


## THE PROBLEMS OF COMPATIBILITY BETWEEN ENGLISH TEACHING MATERIALS AND EDUCATION CURRICULUM OF TOURISM INDUSTRY AT SMK 1 GOWA

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: March 23, 2024 Revised: April 10, 2024 Accepted: June 10, 2024 Published: June 12, 2024</p> <p><b>Keywords:</b> ESP, Compatibility, Curriculum, Student needs, Tourism industry</p>	<p>This study aimed to find out the problems faced by vocational teachers in adjusting English teaching materials and Education Curriculum of Tourism Industry at SMK 1 Gowa. Besides that, this study also aimed to find out the needs of students majoring in the Tourism industry. This study used descriptive research involving table checklist, interviews, and questionnaires. The subjects of this study used purposive sampling consisting of 30 students and an English teacher. Research conducted at the Department of Tourism Industry, which is the newest department and was established in 2019, found that the English teaching materials used were English textbook published in 2014 or in other words, old editions. The researcher found that the teaching and learning instrument used was not too specific for the tourism industry. From the results of material analysis, researcher also found that the level of compatibility of teaching materials with core and basic competencies got a score of 80%, material accuracy got a score of 80%, and supporting materials got a score of 63.3%. In addition, students also need additional material from other books.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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### INTRODUCTION

According to Kusumawardani (2017, p. 278) students majoring in tourism are closely related to English which allows them to communicate with foreign tourists. Therefore, students must understand that English is very important to help them communicate, especially with foreign tourists. So that the compatibility of English material with the 2013 curriculum for the tourism industry department is very important so that later it can make it

easier for students to communicate in the world of work, especially in their field, both orally and in writing correctly.

According to the Oxford dictionary, compatibility is defined as a condition in which two things can exist or occur together without problems or conflicts. In vocational schools, the English they learn is not English as usual, but English that is in accordance with their field or also called English for Specific Purpose (ESP). There are two main reasons why ESP is important to learn, the first by learning ESP will make it easier for someone in their work, especially the use of terms that have a correlation with their field. Second, compared to general English which takes a lot of time to learn because of its extensive discussion, learning ESP is more efficient because it is directly related to their discipline. According to Hutchinson & Waters (1987, p. 19) ESP is a learning approach whose teaching materials and methods are based on the reasons students learn English. Hutchinson and Waters also discuss there are some important things that are useful to know the target's situations the first necessities, the second lacks, and the last is wants. Robinson (1991, pp. 2-5), argued there are some characteristics of ESP namely, ESP courses are based on a specific purpose, ESP courses are designed and developed based on the concept of needs analysis, and ESP course is generally intended for adult learners and not children. Bielawska (2015, p.16) stated that there are several steps that teachers need to take in selecting ESP materials namely, Identification of student needs, Identify the context of the textbook, Identification of language expectations for ESP. According to Kusumawardani (2017, p. 276) in developing ESP materials, teachers must explore content that is appropriate to the student's field based on the results of the needs analysis. After that, the teacher will start compiling English teaching materials. However, the development of ESP material does not only have to be that way, ESP can also be developed by utilizing technological support, for example by involving media such as learning videos that are still related to the needs of students.

According to the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (2021, p. 2), it is explained that the Curriculum is a guideline for the implementation of learning activities which contains a set of plans and arrangements regarding the objectives, content, and learning materials to achieve certain educational goals. And syllabus is the implementation of the curriculum that contains a lesson plan for a group of subjects that includes competency standards, basic competencies, learning materials, indicators, assessments, time allocation, and learning resources.

BSNP is an independent institution formed by the government where one of its duties is to set standards for educational textbooks. According to BSNP, there are several aspects that must be included in materials from educational textbooks, namely:

1. The compatibility materials with core competence and basic competence

**Completeness**, expected to consist of elements of interpersonal communication to communicate with teachers and friends in a polite and caring manner, apply transactional communication in expressing, asking, responding, and suggesting/not doing something accompanied by an explanation related to objects, actions/activities/events, if something happened/doing in the past/present, which in

communicating and expressing experience is done honestly, disciplined, confident, and responsible. In addition, elements of functional communication must also be applied, whether short, official, or informal.

