

Developing English Speaking Learning Materials for SPA Therapists in Yogyakarta

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Abstract: The objectives of this research were to find out the target and learning needs of spa therapists in Yogyakarta in learning English speaking skills, and to develop the appropriate English speaking learning materials for spa therapists in Yogyakarta. This research was a Research and Development (R & D) study. The procedure of this research followed Dick and Carey model in Gall and Borg (2003) with some modifications. The steps of the research procedure were conducting needs analysis, planning (writing the course grid), writing the first draft of the materials, conducting materials evaluation, and writing the final draft of the materials. This research involved 40 spa therapists in Yogyakarta as the subject of the research. The data collection instruments used in this research were needs analysis questionnaire and materials evaluation questionnaire. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the data obtained from the materials evaluation were analyzed through descriptive statistics. The findings showed that (1) the spa therapists learn English mainly to improve their speaking skills, (2) they needed to master language functions that are useful for them in doing their job, (3) they considered themselves as beginner speakers lacking in speaking, vocabulary, grammar, and pronunciation, (4) they wanted English learning materials that can help them to improve their speaking skills, pronunciation, grammar use, vocabulary, and language functions related to their job, (5) they wanted the materials to provide topics related to their job and to have clear instructions, explanations, examples, pronunciation transcripts, colorful illustrations, tips, exercises, glossary, self-check, and summary, (6) the needed inputs for the materials are dialogues, vocabulary, and languages functions, (7) the materials should cover varied activities of listening, speaking, vocabulary, grammar, and pronunciation, (8) the materials should facilitate them to work individually and in pairs, and (9) they were expecting to have teachers who correct every mistake they make and to involve in discussions while doing the tasks. Furthermore, after writing the course grid, the materials were then developed to have three units. Each unit has different number of tasks, but has the same unit design whose components are (1) introduction (Unit Title, Learning Objectives), (2) main lesson (Getting Started, Start Talking, Listen to This, Say It Right, Focus on Grammar, Talk Some More, Work in Pairs), (3) reinforcement (Self-Check, Summary), and (4) fun part (Fun Corner). The materials were then being evaluated by experts in terms of content, language, presentation, and layout appropriateness. The results of the materials evaluation showed that the materials fell into the "very good" category as the mean value of all aspects of the developed materials is 3.44 which is in range of "very good" category that is $3.25 \leq x \leq 4$.

Keywords: *speaking, task-based language teaching, spa therapists*

Introduction

Hospitality industry in Yogyakarta covers some businesses such as tourism lodging, transportation services, food and beverages operations, retail stores, and recreational facilities such as spa centers. Recently, the growth of those businesses especially spa centers increases. Along with the increased number of spa centers and their customers in Yogyakarta, the phenomenon also results in the high demand of professional spa therapists. Hayes and Ninemeier (2009: 4) describe professional spa therapists as staff members with a variety of knowledge on spa, skills, and experiences to produce the products and services in spa field that are needed or desired by customers. In addition, according to D'Angelo (2009: 317), professional spa therapists must have the communicative skills such as tone of voice, rate of speech, vocabulary, eye contact, facial expressions, hand gesture, body language, and personality-driven skills like etiquette, getting along with others, listening and engaging in small talk.

Considering the importance of communicative skills for spa therapists, in 2011 the Ministry of Education issued *Standar Kompetensi Lulusan/ SKL* for spa therapists that includes the communicative skills such as handling customers (i.e. greeting and explaining facilities), communicating with customers during the spa treatment, and handling customers' complaint. Since customers of spa centers in Yogyakarta are not only domestic customers but also international or foreign customers, spa therapists in Yogyakarta must be able to communicate not only in Indonesian but also in English to best serve and satisfy customers.

However, based on the researcher's personal observations, most of spa therapists in Yogyakarta had inadequate English speaking skills. With the position that every time they meet foreign customers, they did not equip themselves with communicative skills, particularly speaking skills. As a result, foreign customers could feel uncomfortable because the communication between them did not run smoothly and the intent of each party could not meet each other. With regard to those phenomena, the researcher found that English speaking learning materials to facilitate the independent study of spa therapists in Yogyakarta were urgently needed. The materials were aimed to provide English speaking learning materials that fit spa therapists' target and learning needs. It was expected that their speaking skills improved after learning the materials.

Literature Review

Speaking can be categorized as one of the productive or active skills in communication process. As defined by Spratt et al. (2005: 4), speaking is a productive skill which involves using speech to express meaning to other people. Meanwhile, Brown (2001: 267) explains that when someone can speak a language, it means that he or she can carry on a conversation reasonably and competently. Furthermore, Richards and Renandya (2002: 204) add that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover,

nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. In addition, Nunan (2003:48) simply proposes that speaking refers to the production of systematic verbal utterances to convey meaning.

