

Developing A Course Book of F&B Service for Enhancing Instruction in Tourism Class

Dewa Ayu Made Juli Astari^{1*}, I.B. Arya Lawa Manuaba², I Putu Suyoga Dharma³, & I Putu Mariana⁴ 

^{1,2,3,4} English Language Department, STKIP SUAR, Bangli, Indonesia

ARTICLE INFO

Article history:

Received June 10, 2021

Revised August 15, 2021

Accepted August 30, 2021

Available online October 25, 2021

Keywords:

self-efficacy, speaking performance, linear regression model



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

ABSTRACT

The purpose of this research is to develop a product and this research uses the research and development method level I from Sugiyono (2019). The steps in developing this research are (1) Potential and problems (2) Literature study (3) Gathering information (4) Design product (5) validate product (6) Design is assessed. The instruments used in this research were observations sheet, lists of interview, and questionnaires. The observation sheet was used to observe the needs and problem that facing by the vocational school students. The lists of the interview were used to make sure the needs of teachers and students. And the questionnaire was used for product validation/product valuation by experts. Based on the recapitulation of experts' judgment validation, it showed that the developing course book of food and beverage services obtained the best category with score 116 obtained from the first expert, 120 obtained from the second expert, and 123 obtained from the third expert, so the mean score is 119,6. It can be concluded that the mean score is greater than 104.88 with the best category, so the material developed is valid or gets the best category and suitable for students, but there are some points that must be revised based on comments from experts

Copyright © 2021 by Author. Published by Universitas Pendidikan Ganesha.

1. Introduction

One of the important elements in the teaching and learning process is course book because course book has a role in providing a good quality of teaching and learning process. Course book is a highly essential media to teach students of subjects. According to Richards (2001), the importance of course books is the main component in language teaching and learning program. Course book is indispensable instructional material. It means course book is one of the important components when conducted teaching and learning process because course book is indispensable instructional media and materials.

Furthermore, Awasthi (2006) states that course book is important since it influences much on the learning process in the classroom. A course book is a teaching material for the teacher and learning material for the learner. So course book is one of the important influences that uses in the teaching and learning process in the classroom because course book is as media and material for the teacher and also for students when conducted teaching and learning processes in the classroom.

And also based on Yochanna (2011), a course book is a really important aspect used in the teaching-learning process as media. There are many types of books that are designed for students of all levels and ages. However, not all categorized as a good course book. A teacher should understand about the needs, interests, abilities, and levels of the students. Based on the definition above we can see that the course book is an important aspect of the teaching and learning process as media but, as a teacher must know about needs, interests, abilities, and level of the students because course book in English learning is indispensable instructional materials.

In the learning process, learners not only look at anything explained by the teacher. Students need a reference such as a module, or course book to explore their knowledge and increase students' understanding so their ability more optimize. With the course book or textbook students can practice, train, or try out the theories that have been learned from course book. Course book is the main reference for the teacher to manage their teaching process and also to provide a focus on their teaching (Tomlinson, in Azarnoosh, M & Ganji, M, 2014), and According to Yilmaz and Aydin (2015), course book has several

benefits. One of them is guides the teacher in transferring material and increasing their confidence in developing their specific learning objectives.

Meanwhile, according to Charalambous (2011) in Yeli Nuhamasih Syahril (2017), textbooks or course book is a significant role in the teaching and learning process by providing ready-made materials to both teacher and student. From the statement above we can see course book is one of the main references for the teacher in the teaching process. Beside that course book have a significant role in teaching and learning process and guide the teacher in teaching-learning process with students' specific objective.

The vocational high school course book is also a very important role and element in the teaching and learning process. As a state to Minister of Education Regulation Number 2 of 2008, course book is a mandatory reference that used at the level of primary education, middle or universities. Course book loading learning material in the context of improvement faith, piety, noble character and technology, increased sensitivity and capability aesthetic, increased kinesthetic femininity, and, arranged based on standards national education. Its mean course book in vocational high school is a really important element in the teaching and learning process and also as a reference used by the teacher as well as students.

English course in vocational high school is different in general English because, English in vocational high school is a school that has a purpose to prepare learners for their careers, therefore English in vocational school must be directed at English for the specific purpose (ESP) because it has specific characteristics and also English materials in vocational school must be based on the students' need to learn English that appropriate with their future jobs. According to Basturkmen (2010) in Nunun Indrasari (2015), English for a specific purpose (ESP) is an ELT approach English for Specific Purposes is an ELT approach that is specified in a certain purpose. The focus of ESP is to meet the students' needs.

