



**DEVELOPING TASK-BASED SPEAKING MATERIALS
FOR SECRETARY STUDENTS**

THESIS

By:
Ayu Fitrianifa
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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2017**



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Presented as One of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Department Faculty of Teacher Training and Education
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CONSULTANTS' APPROVAL

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SUMMARY

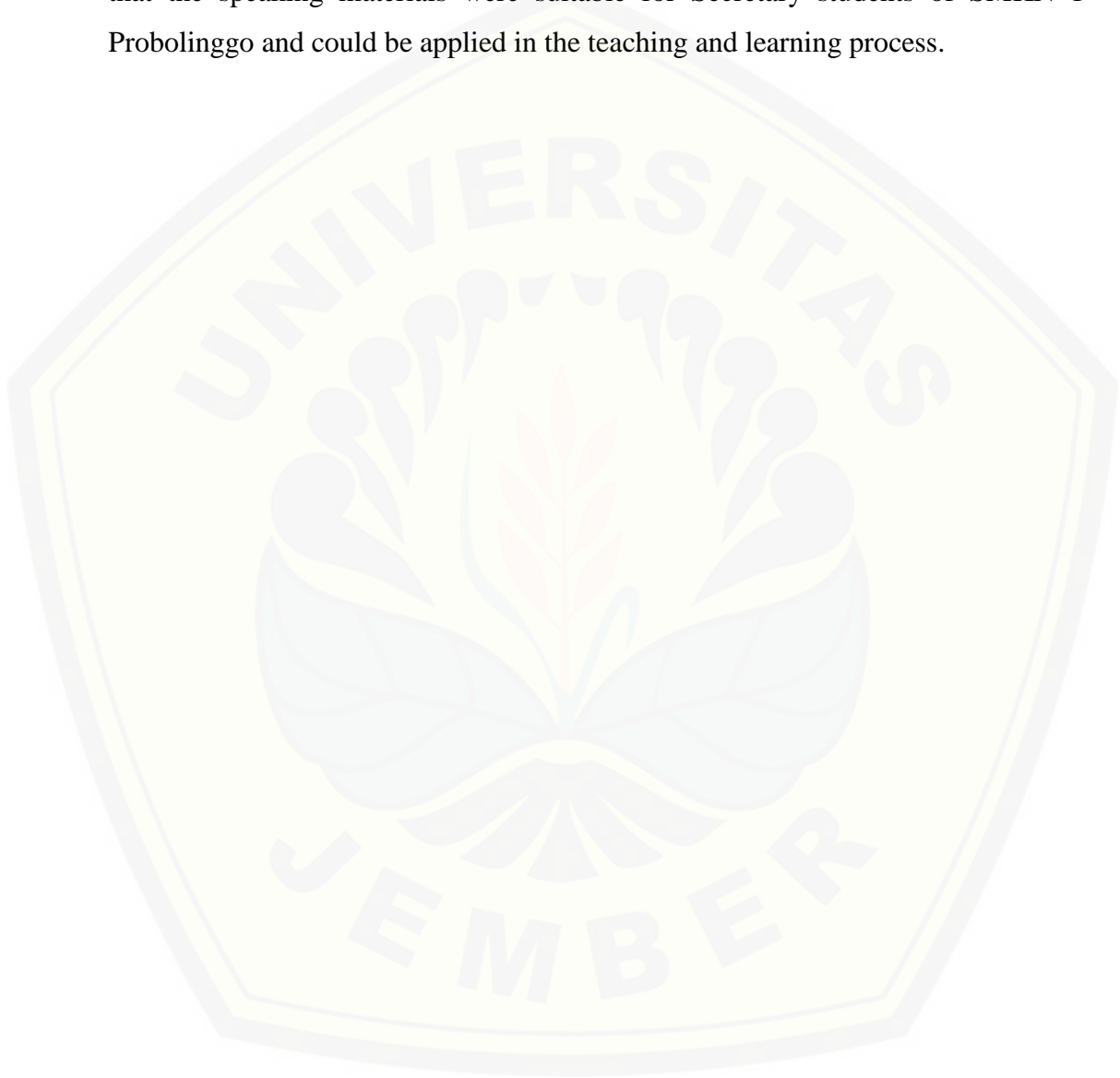
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Ayu Fitriana, 120210401100; 2017; 62 pages; English Education Program,
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English becomes a global language since million people in the world use English as the main language for communication in educational institutions and occupational purposes. In education, English serves as one of the subjects which should be taught to the students starting from junior high school to university. In Indonesia, vocational high schools are divided into several popular majors such as as economics, tourism, secretary, engineering, technology, tourism and fashion industry.

A vocational high school provides a specific qualification to access the labor market. SMKN 1 Probolinggo is one of schools that has secretary major which focuses on preparing the secretary students to be able to apply their skill competence in global industry. This research was intended to develop task-based speaking materials for secretary students of SMKN 1 Probolinggo with the aim to provide speaking materials that will be suitable with the students' work field.

The research steps in designing the material were: (1) identify instructional goal, (2) conduct instructional analysis, (3) analyze learners and context, (4) write performance objective, (5) develop instructional strategy, (6) developing instructional materials (7) design and conduct the formative evaluation of instruction. From the steps, the product of the research appeared to have two topics provided such as making phone calls and reservation hotel. The total of the task were 8 tasks. Each tasks contain some activities could encourage the students to speak and were interesting enough to motivate the students' learning.

In this research, the speaking materials were evaluated by the validators. There are two validators, they are an English teacher of SMKN 1 Probolinggo and a lecturer of English Education Program Jember University. The validators shown a positive attitude towards the product of the research and they both agreed that the speaking materials were suitable for Secretary students of SMKN 1 Probolinggo and could be applied in the teaching and learning process.

