

DEVELOPING ENGLISH SPEAKING MATERIALS FOR TENTH GRADE STUDENTS OF HOTEL ACCOMMODATION STUDY PROGRAM AT SMKN 1 SUKADANA

Retno Prabandari, Cucu Sutarsyah, Mahpul

retnoprabandari02@gmail.com

Department of English, Faculty of Teachers Training Education, Lampung
University, Bandar Lampung, Indonesia

Abstrak. Penelitian ini bertujuan untuk mengembangkan materi berbicara Bahasa Inggris untuk siswa kelas X jurusan akomodasi perhotelan, berkenaan dengan terbatasnya materi berbicara bahasa Inggris untuk jurusan ini. Desain penelitian ini ada *Research and Development*, subjek penelitian adalah 30 siswa kelas X jurusan akomodasi perhotelan di SMKN 1 Sukadana Lampung Timur. Penelitian ini menggunakan beberapa instrumen pengumpulan data seperti kuesioner, wawancara, dan observasi menggunakan ceklis. Data yang dikumpulkan kemudian digunakan untuk mengembangkan dan mengevaluasi tiga unit materi berbicara Bahasa Inggris. Hasil dari penelitian ini adalah materi berbicara Bahasa Inggris yang sesuai dan efektif untuk siswa kelas X jurusan akomodasi perhotelan di SMKN 1 Sukadana. Penemuan dan proses dari penelitian ini dapat digunakan dalam proses belajar mengajar.

Abstract. This research is aimed at developing English speaking material for the tenth grade students of hotel accommodation study program since speaking material for hotel accommodation is still limited. The design used Research and Development, the subjects were the 30 tenth grade students of hotel accommodation study program in SMKN 1 Sukadana Lampung Timur. This study used various instruments such as questionnaires, interview guide, and observation checklist. The data are used to develop and evaluate the three units of English speaking material. It was found that English speaking materials developed in this study are appropriate and effective for the tenth grade students of hotel accommodation study program in SMKN 1 Sukadana. The findings and the process of the study can be used in teaching learning activity.

Keywords: Speaking, Material, English for Hotel Accommodation

1. INTRODUCTION

Vocational high school students are expected to have a number of skills. These skills should be matched with their major, as stated by Government Regulations Number 19, 2005. Based on the standard of contents for a vocational high school, the goals of teaching in vocational high school are to improve students' intelligence, knowledge, personality, morals, and skills, to live autonomously and to continue to higher education based on their vocational programs, the need to learn English still stands on the high demand.

Vocational high school students are basically those who learn in an education system that is designed to provide vocational education, or technical skills required to perform the tasks of a particular and specific job. In this case those vocational high school students learn English as their foreign language, not their second language. It means that the students whose first language is not English learn English while living in their own country.

Learning English has four skills such as listening, speaking, reading, and writing. But, in this time English learning definitely focuses on analyzing grammar and reading text unless the other skill. In other side, speaking, one basic skill of English, is regarding how students express their thought and idea through oral form, in other word, speaking is needed to communicate in the students' future workplace. Spoken English for vocational high school students make them train themselves to be able to communicate in both transactional and interpersonal communications in the context of profession such as telephoning, interviewing, questioning and answering, etc.

Since many jobs nowadays require English, students who are accustomed to speaking English will probably find it easier to find jobs, to do their works or to run their business after they graduate from their vocational high school. For this reason, learning speaking based on their major is needed by the students.

Therefore, to conduct a teaching and learning speaking, the speaking material focusing with specific purpose is needed. In fact that the speaking learning material and the time are very limited given by the government, it might caused the students do not have opportunity to speak up and express their idea in communicating with others. So, some decisions must be taken related to design and develop English speaking material based on the students major.

One prominent researcher seems to come from Vinindita Citarayasa (2013) who developed English speaking material for second grade students of Agriculture Study Program at SMK 5 Yogyakarta. The research conducted by holding need analysis, planning, developing materials, getting expert judgment, and making the final draft. After the research, it was found that the preferred activities in the materials were answering the comprehension questions, taking note, matching vocabulary, completing the missing short dialogues, creating a dialogue and acting the dialogue out, writing a text based on the given example, and creating a written text. The setting for the materials was in pairs and groups. The materials gave opportunity to the students to be active participants and the teacher had roles as an organizer, controller, feedback and suggestion giver (assessor).

Another researcher is Parwaka Budi Kusuma (2013), he developed an English speaking materials for automotive engineering program. The subjects of this research were the second grade students of SMKN Sanjaya Ngawen. The research used R&D adapted model by Tomlinson (1998: 247). It was found that the students needed the speaking material which was appropriate to their study program, and the students needed some supporting activities in the material to help them improving their speaking skill like games or role play.

