

**DEVELOPING ENGLISH SPEAKING MATERIALS FOR TENTH
GRADE STUDENTS OF HOTEL ACCOMMODATION STUDY
PROGRAM AT SMK NEGERI 1 SUKADANA
(A Script)**

**By
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**ENGLISH EDUCATION STUDY PROGRAM
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UNIVERSITY OF LAMPUNG
2017**

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ABSTRACT

The objectives of this study are: (1) to find out how extend developed English speaking materials are appropriate for tenth grade students of hotel accommodation study program at SMK Negeri 1 Sukadana, Lampung Timur (2) to find out whether the developed materials are effective or not for tenth grade students of hotel accommodation study program at SMK Negeri 1 Sukadana, Lampung Timur.

The type of this study is Research and Development (R&D). The subjects of the research were tenth grade students of hotel accommodation study program at SMK Negeri 1 Sukadana, Lampung Timur. The instruments used in this research were needs analysis questionnaire, student judgment questionnaire, English teacher judgment questionnaire, expert judgment questionnaire and observation. The steps of the research were conducting the needs analysis, writing the course grid, developing the first draft of materials, conducting try out of the developed materials, getting students and English teacher judgment, consulting the first draft of materials to the experts, and revising and developing the final draft of materials. The data from the needs analysis were analyzed quantitatively using frequency and percentage, the data obtained from the materials evaluations and try out were analyzed through descriptive statistics.

Based on the students', English teachers', and expert's judgment results, it was found that the mean score of all aspects from those three units was 4.38, categorized as "Strongly Appropriate". This suggests that the developed materials are appropriate to be used for tenth grade students of hotel accommodation at SMK Negeri 1 Sukadana, Lampung Timur. Based on the observation result, it was found that the developed materials are considered have high effectiveness. There were 96.97% of students who got high achievement in Unit 1, 80 % in Unit 2 and Unit 3. It means that the developed materials are effective for tenth grade students of hotel accommodation study program at SMK Negeri 1 Sukadana, Lampung Timur. The findings and the process of this research can be used in teaching learning activity.

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GRADE STUDENTS OF HOTEL ACCOMMODATION STUDY
PROGRAM AT SMK NEGERI 1 SUKADANA**

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Retno Prabandari

A Script

**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Education Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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FOR TENTH GRADE STUDENTS OF HOTEL
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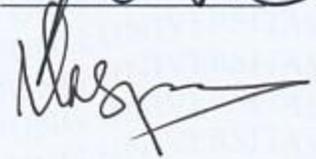
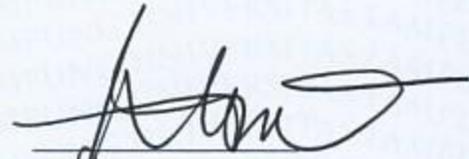
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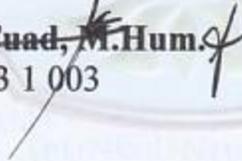


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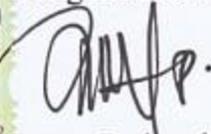
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CURRICULUM VITAE

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DEDICATION

With love and appreciation I dedicate this research paper to:

My beloved parents

(Santoso and Martini)

(Thank you so much for everything, I love you so much)

My beloved sister

(Gita Amellina)

(Thanks for the support)

My best friends

(Fiska, Susan, Umi, Urmila)

(Thanks for the support)

My Almamater

(Lampung University)

MOTTO

“You are going to reap what you sow”

“No amount of guilt can change the past and no amount of worrying can change
the future”

(Umar ibn Al-Khattāb)

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In the name of Allah, the Most Beneficent and the Most Merciful, who has given me blessings, strengths, and opportunity so that I could finish this script. Blessings may also be sent upon Prophet Muhammad SAW, his family, friends, and companions.

This research report, entitled “Developing English Speaking Materials for Tenth Grade Students of Hotel Accommodation Study Program at SMKN 1 Sukadana Lampung Timur” is submitted to fulfill one of the requirements in accomplishing the S-1 Degree at the Language and Art Department of Teaching Training and Education Faculty, Lampung University.

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Finally, I realize that this paper still has some weaknesses. Therefore, constructive criticism and suggestion are invited for the improvement of this paper. Hopefully, this research paper could give benefit to the readers as well as those who want to carry out further research.

Bandar Lampung, 7 June 2017

The writer

Retno Prabandari

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I. INTRODUCTION

This chapter is concerned with background, formulation of the problem, objectives, uses, scope, and the definition of terms.

1.1. Background

In this global communication era, English starts to have an important role in a communication since it is an international language. As a language, English becomes a means of communication used by the people around the world. Indonesian people begin to realize the importance to master English to support their future development regarding to their job and also relation with the people around the world. Therefore, Indonesian government put English as a compulsory subject in most level of educational institution.

Vocational high school is one of education institution that includes English as a compulsory subject. Based on the standard of contents for a vocational high school, stated in Government Regulations Number 19 Year 2005, the goal of teaching in vocational high school is to improve students' intelligence, knowledge, personality, morals, and skills, to live autonomously and to continue to higher education based on their vocational programs. This means that students are expected to be an effective and efficient worker in the future. The student might work in a company or make their own business. For that reason preparing them with an English ability is very important. Since the goal of teaching English

is to enable students to have the ability in developing the communicative competence in oral or writing form. Students need to develop English knowledge and basic skills to achieve the competencies required for the vocational program and to apply the mastery of English skills to be able to communicate in the oral and written forms at the intermediate level.

