

**DEVELOPING KEMP MODEL-BASED SUPPLEMENTARY  
ESP MATERIALS IN E-BOOK FORMAT FOR HOTEL  
ACCOMMODATION PROGRAM STUDENTS OF  
VOCATIONAL HIGH SCHOOL**

(A Thesis)

**By:  
VALENTINA SIWI NUGROHO WIDHI**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
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A Thesis

Submitted in a partial fulfillment of  
the requirements for S-2 Degree



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# **DEVELOPING KEMP MODEL-BASED SUPPLEMENTARY ESP MATERIALS IN E-BOOK FORMAT FOR HOTEL ACCOMMODATION PROGRAM STUDENTS OF VOCATIONAL HIGH SCHOOL**

## **ABSTRACT**

**By:**  
**VALENTINA SIWI NUGROHO WIDHI**

Vocational high school students, especially those of Hotel Accommodation program in SMK Negeri 1 Metro, need the skills of communicating in English to compete with academy students for better positions in the hotels. Adapting or developing an English course book for vocational high schools in Indonesia is really needed, especially for the vocational high schools applying Curriculum 2013, since they are provided with the same syllabus as that of senior high schools. The materials provided in the student book do not really help the vocational high students who will have a apprenticeship program in the first semester of their eleventh grade. With the limited time and too general materials, teachers should design supplementary ESP materials and present more effective learning instructions to trigger the students of Hotel Accommodation Program in mastering communicative English.

To overcome the problems, the Research and Development (R and D) was done to develop ESP materials in e-book format for the tenth grade students of Hotel Accommodation Program in Vocational High School. The method of the research was adapted from Kemp's Instructional Design Model. Involving 30 students of grade 10, ten senior students in grade 11, two lecturers, two teachers, and two hotel managers, interviews and surveys were done to collect the data on students' need and the hotel's needs, and to get the evaluation of the materials in the e-book format.

The findings showed that the students really need supplementary ESP materials for their future jobs in hotels. The experts, the teachers and the students strongly agree that the supplementary ESP materials in e-book format are appropriate. The means of the agreement from the experts and teachers in terms of general attribute and learning-teaching content were 4.28 and 4.21 respectively. The mean of agreement from the students was 4.38 showing that they accepted the materials as what they need. It can be concluded from the opinions and recommendations of the experts that the product of the research, the supplementary ESP materials in E-book format are appropriate to be implemented to the students. However, the authenticity of the given dialogues in the materials was the limitation of this research. Therefore, this research might be the window for further research in developing ESP materials with more authentic dialogues.

Research Title : **Developing Kemp Model-Based Supplementary ESP Materials In E-Book Format For Hotel Accommodation Program Students Of Vocational High School**

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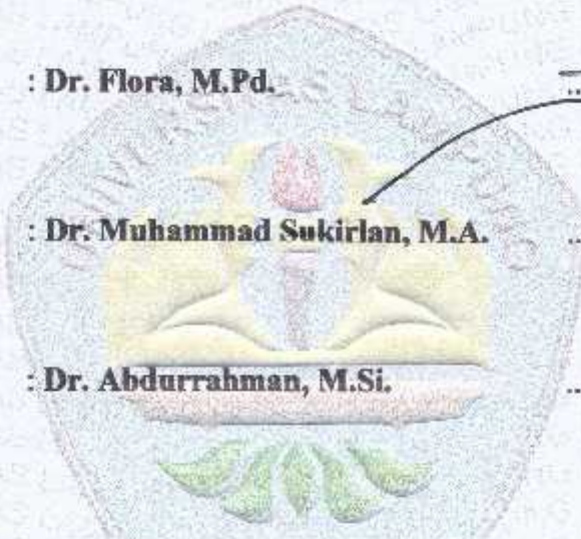
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## **CURRICULUM VITAE**

The writer of this thesis is Valentina Siwi Nugroho Widhi, born in Baradatu, on October 7th, 1978. Being the eldest of 4, one of whom is the only boy, she and her siblings studied at the same Elementary school; SD Bhakti Baradatu. She started her dormitory life in SMP Xaverius Metro at the age of 13. Living apart from her family in her Junior High School years, she learnt how to solve problems and to decide something by herself.

Getting the information from her seniors about a school for only girls in Yogyakarta, she then enrolled it and was accepted. The dormitory school, SMA Santa Maria Yogyakarta, offered her Language and Culture program, taking her closer to English. Joining the English club for almost three years and being one of the active contributors for the school wall magazine made her fall in love in English and education.

To reach her dream of being an English teacher, she took English Education Program at Sanata Dharma University in 1997 and graduated in 2002. She started teaching English in formal schools for her living since the third semester. Since then, she could support her study and her living by herself. The longest term of her being an English teacher was when she worked as an English teacher in her lecturer's English course. There, she learnt a lot how to teach with love.

In 2008, she passed a very tough test to be a civil servant and taught English in a remote area; SMA Negeri 1 Pakuan Ratu, Way Kanan. In 2012, she moved to Metro, and has been teaching in SMK Negeri 1 Metro for 4 years.

In 2014, she was registered as a student of the 1<sup>st</sup> batch of Master of English Education at Lampung University. She graduated on Jun 28<sup>nd</sup>, 2016; good achievement for three-roles-in-one; a student, a teacher, and a mother.

## **DEDICATION**

I dedicate this thesis for my beloved ones :

- ❖ My husband: Alfonsus Indra Sukma Wahyuning Baratha
- ❖ My daughter: Maria Queensha Pining Gusti
- ❖ My parents: Bapak Albert S. Suradiyanto and Ibu Sofia Susanna Sri Puryanti
- ❖ My brother and sisters: Tadeus Ginanjar Sunu Jatmika, Agustina Isprapti Nur Kristanti, and Maria Dyah Kartika Laksmi Setyaningtyas
- ❖ My mother and father in law: Mama R.A. Rusmijati and Papa F.X. Pudjijanto
- ❖ My brothers and sister in law: Yudhatama, Baskara, and Paskalia Ayu
- ❖ My brothers and sisters (MPBI 2014)



## **MOTTO**

If I speak in the tongues of men and of angels, but have not love, I am a noisy gong or a clanging cymbal. And if I have prophetic powers, and understand all mysteries and all knowledge, and if I have all faith, so as to remove mountains, but have not love, I am nothing. If I give away all I have, and if I deliver up my body to be burned, but have not love, I gain nothing.

(1 Corinthians 13: 1-3)

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

(Albert Einstein)

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Well, may all beings be happy.

Bandar Lampung, August 15, 2016

The Researcher

Valentina Siwi Nugroho Widhi

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## **I. INTRODUCTION**

This chapter describes the background of the research which includes the reasons for conducting the research. This chapter also describes the identification of the problems, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background**

To address industrial needs and changes, the curriculum should address practical challenges and keep up with the times to strike a balance between academic requirements and industrial needs so as to cultivate professionals to the expectations of the industry concerned. Currently, owing to globalization and demands in the foreign language markets, ESP has become an important subject in institutions of higher learning. Thus, there has been the necessary need to deliver and offer information on how an ESP curriculum design can be constructed which integrates theory and industry practice that will guide students and allow them to apply and demonstrate their communication, interaction skills and social abilities via English usage in a real workplace.

Before stepping to the real hospitality industry or bussiness, vocational high school students are classified as pre-service learners. Pre-service learners, although lacking experience, should master the skills in the relevant areas, so that

they can adapt well in the real situations and work as those of professionals. The information gained from the eleventh grade students coming back from the apprentice program is that the students' experience differs according to the nature of work and the frequency of communicating with customer. Most of them stated that they were not ready in English communication skills, especially speaking with customers or managers in English. They also mentioned their weakness in vocabulary mastery about terms in the hotel. From the informal interview with the students, they hoped that English materials about hotel could be in the school curriculum and they got more speaking skills.

Hospitality industry consists of many areas and fields. In the case of vocational students, they can be positioned at any departments in the hotel. The frequency of contact and communication with guests and customers depends on which department they are situated. Since most of the students are skilled semi-professional workers, they are better in performing tasks such as in the kitchen and housekeeping department. These students are more reserved and prefer to perform their tasks than be sociable with the guests, because they are not confident to speak in English.

The hotels, in the informal interview during the students' apprentice program, stated that students who join the hospitality industry must be amicable and approachable with the guests and customers. If they are placed at the front office department, which is quite seldom because as confirmed by the managers, the placement depends on their English language proficiency, students are then encouraged to converse well in English with the guests. The problem comes out that vocational high school students' English proficiency cannot meet the hotel's

qualification. With the reason, the hotels prefer to hire hotel academy students who perform better English than those of vocational high students, especially for front desk departement.

The teachers, when asked about the problem, mentioned that too general English which covers only two hours a week is not enough to facilitate the students for specific English. When the school then allocates three months before apprentice program for vocational English course, the problem of the ready-use ESP materials comes out. The teachers are not ready with the well chosen or developed materials which the students can access. The students do not get the handbook or handouts because the teachers do not provide on hand materials. The cost and the unready-use materials are the main reasons for not distributing on hand materials to the students. From the problem above, it is known that the students and the teachers of Hotel Accommodation program need supplementary ESP materials and the accessible paperless materials are considered to developed.

Organizing the ESP course is very important step to achieve a satisfying goal in the course of vocational schools. There exist many factors playing a crucial role in organizing ESP course without them the learning process would not lead to effectiveness. The term 'specific' in ESP refers to a specific purpose for which English is learnt and teacher should be familiar with. He or she should be able to find an answer to what Hutchinson and Waters (2010:22) describe as 'language description', 'theories of learning', and 'needs analysis'. The 'language description' involve questions, e.g. 'What does the student need to learn?', 'What aspects of language will be needed and how will they be described?', 'What level of proficiency must be achieved?', and 'What topic areas will need to be covered?'. The 'theories of learning' involve questions like 'How will the learning be achieved?', 'What learning theory will underlie the course?', and 'What kind

of methodology will be employed?'. The 'needs analysis' involve questions like 'Why does the students need to learn?', 'Who is going to be involved in the process?', "Where is the learning to take place", and 'When is the learning to take place?'. Finding the right answers to these questions results from the setting exact goals and objectives of the course. Designing a syllabus analyses what the course is going to be about and what language-learning materials support the process.

Most people associate the term 'language-learning materials' with coursebook. However, Tomlinson (2011:2) states that materials refer to anything which teachers or learners use to facilitate the learning of language. He adds that materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbook or photocopied exercises. Materials are the vital component concerning what happens inside the ESP classroom because they control the process of teaching and learning. In other words, materials should satisfy learners' needs; teachers have to follow the curriculum and select the relevant materials according to them, taking into account their students' interests and motivation. In order to help learners, the teacher may adapt, supplement, and elaborate those materials to see the learners' purposes (El-imane, 2013:12). The material development should be conducted when the teacher needs to provide the most suitable materials for their students.

Developing materials is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials (Tomlinson, 2011: 2). As practical undertaking it refers to anything which is done by writers, teachers, or learners to provide sources of language input, to exploit those sources in ways which maximise the likelihood of intake and stimulate purposeful output: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning (Tomlinson, 2011:2). Tomlinson then

states that ideally the two aspects of material developments mentioned above are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials.

In developing the materials, the researcher considered ESP materials as the main points in her design to provide sources of language input for the vocational students. Some of authentic materials will also be considered in the developing process since they contribute to the exposure of students, especially vocational school students, to the real language used in natural, not pre-designed contexts, thus facilitating the development of their communicative competences, strategic skills and cultural knowledge. Georgieva (2012) states that although being only supplementary to the main syllabus, the usage of authentic materials is generally considered beneficial since being outside mainstream textbooks, they present an extra challenge to learners and bring about a sense of 'realness' to the learning process.