Then based on Kemendikbud (2013) in Banun Havifah et al. (2018) the main goal of teaching English in vocational school is to prepare students in mastery English skill and base of knowledge that will be supporting the achievement of competencies and skill to implement the programming expertise and skills mastery of English skills in oral and written communication at an advanced level. Based on the definition above we see English in vocational high school is different in senior high school or in general, because English in a vocational school directed at English specific purpose and also English in vocational high school have a purpose to prepare learners in mastery English skill in oral and written communication.

The reality when the researcher conducted observation in a private vocational high school. The researcher conducted observation about the course book and curriculum that use in these schools with a teacher who teaches the food and beverage service subject. And the researcher found a problem at School that is faced by a teacher who teaches the food and beverage service subject is unavailability course book in this school.

Based on the result of observation with the teacher who teaches food and beverage service subject, the teacher in this school said there is no official course book in this school usually, the teacher looks for teaching material on the internet that is appropriate with core competency and basic competency in curriculum K13. Ideally, course book should be in school, especially in vocational high school, because course book is an important element in the school as references teachers and students in teaching and learning process and also course book is a translation from core competency, basic competency, and syllabus.

To solve the problem above, the researcher tries to develop course book of food and beverage service. In this case, developing an appropriate course book can help students to learn more easily in food and beverage service subjects and can help the teacher to teach the students in the food and beverage service subject. It is because they are learning useful materials related to their field and also materials that are suitable for their needs.

Based on the explanations above, the researcher can conclude that developing a course book of food and beverage service can help students to learn more easily in the study program of food and beverage service and can help the teacher to teach the students in food and beverage service subject. It is because they are learning useful materials related to their field and materials are suitable for their needs. In this research, the researcher will be a focus on developing course book of food and beverage service based on core competency and basic competency in a curriculum that uses in a private vocational high school in Indonesia.

1.1 English for Specific Purpose

English for a specific purpose in vocational high school to be a crucial issue at this time where the students are expected to mastery English subject to support their career in the future. By using English for specific purposes approach, it could assist students to understand the language very well. In other words, it could make them more enjoyable when learning English, because of the teaching English is designed appropriately with their field of study. Besides, English in vocational high school must be referred to English

for a specific purpose where the students' needs focus on communicating in their field of study as universal. According to Tomlinson (2003) in Okri Ronaldo (2016), English for a specific purpose is a general term that conveys the teaching English to students who learn a language for a particular work or study. Besides that, teaching English for a specific purpose is more emphasized to students who learn a specific skill in their field of study. It is can be very useful for learners because teaching English refers to their specific studies and help them to realize the language. It is also given to the learners who need English for their work or their specific studies.

It is also supported by Widodo and Pusporini (2010), English for Specific Purposes (ESP) has been increasingly crucial in content-based instruction where English is a mediating skill for understanding content information. ESP has also been a long-standing area in English language teaching in which there has been a growing need of equipping learners specializing in specific science disciplines (e.g., engineering, economics, banking, etc.)

And based on the Basturkmen (2010) in Nunun Indrasari (2015), English for a specific purpose (ESP) is an ELT approach English for Specific Purposes is an ELT approach that use to determine the specific purpose. The focus of ESP is to meet the students' needs. ESP course is narrower in focus than ELT courses because they center on the analysis of learner's need Further, Basturkmen states that ESP views learners in terms of their work or study roles and that ESP courses focus on work or study-related needs, not personal needs or general interest.

From the definition above can conclude that English specific purpose in vocational high school is a crucial issue at this present where the students are expected to master English subject that has a purpose to support their career in the future. And based on some of the experts said above English specific purposes is refers to a general term that expresses teaching English to students who are learning English in a particular field. English for a specific purpose has a beneficial purpose for students because they study for their specific field. And also English specific purpose is an ELT approachh that use to determine the specific purpose and focus on work or students' needs.

1.2 The Good Criteria of Material in Course Book

Developing course book of food and beverage service the researcher adaptation about good criteria of material on course book taken from Tomlinson (2011) and Harmer (2007) in Rynanta et al. (2013) bring about formulation the good criteria of material in course book that consider the factors: (1) content (2) language use (3) graphic design (4) activities, and exercise

2. Research Methods

This research classified research and development R&D (Sugiyono, 2019). They also stated that research and development is method or process to validate and develop educational product. In this research we must do a research first and after that we develop that research into educational product such as teaching media, lesson plan, curriculum and teaching material.

