

TEACHER' PERSPECTIVE OF ENGLISH MATERIAL FOR TOURISM INDUSTRY PROGRAM IN SMKN 4 SAMPIT

Nikmatus Sholichah, Bahing, Ristati
Graduate Program in English Education
University of Palangka
Email : nikmatussholichah492@gmail.com

ABSTRACT

Vocational High School was designed to prepare the students to be ready to work after they graduate. In Vocational High School, students must have an appropriate competence based on their major. English becomes very important in this school since most of jobs in the workplace put English proficiency both written and spoken. Giving materials in Vocational High School must be appropriated to the students' needs for their work place future. Module becomes one of effective media in teaching learning, the statement above was strengthened by Mayer' theory in Lasmiyati (2014) stated that module is relatively short self-contained independent unit of instructional designed to achieve a limited set of specific and well-defined educational objectives. This research aimed to analyze the students' perspective toward implementation of ESP module for Tourism Industry students in English teaching learning. This research was a qualitative descriptive, the online interview sheet that form of google form used as a research instrument in collecting data. The data analyzed qualitatively by explaining the result descriptively. The findings showed that the English book used in SMKN 4 sampit was too general. And the English teacher who tough in Tourism Industry Program found difficulty of English teaching that related to the English materials. The next finding showed that, the English skills were most be needed by the Tourism Industry students were speaking and writing. And the result suggested that the English materials in Tourism Industry Program in SMKN 4 Sampit could be developed based on syllabus used and students' needs.

Key words: Teacher' perspective, English material, Tourism Industry Program

INTRODUCTION

English teaching learning process in Vocational School is different from English teaching learning process in Senior High School. As we know that, Vocational High School aimed to prepare the students to compete on their work field of their expertise. It can be concluded that English teaching learning in Vocational School must be appropriate with students' workplace future, so that after they graduate, they were ready to use English as their proficiency in facing global competition of their major.

Tourism Industry major is one major that needed English as crucial proficiency, Tourism Industry is the large industry in the world which English both of written and spoken must be mastered by the students. English for Tourism

Industry program is different from other program basically. The English material content must be appropriate with students' needs.

Related to the teaching material for English subject in Vocational High School especially in SMK Negeri 4 Sampit, one of the important points is the teaching material. Teaching material becomes a crucial issue because it gives significant impacts toward reaching the teaching and learning objectives by the learners so that the learners get benefit of teaching learning process hence, the teaching material in ESP (English For Specific Purposes) should be related to the students' needs in their workplace. According to Hutchinson and Waters (1987) stated that ESP is a course which is designed to meet learners' needs.

It fact, the English learning materials in the textbook of Tourism Industry Program at SMK Negeri 4 Sampit were not related to the students' needs. The fact found through interview by the researcher to the English teacher who teaches English in Tourism Industry Program. Based on the teacher' experience, the English teacher needed specific material for Tourism Industry students, sometimes the teacher takes the additional material from the internet randomly.

While, Dragana (2015) said that textbooks should be regarded as one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation. All these mean that the English teacher in Vocational School must consider it seriously. The teacher should be able to give an English learning material based on the students' needs which must be contextualized based on their major. Based on the real problem in SMK Negeri 4 Sampit above, the researcher want to conduct the research by analyzing English material for Tourism Industry Program based on students' needs first.

MATERIALS AND METHOD

This research was descriptive qualitative research, According to Sugiyono (2014). The descriptive method was a method that was used to describe or analyze research results but is not used to make broader. The research was conducted in SMK Negeri 4 Sampit. The researcher used interview as technique of collecting data, then used interview sheet as research instrument. The interview conducted by the researcher to the English teacher who though in Tourism Industry program at the tenth grade. The English teacher answered 10 (ten) questions related to the English material for Tourism Industry students. After the data collected, the researcher analyzed by describing systematically.

RESULT AND DISCUSSION

Based on the result of the interview, the data analyzed can be presented as follows:

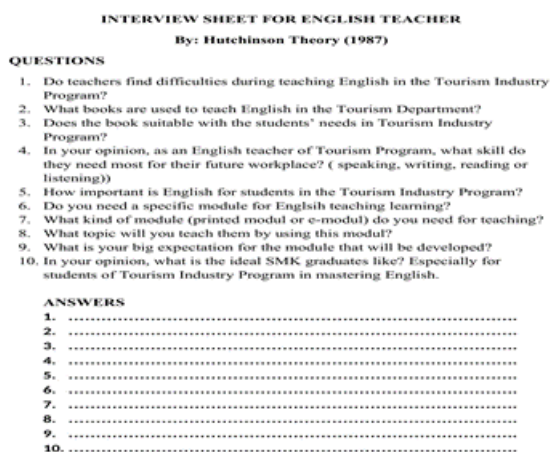


Image 1. Interview sheet

1. Difficulties of English Teaching in Tourism Industry Program

Do the teacher find difficulties during teaching English in Tourism Industry Program?

- a. According to Mrs. Indriyani the difficulty of English teaching is when the materials that we need were not available in text-book used in the school.

2. Book used in SMK Negeri 4 Sampit

What book is used to teach English in Tourism Industry Program?

