

**DEVELOPING LISTENING-SPEAKING MATERIALS FOR GRADE XI
STUDENTS OF HOTEL ACCOMMODATION STUDY PROGRAM OF
SMK KARYA RINI SLEMAN**

Endah Rahmawati, Tri Wahyuni Floriasti, M. Hum.

endahrahmawt@gmail.com, trifloriasti@yahoo.com

ABSTRACT

The objectives of this research were to describe the target and learning needs of the students of Hotel Accommodation Study Program grade XI in learning listening and speaking and to develop appropriate English listening and speaking for the students of Hotel Accommodation Study Program grade XI.

This was categorized as Research and Development (R&D) study. The subjects of the research were Grade XI students of Hotel Accommodation Study Program of SMK Karya Rini Sleman. The research procedure was adapted from Gall, Gall, and Borg (2003). The steps of this research procedure were conducting needs analysis, planning, designing the materials, evaluating materials, and revising. There were two instruments namely questionnaire which were used to collect data for need analysis and materials evaluation and interview guidelines which were used to conduct need analysis. The results of needs analysis by questionnaire were calculated using frequencies and percentage while conducting interview were interpreted using some steps mentioned by Miles, Huberman, & Saldana (2014). The results of expert judgment were analyzed through descriptive analysis proposed by Suharto (2006).

The results of the needs analysis questionnaire showed that the students' target needs are English listening-speaking materials related to the hoteliers. The students' learning need are English materials which include monologues or dialogues related to the hoteliers with about 150-200 words. The students prefer to be active learners and expect the teachers motivate them in learning English. They prefer to work in pair. The results of the interview showed that the students were interested in listening and speaking since both skills do not require them to write. The teacher took listening materials from the internet. To motivate the students, the teacher used songs in the class. The products of this research were 3 units of listening and speaking materials related to the hoteliers. Each unit consists of 14 tasks. Based on the results of the expert judgment, it showed that the materials developed entitled 'Be My Guest' for Grade XI students of Hotel Accommodation Study Program at SMK Karya Rini Sleman were appropriate to be implemented in the class. The mean score for the materials developed was 3.13, which was "good".

Keywords: materials, listening, speaking

**PENGEMBANGAN MATERI LISTENING-SPEAKING UNTUK SISWA
KELAS XI JURUSAN AKOMODASI PERHOTELAN SMK KARYA RINI
SLEMAN**

Endah Rahmawati, Tri Wahyuni Floriasti, M. Hum.

endahrahmawt@gmail.com, trifloriasti@yahoo.com

ABSTRAK

Tujuan dari penelitian ini adalah mendeskripsikan kebutuhan siswa dan kebutuhan belajar siswa kelas XI jurusan Akomodasi Perhotelan SMK Karya Rini Sleman dan mengembangkan materi *listening-speaking* yang layak untuk siswa kelas XI jurusan Akomodasi Perhotelan SMK Karya Rini Sleman.

Penelitian ini dikategorikan sebagai penelitian *Research and Development (R&D)*. Subyek penelitian ini adalah 35 siswa kelas XI jurusan Akomodasi Perhotelan SMK Karya Rini Sleman. Langkah penelitian diadaptasi dari Gall, Gall, and Borg (2003). Langkah-langkah dari penelitian ini adalah 1) *conducting needs analysis*, 2) *planning*, 3) *designing the materials*, 4) *evaluating materials*, and 5) *revising*. Penelitian ini menggunakan 2 jenis instrument yaitu kuesioner yang digunakan untuk mengumpulkan data kebutuhan siswa dan evaluasi materi dan panduan wawancara yang digunakan untuk mengumpulkan data kebutuhan siswa melalui guru. Hasil dari analisa kebutuhan siswa melalui kuesioner dihitung menggunakan frekuensi dan persentase sementara untuk hasil wawancara diinterpretasikan menggunakan langkah-langkah dari Miles, Huberman, & Saldana (2014). Hasil evaluasi materi dianalisa menggunakan *descriptive analysis* yang dikemukakan oleh Suharto (2006).

