

CHAPTER I

INTRODUCTION

This study is about teacher's lesson plan design based on students' needs in Hospitality. This chapter discusses the area of the study that will be covered in some headings; background of study, research problems, objectives of the study, significance, scope and limitation, then definition of the key terms.

A. Background of Study

English language teaching (ELT) in Indonesia is generally categorized into two kinds, they are ELT for general purposes (EGP) and ELT for specific purposes (ESP)¹. However, students majoring in English are often regarded as students who focus on EGP². Although they may study English for a certain purpose, the context of ELT in Indonesia they are regarded as EGP learners. On the other hand, students majoring in subjects other than English in their study (e.g., science, economics, and engineering) are classified as ESP students because the focus of their English learning is on the use of English within the specific area rather than on general use³.

¹ Khan, Tariq M. et. al., "Needs Analysis of English for Occupational and Specific Purposes", *International Journal of Social Sciences and Education*, Vol. 1, No. 4, 10-2011, accessed on www.gen.lib.rus.ac.id on: November 1st, 2015

² Marwan, Ardi. "ESP Teaching Challenges in An Indonesian Vocational Higher Institution". State Polytechnic of Pontianak, Indonesia. *The English Teacher* Vol. XXXVIII: 1 – 12

³ Yi-Hsuan Gloria Lo, "ESP versus EGP: A case study of an ESP program for vocational high school students of Tourism", *Taiwan International ESP Journal*, vol.3, no.2, 71, 2012, accessed: <http://www.wto.org> on: November 1st, 2015

Generally, ESP is taught in vocational higher institution or university. However in Indonesia, it is also taught in vocational high schools level⁴. Thus, English which is learned in this field also has a similar vocational context. As Lubna stated that learners studying English in Vocational High School are expected to master some knowledge of English usage through general class, yet they have not learned to use language in their specialized contexts of profession and study⁵. Therefore, English becomes a significant subject that needs high attention to the development of teaching in Vocational High School.

In line with it, State Vocational High school 1 Buduran has a vision to become an educational and training institution which is able to produce professional, independent and competitive graduates in national and international social work⁶. To achieve that vision, vice of the head master states that English becomes one of the main subjects which the students have to master especially for those who are in hospitality program. For instance, one of the divisions in Hospitality program becomes a Guest Relation Officer (GRO). This division is directly related to the guests whom communicatively welcome and serve to attract them to come in⁷. Therefore, language teachers have to prepare a lesson

⁴ Marwan, Ardi. *ESP Teaching Challenges in an Indonesian Vocational Higher Institution*” State Polytechnic of Pontianak. *The English Teacher* Vol. XXXVIII:1-12

⁵ Algadrie, Lubna. “Need Analysis: Strategic Issue on the Teaching of English for Specific Purposes for the Study of Science and Tecchnology”. University of Sidney

⁶ Profil smkn 1 Buduran Sidoarjo. Accessed on <http://www.smkn1buduran.sch.id/profil.html> December, 4 2015.

⁷ Hatchinson, Tom, – Alan Waters. *English for specific Purposes: A learner centered approach*. New York: Cambridge university press, 1987. P. 55

for their learners in order to perform a role needed in their future job or profession.

Thasevka states that language teachers encounter difficulties when they plan their lessons. Some of these difficulties are immediate evidence in the lesson plans if they are aware of their students' competence and also their needs⁸. Thus, the researcher intends to conduct a study toward the teacher's lesson plan design of English based on students' needs in hospitality. The determination of the research is taken into account in this study. Designing English lesson plan have some differences from designing any other subjects. Instead of designing the lesson plan based on the curriculum, the teachers also have to pay attention on the students' needs. Moreover, the teacher also said that the first consideration before designing lesson plans is formulating proper learning outcomes (indicators) which meet the demands of their students' different level of knowledge. In addition, sometimes the teachers are still less to notice how to formulate a proper indicator when they design a lesson plan that leads to a failure of achieving basic competence by the learner individually⁹.

