CHAPTER I

INTRODUCTION

1.1 Background of the problem

In this globalization era, the role of English as international language is crucial, English enable people from different countries to communicate, it can be seen that English has been used as a mean of communication in the international organization and meeting. Beside that recently people need English skill in every sectors of life, such as: politics, culture, social, technology and education. This statement is supported by Hutchinson (1979) who said that English became the accepted International language of technology and commerce, it creates a new generation of learners who know specifically why they are learning a language – businessmen and – women who want to sell products, mechanics who has to read instruction manuals, doctors who need to keep up with developments of in their field and a whole range of students whose course of study included textbooks and journals only available in English and many others. The descriptions above show that English is not for the pleasure and prestige but English is the key to the international technology and commerce.

The effect of all this development exert pressure on the language teaching profession to deliver the required goods, where English become the subject to the wish, need and demand of learner other than teacher. This issues have triggered to the rise of ESP which emphasizing the central importance of the learner and their attitudes to learning and so does research and development of material.

Study of material development has been carried out by many researchers, this shows that this discipline has attracted many researchers' attention. One of the studies is *"Designing English learning materials for the eleventh grade students of culinary study program at SMK N 1 Sewon in the first semester of the academic year of 2011/2012"* by Widiyati,N,D (2012). This study investigates how to develop English learning materials for culinary study program at SMK. The English skill developed in the material is integrated: reading, writing, speaking and listening. Not focus for one skill. For this reason, the researcher in this study wants to investigate the same topic but focus to only one skill that is speaking skill. So, in this study the researcher want to develop English speaking materials for culinary study program through task-based learning approach.

The reasons for choosing the speaking skill to be focused is generally, with the recent growth of English as an international language of communication, there is a clearly a need for many learners to speak and interact in a multiplicity of situations through the language, be it for foreign travel, business or other professional reasons. In many contexts, speaking is often the skill which a person is judged 'at face value'. In other words, people may often form judgments about our language competence from our speaking rather than from any of the other language skill.

Specifically, English speaking skill is very important at the hotel and restaurant sector, the staffs whose duty serves guests especially foreign guests directly must master this skill well to be able to communicate with them. That's

why the students who study in this sector should competence in English speaking skill.

But the fact, based on the observation and interview that is done toward the culinary students on grade XI at SMKN 2 Kutacane, it is found that their speaking skill is still low, the students still get difficulties in producing utterances, the reasons are the limitation in vocabularies, the difficulty in constructing the sentences and the difficulty in pronunciation. Those lacks make them not confidence to communicate in English.

This condition is quite apprehensive, where English speaking skill is crucial in hotel and restaurant industry as stated in The Government Regulation No.22/2006 that English in Vocational School is an adaptive lesson which aim is to prepare the students the ability to communicate in written and oral English in the context of communication materials needed for their program. But the reality says that the culinary students' ability in speaking is still far from the expectation to meet the demand of the hotel and restaurant industry. Moreover, it will be difficult for the culinary students to compete with the students from the other school in the job training. Because the students who can perform professional works means in their field and speaking English will be appreciated and might be offered to work in the company where they carry on the job training later on.

One of the ways to assist the students in fostering their speaking skill is through providing learning materials, as Moore (2001) says that the success of teaching and learning process is determined by a good preparation which contain six components, namely: topic, objective of learning, learning materials, activity, instruments / media and evaluation. In short, learning materials are one of the

elements that determine the success in teaching and learning process. So, by providing learning materials for the speaking activity it can help the students to increase their speaking skill.

Furthermore, to help the culinary students to foster their speaking skill easier and faster, the speaking materials should be relevant to the students' need. This statement is supported by Hutchinson and Waters (1987) who state that ESP materials focus on the learner, so the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster.

Esteban (2002) also argues that ESP learning material is as a means to prepare the students to their target situation. Relevance learning materials to the students' field of specialization can provide a bridge between English teaching and other subject of the students are engaged in, expand the students' knowledge of their major and present vocabulary in an authentic way.

Lorenzo (2005) added that ESP learning materials combine subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

In short, those opinions state that by providing specific English speaking materials for the culinary students, it is expected can increase the students' motivation in learning English so that make the English learning is easier and faster.

However, based on the observation and research done on the existing syllabus and the existing English speaking materials written on the students' handbook today need to be developed. The reasons are firstly, the content of the existing English speaking materials are not specific, the topic used are still irrelevance with the culinary. It can be proven by the following fact written on the student's English course book "Go along with English" by Erlangga. In the first base competency "*understanding the simple daily conversation in the professional or personal context*", the topic used for this competency on the students' course book is about "*Hobby*" instead of "*Handling guest at Restaurant*". In the second base competency "*writing the simple messages directly or through tools*", the topic used for this competency is about "talking on the phone" instead of "taking order".

The second, the task provided on the existing speaking materials is not a well- designed task because it uses a single task, as the following example:

Read the dialogs and answer the questions

Receptionist : welcome to Grand Palace Hotel. Can I help you?
Guest : I'd like to book a room, please.
Receptionist : would you like a single or double?
Guest : a single room, please.
Receptionist : may I have your name, please?
Guest : Alan Santosa.
Receptionist : how many night would you like to stay?
Guest : just tonight.
Receptionist : how will you be paying?
Guest : is credit card OK?
Receptionist : that'll be fine. Would you like a wake-up call?
Guest : no, thanks. Do you have a pool?
Receptionist : yes, we do. It's on the 2nd floor. Here's your room key, number 405 on the fourth floor.