Hasil dari analisa data kebutuhan siswa menunjukkan bahwa siswa membutuhkan materi *listening-speaking* yang berhubungan dengan dunia perhotelan. Siswa memilih monolog atau dialog dengan 150-200 kata sebagai bahan pembelajaran *listening* dan *speaking*. Siswa memilih menjadi siswa yang aktif dan berharap guru bisa memotivasi siswa dalam belajar bahasa Inggris. Siswa lebih memilih untuk bekerja secara berpasangan. Hasil dari interview menyatakan bahwa siswa lebih suka pembelajaran *listening* dan *speaking* karena sedikit menulis. Guru mendapatkan materi pembelajaran dari internet. Guru menggunakan lagu untuk memotivasi siswa. Produk dari penelitian ini adalah 3 unit materi *listening-speaking* yang berkaitan dengan dunia perhotelan. Setiap unit berisi 14 *tasks*. Hasil evaluasi materi menunjukkan bahwa materi dengan judul 'Be My Guest' layak untuk digunakan didalam kelas. Skor rata-rata materi adalah 3.13 yang dikategorikan 'baik.'

Kata Kunci: materi, mendengarkan, berbicara

INTRODUCTION

Vocational high school or SMK (Sekolah Menengah Kejuruan) is a form of educational institution which specializes in providing the vocational education and technical skills of the students' needs. In order to master their expertise, they should master English too. English is important for the students because English is *lingua franca* which is used by most of people in the world. The SMK students are prepared to be ready to work as entrepreneurs or skilled staffs after they graduate. The fresh graduates usually prefer to work in companies or factories than to be entrepreneurs. Now, most of job vacancies put English as the requirement especially speaking skill. If the students master English which is appropriate with their expertise, they will be more confident in their future work field.

However, the textbook used for students of vocational high school is insufficient since the textbook accommodates all study programs. In fact, in teaching and learning process, the materials needed are different. Moreover, the school does not provide any materials and media related to Hotel Accommodation Study Program. The teachers' dependency on general textbook leads to students' unwillingness to learn English. The students of Hotel Accommodation Study Program are required to communicate in real life situations since their work field demands more on listening and speaking skills than reading and writing skills.

In contrast, the listening and speaking materials in the textbook do

not meet students' needs. The students require contextual materials that represent work life. The materials are expected to improve their listening as well as their speaking skills. Appropriate English materials will help the students to communicate based on their future work field situation.

Based on the problem above, English for specific purposes plays an important role for the students of vocational high schools. The students should have relevant English materials which are contextual with their field of expertise so they can get more exposure to the language particularly used and implement it in their future work.

RESEARCH METHOD

This research is categorized as Research and Development since this research aims to develop English listening-speaking materials for Grade XI students of Hotel Accommodation Study Program. The subjects of this research were Grade XI students of Hotel Accommodation Study Program of SMK Karya Rini Sleman. The research subjects were 35 students of Grade XI of Hotel Accommodation Study Program of SMK Karya Rini Sleman.

The research procedures were adapted from Dick and Carey in Borg, and Gall (2003). The steps included conducting needs analysis, designing a course grid, designing the first draft, evaluating the first draft by an expert, and revising it based on the feedback obtained from

the evaluation. The questionnaires and interview guidelines were used to analyze students' needs and to evaluate the materials by the expert. The results obtained from questionnaire for the needs analysis was calculated using frequencies and percentage while conducting interview were interpreted using some steps mentioned by Miles, Huberman, & Saldana (2014). The results of expert judgment were analyzed through descriptive analysis proposed by Suharto (2006).

RESEARCH FINDINGS

The first step in this research was conducting needs analysis in order to find the information regarding the target needs and the learning needs of Grade XI students of Hotel Accommodation Study Program of SMK Karya Rini Sleman. The needs analysis was conducted on October 2016. The instrument to collect the data was needs analysis questionnaire. The questionnaire consisted of 16 questions concerning the students' goals, wants, lacks, necessities, input, procedure, teacher's roles and learners' roles, and setting.

