

The Students' Perception towards English for Tourism and Hospitality in Terms of Task English Teaching Materials at Tourism Polytechnic of Makassar

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Abstract

English is the language of the present age and it is also a global language. A recent estimation suggests that while around 375 million people speak English as their first language, another billion use it as a second language, or learning (Barančicová and Zerzová 2015). The role of teaching materials plays a significant part in the development of language. This study aimed to describe the students' perception towards English for Tourism and Hospitality in terms of task English teaching materials. This research applied a quantitative-qualitative approach and descriptive method. The results revealed that students' perception was in very good category. It concluded that the role of academics and lecturers in conducting task on learning materials is carried out based on the objective of vocational curriculum and the achievement of student competence has been progressing according to the mechanism. It is suggested that in developing and establishing teaching materials, developer, teachers, stakeholder should consider the target perception, and the difficulties faced by the lecturers may be manipulated by preparing a lot before teaching.

Keywords: *Students' perception, English, Lecturers, Task*

INTRODUCTION

To get education is the right for every human. Indonesia is an island country that has more than seventeen thousand islands in all directions as well as is notorious for its tourism places. These places require competent human resources. It is proven by thousands of tourism places in every single province. Moreover, the era of revolution 4.0 forces people to be masters of English and other skills to compete finding a proper job. It is supported by (Masoumpanah and Tahririan 2013) state that throughout interactions with clients, significant messages about their necessities and opportunities can be received by service staff for their immediate actions to create customer satisfaction. To increase employees' job opportunities in international tourism and hospitality industry, understanding foreign language such English language skills is a vital for people

working in the tourism and hospitality sectors as it is for interactive with tourists and enthusiastic cultural differences (Leslie and Russell 2006).

The Indonesian Ministry of Tourism and Economy Creative have been providing the best places to create human resource that ready to use. Those are Makassar Tourism Polytechnic, Medan Tourism Polytechnic, Palembang Tourism Polytechnic, Bandung Tourism Polytechnic, Bali Tourism Polytechnic, and Lombok Tourism Polytechnic. It is related in educational of Australia; mostly Asian students prefer to enroll in Australian Higher Education Institution to learn hospitality related to cultural heritage (Barron and Arcodia 2002).

Nowadays, according to Ayudhia (2018), hospitality and tourism industry is the second biggest national foreign exchange-earners. It is proven based on the United Nations report World Tourism Organization (UNWTO) cited in (Ayudhia 2018), Indonesia's foreign exchange incomes from the tourism sector touched 14.2 billion US dollars in 2017. The cost increased compared to the 2015 gains of 12.2 billion US dollars.

Similarly, according to Yakup (2019) firstly, the tourism and hospitality sectors as a foreign exchange earner to obtain capital goods used in the production process. Secondly, its development stimulates infrastructure development. Thirdly, encouraging the development of other economic sectors. Fourthly, contributing to increasing employment and income opportunities. Fifthly, leading to positive economies of scale.

The largest and fastest-growing business is the tourism and hospitality industry (Baum Tom 2006). The students of tourism and hospitality majors are the conceivable employees and heads of the sector, so their perceptions must be observed, as ahead an improved understanding of them could assist instructors to foster positive attitudes, which will possible lead to more significant attraction and preservation of graduates in the future (Kusluvan & Kusluvan, 2000; Richardson, 2008).

There are many kinds of research on the manners of staffs in the tourism and hospitality industries have been showed, comparatively few researches on the perceptions of learners have been issued (Brown, Arendt, & Bosselman, 2014; Richardson, 2009; Roney & Öztin, 2009; Walsh & Taylor, 2007).

According to Rahim & Tazijan (2011), now tourism and hospitality promises, the importance of English are mostly promoted, with educators' claims that English proficiency is valuable to future carrier. Reflecting the perceived desires for communicative capability in English for business purposes (McKay and Bokhorst-Heng 2008). The difficulty of student underachievement and unacceptable ranks of ability in English could be permitted to a thinkable disparity between students' desires, interests, and goals, and the content found in present English language sequences (Alfehaid 2014).