Guest   : thank you.

Answer the following question based on the dialog above.

1. *What is the guest's name?*
2. *What is he doing?*
3. *How long will he stay in the hotel?*
4. *Does the hotel have a pool? If yes, where is it?*
5. *How will the guest pay for the hotel?*

(Source: Hand book "Go along with English" by: Erlangga)

It is not in line with Willis and Willis (2007) who said that a good task design is not a single task, they add that an input is ideally followed by a sequence of tasks and these tasks relate one to another. All these tasks are designed in a formal framework or procedure where every stage in the procedure provides a clear outcome. Then they add that the framework has three possible advantages to be gained: 1) the framework will provide a context in which you can prime learners by introducing, in a meaningful context, the vocabulary they will need to process the text. 2) the framework will ensure the learners approach the text in the same way as we approach text processing in real life. 3) a well design task will help to provide or enhance the motivational challenge involved in processing a text. In short, the framework provides opportunities for the students to focus on form and meaning of the language. And that by the time the students come to the target tasks they are able to perform effectively.

Here is the suggested sequence of tasks for the input above:

Stage 1. Pre task

- Introduce the topic, provide the related vocabularies and ask the students to read the dialogue by imitating the teacher.

Stage 2. Tasks cycle

- Listing

Identify and write a list of questions asked by receptionist.

- Information gap

Please, complete the dialogue with the correct words!

>
> Receptionist : welcome to Grand Palace Hotel. ----- I help you?
> Guest : I'd like to book a room, please.
> Receptionist : ---- a single or double?
> Guest : a single room, please.
> Receptionist : may I -----, please?
> Guest : Alan Santosa.
> Receptionist : ----- would you like to stay?
> Guest : just tonight.
> Receptionist : how will ----?
> Guest : is credit card OK?
> Receptionist : that'll be fine. Would you like --- call?
> Guest : no, thanks. Do you have a pool?
> Receptionist : yes,----. It's on the ----. Here's your ----, number 405 on the fourth floor.
> Guest : thank you.

- Matching

Match the questions in colum A with the answers in the colum B

A	B
1. *Welcome to Grand Palace Hotel. Can I help you?*	a. *Alan Santosa*
2. *W ould you like a single or double?*	b. *no, thanks*
3. *How many night would you like to stay?*	c. *a single room, please.*
4. *How will you be paying?*	d. *just tonight*
5. *Would you like a wake-up call?*	e. *yes, we do. It's on the 2nd floor.*
6. *May I have your name, please?*	f. *I'd like to book a room, please.*
7. *Do you have a pool?*	g. *is credit card OK?*

Work in pairs. Create a dialogue about helping a guest based on the situation below.

Situation 1

X (Receptionist)	Y (Guest)
1. Greet Y	2. Ask for a room
3. Inform that the rooms are full	4. Says that Y will find another hotel

Situation 2

X (Receptionist)	Y (Guest)
1. Greet Y	2. Ask for a room
3. Ask Y the type of room she want	4. Says that Y want double room with extra bed
5. Ask Y length of stay	6. Say that Y stay for 3 nights
7. Ask Y way of payment	8. Say that Y pay in cash
9. Give the room key	10. Say thank you

- Role play

Practice the dialogue with your partner in front of the class!

Stage. 3 Post task

- Listen to the recording of the native speakers performing the same role play task they have just practice and compare the difference between the way they express particular function and meaning and the way the native speakers perform (if the recording available).

- Ask the students the language function used as receptionist to check if the students still remember the expressions.

The sequence of task above is designed from the simple task to the more complex task, as Breen (1987) in Nunan (2004) says that task is therefore assumed to refer to a range of work-plans which have the overall purpose of

facilitating language learning – from the brief and simple exercise type to more complex and lengthy activities such as group problem-solving or simulation and decision-making.

Based on the explanation above Task-based learning is proper as approach to support in developing English speaking materials for the culinary students. Therefore, the study of Developing English speaking materials for the students of the culinary study program through Task based language learning should be carried on. It is considered can help the English teachers to teach effectively and learners to be more interested and motivated in learning English.

1.2 Research problems

The research problems of this research are:

1) how are the existing English speaking materials of the students of culinary study program at SMKN 2 Kutacane?

2) what are the relevant English speaking materials for the students of culinary study program at SMKN 2 Kutacane?

3) how are the English speaking materials developed through task-based learning approach for the students of culinary study program at SMKN 2 Kutacane?

1.3 Objectives of the study

The objectives of this study are to answer the question in the research problems, the objectives are:

1) to analyze the existing English speaking materials used currently by the students of culinary study program.

2) to find out the relevant English speaking materials for the students of culinary study program.

3) to develop the English speaking materials through task-based learning approach for the students of culinary study program.

1.4 Scope of the study

This study deals with the development of English speaking materials through task-based learning approach for the students of culinary study program. The competency prepared in the culinary study program is food processing and food and beverage service. The focus of the speaking materials development is on the food and beverage service because the people who work in this field need to communicate to the customers directly in giving the service.

1.5 Significances of the Study

This research is expected to give valuable contributions. Firstly, theoretically, this study provides information how to develop English speaking materials through task-based learning for the students of culinary study program. Second, practically, the result of this study significant for the following parties:

1) to the culinary students – this study provides relevant English speaking materials so that it is expected can increase the students' motivation in learning English.

2) to the English teacher – this study can be used as a reference or hand book in teaching English for culinary students.

3) to other researcher – this study can be used as a reference to further related study.