



# An Analysis of English Syllabus for the Eleventh Grades at Vocational High School of Hospitality Department in Padang for the 2021/2022 Academic Year

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**Abstract.** This study was to describe how the English syllabus for eleventh graders at the Vocational High School of Hospitality majors in Padang for the 2021/2022 academic year. This study used qualitative approach by using descriptive research. There were five English syllabus collected from five vocational high schools of eleventh grade hospitality majors in Padang. Then, it also used questionnaire to collect the data. There were 30 students who participated to respond the questionnaire, consisting of eleventh grade students and twelfth grade students as eleventh grade alumni. The result of this study showed that the English syllabus used in vocational high schools of the hospitality major was not suitable for their major. Therefore, this study suggested that there was a need for an appropriate syllabus in learning English for vocational students in Padang, especially those majoring in hospitality. This study can be continued to conduct an overall needs analysis that includes English students, their English teachers, principals and alumni.

**Keywords:** English for Specific Purpose · English syllabus · hospitality department · vocational high school

## 1 Introduction

The syllabus is one of the learning tools that all teachers must have. This syllabus is meant to enhance learning in order to attain the desired results. A syllabus is a lesson content document that specifies what will be taught and tested [1]. It implies that a syllabus is a learning plan that is required in the learning process in which the process is prepared and organized in such a manner that the intended outcomes and fundamental competencies may be accomplished successfully in its execution. As a result, each teacher will create a syllabus to serve as a guide in developing a plan for learning activities in each topic.

In Indonesia, curriculum changes always occur for the sake of the world of education for the better. Curriculum changes basically aim to improve the quality of education in a better direction, however the change in the curriculum has caused problems in learning English, one of which is the problem of the English syllabus in Vocational High School.

Learning English does not seem to have a specific direction and purpose. The proof is in the English curriculum at Padang's Vocational High Schools, where English is taught to all students. As is well known, vocational education is a component of the educational system that prepares a person to work more effectively in one work group or one sector of work than in others [2]. It implies that the teachings taught in vocational high school, particularly English learning, are studied more thoroughly in line with the vocational, and it is a prerequisite for entering the world of labor.

Learning English in Indonesia is one of foreign language learning. English is a skill in a language where it can be used as a communication tool in establishing relations and cooperation between countries. English is a vehicle for international communication and the basis for constructing cultural identities [3]. It means that education must also have a supporting role to further develop its influence on the world by learning English. Learning English can be found in thousands of schools and universities [4], including in Indonesia. However, learning English at a vocational high school in Padang needs to be considered.

Curriculum English at vocational high schools is a type of English for Specific Purposes learning (ESP). It is a method of teaching and utilizing English for certain subjects and studies that are in line with the demands of scientific fields and professions that utilize English. Learning English for Specific Purpose (ESP) is an endeavor to provide students with English language abilities that are relevant to their field of expertise and will be useful to them in the future [5]. It means that learning English at vocational high schools in Padang must be in accordance with the students' majors, for example learning English for the hospitality department. That way, learning English must have a syllabus that is in accordance with the hospitality department.

In developing syllabus, it should be considered on the principles of the syllabus. It must be scientific, relevant, systematic, consistent, adequate, actual or contextual, flexible and comprehensive [6]. However, several researchers previously reported that there was still an inappropriate English syllabus. Learning strategies designed in the syllabus need to consider the principles of learning and learning theory [7], henceforth, Sevrika did study to analyze students' needs on English learning material and found that students have a high level of difficulty in English learning materials [8]. She revealed that students need English materials that are easy to be understood. It means that the syllabus applied is not scientific where the learning material does not match the students.

In addition, there are researchers who find that the English syllabus is irrelevant. Daar, who did study to analyze students' English language learning strategy of health vocational students and found that the students had a moderate level of English learning strategy [9]. In his study, there were students who had a low level of English learning strategies. Meanwhile, Puspitarini and Hanif did study to increase students learning motivation and they found that previously students did not understand the material presented and student learning motivation decreased [10]. If students do not understand the material, the teacher should provide appropriate learning activities so that students understand the material being taught. By these cases, it shows that the syllabus applied is irrelevant where the learning materials and English learning activities are not appropriate.

Besides that, the syllabus must be adequate. However, when Lestari did study to analyze the English syllabus for multimedia vocational students, she found that the

syllabus implemented in the program did not reflect the needs of students [11]. Then, principle of syllabus must be consistent, however, she also found that there was no single basic competency that shows students' competence related to English for multimedia. In the other words, this is contrary to the characteristics of ESP, where the substance and content of ESP are related to themes and topics in certain fields of science.

To get additional information of the findings of these researchers, this study investigated some English syllabus at vocational high schools in Padang for the 2021/2022 academic year, especially English syllabus for hospitality students of the eleventh graders.