**In-depth**, the material presented must contain the core competencies and basic competencies included in the 2013 curriculum by describing the material according to the cognitive, affective, and psychomotor domains whose level of difficulty and complexity of the material is adjusted to the level of students and the material contains concepts, definitions, principles, procedures, examples, and exercises so that students can understand and identify ideas or ideas, mention definitions or characteristics of a concept, arrange according to formulas/rules, construct and apply the knowledge they have acquired.

2. The accuracy of materials

**Social function**, the text that is presented and based on the results of student exploration, leads to the achievement of social functions and is related to everyday life.

**Structure and element of meaning**, the text presented and the results of students' explorations lead to the development of coherent and systematic thinking skills as well as in accordance with social functions.

**Linguistic future**, the text presented and the results of student exploration lead to the development of communication skills and language quality that are accurate and acceptable by the ongoing communicative context and the type of text used can achieve the objectives of the social function.

3. Supporting materials

**Relevance**, teaching materials (texts, pictures, attachments, etc.) and lessons in each text are taken from sources that are relevant to the topic being studied and are current.

**The development of life skill**, can motivate students in developing life skills ranging from personal skills (individual, social, and divine creatures), social skills (tolerance, cooperation, peace, anti-violence, respecting gender equality, in communicating and interacting with others), academic skills (exploring and utilizing information, solving problems, and making decisions in scientific work), and vocational skills (having the skills, attitudes, and skills needed to do a particular job/profession).

**The development of the diversity concept**, motivate students to develop the concept of diversity (appreciation of cultural diversity and community pluralism both locally and nationally), awareness of the potential of regional wealth (advancing local and national potential/wealth), appreciation of democratic values (based on local culture), and an understanding of the insight of diversity (developing a sense of love for the homeland, nation, and state).

## RESEARCH METHOD

This study is a descriptive quantitative research involving 30 students and a English teacher at the second grade majoring in the tourism industry. Researcher also use interviews,

checklist, and questionnaires. Furthermore, the data that has been collected is analyzed using the theory of Miles, et al.

## RESULT AND DISCUSSION

### Teaching materials information based on Interview

Researcher conducted interview with English teacher majoring in the tourism industry to get more information about teacher's opinion, method/media in learning English, and teaching materials used in the tourism industry.

1. Regarding the importance of English for the Department of tourism industry, the teacher said:

*"Of course English is very important because it is closely related to tourism, even English is a requirement for those who want to enrol in this department..."*

Based on the transcript above, it can be concluded that English has an important role in the tourism industry department. This is because the tourism department is very closely related to English where later after they finish their education at Vocational high school and continue their work according to the field of their students, they will meet people from various backgrounds such as foreign tourists.

2. Regarding effective methods used for tourism industry majors, the teacher stated:

*"The method that is considered the most effective for Tourism majors is presentation where this method can involve four English language skills..."*

The method that is considered the most effective for the tourism department, namely the presentation method where with this method the application of reading, writing, speaking, and listening can be maximized in learning English. In addition, presentations are also closely related to the tourism industry, such as students who want to work as tour guides.

3. Then regarding the references used in determining English teaching materials, the teacher said:

*"The reference is the curriculum by considering the material taught as close as possible related to the tourism department itself, for example, talks a lot about destinations, hotels, and travel"*

It is known that the determination of teaching materials refers to the 2013 curriculum by prioritizing English material that is in accordance with the needs of students majoring in tourism such as destinations, hotels, and travel.

4. Next regarding other books used in teaching English, the teacher stated:

*"Yes, I have modules..."*

From this statement, it is known that teachers have module as teaching materials other than textbooks at school, this is because the English textbooks in schools have not met the needs of students.

