

A COURSE DESIGN OF INTERVIEW PREPARATION CLASS AT THE BALI HOTEL SCHOOL

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Abstract

This research aimed at developing course design of Interview Preparation Class at The Bali Hotel School.

This is a descriptive qualitative research applied Language-centered model by Hutchinson Waters, material development procedure by Jolly and Bolitho (1998) and criteria of a good material by Tomlinson (1998). The data was obtained through interview to Hotel authorities, questionnaire to students and analyzed quantitatively by using percentage of frequency and described qualitatively.

The result of this study shows that the syllabus is compatible to need analysis of Hutchinson and Waters, the materials and the proposed evaluation are compatible to the criteria of good material by Tomlinson and evaluation procedure recommended by Hutchinson and Waters. The course design includes the syllabus, material of English Interview Preparation, and the proposed evaluation. Finally, the course design is effective in improving the students' score from the pre test average result of 60 and post test of 70.

Keywords: Course Design, syllabus, material development, evaluation

INTRODUCTION

Tourism is an essential sector to nations. It was declared in Manila Declaration on World Tourism of 1980 as "an activity essential to the life of nations because of its direct effects on the social, cultural, educational, and economic sectors of national societies and on their international relations". The social and economic growth of a nation can take place as the citizen has an opportunity to travel for holidays. Further, Harcombe (1999) in ABAC Journal mentions that tourists will spend their money on purchasing the good and services resulting in an elevation on the economy of the host nation. In terms of the social and culture, one of the publication of United Nations Environment Program (UNEP), mentions that "cultural clashes can take place as a result of differences in cultures, ethnic and religious groups, values and lifestyles, languages, and levels of prosperity". The root of the issue is

the movement of people in different geographical sites. Meanwhile, the education impact of the tourism is also widely noted. As it is mentioned by Stuart – Hoyle, M (2003) in Journal of Hospitality, Leisure, Sport, and Education that the number of students accepted in undergraduate tourism program in UK HEI (Higher Educational Institutions) for the four year period (1995 to 1998) significantly increases from 1666 to 2363.

Meanwhile, the development of tourism in Indonesia is reflected from the increasing number of tourist visits to Indonesia. The Central Agency on Statistics (Badan Pusat Statistik) recorded that in year 2010, the number of tourist visits reached 7,002, 944 and in year 2011 it increased into 7,649,731. The number of tourist visits requires the availability of accommodation. In 2011, there were 1489 accommodations available, and the number

increased 2012 to 1623 in 2012. The large number of accommodations should be supported by the availability of skilled labor on tourism. Data quoted from the Central Agency on Statistics mentions that there were 24,804,705 labors working in the field of trade, restaurant, and the accommodation. That was the second biggest number after the sector of agriculture, forestry, unskilled sector as well as fishery.

The need of skilled labor on tourism is responded by the existence of the number of training centers. Those training centers aim at providing the human resources to fill the tourism industry demand.

The teaching and learning process at those training centers emphasizes on the students' mastery of the aspect of work abilities. Those aspects cover knowledge, skills, and attitude based on the standard of determined competency and the qualification required by the work place.

In order to standardize the competency of the tourism labor, the Ministry of Manpower and Transmigration, issued Indonesian Work Standard Competency. These standards are also acknowledged by the Indonesian Ministry of Tourism and Creative Economy. The Indonesian Work Standard Competency, which is known as SKKNI (Standar Kerangka Kerja Nasional Indonesia), is the formulation of work ability which covers the aspects of knowledge, skill and work attitude which are relevant to the implementation of duty and job requirement which is based on the government regulation. The SKKNI are included in the curriculum development at those training centers.

Especially on English, the SKKNI outline four (4) levels (elementary, pre intermediate, intermediate, and post intermediate), that consists of 12 (twelve) general competencies. Students need to accomplish the standard based on their level of work, for example, an Office Administration Assistance needs to comprehend the Level 1 (one) competency that consists of 3 (three) general competencies, namely : 1) greetings, 2) Introductions, and 3) using general expression in telephoning.