In Japan, the common of English language education study inspects the effect of interferences in specific teaching situations; with moderately few concentrating on students' attitudes because several issues linking to the students' tourism and hospitality students in Japan's perceptions of English persist to be studied (Bury and Oka 2017).

English is the language of the present age and it is also a global language. Therefore, most of the tourist requires being competent in English, also to the local societies have to be able to speak English because English is now a common language for many people. It is being a concern on the government to develop appropriate human resources.

A recent estimation suggests that while around 375 million people speak English as their first language, another billion use it as a second language, or learning to do so (Barančicová and

Zerzová 2015). The role of teaching materials plays a significant part in the development of language. Teaching materials aims to provide the student with the chance to practice the language in their daily lives, especially in all activities linked to what they need in terms of language for survival (Tomlinson 2013).

The existence of materials is based entirely on teachers' creativity and creative methods. Without a teacher, no one can assume even a single material because it is a teacher who efficiently utilizes the materials in the classroom and the students' participation reflects the efficient use of those materials. An English teacher has to prepare the students to be able to communicate and comprehend in English well. In the reality, one should not master all of the English skill, but limited on how to communicate well and fulfill the job need in term of language. Thus, the teacher should know how to design a syllabus that can cover the students' need, developing a material that suits them, and the students' language needs in the real field (Afif and Fatimah 2020).

One of the major issues that are usually faced by ESP students is the lack of learning materials, such as the limitation of textbook or the unsuitable syllabus. Hutchinson & Waters (1987) state that there are four main problems on ESP class related to the teaching materials: (1) these products may not be commercially accessible. (2) They may not be feasible due to import restrictions currency. (3) Materials are visible activity products, irrespective of whether such activity is even essential. (4) Understanding is often more difficult in the ESP classroom than in real life, as texts are taken in isolation. Hence, teachers have to create their own teaching materials and/or elaborate it with the existing teaching materials. With many things to do and prepare for a course, they still have another work. Will the teaching materials fulfill the students' need? What about the quality?

Furthermore, the researcher believes that the education is the first stage to obligate a bright carrier in tourism and hospitality industry. English for tourism and hospitality is the major to gain it. Therefore, the researcher will be exploring the students' perception towards its implementation.

This study aimed to describe the students' perception towards English in terms of task as well as how the lecturers carry out the course of English for Tourism and Hospitality in Makassar Tourism Polytechnic.

LITERATURE REVIEW

1. Definition of Perception

Perception involves the way people look at the world. In common terminology, Longman Dictionary of Contemporary English defines as "the way you think about something and your idea of what it is like". Oxford Learner Dictionaries explains the word "perception" was from the Latin words perceptio, percipio, and means "accepting, accumulating, the accomplishment of taking possession, and anxiety with the mind or senses." Meanwhile, Qiong (2017) says perception is the development of accomplishing awareness or accepting of sensory communication.

Similarly, Hedge (2013) reported that perception is an active method through which the brain strives to create sense of sensory data and fit the data into a recognized pattern. While these stimuli are experienced positively in many cases, they can often be interpreted differently. That could be triggered by the perception's basic components. There are three basic aspects of perception such as; first, an observing person or perceiver; second, something is perceived (an

object, individual, situation, or interaction); third, the context of the scenario in which objects, activities, or individuals are viewed is present.

2. The Process of Perception

a. Selection

Selection is the first phase of the perception process in which people transform the stimuli of the setting into meaningful experiences. The words heard, the accident witness, the ticking of a clock, just to name a few.

b. Organization

We need to organize it in some manner after choosing data from the outside world by discovering some meaningful patterns. This phase of organization is achieved by categorizing stuff or individuals, which is called categorization.

c. Interpretation

Once the chosen stimuli are classified into organized and stable patterns, by assigning meanings to them, people attempt to create sense of these patterns.