5. Questions regarding the use of learning media, the teacher stated:

*"No, depending on the situation and conditions. Before the onset of COVID-19, the duration of the lesson was 4 hours, so the use of media such as learning videos could be maximized..."*

From the interview above, it is known that the use of media in the English learning process is adjusted to the situation and conditions. Before the use of covid-19, the use of media was commonly used in the English learning process. However, for now, the media cannot be involved in the teaching and learning process in the classroom because of the limited time each subject only lasts 45 minutes.

6. The following is about the media commonly used by teachers:

*"...PowerPoint, video, or sometimes I pick up the speaker and play a song and then ask students to write what they hear."*

From the transcript above, it is known that the media commonly used to support the English learning process in the classroom are powerpoint, video, and loudspeakers.

7. Regarding the compatibility of the material with the student's field:

*"Not yet, not really because until now I have not found a book that cover tourism, so general books are used."*

From the above statement, it is known that there is no specific textbook for the tourism industry, so that general English is taught.

8. Regarding the compatibility of the material with the curriculum and student needs:

*"I try as much as possible, in the sense that if I see the material in the book does not meet the needs of students, Then I looked for other sources by paying attention to their compatibility with the curriculum."*

The information above showed that the material taught by the teacher always prioritises students' needs, which are sourced from the 2013 curriculum.

9. Regarding the problems/difficulties faced by teachers in teaching English:

*"Many, begin from student interest, lack of students in practice, and lack of memorizing vocabulary. And in terms of facilities such as projectors are still lacking and specific books with student fields do not yet exist, therefore all this time the books used are general English ..."*

From this information, the difficulty faced by teachers in teaching English namely students are less motivated to improve their English, so they must be encouraged to improve their abilities to be more optimal and the environment around students also plays a role. In addition, lacking facilities is a challenge for teachers so that learning can still be maximized.

10. Regarding the need for teachers to maximize learning:

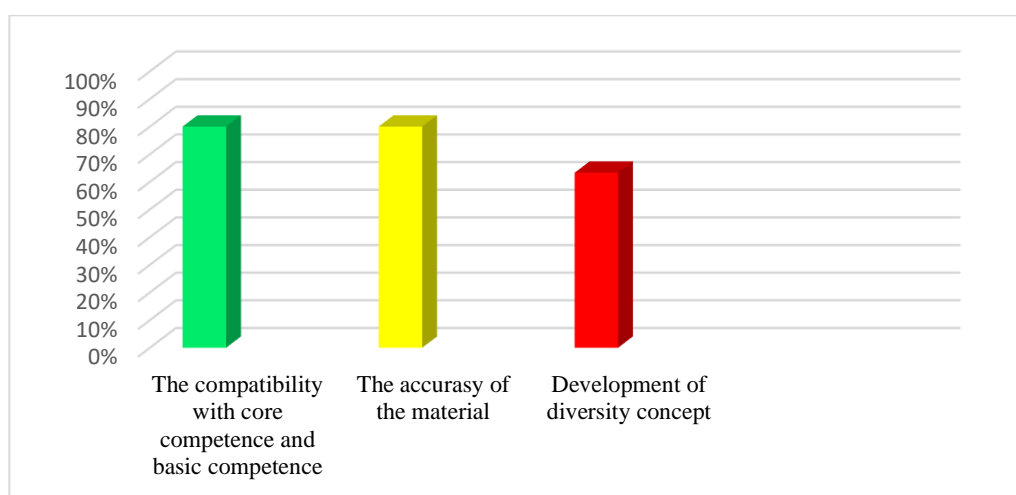
*"Facilities, such as Projector and books that are fully compatible with tourism."*

From the quote, it can be concluded that facilities such as projectors and specific books for tourism industry are the main things needed by teachers to optimize the teaching and learning process.