Since English is adopted in the ESP framework within tourism training centers, the teachers are also required to comprehend ESP subject matter. On the other hand, ESP

teachers find it difficult to comprehend ESP subject matter (Hutchinson and Waters: 1987). "It is due to the tradition of separating the Humanities and Sciences in education, the reluctance of the ESP teacher are mostly reluctant settlers in a new territory, the minimum effort to retrain the teachers, as well as the general attitude in ESP that expect teachers to conform the requirements of the target situation". At the same time, ESP teacher competence is required starting from designing the course to establishing evaluation. Further, according to Munby (1978) , the development of language teaching, initially, provides minimum concern on '*what*' instead of '*how*' to teach. Research on teaching and learning was a fashion of methodology: a situation that leaves the teachers, especially ESP teachers, to manage the content of learning based on their intuition. There was a shift of specific interest by the learners which resulted in an increasing amount of attention on syllabus design and content. The rapid growth of focus on syllabus and content was reflected on the development of syllabus design approach starting from grammatical syllabuses, and then situational syllabuses, to what are variously described as notional, functional, or communicative syllabuses (Munby: 1978). The shifting seemed to likely respond to the need of '*what*' to teach among ESP teachers.

Since the purpose of an ESP course is to facilitate learners to perform properly in a target situation, an ESP course should be preceded by identifying the target situation and then conducting an analysis of the linguistic features obtained from the listed target situation. The identified features will form the syllabus of the ESP course. This process is known as need analysis (Hutchinson and Waters: 1978). The result of need analysis will be further processed in order to produce a course design. Course design then can be identified as an integrated series of teaching and learning experiences (Hutchinson, Waters 1987:65). At the end, the availability of a course design will provide ESP teachers not only with '*how*' but also '*what*' to teach.

The Bali Hotel School is one of the tourism training centers under the Ministry of Manpower. Since the schools aimed at providing skilled labor for hotel, the schools managed the teaching and learning activities based on the competency based curriculum. The students are trained to meet the competency standards required in every

department in hotel. The practical program sets as close as possible to the standard of the industry, including the students' skill on English, as the most widely known language by tourists. Since English is one among the required skill at the hotel industry, the teaching and learning English in the hotel school is displayed within the ESP (English for Specific Purposes) framework.

The availability of the learning resources is among the key factors in the teaching and learning success. Currently, the main resources of the ESP at The Bali Hotel School are books. The books are designed to meet the students' needs within the different area, such as English for Talented Bartender, English for Food Production, etc. In addition to the ESP, General English Book is also presented. However, there was still lack of resources on ESP, especially on English for Interview Preparation course. It demands the teacher to explore material from various resources, such as internet, newspaper, etc. Those activities were run based on their intuition. Currently, there were no research based materials to support the English interview course. On the other hands, interview preparation class is presented to the cruiseline program, a program with a relatively shorter time than the others.

In practice, the English Interview Preparation is managed by team teachers who also present General English and ESP. The classroom management is administered mostly by drilling of questions and answers. Limited resources and knowledge on the interview were assumed to be the trigger of *poor* classroom management. On the other hand, the management has a high expectation to place its alumni into the industry, an expectation which can build a school prestige, but is assumed to be difficult to achieve as the English Interview Preparation class is poorly managed.

Since the concern of this research is on the Interview Class at the Bali Hotel School, the focus is directed to the English program presented on the Cruiseline program. Practically, both General English and ESP on Cruiseline classes are presented to the students separately. On the first semester, the allocation of the ESP is 75 %, 25 % for General English. Meanwhile on the second semester, English Interview Preparation is presented. This is considered essential to be given to the students of Cruiseline program

since the length of the students practicing and learning in the school is relatively short. As mentioned previously, the cruiseline program is set for a year completion program, divided within two semesters, in which on the second semester, the students must also complete a three month On The Job Training on the industry: meaning that, the amount of students' classroom meeting is relatively shorter to the first semester.

