

CHAPTER I

INTRODUCTION

This section will explain the basis and reasons for this research to be conducted. The first part will discuss the research background, identification of the problem, delimitation of the problem, formulation of the problem, study objectives, product specification, significance of the study, and operational definition.

A. Background of the Study

Listening, speaking, reading, and writing are the four major abilities that English learners must master to be classified as proficient English speakers. Mastering writing abilities is regarded as the most challenging of the four fundamental English competencies (Salaxiddinovna, 2022). This is because a student needs to comprehend the structure of sentences in English and other comprehension abilities like grammar, phonetics, and vocabulary. The writing process in learning English takes a short time to produce logical sentences, frequently leading to writing blockages or the brain's incapacity to write assertions and develop thoughts. There is no question that the writing process in learning English takes a long time.

English proficiency in Indonesia, reported by EF Education (2022), ranks 81st out of 111 countries studied. From a total score of 800, Indonesia only got half of that score, namely 469 or the equivalent of B1 in the Common European Framework for Reference, according to CNN Indonesia. Indonesia's low ranking in English proficiency is predictable about the quality of Indonesian writing in English. The low proficiency in English is due to the limited use of the foreign language in daily activities. English in this country is still considered a foreign language studied in educational institutions. The use of English in Indonesia is still limited to professional sectors, such as requirements to register for higher education and legal matters (Panggabean, 2016). This is also reinforced by the political side of Indonesia, which does not recommend using English in everyday life, as stated in Undang-Undang Republik Indonesia Nomor 24 Tahun 2009 Tentang Bendera,

Bahasa, Dan Lambang Negara, Serta Lagu Kebangsaan (2009) Article 25 paragraph (3):

Indonesian as the official state language, as referred to in paragraph (1), functions as the official state language, introduction to education, national-level communication, development of national culture, commercial transactions, and documentation, as well as a means of developing and utilizing science, technology, art, and the language of the mass media.

One of the central provinces in Indonesia, the Special Region of Yogyakarta, places the tourism sector as one of the driving factors for the region's economy. According to Dhian Anggraini (2022), the region's tourism, education, and support industries contribute 64.6% of the GRDP (Gross et al. in Aggraini, 2022). The most significant contributing sectors also provide a sizable multiplier effect, around 104.9 times, as reported by BPS 2019 and Bank Indonesia 2020. This can be interpreted as every increase or decrease in active demand in the DIY tourism sector by IDR 1 billion; the economic output will increase or decrease by IDR 104.9 billion. This data has proven that the tourism sector in Yogyakarta is one of the highest foreign exchange earners and has a significant impact on the DIY economy in every movement. The increased income of the DIY tourism sector was strongly influenced by visiting tourists. According to DIY BPS data for 2018, foreign tourists visiting Yogyakarta were dominated by tourists from Malaysia with 54,262 tourists, Singapore with 40,925 tourists, Japan with 40,686 tourists, Netherlands with 29,331 tourists, and America with 24,655 tourists. For positions 6 – 10, many were dominated by tourists from China, Australia, Germany, France, and South Korea (Dhian Anggraini, 2022).

The number of tourist arrivals to Yogyakarta has increased because of bureaus supporting tourism, such as travel agents and tour guides, and new tourism management organizations have emerged. The increasing number of foreign tourist

visits requires tourism workers to master basic English skills. This was not easy, considering that only some levels of Indonesian society receive quality language learning, and English proficiency in Indonesia still needs to improve. In the tourism sector, Puspitasari (2018) the most required basic skills in English are speaking (100%), listening (75%), writing (25%), and reading (25%). Even though not as important as speaking and listening, writing skills are still something that tourism industry players must master.

There were no autonomous learning methods for mastering English, such as modules, handouts, and web learning, for tourism managers (Suriaman et al., 2018). Learning modules at schools and other formal institutions were still the only ones that may be accessed independently. Many people need help with the diversity of written language, which differs from spoken language. English learners struggle to convey ideas, utilize suitable terminology and grammar, write logical sentences, and so on within formal schooling (Syam, 2020). English learners struggle with writing because they lack internal motivation (Oktarina et al., 2018). The writing skills learning module was designed by Syam (2020) with the title “Developing Writing Module for the Fourth-Semester Learners of the English Department at the State Islamic Institute of Palopo” using the Research and Development research methodology using the ADDIE model. In this research, the learning module was aimed at fourth-semester students of the English Department at Palopo Islamic University. In other words, learning development and innovation were still limited to formal educational institutions and were accompanied by experts (teachers). Difficulty in writing down ideas certainly does not only occur in the student environment. Common people not even directly exposed to English in their daily lives certainly have the same problems. This was made difficult by the absence of media that suits their needs, such as the need for learning materials to manage a tourist destination.