In this research, researcher will do research and development level I where the researcher will make a product without doing assessment (Sugiyono, 2019). In this case researcher just makes design of product and that design will be validate internally by experts or practitioners but the product will not be assessed externally or globally.

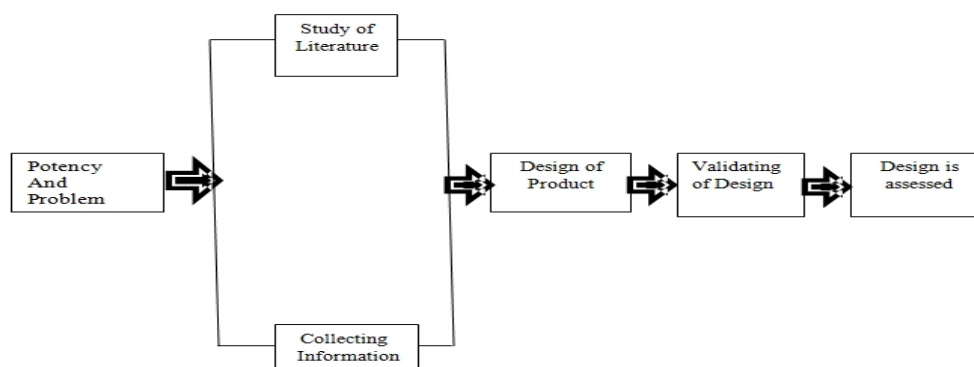


Chart 0.2. Research and Development Level I in Sugiyono, (2019)

Data analysis can be classified in two types' namely qualitative data and quantitative data. The explanation as follows: The qualitative data is got from the observation, interview and comments or

opinions from experts that related to their assessments of the book and on the Questionnaire researcher has put a column for giving any suggestion and addition to fix the book.

The quantitative data is obtained from the expert assessment to the book. The data will change into interval form are 5 means the Best, 4 means Good, 3 means Good Enough, 2 means Almost Bad, and 1 means Worse. The score is becoming

The score becomes five scales of Quantitative (Kristianto, 2017), as follow:

$$\begin{aligned} \text{Ideal Mean (Xi)} &: \frac{1}{2}(\text{Maximum Ideal Score} + \text{Minimum Ideal Score}) \\ SDi &: \frac{1}{6}(\text{Maximum Ideal Score} - \text{Minimum Ideal Score}) \\ X &: \text{Actual Score} \end{aligned}$$

Table 1. Five Scales of Quantitative to Quantitative

Interval Score	Score	Category
$X > \check{X}_i + 1.80 \text{ SBi}$	$X > 104.88$	The Best
$\check{X}_i + 0.60 \text{ SBi} < X \leq \check{X}_i + 1.80 \text{ SBi}$	$84.96 < X \leq 104.88$	Good
$\check{X}_i - 0.60 \text{ SBi} < X \leq \check{X}_i + 0.60 \text{ SBi}$	$65.04 < X \leq 84.96$	Good Enough
$\check{X}_i - 1.80 \text{ SBi} < X \leq \check{X}_i - 0,60 \text{ SBi}$	$45.12 < X \leq 65.04$	Bad
$X \leq \check{X}_i - 1.80 \text{ SBi}$	$X \leq 45.12$	Worse

3. Findings & Discussion

3.1 Findings

Need Analysis is the first step undertaken by the researcher in developing the course book of food and beverage service. The researcher has conducted a need analysis by using observation and interviews. The observation was used to find out the problem and needs. And Interview was used to make sure about the teachers' and students' needs.

Observations were conducted with a teacher who teaches food and beverage service in three private vocational high schools in Indonesia, however, the researchers only found a problem in one of the schools, the problem is unavailability course book of food and beverage service in this school, while other schools don't have a problem about course book of food and beverage service or already has course book of food and beverage service.

Interviews were conducted with a teacher who teaches food and beverage service and students XI grade in AP (hotel accommodation) at schools. With conducted interviews, the researcher knows about the teachers' and students' needs.

Based on the result of observation and interviews were conducted with a teacher who teaches food and beverage service and students XI grade in AP (hotel accommodation) study program at school. The first is result observation that was conducted with a teacher who teaches food and beverage she said that there is no course book of food and beverage service and the teacher usually looks for teaching material on the internet based on the curriculum and basic competency that use in this school. And the material used by the teacher to teach students about food and beverage service still has much lack.