To develop and elaborate relevant materials for vocational high school students, the designer or teachers should decide the instructional design model to guide the process. Many current instructional design models suggest that the most effective learning environments are those that are problem-based and involve the student in four distinct phases of learning: (1) activation of prior experience, (2) demonstration of skills, (3) application of skills, and (4) integration of these skills into real world activities (Merill, 2002:23).

Among the instructional models, Kemp's Instructional Design Model was considered to be mostly close to what the researcher's plan and was adopted in this research. Kemp's model is particularly useful for developing instructional programs that blend technology, pedagogy and content to deliver effective,

inclusive (reliable) and efficient learning. The vocational school in the research is different from other schools in Metro. The decision of the school to give a vocational English as additional instructional program besides General English is very helpful to the students before working. Since the materials in this research were developed to provide additional instructional program in the school, Kemp's model was adapted to guide the development. Kemp adopts a wide view, the oval shape of his model, which is elaborated in chapter 2, conveys that the design and development process is a continuous cycle that requires constant planning, design, development and assessment to insure effective instruction. The model is systematic and seems to encourage designers to work in all areas as appropriate. The Kemp's instructional model defines nine different components of an instructional design and at the same time adopts a continuous implementation/evaluation model (Morrison and Kemp, 2004:4), namely instructional problems, learners characteristics, task analysis, instructional objectives, content sequencing, instructional strategies, designing the message, instructional delivery, and evaluation instrument. This model thrives on the idea of flexibility.

The essential concept of using this model is that any of the elements can be addressed at any time in the process, giving freedom to the designer to modify their instruction as necessary, and it may start from the instructional problem, which is what happens in the researcher's classroom. One of the major draws to this model is that revision is extremely encouraged throughout the process. The goal is to have the flexibility to correct problems as they arise, thus making the end result or product more efficient and free of error. It is important to note that

within this model, the designer have the choice to decide what elements will be needed. The lack of lines and arrows make it easier for the designer to skip around to the components she needs to address, and disregard those that she does not.

In developing the ESP materials, besides the contents, the way to deliver is one of the considerations. The growth of technology is an important thing to consider in this research. The materials developed in this research are in electronic book (e-book) format to consider the blending of technology in education. As we move further into the Digital Age, the way the students learn is changing. The students now are growing up in this technology –saturated world. The materials, mostly in a form of book, which is one of the main focal points and foundation of modern education, should adapt with the situation. As educators integrate new technologies into teaching, the book is undergoing transformation to include what is known as the electronic book, or e-book (Cavanaugh, 2006:3). As we look at the growth of technology integration into education and the need to make students resources more available, e-books provide an ideal solution. E-book may have the power to one day remove a large parts of that 20-pound book bag that students are carrying (Cavanaugh, 2006:4). The resources in e-book are easily updated and do not fill up shell space (Cavanaugh, 2006:4). The materials in the e-book can be linked to the internet, allowing the students to learn from up-to-date sources, and to get self-learning opportunities.

Hopefully, the supplementary ESP materials development addapted from Kemp's model, designed with the content-based instructions, and delivered in the electronic book format can provide the students better preparation for their apprentice program and their future jobs in the hotel.



## 1.2. Identification of the Problem

Adapting or developing an English course book for vocational high schools in Indonesia is really needed, especially for the vocational high schools applying Curriculum 2013, since they are provided with the same syllabus as that of senior high schools. Vocational high schools are of course different from general schools in their specialty of skills. The vocational high school students need an inserted syllabus providing English for Specific Purposes (ESP), an approach to language teaching in which all decisions depend on the vocational students' needs. The main reason for supplying an ESP course book for the vocational high students is that because they must be ready to face the real world of professionalism. English communication skill is one of the requirements for students of Hotel Accommodation Program of Vocational High School to answer what hotels need. The service industry like hotel demands for this skill as it is extremely important for guest and work place interaction. Guests or customers are of different nationalities and English has become a standard medium for communication in a hotel. However, Curriculum 2013 sets English only for 2 x 45 minutes a week for Vocational High School students, with the same student book as Senior High School's and with too general instruction materials. The materials provided in the student book do not really help the vocational high students who will have a apprenticeship program in the first semester of their eleventh grade. With the limited time and too general materials, teachers should develop supplementary ESP materials and present more effective learning instructions to trigger the students of Hotel Accommodation Program in mastering communicative English.

Authentic materials should be considered in the development, being close to what they really need in the real hospitality industry or bussines.

### **1.3. Research Question**

Based on the above identification, there was a problem formulated for this research. It is:

How are Kemp model-based supplementary ESP materials in e-book format for Hotel Accommodation program sudents of Vocational High School developed?

### **1.4. Objectives**

The objective of the research is to develop Kemp model-based supplementary ESP materials in e-book format for Hotel Accommodation program students of Vocational High School.

### **1.5. Uses**

The research and development gives contributions to:

**Theoretically:** future researchers on ESP and instruction material designers with the proposed instruction development model.

**Practically:** English teaching-learning process in the tenth grade of Hotel Accommodation Program of Vocational High School; to provide the students and teachers supplementary ESP materials as a preparation for their future jobs in hotels.

## **1.6. Scope**

The study focused on developing ESP materials for the tenth grade students of Hotel Accommodation Program of SMK Negeri 1 Metro using adapted Kemp's model delivered in a form of electronic book (e-book) or digital book. The form of e-book was chosen to consider paperless materials and the flexibility of redesigning the materials for ongoing improvement. Some of the authentic materials in the e-book were constantly updated to meet the demand of the hotels. Besides, the e-book would be easily accessed by the students from their mobile phones and computer during their apprentice program. The developed materials then were tested and opened for other teachers to implement the materials in class to see the effectiveness and for other researchers to evaluate the developed materials.

## **1.7. Definition of Terms**

In relation to the use of this study, there are some definitions clarified in order to have similar understanding. The terms can be described as follows:

### **Vocational High School**

Vocational high school is a secondary school with vocational programs. The programs of vocational high school include agriculture, accounting, hotel accommodation, culinary, secretary, marketing, etc. The students of Vocational High School in Indonesia usually join apprenticeship for 3-6 months in the second year.

**ESP**

English for Specific Purposes (ESP) is an umbrella term that refers to the teaching of English to students who are learning the language for a particular work or study-related reason (Tomlinson, 2003:307 in El Imane, 2013:19).

**Electronic Book (e-book)**

An electronic book (also e-book, ebook, digital book) is a text- and image-based publication in digital form produced on, published by, and readable on computers or other digital devices (Eileen and Musto in Henry, 2010:1)

**Authentic Materials**

Authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching (Nunan, 1999 in Oura, 2001: 67).

## **II. REVIEW OF LITERATURE**

This chapter describes the concepts which are related to the research, such as concept of instructional materials, the concept of ESP materials, the concept of authentic materials, the concept of instructional development models, and the material development.

### **2. 1. English at Vocational High School**

English is a compulsory subject in Vocational High School (*Sekolah Menengah Kejuruan*). It is taught 2 x 45 minutes a week with the similar curriculum to that of Senior High School ( *Sekolah Menengah Atas*). The handbooks are provided by the government for both high schools with exactly the same contents.

#### **2.1.1 The Curriculum**

The curriculum applied in most Vocational High Schools in Indonesia is Curriculum 2013. For Vocational High Schools, it is allowed to add a more needed local content lesson, as long as it is not more than 2 x 45 minutes. In 2014, SMK Negeri 1 Metro added Vocational English as a new subject answering the students' and business' need for English competency, especially for tourism programs; Hotel Accommodation program and Culinary program. It took 2 x 45 minutes a week like the general English, with the school vocational

English syllabus developed by the teachers. Although the syllabus was ready, the teachers had problems to get ready with the materials, so one of the teachers planned to develop a handbook for the students. However, the new policy of the Lampung governor states that *Bahasa Lampung* has to be in the curriculum as a compulsory subject for all levels of study, including Vocational High School. Vocational English for the tenth grade was then eliminated. To overcome the problem, the teachers managed to give an ESP lesson about three months before the students did their training or apprentice program. This research was conducted to provide the teacher and students' needs of ESP materials.

### **2.1.2. Hotel Accommodation Program**

Hotel Accommodation is one of the programs in Vocational High School. It focuses on three main departments; Front Office Department (Front Desk), Food and Beverage (F&B), and Housekeeping (HK). The students of grade X usually have their training program around June or July for 6 months ahead. SMK Negeri 1 Metro has good relationships with about 7 four-to-five-star hotels in Jakarta, Yogyakarta, Bali, and Bandar Lampung. The students should show their best on a test before they are finally accepted for training. One of the tests is having a job interview in English.

English for Hotel Accommodation is highly needed as the important role for the students to achieve their competence. It helps the students to survive in this global competition, especially to compete with the academy graduates. The general English the students have regularly, of course, is not adequate. They should be taught specific skills in hotel, with specific vocabulary and language

functions. Therefore, ESP materials are really needed to support the students to survive in their working field.

## **2.2. Instructional Materials**

Richards (2002:251) states that teaching materials are a key component in most language programs, and that whether the teacher uses a textbook, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

### **2.2.1. The Role of Instructional Materials**

Cunningsworth in Richards (2002:251) summarizes the role of materials (particularly coursebooks) in language teaching as:

- a resource for presentation materials (spoken and written)
- a source of activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation, and so on
- a syllabus (where they reflect learning objectives that have already been determined)
- a support for less experienced teachers who have yet to gain in confidence.

Dudley-Evans and St. John (1998, 170-171) in Richards (2002:251-252) suggest that for teachers of ESP courses, materials serve the following functions:

- as a source of language
- as a learning support
- for motivation and stimulation
- for reference

ESP materials, Richards (2002:252) states, may therefore seek to provide exposure to the specialized genres and registers of ESP, to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, motivate learners through providing achievable challenges

and interesting content, and to provide a resource for self-study outside of the classroom.

Thus, with instructional materials, students and teachers can catch the rope to hang on together to the same direction. Students will not worry about missing the points of learning objectives, especially for having assessment, when they have the learning materials on hands.

### **2.2.2. Using Source Books instead of Course Books**

The proper role of course books in courses is a matter of debate (Richards, 1985, Nation and Macalister, 2010:163). Prabhu (1989) in Nation and Macalister (2010:163) suggests that learners would be better served if teachers did not use course books but assembled their courses by drawing on a variety of source books such as conversation books, timed reading books, intensive reading books, listening texts, as well as teacher-made material. There are several reasons for doing this. They may be classified according to the outer circles of the curriculum design diagram ( Nation and Macalister, 2010: 163).

- A single course book does not meet the diverse needs of the learners in the class.
- Drawing material from a variety of sources allows the teacher to keep each lesson as close as possible to what the learners need.
- Learners can have a strong say in what kind of topics and what kind of material they work with. This allows teacher and learners to negotiate the syllabus during the course.
- Teachers have the chance to make greater use of their professional skills, such as material preparation, course planning, adaptation of activities, and multi-level teaching in one class.
- The circumstances under which the course is taught make it difficult to find an appropriate textbook. For example, the teaching has been divided up so that one teacher deals with reading, another deals with writing and so on. Or, the class numbers are small so that learners of widely varying levels of proficiency have to be in the same class.
- Current course books do not reflect “state of the art” knowledge in Applied Linguistics.

Nation, I.S.P and Macalister (2010:163) state that the biggest problems facing the teacher in a course drawing on source books are to provide systematic



coverage of the important language and skills content of the course, and to make it seem like one unified course rather than a set of unrelated bits. Such courses are often organised around themes to provide this unity. Learners sometimes complain of not seeing any obvious progress when they do not have a set course book. They further state that generally, the more trained and experienced teachers are, the more likely they are to reject the idea of a single textbook. This means that they need to be aware of the various parts of the curriculum design process and need to be able to check that the greater freedom they have to draw on a variety of types of content, presentation and assessment is matched by monitoring of all parts of the curriculum design process.