One basic skill in English is speaking. This skill regarding how students express their thought and idea through oral form, in other word, speaking is needed to communicate in the students' future workplace. Speaking has two main functions, transactional and interpersonal functions of communication. The transactional function has its main purpose in conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relation between people (Harmer, 2007: 343). Speaking in English for vocational high school students make them train themselves to be able to communicate in both transactional and interpersonal communications in the context of profession such as telephoning, interviewing, questioning and answering, etc. Since many jobs nowadays require English, students who are accustomed to speaking English will probably find it easier to find jobs, to do their works or to run their business after they graduate from their vocational high school.

Unfortunately, many English learning in the school only focus on grammar and reading learning. It makes speaking skills seldom to be learnt in the class. The students are busy analyzing sentence with grammar and reading text in most of their time in English lesson, they do not have an opportunity to speak up, and learn how to express their idea through speaking skill. This is true and cannot

be avoided because in fact students need to pass their examination that demand them to learn grammar, because the test is always about grammar and other written test; like arranging jumbled sentence, filling the blank space with correct verb rather than an oral test.

Since speaking will not be the main subject that the students have to deal with in the examination, it is obvious that the number of the speaking materials which the students will receive in the school could be considered less than any other subjects. More speaking materials for the students need to be provided to overcome this problem. Furthermore, the students need to be exposed to more speaking materials if they want to achieve better proficiency in speaking.

Related to that problem, some factors should be taken into account. One of those factors is providing an appropriate speaking material for each program in vocational school. That material will facilitate the students in learning how to communicate in English in order to achieve the goal. Furthermore, English speaking materials can be seen as an exposure to the use of the language which will help them in achieving the higher proficiency of speaking English. Unfortunately, materials which are relevant or even appropriate to the needs of the students of vocational high school are limited.

Thus, some decisions must be taken related to design and develop English speaking materials for Specific Purpose. One prominent researcher seems to come from Prasetya Ardhi Wardhana (2013) who developed English learning materials for accounting study program in one of vocational school in Yogyakarta. The subjects of the research were 36 grade X students of Accounting Program at SMK YPKK 2 Sleman, Yogyakarta. Meanwhile, the research on the other program is

also important since each program has its own characteristics. One of the programs that usually exist in vocational school is hotel accommodation program. So, the research will help the students of hotel accommodation program to learn how to communicate in English in appropriate way based on their program. Students in this program will learn to speak in English based on their needs in the future work. It might be a study about how to communicate with the customers or hotel visitors in their future work. Knowing the students' needs can be identified by conducting needs analysis that should be held in vocational school, especially in hotel accommodation class. Under this assumption, it is sound logical for the writer to investigate the same research in the other program. That is a research entitled Developing English Speaking Materials for Grade Ten Students in the First Semester of Hotel Accommodation Study Program in Vocational High School.

1.2. Formulation of The Problems

In line with the background explained, there are three problems formulated as:

1. To what extent are English speaking materials appropriate for grade ten students of hotel accommodation study program at SMKN 1 Sukadana?
2. Are the developed materials effective for grade ten students of hotel accommodation study program at SMK N 1 Sukadana?

1.3. Objectives

In line with the formulation of the problem, the objectives of the study are as:

1. To find out how extent English speaking materials are appropriate for the grade ten students of hotel accomodation study program at SMKN 1 Sukadana.
2. To find out whether the developed English speaking material are effective for the grade ten students of hotel accomodation study program at SMK N 1 Sukadana or not.

1.4. Uses

This research is expected to give a valuable contribution to the following parties:

1. Theoretically, to the English teaching and learning process, this result will add more knowledge about developing English speaking materials for hotel accommodation study program students.
2. Practically, to English instructors or teachers who want to teach English to hotel accomodation study program, the result of this research study can be used as a reference as to what English speaking materials for hotel accomodation study program is like.
3. For further development :
 - a. To the English Department, the researcher hopes that the result of this research study can be an input of reference relating to materials design and development as well as English for specific purpose.

- b. To other researchers who wish to develop English speaking materials for students of hotel accomodation study Program or other program on vocational schools, this research study can be a reference as to what speaking materials is like.

1.5. Scope

This research focuses on analyzing the students' needs in learning how to speak or communicate in English. It would be too broad if it covers all the English learning material for Vocational High School. The study focused on developing English speaking Materials for grade ten students in the first semester of hotel accomodation study program at Vocational High School. Four questionnaires will be administered in this study, one will focus on determining students' need, want, and lack in learning English related to speaking. While the other, focuses on getting comment and judgment from the expert, English teacher, and students after designing the text book in importance of revision.

The study, however will only choose one class of hotel accommodation program since it is difficult to handle all need, want, and lack problems that might be appear if all class become the sample. Then, the result will be generalized to conclude all aspects in hotel accommodation students' need analysis in Vocational High School. The conclusion, then, will be used as a guidance in designing English speaking materials for grade ten students in the first semester of hotel accomodationstudy program in Vocational High School.

1.6. Definition of Terms

There are some terms used in this research and to make it clear, the researcher gives the definitions as follow:

Speaking, Speaking as an activity which happens when two people are engaged in talking to each other. (Harmer, 2007: 343)

Learning Materials, are anything which is used to help to teach language learners. (Tomlinson, 1998)

Effective Materials, materials are considered effective when targeted learners able to achieve the learning objectives effectively with this material; and when learning objectives are clear and appropriate for the target learners and learning context. (David, 2004)

Need Analysis, is an instrument in defining as precisely as possible the learners' language needs and understanding what they think they can obtain from the language course. (Hutchinson and Waters, 1987: 54)

English for Specific Purpose, is an approach to language learning based on the learners' needs, wants, and lacks. (Hutchinson and Waters, 1987: 19)

Hotel Accommodation Program, a program related to hospitality that is the concern of the hospitality industry, also sometimes referred to as 'commercial' or 'professional' hospitality: the provision of accommodation, food and drink for people away from home for reward. (Medlik, 2003:7)

Indeed, this chapter already presents the background, formulation of the problem, objectives, uses, scope, and the definition of terms in conducting the research entitled Developing English Speaking Materials for Grade Ten Students in The First Semester of Hotel Accomodation Study Program in SMK N 1 Sukadana Lampung Timur.