Meanwhile, the research on developing English speaking material for the other vocational program is important since each program has its own characteristics. Through the justification above, English speaking materials for tenth grade students of hotel accommodation program at SMKN 1 Sukadana was going to develop. The problem of the research copes with the students' needs of English speaking material, how to develop it, and how appropriate and effective the materials are. Furthermore, this is intended, first, to investigate the appropriateness of the developed materials for the tenth grade students of hotel accommodation study program at SMKN 1 Sukadana. Second, the purpose of this research is also to investigate the effectiveness of the developed materials for the tenth grade students of hotel accommodation study program at SMKN 1 Sukadana.

2. METHODS

This research was research and development potentially produced printed English speaking materials for tenth grade students of hotel accommodation study program. The primary step of this research design was to analyze the students' needs in learning speaking. Thus, studying research findings pertinent to the product to be developed, developing the product based on the findings, field testing, evaluating, and revising were the next steps of this research. The research instruments were interview, questionnaires, and observation. Thirty tenth grade students of hotel accommodation program in SMKN 1 Sukadana were the subject. English teachers of SMKN 1 Sukadana, material expert, and students were asked to give their evaluation regarding materials' appropriateness. The data collected from the interview, questionnaires and observation of the students, English teachers, and expert regarding the appropriateness and effectiveness of the materials were identified, organized, calculated, classified and evaluated. The analysis was done through statistical analysis.

3. RESULT

The research findings refer to research question and objectives of the study. The discussions are also provided for the findings with the coherent links about the previous research.

The data that had been found were the materials and its topics which were needed to be developed. The materials and its topics were obtained from need analysis. The researcher also analyzed the syllabus of curriculum 2013 that contained several aspects that should be analyzed, such as core competence, basic competence, and indicators. After developing the materials, the researcher then did the field testing to find out the effectiveness of the developed materials

through classroom observation using checklist. This observation involved two rater, they were English teacher of SMKN 1 Sukadana and an English department students.

Table 1: The effectiveness of English Speaking Materials for the Tenth Grade Students of Hotel Accommodation Study Program in SMKN 1 Sukadana

Unit	Low	Fair	Sufficient	High	Category
Unit 1	0%	0%	3.33%	96.97%	Strongly Effective
Unit 2	0%	0%	20%	80%	Strongly Effective
Unit 3	0%	0%	20%	80%	Strongly Effective

Based on the result of the observation, it was found that almost all of the students successfully achieve the objectives of each unit in the developed materials. In achieving the objectives of each unit, the students seemed to have the same difficulty that was hard to pronounce and remember the vocabulary learned in each unit. Besides getting the data regarding materials effectiveness, this observation also showed the weakness of the developed materials that appeared during the field testing in important to revise the developed materials. The weakness appeared from some activities that not provide clear illustration as well as clear picture to let the students to grasp the idea of what they are going to do. Some activities in the developed materials showed some pictures and illustrations that were not clear. This would lead the students to confusion that the students would ask for more explanation.

After finding the students' needs, developing the materials, doing field testing and observation had done, and the students' judgment, English teachers' judgment, and expert judgment had gotten that can be seen from the table below:

Table 2: The appropriateness of English Speaking Materials for the Tenth Grade Students of Hotel Accommodation Study Program in SMKN 1 Sukadana

No.	Jugdes	Mean	Category	
1.	Students judgment	4.05	Agree	Appropriate
2.	English teachers judgment	4.72	Strongly agree	Strongly appropriate
3.	Expert judgment	4.39	Strongly agree	Strongly appropriate
	Total:	4.38	Strongly agree	Strongly appropriate

According the result above, it was found that the students agree that the developed materials are appropriate to be used by them. This data was gathered from students' judgment questionnaire. This questionnaire required materials evaluation by Nation (2010). In evaluating materials it focused on some aspects regarding the materials, they are: Goals, Content, and Sequencing, Format and

Presentation, and Monitoring and Assessment. Two English teachers of SMKN 1 Sukadana were also asked to give their judgment toward the developed materials. The teachers' judgment questionnaire was developed based on materials evaluation that based on part of curriculum design process by Nation (2010) and materials evaluation that focus on Format and Presentation proposed by Nation (2010). Besides students and teachers, an expert also asked to give response regarding the materials appropriateness. The expert judgment questionnaires were developed based on materials appropriateness proposed by BSNP.

Based on the information gathered during field testing and the comments and suggestion from the teachers and the expert the revision had been done by the researcher. Then, the revised materials are considered appropriate and effective to be used by tenth grade students of hotel accommodation study program at SMKN 1 Sukadana.