### **2.2.3. Adapting Existing Course Book**

Nation, I.S.P and Macalister (2010:161) mention that once a course book has been chosen, teachers may wish to make substantial changes to it. They add that there are several reasons for doing this and these could be classified as responding to the environment, taking account of needs, or putting principles into practice. Some of the principles are:

- The course book does not include all the activities that the teacher has used successfully before.
- The course book material does not fit comfortably into the time available for the course.
- The course book contains content that is unsuitable for the learners' level of proficiency or age.
- The learners' knowledge and skill do not match that involved in the course book.
- The course book does not include language items, skills, ideas, discourse or strategies that the learners need.
- The course book does not apply principles that the teacher feels should be applied.
- The course book does not involve the learners in the curriculum design process.

Nation and Macalister (2010:161) explain that because of these reasons or reasons like these, the teacher may wish to adapt the course book. In this example, the teacher does not have the option of abandoning the course book, perhaps because it is the required text for the course, the learners have already bought it, or overall it has more positive features than negative features.

### **2.3. Instructional Materials in English for Specific Purposes (ESP) Courses**

Vocational high schools aim to prepare the students to compete on their work field of their expertise. The hardest challenge is to compete with academy graduates, especially in English mastery. English is one of the compulsory subjects to be taught. However, there is a difference approach to teach English in vocational high schools. Putting ESP as one of approaches is the best way to learn English based on their specific skills. Vocational high school students, especially those of Hotel service program, should learn materials designed in ESP approach to match their skills with what industry demands, besides general English. In house curriculum answering what the students and industry need should be developed as a supplementary guide.

#### **2.3.1. The Definition of ESP**

Hutchinson and Waters (2010) in Javid (2013:138) argue that ESP is not a language methodology which teaches specialized varieties of English and consists of a specific type of learning materials but it is an approach to language learning which is based on learner's need. ESP is an important subcomponent of language teaching that has its own approaches to curriculum development,

material design, pedagogy, testing and research. They added that ESP is designed to fulfill the specific needs of the learner based on needs analysis.

In conclusion, ESP is based on students' needs in learning English. Since students' needs in ESP are very crucial, needs analysis should be conducted earlier before designing the materials.

### **2.3.2. The Needs Analysis in ESP**

Needs analysis is the very first step before designing the ESP materials. It helps the materials developer to create an appropriate materials based on the students' need so that it helps the students comprehending the English materials based on their expertise. Richards (2002:52) lists a number of reasons for conducting needs analysis before starting a course for a group of learners as follows:

- to find out what languages skills a learner needs in order to perform a particular role
- to help determine if an existing course adequately addresses the needs of potentials students
- to determine which students from a group are most in need of training in particular language skills
- to identify a change of direction that people in a reference group feel is important
- to identify a gap between what students are able to do and what they need to be able to do
- to collect information about a particular problem learners are experiencing

Hutchinson and Waters (1987) in Nation and Macalister (2010:24) define needs as the ability to comprehend and to produce the linguistic features into two categories: target needs and learning needs. The target needs are what

knowledge and abilities the learner will require in order to be able to perform appropriately in the target situation. The analysis of the target needs is divided into three points which are necessities, lacks, and wants. They can look at

(Nation and Macalister, 2010: 24-25):

- **Necessities**           What is necessary in the learners' use of language? For example, do learners have to write answers to exam questions?
- **Lacks**                 What do learners lack? For example, are there aspects of writing that were not practised in their previous learning (L1,L2)?
- **Wants**                What do the learners wish to learn?

Need analysis is really important to be conducted at the beginning before designing ESP materials since students' learning needs are the guidance in developing appropriate English learning materials. In line with ESP approach, another approach of language teaching which is so called as Content-Based Instruction points the importance of the using of authentic materials in the classroom process.

The theories above were the basic points for the researcher to design items of questionnaires and interviews in conducting need analysis. When designing some questions for the hotel managers, the main considerations were on what they need towards the students and the students' English performance during the job training. For the senior students having done their training, the points of the interview were about how they performed their training program, the obstacles, and what English materials were best taught to their juniors, including the topics or language use they would find in the hotels.

### 2.3.3. Material Development in ESP

Dudley-Evans and St. John (2012:4) refer to three points: (1) ESP is designed to meet the specific needs of the learner; (2) ESP makes use of the underlying methodology and activities of the disciplines it serves; and (3) ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities. The “absolute characteristics” illustrate that an ESP approach concerns not only learners’ language issues, but also the design of the methodology and activities related to students’ disciplines. Most importantly, ESP views students’ needs as the first priority.

The variable characteristics are seen in five points (Dudley-Evans, 2012:5):

- ESP may be related to or designed for specific disciplines
- ESP may use, in specific teaching situations, a different methodology from that of general English
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation
- ESP is generally designed for intermediate or advanced students
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners

Richards (2002) states that ESP materials may therefore seek to provide exposure to the specialized genres and registers of ESP, to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate learners through providing achievable challenges and interesting content, and to provide a resource for self-study outside of the classroom. He also mentions that some teachers use instructional materials as their primary teaching resource. The materials provide the basis for the content of lesson, the balance of skills taught, and the kinds of language practice students take part in. For learners, materials may provide the major source of contact they have with the language apart from the teacher.

### 2.3.4. Selecting ESP Materials

Choosing ESP materials determines the running of the course and underlines content of the lesson. Good material should help teacher in organizing the course or what is more it can function as an introduction into the new learning techniques, and support teachers and learners in the process of learning. Materials are also a kind of teacher reflection. Good material should be based on various interesting texts and activities providing a wide range of skills. Teachers determines which aspects of ESP learning will be focused on but one piece of material can serve for developing more than one skill, e.g. reading, listening, vocabulary etc. Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suite the needs, abilities, and interests of the students in the course (Graves, 1999, in Burdova, 2007: 7). Teachers should be aware of the fact if the material is suitable not only for a particular discipline and answers given course goals but also for teachers and learners themselves. Materials should also function as a link between already learnt (‘existing knowledge’) and new information (Hutchinson and Waters, 1992, Burdova, 2007: 7).

Concerning the selection of ‘General English’ material and ‘ESP’ material some criteria must be matched as well. Language teacher is responsible for selecting an appropriate text that contributes to students’ effectiveness that means he or she should pay attention to suitable criteria for its choice. Wallace (1992) in Burdova (2007: 10) suggests those main criteria:

- Adequacy - should be at the appropriate language, age level.
- Motivation - should present content which is interesting and motivating for students work. It goes into students effectiveness, interest and pleasure of work.
- Sequence - it is important if there is some relation to previous texts, activities, topics not to miss the sense of a lesson.

- Diversity - should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary and promote reading strategies.
- Acceptability - it should accept different cultural customs or taboos.

Selecting an appropriate material regarding the main criteria is an essential phase in organizing each course. It may happen that learners' needs and expectations are not met due to wrong choice of material. "Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn." (Hutchinson and Waters, 1992, Burdova, 2007: 1,1).

### **2.3.5. The Role of Authentic Materials in ESP**

Nunan (1999:27) in Oura (2001:67) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. In fact, in the teaching teacher may encourage his students to bring into the classroom their own samples of authentic language data from real-world contexts outside of the classroom. They practice listening to and reading genuine language drawn from many different sources, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a wide range of other written messages from the real world in situations as they occur.

The extra time involved for teachers in planning for the use of authentic materials to supplement lessons is well worth it. In fact, using authentic materials has several advantages (Richards, 2006:20):

- They provide cultural information about the target language.
- They provide exposure to real language.
- They relate closely to learners' needs.

- They support a more creative approach to teaching.

Brosnan et al. (1984) in Oura (2001:69-70) justify the importance of the use of authentic language in the classroom in this way:

- Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult. We may, in fact, be removing clues to meaning.
- Authentic language offers students the chance to deal with a small amount of material which, at the same time, contains complete and meaningful messages.
- Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.

While Berardo (2006:64) writes that one of the main ideas of using authentic materials in the classroom is to expose the learners to as much as real language as possible. Even if the classroom is not a real-life situation, authentic materials do have a very important place within it.

Gebhard (1996) in Oura (2001:67-68) gives more examples of authentic materials EFL- ESL teachers have used. Some of his examples, which may serve as source material for lesson planning, are shown below:

- Authentic Viewing Materials -- TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio- taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
- Authentic Visual Materials -- slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X- rays.
- Authentic Printed Materials -- newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TVguides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.
- Realia (real world objects) used in EFL- ESL Classrooms are coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

Authenticity has been pointed to by various authors as a relevant feature in ESP methodology and thus, authentic materials constitute an aspect traditionally emphasized in the ESP literature. The learner-centred approach is essential to ESP teaching, and identified learner's needs are not fully satisfied by published texts.



These authentic materials should be taken from the real world and not primarily created for pedagogical reasons. Such materials are particularly important for communicative purposes since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner's needs.

### 2.3.6 The Role of Technology in ESP Classroom

What is now known about learning provides important guidelines for uses of technology that can help students and teachers develop the competencies needed for the twenty-first century. Tomlinson (2005:322) states that the easiest change to predict in the foreseeable future for ESP materials development involve computers and technology, which will impact at least three main areas:

- *Subject matter.* In textbooks and teacher-created materials, references to email, the internet and instant text messaging replace mention of telexes and cables. Computers can even become the focus of the study in the classroom; as more information becomes available in English on-line, learners have an increased need to learn typing and web navigating skills; the computer itself thus becomes in a way a material.
- *Availability of information, authentic texts and opportunities for interaction.* Teachers and learners alike can access documents on-line, perhaps of particular value to those studying or teaching English as a foreign language, who might not have access to an English language library. Learners will therefore have increasing opportunities to find their own materials, and teachers will have greater access to authentic texts. Teachers have increased opportunities for research, whether finding the right textbook by browsing publisher's websites, gathering information for a class reading or accessing corpora to learn about language as being used at the moment.
- *Ease of creating materials.* As teachers have increased access to computers, they are easily able to create the materials for classroom use. With the addition of graphics, worksheets look better and are more easily understood. When materials can be easily modified, a teacher is more likely to incorporate learners' feedback. If both the teacher and the learners are on-line, materials can be easily sent back and forth at little or no cost.

What Tomlinson states above were what this research concerned on. Technology, especially internet, in this case, was the main media of selecting and creating the ESP materials in this research. The authentic texts in some websites were selected to meet the students' need and their level of English. The need analysis from employers (hotels) was done by telephone since it was easier to do.

The pictures in the materials which used to relate the clossroom to hotels were selected from the internet. The feedbacks from the students and experts were gained after they evaluated the materials in their gadgets or computers, especially to check the accessibility of the materials.

In the classroom, the developed materials were delivered using a computer and projector linked to the internet. Since the internet connection was well equipped at the school, the class was running well and the students could get the benefits without any obstacles. It proved that technology supported the ESP classroom.

#### **2.4. Content-Based Instruction**

In developing the ESP materials for hotel staff in this research, the Content-based instructions were considered very important to adjust to the needs and interests of students. Baghban and Pandian (2011) writes that another teaching/learning process corresponding to ESP and advocating the use of authentic materials is content-based instruction. Content-based instruction results in language learning, content learning, increased motivation and interest levels, and greater opportunities for employment where language abilities are necessary. The discussion about Content-based instruction was as follows:

##### **2.4.1 Definition of Content-Based Instruction**

Content-Based Instruction is defined as the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught (Krahnke 1987:65, Richards 2006:27). The Content-Based Instruction is seen as a current

methodology that can be described as an extension of the Communicative Language Teaching (CLT) movement but which takes different routes to achieve the goal of communicative language teaching – to develop learners’ communicative purposes (Richards 2006:27). Communication in CBI is seen as resulting from processes such as:

- Interaction between the learner and users of the language
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- Learning through attending to the feedback learners get when they use the language
- Paying attention to the language one hears (the input) and trying to incorporate new forms into one’s developing communicative competence
- Trying out and experimenting with different ways of saying things.