Speaking practice is usually emphasized on transactional act of communication. The purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion (Pashaie and Khalaji, 2014: 47). In real communication, speakers must manage uncertainty about what other speakers will say. Therefore, attractive and communicative activities are needed in learning speaking. Related to activities of speaking, Harmer (2001: 271-274) proposes six types of speaking activities. They are acting from a script, communication games, discussion, prepared talk, questionnaires, simulation and role-play. Each activity has its own communicative purpose and requires learners to do different activity which matches to the communicative purpose that needs to encounter.

The spa therapist profession values its relationship with the health care, spa, and sport communities (Thompson, 2005: 38). Spa therapists are one of the important elements of spa fields in directly communicating and serving customers to gain their satisfaction. Capellini (2009: 58) describes spa therapist as a person who practices therapeutic massage. Spa therapists can be licensed after completing a specified training program. Licensed therapists may practice independently or in medical settings.

Some associations had been built in Indonesia to facilitate, serve, and develop this profession, for instance APSI (*Asosiasi Pengusaha Spa Indonesia*) and ASTI (*Asosiasi Spa Terapis Indonesia*). Those associations are aimed to develop professional spa therapists to acquire the international standard competencies and to be able to perform health care and build good relationship with customers. This profession nowadays becomes a promising career because of the high demand of the professional spa therapists.

The professional spa therapists, according to Capellini (2009: 119), needs to have the responsibilities and requirements as follows.

- 1) Deliver a variety of spa services (body treatments, massages, facials, waxing, manicure/pedicure) in a safe and comfortable manner.
 - 2) Maintain equipment and sample inventory of products.
 - 3) Keep a clean and stocked room.
 - 4) Acknowledge and respond to relevant customer queries, needs and expectations.
 - 5) Suggest and promote retail products or additional services.
 - 6) Uphold hygiene standards and follow health and safety regulations.
 - 7) Cooperate with and report on administration on any arising issues.
 - 8) Apply best practices and be up to date with market trends.
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- 1) Proven relevant working experience.
 - 2) Hands on experience in massage techniques, manicures, pedicures, waxing and face/body therapies.
 - 3) Experience in sales will be considered an asset.

- 4) Excellent knowledge of English language.
- 5) Communication and customer service skills.
- 6) Positive attitude.
- 7) User level computer skills.

Therefore, it can be concluded that spa profession refers to a job that is tightly related with spa, health care, and sport field. The list of responsibilities and requirements mentioned before shows that communicative skills using English are needed in this profession.

Materials Development

One of the components of effective language learning is the availability of learning materials. Tomlinson (1998: 2) describes materials as anything which is deliberately used to increase learners' knowledge and/or experience of the language. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned. Meanwhile, Richards (2001: 251) simply proposes that materials generally serve as the basis of the language input that learners receive and practice.

Providing good materials is an important aspect to reach success in teaching and learning process. However, it is difficult to figure out whether materials are good or not. Therefore, Hutchinson and Waters (1987: 107) propose some characteristics of good materials. First, good materials should provide stimulus to learning. Good materials is not only a teaching tool but also it should encourage learners to learn. Good materials, therefore, contains interesting texts, enjoyable activities which engage the learners' thinking capacities, and opportunities for learners to use their existing knowledge and skills. Secondly, good materials help to organize the teaching-learning process by providing a clear and coherent unit structure which will guide the teachers and learners through various activities in such a way as to maximize the chance of learning. Next, good materials embody a view of the nature of language and learning. Then, good materials reflect the nature of the learning task. Further, good materials can have a useful function in broadening the basics of teacher training, by introducing teachers to new techniques. Finally, good materials provide models of correct and appropriate language use.

In addition, good materials should be made based on the principle of materials development. According to Tomlinson (1998: 122-125), there are eleven principles of materials development which are flexibility, from text to language, engaging content, natural language, analytical approaches, emphasis on review, personalized practice, integrated skills, balance of approaches, learners' development, and professional respects. Those principles become the consideration in developing qualified materials.

Task-based Language Teaching

Tasks hold a central place both in language materials. Breen (1987) explains that task refers to a range of work plans which have particular objective, appropriate content, a special working procedure, and facilitate language learning from the simple and brief exercise type to more complex activities. Nunan (2004: 4) later adds that task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is convey meaning rather than to manipulate form. For simply, task is an activity which is designed to achieve a particular learning goal. Task, then, becomes the core of task-based language teaching. According to Tomlinson (1998: xiii), task-based language teaching concerns with materials which are designed around a series of authentic task which give the learners experience of using the language in ways in which it is used in the real world. The aim of this approach is for learners to learn from the tasks the language that they need to participate successfully in them.