- a. Mrs. Indriyani answered: the text-book used in SMK Negeri 4 Sampit is book for SMK/SMA XB by Yiyis Krisnani, M.Hum (LP2IP Yogyakarta).

3. The suitability of Book with Tourism Industry students' needs

Does the book suitable with students' needs in Tourism Industry Program?

- a. For Mrs. Indriyani: the book was used in the school was too general. So that, sometimes Mrs. Indriyani taken the additional material and task from the internet to fulfill the proper material for Tourism Industry students in specific topic.

4. Students' skill needed most for workplace future.

In your opinion as English teacher of Tourism Industry Program, what skill do

they need most for their future?(speaking, writing, listening, reading).

- a. According to English syllabus was applied in SMK Negeri 4 Sampit, the students' skill needed most for their workplace future were speaking and writing.
- b. The students were expected to master the English material both of written and spoken.

5. Kinds of speaking and writing skill needed.

What kind of speaking and writing do they need?

- a. Mrs. Indriyani answered that the proper type of speaking for Tourism Industry students was transactional speaking, because they would use the transactional speaking for keeping communication in specific information. Like communication in travel agent, hotel, airport and some places that related to Tourism Industry.
- b. While, for writing types that suitable for students' Tourism Industry Program was intensive writing. The process of intensive writing can be carried out into two ways, that is, controlled writing and guided writing. Controlled writing is conducted to know to what extent the students' competence comprehend about field or topic or theme that is given by their teacher. By focusing on intensive writing, the students were expected could write correctly in higher level.

6. How importance the English for Students of Tourism Industry Program

How important is English for students of Tourism Industry Program?

- a. According to Mrs. Indriyani, English for them was very

important, she said that Tourism Industry is one of industry that needed English as main proficiency that must be gotten by the students. Tourism include of domestic and international which made English as mandatory language that must be mastered by the Tourism students.

7. Additional Book/ Module

Do you need a specific module for English teaching in Tourism Industry Program?

- a. Based on Mrs. Indriyani answered, she needed a additional material that form of module that consists of specific materials for Tourism Industry Program.

8. Kinds of module needed by the English teacher of Tourism Industry

What kind of module do you think is proper to help them in English teaching?

- a. According to Mrs. Indriyani, the best module for Tourism Industry is a module used ESP (English for Specific Purposes) as an approach in product creating. It means that creating module based on students' needs and syllabus used in SMK Negeri 4 Sampit.

9. Expectation on Module Development

What is your big expectation for the module that will be developed?

- a. Mrs. Indriyani hoped that module that will be developed can help her to teach English for Tourism Industry students easily.
- b. She hoped also that the module could fulfill the proper materials for students of Tourism Industry Program without having look for additional materials from the internet like usually she did before.

10. Vocational School graduates

What is the ideal SMK graduates like? Especially for students Tourism Industry Program in mastering English.

- a. According to Mrs. Indriyani answered, the ideal SMK graduates were mastered both of knowledge and their competence. Means that, after they graduated they were ready to work based on their proficiency.
- b. For Tourism students ideal were students who mastered English both of written and spoken like syllabus used in SMK Negeri 4 Sampit. And also can apply the materials have been given to their workplace future.

CONCLUSION

Based on the research findings, it can be concluded that English teacher of Tourism Industry program needed specific module for her students in Tourism Industry program, because based on the result of interview showed that the English book used in SMK negeri 4 Sampit was too general. ESP (English for Specific Purposes) is an indispensable as a basic for developing an English material for Vocational High School students. This is important to consider, especially for Tourism Industry Program of SMK Negeri 4 Sampit. This is because Vocational School is a school which is designed to prepare and equip the students with specific competence, including English, to be ready to work after they graduate. The English material to be developed by the English teacher of Tourism Industry Program at Vocational High School 4 Sampit must be related to students' needs which include specific

vocabularies and materials both of written and spoken.

ACKNOWLEDMENT

This paper and research behind it would not have been possible without exceptional support of my first advisor Dr. Bahing, M.Pd and my second advisor Dr. Ristati, S.Pd., M.Hum. Their enthusiasm, knowledge, guidance and attention to detail have been an inspiration and kept my work on track from the first to the final draft of the research. And for my peer in SMK Negeri 4 Sampit, Mrs. Indriyani who has been given clear information so that the data could be collected completely in conducting research entitled Teacher' perspective of English materials for Tourism Industry Program in SMKN 4 Sampit.

REFERENCES

- Dragana. 2015. TextBook- An Important Element in the Teaching Process. Accessed on 1 June 2021 from <https://docplayer.net/36477912-Textbook-an-important-element-in-the-teaching-process.html>.
- Hutchinson, T., & Waters, A. 1987. *Needs Analysis. In English for Specific Purposes (Cambridge Language Teaching Library, pp. 53-56)*. Cambridge; Cambridge University Press
- Lasmiyati, L. 2014. Pengembangan Modul Pembelajaran untuk meningkatkan pemahaman konsep dan minat SMP. *Jurnal*, 9 (2), 161-174. Accessed on <http://journal.uny.ac.id/index.php/pythagoras/article/view/9077>. accessed on 1 June 2021
- Sugiyono. 2014. *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta