



Designing English Teaching Materials for Students of the Food and Beverage Service Study Program based on industry needs

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Abstract

Every student has different needs in learning English, including their needs in the workplace. This research aims to determine the existence of English language skills of students in Food and Beverage Service (FBS) department, identify their English language needs in the workplace, and design English language teaching materials based on their needs in the workplace. This research is a quantitative study by using survey methods. The data collection techniques used were questionnaires, interviews and observations by taking the FBS students who had carried out internship program as the population while the sampling technique used was purposive and accidental sampling by involving 143 respondents. Based on the results of the data analysis, it was found that 1) The existence of English language skills of students in FBS department is at the elementary and pre-intermediate levels, namely 73.42% and speaking skills are the skill they have mastered the most as well as the most difficult skill. And vocabulary and pronunciation are two language components they considered as the most difficult to be understood, 2) The English language needs of FBS students in the workplace show that speaking skills are the most needed skill, namely 76.92%, where all outlets in the FBS departments require language mastery English, namely 68.53%, especially in the restaurant section around 20.98%, 3) English teaching materials designed should be based on students' needs in the workplace by using a priority scale on the learning materials and activities which described in the form of learning plans.

Introduction

There are many factors that can cause students' lack of competence in English, including the incompatibility of teaching materials with student needs, the incompatibility of teaching methods with student needs, and other external factors in the implementation of learning process activities (Wahyuningsih & Afandi, 2020).

Textbooks or textbooks have an important role, including: First, they can be a source of teaching material (oral and written). Second, it can be a source of practical learning activities and communicative interactions (Zheng et al., 2020). Third, it can be a source of stimulation and ideas for class activities. Fourth, it could be a syllabus. Lastly, it can be a support for less experienced teachers who have not yet gained confidence. Therefore, having a good textbook is highly recommended.

In line with this, Richard (2001) states that textbooks must be relevant and of high quality for student and institutional needs and reflect local content, issues and concerns. Therefore, to overcome the problem of students' language skills, lecturers must be able to provide several materials that can involve students in practicing speaking. Apart from that, lecturers can also motivate students to speak English. Fadli (2020) stated in her journal that teaching materials to

improve communication skills that students need are appropriate or relevant to their needs, where the topics or content used in textbooks are relevant and appropriate to work situations in the tourism industry. The results of his research have compiled three chapters of teaching materials for an English language course book consisting of three units.

Based on the description above, it can be concluded that developing English language material based on students' needs in the workplace can help lecturers to connect lesson material with real world situations and also motivate students to be able to use English language competencies based on their vocational competencies in carrying out activities in restaurants. Explains that developing materials can help students achieve English learning goals based on what they need. In addition, Ampa et al. (2013) stated that in developing teaching materials, teachers must consider several factors, such as relevant subject matter, attractiveness of the material, appropriate language level and learning objectives. And one of the appropriate methods to use in developing teaching materials is to use Research and Development (R&D) by adopting the ADDIE model. ADDIE stands for Analysis, Design, Development, Implementation and Evaluation.

Based on the explanation above, researchers are interested in conducting research entitled Designing English Teaching Materials for Students of the Food and Beverage Service Study Program based on workplace needs.

Methods

This research is a type of quantitative research using the Research and Development (R&D) method. Stapa & Mohammad (2019) In applying the R&D method, the ADDIE model was used which was adapted from to design English Language Materials Based on Workplace Needs for the Food and Beverage Service Study Program at the Makassar Tourism Polytechnic. The ADDIE model was chosen because this model has components that are well organized and structured from one step to the next (Ebru, 2020; Iswati, 2019). The main components in the ADDIE model are analysis, design, development, implementation and evaluation and are then used in the development of English teaching materials (Handrianto et al., 2021).

The population in this study were students majoring in Cookery, English lecturers and Vocational Lecturers at the Makassar Tourism Polytechnic and NHI Bandung Polytechnic for the 2022/2023 academic year, hotel and restaurant employees in Makassar and Bandung.

This research sample uses a purposive sampling technique where only students who have worked or who have carried out industrial training or internships are used as samples (Campbell et al., 2020; Bhardwaj, 2019). The number of respondents who filled out the questionnaire given was 140 people. Meanwhile, in filling out the questionnaire and conducting interviews, the researcher used accidental sampling technique.