II. LITERATURE REVIEW

This chapter is concerned with theories to speaking, English for Specific Purpose, and material development before this study is drawn in order to develop appropriate English speaking materials for the grade ten students of hotel accomodation study program at Vocational High School.

2.1. Speaking

Speaking is one of the productive skills in the four main skills of language. It is taught broadly from junior high schools to senior high schools or vocational high school.

2.1.1. Definitions of Speaking

There are some definitions of speaking proposed by some experts. Chaney (1998) in Kayi (2006) defines speaking as the process of building and sharing meaning through using verbal and non verbal symbols in a variety of contexts.

Another definition is proposed by Harmer (2007: 343). He defines speaking as an activity which happens when two people are engaged in talking to each other. In this activity, speakers have to share their ideas, thoughts, or opinions during the speaking activity. From those definitions above, it can be concluded that speaking is an activity involving two or more people to share their thoughts, ideas, or feelings by using verbal and non verbal symbols. There is an

interaction among people in a speaking activity either verbal or non verbal which can be learnt by using some techniques or methods.

2.1.2. Teaching Speaking

Speaking is one of the four main skills in second language teaching. It can be learnt or taught by using many methods and media. But in some schools, teachers seldom use any method or media to improve the students' speaking skill. The students are only asked to memorize words and their meanings, do the students' workbook, or memorize dialogues. Now, the goal of teaching speaking is to improve students' communication skills in order to be able to express their thought, ideas, or feelings, and learn how to follow social rules in communication activities.

According to Nunan (2003) in Kayi (2006), the main aim of teaching speaking is to prepare the learners to be able to:

1. Produce the English sounds and speech patterns.
2. Use words and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and the subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Based on the main aim of teaching oral communication above, a teacher has to design speaking activities which can cover the skills of speaking. In designing speaking activities, there are seven principles which should be considered, as proposed by Brown (2001: 275 – 276):

1. Use techniques that cover the spectrum of learner needs, from language – based focus on accuracy to message – based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

For the principles above, teachers do not only teach how to speak English fluently, but also have to be taught on how to encourage the development of speaking strategies in order to know how to maintain the communication activity. Besides considering the principles of designing speaking tasks above, teachers have to know their roles in teaching speaking, as proposed by Harmer (2007: 347 – 348):

1. Prompter.

Sometimes, students get lost on what they want to say next or sometimes they get lost their fluency in what they say. In this role, teachers have to help the students by offering the best options or suggestions to help the

students leaving out their sense of frustration if they come to the dead end of language or ideas.

2. Participant

In this role, teachers have to be good role models when asking students to produce language. It can be achieved by setting up an activity clearly with an enthusiasm. Another way to be good participants is by introducing new information related to the topic to help the students engaged to the teaching and learning process and also maintaining a creative atmosphere.

3. Feedback Provider

Here, teachers have to know how to give feedback for every student's speaking performance. The feedback given to the students has to be suitable with the students' performance. If there is a student who gets difficulties in his or her performance, the teacher has to give helpful and gentle correction to help the student maintain his or her communicative activity.

For the students who performed well, teachers have to assess what they have done, and tell them that their performance went well. In the process of teaching and learning oral communication, there is some guidance for teachers which have to be considered when they want to teach this skill to the learners, as proposed by Nunan (2003) in Kayi (2006):

1. Provide maximum opportunity to the students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in the class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was very great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract students from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in group or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.
11. Diagnose problem faced by the students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

By understanding the aims of teaching speaking, the principles of designing speaking activity, the roles, and the guidance, the teaching and learning activities in the classroom can be maximized in order to improve the students' speaking skill so that all microskills and macroskills of speaking can be achieved by the students.

2.1.3. Speaking in Vocational High Schools

There are two aims of teaching English in vocational high school, the first is to prepare the students with communicative competence in the contexts of material communication which are needed for its competence program, either written or spoken, and to prepare the learners to be able to communicate in daily life, and prepare the learners to develop communication to a higher level. The second aim of teaching English in vocational school is to prepare students for having competencies such as mastering knowledge and basic ability of English to support the achievement of the competency program and prepare the students to be able to apply their ability of English to communicate, either spoken or written, on the intermediate level. There are three levels of teaching English in vocational school; those are Basic English communication in novice level, Basic English communication in elementary level, and Basic English communication in intermediate level.

The first grade of vocational school is categorized into novice level. Here, the students have to be able in expressing transactional or interpersonal meaning in the form of request or command which is related to certain jobs, either formal or informal.

In curriculum 2013, the central government determines the standard competence for the graduates from each school level, the standard of curriculum content, and guidelines for developing the school level curriculum based on its right. In line with the national standard and its guidelines, every school, under the supervision of the local government, could design the curriculum for its own school. It means that schools have the authority to develop their curriculum based on their own needs and schools' characteristics.

2.2. English for Specific Purposes

2.2.1. Definition of English for Specific Purposes

Developing this English speaking materials for vocational high school students is an ESP's nature since the final product of this research can only be applied for the students of vocational high school and will not be appropriate if the product is applied in different types of school. According to Hutchinson and Waters (1987: 19), ESP is not a particular kind of language or methodology, nor does it consist of a particular type of learning material. It is an approach to language learning, which based on learner needs.

