Content Analysis of English Language Teaching Materials In The Food and Beverage Industry

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Abstract *This article discusses Content Analysis of English Language Teaching Materials in the Food and Beverage Industry. This research method uses descriptive research method. The results showed that the book "English for Food and Beverages" has 104 pages with 4 chapters. Used by Buleleng Seamen Alliance College, the focus is on the combination of speaking and reading skills for students who serve tourists in hotels or restaurants. The research also looked at the suitability of the tasks and materials with Burhan Nurgiantoro's criteria. Content analysis of English language teaching materials in the food and beverage industry is important to ensure that they meet industry needs, improve language and communication skills, and support professional development. Effective teaching materials can help learners in the hospitality and tourism industry to succeed in their careers. In addition, the use of appropriate evaluation criteria, such as those proposed by Burhan Nurgiantoro, can help in assessing the quality of tasks and materials in textbooks.*

Keywords: English Language Teaching Materials, Food and Beverage Industry, Content Analysis

Abstrak. Artikel ini membahas Analisis Konten Bahan Ajar Bahasa Inggris di Industri Makanan dan Minuman. Metode penelitian ini menggunakan metode penelitian deskriptif. Hasil penelitian menunjukkan bahwa buku "English for Food and Beverages" memiliki 104 halaman dengan 4 bab. Digunakan oleh Sekolah Tinggi Aliansi Nelayan Buleleng, fokusnya adalah pada kombinasi keterampilan berbicara dan membaca untuk siswa yang melayani wisatawan di hotel atau restoran. Penelitian juga melihat kesesuaian tugas dan materi dengan kriteria Burhan Nurgiantoro. Analisis konten bahan ajar bahasa Inggris di industri makanan dan minuman penting untuk memastikan bahwa mereka memenuhi kebutuhan industri, meningkatkan keterampilan bahasa dan komunikasi, serta mendukung pengembangan profesional. Materi pengajaran yang efektif dapat membantu para pembelajar di industri perhotelan dan pariwisata untuk berhasil dalam karier mereka. Selain itu, penggunaan kriteria evaluasi yang tepat, seperti yang diusulkan oleh Burhan Nurgiantoro, dapat membantu dalam menilai kualitas tugas dan materi dalam buku teks.

Kata kunci: Bahan Ajar Bahasa Inggris, Industri Makanan dan Minuman, Analisis Konten

INTRODUCTION

(Mantra et al., 2020) emphasize the growing importance of communication skills in fostering global connectedness, especially given the surge in worldwide tourism. As English serves as a universal language for communication, proficiency in English is indispensable for all workers in the hospitality and tourism industries. Successful service delivery hinges on staff members' ability to communicate effectively in English. Conversely, individuals with limited English proficiency often struggle to provide satisfactory services due to communication barriers. Therefore, strong English communication skills are essential for employment across various sectors of the tourism industry (Al-Saadi, 2015). In the realm of restaurant and hospitality, effective communication in English is crucial for engaging with customers, fulfilling their needs, and ensuring a positive customer experience.

In the highly competitive tourism industry, success depends on how well individuals can interact with foreign guests while providing top-notch services and hospitality (Prachanant, 2012). Hotels, in particular, constantly strive to meet global service standards, which means they need employees who are excellent communicators. Good speaking and listening skills are especially important in the hospitality sector.

Moreover, in today's globalized world, it's crucial for everyone to learn English as an international language. This is because English has become essential for accessing information, technology, and international communication. English is commonly referred to as the universal language, or Lingua Franca, and has long been used as a means of communication, especially in the travel and tourism industry. Residents of popular tourist destinations must be able to speak and understand English to effectively interact with tourists from all over the world. Therefore, a strong command of English is vital for professionals working in the tourism sector (Astawa et al., 2019).

In order to carry out their job duties, front-line food and beverage employees in the hotel business must communicate in English with clients directly (Lestari et al., 2017). Examples of communication skills that food and beverage staff members need to have include, listening to their orders, suggestions, and comments, helping guests with their requests, answering restaurant phone calls and taking reservations, handling complaints, persuading or upselling customers to purchase goods or services, scheduling appointments, negotiating, boosting the income from food and beverage services, and interacting or conversing with customers to make sure they are satisfied.