### **The compatibility English teaching materials based on Checklist**

From the results of interviews conducted with teacher in this case regarding the compatibility of teaching materials, researcher analyzed the English material using a table checklist based on BSNP theory. The textbook used in the process of learning English in the

second grade for the tourism industry major at SMK 1 Gowa. The textbook entitled “Bahasa Inggris” for SMA/MA/SMK/MAK Class XI second semester written by Mahrukh Bashir, et al in 2014 and published by the Center for Curriculum and Books, Balitbang, Ministry of Education and Culture in Jakarta. This book prepared by the government with the development of an improved framework for implementing the 2013 curriculum, which is updated according to the dynamics of needs and changing times. The material analyzed is English material which is taught in the even semester after the pandemic curriculum simplification. And the results of the materials analysis have been described in the form of a chart below:



- a. The compatibility of the material with Core Competencies and Basic Competencies based on the 2013 curriculum, for completeness in the textbook of "Bahasa Inggris", successfully implemented interpersonal, transactional, and functional communication on the material contained in the textbook. Then for the depth of the material, examples and exercises also contain elements of exposure, retention, production, and extension so that they fit the criteria. While 1 material that should be taught based on syllabus of the 2013 curriculum is not included in this textbook. Therefore, 80% of the material is in accordance with the core competencies and basic competencies.
- b. Accuracy of the material with the 2013 curriculum is 80%. All the material contained in this textbook leads to the achievement of social functions and is mostly related to the daily environment. The examples and exercises presented train students to develop their thinking systematically so that they are in accordance with the elements and structures of meaning. And according to the linguistic features, the material contained in this textbook trains students to develop their communication skills so that they are accurate and easily accepted according to the topics discussed.
- c. Supporting materials, most of the relevance of the material contained in the textbook, ranging from text, images, and attachments relevant to the topic discussed. However, the material used as a reference source is less renewable. The development of life skills which include personal, social, academic, and vocational skills are contained in this book.

However, because the researchers conducted research in the tourism department, for the vocational skills contained in this book, they could not meet the needs of students majoring in the tourism industry because the material contained was not related to their field. And then regarding the development of diversity insight, procedure text and report text materials can encourage students to develop their diversity insight. Meanwhile, the conditional sentences and exposition texts do not contain elements that can encourage students to develop their concept of diversity. So from the description, 63.3% of the material can encourage students to develop concept diversity.

### **Students' need based on Questionnaire**

Then, the researcher distributed the questionnaire to students who had participated in the Field Work Practice (PKL). The questionnaire divided into two parts, the first to find out the profile of students and the needs of students. The second part is to find out students' opinions about English teaching materials.

There were 30 students consisting of 6 male and 24 female with with an age range of 15-17 years old. For the questionnaire part one has been detailed as follows: Questions number 1, 2, and 5 contain information about students' opinions and goals. In question number 1, 15 (50%) students claimed that learning English in class is very interesting and the rest claimed that it is quite interesting. Furthermore, question number 2 is about the important of having English language skills, as many as 20 (60.6%) students answered it is very important. And for question number 5, as many as 15 (50%) students stated that their goal of learning English is for their future needs in the workplace.

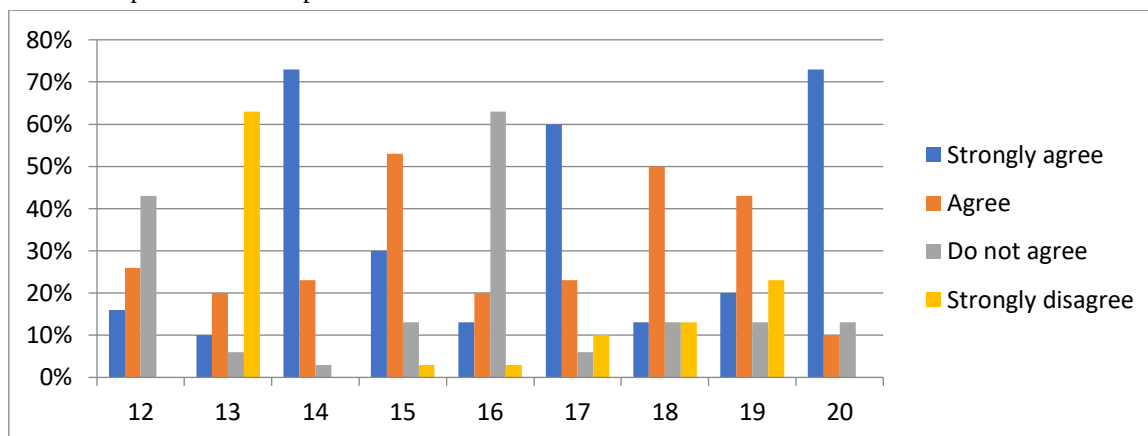
Questions number 3 and 9 relate to the students wants. For number 3, as many as 14 (46.6%) students answered that they like English teaching materials that are authentic, relevant, and suitable with their skills in the tourism industry. Furthermore, in number 9 regarding interesting learning model, as many as 14 (46.6%) students chose pairs. Question number 6 relates to the material, regarding the content in the textbooks used in learning English, as many as 15 (50%) students stated not very appropriate.

