

# **CHAPTER I**

## **INTRODUCTION**

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#### **1.1 Background of the Study**

Hotel and Tourism Industry has developed very rapidly in the recent years. A lot of new hotels have been launched and they are ready to accommodate tourists coming to Indonesia. The rapid development in hotel and tourism industry demands skillful hotel staff who can communicate with the guests staying in their hotels. The term "skillful hotel staff" here does not only refer to being skillful in performing their job, but also to be competent in language as a means of communication.

A hotel staff is skillful if he can do the best and face and solve every problem that may occur in his field. He will face common problems in hotel life, such as handling checking, serving the guests, and handling complaint which is usually the hardest. Working in a hotel also requires someone to be capable to communicate with other English-speaking members of the staff and hotel guests. During the working hours, he will meet a lot of people with different nationalities. Meeting foreigners is something unavoidable for hotel staffs especially for those working at four or five stars hotel. This fact makes him meet people with different languages and that condition will raise problem in communication.

Communication problems may arise when the speakers are not able to synchronize their idea. In addition, inability to understand what others' need and misinterpret others' questions may lead to a conflict. In this case, language is very important as a means of communication which creates a harmonious working

atmosphere. Indeed, language which can cover the communication problem is really needed. Speaking the same language will minimize the problems. However, the hotel staff does not always speak the same language as the guests. In line with this problem, there should be a bridging language. The bridging language should be a language which is understood by a lot of people in general and widely spoken. Based on that requirement, it is English that can play the role of the bridging language.

English language has been playing an important role in the international communication for years. English has become the most widely spoken language in the world. Indeed English becomes one of the five official languages used in United Nations Organization. English has become the bridging language among nations worldwide. Persons with different nationalities will automatically speak English whenever they meet. English is a lingua franca which connect the communication and relations among nations. English has played as a bridging language which enable them to exchange their ideas.

Now, English is also considered important and it is a compulsory language in Indonesia. The government has put English subject as a compulsory subject at Secondary school until University level. Even, in big cities English has been taught to children at Pre School, Kindergarten and Primary School. English has become the first foreign language in Indonesia. In line with the government policy, the people's interest in English has increased greatly recently. This phenomena can be seen at the rapid growth of the English courses throughout Indonesia. A lot of people think that opening English courses is the best way to earn money. Indeed, it is true. We can see a great numbers of people will come to

new English courses. Their interest in English has increased greatly in the recent years. The important role of English in Indonesia can be clearly seen at the job vacancies. Most of job vacancies usually ask English as one of the main requirements. People who can speak English will have more opportunities in job competition. They will have more chance to get a better position. Also, they will be more confident whenever they meet foreigners.

The hotel staff, especially, those who work four or five star hotel, usually meet foreign tourists or even foreign hotel staff which vary in nationalities and speaking their own language. To handle their business, they have to speak an international language usually spoken by foreigners; and, the language is English. This means that they must be competent in English so that they can handle every possible situation which might happen. Based on that requirement, before the hotel staff come to the real job, they have to learn how to speak English well during their time in college. During their study in college, the students of hotel and tourism department will have a precious moment to practice and maximize the language. With the help of a good competent English teacher and a good precise syllabus, the students will be trained being accustomed at using the target language.

Teacher is the sharp point in teaching and learning activities. Teacher guides the class where they should go, how they will do and how to do it. However, that statement will not work on successfully without a good syllabus. A syllabus will serve as a clear guideline for the teacher to make his teaching plan. So, a precise syllabus helps the teacher to do the best to the students.

Learning languages will cover some aspects, such as writing, listening, grammar, and speaking. The four elements are bound tightly and influenced one another. To achieve a great success, the students must learn all the aspects seriously. But, in some ESP courses, for example the teacher may give stress to some aspects (language skills) which are more needed in the working requirement. For example, an ESP course for students of Secretary Academy will be totally different from the one for students of Hotel and Tourism Department. ESP course for Hotel and Tourism Department requires the students to deal with oral language more than written language. The students will learn to speak more than do written work.

As it is stated in *Language Teaching Techniques* issued by Victoria University of Wellington, to master a content matter, speaking activity is really needed. Students should have sufficient time to practice and do the group work because by doing this, the students will learn to understand "text", have experiences, produce the language and solve the problem. Besides that, a good competent teacher is really needed. He should be able to plan and organize his teaching stream which will be beneficial for his students. He also should be able to translate the material to the real life situation of hotel so that the students will have a clear image what their real working world will be.

In case of English teacher, the teacher should train the students to use English in their daily life when have discussions with their peers in class. Also, the teacher will teach and train the students how to deal and handle the situations commonly happen in hotel life. Then, the teacher usually asks the students to perform a role play related to hotel daily activities and problem. Besides that, the

teacher also teaches the students how to get along with others through English. They will be trained to socialize themselves with the foreigners.

A good and well-prepared teacher always prepares all his teaching material before teaching. Most of the material given to the students is developed based on the available syllabus. In order to develop the materials well, the teacher needs a good syllabus. A good syllabus should give guidance to teachers to make a lesson plan and to the students information about what they will learn and what they will achieve. In other words, it should contain general objectives, instructional objectives, teaching materials, teaching learning activities, teaching media, evaluation system, and time allocation.

Based on the previous background, the writer thinks that it will be very useful to develop a suitable English syllabus for students of hotel and tourism department. The absence of an explicit and well-organized syllabus based on the students' need inspires the writer to design one of a syllabus. The developing syllabus is the one which can help an ESP teacher to organize his teaching plan to a real situation which the students will face later.

A good and suitable syllabus should contain guidance for enough exercises with the scene of some departments in a hotel. It should contain enough theory and more practical materials for each department. Since the students will get in touch with a lot of foreigners from different countries, the cross cultural understanding should be included in the syllabus. According to Dubin and Olshtain (1986), syllabus is a document which describes what the learners are expected to know at the end of the course, what is to be taught or learned during the course, when it is to be taught, at what rate of progress, how it is to be taught,

and how it is to be evaluated. In relation to this, Yalden (1984) mentions that a syllabus in language teaching must be explicit for the teachers and at least should be partially produced by the teachers with the help of experts when it is needed and they are available. In this thesis, the writer will develop a syllabus which can give a clear image about the expected achievement, how to achieve that, how to teach and how to evaluate it.

The writer thinks that teachers do not only need a syllabus, but also teaching materials. Teaching materials can make the syllabus come into a real teaching activity. Teaching materials should translate the content of the syllabus. It means that the teaching materials should be an explanation of the syllabus. Teaching materials should enable to increase the students' knowledge and emphasis the language skills.

Based on the above background, the writer thinks that it is important to develop an English syllabus which emphasizes on practical skills rather than the theoretical ones. Such a kind of syllabus is the one which provides more opportunities to the students to practice the language in the form of group discussion, role play, and presentation. Therefore, the teaching materials being developed will cover all the practical skills needed in the real job situation. The previous statement ensures the thesis writer to develop an English syllabus for students of hotel and tourism department and also the teaching materials which are suitable with the demand of the target. In doing the thesis, Darma Cendika School of Hotel and Tourism is chosen as the research place.

## 1.2 The Statement of the Problem

The problem of the study is that there has hasn't been any English syllabus and its teaching materials which give more portions on practical skills that can be used by teachers teaching English at School of Hotel and Tourism. The available English syllabus used at Darma Cendika School of Hotel and Tourism where the writer has been teaching for more than three years only provides theory about hotel industry and some scene of hotel departments with a very few portion for speaking skill. Meanwhile, the teaching materials are not available. Having such a kind of syllabus, the writer is in doubt whether the students have a good language ability by the time they finish their study.

Therefore, an alternative is chosen to overcome this problem, that is developing a syllabus and its teaching materials based on the need analysis of the students and hotel staff. The writer chooses developing syllabus and its teaching materials because they become the heart of the teaching activity. It is also a clear planning for the teaching stream which can be applied, and evaluated since it has many objectives, orderly arrangement of materials and teaching technique, method, media, source and a set of evaluation.

## 1.3 Purpose of the Study

The purpose of this study is providing a syllabus and its teaching materials for the students of hotel and tourism department. The syllabus and its teaching materials are needed since there is no available English syllabus which can be used at The School of Hotel and Tourism. For the time being, the teacher may use



his or her own syllabus but unfortunately most of the syllabus only cover theoretical materials.

The writer hopes the developing syllabus will be a valuable educational product, a product that can give a contribution for the sake of teaching. It means that the result of the study is expected to be a valuable tool to improve the teaching quality and results in good skilled hotel staffs. Therefore, the syllabus and its teaching materials are expected to be used as a guidance and serve the teaching and learning activity in the school of hotel and tourism.

#### 1.4 Specification of the product

The result of this study is a set of English syllabus and its teaching materials for students of hotel and tourism department. At Darma Cendika School of Hotel and Tourism, English subject is offered at the first and second semester and valued 2 credits of 180 minutes. It means that the course is taught for only 180 minutes in a week. The available time seems to be minimum for the teachers and the students to achieve the target of the course.

The syllabus should cover all the expectations of real life working condition of Hotel and Tourism in such a limited time. As it has been mentioned before that the -students will learn to speak more than do the written activity, so the writer as the English teacher there has decided to use 60 minutes in every session for practical skills (speaking and listening). In every session, the students will be given opportunities to do a role play and there will be 6 (six) times presentations for each student. The presentations will cover the following themes: Evening Entertainment, Hotel Brochure, Indonesian's art and culture, Paper and

Brochure for travel agency, Tour Guide, and Public Speaking as the final project of the English subject. The details of each presentation will be elaborated later.

The teaching- learning package will consist of a syllabus and its teaching materials which cover the teachers' book (used as a guidance to plan the teaching activity and may consist of some important notes) and students' book (only a small numbers of pages which consist of preceding dialogues and vocabularies). The students' book will not be so complicated and thick because the students will have more time to expand themselves in front of the class. They will have more time to have a peer work rather than an individual work.

Also, cassette and VCD may be used in the teaching and learning activity, but the writer will not create them by herself. She will use the available cassette and VCD with some selection based on the students' needs.

### 1.5 Assumptions of the Development

This study is done in line with the following assumptions:

- (1) It is impossible for the students to master speaking skill in a short time if the syllabus and its materials do not support their need.
- (2) Practice makes perfect as a wise man said. It means that during their time in college, the students will have a lot time to practice English everyday. The students will maximize themselves in English. The students will not be able to speak English well if they do not have enough time to practice.

### 1.6 Limitation of the Development

Syllabus and its teaching materials based on the needs analysis become the important aspects which influence the success of teaching and learning activities. Since there are many models for developing syllabus, the model proposed by Yalden (1983:109) which is called a communicative syllabus is chosen. That syllabus gives emphasis on teaching elements or components which are approximately closed to an environment of real language use, or through the use of communicative language. Such a syllabus is believed by many experts to be more flexible approach to syllabus construction because it has many more communicative based, away from structural or grammatical based.

The teaching materials being developed based on the syllabus will consists of a teaching package used for two semesters (16 meetings for each semester). The teaching materials will consist of students' course book and workbook, teachers' book (served as teachers' guide). The students' book contains examples of dialogue and vocabularies. The students' workbook contains exercises of the items discussed in the student's book. The teachers' book contains guideline for teaching using the developed materials, topic of role-play and group discussion, and six topics for individual presentation, and evaluation system. The evaluation system is basically a process approach which is mostly based on the students' language performance (role play, individual presentation, and public speaking) measured during the teaching learning process. The other language skills (writing, reading, and listening) are also evaluated.

## 1.7 Definition of key Terms

The following terms used in this thesis are defined as follows:

### (1) Syllabus

Dubin and Olshtain (1986) state that a syllabus is a document which describes what the learners are expected to know at the end of the course, what is to be taught or learned during the course, when it is to be taught, and how to evaluate it. In this study, the syllabus being developed contains the general objectives of the course, instructional objectives, teaching materials, teaching learning activities, teaching media, evaluation system and time allocation.

### (2) Syllabus Development

It is a process of designing a syllabus which can be used in hotel and tourism department. The process will start from needs analysis, description of purpose, selection of syllabus type, production of the proto-syllabus, teaching materials, and end in evaluation.

### (3) Needs Survey

It is a survey to find out the students' needs for learning English, and the hotel staff's needs for using English in performing their jobs.

#### (4) English for Hotel and Tourism course

It is a term to name a set of lessons or studies learned by the students of Hotel and Tourism Department which need to master the English language based on the demand of the working field.

#### (5) Teaching Materials

It is a set of course book, students book, VCD, Cassette, and teacher's guide which are used as a guidance for the teachers of School of Hotel and Tourism.

#### (6) Organization of the Thesis

The thesis is presented in five chapters. The first chapter is about the background of the study. The second chapter is about the theoretical foundation for this study. Later, the third chapter is about the methodology used in this study. The fourth chapter is about the result of the development. The last chapter of the thesis is about conclusion and suggestion for the improvement of this study. There are four appendix attached in this thesis. Appendix 1 is about the summary of the syllabus for students of School of Hotel and Tourism. Appendix 2 is about the questionnaire distributed to gain data in this study. Appendix 3 is about sample of exercises for the students of School of Hotel and Tourism. The last appendix is about the rating scale for speaking, writing, and reading.