There was a demand for English language learning media that can be examined independently for tourist sector developers in this research, which is BUMDES (*Badan Usaha Milik Desa*) Sambimulyo, Sambirejo, Selomartani, Kalasan, Sleman Regency, Special Region of Yogyakarta. This research was

conducted in the BUMDES (*Badan Usaha Milik Desa*) Sambimulyo area because, in the past year, foreign tourists began showing interest in visiting these tourist attractions. Based on the Sambimulyo BUMDES' data recap, foreign tourist visits throughout 2023 were 1,956 tourists. In addition, there is a partnership between BUMDES (*Badan Usaha Milik Desa*) Sambimulyo and English Language Education Universitas Ahmad Dahlan, the researcher addressed the learning module to the management of BUMDES (*Badan Usaha Milik Desa*) Sambimulyo. A request was made to provide modules for intense courses. The learning modules employed differ from those used in official educational institutions. As a result, in this study, the researcher created relevant learning modules for writing skills adapted to the demands of tourist development business players.

B. Identification of the Problems

1. Not all tourism businesses have mastered English language skills, especially writing.
2. There needs to be a systematic and organized module for maximizing the tourism-intensive course in the region of Yogyakarta in writing competency.

From the abovementioned problems, the researcher developed an appropriate module based on the writing needs of the learners and the syllabus used for intensive courses in BUMDES (*Badan Usaha Milik Desa*) Sambimulyo Area, Sambirejo, Selomartani, Kalasan, Sleman Regency, Special Region of Yogyakarta. According to Amri (2019) BUMDES (*Badan Usaha Milik Desa*) or village-owned enterprises are companies owned by the community and village administration that aim to maximize the region's potential for economic development.

C. Delimitation of the Problems

This study developed an appropriate module based on the learners' writing demands for Tebing Breksi administrators in BUMDES (*Badan Usaha Milik Desa*) Sambimulyo Area, Sambirejo, Selomartani, Kalasan, Sleman Regency, Special Region of Yogyakarta. Tebing Breksi, according to Prambanan.slemankab.go.id is

a natural tourist attraction in the Sleman Regency region, consisting of a breccia rock hill. This tourist attraction is a former limestone mining site that BUMDES Sambimulyo transformed into a tourist destination with unique patterns and sculptures on the cliff walls.

D. Formulation of the Study

The formulation of the problems in line with identifying the issues in this research are:

1. How to develop Tebing Breksi administrators' writing materials?
2. Is the writing module for Tebing Breksi administrators in BUMDES Sambimulyo Area, Sambirejo, Selomartani, Kalasan, Sleman Regency, Special Region of Yogyakarta feasible to use?

E. Objectives of the Study

Based on the formulation of the study above, the study's objectives are:

1. To develop Tebing Breksi administrators' writing module materials.
2. To find out the feasibility of the writing module for Tebing Breksi administrators in BUMDES Sambimulyo Area, Sambirejo, Selomartani, Kalasan, Sleman Regency, Special Region of Yogyakarta.

F. Product Specification

The product specification of the writing materials module emphasizes the environmental care topic:

1. The writing module has three sections according to the needs analysis.
2. The final form of the module is a physical module that can be carried out effectively.

G. Significance of the Study

This study was expected to make some valuable contributions for several components as follows:

- a. The researcher expects that this research would help discover more about how to develop the material, primarily writing for the tourism sector in English for specific purposes.
- b. The researcher expects to provide an in-depth understanding of the process of learning to write and the needs in the field of the tourism management sector.
- c. The researcher expects that this research would help utilize learning writing modules for independent learning for actors in the tourism sector.
- d. The researcher expects that this research would help optimize independent study time with systematic suggestions and material without being accompanied by experts.

H. Operational Definition

The operational definitions of these main terms are explained as follows.

1. Writing is the ability to reconstruct abstract ideas into concrete writing with continuous sentence structure, diverse vocabulary, and other sentence construction rules. According to Sumarno et al. (2022), writing is an activity to train systematic thinking processes to convey thoughts into sentences that readers can understand, which indirectly requires concrete, coherent, and neat writing.
2. Material development is developing material following the objectives and learning processes used for language teaching, including the principles and processes of designing, implementing, and evaluating materials (R. Brown & Raza, 2019).
3. An intensive course is an independent learning process that takes a short time to learn knowledge or skills for an institution or organization oriented towards the needs of society and the business or industrial world (Jumrah, 2019).