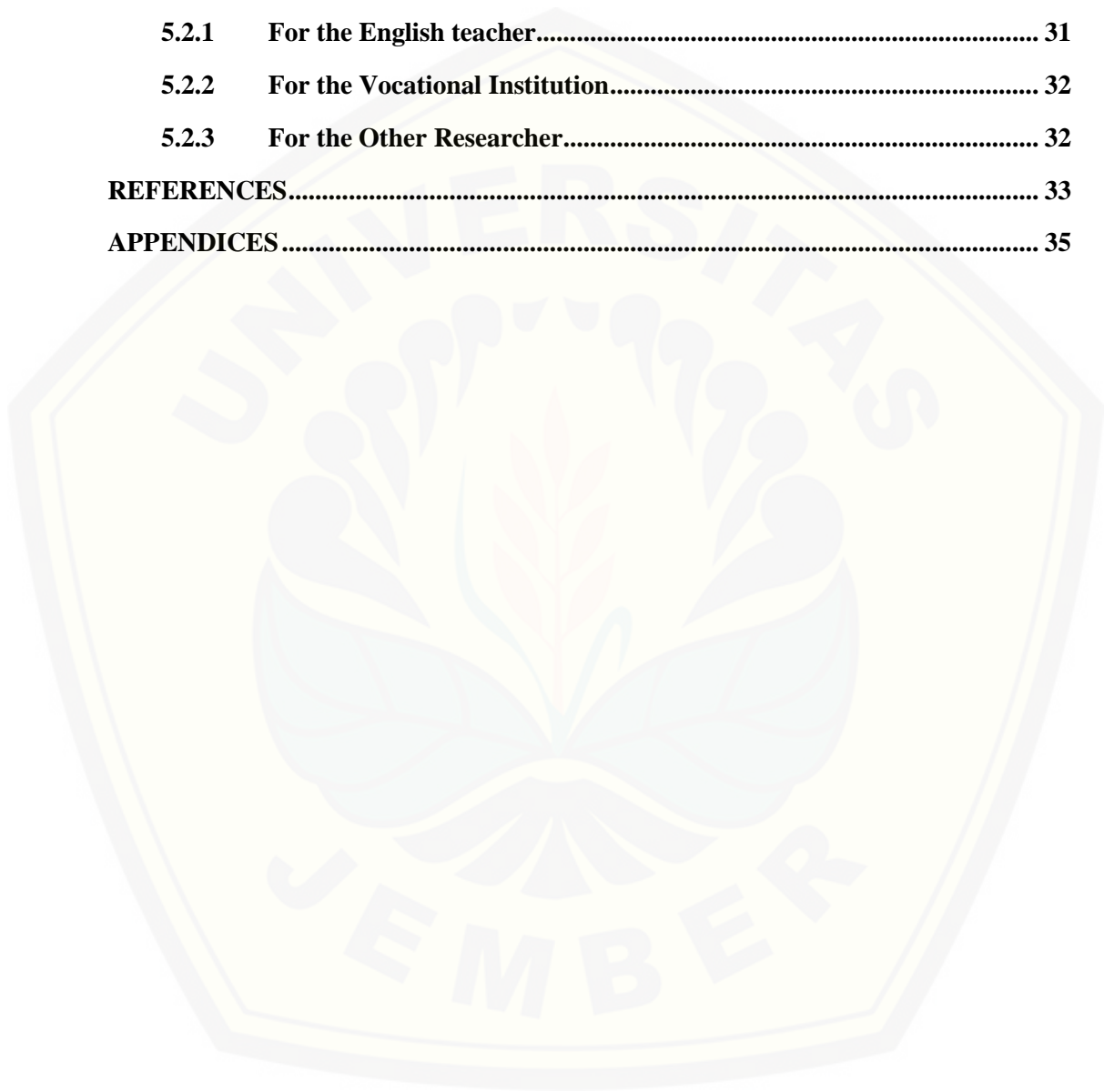


CONTENTS

CONSULTANTS' APPROVAL	iii
EXAMINERS' APPROVAL.....	iv
SUMMARY	v
CONTENTS.....	vii
STATEMENT OF THESIS AUTHENTICITY	x
DEDICATION.....	xi
MOTTO	xii
ACKNOWLEDGEMENT.....	xiii
THE LIST OF TABLES.....	xiv
THE LIST OF FIGURE.....	xv
THE LIST OF APPENDICES	xvi
I. INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problem	4
1.3 Research Objective.....	4
1.4 Research Significant.....	4
1.4.1 For English Teacher at Vocational High School.....	4
1.4.2 For Vocational Students of Secretary	4
1.4.3 For Institutions of Vocational Education.....	5
1.4.4 For Other Researcher	5
REVIEW OF RELATED LITERATURE.....	6
2.1 English for Specific Purpose.....	6
2.1.1 Definition of ESP.....	6
2.1.2 Need Analysis on ESP	7
2.2 Theoretical Framework of Speaking in English Language Teaching.....	7
2.3 Speaking skill	8

2.3	Speaking Skill in SMK	9
2.4	Speaking Material for Secretary Students.....	11
2.5	Task Based Language Teaching	11
2.6	Steps in Designing Materials	15
RESEARCH METHOD		17
3.1	Research Design	17
3.2	Research Procedures	17
3.4	Area Determination Method	18
3.5	Research Participants	18
3.6	Documentation	18
3.7	Instrument and Data Collection Method	19
3.8	Data Analysis Method	19
3.9	Operational Definitions	19
IV. FINDINGS, ANALYSIS AND DISCUSSION		21
4.1	Research Findings	21
4.1.1	Identify Instructional Goal.....	21
4.1.2	Conduct Instructional Analysis	21
4.1.3	Analyze Learners and Context	26
4.1.4	Write Performance Objective	26
4.1.5	Develop Instructional Strategy	27
4.1.6	Develop Instructional Material.....	27
4.1.7	Design and Conduct Formative Evaluation.....	28
4.1.8	Revising the Instructional Materials and Summative Evaluation.....	28

CONCLUSIONS AND SUGGESTIONS.....	31
5.1 Conclusions.....	31
5.2 Suggestions.....	31
5.2.1 For the English teacher.....	31
5.2.2 For the Vocational Institution.....	32
5.2.3 For the Other Researcher.....	32
REFERENCES.....	33
APPENDICES.....	35



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledge and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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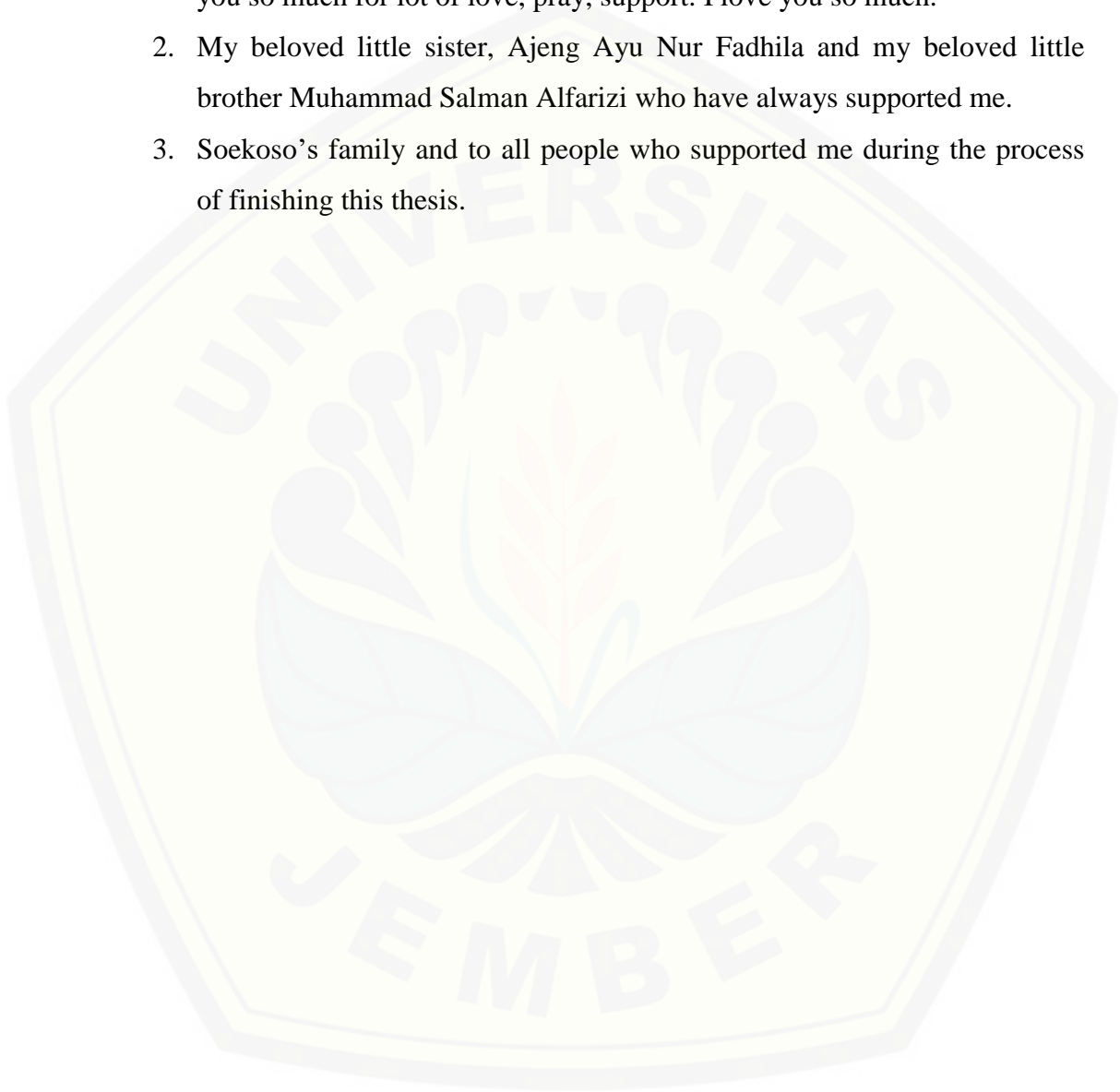
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DEDICATION

I dedicate this thesis to:

1. My beloved mother Julaipa and my beloved father Agus Sudarto. Thank you so much for lot of love, pray, support. I love you so much.
2. My beloved little sister, Ajeng Ayu Nur Fadhila and my beloved little brother Muhammad Salman Alfarizi who have always supported me.
3. Soekoso's family and to all people who supported me during the process of finishing this thesis.



MOTTO

Not once did Allah say 'worry about it' or 'stress over it'

He said: put your trust in Allah.

*(Surah Al-Imran/ verse 159) *)*



*) (n.d). Retrieved August, 22, 2017.

<https://i.pinimg.com/736x/86/d2/1f/86d21fc2fef1c33c6251155a0246427e--quran-quotes-quran-verses.jpg>

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Firstly, Alhamdulillahirobil’aalamin. Praise to Allah SWT, who has given me his guidance and blessing. Therefore, I could finish my thesis entitled “Developing Task-Based Speaking Materials For Secretary Students”.

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

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5. The lecturers of the English Education Program for their guidance during the process of study in the Faculty of Teacher Training and Education Jember University.
6. The Principal of SMKN 1 Probolinggo, the Staffs, the English teacher, Prast Ismanto, S.Pd., and grade XI AP 2 Secretary Students for their cooperation and participation during the research.
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Finally, I realize that my thesis is far from being perfect. Therefore any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis will give some contribution to the improvement of the English teaching and learning.