Concerning to the teachers' lesson plan design, it should be based on the applied curriculum. There are two curriculums which are applied by the

⁸ Tashevka, Svetla. "Some Lesson Planning Problems for New Teachers of English". Accessed on http://www.teachingenglish.org.uk/article/lessonplans?utm_source=facebook&utm_medium=social&utm_campaign=bc-teachingenglish

⁹ Nur Dewi, "Merancang Pencapaian Kompetensi Dasar Melalui Pencapaian Indikator" accessed on http://www.lpmpsulsel.net/v2/index.php?option=com_content&view=article&id=361:pencapaian-kompetensi-indikator&catid=42:ebuletin&Itemid=215 Dec, 9 2015. Artikel E-Buletin Edisi Maret 2015 ISSN. 23553189

government in Indonesia; they are KTSP (*Kurikulum Tingkat Satuan Pendidikan*) and K-13 (*Kurikulum 2013*). However, the curriculum applied in State Vocational High School 1 Buduran is K-13 in which a test is given at the beginning to accommodate their expertise based on the major¹⁰. In the government regulation No. 70 2010 about Implementation and Management of Education Article 80 point 1, it is stated that the majors in vocational or other equivalent level is categorized the area of students' expertise¹¹. Yet, the syllabus design is not classified based on the majors.

According to Graves' point of view, a clear set of learning outcomes serve as a bridge between students' need and goals. Hence, in case of formulating learning outcomes, there are some aspects that should be considered by the teachers before specifying them to the objectives. First, learning outcomes should meet the demands of competence contained in the verb used in Basic Competence (KD). Second, the learning outcomes should achieve a minimum level of competence that can be developed to exceed the minimum proficiency in accordance with the potential and students' need¹². Therefore, the teacher should also pay attention on what the students' present knowledge (what they know at that time), the students' required knowledge (what they need to know by the end

¹⁰ Permendikbud No. 70 2013. Kerangka dasar dan struktur kurikulum SMK/MAK. p: 12

¹¹ *Ibid* p: 13

¹² Kemendiknas. *Panduan Pengembangan Indikator*. Jakarta. Direktorat Pembinaan SMP Kemendiknas. 2010. p: 10

of the class) and the last is the students' subjective needs (what the students want to know).

In teaching process, matching the activities and materials in lessons becomes one of the common problems occurred in the class with a various students' proficiency levels¹³. However, the English taught in vocational school is one of ESP sub-branches areas where the teaching process should be based on the learners' need in their respective specialized subjects¹⁴. In teaching ESP, the teachers will also have to face three kinds of problems; materials writing, responsibility of content and student motivation¹⁵. It is likely to happen due to the fact that EGP learners are often exposed to a more fun learning environment than the ESP learners. That fact is in line with Basturkmen's point of view "*the students in ESP classes often have restricted time to learn English, it makes sense to teach them only the bits of English they need*"¹⁶.

Related to this research, there was some similar researches which had straight relationship with this research; the first study entitled "*ESP Teaching Challenge in an Indonesia Vocational Higher Education*" conducted by Ardi

¹³ Soraya, Irma. "*English Curriculum*" A handbook for English Department Undergraduate Students. UIN Sunan Ampel press. 2014. p: 26

¹⁴ Hatchinson, Tom, – Alan Waters. *English for specific Purposes: A learner centered approach*. New York: Cambridge university press, 1998. Accessed: www.tu-chemnitz.edu , on: 1-11-2015.

¹⁵ Astika, Gusti. 2009. "*The Role of Need Analysis in English for Specific Purposes*", accessed on: www.journal.teflin.org , on: 1-11-2015.

¹⁶ Basturkmen, Helen. 2008. "*Ideas and options in English for specific purposes*". London. Lawrence erlbaum associates, publishers.

Marwan¹⁷. Here, the researcher found some problems showed by the English teacher in teaching ESP. The problems were students had low motivation, the resource was hard to find, and preparing material was time consuming. Therefore, although teaching English is considered important to be taught in Vocational school, it practically has some complex problems. The research about students' need also conducted by NiPutu Anggareni entitled "*Syllabus and Student Needs: An Analysis of English Syllabus at Mathematic Education Department State Islamic University of Sunan Ampel Surabaya* in 2014"¹⁸. In this study, the researcher attempted to find out the syllabus designed by Mathematics Department whether it met with students' need or not. However, her study was English for Academic Purposes (EAP) oriented which concerned researching and teaching the English needed by those who use the language to perform academic tasks.

