

## **Chapter 1**

### **Introduction**

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

In tourism industry, English is used as the lingua franca and is the most commonly used language. There is a growing worldwide need for the people who are working in tourism industry to be able to have better English skills so as to communicate effectively with foreign guests and customers. The growth in tourism industry has created the need for students of tourism department to master English for occupational purposes.

English for occupational purposes (abbreviated as EOP) is one of the branches of ESP (English for Specific Purposes). Dudley-Evans & St John (2008:5) state that ESP has been traditionally divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The term EOP itself refers to English that is not for academic

purposes in which it includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations (Ibid:7). Basically, EOP focuses on meeting the demand for workers by providing specific job training and skills through content-based instruction activities in order to enhance basic skills development so that the students will be able to explore their specific jobs functions that are required and necessary in their field of work (Anthony, 1997 as cited in Kuppen, 2008:42). The clear distinction between ESP and EOP proposed by Cunningsworth is that ESP is designed for people who are learning English so that they will be able to use it in particular situations such as on a holiday or in their job, while EOP is designed for people who need to learn English in order to help them carry out their job (1984:87-88).

In response to the boost of foreign tourists visiting Indonesia, many colleges and universities have set up faculties and departments that specialize in tourism. Airlangga University has set up a Tourism Department under the Faculty

of Social Sciences and Politics since 1998 to respond to the market needs' of tourism graduates. There are two majors belonging to Tourism Department: Perhotelan and Usaha Perjalanan Wisata (UPW). The graduates are expected to be able to carry out the operational and supervisory work, to develop business independently in the field of hospitality services and business travel, and to develop their professional knowledge and skills related to tourism industry. The pilot study has been done to investigate the variety of graduates' jobs which range from tour guide, travel agent, receptionist to housekeeper.

According to the program guideline, among many compulsory and elective subjects the students have to take for both majors, Perhotelan and UPW, English is one of the fundamental and compulsory academic subjects which the students have to take. Students have to take the English subjects for five semesters. First and second semester students require to take Basic English 1 and 2. While the third, fourth and fifth semester students require to take English for Tourism

1, 2, and 3. Each English subject has 2 credits for 100 minutes meeting. Each subject consists of 13 meetings, 2 meetings for mid test and final test, so the effective meetings for the class is 11 meetings.

Regarding the subject description as cited from the program guidelines, all the English subjects have got the same ultimate goal. It can be seen from the following subjects description:

**BAE-001 Bahasa Inggris I (2 SKS)**

Mata ajaran ini untuk sebagian besar akan berupa latihan-latihan intensif guna meningkatkan kemampuan para mahasiswa berbahasa Inggris, sekalipun secara pasif. Lewat mataajaran ini para mahasiswa akan banyak belajar memahami dan menganalisa struktur-struktur kalimat dalam bahasa Inggris. Latihan-latihan secara khusus ditujukan untuk meningkatkan kecakapan mahasiswa memahami pesan-pesan yang disampaikan kepadanya di dalam bahasa Inggris itu, baik lisan maupun lewat tulisan.

**BAE-001 Bahasa Inggris 2 (2 SKS)**

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intensif guna meningkatkan kemampuan para mahasiswa berbahasa Inggris, sekalipun secara pasif. Lewat mataajaran ini para mahasiswa akan banyak belajar memahami dan menganalisa struktur-struktur kalimat dalam bahasa Inggris. Latihan-latihan secara khusus ditujukan untuk meningkatkan kecakapan mahasiswa memahami pesan-pesan yang disampaikan kepadanya di dalam bahasa Inggris itu, baik lisan maupun lewat tulisan.

#### **BAE-004 Bahasa Inggris Profesi I (2 SKS)**

Mata ajaran ini untuk sebagian besar akan berupa latihan-latihan intensif guna meningkatkan kemampuan para mahasiswa berbahasa Inggris, sekalipun secara pasif. Lewat mataajaran ini para mahasiswa akan banyak belajar memahami dan menganalisa struktur-struktur kalimat dalam bahasa Inggris. Latihan-latihan secara khusus ditujukan untuk meningkatkan kecakapan mahasiswa memahami pesan-pesan yang disampaikan kepadanya di dalam bahasa Inggris itu, baik lisan maupun lewat tulisan

#### **BAE-005 Bahasa Inggris Profesi II (2 SKS)**

Mata ajaran ini merupakan kelanjutan dari Bahasa Inggris Profesi I. Lewat mataajaran ini para mahasiswa lebih dapat memahami

kosa-kosa khusus, sesuai dengan profesi masing-masing, yang digunakan dalam percakapan, mendengarkan (listening) dan bacaan (reading). Mahasiswa juga mulai diarahkan untuk dapat menulis surat-surat sederhana dalam bahasa Inggris.

