

# **The Implementation of Interdisciplinary Approach to Writing 1 Subject for Students of English Department**

## **ABSTRACT**

**Tiur Simanjuntak, Evi Agustina Sari, Sri Gustiani, Yusri**  
(State Polytechnic of Sriwijaya )

This study focuses on integrating subjects in the area of hospitality industry with Writing 1 for students of English Department at higher Technical Vocational Education Training (TVET). The integrating is necessary because language is taught for contextual communication not for the sake of the language itself. The objective of this study is to combine hospitality industry subjects such as House Keeping, Hotel Management, with the purpose of Writing 1 and it is called interdisciplinary learning. To reach the objective, mix method is used. Qualitative method is used and it is supported by quantitative one. Several factors are involved in this study. They are curriculum, teachers of hospitality subjects, English teachers, Students of English Department, and the competency expected from Writing 1. The result shows that high engagement is required to make interdisciplinary learning work. Several subjects in hospitality industries are identified to be integrated in Writing 1 including Guiding Technique, Profession Ethics, Tourism Marketing, Hygiene and Sanitation, Hotel Management, Tourism Destination and Attraction. The content of those subjects are simplified according to the objective of Writing 1 for higher TVET.

*Keywords: Interdisciplinary Approach, Writing, English Teaching, Hospitality Industry*

## **Background**

English Department of Polytechnic of Sriwijaya as a higher Technical Vocational Education Training (TVET) has several objectives summing up to meet the hospitality industries' demand regarding to skilled human resources. In this case the hospitality industries covers tourism and hotel. This department was built due to the high demand in hotel and tourism industries particularly those who are capable of using English as a media of communication.

The learning process in this department is focused on English and the knowledge of

hotel and tourism. English is given in every semester and so are hotel and tourism subjects. English is divided into several main skills such as speaking, listening, reading and writing, while subjects in hospitality comprise Hotel Management, Tourism Destination, Guiding Technique, Food and Beverages Service and Products, House Keeping etc.

To make the learning process more effective and efficient in reaching its goal, it is necessary to combine the two major disciplines into an integrated one. Therefore, this study discusses how to integrate subjects in the field of hospitality

industry with Writing 1. It deals with some arguments related to interdisciplinary approach, the description of Writing, Hotel and tourism course, and how they are integrated.

## **Literature Review**

### **Interdisciplinary Learning**

Interdisciplinary learning is learning which is not focused on one discipline course but the learning processes itself give opportunity to the students to learn to connect ideas across different disciplinary. Fogarty (1991) states that interdisciplinary learning explains the connection among knowledge exists and they are correlated. She continues that it originates from this world that we live in is the world which is interdisciplinary (Ayres, 1997; Edwards, 1996; Gaff and Ratcliff, 1997). Therefore learning which reflects a reality will give added value or give more motivation and be able to maintain it (Jacobs, 2004).

The implementation of this approach requires collaboration among teachers from different back ground field. As Jacobs (2004) argues that interdisciplinary learning demands collaboration among teachers from different subjects. The study regarding to this matter shows that collaboration play an important role. The failure in implementing this approach is caused by less preparation made and less

understanding owned by the teachers as Coyle et al. (2008) stress that the process of integrating demands high engagement among teachers from different field backgrounds.

However, this approach has been implemented successfully in the country such as Canada, Finland, and other countries in Europe in where their mother language is not English (Zarobe, 2008). The execution of collaborative learning by integrating linguistic need with other subjects build up students confidence in their performance when they use English.

Furthermore, Dale and Tanner (2012) remind that English teachers often face hurdles when they have to teach the content of non English. For example, when an English teacher teaches in non English department, it is difficult sometimes for them to bring the content of the major subjects to the class. Therefore collaboration and engagement among the language teachers and the non English subject teachers needs to be established and maintained.

### **Interdisciplinary Approach In Writing Subject**

English Study Program was established to meet the demand of hospitality industry in term of hotel and tourism. It was when Hotel and tourism industries were

growing and they needed human resources in hotel and tourism skill who can communicate in English. Therefore the English Study Program was established with the objective to provide the vacancies in the field.