(Ariyanthi et al., 2020) States, To help staff members master English in line with the skills that must be attained, instructional tools are required. ESP stands for English for Specific Purposes. Based on the interest of English in work contexts, ESP are provided to learners according to their specific needs (Tsao, 2011). According to (Lamri, 2016), ESP is about teaching English for a set of objectives. ESP students acquire English to aid in their academic or professional endeavors, not because they are fascinated by the language or its culture. The focus of ESP course instruction is often on developing spoken and written English proficiency in line with academic or professional activities and objectives (Poedjiastutie & Oliver, 2017). Textbooks covering restaurant knowledge and abilities are essential to facilitate the teaching and learning process.

analyzing teaching materials in English for food and beverage is essential because it ensures alignment with industry needs, enhances language proficiency and communication

skills, supports professional development, and ultimately contributes to delivering superior service and experiences within the industry. By utilizing relevant and effective teaching materials, educators can better prepare learners for success in their careers in the dynamic and competitive field of food and beverage.

(Alsamadani, 2017) contends that, The process of gathering preliminary data for the creation of a curriculum that includes instructional materials, learning activities, test development, and evaluation is known as needs analysis.When creating and executing the teaching and learning process for an ESP or regular English course, needs analysis plays a crucial role(Songhori, 2008). (Kaur & Khan, 2010)Finding content that is pertinent to Learners' circumstances and creating a curriculum that meets their requirements need this analysis, which is crucial (Long, 2005).

This research was conducted due to the limited number of other studies that raised the issue of analyzing textbooks for English Food And Beverage.

As indicated above, the objective of this study is to examine the structure and organization of a textbook titled 'English for Food and Beverages' and assess whether the tasks and the material within it align with the criteria proposed by Burhan Nurgiantoro (1987: 363).

THEORETICAL FRAMEWORK

The theoretical framework for this study draws on the concepts of ESP, needs analysis, and criteria-based evaluation. ESP focuses on teaching English tailored to learners' specific needs, such as those in the food and beverage industry (Lamri, 2016). Needs analysis, as discussed by Long (2005) and Songhori (2008), is crucial for identifying learners' requirements and designing appropriate materials. Additionally, criteria-based evaluation, proposed by Burhan Nurgiantoro (1987), provides a structured approach to assess the quality of teaching materials.

RESEARCH METHOD

(Wulandari et al., 2016) posits that, The descriptive technique was employed by the researchers in this study. A descriptive study does not test hypotheses (Suharsimi, 1993). It gathers, examines, and concludes solely on the basis of the data, drawing no broad conclusions. This means that the findings are valid only for the data used in this study and not for any other data. Documentary analysis was employed in the study as a data collection method. The information was gathered from Buleleng Seamen Aliansi College's "English for Food and Beverage" textbook.

The analysis procedure is briefly explained in the sections that follow. When analyzing data, the steps are: establishing criteria, subjective analysis, A dispassionate examination, and complementing

This research uses "Criterion-Based Evaluation Evaluation" as stated by (Nurgiantoro, 1987) to to calculate whether the tasks in "english for food and beverage" textbook meet the criteria in the table below.

Number of tasks in a unit	Score	Interval Percentage	Level of Quality
8	8	87.6% - 100%	Perfect
7	7	75.1% - 87.5%	Very good
6	6	62.6% - 75%	Good
5	5	50.1% - 62.5%	Fairly good
4	4	37.6% - 50%	Average
3	3	25.1% - 37.5%	Less average
2	2	12.6% - 25%	Bad
1	1	0% - 12.5%	Worst

and also this research uses "Criterion Referenced Evaluation" as proposed by (Nurgiantoro, 1987) to see whether the material in the textbook "English for Food and Beverage" is in accordance with the criteria mentioned by Burhan Nurgiantoro.