Jember, August 2017

Ayu Fitrianifa

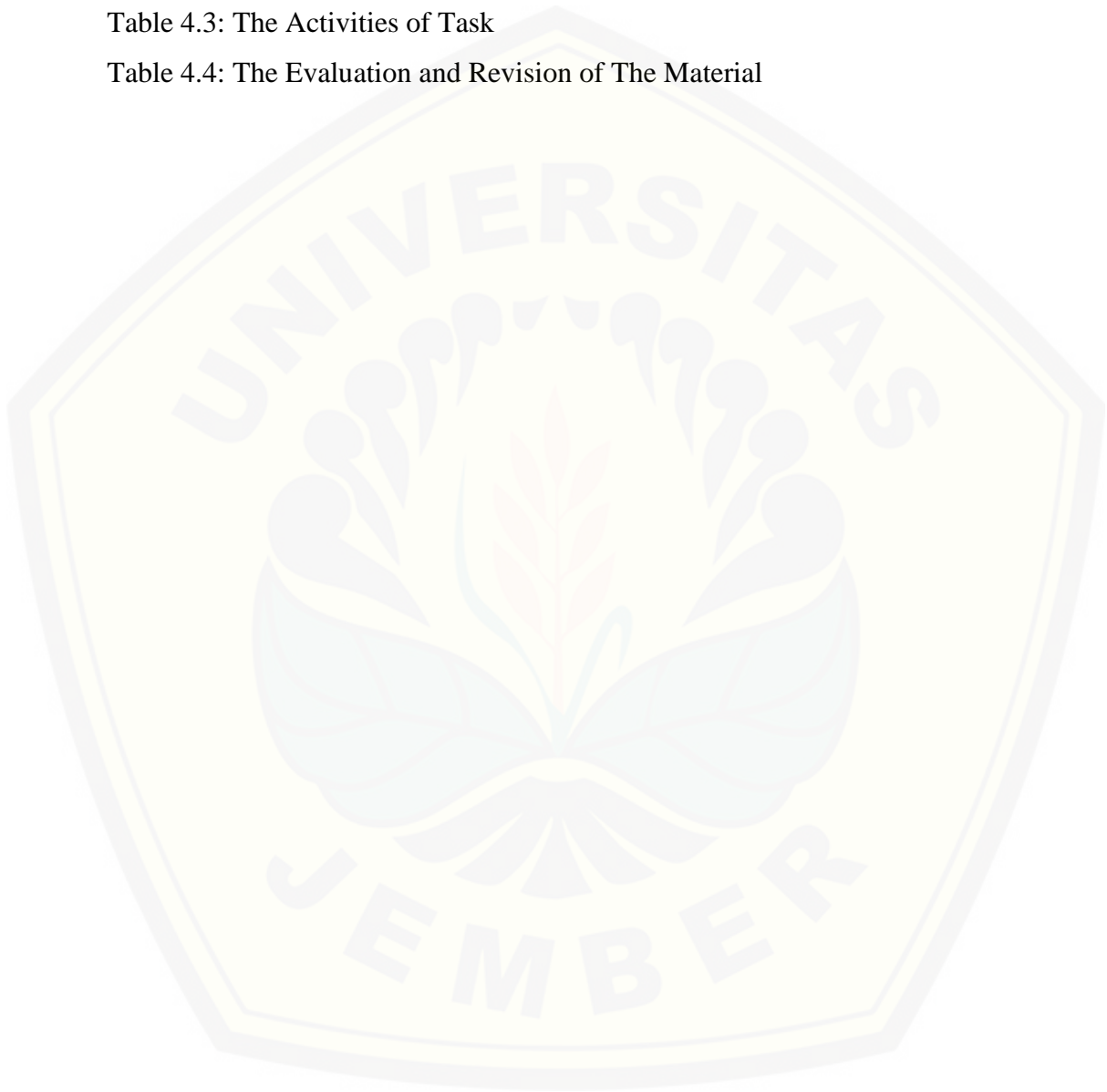
THE LIST OF TABLES

Table 4.1: The Result of The Students' Need Analysis Questionnaire

Table 4.2: Topics and Basic Competence

Table 4.3: The Activities of Task

Table 4.4: The Evaluation and Revision of The Material



THE LIST OF FIGURE

Figure 2.1: The Researcher's Instructional Design, (Dick and Carey, 1990).



THE LIST OF APPENDICES

Appendix A. Research Matrix

Appendix B. The Records of Students Needs Analysis

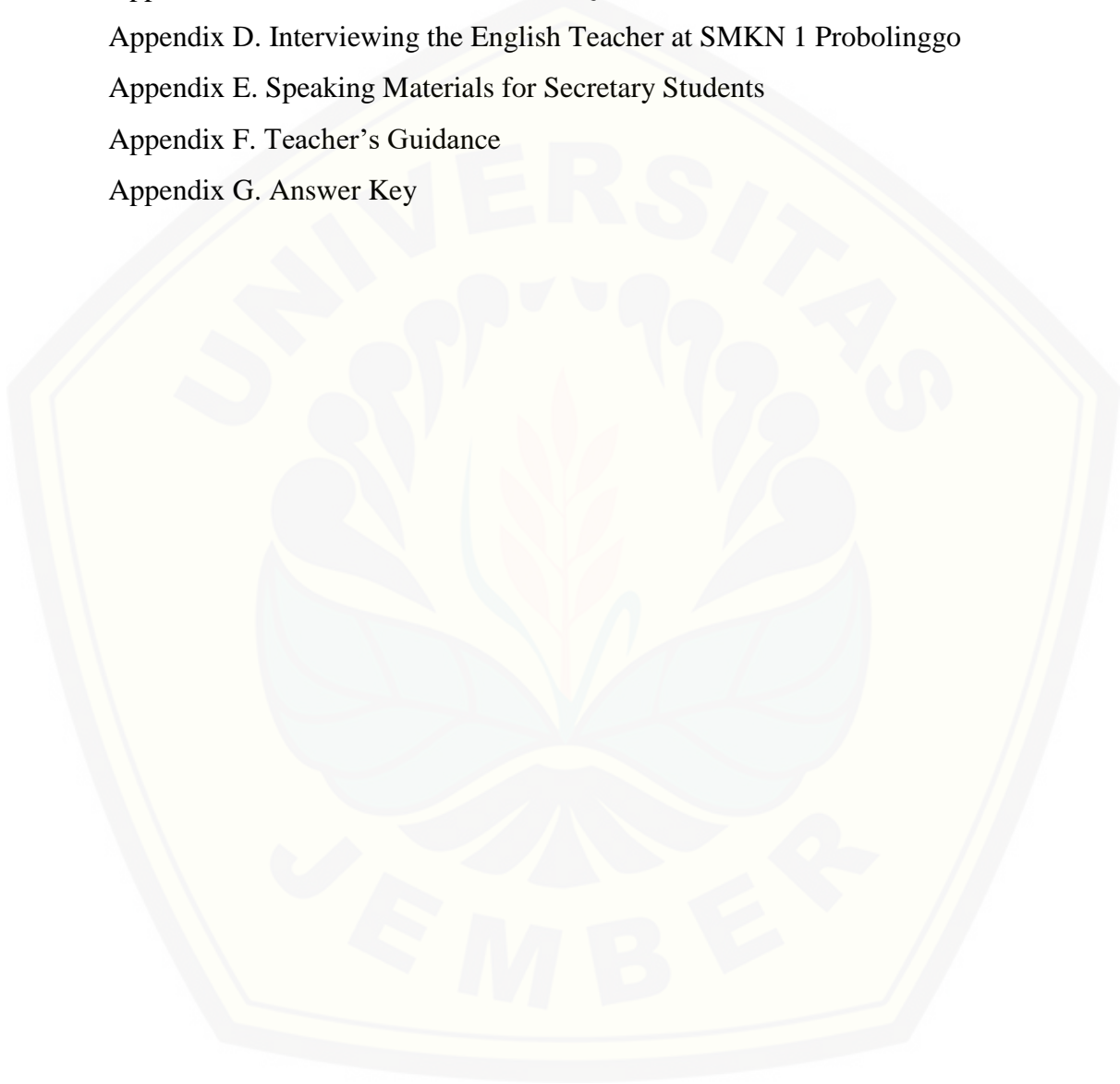
Appendix C. The Result of Validator's Questionnaire

Appendix D. Interviewing the English Teacher at SMKN 1 Probolinggo

Appendix E. Speaking Materials for Secretary Students

Appendix F. Teacher's Guidance

Appendix G. Answer Key



I. INTRODUCTION

This chapter presents the introduction of the research. It is divided into five aspects consisting of background of the research, problem of the research, objective of the research, significance of the research and limitation of the problem.

1.1 Research Background

English becomes a global language since million people in the world use English as the main language for communication in educational institutions and occupational purposes. In education, English serves as one of the subjects which should be taught to the students starting from junior high school to university. In Indonesia, vocational high schools are divided into several popular majors such as as economics, tourism, secretary, engineering, technology, tourism and fashion industry.