The curriculum was then created by giving portion to Hospitality and English skill. For the English part, the curriculum covers Writing, Reading, Speaking, Listening, Public Speaking and for the hospitality skill, there are Hotel Management, Food and Beverages, Pastry, House Keeping, Front Office and others. The weight of those two skills are half and half. (Evaluasi Diri 2014).

Like other subjects, Writing is given for 4 semesters. It is divided in sequence started from Writing 1, 2, 3, and 4. Writing 1 is given to semester 1 students with some objectives mainly covering social aspects. Based on observation made, the need of Writing in hospitality industries includes writing memo, writing short message stacked on a pin board, making simple flyers, filling up forms and others. Those activities are done in social settings.

Thus, Writing one focuses on gathering ideas and expressing the ideas using correct simple sentences, compound sentences, capitalization, and punctuation.

The Writing 1 give strong foundation of writing subjects. Teaching writing to students is not merely relied on paragraph. Basic grammar is the strong foundation for teaching writing.

The need to insert the subjects in the area of hospitality subjects into Writing 1 subject is expected to function the target language as communication media. The language taught which English functions as a medium and the content which is being communicated is any information related to hospitality industry. Therefore integrating process is required to make the students get motivated.

### **Stages to Design Interdisciplinary Course**

Newell (1994) states that there are eight stages in designing interdisciplinary course including creating team, selecting topic, identifying disciplines, developing the subtext, structuring the course, selecting readings, creating assignments and preparing syllabus. Those eight steps can be grouped into 3 parts, they are preparation, identifying disciplines which will be integrated, and designing syllabus structure (Newell 1996).

## **Integrating Hospitality Industry Subjects to Writing 1 at Polytechnic of Sriwijaya.**

The process of integrating adopt the stages given by Newell (1996).

### ***Preparation***

Preparation covers several activities such as assembling team, reviewing curriculum available at English Department of Polytechnic of Sriwijaya.

### ***Assembling Team***

Setting up the team is done by selecting those who are common in teaching Writing. The common means that those who have experience in teaching Writing and have experience in teaching year 1 students. The team have experience related to teaching writing. The experience brings to the same perception about what is the most challenges occurred during learning process. Then the team is expanded to hospitality teachers who are involved in teaching year 1 students. The process of assembling the team is not too difficult for all teachers work in the same building. The main problem is to schedule the time of meeting since each has different agenda of teaching. The team consists of Hospitality Industry teachers and English teachers.

### ***Identifying Discipline***

In this stage, curriculum is reviewed. Curriculum available at English Study Program has two main streams. They are English as a Foreign language covering 2 main parts. First is Knowledge and Skill. Knowledge comprises Structure/Grammar 1 and 2, Communication for Business, Translation, Cross Cultural Understanding, Introduction to Linguistics, Sociolinguistics, Public Speaking 1, Public Speaking 2, Research Methodology, Basic Accounting, Mandarin 1 and 2, Computer 1 and 2. While the skill components has Listening 1 to 4, Reading Comprehension 1 to 4; Speaking 1 to 3; Writing 1 to 4, Introduction to Proficiency Test, Hotel Management, Food and Beverage Product, Food and Beverage Service, Pastry, House Keeping, Front Office, Hygiene and Sanitation, Hotel Marketing, Tourism Marketing, Tourism Destination & Attraction, Tour and Travel Management, Guiding Techniques, Tour Planning, Meeting Incentive Conference Exhibition (MICE) Profession Ethics, Public Relation, Customer Service Psychology, Entrepreneurship, Working Security and Safety, Tour Package, On Job Training and Project Report.

Therefore, Writing 1 subject is given together with the hospitality Industry subjects such as Guiding Technique,

Profession Ethics, Tourism Marketing, Hygiene and Sanitation, Hotel Management, Tourism Destination and Attraction.