The second is a result of interviews that were conducted with a teacher who teaches food and beverage service. She said that there is no course book of food and beverage service and she said that very need course book of food and beverage service as a reference in teaching and learning process in the classroom. According to the teacher who teaches food and beverage service the material suitable for students' need is a material easy to understand by students and in material, there picture examples about restaurants' equipment with usability explanation, explanation of procedure serving the guest in the restaurant and, example conversation of taking orders in a restaurant, conversation serving guest in room service and conversation about reservation in a restaurant.

The third is a result interview conducted with students XI grade in AP (hotel accommodation) study program. They said that doesn't have a book about food and beverage service and a teacher who teaches food and beverage service only gives a note of the material at the time. Students XI grade in AP (hotel accommodation) study program said, the teaching material used by a teacher to teach food and beverage service still has lack. Some of them lack picture examples about restaurants' equipment and conversation of serving the guest in English. Students XI grade in AP (hotel accommodation) study program very need course book of food and beverage service as reference study at school and at home. And according to them

the material that is suitable for their needs in the material there are examples of conversations about serving guests in English.

The researcher can conclude that based on the result of observation and interview with a teacher who teaches food and beverage service and students XI grade in AP (hotel accommodation) study program, need course book of food and beverage service, so from the result the researcher developing course book of food and beverage service, and the material provided in course book based on the result of observation and interview. The first is the material must be appropriate with basic competency that uses at school. The second is the material must be easy to understand by students. And the third is the material in course book must be there picture example about restaurant equipment, explanation of procedure serving the guest in the restaurant, and example of an English conversation in taking an order, serving the guest in the room service, and reservation.

From the results of validation data or experts judgment on the questionnaire above, it can be stated that the contents in this book already appropriate with the Curriculum 2013, already has a clear goal in each chapter and the material contained in this book already appropriate with students' need, although there is some section that must be revised and added. The revision made by following experts' comments.

In the curriculum content section, the material contained in this book was stated already appropriate with basic competency used at school And in the language used section, was stated that the language used easily understood by students, even though there are some things that must be in revised and added in the section of curriculum contents and language used. The revision made by following experts' comment

In the graphic design section, was stated that the colors used on the cover were already interesting, the illustrations and images used in this book already appropriate with the topic, the color selection already appropriate with the others, and the fonts used in this book were easy to read.

And in the activities and exercises section, was stated in this book has presents activities related to performance skills and presents activities related to the workplace. In this book, was stated has presents the exercises to improve students' abilities, however, in this section there is a point that must be revised and added. The revision made by following experts' comment.

Table 2. Recapitulation of Experts' Judgment Validation

Validator	Score	Category
Expert 1 (1 st Advisor)	116	The Best
Expert 2 (2 st Advisor)	120	The Best
Expert 3 (Teachers)	123	The Best
Mean Score	119,6	The Best

Based on the recapitulation of experts' judgment validation, it showed that the developing course book of food and beverage services obtained the best category with score 116 obtained from the first expert, 120 obtained from the second expert, and 123 obtained from the third expert, so the mean score is 119,6. It can be concluded that the mean score is greater than 104.88 with the best category, so the material developed is valid or gets the best category and suitable for students, but there are some points that must be revised based on comments from experts.

3.2 Discussion

This research began on November 3th, 2019 – March 8th, 2020 at school. The subjects of this research were a teacher who teaches food and beverage service and students XI grade in AP (hotel accommodation) study program. The teaching material in the form of course books about food and beverage service as an object of this research.

The method used in this research was research and development method (R & D). According to Sugiyono (2019), Research and Development method is a research method that uses to produce a product. Developing course book of food and beverage service for tourism class in private vocational high school at school was started by conducted need analysis. Need analysis was carried out to identify the target need and learning need of the students. Need analysis was done by observation and interview with the teachers who teach food and beverage service subject and students class XI grade in AP (hotel accommodation) study program. Then the result of need analysis uses to design course book of food and beverage service. In developing course book followed the good criteria of material in course book and also followed basic competency used at School.

Based on the result of observation and interviews that were conducted with a teacher who teaches food and beverage service and students XI grade in AP (hotel accommodation) study program at School. The first is the result of the observation that was conducted with a teacher who teaches food and beverage

she said that there is no course book of food and beverage service and the teacher usually looks for teaching material on the internet based on the curriculum and basic competency that use in this school. And the material used by the teacher to teach students about food and beverage service still has much lack.

The second is a result interview that was conducted with a teacher who teaches food and beverage service. It was stated that there is no course book of food and beverage service and it was stated that very need course book of food and beverage service as a reference in teaching and learning process in the classroom.

