

CHAPTER I

INTRODUCTION

This chapter explores the background of the study, research questions, aims of the study, significance of the study, scope of the study, and clarification of the key terms.

1.1 Background of the Study

English in vocational education plays a significant role, as it is arguably one of the major means of communication in this era in which the world has communicatively become smaller (Terauchi et al., 2019, p. 16) and, most importantly, one of the primary languages used in professional areas that have become international over the years. The foremost reason behind the previous statement lies in the nature of vocational education itself. Viewed as an advancement towards employment (Safitri & Suciati, 2018), vocational schools have major tasks requiring them to train students to be ready for occupations. Their mindset evidently came from Ministry of Education and Culture in Indonesia which released the regulation No. 20 in 2003, in which they state that vocational high schools are designated to prepare students for work after graduated. In line with this are Mahirda and Wahyuni (2016) who write a review on the current state of Indonesian vocational and general high schools. They assert that vocational schools provide their students with job-specific training. Those notions above imply that vocational high school students have a better opportunity to get accepted when applying for a job, compared to their peers attending in general high schools. These notions, eventually and undoubtedly, play a pivotal role in shaping the focus of the English course in vocational schools as well, making it specific. As the result, English for Specific Purposes (ESP) deals with English language in particular areas of expertise (Paltridge & Starfield, 2013), making it much more definite in terms of the focus of the learning (Basturkmen, 2010). Thus, ESP-based instructions are designed to meet expanding professional and academic communication needs (Widodo, 2016). Having said that, what makes the English course in vocational context substantial is that it linguistically

supports the occupational nature in vocational education when carried out accurately or, principally, specifically.

However, when it comes to carrying out ESP properly, many ESP practitioners (a term strongly suggested by Dudley-Evans and St. John, 1998) regard it as a difficult type of English to administer. In developing ESP teaching materials, for example, Aniroh (2019) argues that it is a challenging process to accomplish. Several factors contributing to this issue are: (1) the scarcity of teaching and learning materials compared to general English courses, making teachers have to put extra efforts in searching for compatible learning resources, (2) the availability of the time, and (3) teachers' overloaded work, should they try to develop their own learning resources. As for ESP teachers' role, it is also important to keep in mind that, considering the specificity and occupation-oriented nature of ESP, the teacher, in many cases, may not always be the 'primary knower' (Dudley-Evans and St. John, 1998). Dudley-Evans and St. Johns argue that meaningful interactions in the classroom can be obtained from directly including students and a specialist(s) in carrying out the lessons. The scarcity of teaching and learning materials and the previous belief on the 'primary knower' for ESP also call for flexible actions and risk-taking decisions from the teacher, as it is believed that such willingness to perform both actions is a key to successful ESP teaching (Dudley-Evans and St. John, 1998).

In line with Aniroh (2019) is Bielousova (2017) who highlights that in designing ESP courses, one must consider several steps ranging from administering needs analysis, scrutinizing relevant teaching theories, and modifying authentic texts based on the focus of the major. In conducting needs analysis and designing the course, Dudley-Evans and St. John (1998) add that it is vital to incorporate findings from related research, meaning that the ESP teacher, in this case, should also act as a proficient researcher. Beyond Bielousova's (2017) views on modifying authentic texts, ESP practitioners should consider writing teaching materials if "nothing suitable exists" (Dudley-Evans and St. John, 1998). Rasyimah's and her colleagues' (2018) take on this issue expands it, asserting that it should also include syllabus development and the teaching and evaluation process. All in all, it is safe to say that Dudley-Evans' and St. John's

(1998) views on the roles of the ESP practitioners encapsulate those above-stated challenges, as not only do ESP practitioners act as the teacher, they also act as the course designer, materials provider, collaborator, evaluator, and even as the researcher.

Concerning the difficulties briefly introduced earlier that ESP practitioners may face in administering ESP courses, there is one particular issue worth addressing in these introductory remarks of this research. In Indonesian context, ESP practitioners also face a dilemma regarding the government's and institutions' attitudes towards ESP. Purwanti (2018), in her review on the current curriculum used in vocational high schools in Indonesia, summarizes that the curriculum in both vocational and general high schools are quite similar. One distinctive feature distinguishing both type of institutions, as stated by Mahirda and Wahyuni (2016), lies in the portion of theoretical and practical lessons students receive. Whereas general high school students mostly receive theoretical-based lessons, vocational schools generally utilize practical-oriented and "profession-based" curriculum. However, what Purwanti (2018), in her review, tries to unveil is the fact that such a compulsory subject in vocational education, English, is administered similarly as in general high schools and there is absence of resolute actions from both the Indonesian government and vocational schools – a conclusion that is also similarly reached by other scholars investigating ESP in Indonesian vocational schools (see Kusumawardani, 2017; Ronaldo, 2016; Zurniati and Kustati, 2015). Although the previous examples do not act as a comprehensive representation, as some vocational schools may view the issue differently, they give us a glimpse on the attitudes towards ESP at the governmental level. In the long run, such attitudes would definitely be detrimental, since, as stated earlier, job-specific trainings call for specific language/linguistic features as well.