2.2.2. Need Analysis

Before designing course design, need analysis is required in ESP in order to find why the students need to learn English. According to Hutchinson and Waters (1987: 54) there are two kinds of need, they are:

1. Target needs

Target needs refer to what the learners need to do in the target situation. In analyzing the target needs, there are three considerations which should be considered namely necessities, lacks, and wants. Necessities refer to what the learners have to know in order to function effectively in the target situation. Learners will also need to know the linguistics features – discourse, functional, structural, and lexical – which are commonly used in the situations identified. Lacks refer to the gap between the target proficiency and the existing proficiency. Wants refer to what the learners' need from an ESP course. Here, before start designing an ESP course, teachers and material developers have to know what are needed by the learners from joining an ESP course.

2. Learning need

Learning needs are the knowledge and abilities that learners will require in order to be able to perform to the required degree of competence in the target situation. The information about learning needs may be recorded in the form of language items, skills, strategies, or subject knowledge which is needed by ESP course designers.

2.2.3. *ESP Course Design*

Hutchinson and Waters (1987: 65) define course design as the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching – learning experiences, which the aim is to lead the learners to a particular state of knowledge. This process deals with producing a

syllabus, adapting or producing materials according to the syllabus, developing the teaching method for the material, and evaluating the teaching and learning process by which the specific goals of ESP teaching will be measured.

Acknowledging that developing speaking materials for vocational high school is an ESP's nature, the researcher will also followed the three considerations in developing the course design of the materials, supported with other theories.

2.3. Materials Development

2.3.1. Learning Materials

In the teaching and learning process, materials have major importance. Materials refer to anything that helps the teacher to teach the learner. The relationship between teacher, material, and students can be considered as similar as delivery service, the teacher as the deliverer is responsible to deliver the materials to the students. Materials can be considered as the whole reason of the interaction between the teacher and student. Student needs to master the materials as their reason of study. Materials can come in many forms. For example, there are written materials such as books and notes, and visual materials such as videos and pictures.

In understanding the definition of materials in teaching and learning process, the researcher would like to show its definition according to some experts. According to Dick and Carey in Wardhana (2013), the instructional materials contain the content-either written, mediated, or facilitated by an

instruction-that a students use to achieve the objectives. He adds that instructional materials refer to any preexisting materials that are being incorporated as well as to those materials that will be specifically developed for the objectives. Nunan (1991) in Wardhana (2013) there are two kinds of instructional material. Those are commercially produced materials and teacher-development materials. Meanwhile, Tomlinson (1998) in Wardhana (2013) states that materials are anything which is used to help to teach language learners. He adds that materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whitebord or anything which presents or informs about the language being learned. In other words, they can be anything which is deliberately used to increase the learners' knowledge or experience of the language. Learning materials, from the explanation above, can be inferred as anything that can help the teacher in teaching the learner. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whitebord or anything which presents or informs about the language being learned.

2.3.2. Developing the Materials

According to Graves (2000:14), material development is the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Developing materials is necessary in order to provide more resources to the learners. With more resources, learners can receive better result in learning the language. In developing materials, developers must consider some

important points such as selecting the topics of the materials and the activities. Those points must be conducted in proper order. Therefore, developers must follow some models.

Meanwhile, Hutchinson and Waters (1987: 108), provide materials design models which consist of four elements. Those are input, content task, language focus, and task.

1) Input

The input may be in the form of a text, dialog, video-recording, diagram or any piece of communication data, depending on the needs. It provides a number of things: stimulus materials for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use their information processing skills, opportunities for learners to use their existing knowledge both of the language and the subject matter.

2) Content focus

Language is not an end in itself, but means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

3) Language focus

In language focus, learners have the chance to take the language to pieces, study how to work and practice putting in back together again.

4) Task

The ultimate purpose of language learning is language use (Hutchinson and Waters, 1987: 109). Materials should be designed, therefore, to lead towards a

communicative task in which learners use the content and language knowledge they have built up.

These four elements are combined in the model below:

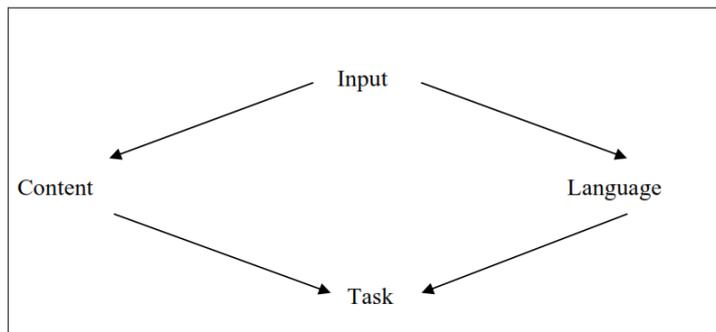


Figure 1: Hutchinson and Waters's materials design model (1987:108)

Thus, there are five steps in designing materials as proposed by Tomlinson (1998: 247). Those steps are explained as follows:

1. Needs analysis

In this first step, the material developer collects information related to the material which is needed by the teacher and the learners in the classroom.

2. Goals and Objectives

After conducting needs analysis, the material developer determines the goals and objectives of the material which will be designed.

3. Syllabus design

Here, the material developer starts designing syllabus which is based on the curriculum and the result of needs analysis. The syllabus, then, becomes a basic for the material which will be arranged.

4. Methodology/Materials

In this step, the material developer starts designing the learning material.

The material developer also finds out the teaching method which is suitable to the teaching material itself.

5. Testing and evaluation

After designing the material, the material developers then conducted a try out. Here, during the try out session, the material developer also obtains feedback from the teacher and the students as a basic of evaluation in order

2.3.3. Criteria of Effective Materials

According to David (2004) materials are considered effective when targeted learners able to achieve the learning objectives effectively with this material; and when learning objectives are clear and appropriate for the target learners and learning context. In this case, the learning objective of this research will be developed into three units. The objectives of the first unit are: the students are able to greet guests/people and respond to expression of greeting; the students are able to introduce themselves; the students are able to say and respond to expression of thanking; the students are able to say and respond farewell; the students are able to use personal pronoun orally; the students are able to pronounce the learned words in unit 1 correctly; the students are able to understand the learned words in unit 1 (vocabulary).