To collect data, researchers used several techniques, namely questionnaires, interviews and observation. A Needs Analysis Questionnaire was given to respondents to identify their current English language existence and identify their English language needs based on workplace. The questionnaire was adapted from (Hutchinson & Waters, 1987; Nunan, 2004) then modified according to the design of this research. Interviews were conducted to confirm the data obtained from the questionnaire. Researchers have conducted interviews with students, English lecturers and Vocational lecturers in the Food Management Study Program at Makassar Tourism Polytechnic and NHI Bandung Tourism Polytechnic, FBS department staff at hotels and restaurant staff. The sampling for interviews was carried out using accidental sampling technique. To obtain further information about the needs of students in the Food and Beverage Service Study Program in the workplace, researchers have carried out observations or

observations in the workplace through observations that are not directly involved (non-participation observation). Researchers have observed the activities of students and employees in restaurant operations (Telukdarie et al., 2020; Serhan & Serhan, 2019).

Results and Discussion

Students' English Language Needs

As explained in the previous section, English is really needed in the workplace. The English language needs of students in the Food and Beverage Service Study Program have been described in several survey results in the previous section.

Based on the survey results, especially regarding the English language needs of students in the workplace, the survey regarding the most needed language skills was one of the indicators where 76.92% of respondents answered that speaking skills were the skills most needed in the workplace and this was followed by listening skills, namely 23.08%, as explained in the following table.

Table 1. Language skills required in the workplace

No.	Skills	Frequency	Percentage
1.	Writing	0	0,00
2.	Reading	0	0,00
3.	Listening	33	23,08
4.	Speaking	110	76,92
Sum		143	100%

Source: Data Processed by Researchers, 2023

The table above shows that speaking skills must receive top priority in designing English learning activities for students in the Food and Beverage Service Study Program. Apart from that, language skills have also become one of the difficulties most students or employees have in the workplace, namely around 57.34% or 82 respondents out of 143 total respondents, followed by listening skills at 34.27% or around 49 out of 143 respondents and then writing and reading skills which were 7.69% and 0.70% respectively as described in the following table.

Table 2. Language difficulties of employees at work

No.	Skills	Frequency	Percentage
1.	Writing	11	7,69
2.	Reading	1	0,70
3.	Listening	49	34,27
4.	Speaking	82	57,34
Sum		143	100%

Source: Data Processed by Researchers, 2023

From the data from the two tables above, it shows that speaking skills get top priority and listening skills get second priority in designing teaching materials and activities in the curriculum.

Meanwhile, for teaching materials, almost all work descriptions or job descriptions in providing food and drink services in restaurants require English language competency in every procedure. And based on the results of data analysis, it shows that greeting and welcoming the guest, asking and answering questions, describing food and drink, and handling complaints are

some of the materials needed by employees in the workplace as explained in the following table.

Table 3. Competencies required of Employees in the workplace

No.	Competence	Frequency	Percentage
1.	Greet and welcome the guest with the hospitality courtesy	24	16,78
2.	Ask and answer “informative” questions politely	12	8,39
3.	Describing Food and drink	10	6,99
4.	Make apologies and respond to complaints	2	1,40
5.	Everything	95	66,43
Sum		143	100%

Source: Data Processed by Researchers, 2023

Meanwhile, almost all outlets or departments in food and drink services require competency in English and this is because food and drink services are services that deal directly with guests. English language requirements for each outlet in the food and drink service sector can be seen in the following table.

Table 4. Outlets most in need of English

No.	Outlet	Frequency	Percentage
1.	Restaurant	30	20,98
2.	Room Service	7	4,90
3.	Bar	6	4,20
4.	Banquet	2	1,40
5.	All Parts	98	68,53
Sum		143	100%

Source: Data Processed by Researchers, 2023

In identifying the needs of students or employees in the workplace, apart from identifying their needs, it is also necessary to identify the difficulties they face. Based on interviews with several employees at the restaurant, they said that they generally had difficulty serving guests, especially foreign guests who had language accents that were difficult to understand, especially when they ordered food or drinks. Apart from that, they also sometimes face problems when handling guest orders over the telephone, whether in the form of table orders or room service orders, because they usually speak too quickly. The types of difficulties faced by employees in the food and beverage service sector can be seen in the following table.

Table 5. Difficulties employees face at work

No.	Activities	Frequency	Percentage
1.	Explain to guests	36	25,17
2.	Understand guest talk	29	20,28
3.	Answer guest questions	8	5,59
4.	Everything	70	48,95
Sum		143	100%

Design English teaching materials for students based on workplace needs

After analyzing the current English language skills of students in the Food and Beverage Service Study Program and identifying students' English needs in the workplace, the next step is to design English teaching materials that suit students' needs in the workplace.