A vocational high school provides a specific qualification to acces the labor market. SMKN 1 Probolinggo is one of schools that has secretary major which focuses on preparing the secretary students to be able to apply their skill competence in global industry. The students are expected to be able to use English as communication at work place which requires speaking in many activities. Thus, speaking becomes one of the important skills that should be mastered by the secretary students in order to have sufficient communication ability to support their job in the real life situation and survive in global industry. In order to produce proficient secretary who can communicate in English, SMKN 1 Probolinggo requires the students to pass an examination which consists of *making phone calls using 2 languages (Indonesian and English)* and the others skills about *writing memo, writing letter, managing boss schedule, accounting, looking and giving report an information from the internet and making reservation*. In other words, the learners must be active fulfill those expertises in order to good have speaking skill in *making phone calls* because making phone calls is one of the topic that will be examined in practice exam.

Based on the interview that had been conducted during preliminary study, the students' learning motivation was low. The observation showed that students did not put much attention to the teaching-learning process. The students seldom respond on the teacher question and they also do not show their enthusiasm in learning English especially speaking. The other problem is the lack of motivation to practice the second language in daily conversation, so that the students were too shy and afraid to take part in speaking practice. Motivation is probably the most important factor that educators can target in order to improve learning (Olson, 1997). Motivation comes from the learners environment such as teacher, their parents, their friends, and social environment. Besides the environment, the content of the task is one of important things in improving the students' motivation. According to Manzo (Technology and information from the Internet such as Facebook, Twitter, YouTube, and phone apps,2010): Students love the Internet, so it is better for the teacher to give them examples, pictures, videos, or demonstrations of topics from Internet sites that are interesting to them. Most importantly, it can influence the students to be serious and make them be interested in learning subject. These valuable materials as the product at this research were expected to be answer of the teacher's problem on the limited and uninteresting material in speaking skill.

SMKN 1 Probolinggo uses curriculum 2013. In curriculum 2013, SMK and SMA use the same curriculum. Therefore, the English book used by the teacher in SMK is the same as that used in SMA. The school only provides government's textbook as the main source. The weaknesses of the learning source is the material is not suitable as it does not cover the students' need. It was found that the book consists of unrelated material to SMK students of secretary major. In addition, the book used entitled "Bahasa Inggris" *Kemendikbud* does not provide speaking material which consequently makes the lack of speaking activity. Mostly, the materials are used to teach reading, writing and listening. Since the material in speaking is limited, the teacher usually teach speaking by asking the students to do presentation about certain topic. With the limited materials provided, it makes

the teacher has limited chance to teach speaking and give enough time for the students to be exposed to English speaking activity.

Related to the materials for the teaching and learning process, as explained before, the teacher only uses textbook for teaching in every meeting. The amount of that book is limited. The other problem is that the teacher seldom develops material to support the teaching and learning process, especially speaking. Besides that, the content of textbook is too general, not specified based on learning needs of the students of secretary, so it will resist the students in practicing and developing their speaking skill.

However, the school still holds a speaking examination for the secretary students at the end of the year. The school especially invites professional secretaries from “Ikatan Sekretaris Cabang Surabaya dan Malang” as the examiners. All the skills are tested in this practice exam especially for speaking. In speaking skill, the students have to make phone calls in 2 languages (English and Indonesian).

In order to equip the students to be able to speak English and pass the exam practice, the writer was interested in developing speaking materials for secretary students of SMKN 1 Probolinggo by using Task-based Language Teaching. Nunan (1990:10) defines task as a piece of classroom work which involves learners in comprehending, producing, interacting in the target language while their attention is principally focused on meaning rather than form. According to Richard and Rodgers (2001), task-based language teaching is an approach which uses tasks as the core unit of planning and instruction in language teaching. Task-based Language Teaching was chosen because with the task, it could help the students by placing them in a situation like in the real life and it can bring teaching from abstract knowledge to real world application.

The development material research had been done by Fransisca Tri Wardhani (2015) to present appropriate speaking materials using Task- based language teaching for the tenth grade students of Agricultural Product Processing Technique Program of *SMKN 1 Nanggulan*. The research about speaking for secretary students has not been conducted. Because the lack of reference of

development material research in secretary major, so the researcher is interested to conduct a study entitled “Developing Task-based Speaking Materials for Secretary Students”.

1.2 Research Problem

Based on the research background above, there was a problem that concern in this research. The problem was “How are the speaking materials for secretary students developed by using Task-based Language Teaching?”

1.3 Research Objective

Based on the research problem above, this research was intended to develop task-based speaking materials for secretary students of vocational high school especially for second grade.

1.4 Research Significant

The finding of this research was expected to be helpful and could be used as a reference for English teacher, vocational students of secretary, institutions of vocational education, and other researchers.

1.4.1 For English Teacher at Vocational High School

The finding of this research could be used as a supplementary English speaking materials in SMK which does not have enough English speaking material.

1.4.2 For Vocational Students of Secretary

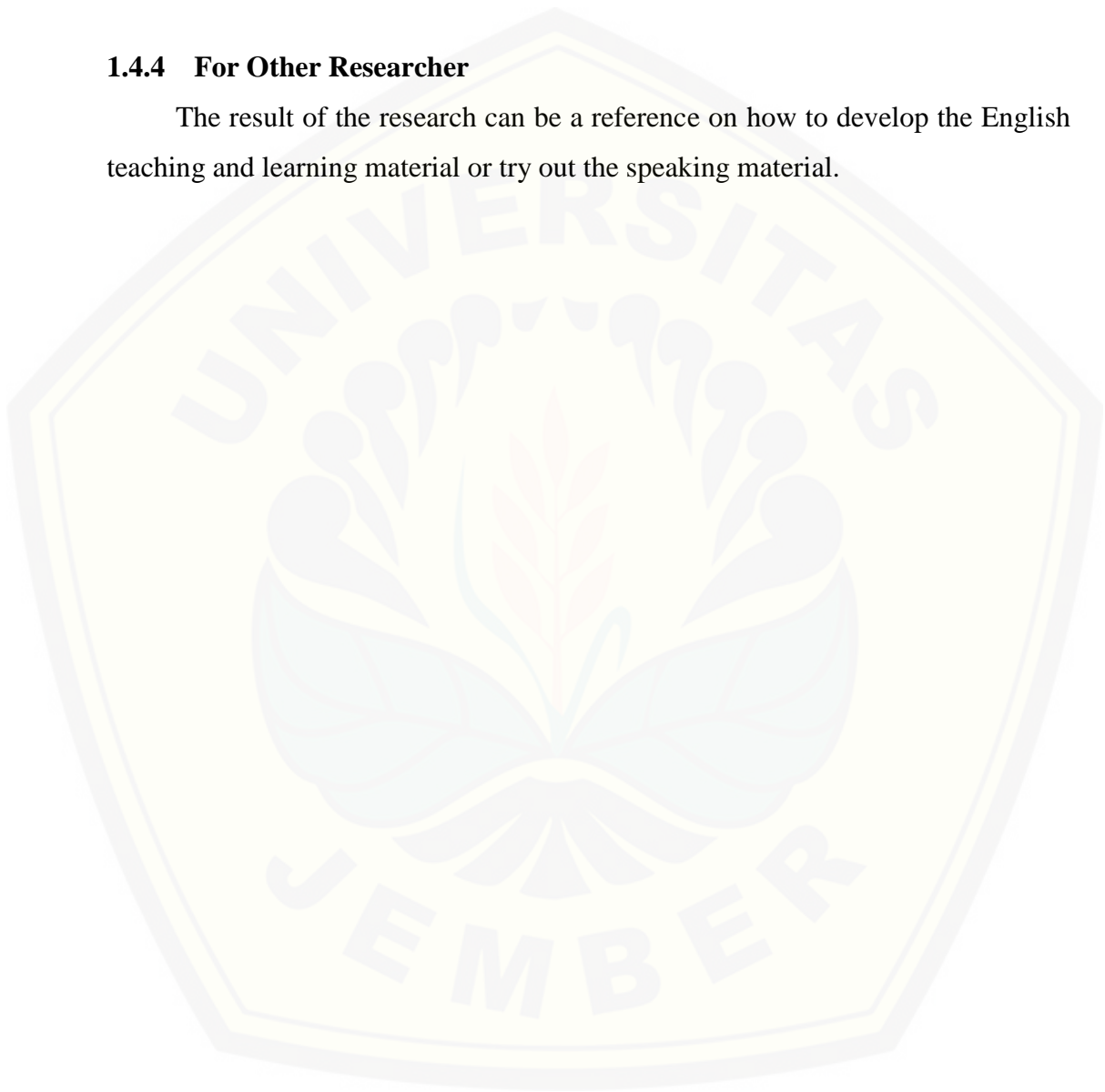
The finding of this research could increase the students English skill especially in speaking and help them to be able to practice speaking English so that they can improve their speaking.

1.4.3 For Institutions of Vocational Education

The finding of this research can be used as a reference in designing a material for Vocational School of Secretary especially SMKN 1 Probolinggo.