The objectives of the second unit are: the students are able to mention things related to a hotel; the students are able to ask for mentioning things; the students are able to use “there is/there are” orally; the students are able to

pronounce the learned words in unit 2 correctly; the students are able to understand the learned words in unit 2 (vocabulary).

The objectives of the third unit are: the students are able to people's characteristic of appearance; the students are able to ask for someone's characteristic; the students are able to understand the use of simple present tense; the students are able to use some adjectives to describe people characteristics; the students are able to pronounce the learned words in unit 3 correctly; the students are able to understand the learned words in unit 3 (vocabulary).

2.3.4. Evaluating Materials

Hutchinson and Waters say that evaluation is basically a matching process; matching needs to available solution. So, evaluation is needed in the end of the course design to know if the materials design already fulfill the learners' needs or suitable for the learners. (Nation, 2010:165) states that a systematic approach to course book or materials evaluation can be based on the parts of the curriculum design process:

- Does the course book suit the environment in which it will be used?
- Does the course book meet the needs of the learners?
- Does the course book apply sensible principles of teaching and learning?
- Do the goals of the course book match the goals of the course?
- Does the content of the course book suit the proficiency level of the learners and reflect sensible selection and sequencing principles?
- Is the course book interesting and does it use effective techniques?
- Does the course book include tests and ways of monitoring progress?

Then, considering all features could make the process of evaluating and comparing too complicated. Thus, (Nation, 2010:167) states that the evaluation should take into account these features in evaluating the materials:

Table 1: Materials Evaluation by Nation (2010:167)

Goals, Content, and Sequencing	<ul style="list-style-type: none"> • The ideas in the course should help learning in the classroom. • The ideas in the course should suit the age of the learners and should interest them. • The content should take account of what learners expect to see in an English course. • The language in the course should be able to be modelled and comprehended by the teacher. • The number of lessons in the course should suit the school term or year. • The ideas in the course should increase the acceptability and usefulness of the course outside the classroom. • The content should suit the proficiency level of the learners. • The content should take account of what learners want. • The content should be what learners need.
Format and Presentation	<ul style="list-style-type: none"> • The layout of the content should attract the learners. • The activities could be used for self-study. • The activities should be suitable for a range of levels of proficiency in a class. • The activities should suit the size of the class. • The activities should fit the learning styles of the learners. • The activities should be able to be presented and managed by the teacher [e.g. the teacher should be able to organise group work]. • The amount of material in a lesson should suit the length of a class. • The activities should suit the physical features of the classroom [e.g. move desks for group work; sound proof for oral work]. • The learners should be able to successfully complete the activities. • The activities should take account of what the learners expect to do in a

	<p>language-learning course.</p> <ul style="list-style-type: none"> • The kinds of activities should be useful to the learners in their future use or future learning of the language [e.g.knowing how to rank; knowing how to negotiate].
Monitoring and Assessment	The course should show the learners that they are learning to do what they want to do.

2.3.5. Course Design

Before developing the material, we must first develop the course design. Course design takes part as the outline of the materials that will be developed. Resembles to writing an outline in an essay, course design has many steps that must be followed in developing the materials. The steps involves selecting topics of the lesson, the teaching and learning activities, and how much time will be spend in learning each topic. Related to the course design, Hutchinson and Waters (1987: 65) states that course design is the process by which the data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.

2.5. Review of Previous Researches

The first, a study from University of Yogyakarta, conducted by Erfiani Nunun Nurki (2013). She developed English learning materials for agriculture study program in one of vocational school in Yogyakarta. The subjects of the study were 36 grade X students of the Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. The data of this study were quantitative data obtained through the completed questionnaires and qualitative data collected from experts' opinions and suggestions about the developed materials. The data were

analyzed by using descriptive quantitative and qualitative data analysis. The research developed three units of materials for grade ten students of the Agriculture Study Program at SMK Muhammadiyah 2 Mertoyudan. Each unit of the materials consists of 22 tasks that are organized into Introduction, Main Teaching and Learning Activities, and Reinforcement.

The second, a study from University of Yogyakarta, conducted by Vinindita Citarayasa (2013). She developed English learning materials for eleventh grade students of the Animation Program in vocational high school. The subjects of the study were 45 grade XI students of the Agriculture Study Program at SMK 5 Yogyakarta. The steps in this study were conducting the needs analysis, writing the course grid and designing the materials, consulting the first drafts to the materials experts, revising the first drafts, and writing the final drafts. There were two types of data: the quantitative and qualitative data. The quantitative data were the students' needs and the experts' assessments which were collected by using questionnaires. The data were then analyzed in the form of percentage and mean. The qualitative data were the experts' opinions about the developed materials. The research was aimed to develop three units of English learning materials for eleventh grade students of the Animation Program. There were 2023 tasks that were organized into Warming-up, Main activities, Evaluation, Reflection, Summary, and Glossary.

The third, a study from University of Yogyakarta, conducted by Parwaka Budi Kusuma (2013). The objective of this research was designing an English speaking material for the second grade students of automotive engineering in

SMK Sanjaya Ngawen and designing learning activities to improve the speaking skill of automotive engineering students in SMK Sanjaya Ngawen.

Indeed, this chapter already presents related theories to to speaking, English for Specific Purpose, and material development, and also previous research that deal with developing English leaning materials, before this study is drawn in order to find out the target needs, the learning needs, in order to develop appropriate English speaking materials for the grade ten students of Hotel Accomodation study program at Vocational High School.