Advocates of CBI believe that the best way to do the above processes is by using content as the driving force of classroom activities and to link all the different dimensions of communicative competence, including grammatical competence to content (Richards, 2006:27).

#### **2.4.2. Principles of Content-Based Instruction**

Richards (2006: 28) stated that Content-based instruction can be used as the framework for a unit of work, as the guiding principle for an entire course, as a course that prepares students for mainstreaming, as the rationale for the use of English as a medium for teaching some school subjects in an EFL setting, and as the framework for commercial EFL/ESL materials. It can be used as the framework for a unit of work. For example, in a business communication course a teacher may prepare a unit of work on the theme of sales and marketing. The teacher in

conjunction with a sales and marketing specialist, first identifies key topics and issues in the area of sales and marketing to provide the framework of the course.

Brinton (2003) in Nunan (2004:132-133) sets out five principles for CBI.

These are summarized in the following table.

**Table 2.1 The Organization of CBI Principles**

<b>Principle</b>	<b>Comment</b>
Base instructional decisions on content rather than criteria.	Content-based instruction allows the choice of content to dictate or influence the selection and sequencing of language items.
Integrate skills	CBI practitioners use an integrated skills approach to language teaching, covering all four language skills as well as grammar and vocabulary. This reflects what happens in the real world, where interactions involve multiple skills simultaneously.
Involve students actively in all phases of the learning process.	In CBI classrooms, students learn through doing and are actively engaged in the learning process; they do not depend on the teacher to direct all learning or to be the source of all information
Choose content for its relevance to students' lives, interests, and / or academic goals	The choice of content in CBI courses ultimately depends on the student and the instructional settings. In many school contexts, content-based language instruction closely parallels school subjects.
Select authentic texts and tasks	A key component of CBI is authenticity—both of the texts used in the classroom and the tasks that the learners are asked to perform.

The principles above were considered in the selection and sequencing of language items in the developed materials, and in the use an integrated skills approach to language teaching, covering all four language skills (listening, speaking, reading and writing) as well as grammar and vocabulary. This reflects what happens in the students' future career in the hotel, where interactions involve multiple skills simultaneously.

With the developed materials, students will hopefully learn through doing and are actively engaged in the learning process; they do not depend on the

teacher as the main source of all information. The digital form of materials allow them to learn from other sources which are more challenging and closer to what they need. By choosing content for its relevance to students' lives, interests, and/or academic goals and also the authenticity of texts and tasks, the teacher presents meaningful information leads to deeper processing, which results in better learning. The next discussion is about the theory of language and learning and also the design in CBI which supports the process of material development in this research.

### **2.4.3 Theory of Language in CBI**

A number of assumptions about the nature of language underlie Content-Based Instruction.. According to Richards and Rodgers (2001:208) the nature of language in CBI is formulated in some assumptions as follows:

- Language is text- and discourse-based  
The role of language in CBI is as a vehicle for learning content. The focus of the teaching English in CBI is to make students to be able to communicate and construct meaning and information through texts and discourse.
- Language use draws on integrated skills  
In CBI, language use involves several skills together. In a content- based class, students are usually involved in activities that use integrated skills to show how the skills usually used in the real world.
- Language is purposeful  
Language in CBI is used for specific purposes, but the language still gives direction, shape, and ultimately meaning to discourse and texts.

### **2.4.4 Theory of Learning in CBI**

CBI stands in contrast to traditional approaches to language teaching in which language form is the primary focus of the syllabus and of classroom

teaching. A number of additional assumptions that derive from the core principles of CBI is described as follows (Richards, 2006: 28):

- People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal.
- Some content areas are more useful as a basis for language learning than others.
- Students learn best when instruction addresses students' needs.
- Teaching builds on the previous experience of the learners.

#### **2.4.5. Design of Content-Based Instruction**

##### **The Objective of Learning**

Brinton et al., in Richards and Rodgers (2014:123-124) describe that Content-Based Instructions should cover linguistics, strategic, and cultural objectives. The summaries of those objectives are to activate and develop existing English language skills, to acquire learning skills and strategies which can be applied. In addition, they state that the objectives are to:

- activate and develop existing English language skills
- acquire learning skills and strategies that could be applied in future language development opportunities
- develop general academic skills applicable whether in university studies or all subject areas
- Broaden students' understanding of English speaking people.

##### **The syllabus and types of activities**

The syllabus is derived from the content area, and these obviously vary widely in detail and format. It is typically only CBI following the theme-based model in which content and instructional sequence is chosen according to language learning goals. The theme-based model uses the syllabus type referred to as typical syllabus, the organization of which

is built around specific topics and subtopics, as the name implies Richards and Rodgers (2001:212)

There are several types of activities which can be applied in Content-Based classroom. Stoller (1997) in Richards and Rodgers (2001:212-213) classifies those activities into five categories, which are: (i) language skills improvement, (ii) vocabulary building, (iii) discourse organization, (iv) communicative interaction, (v) study skills and synthesis of content materials and grammar.

### **Learner roles**

Stryker and Leaver (1993:286) in Richards and Rodgers (2001:213) state that the students are the active interpreters of input. They are willing to tolerate uncertainty along the path of learning, to explore the alternative learning strategies, and to seek multiple interpretations of oral and written texts. In this approach, the learners are expected to be active interpreters of input.

Stryker and Leaver mention that learners are also expected to be source of content and joint participants in the selection of topics and activities. These learner's role are derived from a notion proposed by Stryker and Leaver that the goal of CBI is for learners to become autonomous so that they come to understand their own learning from the very starts

### **Teacher roles**

CBI requires the teachers as more than just good language teachers. It indicates that they must have the knowledge in the subject

matter and have the ability to elicit that knowledge from the students (Stryker and Leaver, 1993) in Richards and Rodgers (2001: 214). They should also become the student needs analysts and create the learner-centered classroom (Brinton et.al., 1989) in (Richards and Rodgers, 2001:214).

### **The Materials**

To facilitate the language learning, the materials in Content-Based Instruction are materials which are used in the subject matters of the content areas. As the central concern of Content-Based Instruction, a wide range of various materials are needed. The issue of authenticity is considered. However, the term authentic has two definitions. First, it refers to materials used by native speakers. Second, it refers to original sources such as newspaper, magazines articles, and any other media materials (Richards and Rodgers, 2001:214).

## **2. 5. Materials Development**

### **2.5.1 Definition of Material Development**

Material development refers to a process of producing and using the materials for language learning including materials evaluation adaptation, design, production, exploitation and research (Tomlinson, 2012:143). Moreover, Graves (2000:149) describes materials development as the planning process by which a teacher can put the objectives and goals of the course into units and tasks.



Developing materials for a language course or language program has some advantages compared with using the commercial course books. Richards (2001:261) coins four advantages of developing materials which are presented as follows.

- **Relevance**  
The materials will tend to be more relevant for students and institutional needs and reflect the local content, issues, and concerns.
- **Develop expertise**  
Developing materials benefit the other staffs language course to improve their expertise, giving them a greater understanding of the characteristic of effective materials.
- **Reputation**  
It will show the commitment to the language teaching because of providing relevant, specialised, and contextualised materials for the students.
- **Flexibility**  
The produced materials can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

Furthermore, Shulman (1987) in Richards (2001:202) cites that materials development lies at the intersection of content and pedagogy. It shows the capacity of the teachers or material developers to transform the content knowledge into pedagogical form which is relevant to the students' needs and background.

Tomlinson (1998: 5-22; 2010:2) promoted six main principles in developing materials:

- Expose the learners to language in authentic use
- Help learners to pay attention to the features of authentic input
- Provide the learners with opportunities to use the target language to achieve communicative purposes.
- Provide opportunities for outcome feedback
- Achieve impact in the sense that they arouse and sustain the learners' curiosity and attention
- Stimulate intellectual, aesthetic and emotional involvement

Tomlinson (2010) stated that in developing materials, the writer should make sure that the materials contain a lot of spoken and written texts which provide extensive experience of language being used in order

to achieve outcomes in a variety of text types and genres in relation to topics, themes, events, locations etc., likely to be meaningful to the target learners. The writer should also prioritise the potential for engagement by, for example, basing a unit on a text or a task which is likely to achieve affective and cognitive engagement rather than on a teaching point selected from a syllabus.

Tomlinson also suggested the teacher to use activities which get the learners to think about what they are reading or listening to and to respond to it personally, to use activities which get learners to think and feel before during and after using the target language for communication, and to make sure that the output activities are fully contextualised in that the learners are responding to an authentic stimulus (e.g. a text, a need, a viewpoint, an event), that they have specific addressees and that they have a clear intended outcome in mind.

### **2.5.2. Material Development Model**

Models used for curriculum design are developed to give educators a map or guideline from which to develop curriculum or instruction for use in their field. The models are designed so that by following a process the educator can produce complete and instruction-ready material for their students on a consistent basis. There are numerous curriculum models available that are specialized to fit any given situation, but in this research the looked up to model is Kemp model.

The Kemp model defines nine different components of an instructional design and at the same time adopts a continuous implementation/evaluation model

(Kowch, 2003:1). Kemp adopts a wide view, the oval shape of his model conveys that the design and development process is a continuous cycle that requires constant planning, design, development and assessment to insure effective instruction. The model is systemic and nonlinear and seems to encourage designers to work in all areas as appropriate. The model is particularly useful for developing instructional programs that blend technology, pedagogy and content to deliver effective, inclusive (reliable) and efficient learning. Kemp identifies nine key elements:

1. Identify instructional problems, and specify goals for designing an instructional program.
2. Examine learner characteristics that should receive attention during planning.
3. Identify subject content, and analyze task components related to stated goals and purposes.
4. State instructional objectives for the learner.
5. Sequence content within each instructional unit for logical learning.
6. Design instructional strategies so that each learner can master the objectives.
7. Plan the instructional message and delivery.
8. Develop evaluation instruments to assess objectives.
9. Select resources to support instruction and learning activities.

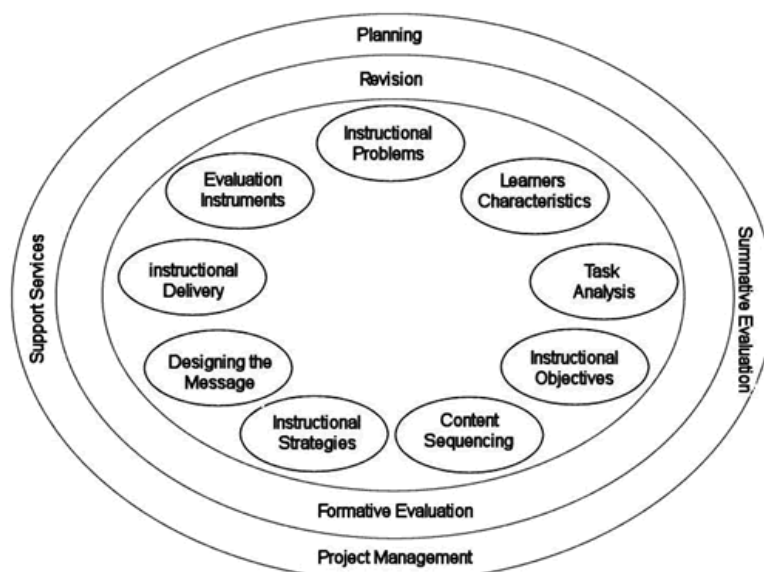


Figure 1. Kemp Instructional Design Model (Kowch, 2003:2)

Identifying the need for instruction is an effort to understand a problem and to decide whether that problem can be solved through instruction. Not all performance problems indicate that people don't know how to do their jobs; sometimes poor performance is a result of motivation, compensation, long hours, or personal circumstances. This is typically the first effort in the instructional design process. The purpose of this element is to determine the nature of the existing or potential problem and to find out whether instruction will remedy the problem.

