

CHAPTER I

INTRODUCTION

A. The Background of Study

For every country, tourism is the essential element that can gain the nation's income. Tourism itself is defined as the commercial organization and operation of holidays and visits to places of interest (Oxford Online Dictionary). As for Indonesia, tourism is important for the nation's economy where it supports increasing the states revenue. The ministry of Tourism usually takes responsibility of promoting the tourism destination and the program is supported by many institution or organization which will help the guests or tourists. This organization generally helps in the accommodation which covers the airfare and place of staying. As a host, giving a good impression for the guest is a priority, especially for those who runs the hospitality industry where they will be the home for the guest during their stay and making the guest feel comfortable is a crucial things. In this case, it is needed for an organization to employ a professional one in serving the guest.

Doing a short observation about this matter, people work as a front-officer, who interact directly with the guests, admitted that it is required for them to be able to speak in English while they are doing their job. They need to perform the suitable expression to make an interaction with the guest to make them welcomed and comfortable. These statements are supported by this interview.

- I : Mas, saya dengar mas kerjanya di hotel ya mas?
R : Benar, di hotel.
I : Bagian apa ya mas kalau boleh tahu?
R : Bagian front office.

- I : Oh, front office. Kalau dipekerjaan masnya sendiri, pernah nggak, pakai bahasa inggris atau melayani pengunjung asing gitu?
- R : Pernah... kalau bahasa inggris biasanya kita pakai kalau ada tamu dari luar ya. Tamu dari luar negeri, tamu asing. Itu kita pasti pakai bahasa inggris.
- I : Oh, jadi pas ada tamu dari luar, gitu ya mas?
- R : Iya.
- I : Biasanya pada saat gimana itu mas? Atau pas menyambutnya, atau gimana?
- R : Biasanya kalau kita menyambutnya, kita greeting, ya 'kan? Selamat malam, good evening, good morning, good afternoon. Biasanya gitu lho. Kita sapa dulu dia, baru kita bilang may I help you? Nanti dia bilang, Ok I have booked my room from Agoda, misalnya, dia bilang gitu kan. Ya udah kita bantu check. Ok, I will check your reservation mam or miss. Kan gitu...
- I : Oh gitu ya mas. Selain biasanya book kamar atau selain greet, ada nggak bahasa inggris digunakan? Selain dari yang itu?
- R : Bahasa inggris digunakan untuk informasi. Biasanya digunakan untuk tamu-tamu asing. Selain untuk proses check in biasanya ada tamu asing yang ingin menanyakan kita tentang suatu informasi, itu biasanya kita harus menjelaskannya juga dengan bahasa inggris.

One of the government program in creating a professional and experiential manpower is by administering the vocational education. It is a training for aspecific occupation through a combination of theoretical teaching and practical experience provided by many high schools in their commercial and technical divisions, and by special institutions of collegiate standing such as a college of agriculture, a school of engineering, or a technical institute (Merriam Webster Online Dictionary). Moodie (2002) takes also the thought of Blunden andStevenson stated that the modern association of general education with conceptual understanding or declarative knowledge, and vocational education's association with demonstrated knowledge or procedural knowledge.

The fact that vocational education focuses more to the practical things is related to the expectation that vocational education can contribute to create a skilled labor that meets the job market needs. Therefore, unlike the general

education system provides only three majors, namely: science, social and language, vocational education offers many vocations in commercial fields, such as administration, accounting, marketing, management, and investment and loan management. Technical education includes drawing, surveying and mapping, building construction, water works, electrical installation, electricity supply, machining, communication electronics, automotive mechanics, general mechanics, and ship maintenance. (Gill, et.al, 2000). Newhouse and Suryadarma (2009) added several major in vocational education such as machinery and information technology; agriculture and forestry; community welfare that are included to technology department and tourism that covers arts and handicraft; health; and marine studies. As also stated in Newhouse and Suryadarma (2009) 3, 63.8% of men choose a technical or industrial major, while 56.0% and 28.9% of women are enrolled in business management and tourism majors as their job preferences. The numbers are based on the survey held by National Labor Force Survey (Sakernas).

As skilled human resource considered as one of the way to increase the economic, government tries to optimize the vocational and technical education.

However, Despite the Indonesian government's efforts to increase the number of vocational schools and tertiary vocational institutions, demand for vocational education initially remained weak. From 1997 to 2007, the share of vocational students accounted for only 20% to 27% of the total number of senior secondary students (Kadir, et.al, 2016). There are two main reason as proposed by Kadir, et.al (2016) why this condition happened. The first reason why is parents in Indonesia typically regarded vocational school graduates negatively due to the

low salaries, unclear career progression, and low academic capabilities compared to university graduates. Another reason triggers this condition is there are the skills mismatch, referring to the gap between the skills learnt in schools and the skills needed in job markets. This two reasons may further weaken the demand for vocational education.

For the second reason, it may closely related to the implementation of the curriculum and everything relates to the practice. As for now, Indonesia's education system is called as Curriculum 2013 and covers academic, technical as well as vocational education. Prayitno (2014) argues that the approaches used in the Curriculum 2013 for the vocational and technical education involve philosophy, functional and introspective. He believes that curriculum content is determined by referring to function of an occupation for which graduates will work.

However, there is a mismatch between the skills that a student may have during the learning process with the skills that they should possess to perform their job efficiently. This mismatch also happened to students of vocational education in learning English. As stated by Prayitno (2014), In the case of Curriculum 2013, the involvement of business and industry in determining vocational education curriculum content is not clear, there is no publically confirmation that business and industry are involved in determining curriculum contents. As a result, an incompatibility between what students learn and what students supposedly learn appears in the learning process.

The condition happened in most vocational education, without exception the hospitality education where it found that the contents of the English material

being taught in learning process does not meet the requirements of the hospitality industry. The English material provided for the hospitality vocational education is somehow way too general.

In this case, the education stakeholders need to take responsibility to facilitate the students in learning in the classroom. Not only the teachers need to supply the appropriate materials that meet the hospitality students need and contribute to the job market they may have in the future, but other party such as government should also need to set the suitable material in the curriculum where it is possible for the students to receive detailed information and matching skill with the job that is resemblant to the vocation they take. To get to know the need of the job market and how it can be delivered to the students to prepare themselves, the involvement of the hospitality party are needed.

From the background above, it was suggested that hospitality party need to take part in determining what competence students should have to meet their need.

B. The Problem of the Study

Based on the above background, the problems of study are formulated as follow:

1. What English communicative skills are required for Hotel Staff?
2. What are the appropriate materials for teaching students to be Hotel staffs?

C. The Objective of the Study

The objective of study is intended to find out:

1. What English communicative skills that are required for Hotel Staff.
2. What English material that is appropriate for teaching students to be Hotel staffs.

D. The Scope of the study

The study is scoped to English material used for the hotel staffs in the front-desk receptionist, waiter of restaurant and lounge department, and housekeeper which focus on the transactional dialogue occurred during working time.

E. The Significance of the Study

The researcher expects the result of this study will give some advantages to practical significance. In practice, the researcher expects that the result of this research will be useful for:

1. English teacher of Hospitality program

The researcher expects that this research result will improve the teaching learning material provided for the hospitality students.

2. Students of Hospitality Industry

The researcher expects that the research will help the students in improve their communicative skills by appropriate material.