In addition to the aforementioned challenges in administering ESP within vocational areas, the diversity of study programs offered not only mounts the overwhelming tasks and responsibility carried within the English course which have eventually resulted in inaccurate English courses (e.g., Arafah, 2019; Kusumawardani, 2017; Oktarin et. al., 2019; Rahmawati et al., 2020) but it also

creates a fragmentation in the trends of ESP research. In English for Tourism and Hospitality Purposes (ETP), observably, culinary arts major receives less attention than other majors in vocational high schools, particularly tourism-related majors such as hospitality and tourism management (see Asrifan et.al.; Arafah, 2019; Brilianto et al., 2020; Dewi and Amri, 2019; Oktarin et.al.). It is also worth noting that only a handful of ESP researchers were investigating deeper enough to even participate stakeholders/specialists in triangulating the data gathered from students (e.g., Muhshonah, 2018), learning materials, and teachers. In a sense that stakeholders have responsibility and capability to supervise and judge students in their internship, or even alumni in their work, we can safely say that they are categorized as experts or specialists whose views on their “employees” performance can be relied on. Thus, not only does this study aim at filling in the gap: enriching the current literature of ESP and investigating how the ESP in a vocational school was carried out, especially in culinary arts, it also provides a more comprehensive approach in triangulating the data gathered by involving a specialist. Subsequently, as the results or findings of the study are evaluative, they can also be followed by a meticulous and comprehensive attempt to adjust or even reconstruct the teaching and learning process, along with the syllabus currently in use in the vocational school used as the research site of this study.

1.2 Research Question

Based on the previous introductory remarks of this research, this research was conducted to answer the following question:

To what extent does the ESP teaching and learning for culinary arts students meet their language needs in the authentic working atmosphere?

1.3 Aims of the Study

As formulated in the research question, this study was conducted to investigate the ESP teaching and learning for culinary arts students in a vocational school. Needs analysis was one of the primary instruments used in this research in determining the accuracy of ESP taught to the students. It is also worth mentioning that this study intertwined the data gathered from students, learning

materials, and the English teacher with a stakeholder's points of view. Therefore, Target Situation Analysis (TSA) and Learning Needs Analysis (LNA) framework were utilized in answering the research question above, along with Present Situation Analysis (PSA) used in determining the current language ability of the learners. It is also worth noting that in designing the needs analysis, along with the interviews, several previous studies on culinary arts and a book were fundamentally used as guidelines. A thorough explanation on this particular topic will be further discussed in the chapter II and III.

1.4 Scope of the Study

Referring to the research question and the aims of the study above, this study involves the implementation of needs analysis for culinary arts students in a vocational school. Thus, the context of this study is limited to how the ESP was carried out in the vocational school that was used as the research site of this study.

1.5 Significance of the Study

This study is expected to be beneficial in several sectors. First, it is expected to provide an in-depth explanatory regarding how English for culinary arts was carried out in a vocational school in Indonesia, determining whether it met the students' needs or not. Therefore, this study is expected to enrich research literature concerning ESP, becoming a reference for respective scholars or researchers in the future. Practically, the results of this study, hopefully, can be used as a reference or guidance for English teachers in vocational schools in general, and the said vocational school used as the research site, and stakeholders involved in training and development division for culinary arts students. Lastly, I also hope that this study can also be referred when it comes to revising relevant policies on how English should be taught and learned in vocational or occupational context, especially in culinary arts context.

1.6 Clarification of the Key Terms

The terms below will be frequently used in this study. Therefore, to avoid misconceptions and misunderstandings, below are the list containing clarifications of the terms:

a. English for Specific Purposes (ESP)

In this study, the definitions of ESP from Hutchinson and Waters (1987) and Dudley-Evans and St Johns (1998) are used. They define ESP as an approach to language teaching which rests on the idea of learners' needs and authentic interactions in ESP settings (e.g., teacher-students, employers-employee). It comes into English language teaching due to the necessity to interact between language in domains.

b. English for Vocational Purposes (EVP)

English for Vocational Purposes (EVP) is designed in the secondary and tertiary education levels which equip learners with English supporting 'their vocational expertise' or their professional purposes or pursuits (Dudley-Evans and St. John, 1998; Widodo, 2016).

c. Needs Analysis in English for Specific Purposes (ESP)

Needs analysis refers to techniques used in investigating the *what* and *how* of a course (Dudley-Evans and St. Johns, 1998; Hyland, 2007). The results of needs analysis are information significant to the course conception, creating the definition and organization of the said course (Hyland, 2007). In this study, the results are authentic texts and language functions required by culinary arts students to perform well in their occupational settings or target situation. The needs analysis was targeted at culinary arts students, their English teacher, and a stakeholder/specialist.

d. Culinary Arts

Culinary arts major deals with mastering necessary skills for its students in food industry, ranging from food-related skills such as preparing, cooking, presenting, and serving food to hygiene and table settings (Muhshonah, 2018). Additionally, Cheng et al (2011) state that this study program aims to develop skills in creating menus, food pricing, leadership in hospitality, and creating safe and healthy food. In the school used as the primary

research site of this study, culinary arts students mostly learn how to prepare, cook, and present Indonesian food/cuisines. They are also prepared with cooking skills as to processing, cooking, and presenting foreign food demanded by the industry. As a supplementary skill, they are also linguistically introduced to foreign culinary-related terminologies that are mostly in English.

1.7 Organization of the Paper

This research paper is divided into five chapters. The description of each chapter can be seen in the following list.

Chapter 1 Introduction

This chapter explores the background of the study, research question, aims of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

Chapter II Literature Review

The second chapter scrutinizes theoretical foundations of this study ranging from English for Specific Purposes (ESP), English for Vocational Purposes (EVP), Needs Analysis in ESP, Vocational School Curriculum in Indonesia, to English for Culinary Arts.

Chapter III Research Methodology

The third chapter explores the methodology of this study. It consists of research design, research site and participant, data collection, and data analysis.

Chapter IV Findings and Discussion

The fourth chapter is aimed at discussing the findings of the research obtained from the data gathered.

Chapter V Conclusions and Recommendations

The last chapter explores the conclusions of the study, the implications of the study, the limitations of the study, and the recommendations for research in the future.