The effectiveness of lesson plan will be responsive to the clearly articulated learning destination of students, needs, and also the successful outcome of the lesson. Consequently, finding the study toward the lesson plan which accommodates the students' need is important. Besides, identifying the students' need in this certain major can be source information knowledge for the teachers to design a lesson plan better. Therefore, in the following teaching and learning

¹⁷ Marwan, Ardi. *ESP Teaching Challenges in an Indonesian Vocational Higher Institution* State Polytechnic of Pontianak. The English Teacher Vol. XXXVIII:1-12

¹⁸ Anggaraeni, N. "*Syllabus and Students' Need: An Analysis of English Syllabus at Mathematic Education Department State Islamic University of Sunan Ampel Surabaya*". (Surabaya:Perpustakaan UIN Sunan Ampel Surabaya, 2014)

process, it can become a set of guideline for the teachers to plan a lesson including approach, method, technique, objectives, activity even task which in accordance with their students' need.

B. Research Problems

Related to the research background, the problems of the study are:

1. What are the hospitality student's needs in learning English at State Vocational High School 1 Buduran Sidoarjo?
2. Is the teacher's lesson plan design accordance with the students' needs in learning English in part of formulating learning objectives and learning procedures?

C. Objectives of The Study

The objective of the study relates to the research problems which are concerned in identifying the accordance of the hospitality students' needs with the teacher's lesson plan in part of formulating learning objectives and learning procedures. If the lesson plan is designed appropriately based on the student's need, it can be a good resource for English teacher to design a relevance lesson plan to teach English especially for Hospitality Students. However, if the lesson plans are not in accordance with the student's need, the analysis can be a good tool to develop the lesson plans in order to create a better course that matches to student needs.

D. Significance of The Study

By conducting this research, the researcher hopes that it will give many benefits for the hospitality students and teacher.

1. For Hospitality Students

The researcher expects that the result of the study can bridge student`s necessities and student`s objectives in order to maximize their potentially to be successful in acquiring English in Hospitality program.

2. For the Teachers

The study can also give the clear indicators for teacher especially in hospitality to make an effective lesson plan which is based on student`s need in learning English by gathering information from students` perspective.

3. For English Teacher Education Department

Recognizing that the study will be conducted in Vocational High School, the researcher also look ahead the study can give more insight to the Department to not only prepare students with EGP but also with ESP.

E. Scope and Limit of The Study

1. Scope of the Study

This research is focused on the English teacher`s lesson plan design in hospitality program. As stated in background, there are some terms used to design a good lesson plan including learning objectives, procedures, strategies/methods, media, and evaluations. In this case, the researcher will

only focus on two parts of lesson plan, which are; formulating learning outcomes and procedures.

These two parts are considered from Development Principles of Lesson Plan in K-13 that the teachers should notice on students' characteristics of early education units such as their abilities, needs, students' learning motivation and cultural background. A learning procedure designed to provide a learning experience that involves mental and physical processes through interaction between learners, teachers, environment and other learning resources in order to achieve the basic competence (*KD*).

2. Limits of the Study

This research is limited to tenth grade of hospitality major at State Vocational High School 1 Buduran, Sidoarjo. There are 2 classes in this major.

F. Definition of The Key Terms

1. Lesson Plan

A lesson plan is the teachers' guide for running a particular lesson, and it includes the goal (what students are supposed to learn), how the goal will be reached (the method, procedure) a way of measuring how well the goal was reached (test, worksheet, homework etc)¹⁹. For this study, lesson plan means

¹⁹ <https://www.englishclub.com/esl-lesson-plans/what-is-a-lesson-plan.htm> accessed on December, 12 2015.

a set of assumptions of what teacher will do in teaching English for hospitality students at State Vocational High School 1 Buduran Sidoarjo.

2. Students' Need

John Macalister argues that needs is divided into two terms; they are target needs (what the learners need to do in target situation) and learning needs (what the learners need to do in order to learn)²⁰. Thus in this research, students' needs refers to what the learners need to learn and what they want to learn as a process to establish some aspects of students' basic need generated by need analysis. It is as a preference of learning process which can equip teachers' domain to formulate goals and objectives related to the provided indicators in syllabus.

3. Hospitality Program

Based on Cambridge Advance Learner Dictionary, hospitality is defined as a term when people are friendly and welcoming to guests and visitors²¹. In this study, hospitality refers to a group of students at State Vocational High School 1 Buduran Sidoarjo who learn particular topics for hospitality where the English is needed to be used in certain situation especially for dealing with hotels' customers.

²⁰ Macalister, John. *Language Curriculum Design*. New York: Routledge Taylor and Francis Group, 2010. p. 24

²¹ Cambridge Advance Learner Dictionary Digital