The third is a result interview conducted with students XI grade in AP (hotel accommodation) study program. They said that doesn't have a book about food and beverage service and a teacher who teaches food and beverage service only gives a note of the material at the time. Students XI AP said, the teaching material used by a teacher to teach food and beverage service still has lack.

The researcher can conclude that based on the result of observation and interview with a teacher who teaches food and beverage service and students XI grade in AP (hotel accommodation) study program, need course book of food and beverage service, so from the result the researcher developing a course book about food and beverage service, and the material provided in course book based on the result of observation and interview.

Based on the recapitulation of experts' judgment validation, it showed that the developing course book of food and beverage services obtained the best category with score 116 obtained from the first expert, 120 obtained from the second expert, and 123 obtained from the third expert, so the mean score is 119,6. It can be concluded that the mean score is greater than 104.88 with the best category, so the material developed is valid or gets the best category and suitable for students, but there are some points that must be revised based on comments from experts.

Based on some empirical researches, some related result of developing course book. The first from Ariani (2017), the result showed that the book was very valid with the average score was 3.70. The second from Wnadut(2008), the result showed that the course book was valid and revised based on comment by expert. The third Astuti, Sonhadji, Nyoto (2016), the result showed that the course book was good.

The research above there is a similarity with this research which is developing a book but the differences with this research the researcher specifically developing course book of food and beverage service for tourism classes in private vocational high school and also the book that has been developed by the researcher can be used for other vocational high schools in the same field. And the research above in 2007 was the development adopted ADDIE model, the research in 2008 was used ADDIE model and Dick and Carey model and the last research in 2016 was development research, which develops existing products by using a 4D model which consists of define, design, develop, and disseminate. While this research is using research and development method level one which means researching without testing.

4. CONCLUSION

Based on result of research and development (R & D) of developing course book about food and beverage service it can be concluded that through observation and interview with a teacher who teaches food and beverage service and students XI grade in AP (hotel accommodation) study program, need course book of food and beverage service, so from the result the researcher developing a course book about food and beverage service subject, and the material provided in course book based on the result of observation and interview. Based on the recapitulation of experts' judgment validation, it showed that the developing course book of food and beverage services obtained the best category with score 116 obtained from the first expert, 120 obtained from the second expert, and 123 obtained from the third expert, so the mean score is 119,6. It can be concluded that the mean score is greater than 104.88 with the best category, so the material developed is valid or gets the best category and suitable for students, but there are some points that must be revised based on comments from experts.

5. References

- Awasthi, J. R. (2006). Textbook and Its Evaluation. Journal of NELTA,11(2),pp1-10.Retrieved on <http://www.nelta.org.np/journals/2006.pdf>
- Azarnorosh, M & Ganji, M. (2014). ESP Book Evaluation :The Case of Management Course Book *International Journal of Secondary Education*, 2(4), pp 61-65.
- Depdiknas, 2008. *Panduan Pengembangan Buku Ajar*. Jakarta: Depdiknas.
- Indrasari, N. (2015). English for Specific Purposes: A Need Analysis at The Second Semester of Physics Education Students of IAIN. *English Education: Jurnal Tadris Bahasa Inggris*, 9(1).
- Kristianto, A. 2017. *Pengembangan Buku Cerita Anak Berbasis Pendidikan Lingkungan Hidup untuk Pembelajaran Membaca Siswa Kelas Bawah*. Skripsi: Universitas Sanata Dharma Yogyakarta.

- Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Rynanta, R.A.C & Ruslan, S. (2013). Content Analysis on the English Textbook Entitled English in Mind Starter (Student's Book). (online). Retrieved on <http://jurnalonline.um.ac.id/data/artikel/artikelCC81D1EBABB7A5D03EFE626A478813E1.pdf>.
- Ronaldo,O.(2016). Teaching material for English Subject in Vocational High School.*Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*.
- Sugiyono. (2019). *Metode penelitian & Pengembangan*. Bandung : Penerbit Alfabeta.
- Tomlinson, B. (2011). *Materials Development in Language Teaching*. Edinburgh: Cambridge University Press.
- Widodo, P. & Pusporini, R. (2010). *Materials Design: English for Specific Purposes (ESP)*: Published by LINCOM GmbH.
- Yilmaz, H & Aydin, S. (2015). A brief Review of Literature on EFLTeachers' Perceptions of Course Books. *InternationalJournalofTeachinical Research and Applications*, 30.110-114.