1.4.4 For Other Researcher

The result of the research can be a reference on how to develop the English teaching and learning material or try out the speaking material.



II. REVIEW OF RELATED LITERATURE

This chapter reviews some theories related to the topic of the present research. There are several points on the development of the ESP speaking materials related to ESP teaching that will be discussed. They are an overview of English for Specific Purpose, theoretical framework, speaking skill, developing the ESP speaking materials, speaking materials for *Secretary* students, Task-based Language Teaching.

2.1 English for Specific Purpose

In English for specific purpose, there are two points to be discussed. They are definition of ESP and need analysis of ESP.

2.1.1 Definition of ESP

English for Specific Purpose (ESP) is defined as “a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners” (Richards and Schmidt as cited in Jesus Garcia Laborda and Mary Frances Litzer, 2015). ESP prepares the learners to use English in academic (students of different fields), occupation (people of different profession such as doctors, engineers and nurses), or workplace (technicians for example). ESP has often contrary to English for General Purposes (EGP), and it includes many terms as follows: English for Academic Purposes (EAP), English for Occupational Purpose (EOP), English for Medical Purposes (EMP), English for Business Purposes (EBP), English for Economics, English for Technicians, English for Secretary, and so on (Hutchinson and Waters (1987))

According to Hutchinson and Waters (1987), ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning. They also argue that ESP is a course based on a need analysis. Analysing the specific needs of the learners is an important starting point in ESP course design. It will help to select and prioritize what the learners need.

2.1.2 Need Analysis on ESP

Before conducting a course design, needs analysis is needed in ESP in order to specify why the learners need to learn English. There are two kinds of needs in ESP, according to Hutchinson and Waters (1987: 54): the first is target needs. Target needs belong 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 are the type of needs that is determined by the demands of the target situation, and necessities are what learners need to know so as to function effectively in the target environment. Lacks are type of needs where the ESP practitioners need to investigate what the learners already know, so that the ESP practitioners can decide which necessities the This term belongs to what the learners' need from an ESP course. Here, before starts designing an ESP course, teachers and material developers have to know what are needed by the learners from joining an ESP course.

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 Theoretical Framework of Speaking in English Language Teaching

This part discusses the correlation between the theories and the study. In developing speaking materials that provide the opportunities to speak, the researcher has to understand the principle of speaking and task-based language teaching. The researcher will combine the speaking activities that are proposed by Brown (2003) with the task-based language teaching by Nunan (1990). However, the researcher will not use all of Brown's activities. The speaking activities used in this study is responsive type. Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

The speaking activities will be combined together with component of a task is proposed by Nunan. The components are goals, input, activities, teacher role, students role and settings.

In developing materials, this study adapts Dick and Carey instructional design model. The researcher here will not use all of steps of Dick and Carey instructional design model. The steps that the reseracher uses are (1) identify instructional goal, (2) conduct instructional analysis, (3) analyze learners and context, (4) write performance objective, (5) develop instructional strategy, (6) developing instructional materials (7) design and conduct the formative evaluation of instruction.

2.3 Speaking skill

For many students, speaking is one of the most difficult skills. According to Brown and Yule (1999:25), learning to talk in foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the students. Sometimes the teacher finds difficulties in teaching speaking, and for some students, learning a foreign language might be really difficult, let alone learn to talk in foreign language.

Dianing (2007) explains that there are two main problems that make it difficult for Indonesian students to speak English. The first one is that the environment (outside classroom) does not support students to speak English frequently. People may think that the students just want to show off when they speak English for daily conversation. The response that students makes them lose their self confidence to improve their speaking. The second is the problem with grammar. There are singular and plural forms that the students have to distinguish and still many forms that they have to learn. If the students do not master grammar, they will not be able to produce grammatically correct sentences. The students feel embarrassed when they want to produce English sentences orally because they realize that their grammar is very weak.

2.3 Speaking Skill in SMK

There are four skills in the English teaching and learning process, namely speaking, writing, reading and listening. Speaking, as one of the skills that should be learned by the students, it is very important because it can support the other skills. In addition, speaking is the basic thing for human communication. Speaking is one of the four language skills that belong to productive skill of our daily activities. In our daily activity, most of us speak to communicate to each other. Through speaking, people can use language to communicate such as asking and answering question, doing conversation and expressing their feeling.

The curriculum says that SMK is an institution which prepare the students to be ready to enter job directly through education and training which are based on their competences. Therefore, it does not only improve their productivity but also increase the competitiveness of employment in global market. According to the curriculum, English is an international language for business, science, technology, etc. SMK graduates should be able to use English for communication. Based on the above statement, English teaching in SMK must focus on communicative competence. Vocational school graduates especially *Secretary* students are expected to be able to express their sights and possess professional skills in order to compete in the industrial global market. It makes that speaking skill is the primary skill to develop because the main job of secretary is mostly in the form and oral communication.

Brown (2003:141) describes five categories of speaking skill area. Those six categories are as follows:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance. The important thing here is focuses on pronunciation.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Wallace (1978:98) states that oral practice (speaking) becomes meaningful to students when they have to pay attention what on they are saying. Thus, the students can learn better in how to require the ability to express their ideas fluently with vocabularies and good pronunciation. Speaking a foreign language is one of the challenging activities to enter the global era. On the other hand, speaking can be called as oral communication and speaking is one of the skills in English learning. This becomes one important subject that teacher should given.

That is why the teachers have big challenge to enable their students to master English well, especially speaking English both in the class and out of the class.

Of the five types of speaking skill, the researcher focuses on responsive type. This is because the ESP speaking materials is designed for second year vocational students of secretary because their primary aim of speaking is to support their communication related to their need to practice exam.

2.4 Speaking Material for Secretary Students

According to some books the writer has read, the speaking materials for secretary students are as follows:

- A. English for Secretary (Haramaya University)
 1. Greetings
 2. Welcoming visitors reception
 3. Giving directions to visitor
 4. Telephone calls
 5. Explaining problems and apologising
- B. Win the Day for SMK Third Edition (2011)
 1. Making arrangements
 2. Making reservation
 3. Expressing and handling complains
 4. Expressing confirmation
- C. Successful English for Business (2007)
 1. Making appointments
 2. Making reservation
 3. Handling complains

Those books were used as references in making appropriate speaking materials based on students needs from need analysis. The researcher will be reviewed those books in designing speaking materials for secretary students.

2.5 Task Based Language Teaching

The core concept of Task-based Language Teaching (TBLT) is the task. The task a central component of TBLT in language classroom because it provides

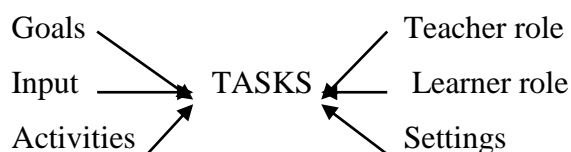
a context than the activities learning process. Long (1985) introduces the concept of task are follows : task is a piece of work undertaken for one self or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an arline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a check, finding a street definition and helping someone cross the road.

According to Willis (2003), a task is an activity where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome. Task-based learning is a different strategy to teach languages. It can help the students by placing them in a situation like in the real world. Task-based learning as an overall approach, the importance of organizing a course around communicative tasks that learners need to engage in outside the classroom (Brown, 2001: 242). It is important to remember that TBLT is an approach rather than a method. There are several advantages of TBLT :

1. Task based learning is useful for moving the focus of the learning process from the teacher to the student.
2. It gives the student a different way of understanding language as a tool instead of as a specific goal.
3. It can bring teaching from abstract knowledge to real world application.
4. A task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the students needs.

Before designing a task or a learning material, it is important for a teacher or a material developer to know the components of a task. The component of a task is proposed by Nunan (1990: 48) as shown in a chart below:

The component of a task (Nunan: 1990):



a. Goals

Goals are the vague general intentions behind any given learning task. They provide a point of contact between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior.

b. Input

Input refers to the data that form the point of departure for the task. Input for communicative tasks can be derived from a wide range of sources. The sources of an input can be taken from articles for pictures stories, hotel brochures, newspapers, magazines, and journals, radio and television scripts, news stories and reports, research reports, short stories, press releases, and so on.

c. Activities

Activities specify what learners will actually do with the input which forms the point of departure for the learning task. There are three principal learning activities; those are information – gap activity; that is an activity of transferring given information from one person to another, or from one form to another, or from one place to another. The next is reasoning – gap activity, which is an activity of deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. and the last is opinion – gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

d. Teacher and Students' Role

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 1990: 79). In order to make the students more active in the classroom, teacher may use any activities which encourage the students about the nature of language and ways to learn. It is more effective than asking the students to memorizing and manipulating the language.

e. Setting

Settings refer to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside in the classroom. Related to the setting, there are two different aspects of the learning situation. The first is mode, which refers to whether the learner is operating on an individual or group basis. The second is environment, which refers to where the learning actually takes place. Considering those two different aspects of the learning situation, the tasks should have three particular benefits below:

1. They provide learners with opportunities for genuine interactions which have a real – life point to them,
2. Learners can adopt communicative roles which bypass the teachers as intermediary.
3. They can change the in – class role relationship between teacher and pupils. (Strevens (1987:171) in Nunan (1990:93))

Those are the components of task which should be considered by teachers and material developers. In developing ESP materials, the ESP developer who uses task based must develop materials which could facilitate the learners to study and work with through English. According to their major for example: the learners who are majoring in economics should be given materials about economics. The learners who are majoring in secretary should be given materials about secretary. This developing ESP speaking materials for *Secretary* students,

an approach like TBLT could facilitate ESP designers for designing suitable ESP materials based on the students major by considering the use of task and it is component above.