Before designing English teaching materials for the Food and Beverage Service Study Program, the first thing to do is identify the job desk of a waiter in providing food and drink services in restaurants. Based on the results of interviews and observations of job descriptions in food and drink services in restaurants, there are six main competencies that a waiter must have. The following is a design of competency material in the FBS field that students must have, including their learning achievements and activities.

Table 6. Competency Material Design in accordance with Industry Needs

Unit Title	Basic Competencies	Indicators of Achievement	Activities
Preparing restaurant area	Adequate understanding of the concept of preparing restaurant area	<ol style="list-style-type: none"> 1. Adequate knowledge of the procedure in preparing restaurant equipment. 2. Adequate knowledge of polishing restaurant equipment 3. Adequate ability to tell the language expressions in preparing restaurant area. 	<ol style="list-style-type: none"> 1. Crossword activity 2. Listen and complete the dialogue. 3. Role-play activity 4. True/False activity 5. Write the correct expression or response in the table.
Preparing and set up the table	Adequate understanding of the concept preparing and set up the table	<ol style="list-style-type: none"> 1. Adequate knowledge of the concept of table set up. 2. Adequate knowledge 3. of the procedure of table set up. 4. Adequate ability to tell the language expressions in setting table. 	<ol style="list-style-type: none"> 1. Matching activity 2. Listen to an audio and complete the paragraph. 3. Role-play activity 4. Answer some question 5. Word search activity
Greet the guest	Adequate understanding of the concept of Greeting the guest	<ol style="list-style-type: none"> 1. Adequate knowledge of the greeting or welcoming guest 2. Adequate knowledge of being a good waiter/waitress 3. Adequate ability to tell the language expressions of welcoming guest 	<ol style="list-style-type: none"> 1. Complete the pictures with appropriate expression 2. Listen to an audio And answer the questions 3. Role-play activity 4. Answer some questions 5. Mind mapping
Taking and process the order	Adequate understanding the concept of	<ol style="list-style-type: none"> 1. Adequate knowledge of taking order 	<ol style="list-style-type: none"> 1. Write some items to go in each category

	taking order	<ol style="list-style-type: none"> 2. Adequate knowledge the procedure in taking order 3. Adequate ability to tell the language expressions of taking order 	<ol style="list-style-type: none"> beginning with the set letter. 2. Listen to a short dialogue and complete the conversation. 3. Role-play activity 4. List of the 5. procedure in taking order by reread the article. 6. Write an order into captain order.
Serving food and beverage	Adequate understanding of the concept of serving food and beverage	<ol style="list-style-type: none"> 1. Adequate knowledge of type of service 2. Adequate knowledge the procedure in serving food and beverage 3. Adequate ability to tell the language expressions of serving food and beverage, 	<ol style="list-style-type: none"> 1. Word search activity 2. Listen to an audio and answer questions. 3. Role-play activity 4. Answer some questions. 5. Complete some short dialogues.
Close restaurant area	Adequate understanding of the concept of close the restaurant area	<ol style="list-style-type: none"> 1. Adequate knowledge of giving the bill 2. Adequate knowledge the procedure in closing restaurant area 3. Adequate ability to tell the language expression of giving the guests' bill 	<ol style="list-style-type: none"> 1. Word search activity 2. Listen to an audio and complete the conversation. 3. Role-play activity 4. Answer some questions 5. Complete the dialogue

All stages in each job description require verbal communication to be able to implement the job description. A waiter must first have competence regarding job descriptions in the Food and Beverage Services (FBS) industry, understand the stages in each job description and then apply them with mastery of English.

Of the six competencies described in the table above, they can be further described in more detail into several job desks and each job desk has stages or steps in accordance with established procedures. Below are several job desks that must be the competency of restaurant employees along with their procedures.

Conclusion

To design English language teaching materials for students of the Food and Beverage Service Study Program based on the abilities and needs of students and employees in the workplace and then planned in vocational learning design and English learning design where speaking skills are one of the skills that get the largest share compared to other skills. another language. This has been planned for in the learning plan. In designing English learning materials, lecturers should pay attention to students' abilities and levels as entry points before the teaching and learning process is carried out. Identifying students' or employees' needs for English in the workplace should be identified early so that the learning materials and processes suit their

needs in the workplace. In order to improve the quality and quality of English language learning, English lecturers and instructors should be given regular orientation to the industry to see and understand firsthand the needs of the industry.

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