

Chapter One

Introduction

In this chapter, the researcher demonstrates several points to discuss the main problem of the research. The chapter is arranged into the background of the study, identification of the problems, delimitation of the problem, research question, research objective, significance of the research, and organization of the chapter. The researcher discusses each part in the following section.

Background of the Study

In this era, English has become one of the most widespread languages in the world. According to Zahedpisheh, Zulqarnain, and Saffari (2017), English has an important role in all fields such as education, business, technology, media, research, tourism, and medicine. Minadora (2013) supports English has a great position and negotiating language related to some jobs in the world including trade, tourism, technology, and business. It can be concluded English has a good prospective carrier, especially in the tourism field. As we know Indonesia has a lot of tourism destinations in all places. Indonesia has a potential island from beautiful scenery, historical heritage, and cultural diversity. Based on the explained above the job opportunities in the tourism field are widely available.

English proficiency is required in all professional fields but because of its specific characteristics, it becomes essential in the tourism industry. English for Tourism is classified under English for Specific Purpose (ESP). Gavioly (2015) states

English for Specific Purpose (ESP) is only aimed at professionals who will use a foreign language in their careers. The basic skill in English Specific Purpose is reading, writing, listening, and speaking. Here, the students learn about management, tourist information, hospitality, and transportation. For this reason, they should be aware of the importance of English in their future activity or career.

As pre-service teachers of English, the students prepared to contribute to the Education term. On the other hand, some of the students believe that they are prepared not only to be an English teacher. Some students prefer to be tour guides, translators, or others that related to English than become an English teacher. In the tourism field, language skill is an important qualification. They should have mastered at least one language. Some students may have a positive prospect in the tourism field because they had been learning English.

In a previous study conducted by Choi (2010), she analyzed the student's needs on English Conversation for Tourism class. The research shows the student's necessities, wants, and lack during joining the class. Based on the questionnaire result, the students get the advantages from English Conversation for Tourism (ECT) to their future job. The students also desire to improve their speaking skills because they feel inadequate in grammar to communicative skills. The other previous study was from Khoirunnisa, Suparno, and Supriyadi (2018) about the teacher's and student's perceptions of Teaching Speaking for a tourism program. Based on the interview result, the teacher and the student show a positive attitude regarding

teaching speaking. They were also supportive to overcome the difficulties related to speaking components such as pronunciation and content.

Two previous studies above support this study to elaborate on the data about tourism class. Meanwhile, there are some differences. This study focus on the benefit and challenge of joining English for Tourism class including four English skills. Besides, two previous studies only focus on the student's viewpoint in speaking skills. Therefore, this study uses a qualitative method and interview to gather the data. While one of the previous studies uses a quantitative method and questionnaire to collect the data. Based on that, the researcher interest to research with widely student's perception of tourism class.

English Language Education Department of a private university in Yogyakarta provides the elective subject in the five-semester. One of them is English for Tourism subjects. English for Tourism subject is an elective course with two credits. According to administration in ELED, the students who enrolled English for Tourism in even semester 2019/2020 were 34 students from batch 2014, 2015, 2016, and 2017. There was only one class of English for Tourism subjects. English for Tourism subjects is still related to English education. It will easily to the students to reach the target of language. They have the opportunity to learn the language used in a different field. It is possible for the students that joining English for Tourism subjects increase their English ability. So, they will get the value after joining English for Tourism class.

Based on the researcher's experience, she chooses English for Tourism subjects because she is interested in tourism. Cuff (2017) believes the students more engage the subject because of their intrinsic motivation. In other words, when students choose the subject based on themselves, they are able better to develop their skills have also great performance, understanding, and learning in the class. Another student said that English tourism class activities are fun. Cuff (2017) supports that the students tend to make subject choices depend on how much they enjoy it. When the students enjoy the subject, it may minimize the difficulties when learning the process. Furthermore, they can engage with materials presents in that subject and enthusiast to attend the class.

Based on a preliminary interview with some students of the English Language Education Department of a private university in Yogyakarta, some students choose English for Tourism class because they avoid another elective subject. They decide to join English for Tourism class because they think this subject is easier than another elective subject. They also believe their score of the subject is better than the other elective subject. Palmer, Burke, and Aubusson (2017) argued students have rated a subject's difficulties in comparison to other subjects as one of the most key factors in their decisions. If the students join the class with uninteresting and difficult, it will impact on their ability and attitude toward the subject. Another student said he determines to join the subject because he just followed his friend who takes the same subject. The problem arises when the students just randomly enrolling the subject

without any plan and not consider they need it. They also do not know what they expect after joining the class. If this fact happens, it will be a big question about the meaningful and successful learning process. Therefore, the researcher aims to find out the benefit and the challenges based on the English Language Education Department student's perception.