2.6 Steps in Designing Materials

The steps in this research were designed by following the steps of research and development study, as proposed by Dick and Carey. However, the steps of the study were too long, so the researcher simplifies the step of the study as follows:

1. Identify Instructional Goals

In this first step, the researcher collected the information about students and what they needs from the course. The information was used as the basis of formulating instructional objectives.

2. Conducting Instructional Analysis

The researcher started to identify the specific skills, procedures, and learning tasks which are involved in reaching the goals of instructions.

3. Analyze Learners and Contexts

At this stage, the researcher identified the learners' skills and attitudes, the characteristics of the instructional setting, and the characteristics of the settings in which the new knowledge and skills will be used.

4. Writing Performance Objectives

In this step, the researcher started or the performance objectives based on the standard of competence and basic of competence in SMKN 1 Probolinggo and also based on the result of needs analysis which has been conducted.

5. Develop Instructional Materials

After the performance objectives had been written, the researcher then developed the instructional materials. The materials which were developed were based on the results of needs analysis and curriculum 2013.

6. Conducting Formative Evaluation

In this step, after the instructional material had been developed, the researcher asked the validator to give judgment in order to have the material improved.

7. Revising the Instructional Materials and Summative Evaluation

In this final step, the data from the formative evaluation were summarized and interpreted to identify the appropriateness of the material for the learners. Then, the data from the evaluation would be the basic for writing the final draft, which would be considered as the speaking material for the students of secretary major in SMKN 1 Probolinggo.

The steps of designing materials are described as in Figure 3.1 The Researcher's Instructional Design .

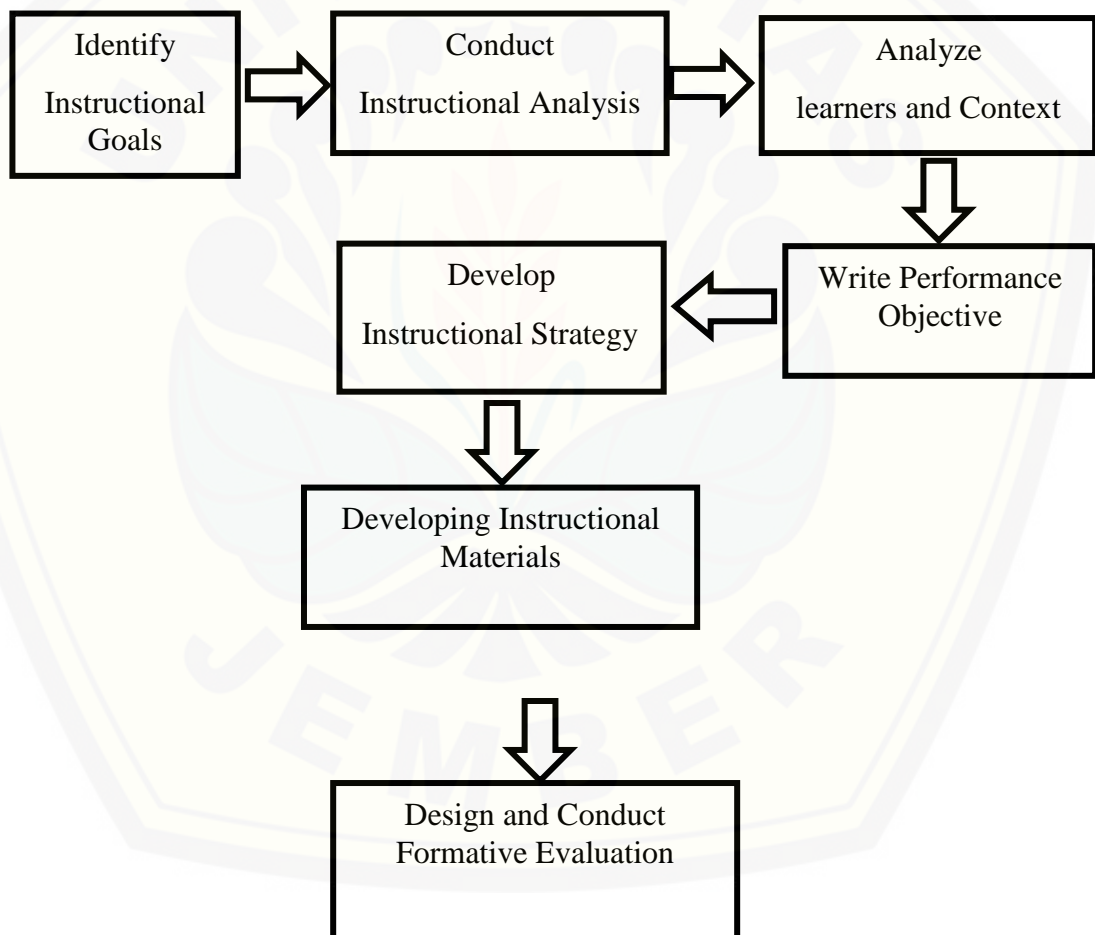


Figure 2.1: The Researcher's Instructional Design, (Dick and Carey, 1990)

III. RESEARCH METHOD

3.1 Research Design

In this research, the writer designed speaking materials for the second grade students of secretary program of SMKN 1 Probolinggo using task-based language teaching. Therefore, this research is categorized as educational research and development. Educational Research and Development is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tasted, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards (Borg and Gall, 1983).

3.2 Research Procedures

There are some steps in conducting the materials development of this research that can be seen as the following:

1. Asking permission to conduct this study
2. Interviewing the English teacher of SMKN 1 Probolinggo on May 16th, 2016
3. Distributing the questionnaires to the students of Secretary program of SMKN 1 Probolinggo to know the students need and the interest in learning English
4. Analyzing the data of needs analysis
5. Developing speaking materials for second grade student of Secretary program of SMKN 1 Probolinggo using task-based language teaching
6. Distributing validator questionnaire to the English teacher and one of lecturers of English department in Jember University to evaluate the materials
7. Analyzing the result of the materials evaluation questionnaire
8. Revising and improving the materials design into the final draft based on the feedback of the validator's questionnaire.

3.4 Area Determination Method

This research was conducted at the SMKN 1 Probolinggo with the following consideration, are follows: first, this school is categorized in *Economics* school which has four majors: *accounting, marketing, secretary and banking*. This research would focus on *Secretary*. There were some reasons why this research would be conducted in this school. First, the writer was a former *Secretary* student of this school, so the writer knew the condition of that school and there was no change until now. Second, this school strongly recommends the students to use English related with their subjects as a secretary, such as *making telephone, making appointment, cancelling appointment and reserving an airline ticket* because those materials were used for the English competency test for the second year students.

3.5 Research Participants

In developing the materials, the students were the important things to be considered. The writer distributed the questionnaire for the second grade of secretary major of SMKN 1 Probolinggo to know the students' needs. The total number of the participants was 31. Besides distributing the questionnaire for the students, an interview was also conducted with the English teacher of SMKN 1 Probolinggo to get information about the students' needs from teacher's view. Thus, the total number participants of the participant were 2. They were one English teacher and one English lecturer. They were as a validators in this developing materials.

3.6 Documentation

The documents used were curriculum and textbook. SMKN 1 Probolinggo used curriculum 2013. In developing the materials for secretary students, the writer used some of textbooks for secretary students to select the topic of the designed the materials. The writer also reviewed the content of textbook that the teacher usually use to teach English for secretary students. By reviewing the content of that book, the writer would know what speaking materials could be designed.

3.7 Instrument and Data Collection Method

According to Ary, et. al. (2002), interview is one of the most widely used methods to gather data on subject's opinion, beliefs and feelings. The researcher interviewed the English teacher of SMKN 1 Probolinggo. The interview was conducted to get additional information about the students' needs. In order to design the appropriate materials, questionnaire was used to get the data about the students' needs. A questionnaire is a printed form of data collection which contains questions or statements for subject to respond (Seliger and Shohamy, 1989). There are two types of questionnaires, structured and unstructured questionnaires (Ary, et. al. 2002). Structured questionnaire contains the question and alternative answers for the students. Unstructured questionnaire does not contain the alternative answers, so they can answer freely. In this research, the researcher used a structured questionnaires. This questionnaire has aim to collect data about the learners' needs and characteristics.