Referring to the previous paragraphs, English Interview Preparation aimed at preparing the students with an anticipation prior attending an interview. The class is expected to familiarize the students with the sequence and vocabularies frequently meet during the interview process. This class is an effort to assist the students passing the recruitment process from their future employer. The interview result itself is not solely based on the students' communicative competence only, but also other areas of competencies. However, since the concern of the research is on the language area, the other aspects will not be discussed.

The aim of this research is therefore focused on designing a course design for English Interview Preparation class. It is expected that the research could produce syllabus, teaching materials and assessment for running the English Interview Preparation Class at The Bali Hotel School.

The limited time allocation of cruiseline students program needs to be anticipated with a well- structured program on the curriculum arrangement, especially on English. The fact that school management allocates portion for English Interview Preparation Class should be responded positively by presenting a well-structured classroom management, including the availability of the research based course design that included syllabus as well as materials and evaluation.

METHOD

This research is descriptive qualitative, following the model of language center by Hutchinson and Waters (1978) combined with the framework of material writing by Jolly and Bolitho (1998). The criteria of a good material by Tomlinson (1998) were also adopted. Data regarding to the target needs of a job interview was obtained by conducting an interview with 8 hotel authorities who were involved in the Job Interview process. Further, the learning need

was obtained by spreading questionnaire to 83 students of cruise line program at The Bali Hotel School. Meanwhile the selection of the theoretical view of language and linguistic features were conducted by documentation study. The compatibility material to the criteria of a good material was obtained by spreading questionnaire to students, and teachers. The validations of the syllabus, material, and the evaluation were done by the expert judges through questionnaire.

FINDINGS AND DISCUSSION

Syllabus of English for Interview Preparation

Based on the combined procedure between Hutchinson and Waters (1978) and Jolly and Balitho (1998), the syllabus design is started with the identification of the target needs and learning needs, selection of the theoretical views of the language and selection of the linguistic features.

Target Needs of English Interview Preparation

In order to obtain the data of job interview needs, an interview to the hotel authorities was conducted. There were 8 respondents consisted of human resources director, human resources manager, and officer as well as training coordinator who were involved in a job interview of rank and file hotel and restaurant staff. They were given 8 questions concerning to the process of job interview. The questions included the way the language use in a job interview, the content areas of a job interview, and the procedure in conducting a job interview, the role of Bahasa Indonesia within a job interview as well as the setting of a job interview (see appendix 1 for the detail question). The result of the interview can be seen as the following:

1. The use of the language

There are three major things highlighted, namely the medium, the channel, the text and discourse. In term of the medium, the respondents were asked whether the job interview is conducted through the medium of speaking, writing, listening or reading. Meanwhile, in terms of the channel, they respondents were asked the way they conducted the job interview. Finally, the text and discourse determined whether the job interview is done within an informal form of conversation, displayed in a catalogue, or utilized other forms of text and discourse.

Based on the interview conducted to 8 respondents, is found out that the medium of a job interview is speaking in a face to face informal conversation. Speaking is mentioned as the most preferable medium since the respondents can generate the other language skill of the applicant as they are speak. Moreover, one respondent mentions that besides speaking they also conducted a written test to the applicant, to see her/his writing ability. The result of the job interview is then the combination between the speaking and the writing test.

The direct face to face informal conversation is preferred since at the same time, the respondent can observe the gesture and grooming of the applicant on the process of job interview. Phone job interview is never conducted for the rank and file staff level. Further, they also mention that the job interview mostly run smoothly as they set the job interview in an informal situation. Whenever the job interview is conducted formally, the applicant becomes very nervous.

2. The content areas of Interview

Based on the information from the interview, it is found out that the content areas of a job interview of rank and file hotel staff for the position of waiter, bartender, cook, and housekeeper are personal information of the applicant, education background, experience, as well as the applicant's future plan. However, there 3 are among 8 respondents said that they do not ask the questions about the applicant future plan. They mention that the content of personal information, education and experience can represent the applicant. Meanwhile the respondents who ask the question of applicant's future plan claim that they can observe the applicant motivation by listening to the answer of the applicant concerned on his/her future plan.

3. The procedure of the interview

Among eight respondents, seven respondents mention there isn't any specific procedure in conducting a job interview. Job interview is included in the staff recruitment procedure. Further, only one respondent mentions that there is a procedure of staff recruitment but do not specifically stating the process of the interview.