### **BAE-006 Bahasa Inggris Profesi III (2 SKS)**

Mata ajaran ini untuk sebagian besar akan berupa latihan-latihan intensif guna meningkatkan kemampuan para mahasiswa berbahasa Inggris, sekalipun secara pasif. Lewat mataajaran ini para mahasiswa akan banyak belajar memahami dan menganalisa struktur-struktur kalimat di dalam bahasa Inggris. Latihan-latihan secara khusus ditujukan untuk meningkatkan kecakapan mahasiswa memahami pesan-pesan yang disampaikan kepadanya di dalam bahasa Inggris itu, baik lewat tulisan.

The same subject description has been a concern among the English teaching team. Besides, the worse thing, the curriculum and the syllabus for the abovementioned subjects are not available. Syllabus needs to be developed in order to address the learners' needs and to actualize the learning goals

and objectives. Hutchinson and Waters (1987:80) define syllabus at its simplest level as a statement of what is to be learnt. Syllabus can be seen as a plan of what will be achieved through the process of teaching and learning. The aim of syllabus is to make the teaching and learning a more effective process. Dubin & Olshtain (1990:35) emphasize the importance of syllabus in a deeper definition.

“A syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level.”

Considering the importance of syllabus in language teaching and learning process, it needs to design a syllabus for the English subjects offered at Tourism Department. If there is no syllabus, there will be inefficient teaching process in term of work time and redundancy of creating teaching materials. To design a syllabus is to decide what gets taught and in what order (Krahnke, 1987:4). The things that we need to pay

attention to design syllabus is the content of what is going to be taught and learnt and how to put the content in order. According to Dubin & Olshtain (1990:40), there are three basic dimensions of a language syllabus, namely, content, process and product. Once the content of the syllabus has been selected, the next step is to select a suitable format/the shape of the syllabus.

In addition to the above condition on the unavailability of the syllabus, the teaching materials used have existed from time to time since the program was set up. Some English teachers who are teaching the English subjects remain to use the existing teaching materials, while others are using their own materials which are selected based on their subjectivity. The teaching materials designers and compilers were the previous teachers who were firstly appointed to teach the English subjects. Thus, they are doubted whether they are expert in the content and material design or not. The existing materials are taken and compiled from the available textbooks. The criteria of the selection of the topics in the teaching



materials are unknown. The topics of the existing materials presented for three subjects (English for Tourism 1, 2, and 3) are as follows:

- dealing with phone calls
- describing dishes
- recommending places of interests
- giving hotel information
- requests
- describing tourists
- handling room reservations
- dealing with complaints
- attractions
- handling restaurant reservations
- dealing with ticket
- telling prices and dealing with payment
- escorting guests
- reservations
- making and describing itinerary
- taking food order
- giving a guided-tour
- serving in the bar
- dealing with car hire
- describing festivals
- giving instructions
- writing application letter and CV
- describing traditional gifts
- explaining rules
- dealing with job interview
- announcements
- and safety

In total, there are 25 topics which need to be covered for the three subjects. The existing materials are in the form of handouts which are given to the students every meeting. The distribution and the order of the topics for each subject depend much on the teachers who are teaching the subjects. The problems come up when the appointed teacher for the subject was absent, the substitute teacher would be confused what topics to teach since the substitute teacher did not handle the subject. The only way out was by looking at the class attendance. In order to avoid such problem happens, a teaching and learning plan or syllabus need to be designed.

Materials play an important role in a teaching and learning process. Materials should help learners to learn in ways similar to the circumstances in which they will have to use the language (Tomlinson, 2003:22). What is being taught should be perceived by the learners as relevant and useful for their future. Richard (2001:251) and Tomlinson (2003:2) defined materials as anything which can be used to facilitate the process of learning a language. Richard (2001:251) and

Tomlinson (2003:2) also state that most materials are instructional which generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the sense of teaching ESP, the materials should prepare the students for the job market and fulfill the students needs as required by the workplace. It is in line with what Cunningsworth (1995:132) suggests that ESP materials, as being specialized and often technical nature of the subject content, should take into account the learner expectation and learning styles and have a clear role in the learning/teaching process. The materials are developed specially for learners who are perceived to have specific needs which could not be met fully by general materials. Accordingly, ESP materials should be tailored to meet learners' specific needs related to their real-world situations and provide tasks and activities which suit the specific needs of their future occupation.

Actually, the teachers are aware of the abovementioned problems, but due to many common reasons such as the time

limitation and workloads, it seems difficult to get together all the English teachers discussing the idea to design syllabus and develop new materials or improve the existing materials. Since no teacher initiates to begin, the writer is interested in doing so. Ideally, in order to design the syllabus, all the teachers have to sit together and make team. Therefore, the study is as an initial step which aims to design the proposed syllabus for the subject English for Tourism 1 by collecting the information on the relevance of the existing materials to the to the graduates' job offered in the market. Once the data obtained and the syllabus designed, the sample materials for the subject English for Tourism 1 will be developed.

### **Statement of the Problems**

In line with the background above, the problems are stated as follows:

1. What type of syllabus is the proposed syllabus for the subject “English for Tourism 1” which suits the graduates’ needs in the workplace?
2. What criteria do the sample materials have for the subject “English for Tourism 1” which suits the graduates’ needs in the workplace?