3.8 Data Analysis Method

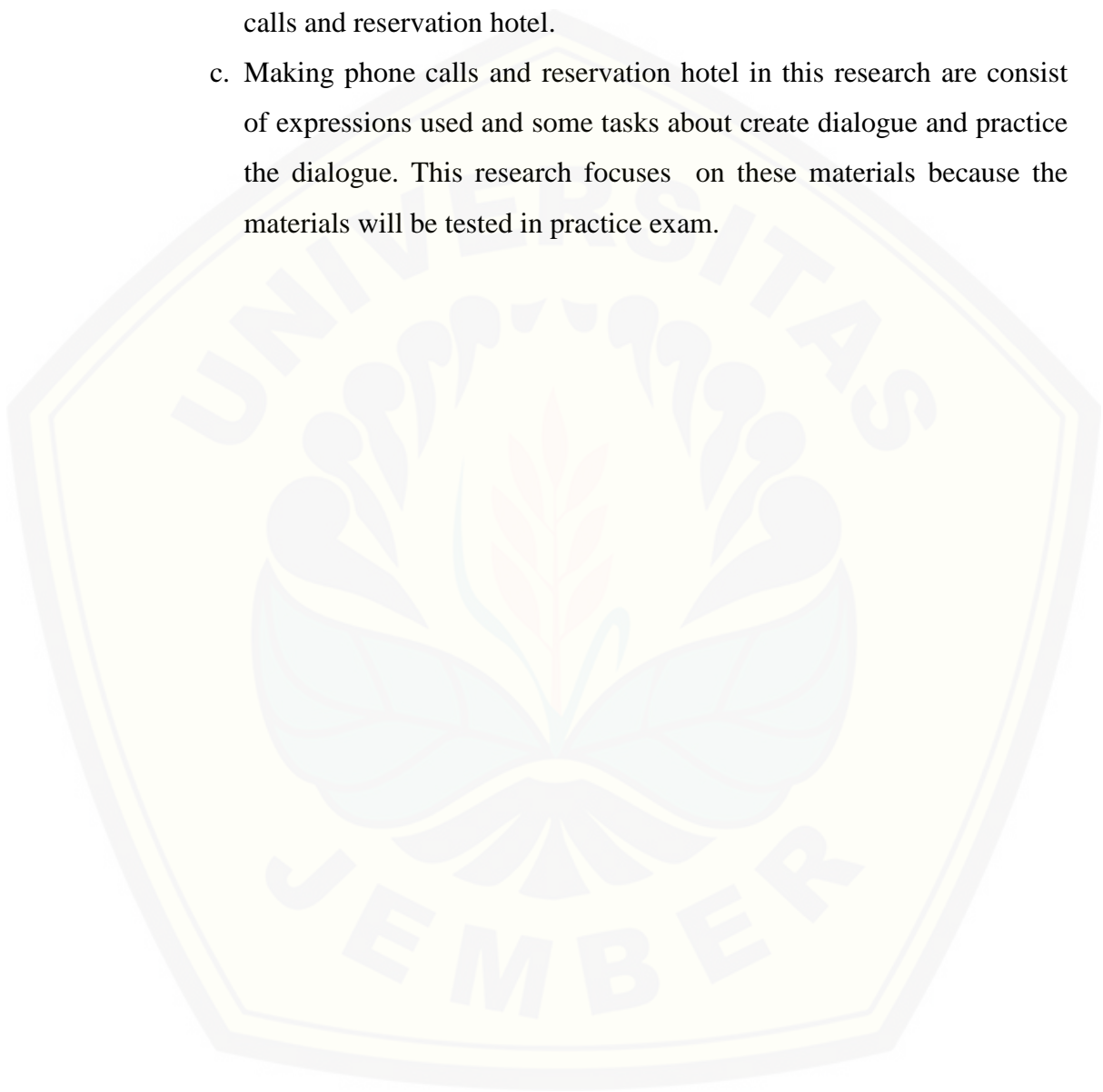
In this research, the main data came from the questionnaires. Therefore, the descriptive qualitative will be employed in the data analysis. The questionnaire would distribute to the students in the form of structured questions. The writer also distributed the questionnaire to the English teacher of SMKN 1 Probolinggo and one of lecturers of English department in Jember University. The likert scale type was used in this questionnaire. The likert scale which ranged from 1 to 4 was adopted from Best (1970). The degrees of agreement were classified as follow: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree.

3.9 Operational Definitions

To avoid misunderstanding between the researcher and the readers, it is suitable to define the following key terms clearly:

- a. ESP speaking material in this research is one that focuses on speaking materials for secretary students of SMKN 1 Probolinggo.

- b. Task based is an approach which uses tasks as the core unit of planning and instruction in language teaching (Richard and Rodgers, 2001). In this research, task-based is used to develop the speaking materials. There are two topics in this research, they are making phone calls and reservation hotel.
- c. Making phone calls and reservation hotel in this research are consist of expressions used and some tasks about create dialogue and practice the dialogue. This research focuses on these materials because the materials will be tested in practice exam.



V. CONCLUSIONS AND SUGGESTIONS

Based on the findings, discussion on Chapter IV, some core points were presented in the conclusion. There are the suggestions for the English teacher, for vocational institutions, for secretary students and other researcher will be presented in this chapter.

5.1 Conclusions

This study was conducted to answer one major problem which was how the materials for secretary is developed. In order to solve the problem, the researcher implemented Dick and Carey's Instructional Design.

The target of this research was the second grade students of secretary in SMKN 1 Probolinggo. From the results of needs analysis, the students' purpose of learning English was to get the job based on their vocational program. Therefore, they need a learning topic which was relevant to their vocational program that is secretary. There were many topics in speaking materials for secretary students, however in this research only covered two topics, they were making phone calls and reservation hotel. The total of the task were 8 tasks.

Based on the result of need analysis, the form of input which was needed to learn speaking was short dialogues. Furthermore, the activities which were needed by the students to learn speaking was role play. The type of role play were needed by the students was scripted role play. Those activities were applied to the English speaking materials which had been written.

5.2 Suggestions

In this part, the writer would like to give some suggestions to the related to this study. The suggestions are presented below.

5.2.1 For the English teacher

The teacher is suggested to implement these speaking materials as a supplementary source in order to encourage the students in learning English. The

teacher also should motivate the students to speak as much as possible by using English during teaching and learning process. The researcher also suggests the teacher to ask the students to practice in front of the classroom to improve their confidence in speaking English.

5.2.2 For the Vocational Institution

The institutions of vocational education want to provide ESP materials which are related to students' in vocational.

5.2.3 For the Other Researcher

Others researchers are expected to be able to develop an English learning material, especially for speaking for secretary students with the others topics. The researcher also suggest to develop an English learning materials for the other study programs which have the problems with the availability of appropriate English learning materials.

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APPENDICES

Appendix A.

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Developing Task-based Speaking Materials for Secretary Students	How are the speaking materials for secretary students developed by using Task-based Language Teaching?	Developing Task-based Speaking Materials for Secretary Students	The steps of Dick and Carey instructional design: <ol style="list-style-type: none"> a. Identify instructional design b. Conduct instructional analysis c. Analyse learners and context d. Write performance objective e. Develop instructional strategy f. Develop instructional material g. Design and conduct formative evaluation of instruction 	1. Validators: <ol style="list-style-type: none"> a. The lecturer of English Education Program Jember University b. The English teacher of SMKN 1 Probolinggo 2. 11 st grade Students of SMKN 1 Probolinggo majoring Secretary program	Research Design: Developmental Research Data Collection Method: <ol style="list-style-type: none"> a. Interview b. Documentation c. Questionnaires Data Analysis Method: Descriptive qualitative