According to Morrison, Ross, and Kemp (2004:10), a need assessment is a tool for identifying the problem and then selecting an appropriate intervention . If the problem is not clearly identified, the solution may fail to remedy the situation by attending only to the symptoms. A need is defined as the difference between the expected performance and the actual performance. When performance fails to meet expectations, there is a potential need for instruction to improve performance, identifying the problem and then selecting an appropriate intervention .

A goal analysis may be used as an alternative to a needs assessment. A goal analysis can also be used to follow-up on a needs assessment. While the needs assessment seeks to identify the various types of needs, a goal analysis begins when a need is presented. The instructional designer assumes that the need is real and proceeds to find a solution.

A learner analysis is conducted to get to know for whom the instructions are preparing. It reveals characteristics that have an impact on the way we design the instructions. Personal characteristics include the individuals' age, motivation,

attitude, expectations, experience, talents, and ability to work. These characteristics may define learners who are resistant or hesitant or, conversely, learners who are highly motivated and enthusiastic. The design of the instruction should take into consideration the learners' readiness and willingness to learn the material.

Instructional objectives lay out what the learner will be able to do as a result of the instruction. Objectives also indicate how the learning will be measured. Objectives help to support the instruction through three functions: (1) assist the designer in choosing activities that promote effective learning; (2) establish a foundation for evaluating learning; (3) cue the participants about what they will be learning in the unit.

Sequencing takes into consideration the nature of the content to determine the order of instruction. This method of sequencing focuses on the content from the perspective of the learner. What does the learner need to know first? What strategies will make the learner feel at ease? Motivated? Is the learner developmentally mature enough for the content?

Kemp's model, then, was adapted in this research for its continuous cycle that requires constant planning, design, development and assessment to insure effective instruction. Its systemic and nonlinear models encourage the researcher to work in all areas as appropriate. This model thrives on the idea of flexibility. In the research, the nine steps of Kemp's model were summarized into four basic steps; need analysis (identifying instructional problems, and specifying goals for designing an instructional program, examining learner characteristics that should receive attention during planning), designing the ESP materials ( identifying

subject content, and analyzing task components related to stated goals and purposes, stating instructional objectives for the learner, sequencing content within each instructional unit for logical learning, dan designing instructional strategies so that each learner can master the objectives), try out (the instructional message and delivery), and Evaluation and revision (the evaluation of the developed materials from the experts and the tryout for improvement).

## **2.6. Unit Design Development**

Commonly, there are several considerations about the task sequence, which task should come first and which the next in a unit design developmet. The following is the discussion about the principles and model of unit development, and also the task grading and sequencing.

### **2.6.1. Principles of Unit Development**

Nunan (2004:31-33) proposes six steps of developing materials which can be used as the basis underlain the unit design development process.

#### 1) Schema building

The first step is 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 in order to complete the task.

#### 2) Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions. One way of doing

this would be to present learners with a brief conversation between two people discussing accommodation options relating to one of the advertisements that they studied in the previous steps:

### 3) Authentic listening practice

The next step involves learners in intensive listening practice. The listening texts could involve a number of native speakers inquiring about accommodation options, and the task for the learner would be to match the conversations with the advertisements from step 1. This step would expose them to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.

### 4) Focus on linguistic elements

The exercises of this stage focus on one or more linguistic elements, such as the intonation (if the tasks are listening) or spelling, punctuation and other language mechanics if the tasks are reading or writing ones, and so on. It helps the students to see the relationship between communicative meaning and linguistic form.

### 5) Provide freer practice

The students have been working within the constraints of language models provided by the teacher and the materials. At this point, it is time for the students to engage in freer practice, where they move beyond simple manipulation.

### 2.6.2. Model of Unit Design

Hutchinson and Waters (1998:109) describe that to start writing the materials, a materials developer should create the framework as the basis of materials writing. The framework should, at least, have four elements: input, content focus, language focus and task.

- 1) Input: The input can be in the form of a text, dialogue, diagram, or other forms of communication data. It provides stimulus materials for activity, new language items, correct models of language use, and a topic for communication.
- 2) Content focus: Language is used as a means of communication conveying information and feeling. Hence non-linguistic content can be exploited to generate meaningful communication in the classroom.
- 3) Language focus: Language knowledge is given in order to achieve the purpose of language learning which is enabling learners to use the language correctly.
- 4) Task: The communicative tasks are employed to make the learner use the content knowledge and language knowledge in the classroom.

### 2.6.3 Task Grading and Sequencing

Nunan (2004) argues that the decisions on what to teach first, what second, and what last in a course-book or program will reflect the beliefs of the course book writer or syllabus designer about grading, sequencing, and integrating content.

Gradation may be based on the complexity of an items, its frequency in written or spoken English, or its importance for the learner. The key of components to be considered as the factors are input, procedures, and the learners.

#### 1) Grading input

According to Nunan (2004), difficulty will be affected by the length of a text, propositional density (how much information is packaged into the text and how it is distributed and recycled), the



amount of low- frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which it is signalled. Another factor which influences the difficulty is the amount of support provided to the listener or reader. A passage with readings and subheadings which is supported with with photographs, drawings, tables, graphs, and so on should be easier to process than one in which there is no contextual support.

## 2) Task continuity

Nunan (2004:125) states that continuity refers to the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. The following table presents the steps in a possible instructional sequences which require learners to undertake activities, moving from comprehension-based procedures to controlled production activities, and exercises, and finally to ones requiring authentic communicative interaction.

**Table 2.2 The Organization of Task Continuity**

Phases	Steps within phases
A. Processing (comprehension)	<ol style="list-style-type: none"> <li>1. Read or study a text – no other response required.</li> <li>2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard).</li> <li>3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard).</li> <li>4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).</li> </ol>
B. Productive	<ol style="list-style-type: none"> <li>5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue.</li> <li>6. Listen to a cue and complete a substitution or transformation drill.</li> <li>7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).</li> </ol>
C. Interactive	<ol style="list-style-type: none"> <li>8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family).</li> <li>9. Simulation/discussion (e.g. students in small groups share information about their own families).</li> <li>10. Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).</li> </ol>

### 3) Within task sequencing

Nunan (2004:120) points out that within task sequence can be applied not only in a common communicative task but also in other types of tasks. He adds that the regular way to divide any mini-sequence is three phases: a pre-task phase, a task-proper phase, and a follow-up phase.

Richards (2002:150) states that the sequencing of content in the course needs to be determined. It involves the decision of which content is needed early in the course and which provides a basis for things that will be learned later.

a) Simple to complex

The content presented earlier should be simpler than later items. For example in reading section, the reading texts may be simplified at the beginning and more complex at later levels.

b) Chronology

Content may be sequenced according to the order in which events occur in the real world. For example, in proficiency course, skills might be sequenced according to the sequence in which they are normally acquired: (1) listening, (2) speaking, (3) reading and (4) writing.

c) Need

Content may be sequenced according to when learners are most likely to need it outside of the classroom.

d) Prerequisite learning

The sequence of content may reflect what is necessary at one point as a foundation for the next step in the learning process. For example, a certain set of grammar items may be taught as a prerequisite to paragraph writing.

e) Whole to part or part to whole

In some cases, material at the beginning of a course may focus on the overall structure or organization of a topic before

considering the individual components that make it up. Alternatively, the course might focus on practicing the parts before the whole. For example, students might read short stories and react to them as whole texts before going on to consider what the elements are that constitute an effective short story.

f) **Spiral sequencing**

This approach involves the recycling of items to ensure that learners have repeated opportunities to learn them.

## **2.7. Electronic Book (E-book)**

As our information-oriented society, technology enriches our lives and surrounds us. Our student are growing up in this technology-saturated world. The educational system is part of this trend; most schools have some form of computer and internet access for students. The paradigm of the book needs to shift to encompass today's wide variety of book formats, both print and digital. And we as educators need to recognize the advantages, options, scaffolds, and supports that these digital forms present (Cavanaugh, 2006:3).

### **2.7.1. Definition of e-book**

An electronic book (also e-book, ebook, digital book) is a text- and image-based publication in digital form produced on, published by, and readable on computers or other digital devices (Eileen and Musto in Henry, 2010:1). Cavanaugh (2006:12) states that the e-book is defined in various ways. It has

been described as any material presenting text through a digital method, but also includes items such as books on tape, so it can also be considered any presentation of a book using modern technology. Cavanaugh gives another definition of an e-book as a digital file, but not to limited to just text, that is displayed on some form of computer or electronic device (2006:12).

E-book, like many other forms of computer technology, have two basic components: hardware and software. The hardware for an e-book is any type of technology that displays the 'book' on a screen or presents it audibly with a speaker. The software being run on the hardware makes it possible to view or listen to all of the book materials: text, pictures, sound, and whatever else the author includes (Cavanaugh, 2006:12).

### **2.7.2. The use of e-book in the classroom**

While print textbooks are designed to support multiple state standards, forcing teachers to dissect and analyze the pages of textbooks create lessons pertinent to their local needs , teachers can use digital textbooks and materials to receive customized curriculum to complement and extend their state's standards. Though information is ever-changing and can be quickly outdated in print textbooks, students using digital textbooks can access news about current events and link to information and media that enriches a learning encounter. And, teachers are encouraged to collaborate with one another to select complementary online resources and to update and refine classroom content (Embong, at all, 2012:2638).

For students, a part from reducing the burden of carrying heavy conventional textbooks, the use of e-Books brings a lot of impacts. E-Books benefit them physically, academically and psychologically. An e-Book reader can compress the contents of a conventional textbook (Embong, at all, 2012:2638). Embong also states that in terms of learning, students who are engaging e-Books may find the process is fun due to e-Book attractive features (i.e. user friendly functions; attractive graphics; enlarged text size; plug-in speakers). These features would encourage students' creativity and learning autonomy.

For its accessibility, e-book can be used successfully no matter what in the classroom configuration and no matter how many computers or reading devices are available (Cavanaugh, 2006:5). Cavanaugh states that using e-book in the classroom requires that students have some access to computers or handheld devices, but it does not have to be 1-to-1 access. E-book files can be distributed to students through wireless connections, infrared beaming, e-mail, the internet, or some form of storage medium, such as flash drives and CD-ROMs. The teachers can compile the materials from online sources like newspapers, websites, YouTube, and make them available to the students electronically.

The use of e-book in the classroom is possible because of its availability. Numerous online libraries and bookstores distribute free or low cost e-books that teachers can download for classroom use. Teachers can add notes, organizers, comments, and questions before converting a text to an e-book format. Because the material is in an electronic format, students can copy and paste portions of the book they need easily from their computers or gadgets.

E-books also compile hyperlinked materials while learning. Many digital books offer reading scaffolding tools, such as a read-aloud features so students can hear the text and the ability to increase the text display size. E-books are naturally situated to the language arts, but they are also available in a vast array of topics and can be excellent resources (Cavanaugh, 2006:5).

The e-book in this research is the ESP materials united in the form of PDF and flipping book. Flipping book is only the term on how it looks when it is opened, flipping from one page to another. The ESP materials in the e-book format are linked to the websites and YouTube to promote engaging learning, and to give new experiences of learning.