III. RESEARCH METHODS

In this chapter, there are discussions about the methodological steps which underlie this study. Therefore, the research design, research subject, research setting, research procedure, research instrument, data collection techniques, the validity and reliability of the instruments, and data analysis techniques will be presented further.

3.1. Type of Study

The objective of this research is to design appropriate model of English speaking materials for students of hotel accomodation study program. Therefore, this research is classified as Research and Development since its purpose was to develop a finished product that can be used appropriately in an educational program (Borg, 2003:772).

3.2. Research Setting

The research conducted on December 2016 up to February 2017 at SMK Negeri 1 Sukadana which is located in East Lampung. There are four study programs in this vocational high school: Automotive, bussiness management, computer and network, and hotel accommodation study program.

3.3. Research Subject

The subjects of this research were 30 grade ten students of hotel accommodation study program at SMK Negeri 1 Sukadana.

3.4. Research Procedure

The procedure of this research adapted from materials design procedures proposed by Tomlinson (1998: 247).

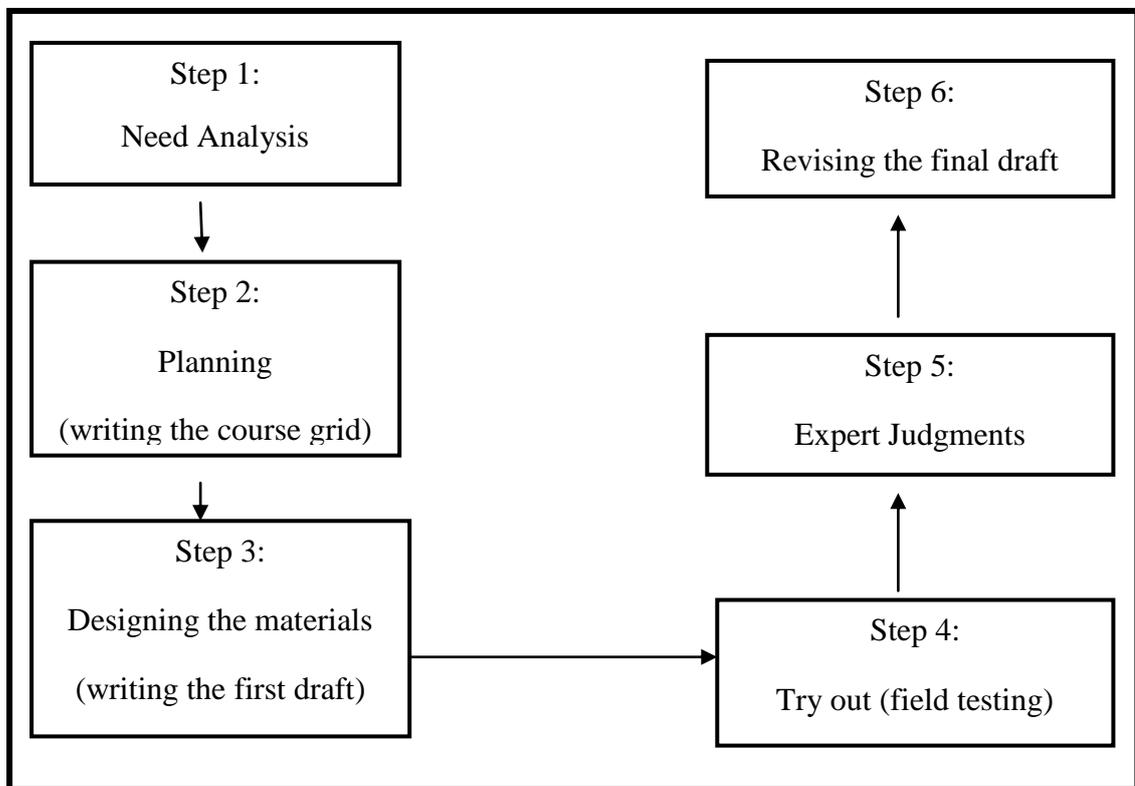


Figure 2: Materials Design Procedures by Tomlinson (1998: 247)

The figure above is the simplified model use in this research. The procedures of the research are described as follows:

1. Needs analysis

Its purpose is to gather the information of learners' needs and learning needs. The data are analysed as the basis of developing English speaking materials for the grade ten students of hotel accommodation study program at SMK Negeri 1 Sukadana.

2. Planning

In this stage, the course grid developed based on the students' needs which are previously assessed through needs assessment questionnaire. There will be also consideration about standards of competence and basic competence which underlay the English teaching at vocational school that focus on the first semester. The course grid consists of topics, unit titles, language functions, input text, language focus that covers vocabulary and grammar, and learning procedure/ activities.

3. Developing the materials

The English materials developed based on the course grid. There will be three units. The materials focus on speaking skill.

4. Try-out

The purpose of this step is to find out whether the developed material is acceptable and useable or not. The data from the try-out will be used and analyzed to revise the materials.

5. Expert Judgements

The materials evaluated by the experts to assess the appropriateness of the materials. The process of assessment was using expert judgement questionnaire. The questionnaire were adapted from the criteria of

materials development proposed by BNSP. The experts was also provided some spaces to write their opinion or suggestion.

6. Revising

The results of the expert judgment questionnaire and the observation during the try-out were analysed and used to revise the first draft of the materials. The revisions were based on some categories such as the content, the language, the presentation, and the layout. After being revised, the materials are considered as appropriate English speaking materials for the grade ten students of hotel accommodation study program at SMK Negeri 1 Sukadana.

