



PERCEPTION OF HOSPITALITY MANAGEMENT STUDENT ABOUT THE QUALITY OF ENGLISH TEACHING MATERIALS AT UNIVERSITAS NEGERI PADANG

Ridho Afif¹, Sitti Fatimah²

English Department

Faculty of Languages and Arts

Universitas Negeri Padang

email: ridhoafif04@gmail.com

sitti.fatimahbing@gmail.com

Abstract

The prevalent use of the English language as an international means of communication is in constant expansion. This fact is reflected in different fields and in various domains where English is considered as a working tool or ESP. The ESP subject, which provides profession/discipline-related language education to undergraduate students studying hospitality in Faculty of Tourism Universitas Negeri Padang. A questionnaire was design and distributed to 40 Hospitality Management student to discover their perception about the quality of the English teaching materials. To support the data, 7 respondents were also interviewed to support the questionnaire. The results were obtained through analysis of the data obtained. Students feedback were categorized into four issues namely, input, content focus, language focus, and task. Generally, the study proves that the student shows positive attitude toward the English teaching materials which means that the quality of the English teaching materials was able to fulfill the students need.

Keywords: Teaching Materials, Perception, ESP

A. INTRODUCTION

A recent estimation suggests that while around 375 million people speak English as their first language, another billion use it as a second language, or learning to do so (Barančicová & Zorzová, 2015). The role of teaching materials plays a significant part in the development of language. Teaching materials aims to provide the student with the chance to practice the language in their daily lives, especially in all activities linked to what they need in terms of language for survival (Tomlinson, 2009).

The existence of materials is based entirely on teachers' creativity and creative methods. Without a teacher, no one can assume even a single material because it is a teacher who efficiently utilizes the materials in the classroom and

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2020

²Lecturer of English Department of FBS Universitas Negeri Padang



the students' participation reflects the efficient use of those materials. An English teacher has to prepare the students to be able to communicate and comprehend in English well. In the reality, one should not master all of the English skill, but limited on how to communicate well and fulfil the job need in term of language. Thus, the teacher should know how to design a syllabus that can cover the students' need, developing a material that suits them, and the students' language needs in the real field.

One of the major issues that is usually faced by ESP students is the lack of learning materials, such as the limitation of textbook or the unsuitable syllabus. Hutchinson & Waters (1987) proposes four main problems on ESP class related to the teaching materials: (1) These products may not be commercially accessible. (2) They may not be feasible due to import restrictions currency. (3) Materials are visible activity products, irrespective of whether such activity is even essential. (4) Understanding is often more difficult in the ESP classroom than in real life, as texts are taken in isolation. Hence, teachers have to create their own teaching materials and/or elaborate it with the existing teaching materials. With many things to do and prepare for a course, they still have another work. Will the teaching materials fulfil the students' need? What about the quality?

Lam and Ching (2007) in his study of hospitality management at Hong Kong, found that the present situation is blamed by educators and employers. Educators remarked that they had tried their utmost to develop a well-rounded program for their learners, but their workload could be very heavy, making it hard to prepare teaching materials and keep up with the industry's modifications. Murniati (2012) says the educational organization tends to stick to previous and traditional rule, as the adjustments will weigh in educational system, teaching materials, learning processes, and infrastructures. Unfortunately, if the involvement of the industry in curriculum growth is neglected, there is a risk that the educational organization will fail to educate the learners with the necessary and applicable understanding, abilities and competencies. To confront this situation, the teachers should be more creative and innovative. In this case, to perceive the students' perception about the quality of English teaching materials has an important role to help the teacher to analyse and identify the students need to the related department.

Sampath Kumar & Kumar, (2010) stated that the concept of perception in the perspective of philosophy, psychology, and the cognitive sciences is that "perception is the process of attaining awareness or understanding of sensory information". Theoretically, perception refers to recognition and comprehension of events, items and stimuli by using senses (seeing, hearing, touching, etc.) (Richards & Schmidt, 2010). Perception cannot be segregated from action because action filters perception (Borghini & Cimatti, 2012). There are some apparent forms of perception related to action. The relationship between them is intimate enough. Perception is a main mediator of consistency of attitude and conduct (Bodenhausen & Hugenberg, 2015). Thus, perception plays a vital role in teaching and learning processes. It can shape learning attitudes, learning motivation , and learning achievement for students. As quoted by Kleinsasser, Richards, & Lockhart (2006) the learners' perception may influence their motivations, their

attitudes towards linguistic teaching, including their expectations and teaching strategies.

The process of perception is aimed to know the students need in learning English to support their skill. Abu Sa'alek (2015) found that the use of Facebook as an online learning materials helps them in their language learning and improve their motivation and confidence. Not only that, students gives a positive attitude towards this type of learning. Similarly, Badusah, et al. (2016) discovered that using MOOC (Massive Open Online Course) materials such as video (live action), audio(speech balloons), or both audio-visual(animation) are more interested. As we know, in perceiving something, everyone has different point of view. The reasons are influenced by many factors such as situation, condition, knowledge, geographical, etc. Even though perception comes in abstract form, it has the important role in determining someone attitude on judging something. Through this research, researcher wants to find out the perception of Hospitality Managements Student about English Teaching Materials at Universitas Negeri Padang.

B. RESEARCH METHOD

This research applied a quantitative research approach since the quantitative strategy refers to the characteristic of this research. Muijs (2014) states that quantitative research fundamentally involves gathering numerical data to explain a specific phenomenon. This research instrument targeted specifically at turning phenomena that naturally do not occur in quantitative form into quantitative data that can be statistically analyzed. Aliaga and Gunderson (2002) propose quantitative research as, "Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)". Likewise, Creswell (2009) says that the quantitative research methodology retains an empirical paradigm. Based on the statement above, this research regarding students' perception about the English teaching materials is also included into quantitative approach.

This research used the type of survey research as an instrument. It provided a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It included cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection, with the intent of generalizing from a sample to a population (Creswell, 2009). Research instrument is a tool used to measure the phenomenon that can be observed either happen naturally or socially. Specifically those phenomena called research variable (Sugiyono, 2010). The questionnaire were design and given to 40 hospitality management students. It consist of 4 variables, input, contnt focus, language focus, and task, which be totaled 34 questioned. After that, an interview was designed and help to support the data from questionnaire. 7 respondents were interviewed related to the questionnaire.

The data from questionnaires were analyzed quantitatively. It was used to analyze the students' perception about the English teaching materials. The type of questionnaire designed was Likert-Scale with four options, very good, good, fair, and poor (Oppenheim, 1992). The respondents was freely to choose between

those options. Here the scoring of the options of the questionnaire as follows: For students' positive perceptions about the English teaching materials were categorized, the score started 4 to 1; very good (4), good (3), fair (2), poor (1).

In analyzing interview data in this research, there were three steps that should be followed. First step was transcribing data obtained by interviewing. Afterward, through coding process identified the interviewees' answers about their perceptions about the quality of the teaching materials in EFL classroom. Lastly, describing the data in depth about important aspects of this focus, especially related to students' perceptions about the English teaching materials. In this first step, transcribing the data in investigating the overviews regarding students' perception.

C. RESULT AND DISCUSSION

The data of students' perception about the English teaching materials was the result of the shared questionnaire. Here the result of questionnaire:

Table 1 *Statements' Score and Percentage*

No	Statements	Score	Percentage	Scale
1	S1	137	85.62%	Very Good
2	S2	137	85.62%	Very Good
3	S3	136	85%	Very Good
4	S4	128	80%	Good
5	S5	127	79.37%	Good
6	S6	124	77.5%	Good
7	S7	133	83.12%	Very Good
8	S8	136	85%	Very Good
9	S9	135	84.37%	Very Good
10	S10	136	85%	Very Good
11	S11	131	81.87%	Very Good
12	S12	137	85.62%	Very Good
13	S13	131	81.87%	Very Good
14	S14	132	82.5%	Very Good
15	S15	126	78.75%	Good
16	S16	130	81.25%	Good
17	S17	127	79.37%	Good
18	S18	137	85.62%	Very Good
19	S19	134	83.75%	Very Good
20	S20	125	78.12%	Good
21	S21	125	78.12%	Good
22	S22	136	85%	Very Good
23	S23	125	78.12%	Good

24	S24	129	80.62%	Good
25	S25	118	73.75%	Good
26	S26	133	83.12%	Very Good
27	S27	128	80%	Good
28	S28	135	84.37%	Very Good
29	S29	129	80.62%	Good
30	S30	139	86.87%	Very Good
31	S31	136	85%	Very Good
32	S32	135	84.37%	Very Good
33	S33	129	80.62%	Good
34	S34	124	77.5%	Good

To determine the students' perception, the writer counted the scores for each type of statements. The students' perception means score is calculated. After the calculation, the means core is categorized as Very Good (19 out of 34 statements).

1. Student's perception about the input of the teaching materials

Table 2. *Students' perception about the input of the teaching materials*

No.	Interval	Category	Frequency	
			Statements	%
1.	81,28% - 100%	Very Good	11	79%
2.	62,52% - 81,27%	Good	3	21%
3.	43,76% - 62,51%	Fair	0	0%
4.	25% - 43,75%	Poor	0	0%
Total			14	100%

In defining the student's perception about the input in their teaching materials, questionnaire was given to 40 Hospitality Management student. Each statement was given score based on the student's responses. The score of each item was then calculated resulting in the student's perception about the input of the English teaching materials. Table 4.3 reveals that from 14 statements, 11 statements (79%) were categorized Very Good, while 3 (21%) other statements were classified Good. Hospitality management students perceived that the texts, dialogues, video recordings, diagrams, or any piece of communications presented in the English class were Very Good. This indicates that the teaching materials stimulated students to do activities in the target language, learnt new language items, given correct models of language use. This also provides the student with the opportunity to use both their information processing skill and to use their existing knowledge in both of subject matter and the language use.

While for the other three statements, students perceived that the theories, concepts and the use of the tables and diagrams are classified Good. It means that the presentation of the theories and concepts in the teaching materials are able to make the students understand the them. The findings indicate that most of the

Hospitality Management students have positive feelings and attitudes toward the input of the English teaching materials.

2. Student's Perception About The Content Focus of The English Teaching Materials

Table 3. *Students' perception about the content focus of the teaching materials*

No.	Interval	Category	Frequency	
			Statements	%
1.	81,28% - 100%	Very Good	3	27%
2.	62,52% - 81,27%	Good	8	73%
3.	43,76% - 62,51%	Fair	0	0%
4.	25% - 43,75%	Poor	0	0%
Total			11	100%

As shown in Table 3 above shows student's perception about the content focus of the English teaching materials. From the result obtained, 34 statements' following the distributing preference of students' perception on language focus resulted 3 (27%) statements categorized very good, 8 (73%) statements categorized good and no statements got Fair and Poor. Hospitality Management student perceived that the content of the English teaching materials are presented in a systematic way that helps the student to have a deeper understanding of what is being learnt. It provides them with materials to let them independently. The flexibility of the teaching materials made it easier to be accessed. It also stimulated the students-lecture and student-students to have a good interactions in the class.

Analysis of questions 18, 19, and 22 showed that the contents was very useful in developing the students' knowledge related to their study as a hotelier in the both school and industry. It provided them with the skills (soft skill) that they need. It could be inferred that the content of the English teaching materials gave the students the positive attitude in learning English.

3. Student's Perception about the Language Focus of the English Teaching Materials

Table 4 *Students' perception about the language focus of the teaching materials*

No.	Interval	Category	Frequency	
			Statements	%
1.	81,28% - 100%	Very Good	4	67%
2.	62,52% - 81,27%	Good	2	33%
3.	43,76% - 62,51%	Fair	0	0%
4.	25% - 43,75%	Poor	0	0%
Total			6	100%

The table above showed that from 34 statements' following the distributing preference of students' perception on language focus resulted 4 (67%)

statements categorized Very Good. 2 (33%) statements classified Good. The statements' disposition showed that the Hospitality Management students perceived the language in the teaching materials were Very Good. It gave them the opportunity to use the language inside and outside of the classroom and in the industry's life. It provided them with the necessary language knowledge to do the communicative tasks and activities. Furthermore, the Good result mean, it gave them the chances to take the language into pieces, study how it works, and practice how to put it into one. In conclusion, the Hospitality Management students felt that the language presented in their English teaching materials helped them in learning and also assisted them to have communicative activity in learning English.

4. Student's Perception about the Task of The English Teaching Materials

Table 5 Students' perception about the task of the teaching materials

No.	Range Interval	Category	Frequency	
			Statements	%
1.	81,28% - 100%	Very Good	1	33%
2.	62,52% - 81,27%	Good	2	67%
3.	43,76% - 62,51%	Fair	0	0%
4.	25% - 43,75%	Poor	0	0%
Total			3	100%

Table 5 above shows that out of 34 statements preference of students' perception on the task of the teaching materials shows 1 (33%) statement is classified Very Good. 2 (67%) statements is categorized Good and no statements got fair and poor. The ultimate purpose of language learning is the language use. The teaching materials are designed to assist the students with meaningful tasks. It can be concluded that the majority of the students perceive that the tasks are able to assist the students to understand and master the lessons more and they are able to apply their knowledge of completing the task during the class and internship program.

D. CONCLUSION AND SUGGESTIONS

The students' perceptions about English teaching materials materials notice positive attitude, help to improve students' skill in language, they expose learners to real language used, and enhance students' vocabulary mastery and non-linguistic advantages, including help to improve students' motivation, as a window to introduce students into culture, enhance teaching and learning progress. Besides, the difficulties face by the students including self preference, and limited teaching materials.

Based on the findings and conclusions above, several suggestions are recommended for other studies in the present.

First, in the developing and establishing teaching materials, developer, teachers, stake holder can consider the target perception. the implementation of using varied materials in EFL classroom is beneficial for the students. Hence, teacher should select suitable and or alter teaching materials considering students' needs, interests, and language proficiency.

Second, the difficulties faced by the teacher can be manipulated by preparing a lot before teaching. Teacher also can ask students to search or bring the material before the teachers delivering it into the class in order to get prior knowledge about the issues will be discussed in the class. And the last, the researcher can conduct similar research with different level of participants concerning this issues.

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