### **Objectives of the Study**

Based on the problems stated above, the objectives of this study are:

1. To design the syllabus based on the analysis of which topic needed to be included.
2. To develop one type of teaching material based on the proposed syllabus which can be used as an example to develop a new teaching material.

### **Scope and Limitation**

The writer intends to limit the scope of the study as

follows:

- The scope of the study is only *English for Tourism 1* subject in Department of Tourism, Airlangga University.
- The data source of the study is limited to the existing teaching materials of the subjects English for Tourism 1, 2, and 3 which have been used since 1998. From this resource, the writer will analyze which materials are relevant for prospective graduate's job. The relevant materials will be kept for subsequent syllabus and material development.
- The writer asks alumni of Department of Tourism, Airlangga University to suggest the topics which needed to include on the materials of English for Tourism. The topic that they suggest should be a necessary topic that is relevant for prospective graduate's job.
- The proposed syllabus for the subject English for Tourism 1 which is designed based on the graduates' needs in the workplace.
- The sample material is developed based on the proposed syllabus.

Because of time limitation, there are only three sample materials given. Hopefully, the next study can try to develop several types of teaching material based on this proposed syllabus. The more detailed model of this study can be seen in figure 1.1 below.

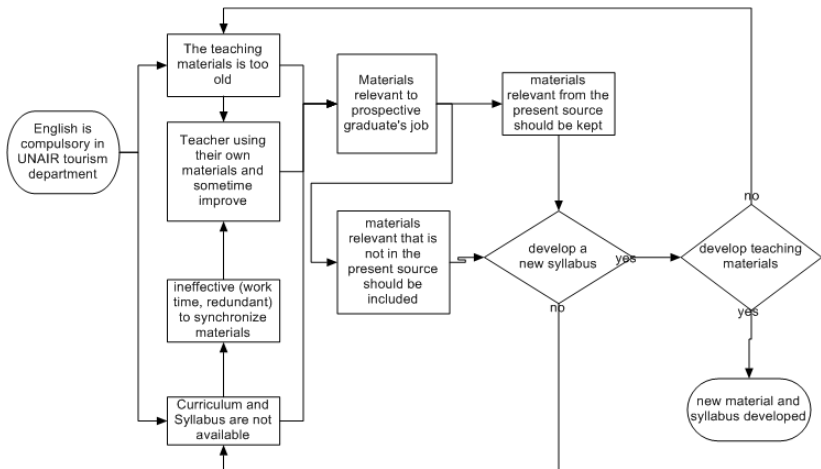


Figure 1 Flowchart of Syllabus and Material Development

From the figure we can see that the absence of curriculum and syllabus which make it difficult to synchronize

relevant material for prospective graduate's job, as well as the existing teaching materials are already too old that make teachers use their own material and sometimes improve to adjust with the present situation. Thus, there is a need to develop a new syllabus and a new teaching material to help the teachers to teach necessary materials for prospective graduate's job. In order to develop a new syllabus, a needs analysis should be performed, to understand the necessary materials that are relevant to prospective graduate job. Needs analysis is the part of ESP which can be understood as the process of collecting, collating and interpreting data on the learners' likely use of the target language.

### **Significance of the Study**

Since the products of the study are the proposed syllabus and the sample materials for the subject English for Tourism 1, it is hoped that the study will:



1. Give useful feedback for the Department and Faculty to highlight the problems on the unavailability of syllabus, to revise the subject outlines and provide support to the teaching team to improve and develop the teaching material based on this proposed syllabus.
2. Bring insights to the English teachers who are teaching English for Tourism subjects at Tourism Department, Airlangga University sit together to design syllabus for the other English subjects and to improve or develop teaching materials.
3. Give beneficial information to the students of tourism about the importance of English in their prospective workplace.
4. Bring about another challenging investigation on the area of syllabus design, teaching ESP and materials development.

## **Definition of Key Terms**

This study uses some terms which need to be defined. In order to give a clear understanding of those terms the definitions are overviewed briefly:

- ESP (English for Specific Purposes) : an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. ESP courses are designed for people who are learning English so that they will be able to use it in particular situations such as on a holiday, in their job, in their training or on academic courses (Cunningworth, 1984:87).
- EOP (English for Occupational Purposes): EOP courses are designed for people who need to learn English in order to help them carry out their job. Usually these courses are planned to cater for the specific needs of the participants and thus an EOP course for pilots would be

very different from one for hotel managers or airline ticketing staff (Cunningworth, 1984:88).

- Materials refers to anything which is used to help to teach language learners and can be in the form of a textbook, workbook, cassette, CD-Rom, video, photocopied handout or anything which presents or informs about the language being learned (Tomlinson, 2003:2).
- Specialism refers to a devotion or restriction to a particular pursuit, branch of study, etc; field of specialization within a science or area of knowledge (<http://www.thefreedictionary.com/specialism>)
- Syllabus is a specification of what is to be taught in a language programme and the order in which it is to be taught (Nunan, 1988:159)