Based on the needs analysis questionnaire, the researcher took the highest answers as the considerations in designing the materials. From the 16 questions distributed to the students, it was found out that the students' target needs are English listening-speaking materials related to the hoteliers. Based on the results of the needs analysis questionnaire, it was found out that the students need

English materials that include some monologues and dialogues related their future work field. They specifically chose the input for listening and speaking are monologues and dialogues that have about 100-150 words for listening and 150-200 words for speaking. The listening activities should include answering the questions based on the dialogue/ monologue and deciding true/false of sentences based on the dialogue/monologue while speaking activities should include practicing dialogue in pairs.

The pronunciation activity is to parrot teacher in pronouncing words/ phrases/ sentences. The vocabulary activity is to complete the dialogue or monologue with appropriate words. The grammar activity is to do tasks related to the grammar.

The students said that the teachers should motivate the students in doing tasks so the students can be active learners in class. The students prefer to do the tasks in pairs.

After conducting the needs analysis, the researcher wrote the course grid based on the results of the needs analysis and the Standard of Competency and Basic Competences for listening and speaking of Grade XI students of Hotel Accommodation Study Program in the first semester stated in the School-Based Curriculum. The materials were developed into three units.

The materials developed focus on listening and speaking skills. All units are completed with language

presentation. The language presentations are delivered as the beginning in each unit as the materials are developed based on P-P-P method. The materials compiled and written cover likely situations that the receptionist staff might encounter or deal with in hotel industry, including welcoming guest, checking in, checking out, taking messages, responding to guests, giving instructions, etc. There were 10 main activities in the materials developed for each unit: *warm-up, getting started, let's listen, language focus, let's speak, let's create, your mission, vocabulary corner, wrap-up, and reflection.*

All activities in the unit are preceded by a warm up activity. A Warm-Up activity aims at activating students' background knowledge, ensure that the students have a little knowledge about what is going to be learned or discussed. Following a warm-up activity is activity that involves listening and speaking. The activities are divided into three parts namely *Getting Started, Let's Listen and Let's Speak.* The language presentation is presented in the getting started as PPP method requires all the materials to be presented in the beginning. As stated before, the activities include listening and speaking, in the *Let's Listen*, the activities are around listening. The activities in the *Let's Speak* are dominated by speaking activities. The activities are delivered from the simplest ones to the hardest ones.

If the students have achieved all the activities in each unit, they are required to do a mission or homework. Furthermore, at the end

of the unit is presented with a vocabulary corner, a summary and a reflection. The summary and vocabulary corner help the students to review what they have learned. The reflection helps the students knowing their progress.

After the first draft of the materials was developed, the expert judgment was conducted to evaluate the materials in terms of content, language, presentation, and graphic design appropriateness. The instrument to collect the data was an expert judgment questionnaire.

The results of the expert judgment showed that the materials developed are appropriate to be implemented in the English teaching and learning process for Grade XI students of Hotel Accommodation Study Program of SMK Karya Rini Sleman. The book was categorized as "Good".

Table 1: Validation of the Developed Materials

Unit	Mean	Category
1	3.17	"Good"
2	3.10	"Good"
3	3.12	"Good"

CONCLUSIONS AND SUGGESTIONS

Based on the research findings, the materials developed are appropriate to be implemented as additional materials for Grade XI students of Hotel Accommodation Study Program of SMK Karya Rini Sleman. The materials developed

also meet the students' target needs and learning needs. The English teachers could use this book as additional learning materials in the class. The materials could help the teachers in teaching and learning since this book contains text types stated in the School-Based Curriculum. The teachers should make their time to search materials that suit their students' needs. The materials are abundant out there if they are willing to find. The internet now can be accessed anywhere and anytime. The students should encourage themselves to actively find English materials that cover their needs. They should not depend on their teachers and the textbook provided by the school if they think the textbook does not accommodate their needs.

The researcher expects that there will be other researches on materials development that focus on

developing materials for Hotel Accommodation Study Program which cover four skills: listening, speaking, reading, and writing.

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