## **2.8. The Material Development in this Research**

Based on the theories discussed in this chapter, the researcher sticks in the position that materials in a form of course books are still needed as on-hand guides for teachers and students. In this digital era, materials in a form of course books can be developed digitally for flexible revisions and up-dating. The digital or electronic book makes it possible to connect with authentic materials from selected websites. To keep the materials up-to-date, the writer of electronic course books may change the sources anytime he or she have opportunities.

The researcher stands on the point that besides general English, the teacher of vocational high school should provide the students with English for specific purpose materials based on their program. It does not mean that the materials for general and specific English have to be separated in different subject. The teacher can blend the materials in a package of lessons in every semester. If the school

agrees, the teacher can spend two or three months in a year before the training program to provide the students a set of ESP materials.

The students of Hotel Accommodation program in SMK Negeri 1 Metro have specific materials in their productive subjects, like how to handle a reservation or take orders in a hotel restaurant. However, most of the materials are written and presented in *Bahasa Indonesia*. Rarely do the productive-skill teachers teach the students how to handle guests in English since they are not too confident with their communicative English. With the condition, developing English for Specific materials is needed to meet what the students and the hotels need.

The teaching materials development model in this research was the development of the ESP materials to prepare the students before and while having an apprentice program. The steps of developing the ESP materials were as described below:

### **Step 1. Need Analysis**

In this step, instructional problems and students' need were identified. Richterich and Chanceril in Richards (2002:33) propose that learners, teachers, and employers could all be involved in determining learner's need. The procedures for conducting the data were interview and surveys.

In this research, the need analysis was conducted by giving questionnaires and conducting interviews to the ten grade students (target and learning needs), the eleventh grade students (the contents, whether match or not with what they got in the training program), experts; lecturers and teachers (for the developed materials evaluation ), and hotel managers (the hotel's want). Task analysis done from the eleventh grade students was in line with Richards (2002:62) referring to



analysis of the kinds of tasks the learner will have to carry out in English in a future occupational or educational setting and assessment of the linguistic characteristics and demands of the tasks. He gave the examples of what a hotel employee might have to perform the task in English such as greet hotel guests, inquire about their accommodation needs, inform them of accommodation available at the hotel, help them make a suitable choice of accommodation and handle check-in procedures (Richards 2002: 62).

With the results, the materials were developed to solve the problems of too general materials for Hotel Accommodation Program. Before the development, in 2013 students in all programs had General English 2x 45 minutes/week, based on Curriculum 2013, the same as that of the general senior high school. Such time allocation was too limited for adding extra lesson such as ESP materials. The researcher and some other teachers proposed an extra lesson to help the students preparing for their apprentice program, especially in language functions, vocabulary, application letter, and job interview. In 2014, the school agreed and decided to give extra lesson named *Bahasa Inggris Vokasi* (Vocational English/ESP) with time allocation 2 x 45 minutes/week.

The teachers designed a syllabus and compiled some materials from various sources. The teachers now realize that an e-book is needed, so that the students can have in-hand materials and keep learning through their cell-phones or computers during the apprentice program. The evaluation can be via online or after the apprentice program is over. Before and after the materials development for the English class in the Hotel Accommodation of the the target school was like listed below

**Table 2.3. The Program Before and After Material Development**

<b>Semester</b>	<b>Before Development</b>	<b>After Development</b>
<b>Semester I</b> July- December	<b>General English</b> ( 2x 45 minutes/week, based on Curriculum 2013, the same as the general senior high school).	<b>General English</b> ( 2x 45 minutes/week, based on Curriculum 2013, the same as the general senior high school).
<b>Semester II</b> January – February	<b>General English</b> ( 2x 45 minutes/week, based on Curriculum 2013, the same as the general senior high school).	<b>General English</b> ( 2x 45 minutes/week, based on Curriculum 2013, the same as the general senior high school).
March – mid of June	<b>General English</b> ( 2x 45 minutes/week, based on Curriculum 2013, the same as the general senior high school).	<b>Pre-training Preparation Class (with ESP materials)</b> ( 2x 45 minutes/week, based on the school syllabus of Vocational English).
July – December	<b>In the job training</b> (apprentice program in a hotel) Lesson: Stop Students do a lot of exercises in LKS (workbook) about general English after they finish the program.	<b>In the job training</b> (apprentice program in a hotel) Lesson: Self-learning through the developed e-book

### **Step 2. Developing the ESP Instruction Materials**

In this step the researcher identified subject content, and analyzed task components related to stated goals and purposes, stated instructional objectives for the learner, sequenced content within each instructional unit for logical learning, designed instructional strategies so that each learner can master the objectives, planned the instructional message and delivery, and selected resources to support instruction and learning activities. The material development in this research was concerning some points:

- a. The English for Specific Purpose (ESP) materials are needed besides the strong basic of General English, to give the students the best preparation for the apprentice program and their future jobs, especially to facilitate those who plan to work abroad like in cruise hospitality. In ESP, learner's needs are often described in terms of performance, that is, in

terms of the learner will be able to do with the language at the end of the study. The goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks.

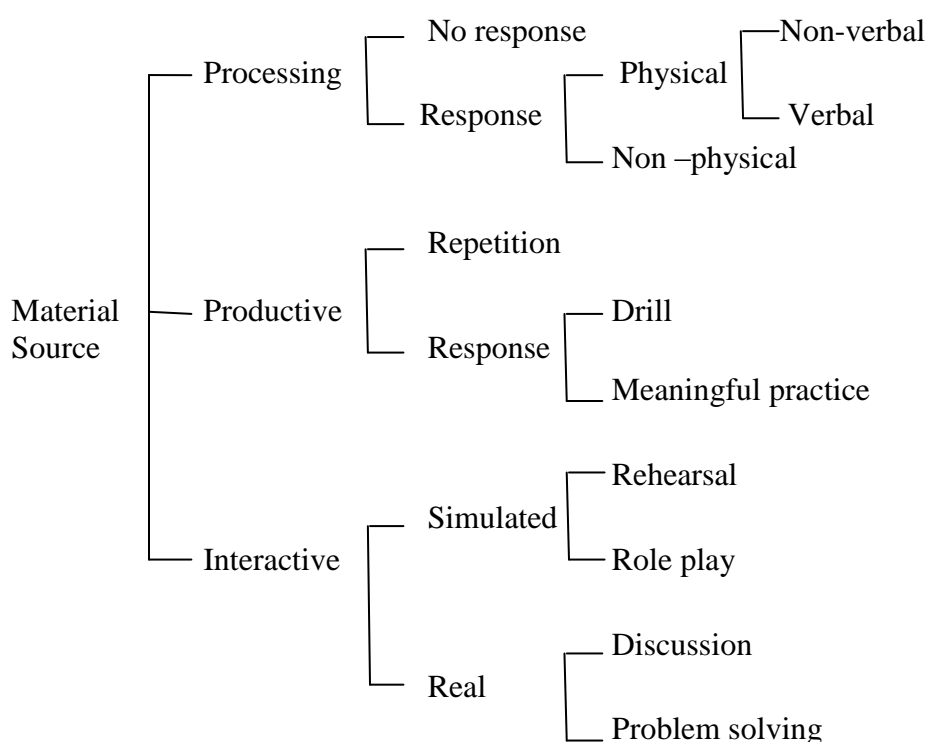
b. Vocational high school students, especially those of Hotel Accomodation program, need the skills of communicating in English (listening, speaking, reading and writing) to compete with academy students for better positions in the hotels. The content of ESP courses are thereby determined, in some or all the following ways (Strevens, 1977 in Richards, 2001:33):

- *Restriction*: only those basic skills (understanding speech, speaking, reading, writing) are included which are required by the learner's processs,
- *Selection*: only those items of vocabulary, patterns of grammar, functions of language which are required by the learner's purposes,
- *Themes and topics*: only those themes, topics, situations, universes of discourse, etc are included which are required by the learner's purposes, and
- *Communicative needs*: only those communicative needs are which are required by the learner's purposes.

c. The authentic learning materials and authentic tasks should be a part of the teaching-learning process in Vocational high school to build a meaningful learning involvement.

d. The developed materials will be based on the interactive language use in which learners are required to negotiate meaning can stimulate processes of acquiring the second or foreign language skills. It has generally been assumed that the receptive skills of listening and reading make demands than productive skills of speaking and writing. The materials will be matched with the activities in this development which are integrated the four skills and the types of them are modified from Nunan's (1988:55) typology of activity types in which difficulty is determined by the

cognitive and performance demands made upon the learners. Using the typology, it is possible to take a given text or piece of source materials such as dialogue, a map or chart, a radio weather report, a newspaper article, etc. and exploit it by devising activities at different levels of difficulty.

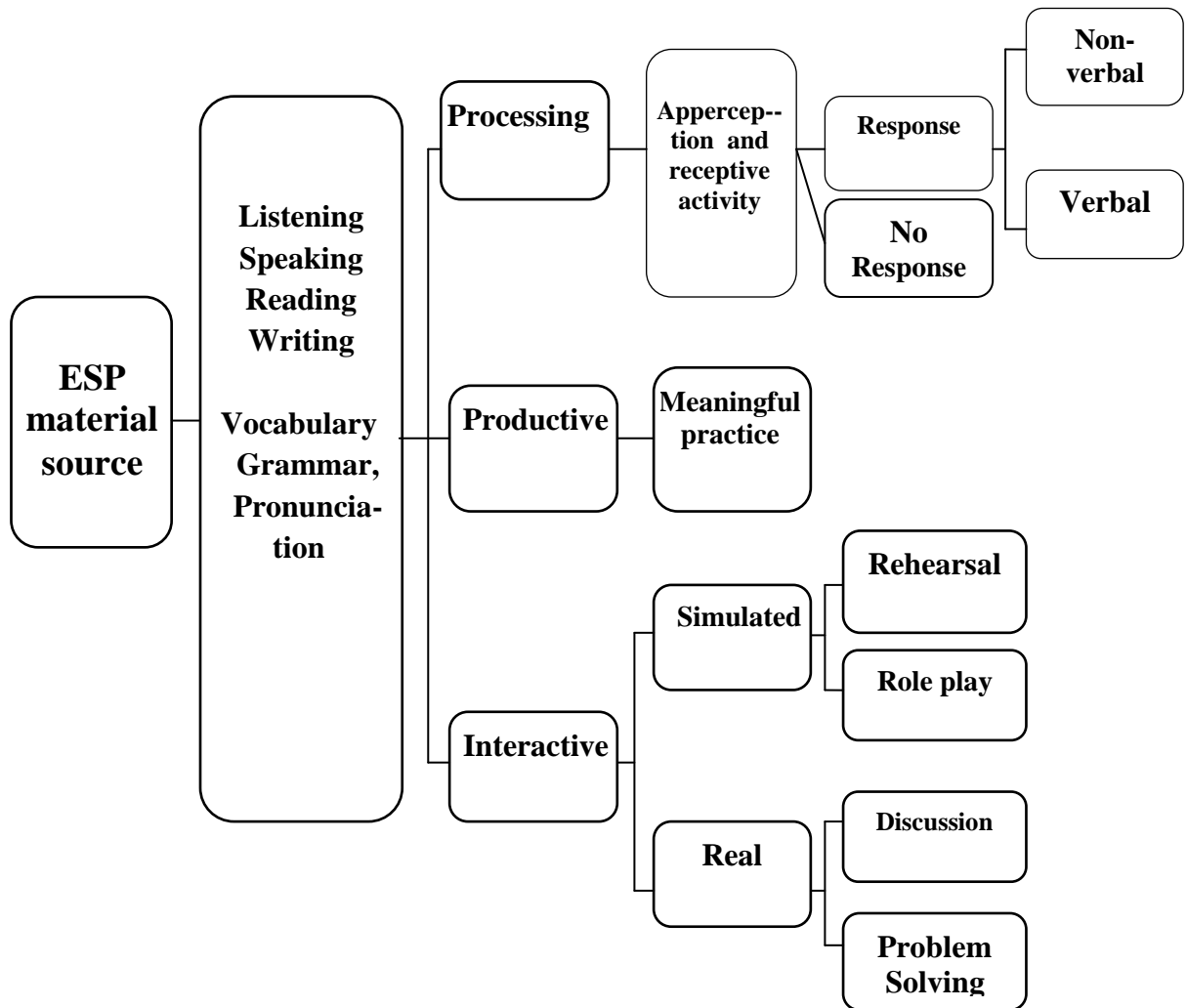


**Figure 2. Activity Type Categorized according to Learners' Responses (Nunan, 1985, 1988:55)**

In modifying Nunan's type of activities, the researcher assumes that in the target classroom, the students are experiencing meaningful learning. The researcher then added apperception activity or exposures such as spontaneous and natural daily talks to recall the students' past experience. The language skills and other components are also presented in the proposed figure to clearly state that

overall activities will cover all four skills and the language components as a whole package of learning.