3.5. Data Collecting Techniques

In this study, the data were collected through questionnaires and interview. Firstly, the needs analysis questionnaire was used to gather the data of the target and learning needs in English. The learners were asked to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. The teacher were also interviewed to support the data from the questionnaire. Secondly, opinions and suggestions from the experts were asked through the expert judgements questionnaire to find the appropriateness of the designed materials. The expert judgements questionnaires used a Likert scale to collect the data. Thirdly, observation that focused on the students' response and achievement during and after being taught using developed material. The last, the students' and teacher's

questionnaires focused on their response toward the developed materials. Those were used as a guideline to revise the materials.

3.6. Research Instruments

In collecting the data, questionnaires were distributed to the students, teacher, and materials experts. There were four types of questionnaires used in this research. Those are the needs analysis questionnaire, expert judgement questionnaire, students' judgment questionnaire, and English teacher's questionnaire. The need analysis questionnaire were distributed to find out the target needs and the learning needs of the students at SMK Negeri 1 Sukadana. The expert judgement questionnaire was proposed to the materials expert to know his opinion about the materials. The students' and English teacher's judgment questionnaires were distributed to find out the students' and also the teacher's response toward the developed materials.

a) Needs Analysis Questionnaire

The purpose of this questionnaire is to find out the target needs and the learning needs. In developing the needs analysis questionnaire, this study referred to the theory of needs assessment proposed by Hutchinson and Waters (1987), Nunan (2004), and Tomlinson (1998) in Kusuma (2013).

Table 2: The Organization of the Needs Analysis Questionnaire

Aspect		References
Target needs	Number 22, 25	Neccessities Hutchinson and Waters (1987)
	23	Lacks Hutchinson and Waters (1987)
	24	Wants Hutchinson and Waters (1987)
	21	Goal Nunan (2004)
Learning needs	1, 2	Input Nunan (2004)
	3, 4, 5	Activity Nunan (2004)
	9, 10	Setting Nunan (2004), Hutchinson and Waters (1987)
	8	Learners' role Nunan (2004)
	7	Teachers' role Nunan (2004)
General opinion and views about learning material	11, 12, 13	Variety of learning activities Tomlinson (1998)
	6, 14, 15, 16, 17	Presentation of the material Tomlinson (1998)
	18, 19	Content of the material Tomlinson (1998)

b) Interview Guide

The interview guide was used to gather information from the teacher about students' conditions. The information was used to support the results of needs analysis questionnaire which was distributed to the students.

c) Expert Judgement Questionnaire

The expert judgement questionnaire was distributed to the experts after the first draft materials were developed. This involved only one material expert. The material expert involved in this research is Hery Yufrizal, Ph.D., an English Education Department lecturer in University of Lampung. The purpose of this questionnaire is to find out the experts' opinions and suggestions towards the materials. The result of this questionnaire was used to evaluate the first draft of the materials.

Table 3: The Organization of the Expert Judgement Questionnaire

No	The purpose of the questions	References
1	To find out the appropriateness of the content in the materials	BNSP
2	To find out the appropriateness of the language in the materials	BNSP
3	To find out the appropriateness of the methodology in the materials	BNSP
4	To find out the appropriateness of the layout of the materials	BNSP

d) Students' Judgement on Developed Materials Questionnaire.

Students' judgement on developed materials questionnaire was distributed to the students after the materials had been tried out. The purpose of this questionnaire is to find out the students' response toward the developed materials.

Table 4: The Organization of the Students' Judgement on Developed Materials Questionnaire

No	The purpose of the questions	Number	References
1.	Goals, Content, and Sequencing	1, 2, 3, 4, 5, 6, 7	Nation (2010:167)
2.	Format and Presentation	8, 9, 10, 11, 12, 13, 14	Nation (2010:167)
3.	Monitoring and Assessment	15	Nation (2010:167)

e) English Teacher's Judgement on Developed Materials Questionnaire

English teacher's judgement on developed materials questionnaire was distributed to the teacher after the materials had been tried out. This involved two English teachers of SMKN 1 Sukadana. The purpose of this questionnaire is to find out the teacher's response toward the developed materials. This questionnaire was developed based on the parts of the curriculum design process that are stated by Nation (2010:165)

f) Observation.

The observation was held during the try-out of the material. This observation involved three raters. They are the researcher, an English teacher of SMKN 1 Sukadana, and an English education student. The purpose of this observation is to collect information related to the students' response and students' achievement during and after being taught using the developed materials. From this observation, it would be found whether the students achieved the goal or not. Then, the information would be concluded to find whether the material is effective or not for the students of hotel accommodation study program.

3.7. Validity of The Questionnaires

Validity is the idea that a measurement exactly measures what to measure (Setiyadi, 2006). There are several types of validity such as face validity, content validity, construct validity, and empirical validity (Setiyadi, 2006). Among those types, this research employed construct and content validity since they are two basic types of validity (Hatch, E. & Farhady, H., 1982).

Construct validity is needed for a research instrument which has some indicators in measuring one construct or more (Setiyadi, 2006). Since the purpose of this study was to find out the students' need in learning English, the students' judgment, teachers' judgment, and expert' judgment toward the developed materials, the researcher applied questionnaires dealt with each variables based on the theories and previous researches. The current study used need analysis questionnaire published in Purwaka Budi Kusuma (2013) study, students' judgment questionnaire constructed based on Materials Evaluation proposed by

Nation (2010), teachers' judgment questionnaire constructed based on Part of Curriculum Design Process and Material Evaluation proposed by Nation (2010), expert's judgment questionnaire constructed based on criteria of standard materials proposed by BSNP.