## 2 Materials and Method

In conducting this study, it used qualitative approach by using descriptive type. Then, this study used questionnaire and documentation to collect the data. For questionnaire, this study distributed the questionnaire to 30 students, consisting 15 of eleventh grade students and 15 of twelfth grade students which they were alumni of eleventh grade students. For documentation, it collected five English syllabus from five vocational high schools of eleventh grade hospitality majors in Padang. Besides that, it also used notes as the materials in collecting the data.

After data collected, then it was analyzed by using qualitative data analysis from Miles and Huberman, which [11] stated that it included data reduction, data display and drawing conclusion/verification. In addition, it also used formula of percentage, which [12] percentage can be calculated by dividing the frequency by the number of question, and then multiplying the result by 100. The formula:

$$P = \frac{f}{N} \times 100$$

## 3 Results and Discussion

Data were collected and analyzed using the Ministry of National Education's syllabus standards, which state that a syllabus must be scientific, relevant, methodical, consistent, appropriate, actual or contextual, adaptable, and complete [6]. The data was obtained using documents from five English syllabi of hospitality students in the eleventh grade, and the results are displayed in Table 1.

Based on the Table 1, it showed that there is no the topics are in accordance with the principles of the syllabus in the English syllabus of hospitality students. The result reveals that the syllabus used was not suitable for hospitality students of the eleventh graders.

In addition, to get more information, this study distributed questionnaire to 30 students, consisting 15 of the eleventh grade students and 15 of twelfth grade students which as the alumni of the eleventh grade students. The following table shows the result of distributing the questionnaire:

Table 2 is percentage of students' responses toward the suitability of English syllabus for the hospitality students of the eleventh grade. It showed that English syllabus was

**Table 1.** The suitability of the syllabus principles toward English syllabus for hospitality students of the eleventh graders

No.	Topics	Indicators	Suitability	
			Appropriate	Inappropriate
1	Scientific	The syllabus contains an outline of the content or learning material that students will learn.	-	✓
2	Relevant	The syllabus's scope, depth, level of difficulty, and order of presentation are based on students' physical, intellectual, social, emotional, and spiritual growth.	-	✓
3	Systematic	Components in the syllabus are functionally related to each other in achieving competence.	-	✓
4	Consistent	Relationship between basic competencies, indicators, subject matter, learning experiences, learning resources, and unidirectional assessment instruments to achieve competency standards are consistent.	-	✓
5	Adequate	Covering the coverage of indicators, subject matter, learning experiences, learning resources, and an adequate assessment system to support the achievement of basic competencies.	-	✓
6	Actual/contextual	Covering the scope of indicators, subject matter, learning experiences, learning resources, and an assessment system that pays attention to the development of science, technology which is manifested in the reality of life.	-	✓
7	Flexible	The syllabus is structured flexibly according to the conditions and needs of students and the community.	-	✓
8	Comprehensive	Syllabus indicators cover the entire domain of competence (cognitive, affective, psycho-motor).	-	✓
		Syllabus is in accordance with the development of learning materials, learning activities, and learning assessments.	-	✓

**Table 2.** The percentage of the syllabus suitability

No.	Topics	Indicators	Percentage	
			Appropriate	Inappropriate
1	Scientific	The syllabus contains an outline of the content or learning material that students will learn.	6,7%	93,3%
2	Relevant	The syllabus's scope, depth, level of difficulty, and order of presentation are based on students' physical, intellectual, social, emotional, and spiritual growth.	26,7%	73,3%
3	Systematic	Components in the syllabus are functionally related to each other in achieving competence.	26,7%	73,3%
4	Consistent	Relationship between basic competencies, indicators, subject matter, learning experiences, learning resources, and unidirectional assessment instruments to achieve competency standards are consistent.	16,7%	83,3%
5	Adequate	Covering the coverage of indicators, subject matter, learning experiences, learning resources, and an adequate assessment system to support the achievement of basic competencies.	16,7%	83,3%
6	Actual/ contextual	Covering the scope of indicators, subject matter, learning experiences, learning resources, and an assessment system that pays attention to the development of science, technology which is manifested in the reality of life.	13,3%	86,7%
7	Flexible	The syllabus is structured flexibly according to the conditions and needs of students and the community.	6,7%	93,3%
8	Comprehensive	Syllabus indicators cover the entire domain of competence (cognitive, affective, psycho-motor).	20%	80%
<b>Average</b>			<b>16,7%</b>	<b>83,3%</b>

more unscientific and inflexible where 93,3% of students revealed that the syllabus did not contain an outline of the content or learning material that students will learn and the syllabus was not structured flexibly according to the conditions and needs of students and the community. Furthermore, students also revealed that the English syllabus used

did not cover any of the syllabus principles where there were 83,3% of students revealed that the syllabus was inappropriate for them.