Nunan (2004: 35-38) derives several principles of task-based language teaching such as scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. In addition, Nunan (2004: 31) also notes six steps of task-based framework that can be used as a guideline in unit design.

The steps are as follows.

1) Schema building

This step aims to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need to complete the task.

2) Controlled practice

This steps provides learners with controlled practice in using the target language vocabulary, structures and functions. This type of controlled practice extends the scaffold learning that was initiated in step 1.

3) Authentic listening practice

This step involves learners in intensive listening practice. This step would expose learners to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.

4) Focus on linguistic elements

In this step, learners get to take part in a sequence of exercises in which the focus is on one or more linguistic elements. Focus on linguistic elements is presented after the learners are given the example of the texts with the hope this will make it easier for the learners to see the relationship between communicative meaning and linguistics form than when linguistic elements are isolated and presented out of context as is often the case in more traditional approaches

5) Providing freer practice

Providing freer practice means provide learners the opportunity to move beyond simple manipulation. They should be encouraged to extemporize, using whatever language they have at their disposal to complete the task.

6) Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task itself.

Research Methods

This research was categorized as research and development (R&D). The aim and the result of this research were to develop appropriate English speaking learning materials for spa therapists in Yogyakarta that were expected to help the spa therapists to improve their speaking skills. The subjects of this research were 40 spa therapists in Yogyakarta. This research conducted by following the materials development process proposed by Dick and Carey in Gall and Borg (2003:570). The steps of this research are (1) collecting data and information (needs analysis), (2) planning (writing the course grid), (3) writing the first draft of the materials, (4) materials evaluation, and (5) writing the final draft of the materials.

There were two questionnaires used in this research. The first questionnaire aimed to assess the spa therapists' needs related to English learning. The second questionnaire aimed to evaluate the developed materials and find out if the materials were relevant with the spa therapists' needs. Furthermore, the results obtained from needs analysis questionnaire were analyzed by calculating the percentage of each answer in the questionnaires. The highest percentage of answers on each question was considered as the tendency of the learners related to the condition. Meanwhile, the results from the expert judgment questionnaire were calculated and converted into descriptive analysis.

Research Findings

The findings showed that there were several needs of spa therapists in Yogyakarta in learning English. For the target needs, firstly, the spa therapists claimed that their goal in learning English was mostly to improve their speaking skills. Secondly, they needed English to carry out the daily duties in their workplace in relation to communicating and serving customers. Thirdly, they needed English materials that provides language functions for several purposes related to their jobs. Fourth, they considered themselves as beginner who lacked fluency, vocabulary, grammar, and pronunciation. Fifth, the English skills that they wanted to improve the most is the speaking skills. Then, they preferred English materials that help them to be able to speak more fluently, enrich their vocabulary mastery, enrich them with expressions related to their job, and improve their pronunciation and grammar use. Lastly, they liked to have English materials that provided topics related to their job and daily activities and had clear and understandable examples, instruction, pronunciation transcript, colorful illustration, tips, practice activity, glossary, self-reflection column, and summary in each end of chapter.

The learning needs of spa therapists in Yogyakarta also revealed. In term of input, the desired listening inputs were recordings, vocabulary, and expressions and the length of the input was fewer than 100 words. Meanwhile, the preferred speaking inputs are vocabulary, pronunciation, dialogue, and expressions and the length of the input is between 100-150 words. Furthermore, in term of procedure, the spa therapists preferred to have activities related to listening,

speaking, vocabulary, grammar, and pronunciation learning such as identifying expressions used in a recording, answering questions based on a recording, writing specific information from a recording, pronunciation practice, practicing dialogue containing certain expressions, matching words with their correct pictures, completing texts, and correcting grammatical mistakes. Then, in term of learning setting, the spa therapists were expecting to work in pairs and individually. In addition, in term of teachers' role, they preferred teachers who correct every mistake they made, provide examples before giving tasks, are helpful, and guide them to have discussions for the given tasks. Lastly, in term of learners' role, they preferred to involve in discussions while doing the tasks and also were given chance to work individually.

Based on the needs, a course grid was made to have components such as unit titles, standard and basic competences, indicators, input text, materials, tasks, assessment, and resources. Then, the first draft of the materials were developed based on the designed course grid. There were three units within the developed materials. Each unit had different topics and number of tasks but each unit had the same unit design whose components were: (1) introduction (Unit Title, Learning Objectives), (2) main lesson (Getting Started, Start Talking, Listen to This, Say It Right, Focus on Grammar, Talk Some More, Work in Pairs), (3) reinforcement (Self-Check, Summary), and (4) fun part (Fun Corner).