### Designing Syllabus Structure

The discussions with the hospitality teachers who teach those subjects concludes the topics and sub topics given in year one are as follows:

**Table 1. Topics and Sub-Topics Identified in Year 1**

<b>No</b>	<b>Subject</b>	<b>Topic and Sub Topics</b>
1	Guiding Technique	<i>The Tourist Guide Profession What is a Tourist Guide?; Several Kinds of Tourist Guides</i>
		<i>The Necessary Qualities of Tourist Guide Moral Qualities; Intellectual Qualities; Professional Qualities</i>
		<i>Tourist Guide's Code of Conduct The Rules of Conduct</i>
		<i>Structure of a Commentary How does a tourist guide structure a commentary?; How to analyze a good commentary?</i>
		<i>Analysis of a Good Commentary Balancing and Planning Commentary; Delivery of a Commentary</i>
		<i>Voice and vocabulary Voice; Vocabulary</i>
		<i>Dealing with Nervousness Dealing with Questions; Visual Aids</i>
2.	Profession Ethics	<i>Respecting the Dignity and Rights of all persons Autonomy and self</i>

		<i>determination ; Privacy and Confidentiality; Fairness and Justice</i>
		<i>Professional Competence and Responsibility Competence Accepting responsibility for actions; Responsible Assessment and intervention practices; Responsible School-based Record Keeping ; Responsible use of materials</i>
		<i>Honesty and Integrity in Professional relationship Accurate presentation of professional qualifications; Forthright explanation of professional services, roles and priorities; Respecting other professionals; Multiple relationships and conflicts of interest</i>
		<i>Responsibility to School Families, Communities, the Profession and Society Promoting healthy school, family, and community environments; Respect for Law and the relationships of law and ethics; Maintaining public trust by self monitoring and peer monitoring; Contributing to the profession by mentoring, teaching and supervision</i>
3	Hotel Management	<i>Hotel Management Hotel in General; Hospitality of Service; Tourism Industry</i>
		<i>Tourism Industry Component Accommodation; Transportation</i>
		<i>Hotel in General Hospitality of Service; Tourism Industry; Types</i>

		<i>of Hospitality Service</i>
		<i>Managing Hotel Function; Principles</i>
		<i>The Role of Hotel Organisation Regulation; Human Relationship</i>
4	Tourism Marketing	<p><i>Activities in Marketing</i>  <i>Letting people know about services and product; Asking customers what they want and how much they pay; Creating The right goods and services at the right price.</i></p> <p><i>Basic principles of travel marketing</i>  <i>Getting the right to the right people in the right place at right price</i></p> <p><i>Promotional Campaigns</i>  <i>In Newspapers and magazines; MTV and Radio Website; Brochure</i></p> <p><i>On line hotel booking</i>  <i>By Agent; By third party website; By hotel website</i></p>
5	Hygiene and Sanitation	<p><i>Hygiene Procedures</i>  <i>Receive, handle and store all food items; Prepare, serve and store food; Clean food-related items, utensils and areas; Food safety in the work place; Safe food handling procedures</i></p> <p><i>Stages of food handling</i>  <i>Preparing and Cooking food; Cold holding and hot holding; Reheating of cooked food; Serving Food</i></p> <p><i>Ways of Cleaning</i>  <i>Mechanical; Chemical; Combination of both; Heat</i></p> <p><i>Wet Cleaning tasks</i>  <i>Toilet Cleaning, Wash room cleaning; Bathroom; Mopping Floors; Pressure Washing; Dishwashing; Scrubbing</i></p>

