting a need analysis and this design need to be checked and more developing.

A Syllabus: A syllabus is a structured and comprehensive plan taken from curriculum that outlines what students learn, how they learn it, and the

educational experiences they engage in during a specific course, program, or educational journey. It serves as a roadmap for educators and learners, detailing the goals, objectives, content, assessments, and resources that be used to facilitate learning. A well-designed syllabus plays a crucial role in shaping the educational experiences of students and guiding educators in their teaching efforts (Macalister, J., & Nation, I. P, 2019).

ESP in Cruise Ship Training: ESP in Cruise Ship Training is all about teaching cruise ship staff the English they need for their jobs. It covers things like ship safety, talking to passengers, and understanding different cultures on board. It also includes skills like teamwork and using words specific to cruise ships. So, it helps staff do their jobs well and make sure passengers are happy and safe (Ahola, M. 2017).

Teaching Integrating Soft Skills: Teaching the integration of soft skills involves instructing individuals in essential qualities like communication, teamwork, adaptability, and problem-solving, which are valuable across various aspects of life, not tied to specific jobs (Nikolich, M. A., & Sparks, B. A. 1995). Unlike hard skills, which are job-specific and technical, soft skills are transferable and versatile, applicable in diverse personal and professional situations. Soft skills often develop through experience and interpersonal interactions during training and drilling, and they are essential for career success and personal growth. While hard skills are learned through formal education and are necessary for specific tasks, soft skills empower individuals to navigate various challenges, collaborate effectively, and enhance their overall life skills. Both hard and soft skills are important, but they serve distinct roles in personal and professional development, especially in cruise ship department (Hinkel, 2003).

Intercultural Competence: Intercultural competence is the ability to effectively communicate and interact with people from different cultural backgrounds, understanding and respecting their values, beliefs, and practices. To teach intercultural competence, educators can incorporate cultural awareness and sensitivity into the syllabus, encouraging open discussions on cultural differences and their impact. Exposing learners to diverse perspectives through literature,

guest speakers, or international experiences can also foster intercultural understanding (Byram, Gribkova, & Starkey, 2002).