Furthermore, the developed materials were designed considering the learning activities presented in the following figure:



**Figure 3. The Learning Phases in the Developed ESP materials**

The learning activities above were the guidelines to manage the material order. It is important to set the learning flow in such way on order to design the best materials for each unit. The phases were described below:

**Table 2.4. Phases of Tasks Sequencing in the Developed Materials**

Phases	Step within phases
A.Processing (Comprehension)	<ol style="list-style-type: none"> <li>1. Look at the front page with a big picture and read the learning objectives</li> <li>2. Look at the pictures and guess the meaning ( non verbal first, then response)</li> <li>3. Read or study a text or dialogue- no other response required.</li> <li>4. Read a dialogue and answer the questions and give a verbal responses (e.g. write down key words every time they are heard)</li> <li>5. Learn the grammar in sentences</li> </ol>
B. Productive	<ol style="list-style-type: none"> <li>6. Listen to the key words and repeat</li> <li>7. Do the grammar exercise</li> <li>8. Listen to teacher's questions and give a meaningful response</li> <li>9. Listen and fill the form</li> <li>10. Write a report</li> </ol>
C. Interactive	<ol style="list-style-type: none"> <li>11. Role play (Given situation)</li> <li>12. Discussion (some given questions)</li> <li>13. Present the report</li> <li>14. Comment or ask about other students' presentation</li> <li>15. Problem-solving ( e.g, how to handle complaint)</li> </ol>

The ESP materials for Hotel service were arranged based on the three main departements, Front Office (FO), Food and Beverages (F&B), and Housekeeping (HK). After all the designing and developing process is done, the ready-implemented developed materials then will be converted into a digital book or electronic book (e-book). The e-book now is ready-implemented to see if it works.

### **Step 3. Try Out**

This term refers to attempts to find out and measure the value of materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of

doing so. This research did the step by presenting the materials in class to the students and they gave feedback about the materials.

#### **Step 4. Evaluation and Revision**

The evaluation and revision of the developed materials are needed to get a conclusion of overall performance of the developed materials. Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted. If this is achieved, there is a better chance that some of the language in the materials will be taken in for processing.

Materials can achieve impact through (Thomlison, 2011:8):

- novelty (e.g. topics, illustrations and activities);
- variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text-types taken from many different types of sources; using authentic sources like audio, video or texts);
- attractive presentation (e.g. use of attractive colours; use of pictures and photographs);
- appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references);
- achievable challenge (e.g. tasks which challenge the learners to think).

Tomlinson (2005:15) defines materials evaluation as a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgements about the effect of the materials on the people using them and it tries to measure some or all of the following:

- the appeal of the materials to the learners;
- the credibility of the materials to learners, teachers and administrator;
- the validity of the materials (i.e., what they teach worth teaching?);
- the reliability of the materials (i.e. would they have the same effect with different groups or target learners?);
- the ability of the materials to interest the learners and the teachers
- the ability of the materials to motivate the learners
- the value of materials in term of of short-term learning (important, for example, for performance on test and examination);
- the value of materials in term of of long-term learning (of both language and of communication skills);

- the learners' perception of the value of the materials
- the teacher's perceptions of the value of the materials
- the assistance given to the teachers in terms of preparation, delivery and assessment.
- The flexibility of the materials (e.g., the extent to which it is easy for a teacher to adapt the materials to suit a particular context);
- The contribution made by the materials to teacher development;
- The match with administrative requirements (e.g. standardization across classes, coverage of a syllabus, preparation for an examination).

The materials evaluation in the research was conducted by proposing the materials to the experts to get the judgement to do final revision. A detailed analysis of a set of materials can be very useful for deciding, for example, if anything important has been missed out of a draft manuscript, for deciding how closely it matches the requirements of a particular course and as a database for a subsequent evaluation of the materials (Tomlinson, 2005:16). The detailed analysis of the materials adapted from Mukundan's textbook evaluation checklist (Mukundan, 2011: 105-106) was also distributed to lecturers, teachers, and students. Mukundan's checklist was chosen for it met the measurements proposed by Tomlinson (2005:15) above and because the developed materials in this research were united in a form of textbook or coursebook.

The evaluation and revision of the developed materials leads to the process and content validity. Tomlinson (2005:51) states that the design of a coursebook and the way in which authors intend it to be used is an essential part of its theoretical position. This set of criteria, therefore, relates to overall view of the coursebook writer holds, or wishes to project, about the nature of language, the nature of language learning and his educational philosophy in general. Tomlinson adds that it also relates to the way in which these views are carried over into the tasks and activities that learners are required to perform and the nature of these



activities in terms of their clarity and coherence of presentation, their sufficiency, accessibility and appropriacy. More he states that the information gathered under this category thus relates to the methodology, content, format, layout and design features of the materials as well as the theoretical assumptions about language and language learning underpin them.

In this research, the process and content validity drawn towards the coursebook was based on the lecturers and teachers' recommendations through the reviews and suggestions, and also the students' opinions. The lecturers chosen in this research are the one who mastered the content of learning English for hotel's needs and the one who mastered the curriculum and material development process. The teachers chosen in this research are the teachers who have more than 10 years in Hotel Accommodation program of Vocational High School. Their opinions, suggestions, and recommendation about the developed materials were the key to decide whether the materials united in this coursebook were appropriate or inappropriate to be implemented.

### **III. METHODS**

This chapter discusses research design, subjects and respondents of the research, data collecting techniques, steps of the research, schedule of the research, validity and reliability, and data analysis.

#### **3.1. Research Design**

The research is classified as a Research and Development (R and D). The conducted design consists of four main steps with specific steps in every main part. The description of all steps will be elaborated in the end of this chapter, the procedure of the research. The main four steps in the research design are:

- Step 1. Need Analysis**
- Step 2. Developing the Materials**
- Step 3. Try out**
- Step 4. Evaluation and Revision**

#### **3.2. Subject and Respondents of the Research**

The subject of the research was 30 grade ten students of Hotel Accommodation Programs, who prepared themselves for apprentice program. There were four respondents in the research, the first group respondents of the survey study were 2 English teachers of SMK Negeri 1 Metro. Since the changing of curriculum (from 2006 KTSP to 2013 Curriculum) directly affected them, the teachers' opinion was valuable inputs to the construction of the

materials. The second group of respondents were two English lecturers of a hotel academy regarding the application of some theories that were related to this study. The third group were 30 students of the tenth grade and 10 eleventh graders having done their 6-month apprentice program, and the fourth group were 2 hotel managers to see if the developed materials had already met their need in the real hotel business. Their opinions and suggestions gave beneficial contributions for the materials development. The following table presents the first and second group of respondents in the survey:

**Table 3.1. Description of the Respondents**

Group of Respondents	SEX		Educational Background				Experience in the Field (in year)			
	F	M	D3	S1	S2	S3	1-10	11-20	21-30	>30
<b>English teachers</b>	2			2				2		
<b>English lecturers</b>	1	1			2			2		
<b>Hotel managers</b>	2			2				2		

### 3.3. Data Collecting Technique

A focus group data collection was done in this research. To obtain the data from the respondents about the designed materials, the writer distributed the structured and semi-structured questionnaires. The data were collected from 46 respondents. They were 2 English teachers of the SMK Negeri 1 Metro, 1 English lecturer in a hotel academy in Surakarta and 1 lecturer of English Education Program in Yogyakarta, 30 tenth graders of Hotel Accommodation Program, and

10 eleventh graders of Hotel Accommodation Program who did their apprentice program, and 2 hotel managers in Jakarta and Bali. The data from the structured and semi-structured questionnaires were recorded in the table of raw data. The raw data, then, were analyzed using descriptive statistic. The result of calculation was presented in the form of table, which showed the respondents' opinions and central tendency (mean).

### **3.4. Steps of the Research**

The procedure of this research and development referred to the system approach model proposed by Morrison, Ross, and Kemp (2004). The model is circular rather than linear. More specifically, nine elements listed in the following page are interdependent. Moreover, they are not required to be considered in an orderly way to realize the instructional learning systems design. What differentiates Kemp model from most other models is that it considers instruction from the perspective of the learners, it provides a good application of the systems approach where the ID process is presented as a continuous cycle, and finally it puts a greater emphasis on how to manage an instructional design process.

Gustafson and Branch (2001) in Akbulut (2007:3) classifies Kemp model as a classroom orientation instructional model. The classroom focus involves teachers in deciding appropriate content, strategies, media usage and evaluation. It is of interest primarily to teachers who looks for instructional solutions to learning problems. However, kemp model suggests both instructional and non-instructional solutions and assigns flexible roles to members of a larger team. Akbulut (2007:3) states if one is to be too rigid in assigning models to different orientation

categories, it might be claimed that Kemp model might be suitable for a systems focus rather than classroom. The Kemp model could be considered as a classroom orientation model since it leads to an output of one or few hours of instruction, whereas systems-oriented models lead to an output of a whole course or curriculum.

Although the model is also mostly used to develop an instructional program, it can also be adapted to develop learning materials for additional program like Vocational English in the school this research was conducted. However, the system approach model was adapted to The adapted Kemp Model is described in the table below:

**Table 3.2. The Adapted Model**

<b>KEMP MODEL</b>	<b>KEMP ADAPTED MODEL</b>
<ol style="list-style-type: none"> <li>1. Identify instructional problems, and specify goals for designing an instructional program.</li> <li>2. Examine learner characteristics that should receive attention during planning.</li> <li>3. Identify subject content, and analyze task components related to stated goals and purposes.</li> <li>4. State instructional objectives for the learner.</li> <li>5. Sequence content within each instructional unit for logical learning.</li> <li>6. Design instructional strategies so that each learner can master the objectives.</li> <li>7. Plan the instructional message and delivery.</li> <li>8. Develop evaluation instruments to assess objectives.</li> <li>9. Select resources to support instruction and learning activities.</li> </ol>	<p><b>Need Analysis</b></p> <ol style="list-style-type: none"> <li>1. Identifying instructional problems, and specifying goals for developing instructional materials for additional program (Vocational English)</li> <li>2. Examining learners' characteristics, their target need, and their learning need</li> </ol> <p><b>Developing Materials</b></p> <ol style="list-style-type: none"> <li>3. Identifying subject content, and analyzing task components related to stated goals and purposes,</li> <li>4. Stating instructional objectives for the learner,</li> <li>5. Sequencing content within each instructional unit for logical learning,</li> <li>6. Designing instructional strategies so that each learner can master the objectives</li> <li>7. Select resources to support instruction and learning activities</li> </ol> <p><b>Try out</b></p> <ol style="list-style-type: none"> <li>8. Planning the instructional message and delivery</li> </ol>

	<p><b>Evaluation and revision</b></p> <p>9. Evaluating the developed materials for revision</p>
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This research was then conducted in the following 4 main steps:

### **Step 1. Need Analysis**

The needs analysis was administered on September, 2015. Its purpose was to gather the information of learners' target and learning needs. The data were analysed as the basis of developing English learning materials for the ten grade students of Hotel Accommodation Program at SMK Negeri 1 Metro, academic year 2015/2016.