However, it is also found out that even though there is no written procedure, the respondents are conducting within the similar process. The respondents start the job interview by observing the grooming of the applicant as well

as the greetings. The job interviews start with a light question to calm the applicant. As the applicant seems to get more relax, the interviewer is continued to other questions as per the content previously mentioned. However, the improvisation of questions is often happen as a response of the applicant's answer. The job interviews end with a question and answer session. Within this session, the applicant is invited to raise questions about the technical things of the job as well as about the hotel.

4. The level of language that the applicant should perform

The level of language that the applicant should perform followed the language that they need to perform on their future job. All respondents mention that they expect to have an applicant with intermediate level of English. Specifically, the applicant must be able to carry his/her job with the English skill that he/she has.

5. The interviewer nationality and accent influence

The job interview is done by human resources. They are all Indonesian. Due to that reason, all respondents mention that the applicant is not necessary to master one particular accent of English. Further, the use of Bahasa Indonesia is expected to be limited in a job interview. All respondents mention that the interference of Bahasa Indonesia is still allowed but in a minimum portion. The interviewer within a job interview only speaks in Bahasa Indonesia whenever the applicant get confuse.

6. The role of Bahasa Indonesia.

All respondents agree that the Job interview must be conducted in English. However, the use Bahasa Indonesia is still tolerate as the applicant cannot comprehend the questions.

7. The setting of the job interview

The job interview should be conducted in a less public place. There are 7 among 8 respondents mention that they conducted the job interview either in Human resources office or in the training room. Meanwhile one respondent mention that the job interview is conducted in the restaurant or lounge because the human resources office is too small and crowded.

8. The configuration of the job interview

All respondents mention that the job interview is conducted in one to one setting. One interviewer interviews one applicant. This is to direct the focus of the observation only to one particular applicant.

Learning Needs of Cruiseline Program Students at The Bali Hotel School

The questionnaire on learning needs was spread to identify the students' interest in learning the English Interview Preparation. There were 16 (sixteen) questions on the questionnaire regarding to the students learning motivation, experience and expectation to the English Interview Preparation class. Through a random sampling, there were 83 students of cruiseline chosen to be the respondents of the research. There were 5 females and 78 (seventy eight) male students.

Based on the above table, the students of Cruiseline program consider both English and English Interview Preparation class are important. Moreover, more than 50% students consider the culture English study is important as they attend the class of English Interview preparation. Further, the result shows that more than 75% students have not followed any similar class yet. The absence of the course book is also another data highlighted. There are 94% students want to have the material to be presented through CD media. Students also enjoy the use of dictionary during their study. It is also interesting to note that more than 90% students consider grammar is important to support the learning but nearly 50% do not enjoy the grammar learning. Students also like to see the demo on interview during the study. More than 70% students prefer to study in pairs rather than in a group or individually. Further, the group work is preferable than the individual study. The two other questions concerned on the activities that are enjoyed by the students as well as those that do not. Most students enjoy the pair activities, skill practice such as reading, listening, writing and speaking, but they get bored to the activities that involved grammar and tense review.

Selecting Theoretical View of the Language

selecting the theoretical view of the language enable us to have a way to describe the language (Hutchinson and Waters, 1978). To begin with the selection, there are six main stages of development including the classical or traditional grammar, structural linguistics,

transformational generative (TG) grammar, Language variation and register analysis, functional/notional grammar, and discourse (rhetorical) analysis. On the other hands, the available data were consisted of both learning and target needs analysis of the English Interview Preparation Class. Those analyses were the basis in the selection of one of the theoretical view of language.

Comparing one by one option of language description should be the most possible way to adopt. The selected theoretical view of language is the nearest one with the characteristic of English Interview Preparation, specifically the analysis of the needs.