Content validity is related to all of the numbers in a research instrument. The researcher needed to find out all of the indicators in the research instrument and analyzes it to find out whether the instrument has represented the material(s) that would be measured. Since the researcher utilized well-established instruments prepared by the previous research and some theories stated by some experts, the content validity of the instruments are established. Content validity, which refers to the degree to which that instrument measures intended content area, "is not a statistical property; it is a matter of expert judgment" (Vogt, 1999 as cited in Cetinkaya, 2005).

3.8. Reliability of The Questionnaires

Reliability is the consistency of a measurement of a research, or the ability of a measurement to measure the same research subjects in a different time and gives the consistent results (Setiyadi, 2006).

The researcher gained the data by using quantitative description. The researcher analyzed the reliability to find out whether the questionnaires were reliable or not. The questionnaires were considered reliable if they had high reliability. A reliable measurement was one that provided consistent and stable indication of the characteristic. In order to measure the reliability of the questionnaire, the researcher used Cronbach Alpha Formula.

The results of questionnaires were scored based on Likert scale. To measure the consistency items of the questionnaires, the researcher used Cronbach Alpha Coefficient since it is the most common measurement used to measure the consistency among the indicators of the questionnaires. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire will be (Setiyadi, 2006:167). The researcher used SPSS in measuring the reliability of the questionnaire.

The classification of reliability is as follows:

Between 0.800 to 1.00 = Very high reliability

Between 0.600 to 0.800 = High reliability

Between 0.400 to 0.600 = Moderate reliability

Between 0.200 to 0.400 = Low reliability

Between 0.00 to 0.200 = Very low reliability

(Aprilia, 2011)

The researcher administered the questionnaires for the purpose of estimating the students' judgment questionnaire and teachers' judgment questionnaire.

3.9. Data Analysis Technique

3.9.1. Data from Questionnaires

This research was using two kinds of questionnaires, which were analysed differently. The data of needs analysis questionnaire was analysed using percentages. The assessment of the expert's, students', teacher's opinion of the developed materials use Likert Scales. According to Bell in Wardhana (2013),

Likert Scales ask the respondents to indicate strength of agreement or disagreement with a given statement or series of statements on five – or seven point range. The scoring of this data ran from:

1 = SD, if you strongly disagree with the statement

2 = D, if you disagree with the statement

3 = U, if you neither agree nor disagree or doubt about the statement

4 = A, if you agree with the statement

5 = SA, if you strongly agree with the statement

In order to make the data easier to be read, the researcher converted the data into the interval of mean values. Based on the quantitative data conversion proposed by Suharto (2006) in Kusuma (2013) it can be seen in the following table whether the results of the mean value were appropriate or less appropriate.

Table 5: Quantitative Data Conversion (Suharto, 2006)

Scales	Categories		Interval of mean
5	Strongly agree	Strongly appropriate	4.20-5.00
4	Agree	Appropriate	3.40-4.19
3	Neither agree or disagree	Neither appropriate or not appropriate	2.60-3.39
2	Disagree	Not appropriate	1.80-2.59
1	Strongly disagree	Strongly not appropriate	1.00-1.79

3.9.2. Data from Observation

The observation during the try out used checklist. The purpose of this observation was measuring the effectiveness of the developed materials. The indicator of material effectiveness is students' performance in achieving the objective of the materials. In order to make the data easy to be read, the researcher decided to determine the categories in assessing the students' performance.

Table 6: Determining the categories (Qodir, 2012)

Scales	Categories	Interpretation	
1	1%-24%	Low	Strongly not effective
2	25%-49%	Fair	Not effective
3	50%-74%	Sufficient	Effective
4	75%-100%	High	Strongly Effective

3.9.3 Data from Interview

The data obtained from the teacher's interview related to the school's facility and also students' condition in learning English would be recorded and then transcribed. The data were analyzed in four steps. The first step was collecting the data. The second step was data reduction. In this step, the researcher will select limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step was data display. The last step was drawing the conclusions.

Indeed, there are discussions about the methodological steps which underlie this study. They are the research design, research subject, research setting, research procedure, research instrument, data collection techniques, and data analysis techniques.

V. CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections, namely conclusions and suggestions. The conclusions section talks about the summary of the research findings related to the formulation of the problems and objectives of the research. The second is suggestions of particular matters for other researchers. Each section is presented below.

5.1. Conclusions

Based on the findings and discussion, the result of the research can be concluded as follows.

1. The developed materials are appropriate to be used by tenth grade students of hotel accommodation study program at SMKN 1 Sukadana.
2. The developed materials are effective to be used by tenth grade students of hotel accommodation study program at SMKN 1 Sukadana.

5.3. Suggestions

The result of this research is hopefully give contribution for some parties, especially to the English teacher and to the other researchers, as in the following explanation:

1. To English Teachers

English teachers of vocational high schools should try to look for and use English learning materials which appropriate to the needs of the students, especially for speaking. Then, The result of this study is suggested to be used by the teachers to teach tenth grade students of hotel accommodation study program. Then, it is also suggested that when using the developed materials from this research, the teacher should take more consideration in controlling the students in the class because these material contain some games and role-play activities that can make the students become more active during the teaching and learning process.

2. To Other Researcher

Other researchers are expected to be able to develop an English learning material, especially for speaking for other study programs which have the problems with the availability of appropriate English learning materials. They are also expected to find the other characteristics of appropriate learning materials based on the needs of the students, especially in designing English speaking materials. It is suggested to take more attention and consideration in designing the material, anything provided in the material should be contextualized into the field it is intended to. Then, it is also suggested to take more consideration in field testing step, since it will take a longer time, the other reserchers are expected to be able to arrange the time as good as possible to prevent spending too much time in doing the research.

Indeed, this chapter already present the conclusions and suggestions. The conclusions section talks about the summary of the research findings related to the formulation of the problems and objectives of the research and suggestions of particular matters for other researchers.

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