A survey by distributing questionnaires on the students' need was conducted to find out the lack, need and want. An informal interview was conducted to ten senior students (eleventh grade) having returned from their apprentice program to get input for the developed materials matching to hotel's need.

### **Step 2. Developing Materials.**

The first step was conducted to observe some references related to the designed materials, like the theory of instructional development, and the theory of English Language Teaching (ELT). The writer analyzed the existing materials from the school's vocational English syllabus to state the instructional goals and objectives of teaching and learning English for the tenth year students of Hotel Accommodation Program of Vocational High School.

In developing the ESP materials, Kemp's model was modified into a simpler model. The materials were taken from the goals and objectives listed in the vocational English syllabus. The goals and objectives were developed into some activities to increase the students' communicative skills. The printed and online texts and dialogues were selected in the development.

After the materials were ready, the draft 1 evaluation survey was conducted by distributing questionnaires and materials to 2 English teachers of SMK Negeri 1 Metro and 2 lecturers from International Hotel Management School, Solo, and Sanata Dharma University, Yogyakarta, to get their suggestions and opinions on the designed materials. The evaluations from the respondents were needed to see the quality of the materials .

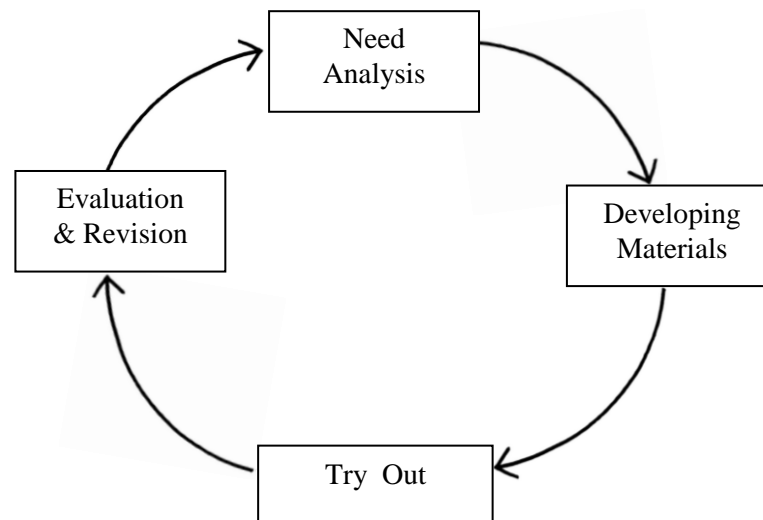
### **Step 3. Try Out**

Some parts of the developed materials were tried out to the tenth grade students of Hotel Accommodation program to find out if the materials had met their need. The teacher presented the materials with a projector. After all the materials were tried out, the teacher gave the students the PDF form of the given materials and the link of online version of the materials. A questionnaire was distributed to get the students' opinions about the materials in the e-book. The data gathered from the try out showed the strengths and weaknesses of the designed material.

### **Step 4. Evaluation and Revision**

The data from the try out and expert judgement then were evaluated and analyzed to get a conclusion of overall performance of the developed materials.

For the best result, the writer made the final version of the designed materials based on the respondents' opinions and suggestions. The steps of conducting the study was summarized through the following figure:



**Figure 4. Steps in the material development**

The detail steps were listed below:

### **NEED ANALYSIS**

1. Studying the ELT theories for need analysis
2. Designing a questionnaire for the ten grade students (target need and learning need) by adapting the points from Nation and Macalister
3. Writing lists of questions for interviewing the hotel managers and the senior students (eleventh grade students, returning from their job training) based on the theory of some experts in chapter II.
4. Distributing the questionnaires to the tenth grade students
5. Interviewing 10 eleventh grade students. The information from the students was noted.



6. Calling 2 hotel managers for an interview (hotel's need). The information from the managers was noted.
7. Analyzing the data gathered from the ten grade students, the seventh grade students, and the hotel managers.
8. Studying the ELT theories for ESP materials, material development, and material delivery

### **DEVELOPING MATERIALS**

1. Brainstorming (what and how to deliver to the students)
2. Listing the topics of the three departments (Front desk, food and beverage, and housekeeping)
3. Searching the material sources in the internet and the library
4. Writing the materials (dialogues, grammar, language expressions, words)
5. Writing the tasks for every unit
6. Saving free downloadable pictures needed in every task/unit
7. Downloading the keywords from free-downloaded google sound:  
<https://ssl.gstatic.com/dictionary/static/sounds/de/0/WORD.mp3>
8. Arranging the tasks in every unit (MS words format)
9. Phonetic transcribing (the word banks in Things to Know section)
10. Checking the spellings
11. Layouting
12. Converting the MS words format into PDF form
13. Converting the PDF version materials into a flipping book application to use it in the classroom

**TRY OUT**

1. Trying out the materials to the tenth grade students (the three units). The lessons were running naturally like regular classes.
2. Sending the PDF form of the materials to students by email (some just copied it from the teacher's computer)
3. Designing a questionnaire by addapting it from Mukundan's coursebook checklist evaluation
4. Distributing the questionnaire to the tenth grade students
5. Analyzing the data from the questionnaire about the students' opinion towards the developed materials

**EVALUATION AND REVISION**

1. Sending the materials in a form of flipping book and PDF to two lectures (by email) for evaluation
2. Giving the materials to two teachers (by flash disk) for evaluation
3. Receiving the evaluations from the lectures and teachers
4. Analyzing the raw data gathered from the lecturers and teachers
5. Learning the reviews and suggestions of the materials from the teachers and lecturers
6. Revising the materials
7. Converting the revised materials into PDF, flipping book, and online version (the online version is available for flexible access)

### 3.5. Research Schedule

The research was conducted as described below:

August, 2015 : **Permissionn Letter for Research**

September, 2015 : **Need Analysis**

1. document and literature review,
2. interview with the senior students (eleventh grade)
3. interview with the hotel managers (by phone), and
4. need analysis questionnaire distribution (for the tenth and 10).

October – December, 2015 : **Material Development (draft 1)**

January – March, 2016 : **Try Out**

April, 2016 : **Evaluation and Revision ( revised draft)**

### 3.6. Validity and Reability

In designing the ESP materials, the researcher conducted a literature review to make sure that the procedures and the material content were on the realiable theoretical tracks. The expert judgement from English teachers and English lecturers was conducted to evaluate the value of the developed to predict whether or not the materials would work, in the sense that the learners would be able to use them without too much difficulty and would enjoy the experience of doing so.

To determine the learner's needs as the starting point for developing ESP programs, learners, teachers, and employers, in this case hotel managers were involved through interview and questionnaires. Need analysis data and developed materials evaluation were gathered using the following instruments:

- 1) structured need analysis questionnaire (modified from Nation and Macalister, 2010),
- 2) semi-structured material evaluation questionnaire for teachers and lecturers (modified from Mukundan, 2011:105-107),
- 3) structured material evaluation questionnaire for students (modified from Mukundan, 2011:105-107),
- 4) a list of questions for an informal interview with the eleventh grade students, and
- 5) a list of questions for an informal interview with hotel managers

### **3.7. Data Analysis**

There are two kinds of data in this research, i.e. quantitative data and qualitative data. Both data were collected through questionnaires and interview. This research was using two kinds of questionnaires, which were analysed differently. The data of needs analysis questionnaire were analysed using percentages. The expert judgement data analysis used frequencies and descriptive statistics.

Descriptive statistics according to Torres (2014:1) referred to a collection of measurements of two things: location and variability. Location gives information about the central value of the variable ( the mean is the most common measure). While variability refers to the spread of the data from the center value (i.e. variance, standar deviation). In this case, central tendency measure was used to analyse the data. The central tendency measure which was used in the research is the mean.

In classifying the category of the mean, theory proposed by Torres (2014:4) about quantitative data conversion was used. The conversion was presented in Table 3.2 below.

**Table 3.3. Quantitative Data Conversion (Mamhot, 2013:213)**

<b>Scales</b>	<b>Categories</b>	<b>Interval of Mean</b>
5	Strongly agree	4.20-5.00
4	Agree	3.40-4.19
3	Neither agree or disagree	2.60-3.39
2	Disagree	1.80-2.59
1	Strongly disagree	1.00-1.79

The qualitative data obtained from the interviews were noted. The qualitative data were analyzed in four steps. The first step was collecting the data. The second step was data reduction. In this step, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview notes. The next step was data display. The last step was drawing the conclusions

## V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and the suggestions to other parties.

### 5.1. Conclusions

From the research it can be underlined that:

1. Vocational high school students, especially those of Hotel Accomodation program, need the skills of communicating in English (listening, speaking, reading and writing) to compete with academy students for better positions in the hotels.
2. The supplementary English for Specific Purpose (ESP) materials for hotel are needed besides the strong basic of General English, to give the students the best preparation for the apprentice program and their future jobs, especially to facilitate those who plan to work abroad like in cruise hospitality.
3. The authentic materials should be a part of the teaching-learning process in Vocational high school to get closer to what hotels need.
4. The materials in electronic book (e-book) format can be the answer for the cheaper accessable materials for the students since they are equipped with technology devices like personnal computers, mobile phones and other gadgets. The paperless format also supports the goverment's and the school's program for preserving the nature.

From the research findings and discussions in Chapter IV it was found that the product of the research was recommended appropriate and acceptable to be implemented in Vocational High School, especially in SMK Negeri 1 Metro. The product met the students' need, proved by agreements of the coursebook evaluations in the range of 4 to 5 meaning that they were satisfied with the product.

It is concluded that to develop a set of appropriate ESP materials, a writer should consider the following characteristics:

- 1) The materials should be relevant to the curriculum of Vocational High School, students' needs, and business' need.
- 2) The materials should elaborate the authentic texts they will find in the future career in a hotel.
- 3) The materials should give the accurate language inputs so that students would achieve the objectives of learning.
- 4) The materials should employ the correct and appropriate language use.
- 5) The instructions in the materials should be presented clearly and understandable by the students.
- 6) The materials should be presented consistently in all units.
- 7) The materials should be engaging, to encourage students' interaction and participation.
- 8) The materials should facilitate the students to recognize their achievement and failure after the learning process through a progress check of reflection.

- 9). The materials presentation mostly liked by the teenagers are authentic pictures and colourful layout.
- 10). Engaging small talks before the lesson will generate the students to learn if naturally done.
- 11). The materials should encourage the teacher's creativity in teaching, especially in teaching grammar.

## **5.2. Suggestions**

### **1. To the English Teachers**

English teachers of vocational high schools should try to develop English learning materials which appropriate to the needs of the students and job market. In developing the materials, teachers are suggested to refer to the research findings about the characteristics of appropriate English learning materials. They are also suggested to develop learning materials which have the appropriate design as presented in the research finding.

### **2. To Other Researchers**

This research only focuses on developing the English for Specific Purposes learning materials for the grade ten students of Hotel Accommodation program at SMK Negeri 1 Metro. Other researchers are expected to be able to develop English learning materials for other study program which have the problems with the availability of appropriate English learning materials. They are also expected to find more authentic speaking materials to give real examples of the situation the students will find in their future jobs.



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