3. The Concept of Perception

This study also will conduct the students' perception towards the implementation of English for hospitality in Indonesia Vocational Higher Education. Perception describes as one's ideas or thoughts in understanding about differences of something and the way of someone's interpretation of something which includes senses, feelings, ideas, thoughts, and theories (Romanov 2011). In addition, according to Sari & Hadijah (2016), a perception refers to the students' subjective based on their experiences. People may have different perceptions. It depends on their physiological process such as needs and motivation. A perception cannot be decided whether it is right or wrong. Each person has his or her right to have their perceptions as long as it can be proved with the facts.

4. The Important of English Language

Some many colleges and institutes offer courses in English. Since the tourism and hospitality industry needs to come into contact with foreigners straightforwardly (Nazarian, Atkinson, and Foroudi, 2017).

The English is a very principal tool in the conversation and communication between tourists and tour guide of the tourists to the places and spots they want to visit (Almomani et al. 2020). That is why; most of the tourists or even local societies are required to have proficient in English in addition to the native language spoken by the indigenous people of the country because English is now a common language for many people.

The importance of the English language is not less important than the skills of communication, politeness, protocol and the art of dealing with others, and this is the standard to the progress of any tourism industry or hotel internationally. The basic skill in the tourism industry and international hotel where English is very essential than another skill of communication, politeness, and protocol and the art sector (Avalos-Aguilera and Zapata 2014).

5. English Teaching Materials

There is already an established tradition of ESP educators creating in-house materials for these and other reasons. These can then be distributed or even released to another organization,

but they are generally written for the learners at that institution by the educators of a specific organization. Few have had any instruction in writing materials' abilities and methods. It also demonstrates a rather cavalier attitude towards the exercise of writing materials, suggesting that you can write materials if you can teach.

On the other side, the method of writing materials can be asserted to assist educators become more conscious of what is involved in teaching and learning. (Hutchinson and Waters 1987) proposed guidelines of teaching materials supposed to do:

- a. Materials provide a stimulus for learning.
- b. Materials assist to organize the teaching-learning process by offering a road through the complicated mass of the language to be learned.
- c. A perspective of the nature of language and learning is embodied in materials.
- d. Materials provide models of accurate and relevant use of language.

6. English for Tourism and Hospitality Purposes (ETP)

There are some ways to teach ETP, such as integrating blog and face-to-face instruction. This research has found that could give a successful result for the learners of ETP also it can be more effective for the students (Shih 2012).

The previous researcher studied the most significant talent for tourism and services staffs where writing and travel agency workers used English more than banking staff at their offices. Consequently, developing and instructing an ETP subject is a significant matter that must be taking into account. The aim is that using the best strategies and abundant language learning is obligatory in the tourism sector (Zahedpisheh, Bakar, and Saffari, 2017). Similarly, another researcher studied the gap between the English language communicative competences in implementing in English for hospitality-specific purposes program. He has found that the unpredictability between learning desires in improvement students' English communicative capability and teaching-learning procedure (Kardijan, Emzir, and Rafli, 2017).

METHOD

This research applied a quantitative-qualitative method. The population and sample of this research was derived from the first year or the second semester students of English for Tourism and Hospitality from two study programs of Hospitality Management and Tourism Management of Tourism Polytechnic of Makassar who had finished subject English for tourism and hospitality. The number of students were 79 of Hospitality Management and 60 of Tourism Management with total number was 139 respondents selected by total sampling. In addition, the students' perception measured by the conducting questionnaires' and interviews. The number of students was four persons those 2 students of Hospitality Study Program and 2 Students of Tourism Destination. Moreover, to support the data of interview the researcher conducted interview for lecturers were two persons that 1 lecturer of Tourism Management and 1 lecturer of Hospitality Management. Variable in this research were students' perception and lecturers delivery. How the lecturers carry out the lesson of English for Tourism and Hospitality to Hospitality Management and Tourism Destination Study Programs. The instruments were questionnaire, interview, and observation.