For numbers 4 and 7 regarding student necessities. Question number 4 is about most need to improve from learning English in the classroom, 16 (53.3%) students chose speaking. For number 7 about additional material to support students' field, as many as 22 (73.3%) students answered really need additional material from other books.

Number 8 regarding Lacks, as many as 11 (36.6%) students claimed that pronunciation and lack of practice were the most difficult factor for them in improving their English skills.

Numbers 10 and 11 relate to the involvement of technology. For number 10 regarding the use of technology such as laptops and handphones in learning English in class, 20 (66.6%) students said they sometimes use technology. Next number 11, there are 13 (43%) students answered that the use of technology such as laptops and handphones motivating them in learning English in class.

And the questionnaire part two have been described in the form of a chart below:



Statements number 12 and 20 relate to material inputs. Statement number 12 about The material taught in the textbook is clear and according to your needs showed, as many as 13 (43.3%) students Do not agree with the statement. And statement number 20 about the materials in the textbook used by the teacher is very supportive and suitable with your needs., 19 (63.3%) students answered strongly disagree.

Next statements number 16 and 19 about material interest. Number 16, 22 (73.3%) students answered strongly agree with the statement the practices in the textbook are very clear, so that you know what you should be doing. For number 19, 16 (53.3%) students agree that the examples in the textbook make it easy for them to understand the material.

Statement number 18 regarding the effectiveness of the material where there are 19 (63.3%) students do not agree that the current textbook as teaching English in the classroom have improved their English skills.

Statements number 15 and 17 about the quality of the instructions contained in the textbook. At number 15, 18 (60%) students stated strongly agree that the instructions used in the questions of textbook are very clear so that you can easily understand the commands given. For number 17, there are 15 (50%) students answered agree with the statement the language of textbook used in the command is easy to understand.

Statements number 13 and 14 relate to media where number 13 there are 13 (43.3%) students agree that the media used by teachers in learning English is interesting. Finally for number 14, as many as 22 (73.3%) of students stated strongly agree with the statement using pictures helps you understand the material.

## DISCUSSION

Interviews conducted with English teachers showed that the instruments used by the teachers were English textbooks that were general and not specific to the needs of students for the Tourism Industry provided by the school. Based on the results of the interview with the teacher, the researcher made observations on the textbooks used where the researcher found that the textbooks used were 2014 editions or in other words old editions. Based on the BSNP theory, it shows that the compatibility of the material with Core Competencies and Basic Competencies based on the curriculum got a score of 80%, accuracy of the



material with the curriculum is 80%, and supporting materials got a score of 63.3%. The textbook also does not contain one material that should be taught in the second semester based on syllabus of the 2013 curriculum. The material also does not contain vocational skills for the tourism industry majors so it cannot meet the needs of students. Then, to find out the needs of students, the researcher distributed questionnaires. And the results show that, the skills that students need most to improve is speaking skills. Students also need additional material from other books that suit their needs.

## CONCLUSION

The teaching material instruments used are old publications where the material does not contain specific vocational skills for the tourism industry. Based on observations using the BSNP theory, it shows that there are still materials that are not in accordance with the curriculum. In addition, based on the results of the questionnaire analysis, it was shown that the skills most students needed to improve were speaking skills and also needed additional material from other books related to their needs.

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