The previous analysis of needs has displayed that English Interview Preparation should be focused on speaking skill since the other language skills are assumed to be reflected on the applicant's speaking skill. The context of informal face to face conversation is also a highlight on the job interview as an option that the interviewer. Further the content areas of a job interview are among questions about personal information, education background, experience, and future plan. A job interview also requires the applicant to raise questions about technical things of the future job and information about the hotel. There is no specific procedure in conducting a job interview, but the common procedures are greetings, asking a warming up questions, asking the main question and job interview closing by questions and answers. The level of language that the applicant expected to perform is intermediate with a comprehension on the technical things to operate the future job. The use of Bahasa Indonesia is tolerate and there is no specific accent to master. A job interview is also conducted in one to one setting in a less public place. Those are among things to consider in a selection of theoretical view of language.

Other things to note are among the learning need analysis including: 1) students consider the culture of the target language is important, 2) students agree that the subject of English and English Interview Preparation are important, 3) most of the students have never attended any similar class of English Interview preparation, 4) students prefer the learning to be facilitated by book, CD media, and dictionary, 5) students consider grammar is important but at the same time do not enjoy the learning to be presented in grammar, 6) The activities on group and pair are preferred compared to the individual activities within their learning.

After displaying the list of the needs, the character of each language description is also essential to note. Referring to the previous discussion on chapter II, the character of each language descriptions are among: 1) Classical or traditional grammar, that describe the language based on the classical grammar of Greek and Latin on the basis of the analysis ideas the role played by every word in the sentences, 2) Structural linguistics, that describe language in terms of syntagmatic structures which carry the fundamental propositions (statement, interrogative, negative, imperative, etc) and notions (time, number, gender), 3) transformational generative (TG) grammar that emphasize the level of performance and competence in describing the language, 4) Language variation and register analysis that argued the identification of language should be associated with a specific context, such as an area of knowledge or an area of use, 5) Functional/notional grammar that concerned with social behavior and represent the intention of the speaker or writer and the way human mind thinks, 6) Discourse/rhetoric analysis that focused the language description on generating the meaning between the sentences.

Due to the description on the previous paragraph, the functional/notional grammar is likely to have the similar description with the profile of the needs of English Interview Preparation Class. Functions are concerned with social behavior and represent the intention of the speaker or writer, for example advising, warning, threatening, describing, etc. They can be equaled with communicative acts. Within a job interview, there is an informal conversation that requires the applicant to act within communication acts. One of them is describing. Moreover, notional referred to the way human mind thinks. They are the way into which the human mind categories reality, such as time, frequency, duration, gender, number, location, quantity, quality, etc. Further to a job interview communication acts, those categories are among things to master to enable production of appropriate answer toward questions find in a job interview.

Selecting Linguistic features of English Interview Preparation

Based on the needs analysis and selected theoretical views of the language on a job interview, the selection of the linguistic features is made. The books that the students used in learning English for ESP and general English were used as the reference in selecting the linguistic features. It is based on the consideration that the learner can connect their previous skills of English with the communication acts presented in English Interview Preparation class. Hutchinson and Waters (1978) also suggest that the human mind is like a development agency that can develop their potential by connecting the existing link of knowledge that they previously

have. there are two books to facilitate the cruiseline students of the Bali Hotel School in the English learning. They are among the ESP book that is based on the chosen program (i.e English for Talented Cook for Cruiseline cook students) and Communicative Course Book that consists of general English learning. Further the two books are explored to find the proper linguistic features representing the content areas of a Job Interview. The following table displayed the linguistic features adopted from the previous books that the students have learnt.

Table 3.1 Identified Linguistic Features

NO	CONTENT AREAS	LINGUISTIC FEATURES
1	A. Greetings B. Question about the personal life (the information highlighted on name, age, hobby, motivation, strength, weakness)	a. Good Morning Sir/Madam. How are you? a. My name is... b. I am 29 years old. c. I enjoy ... d. I am discipline ... e. I am not good at
2	Question about training and experience	a. I had a training experience in ... b. I gave a bottle of...
3	Question about procedure	a. First, listen to the guest complaint ...
4	Questions about future plan	a. I am going to find b. I will attend
5	Asking question	a. Is the working hour flexible?