Identification of the Problem

In this case, the problems can arise from some of the students who enrolling English for Tourism without any preparation and expectation. Besides, they randomly choose the elective subject only to help them accumulate enough credit to complete their degree. Suddenly, they withdrew from the class. Some of the English Language Education Department students say that they avoid attending the class because of English for Tourism just an elective subject, not a compulsory subject.

Further evidence, the students avoid the subject because they don't like the lecturer. Ting and Lee (2012) mention that students may decide on an elective course because of the way the lecturer taught. For instance, the lecturer who is perceived as pleasant, have a good sense of humor or lack of strict. Moreover, Mitra and Golder (2008) emphasized teaching methods and course syllabus are the most important aspect of maintaining the student's interest in the learning process. The lecturer selected for the elective should be able to deliver the subject with competence and enthusiasm as a criterion.

Delimitation of the Problem

English for Tourism subject has been implemented for 4 years in the English Language Education Department of a private university in Yogyakarta. Based on this, it is important to evaluate the subject. How far English for Tourism subject worked in the student's English Language Education Departement of a private university in Yogyakarta?. The researcher needs to ensure the usefulness of joining English for Tourism class on their English skills improvement and their prospective career. From the problems in the identification above, the researcher wants to focus on the benefit and the challenges of joining English for Tourism class at English Language Education Department of a private university in Yogyakarta based on the students' perception. The researcher also limits the participants of the research. The participants are only the students who join English for Tourism class in the English Language Education Department of a private university in Yogyakarta in even semester 2019/2020.

Research Questions

To conduct the research, there are the research questions as a guideline of the study.

The following are the research questions:

1. What are the benefits of joining English for Tourism class at English Language Education Department of a private university in Yogyakarta?
2. What are the challenges of joining English for Tourism class at English Language Education Department of a private university in Yogyakarta?

Research Objective

Based on the research questions, the purpose of this research are:

1. To explore the benefits of joining English for Tourism class at English Language Education Department of a private university in Yogyakarta
2. To identify the challenge of joining English for Tourism class at English Language Education Department of a private university in Yogyakarta

Significance of the Research

The researcher expects this research to give advantages for some particular part. These parts are students who interest join the English for Tourism class, the lecturer who teaches this subject, the researchers itself, and the last is an educational institution in English Language Education Department. The advantages are written in the following statements.

For the students. This research may give information and ideas to the students about the English for Tourism subject. The students can carry out the benefit of joining English for Tourism subject and the student's activities. Thus, the students can determine in choosing an elective subject to develop their skill ability. Besides, they also get knowledge about a prospective career in the tourism term. Therefore, they will be motivated to learn English for Tourism subject.

For lecturer. The student's perception will give information for the lecturer about the student's think and feel when joining English for Tourism class. Therefore, the lecturer will know the student's benefit in improving their English skills after

joining English for the tourism class. Then, the lecturer can evaluate and improve his competencies especially in delivering the materials to the students.

For other researchers. After doing this research, the other researcher will get some further information and knowledge about the benefits of joining English for Tourism class. Furthermore, the other researcher would be getting rich information about English for Tourism research. The researcher hopes that it can be resources for the next research.

For educational institutions. The researcher hopes that the result of this research makes English for Tourism subject better. The institution also can improve the strengths of the English for the Tourism subject. Therefore, evaluate the weakness of English for Tourism subject from the student's perceptions. It can build more positive expectations about this subject of the usefulness for student's future study plans, personal life, and career.

Organization of the Research

This research is divided into five chapters, which discuss the English Language Education Department student's perception of the benefit of joining English for Tourism class. In chapter one, the researcher demonstrates several points. Firstly, the background of the study describes an idea regarding a student's perception of joining English for Tourism subjects and the problems arise. Secondly, the researcher presented the two research questions for a guideline in conducting the research. Besides, the objective of the research explains the aims of conduction research in a specific. The last, the researcher presents the benefit of this research

toward particular people. There are for students, for a lecturer who teaches the subject, for other researchers, and the educational instruction.

In chapter two, the researcher focuses on a literature review to support the research. This chapter discusses some theories that are related to the benefits of joining English for Tourism subjects. There are two main focuses which are discussed in this part, including the student's activities during English for Tourism subjects and the student's advantages on the benefit of joining English for Tourism to the improvement of their English skills.

In chapter three, the researcher elaborated on several points in methodology. This chapter demonstrates how the research was conducted. Firstly, the researcher explains the research design which she chooses and the pieces of evidence. Secondly is a research setting, in which it is the location of the research study conducted and the participant's criteria. Thirdly, the researcher points out the way to collect the data in the data collection method. Lastly, data analysis is also presented in this section. It is the activity of converting the result of data to information that produce the conclusion. Besides, the trustworthiness of the research study is discussed in this chapter.

In chapter four, the researcher illustrated findings and discussion. In this part, the researcher showed the result from the data on finding. Thus, connect the finding data with some theories from the literature review to gain the answer to the research question. The last chapter is a conclusion and recommendation. The conclusion of

the research question and recommendations for the researchers, students, and lecturer are revealed in this section.