Furthermore, the materials evaluation was conducted and the results showed that the materials were good enough. The mean score for all units of the developed materials was 3.44. The value was in the range of $3.25 \leq x \leq 4$ which fell into the category of "Very Good". However, there were some parts of the developed materials that needed to be revised in terms of grammatical mistake, punctuation mistake, and word choice.

Conclusions and Suggestions

Through this research, the needs of spa therapists in Yogyakarta in learning English were identified. In brief, the needs were (1) the spa therapists learnt English mainly to improve their speaking skills, (2) they needed to master language functions that were useful for them in doing their job, (3) they considered themselves as beginner speakers lacking in speaking, vocabulary, grammar, and pronunciation, (4) they wanted English learning materials that could help them to improve their speaking skills, pronunciation, grammar use, vocabulary, and language functions related to their job, (5) they wanted the materials to provide topics related to their job and to have clear instructions, explanations, examples, pronunciation transcripts, colorful illustrations, tips, exercises, glossary, self-check, and summary, (6) the needed inputs for the materials were dialogues, vocabulary, and languages functions, (7) the materials should cover varied activities of listening, speaking, vocabulary, grammar, and pronunciation, (8) the materials should facilitate them to work individually and in pairs, and (9) they were expecting to have teachers who correct every mistake they make and to involve in discussions while doing the tasks.

Furthermore, through this research, the appropriate English speaking learning materials for spa therapists in Yogyakarta were made based on the identified needs. The developed materials had the characteristics as follows.

- 1) The developed materials emphasized on developing spa therapists' speaking skills as their mainly purpose was to improve their speaking skills.
- 2) The developed materials provided topics and English materials related to spa therapists' jobs.
- 3) The developed materials provided with activities to overcome spa therapists' lacks - fluency, vocabulary, grammar, and pronunciation.
- 4) The developed materials led the spa therapists to develop their speaking skills, vocabulary mastery, expressions mastery, pronunciation, and grammar use.
- 5) The developed materials provided topics related to their job and daily activities and had clear and understandable examples, instruction, pronunciation transcript, colorful illustration, tips, practice activity, glossary, self-reflection column, and summary in each end of chapter.
- 6) The developed materials accompanied with their desired inputs i.e. recording, dialogue, expressions, vocabulary, and pronunciation.
- 7) The activities within the developed materials were varied.
- 8) The developed materials gave them chance to work in pairs and individually.
- 9) The developed materials gave sufficient examples in doing the tasks and chance to have discussions where teachers could guide them in having discussions.

Suggestions

After completing this research, the researcher proposed suggestions to some parties as follows.

1) To Spa Therapists in Yogyakarta

For the spa therapists who were going to use the developed materials for their learning, the researcher suggested that in order to be able to meet the targeted competences, they needed to give more time for themselves to improve their English skills, actively participate in the learning process, do the tasks seriously, and be willing to practice the English language as it has been instructed in the developed materials. The spa therapists should be serious and hard-working in improving their levels of English skills especially speaking skills.

2) To Spa Centers in Yogyakarta

For the spa centers in Yogyakarta, it was expected that they provide their therapists with English training in which the therapists can learn the English skills. The English skills especially speaking skills were important for the spa therapists to carry out their daily duties which were mostly dealing with the customers, both local and foreign customers. Furthermore, the product of this research could be used as one of the learning materials in the English training.

3) To Spa Associations in Indonesia

For spa associations in Indonesia, they should encourage, facilitate, and guide the spa centers in Indonesia to provide their spa therapists with English training.

Besides, they also needed to hold socializations about the importance of English communicative skills in spa fields. They could build some English trainings for spa therapists so that the spa centers had examples of what English training for spa therapists was like and they were motivated to equip their therapists with adequate English communicative skills.

4) To Vocational Schools

For vocational schools which provided hospitality classes, they needed to provide their students with English communicative skills which were specified for hospitality field. They also needed to select the suitable and appropriate materials carefully to be used during the learning process.

5) To Other Researchers

For other researchers who were going to conduct research on the same roof which was ESP (English for Specific Purposes), they needed to pay attention to the needs analysis questionnaires. The needs analysis questionnaires should covers complete and detail questions related to the target and learning needs in order to get more relevant and varied data that meet learners' needs.

6) To Materials Developers

For materials developers, they needed to develop more materials for specific purpose. The materials should have more varied task types and also task inputs. Since the input of English materials for specific purposes, both written and spoken input, were still limited, the materials developers should be able to create the input creatively but still suit the learners' needs. In addition, the materials developers should be able to design the materials with appropriate layout, color, font, and picture that could effectively engage the learners.

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