Completing the identification of the needs, theoretical views of language and linguistic features enable the arrangement of syllabus for English Interview preparation. Since the Bali Hotel School is a training center under the Bali Province Manpower department, the school is given authority to develop the curriculum based on the need of the outcome.

Further to this research, the researcher aimed at producing a course design to be used for the classroom practice, therefore the syllabus format follows the school standard.

The syllabus contains information on the basic competency, achievement indicator, core material as well as the material description. The syllabus is as the following:

**Table 3.3 Syllabus
 SEKOLAH PERHOTELAN BALI (The Bali Hotel School)**

Training Program	:	Cruiseline	Instructor	:	Ni Made Ayu Sulasmini, S.Pd., CHT, CHE
Subject	:	English For Interview Preparation	Period	:	6 X meetings
Kode	:	INT	Duration	:	3 X 40

Number of : -
 Syllabus

Objective : Able to communicate in English during job interview
 Competence : Information exchange in conversational language (PAR.HT03.058.01)
 Description : This unit deals with the language skills required by a job applicant at a hotel or restaurant when attending English-based interviews to apply for the position of "waiter, cook, housekeeper, and bartender."

NO	BASIC COMPETENCY	ACHIEVEMENT INDICATOR	MATERIAL	DETAIL MATERIAL
1	Expressing appropriate greetings and self introduction	1.1 Students are able to greet in accordance with the conditions of the interlocutor 1.2 Students are able to provide personal information i.e name, age, the job applied, hobby, work motivation, weaknesses and strengths.	Greetings Listening for keywords in the Introduction	English for interview preparation unit I: Good Morning Mrs Stewart. How are you? Unit 1 Listening 2 : Introduction
2	Describing past experience	2.1 Students can share the training, daily worker and work experience by using the correct phrase 2.2 Students are able to share the memorable experience by using the appropriate expression	Reading: A letter from Paris Reading: Reply letter to Amy	English for interview preparation unit 2: A Letter from Paris English for interview preparation unit II :Reply Letter to Amy
3	Explaining procedure	3.1 Students are able to explain the procedures associated with the work, ie procedures to handle complaints. 3.2 Students are able to explain the job description at the previous place of work / training.	Listening: Let's make Cap Cai! Listening: Let's make Cap Cai!	English for interview preparation unit III: Let's make a Cap Cai! English for interview preparation unit III: Let's make a Cap Cai!
4	Explain future plans	4.1 Students are able to explain the plan in the future with appropriate expression	Reading: Amy will run her own café	English for interview preparation unit IV: Amy will run her own café
5	Asking for Information	5.1 Students are able to use the appropriate question to ask certain information during the interview.	Yes/no and WH-questions	English for interview preparation unit V: Is the working hour flexible?

Material development for English Interview preparation class

The following describe the application of Jolly & Balitho framework of material writing

(1998) and Tomlinson's criteria of a good material (1998).

Contextual Realization

The proposed materials were developed based on the preliminary result of the designed syllabus.

The materials were physically developed into 5 (five) units on its competency, basic competency, indicators, and the core material. The units have been developed as follows:

1. Unit I : Good Morning Mrs Stewart. How Are You?
2. Unit II: A Letter From Paris.
3. Unit III: Let's Make Cap Cai!
4. Unit IV: Amy Will Run Her Own Café.
5. Unit V: Is The Working Hour Flexible?

Pedagogical Realization

This step was conducted by developing the identified unit into exercises and activities.

Physical Production of Materials

The material was first produced in A4 paper. White spaces were used and the spacing was constantly set in single spacing for the instruction and 1.15 for the content of the material. It was also colored printed. The recordings for the material were also produce on CD.

Use

Within the process of use in Jolly and Bolitho materials writing (1998), there was a validation process by the expert judges and field test for the students of cruiseline program at The Bali Hotel School.