		<p><i>Dry Cleaning Tasks</i>  <i>Dusting; Polishing; Vacuum Cleaning; Blowing; Sweeping; Dust Mopping</i></p>
6	Tourism Destinations and Attractions	<p><i>Grooming Do's and Don't's in The Implementation Of Work On Hospitality Industry</i>  <i>Planning Tourism Destination; Technological Development Of Tourism Destinations; Application of Tourism Destination Development in an Area</i></p> <p><i>Tourism Destination</i>  <i>System Development in The Top Tourism Destination Places (TDP) in Palembang; Development of City Park into Thematic Area; Observation of TDP Outside the Palembang Area</i></p> <p><i>Tourism Attractions</i>  <i>Existing Uses and Cultural Resources; Performing Cultural Performances in each TDP; Cultural Performance Development such as Dulmuluk, Dance, etc; Improvement through Cross Culture of a Region; Cooperation with Government, &amp; Networking with Stake Holder of Tourism Industry</i></p> <p><i>Tourism Destination &amp; Attractions</i>  <i>Tourism Destination Issues; Various Tourism Destination Characteristics; Tourism Destination &amp; Attractions in Culture; Tourism Attraction in the TDP Area;</i></p>

		<i>Government Policy in TDP; Ecotourism in Rivers</i>
		<i>Tourism Destinations &amp; Attractions in TDP Case Study in Palembang</i> <i>Sanitation of Tourism Destination Area; Top TDP in Palembang; Activities in TDP Palembang; Government Cooperation in TDP Palembang</i>

### **Need Analysis according to Students Need using Questionnaire**

The topics and sub topics are given to all students who are in year 3 to get information about their interest. Gathering data is done through questionnaires containing some questions comprises stating preferences to the topic and sub topics of hospitality subjects.

### **Selecting the most preferred sub-topics**

Due to the percentage of the preferred, 4 topics (Guiding Techniques, Profession Ethics, Tourism Marketing, Tourism Destination and Attraction) provide 2 sub-topics each. Meanwhile, Hygiene and Sanitation topic provides 3 sub-topic, and Hotel Management topic provides only 1 sub-topic. The results of the selection are shown in the following table.

### **Need Analysis from Students and Lectures**

The comparison of analysis results in both students and lectures point of view on the selected subtopics as presented in Table 2.

**Table 2. Analysis of Students and Lecturers**

<b>Topic</b>	<b>Students (%)</b>
<b>Tourist Guide Profession</b>	45
Tourist Guide Qualities	74
<b>Professional Competence Ethic</b>	63
Honesty & Integrity Ethic	69
<b>Hotel Management</b>	56
<b>Marketing Activities</b>	79
Promotional Campaign	69
<b>Hygiene &amp; Sanitation Procedures</b>	82
Food Handling Stages	64
Cleaning Ways	77
Grooming in Tourism	74
<b>Tourism Destination &amp; Attraction</b>	73

### **Structuring the Course**

The course is then structured according to students preference on the basis of function covering Tour Guide Profession, Profession Ethics, Hotel Reservation, Tourism Marketing, Hygiene and

Sanitation, Tourism Destination and Attraction.

Those Topics are then developed to syllabus by considering some aspects including the curriculum objectives of Writing, The International Proficiency Test Criteria for Elementary Level according to Test of English as Communication (TOEIC) expressed in Can do level table from the Inter Agency Language Roundtable released by Foreign Service Institute. The objectives of Writing targeted by English Department of The Polytechnic of Sriwijaya (POLSRI) are the students have written communication skill in industries particularly in hospitality industries. The objective is ordered into 4 subjects such as Writing 1, 2, 3, and 4. Writing 1 is the elementary level which demands students to be able to make short notes, to give direction, to make simple list which brings the skill of writing to the area of paragraph format, free writing to get ideas, capitalization, clustering to get ideas and editing while the language focus is considered in the area of simple sentence, command sentence, conjunction and, or, but, and compound sentence.

### Developing Writing Material

Teaching material for Writing 1 is then developed using real or authentic used by the lecturers of hospitality subjects such as Guiding Techniques, Profession Ethics,

Tourism Marketing, Tourism Destination and Attraction, Hygiene and Sanitation, and Hotel Management. Although it is authentic, the process of developing includes simplified the structure and vocabulary. The simplification process refers to the ability of students which is considered as Elementary level stated in Can do level table from the Inter Agency Language Roundtable released by Foreign Service Institute. See the example below in Table 5.