4. DISCUSSION

Developing the materials which consist of several steps has been covered from the information related to the English speaking materials that are needed by the students. The need analysis was conducted based on some considerations. It considered the learning need and the target need of the students in learning speaking. During the process of developing the materials; need analysis, teachers' interview, developing the materials, field testing, observation, students' judgment, English teachers' judgment, and expert judgment the researcher found the developed materials are proved appropriate and effective to be used by tenth grade students of hotel accommodation study program at SMKN 1 Sukadana.

Furthermore, in evaluating the materials' appropriateness, the researcher adapted the material evaluation by Nation (2010), part of curriculum design by Nation (2010), and materials appropriateness by BSNP. In getting the students' judgment regarding materials appropriateness, the theory of evaluating materials proposed by Nation (2010) was used. Then, the result were categorized into one of following rating scale: strongly appropriate, appropriate, neither appropriate or not appropriate, not appropriate, and strongly not appropriate. In students judgment there are three aspects measured, they are: Goals, Content, and Sequencing, Format and Presentation, and Monitoring and Assessment. The result of the analysis showed that the accumulative mean from all aspects was 4.05 that categorized into an appropriate material. Based on the result of questionnaire filled by the students it was found that most of the students felt the developed materials could fulfilled the criteria of appropriate materials in term of Goals, Content, and Sequencing, Format and Presentation, and Monitoring and Assessment. Besides that, the developed materials also found several drawbacks from the result from observation during the field testing. Most of the drawback came from the pictures and illustration added in the materials. In addition, the materials could motivate the students to speak up and they were not felt bored easily because it filled with games and their wanted activity that was role play.

Furthermore, the result of questionnaire filled by English teachers used materials evaluation in part of curriculum design process proposed by Nation (2010). The result of questionnaire filled by English teachers showed that the

accumulative mean was 4.72. Thus, it was categorized into strongly appropriate materials. It was admitted that the developed materials already suit the environment in which it will be used, that is SMKN 1 Sukadana. They also meet the needs of the learners and apply sensible principles of teaching and learning. The goals of the developed materials also match the goals of the course. The content of the developed materials suit the proficiency level of the learners and reflect sensible selection and sequencing principles. The developed materials were also found interesting and use effective techniques. The developed materials also include tests and ways of monitoring progress.

Then, to know the expert opinion regarding the materials appropriateness, the result of expert judgment questionnaire that arranged based on materials' appropriateness proposed by BSNP was analyzed. The result of the analysis showed that the accumulative mean gathered from four aspect of materials appropriateness, which are content, language, presentation, and design, was 4.39 categorized into strongly appropriate materials. Nor did the researcher find any significant from those aspects. The materials had been supplemented with interesting pictures and illustration in every unit. The arrangement of the picture and illustration were proportional and it was appreciated by the expert. Meantime, the expert found that there was still some unclear instruction, and some grammar mistake in the instruction. The students would understand more about the materials if the instruction was clear enough. In line with Tomlinson (1998) states that English language materials should have appropriate instruction, meaning that the instructions should be made clear and can be easily followed. In addition, the expert also commented on the materials. He gave suggestion and critics to revise some points in the developed materials. Based on the revision by the expert, there were several things should be revised. They were generally about unclear instruction and grammar mistakes.

Besides giving questionnaires to the students, English teacher, and expert, the observation was also conducted during the field testing in order to measure whether or not the English speaking materials were effective to be used in teaching speaking for the tenth grade students of hotel accommodation program. Prior to notice the effectiveness of the developed materials, the result of observation regarding students result in achieving the objectives of each unit should be analyzed. In line with Peter (2004) materials are considered effective when targeted learners able to achieve the learning objectives effectively with this material; and when learning objectives are clear and appropriate for the target learners and learning context. In unit 1, there are only 3.33% students who show sufficient result in achieving the goals. In unit 1, while in unit 2 there are 20% students with sufficient result, and 20% sufficient students in unit 3. The students often found difficulties in pronouncing and remembering vocabulary learned in every unit. In unit 3, the students found difficulties in asking for someone's characteristic and using some adjectives to describe people characteristics.

Then, it was also proved that the objectives of each unit in the developed materials are clear and appropriate for the students, and match with learning context of hotel accommodation program in SMKN 1 Sukadana. This term is also in line with Howard (2004) who states that effective English language teaching

materials should be contextualised to the curriculum they are intended to address (Nunan, 1988, pp. 1–2) and contextualised to topics and themes that provide meaningful, purposeful uses for the target language.