FINDINGS

1. Students' Perception on Task

Table 1
Frequency and Percentage Distribution of Students' Perception on Task

Scores	N	Percentages	Categories
83 – 100	84	59.0%	Very good
64 – 82	48	35.5%	Good
45 – 63	5	4.0%	Fairly good
25 – 44	2	1.5	Poor

Source: Primary Data, 2021

This is supported by the student interviews "During the learning process, at the end of every meeting, the lecturer always gives assignments, either in the form of individuals or groups. So that every given, we feel challenged and can stimulate our desire to learn more."

2. Implementation of ETP

The results of observations made by researchers are the lecturers are good at carrying out apperception by giving guiding questions related to student experiences in everyday life to foster student motivation and understanding. Moreover they formed groups into several heterogeneous groups, gave assignments to each individual and group so that students can understand them well and provided evaluations of the learning process to students, such as giving individual written tests to know the extent to which students understand the material studied.

DISCUSSIONS

Lecturers do a pre-test to measure students' abilities. So that lecturers can adjust to their level. Hence, the students easily understand the lesson. Pre-tasks have principally concerned language and promoted responsiveness or production of intended grammatical or linguistic structures. The pre-task, can also be used to maintain students with the tasks content. Students may think of opinions they want to explicit and even think of more detailed explanations of the content of the tasks. Aiming on the content could be completed in pre-task discussions and the surveillance of similar tasks accomplished on video. These content-focused pre-tasks could suggest more complex understandings of the task, leading to more complex task performances, which are required for the more compound imports learners want to express (Willis 1996).

The lecturers use the National Competency Qualification Standard (SKKNI) curriculum and the ASEAN Reference Standard (ASEAN TOOLBOX). These two references are collaborated according to industry needs. Then, attitude is the main thing for the development of students' soft skills. Then students are taught to have a sense of responsibility for activities in hotels or industries. Furthermore, curriculum and teaching quality are also crucial in order to deliver the lessons' content. Curriculum quality indicators include exposure to core content topics, content-based academic language as well as opportunities to develop higher-order cognitive functions. Teaching quality refers to teachers' understanding of the content in relation to what is known to be effective for English Learners (ELs) (Darling-Hammond 2000). That is, teacher's ability to deliver content to ELs that results in appropriate curriculum access and development of their knowledge systems. Curriculum access includes strategies that have documented evidence in providing ELs with increased access to the curriculum, such as scaffold instruction, sheltered

content instruction, and explicit instruction. These instructional activities foster development of deep understanding of the content and language, including opportunities for extended discourse, group work, and feedback to students through informal or formal classroom assessments (Aguirre-Munoz 2014).

Students stated that during the lecture the lecturer used a universal language, easily understood by students, and was given the opportunity to ask questions if there were things that were still not understood. In addition, lecturers use English and Indonesian. Then, the lecturer usually uses the end of the session for questions and answers. Student-centered-learning implementation is quite helpful to encourage students in using English speaking. It leads students to play a significant role in learning. Playing active roles in the classroom provides the students with the chance to use the language in discussions, sharing sessions, and practicing concepts they learn (Collins and O'Brien 2003).

This is in line with what the lecturers who teach courses use materials that have adapted to work orientation. Students are also given the opportunity to demonstrate departmental activities at the Hotel. In the teaching process, lecturers also motivate students with several principles. First, learning a language is easy. Second, English is not a mother tongue, so students do not hesitate to make mistakes. Finally, the lecturer uses Indonesian if there is material that has not been understood by students. In addition, to facilitate improvement on students' language focus competence, the activities should encourage the students to use the language. In relation to this, Rosario (2011) considered that a classroom is a learning society where the students can learn from people around them. While they are finishing a certain project or task with their friends, they learn both the target language and the content from their friends. That is why cooperative activities are more suggested in learning rather than individual activities (Rosario 2011).