There were two expert judges, Prof. Dr. Putu Kerti Nitiasih, M.A and Dr. Ni Made Ratminingsih, M.A. They are both considered the Expert Judges in Education. The validation used the rubric of criteria of a good material by Tomlinson. Besides the expert judges, there were also supervisors, Prof. Dr. Ni Nyoman Padmadewi, M.A and Dra. Luh Putu Artini, M.A., Ph.D. This was conducted in order to establish validity and reliability of the instrument and proposed materials before they were field tested. The the result of the validations show a strong agreement to the material by the two judges (72.3% and 55.6%), meanwhile the other percentage show agreement (27.7% and 44.4%). In addition to the review from the judges, there were also questionnaire given to the teacher. Based on the questionnaire the proposed material is compatible to meaningfulness,

practically, students' characteristics and range of topic. The materials is claimed to be meaningful because of the purposive activities on the teaching and provides experience to the students. Prior to the field test, the revisions suggested by the expert judges were made.

Proposed Evaluation Procedure

Based on Hutchinson and Waters (1978:144), ESP is a countable teaching. ESP learners and sponsors are inventors. This accountability has produced a demand for more and better evaluation procedure. Two levels of evaluation have thus been brought into prominence, namely: 1) learner assessment that focuses on the performance of the students and 2) course evaluation that aims to assess whether the course objectives are being met. Hutchinson and Waters also mention that the forms of evaluation are not always distinct. Evaluation of the learners reflects not just the learners' performance but to some extent the effectiveness of the course as well. However, each type of the evaluation has different purposes and procedure.

Establishing evaluation procedure is the last step in the course design. The evaluation is established to test the acquisition of syllabus items.

Prior to discussion on evaluation procedure, it is important to note that final score for English at The Bali Hotel School is a combination of the score of ESP concerned area (i.e English for Hotel steward, English for Food Service, etc.) together with the general English, and score of English of Interview Preparation. Both score contribute to the final score equally.

Since there are 6 meetings allocated for English of Interview Preparation, the evaluation is on the last meeting. The evaluation is set on interview setting based. In order to score the students performance, the rubric of evaluation adopts the band description of Proficiency scales used in ELTS test as it is suggested by Hutchinson and Waters (1978). A modification is made to meet the need of English Interview Preparation class. The job interview rubric can be seen as the following:

9 : expert user	Fully operational command of the language, appropriate, accurate, and
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	fluent with complete understanding.
8 : very good user	Fully operational command of the language; occasional minor inaccuracies, inappropriacies or misunderstandings possible in unfamiliar situations.
7 : good user	Operational command of the language; occasional inaccuracies, inappropriacies, and misunderstandings in some situations
6:Competent user	Generally effective command of the language, although occasional misunderstanding and lack of fluency could interfere with communication.
5: Modest User	Partial command of the language coping with overall meaning in most situations although some misunderstanding and lack of fluency can block the communication
4: limited user	Basic functional competence limited to familiar situations, but frequent problems in understanding and fluency can make communication a constant effort.
3:extremely limited user	Below level of functional competence; although general meaning can be conveyed and understood in simple situations there are repeated breakdowns in communications.
2: Intermittent User	No real communication possible although single-word messages may be conveyed and understood.
1: Non User	Unable to use language or does not provide relevant evidence of language

The level acquisition required by the school and the user is at the 7th level, in which an interviewee must be able to produce the operational command of the language in a job interview. This is reflected on the target need analysis, in which the hotel authorities expect occasional inaccuracies, inappropriacies, and misunderstandings in some situations

SUGGESTIONS

The result of this study shows that the syllabus is compatible to the framework of need analysis of Hutchinson and Waters (1978), the materials and the proposed evaluation are compatible to the criteria of good material proposed by Tomlinson (1998) and framework of material writing by Jolly and Bolitho (1998). The course design

includes the syllabus, material of English Interview Preparation, and the proposed evaluation. The materials are produced for the instructors and students of cruiseline Class at The Bali Hotel School. Finally, the course design is considered effective in improving the students' score on English Interview Preparation from the pre test average result of 60 and average post test of 70.

This is a preliminary research on course design of English For Interview Preparation. Further research needs to be conducted for betterment of the course design. The course design needs to be tested in a broader scope

in order to improve the design. The current research focused to the Cruiseline program at The Bali Hotel School, a

broader subject and population should be considered within the future research. Other researchers are encouraged to develop course design for different level of the students.

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