Following these guidelines the developed materials are already contextualized to the curriculum based 2013 for tenth grade students of vocational high school. It also already provides activities that suitable for hotel field and can be used outside the classroom. Besides that, the developed materials also provide clear instruction because according to Howard (2004) effective English language teaching materials should have appropriate instructions. This applies as much to the instructions that are provided for the teachers and the students who will use the materials. During the try out, it was also found that the students who usually preferred to be silent also motivated to speak up in the class. This also can be a signal that the developed materials are effective to be used, because effective materials should stimulate interaction and be generative in terms of language. Hall (1995) states that “most people who learn to communicate fluently in a language which is not their L1 do so by spending a lot of time in situations where they have to use the language for some real communicative purpose” (p. 9). Ideally, language-teaching materials should provide situations that demand the same; situations where learners need to interact with each other regularly in a manner that reflects the type of interactions they will engage in outside of the classroom. Hall outlines three conditions he believes are necessary to stimulate real communication: these are the need to “have something we want to communicate”, “someone to communicate with”, and, perhaps most importantly, “some interest in the outcome of the communication” (p. 9). In line with this guideline, the developed materials were arranged in form of activities that stimulate the students to communicate each other using game and role play.

Furthermore, the above findings above seemed to reveal more contribution than some empirical study. A study conducted by Erfiani Nunun Nurki (2013) who developed an English speaking materials for first grade students of the Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan in Yogyakarta. She used R&D model with gaining some steps without field testing and measured materials appropriateness using BNSP theory. So were the studies conducted by Vinindita Citarayasa and Parwaka Budi Kusuma in 2013. The similarity can be seen from its purpose that is to develop English speaking materials for specific purpose. This research is preferred to be conducted since the English speaking materials is very limited in its fields. Moreover, this current study added other steps in doing the research. Besides getting expert judgment, this research also involved students and English teachers in measuring the appropriateness of the developed materials since they are the one who actually will use the materials in the field. So, it is important and needed to make sure that the developed materials can be used appropriately by the students and also the teachers. Field testing was also conducted in order to get information regarding the students’ response toward the developed materials in important to revise the developed materials. During the field testing, an observation also held to gather the information regarding the effectiveness of the developed materials. Moreover, speaking as the research variable was also noted as similar. Speaking is an important skill that is seldom to be learnt in an English class because almost all

the times are spent in analyzing grammar and reading text. Contributing more time in learning English speaking can help students to have confident to express their idea in oral form.

Finally, it can be concluded that the English speaking materials which was developed by researcher is appropriate and effective to be used for tenth grade students of hotel accommodation study program at SMKN 1 Sukadana.

5. CONCLUSIONS AND SUGGESTIONS

The primary step of the research was to analyze the students' need in learning English especially in speaking. So, the design of the materials should refer to the students' needs in learning speaking based on their major. The result of this research is an English speaking materials for tenth grade students of hotel accommodation study program. The teachers especially who teach English to the students in the tenth grade of hotel accommodation program in vocational high school can use this material as a reference in teaching speaking in the class. Since it is based on the learning needs of SMKN 1 Sukadana's students, the other teachers can adapt this developed materials based on their students' needs. Then, after conducting this research, it can be found that the characteristic of each group of students or even the characters of each individu is different based on their needs in learning speaking. So, it is necessary to conduct other researches that focus on developing material on different field. It can be one skill of English like listening, speaking, reading, and writing, or one aspect of English like grammar. It also can be conducted in different level of students, not only for vocational high school students but also the learners in lower and higher level.

6. REFERENCES

- Badan Standar Nasional Pendidikan (BSNP). (2011). *Penilaian buku teks pelajaran bahasa inggris SMK/MAK*. Jakarta: Departemen Pendidikan Nasional.
- Citarayasa, V. (2013). *Developing English speaking materials for grade X students of agriculture study program at SMK 5 Yogyakarta*. Unpublished script, Universitas Negeri Yogyakarta.
- Hall, D. (1995). Materials production: Theory and practice. In A. C. Hidalgo, D. Hall, & G. M. Jacobs (Eds.), *Getting started: Materials writers on materials writing* (pp. 8-14). Singapore: SEAMO Regional Language Center
- Howard, J., & Major, J. (2004). *Guidelines for designing effective English language teaching materials*. Retrieved from <http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf> 26 April 2017
- Kusuma, P. B. (2013). *Developing English speaking materials for grade XI students of automotive engineering program in SMK Sanjaya Ngawen*. Unpublished script, Universitas Negeri Yogyakarta.

- Nation, I. S. P. & Macalister, J. (2010). *Language curriculum design*. New York: Routledge.
- Nunan, D. (1988). Principles for designing language teaching materials. *Guidelines*, 10 (2), 1–24.
- Nurki, E. N. (2013). *Developing English speaking materials for grade X students of agriculture study program at SMK Muhammadiyah 2 Mertoyudan*. Unpublished script, Universitas Negeri Yogyakarta.
- Peter, D. (2004). *Course module evaluation rubric*. Retrived from http://davidpeter.com/papers/rubric/course_module_evaluation_rubric.htm 06 December 2016
- Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge: University Press.