Task-Based Language Teaching can be defined as teaching and education a linguistic to achieve open-ended tasks. Students are given a problem to complete but are left with some freedom in approaching these problems or objectives. Furthermore, defining a task as an action (or method) where students are argued to achieve something or resolve problems using their linguistic. Rather, this activity is open-ended; there is no set method to achieve their goal (Nunan 2004). Mulyono (2011) finds out that students taught using task-based language teaching get better achievement in reading comprehension. Task-based language teaching can facilitate the students learning by involving them actively during the teaching and learning process. Besides that, task-based language teaching involves several stages in its implementation. So, it makes the students be able to follow the lesson step by step. Consequently, the students can better understand the materials and get good achievement, especially in reading comprehension (Mulyono 2011).

So, students feel challenged with the task. Task-Based-Language-Teaching is beneficial to the learners because it is more student-centered, permitting for more significant statement and offering practical extra-linguistic skill building. Though the lecturer may present language in the pre-task, the learners are free to use the grammar concepts and vocabulary they want. It permits them to usage all the language they recognize and study, somewhat just the 'target language' of the lecture (Kumara, Patmadewi, and Suarnajaya 2013).

Based on the observations showed that the lecturers of English for tourism and hospitality in the hospitality management and tourism destination study program that had several steps in the teaching and learning process such as the initial step, core step, and closing steps. It is supported by Muslich (2007) the sub-components of the implementation of learning are directed at three

aspects of activities, namely 1) pre-learning activities 2) Core activities 3) Closing activities learning outcomes are the result of the interaction of external stimuli with students' internal knowledge. Then, the student led the prayer before the class started. The goal is to ask for blessings and can motivate students before studying. Similarly, according to Rumiya (2008) that factors from outside (external), namely the stimulus and environment in learning events and factors from within (internal), namely factors that describe the state and cognitive processes of students. Then, the lecturer asked the students about their willingness to learn English. Moreover, the lecturers required questions about the previously studied teaching materials. Then students respond to the lecturer's questions. The lecturers also explained the learning objectives to be achieved at that time.

After that, the lecturers took several steps in the core activity, mostly both used speech teaching method, demonstration, and discussion. Rumiya (2008) explaining the learning method can be interpreted as the method used to implement the plans that have been prepared in the form of real and practical activities to achieve learning objectives. Then the lecturer explains the material to the students and allows students to ask questions. Lecturers also provide ice-breaking and games in between the learning process. In addition, the lecturers' implemented learning in the classroom with using media that made students will become active and there will be interactions in the learning process so that learning materials can be digested easily. Media is something that is material-immaterial or behavioral or personal which is used as a vehicle for ease, fluency and success in the learning process (Winataputra, 2008).

CONCLUSIONS

Based on the analysis of the combine scores of the 2 study programs. It is found that it was very good. Therefore, it can be said that the role of academics and lecturers in conducting task on learning materials is carried out based on the objective of vocational curriculum.

Lecturers properly carry out apperception by asking questions about student experiences in daily life to foster student motivation and understanding; good in forming groups that students are grouped into several heterogeneous groups; good at giving assignments to each individual and group so that students can understand them well; good at providing evaluations of the learning process to students. Another statement is that lecturers have accomplished professionally with the proper scientific base.

It is suggested that in the developing and establishing teaching materials, developer, teachers, stake holder should consider the target perception and the difficulties faced by the lecturers may be manipulated by preparing a lot before teaching.

ACKNOWLEDGEMENTS

The first author address thanks to Prof. Dr. Haryanto, M.Pd, and Prof. Dr. Nurdin Noni, M. Hum, as who supervised this project and to Tourism Polytechnic Makassar where the research conducted.

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