Based on these results, English syllabus for hospitality students of the eleventh grade at vocational high school was not suitable for use. It can be seen as follow;

a. **The syllabus was unscientific**

In using syllabus, the syllabus must be scientific [6], however, English syllabus for hospitality students of the eleventh grade at vocational high school in Padang was unscientific. The syllabus did not contain the outline of the content or learning material that students will learn, where the students were hospitality students. The material or learning content was not about hospitality, however it is about general English material. This finding is the same as Mahbub's finding which he investigated English teaching in vocational high school and he found that the learning input did not suitable for the students [12].

b. **The syllabus was Irrelevant**

The English syllabus used for hospitality students of the eleventh grade at vocational high school in Padang was irrelevant. It goes against the syllabus principle, that [6] the syllabus must be relevant. It same with Puspitarini and Hanif's study, which they did study to increase students learning motivation, they found that previously students did not understand the material presented and student learning motivation decreased [10]. If students did not understand the material, the teacher should provide appropriate learning activities so that students understand the material being taught. It can be said that the syllabus applied is irrelevant where the learning materials and English learning activities are not appropriate.

c. **The syllabus not systematic**

The English syllabus used for hospitality students of the eleventh grade at vocational high school in Padang was not systematic. This study found that selection of learning resources and media is not appropriate. This finding also was supported by Khalida and Refnaldi, where they analyzed students' needs of English speaking learning materials for hospitality students at vocational high school and found that there was no suitability of learning materials [13]. Therefore, this finding also was contrary with syllabus principle.

d. **The syllabus was not consistent**

The English syllabus used for hospitality students of the eleventh grade at vocational high school in Padang was not consistent. According to the findings of this study, there is no consistent link between fundamental skills, indicators, subject matter, learning experiences, learning resources, and assessment instruments that aim to satisfy competence requirements. It contradicts the syllabus principle [6], which states that it must be consistent. Furthermore, when Lestari examined the English curriculum for multimedia vocational students, she discovered that the curriculum established in the program did not meet the demands of the students [11]. There was no one fundamental ability that demonstrated pupils' proficiency in English for multimedia at the time [11]. This is in contrast to the features of ESP, in which the substance and content of ESP are tied to themes and issues in certain disciplines of research.

e. **The syllabus was inadequate**

Regarding to the adequate of syllabus, this study found that English study for hospitality students of the eleventh grade at vocational high school in Padang was inadequate. The syllabus did not cover indicators, subject matter, learning experiences, learning resources, and an adequate assessment system. In fact, it is necessary to support the achievement of basic competencies.

f. **The syllabus was not actual/ contextual**

Besides of the inadequate of the English syllabus, this study also revealed that English study for hospitality students of the eleventh grade at vocational high school in Padang was not actual/contextual. In syllabus principle, syllabus must be actual/contextual [6], however, this study found that the syllabus did not cover the scope of indicators, subject matter, learning experiences, learning resources, and an assessment system that pays attention to the development of science, technology which was manifested in the reality of life. It other words, it is contrary with the syllabus principle.

g. **The syllabus was inflexible**

The English syllabus used for hospitality students of the eleventh grade at vocational high school in Padang was also inflexible. This study found that the English syllabus was structured flexibly according to the conditions and needs of students and the community. As known that the students were hospitality students at vocational high school, which meant they needed to learn English based on their background which was related to hospitality and would be useful for their field later.

h. **The syllabus was not comprehensive**

For the last finding of this study, it revealed that English syllabus used for hospitality students of the eleventh grade at vocational high school in Padang was not comprehensive. The English syllabus was not in accordance with the development of learning materials, learning activities, and learning assessments. In Khalida and Refnaldi study, they developed English material because it was not comprehensive for the students [13].

Furthermore, the current study found that the English syllabus indicators for hospitality students did not cover the complete area of competence, instead focusing on cognitive and emotional skills. Meanwhile, hospitality students were vocational students who were preparing to work directly in their professions; in other words, they need educational psycho-motor talents that required practice. As is well known, [2] vocational education is a component of the educational system that prepares a person to work more effectively in one work group or one sector of employment than in others [14]. It implies that the lessons learnt in vocational school are studied in more depth in line with the vocational, and it is a prerequisite for entering the workforce.

## 4 Conclusion

This study revealed that the English curriculum for hospitality students in the eleventh grade at a vocational high school in Padang for the 2021/2022 academic year did not adhere to syllabus creation standards. In other words, the curriculum that was created

was incompatible with the demands of the pupils, which means that these students were vocational students and they have specific areas of learning according to their background. It means that the syllabus used needs to be designed or developed according to syllabus principles. Therefore, this study suggested that teachers or educators need to analyze student needs in developing English syllabus for hospitality students, especially for eleventh grade students by investigating an overall needs analysis which includes English students, their English teachers, principals and alumni.

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