Number of Material in a unit	Score	Percentage	Level of Quality
3	3	66.7% - 100%	Very good
2	2	33.4% - 66.6%	Fairly good
1	1	0% - 33.3%	Bad

FINDINGS AND DISCUSSION

The study's revealed several significant aspects, including how the structure and organization of a textbook titled 'English for Food and Beverages' and whether the tasks and the material within it align with the criteria proposed by (Nurgiantoro, 1987).

The order of all the parts of "English for English and beverage," from the front cover to the back cover, is referred to as the structure. The textbook is 104 pages long and divided into 4 chapters. The front cover has an image titled "English for English and beverage." Buleleng Seamen Aliansi College uses the book. The book's focus is on combining speaking

and reading, the two language abilities. The purpose of this book is to make it easier for students if they serve tourists in hotels or restaurants.

According to (Wulandari et al., 2016), (Cunningsworth, 1995) outlines four criteria for choosing and assessing course books. First off, the goals and objectives of the language learning program are aligned with this textbook. It can be seen in this book clearly outlines specific learning objectives such as writing guest's names through spelling, using terms and abbreviations in the hotel industry, handling reservations by telephone, taking orders, recommending food, explaining menus, and handling payments.

Second, the textbook anticipates how students will use language in the present and the future. By utilizing real-world scenarios, genuine content, and motivating students to engage in activities that foster the development of communication techniques and abilities, textbooks can assist achieve this goal. In this textbook, is likely to help develop communicative skills and strategies that can be applied in real-life situations within the hospitality industry because in this book contains real-life scenarios, role-playing, and interactive activities.

Thirdly, the information in this textbook is clear and engaging. There are several subjects and exercises to support the pupils. the English for Food and Beverage textbook offers a blend of practical relevance, interactive activities, cultural insights, vocabulary expansion, role-playing scenarios, visual aids, and opportunities for feedback and reflection that can make the learning experience interesting and engaging for students in the hospitality industry.

Fourthly, this textbook helps with learning by bringing the student and the target language together in a regulated manner. the English for Food and Beverage textbook likely facilitates learning by bringing learners and the target language together in a controlled manner through structured input, contextualized content, controlled practice activities, feedback mechanisms, progressive complexity, language practice in context, and guided role-playing scenarios. These features help learners engage with the language in a structured and supportive way, promoting effective language acquisition and application in the hospitality industry.

The findings of the second research question, which whether the tasks and the material within it align with the criteria proposed by Burhan Nurgiantoro (1987: 363),' are presented in this section.

First, there are just two practices in Chapter 1, which is titled "greeting and introduction." received two marks in this chapter (25%) indicating a poor quality level.

Second, in Chapter 2 with the title 'Restaurant & Bar Service,' there are 8 materials:

1. "COMMON SIGN AND ABBREVIATION IN THE TOURISM / HOTEL" consists of 0 practice because in this section just there are the The material or explanation. received 0 marks in this chapter (0%) indicating a poor quality level.

2. "RESERVATION BY TELEPHONE consists of 1 practice. received 1 marks in this chapter (12.5%) indicating a poor quality level.

3. "SITTING THE GUEST I AND II" consists of 2 practice. received 2 marks in this chapter (25%) indicating a Bad quality level.

4. "TAKING ORDER I, II, III, IV" consists of 10 practices. received (100%). it's consists of 6 practice in "Taking order IV" received 6 marks in this chapter (75%) indicating a fairly good quality level. consists of 2 practice in "Taking Order III". received 2 marks in this chapter (25%) indicating a Bad quality level. consists of 1 practice In "Taking Order II". received 1 marks in this chapter (12.5%) indicating a poor quality level. consists of 1 practice In "Taking Order I". received 1 marks in this chapter (12.5%) indicating a poor quality level."

    However, when all the materials are combined, they yield 9 scores and 9 questions, surpassing the criteria that only allows for 8 scores or questions. Despite this, the book maintains a perfect score in its material

5. "RECOMMENDING FOOD" consists of 1 practice. received 1 marks in this chapter (12.5%) indicating a Worst quality level.

6. "ROOM SERVICE" consists of 2 practice. received 2 marks in this chapter (25%) indicating an Bad quality level.