**Table 5. Example of Developed Material**

<p style="text-align: center;"><b>THE TOURIST GUIDE PROFESSION</b> <i>What is a Tourist Guide?</i></p> <p>The tourist guide's main job is to escort groups or individual visitors from abroad, or from the guides own country, around the sites, monuments, and museums of a region or city, interpreting inspiringly and entertaining in the visitor's own language, the cultural and natural heritage and environment. From the visitor's point of view, the tourist guide is a person employed directly by the traveler, an official or a private tourist organization or a travel agency, to <b>INFORM, IMPART, DIRECT, and ADVISE the tourist before and during his journey.</b> There are several kinds of tourist guides:</p> <ul style="list-style-type: none"><li>• <b>A local tourist guide is a person whom accompanies visitors</b> during their visits to a particular site or small region of his country, <b>giving information on culture</b>, archaeology, history, religion, flora and fauna, etc, related to that particular small region.</li><li>• <b>A local tourist guide is also a person who gives information during a visit to a museum, monument or other sites at which he is based.</b></li></ul>
---

The above text is from text book for the subject of Tour Guide. Then it is



simplified into several simple sentences such as:

- He informs the tourist before and during journey.
- He **informs and directs** tourist before and during journey.
- The local tour guide accompanied visitors.
- She gave information on culture.

The process of integrating some subjects related hospitality industry take a lot of efforts in term of time and understanding. Time much spent in preparation and communication schedule which is changeable because all teachers have their own schedule set for teaching and preparation for their own subjects. Furthermore, understanding involves the state of mind changes due to synthesize own manner to the subjects which asks for high involvement. However, it expands English teachers knowledge, enriches their lifelong learning and builds up independence, confidence and eliminates discipline lines.

### **Conclusion**

Teaching using interdisciplinary approach requires collaboration and high engagement among teachers. The integration process demand English teachers to have intense communication with teachers from hospitality subjects.

This approach is expected to encourage students to study since they learn English as a media of communication to meet their demand of information in the hospitality world as their future work place. The result of this study also shows that simplification in terms of structure, grammar and dictions are necessary. This is done to make students in the level of elementary can cope with the meaning of authentic texts. After being implemented in a model class, students give positive responds and acknowledge that they get more information in the area of hospitality industries.

### **References**

- Ayres, B., dan Gibbs, P. (1997). *Mythicamerica: developing an interdisciplinary course. teaching english in the two – Year College*, 24 (4), 326-333.
- Coyle, D; Hood, P., Marsh, D. (2010). *Content and language integrated learning*. New York: Cambridge University Press.
- Dale, L. Dan Tanner, R. (2012). *CLIL activities*. Cambridge: Cambridge University Press.
- Edwards, A. (1996) *Interdisciplinary Under Graduate Programs: A directory* )2nd ed.) Acton, MA:Copley.
- Fogarty (1991) Ten ways to integrate curriculum.educational leadership, Vol. 49 No. 2, pp 61-65.
- Gaff and Ratcliff, 1996 *Handbook of the Under Graduate Curriculum: A Comprehensive Guide to Purposes*,

- Structure, Precises and Change.  
AACU ISBN: 9780787902896.
- Jacobs (2004) interdisciplinary learning in  
your classroom. Retrieved from  
[http://www.thirteen.org/edonline/c  
oncept2class/interdisciplinary/](http://www.thirteen.org/edonline/concept2class/interdisciplinary/) on  
30 October 2017.
- Newell, W. H. (1994). Designing  
interdisciplinary courses. New  
Directions for Teaching and  
Learning, (58), 35-51.
- Newell, W. H. (1996). Interdisciplinary:  
Essays from the Literature. New  
York: College Entrance  
Examination Board.
- Zarobe, Y.R. (2008). CLIL and foreign  
language learning: a longitudinal  
study in the basque country.  
international clil research journal,  
Vol 1(1).