7. "EXPLAINING THE MENU I, II, III" consists of 4 practice. received 4 marks in this chapter (50%) indicating an Average quality level In "EXPLAINING THE MENU I". consists of 5 practice. received 5 marks in this chapter (62.5%) indicating an Fairly Good quality level In "EXPLAINING THE MENU II". " consists of 3 practice. received 3 marks in this chapter (37.5%) indicating a Less Average quality level In "EXPLAINING THE MENU III"

8. "THE BILL I AND II" consists of 2 practices. received 25%) indicating an Bad quality level

9. "SPELLING" consists of 0 practice because in this section just there are the The material or explanation. received 0 marks in this chapter (0%) indicating a poor quality level.

In the last two chapters, namely 'Basic Terms for Bartender' and 'Food Product,' there are no practice questions, resulting in a score of 0.

The average scores and percentages of the textbook chapters that are examined in this study are shown in this table.

NO	UNIT	NUMBER OF TASK	SCORE	PERCENTAGE	LEVEL OF QUALITY
1	1	1	1	12.5%	Worst
2	2	30	8	100%	Perfect
3	3	0	0	0%	Worst
4	4	0	0	0%	Worst
Average		2.25	2.25	28.125%.	Less Average

The aforementioned data indicates that the proportion of tasks completed is 28.125% and the average score for "English for Food and Beverage" is 2.25. It denotes a Less Average quality level.

In Chapter 1, there are two materials, each receiving a score of 2 (66.6%), indicating that the material is fairly good. In Chapter 2, there are nine materials, each receiving a score of 3 (100%), indicating that the material is Very good. In Chapter 3, there are two materials, each receiving a score of 2 (66.6%), indicating that the material is fairly good. In Chapter 4, there are four materials, each receiving a score of 3 (100%), indicating that the material is Very good.

NO	UNIT	NUMBER OF MATERIAL	SCORE	PERCENTAGE	LEVEL OF QUALITY
1	1	2	2	66.6%	Fairly Good
2	2	9	3	100%	Very Good
3	3	2	2	66.6%	Fairly Good
4	4	2	2	66.6%	Fairly Good
Average		2.25	2.25	74.85%.	Very good

This textbook can serve as a reference for teaching and learning support alongside other textbooks, allowing teachers to provide additional supporting materials. Therefore, teachers can offer a variety of materials on the same topics to students during teaching and learning sessions. Although the test scores are below average, the content within the textbook is comprehensive.

CONCLUSION

In conclusion, this study focused on conducting a content analysis of English language teaching materials in the food and beverage industry, specifically examining the textbook "English for Food and Beverages" used by Buleleng Seamen Alliance College. The research

utilized descriptive research methods and evaluated the textbook's structure, organization, tasks, and materials against the criteria proposed by Burhan Nurgiantoro.

The findings revealed that the textbook covers essential aspects of English language learning relevant to the hospitality and tourism industry. It aligns well with the goals and objectives of language learning programs, anticipates real-world language usage, provides clear and engaging content, and facilitates structured language learning experiences. However, the analysis of tasks and materials within the textbook revealed varying levels of quality, with some sections meeting the criteria proposed by Nurgiantoro while others fell short.

Despite the shortcomings in certain areas, the textbook still serves as a valuable resource for English language teaching in the food and beverage industry. It offers comprehensive coverage of relevant topics and can be used alongside other materials to enhance teaching and learning experiences. Additionally, the study underscores the importance of continuous evaluation and improvement of teaching materials to ensure their effectiveness in meeting industry needs and supporting learners' language development.

Overall, this research contributes to the ongoing efforts to enhance English language education in the hospitality and tourism sector, ultimately aiming to equip learners with the necessary communication skills for success in their careers. Further research and refinement of teaching materials based on the findings of this study could lead to even greater improvements in language learning outcomes within the industry.

This research has limitations, specifically the short research time, which may have prevented the study from fully maximizing its results. For future research, it is hoped that investigations with longer durations can be conducted to enhance the outcomes of this study further.

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