Appendix B.**The Records of Students Needs Analysis**

Respondents : Students of Secretary Major

Research Date : 15 – 18 Desember 2016

The Number of Respondents : 31 Students

NO.	Questions	Students Opinion	Percentage
1.	Do you agree if the ESP speaking materials are taken based on your major?	b. Strongly agree	29%
		d. Agree	70,96%
		e. Disagree	0%
		f. Strongly disagree	0%
2.	Do you agree while making the ESP speaking materials involves vocational teachers in selecting topic/themes?	e. Strongly agree	25,80%
		f. Agree	67,74%
		g. Disagree	6,45%
		h. Strongly disagree	0%
3.	Do you agree if the topic or themes for speaking materials are developed based on vocational major?	e. Strongly agree	41,93%
		f. Agree	54,83%
		g. Disagree	3,22%
		h. Strongly disagree	0%
4.	Why do you learn English especially speaking?	e. Be able to get good score in English subject	6,45%
		f. Be able to pass the national exam	12,9%
		g. Be able to pass the practice exam	6,45%
		h. Others.....	74,19
5.	What are the difficulties that you usually face in learning speaking?	e. Lack of practice in speaking English	54,83%
		f. Lack of vocabulary	22,58%
		g. Lack of self-confidence in speaking English	22,58%
		h. Others.....	0%
6.	Do you think tasks	d. Yes, I do	80,64%

	will help you to improve your speaking skill?	e. No, I don't	19,35%
		f. I do not know	0%
7.	What is type of input that you need to learn speaking?	e. Short dialogue	80,64%
		f. Monologue	0%
		g. Picture	19,23%
		h. Others.....	0%
8.	What kinds of activity that you need improve your speaking skill	d. Role play	100%
		e. Games	0%
		f. Others.....	0%
9.	What type of role play that you need to learn speaking?	c. Scripted role-play	67,74%
		d. Unscripted role-play	32,25%
10.	In your opinion, what is the most effective in doing the exercise?	d. Individually	0%
		e. In group	0%
		f. In pairs	100%
11.	In your opinion, what is the appropriate picture for speaking learning?	e. Photograph	58%
		f. Caricatur picture	31,09%
		g. Illustrator	0%
		h. Others.....	0%
12.	Choose your expected topics that will support your English speaking skill?	e. Making telephone calls	87,09%
		f. Making and cancelling appointment	0%
		g. Making reservation hotel	12,90%
		h. Others.....	0%
13.	What is the difficulty level of the speaking materials which is appropriate?	d. Neither too difficulty nor too easy	100%
		e. Having varieties, from the easiest to the most difficult one	0%
		f. Having variety of difficulty level	0%

Appendix C.**Validator's Questionnaire**

This questionnaire is the instrument of the speaking materials for *Secretary* students of SMKN 1 Probolinggo grade XI developed by using Task-based language teaching. This questionnaire is expected to obtain the feedback on designed materials. The feedback will be used as an evaluation toward the material development.

Validator's Identity

Name : Prastowo Ismanto, S.Pd.

Sex : Male

Education Background : S1

Teaching Experience : 20 years

Degree of Agreement:

1 = Strongly Disagree

2 = Disagree

3 = Doubt

4 = Agree

5 = Strongly Agree

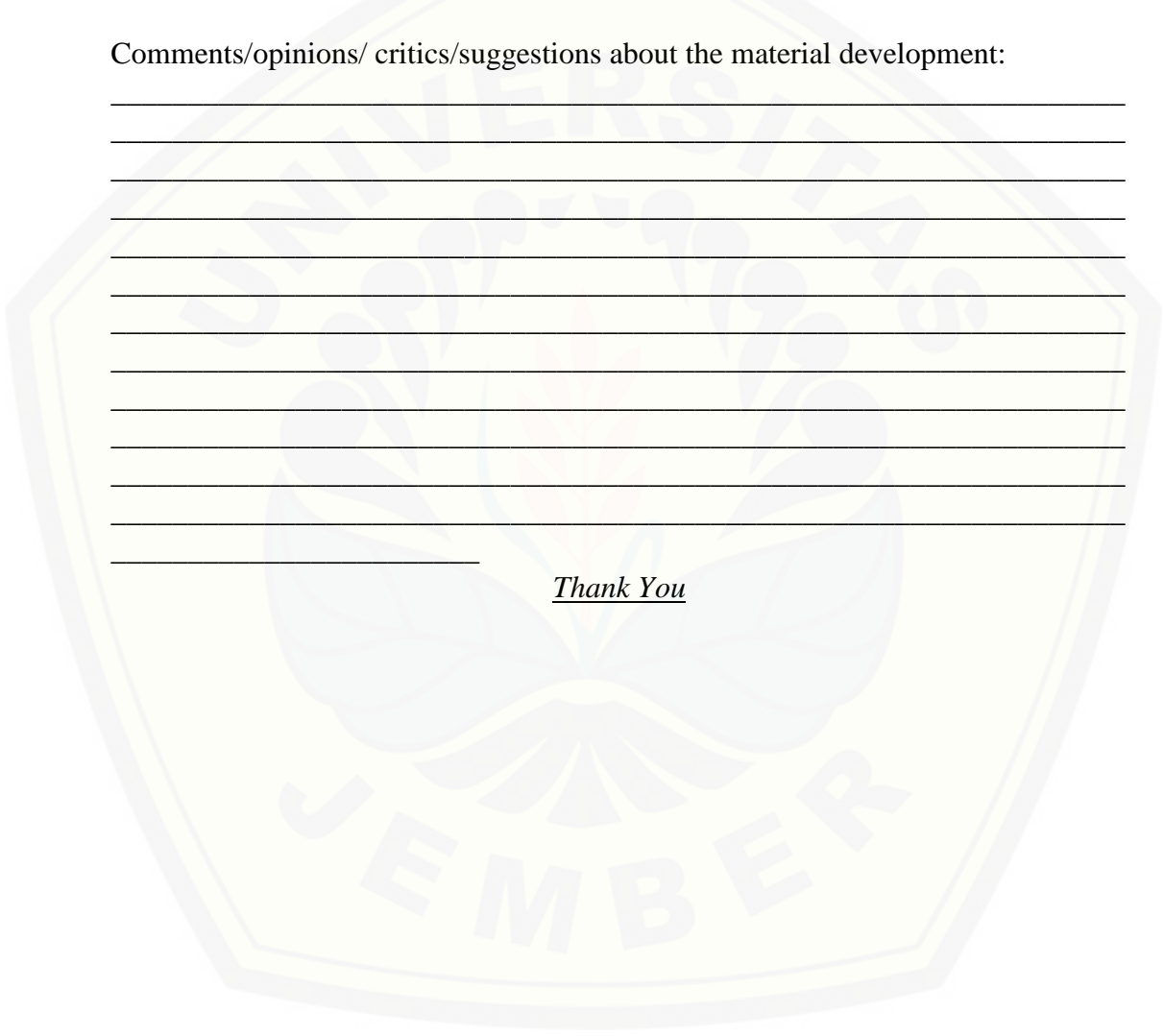
Please give a tick (√) on the agreement that represents your opinion on the statements below.

No	Statement	Degree of Agreement				
		1	2	3	4	5
1.	The materials help the students to achieve the goals as stated in curriculum 2013 for grade XI.				√	
2.	The materials are suitable to teach speaking for <i>Secretary</i> students.				√	
3.	The level of difficulty of the materials is appropriate to the level of the students.				√	
4.	The contents are suitable with the students need.					√
5.	The instruction of the tasks are clear enough.				√	
6.	The instructions of the tasks are understandable.				√	
7.	The tasks and the activities encourage the students to					√

	speak.					
8.	The tasks and the activities are interesting enough to motivate the students' learning.				√	
9.	The tasks are relevant to the topic.				√	
10.	The materials use the correct grammatical structure and use appropriate language.					√
11.	The tasks and evaluations can measure the students' understanding to the materials.					√
12.	Overall, the designed materials are well-developed.				√	

Comments/opinions/ critics/suggestions about the material development:

Thank You



Validator's Questionnaire

This questionnaire is the instrument of the speaking materials for *Secretary* students of SMKN 1 Probolinggo grade XI developed by using Task-based language teaching. This questionnaire is expected to obtain the feedback on designed materials. The feedback will be used as an evaluation toward the material development.

Validator's Identity

Name : Drs. I Putu Sukmaantara, M.Ed

Sex : Male

Education Background : S2

Teaching Experience : 27 years

Degree of Agreement:

1 = Strongly Disagree

2 = Disagree

3 = Doubt

4 = Agree

5 = Strongly Agree

Please give a tick (√) on the agreement that represents your opinion on the statements below.

No	Statement	Degree of Agreement				
		1	2	3	4	5
1.	The materials help the students to achieve the goals as stated in curriculum 2013 for grade XI.					√
2.	The materials are suitable to teach speaking for <i>Secretary</i> students.				√	
3.	The level of difficulty of the materials is appropriate to the level of the students.				√	
4.	The contents are suitable with the students need.					√
5.	The instruction of the tasks are clear enough.				√	
6.	The instructions of the tasks are understandable.					√
7.	The tasks and the activities encourage the students to speak.					√

Appendix D.**Interviewing the English Teacher at SMKN 1 Probolinggo****A. The First Interview**

1. What is your name?

My name is Pras Ismanto

2. How many times is English taught in a week?

Once in a week

3. Besides teaching in *Secretary* major, what other majors do you teach?

Accounting and Marketing majors

4. How much times is available for English subject?

2 x 40 minutes

5. What curriculum is used in this school?

We use K13 curriculum

6. In teaching English, do you use textbooks?

Yes, I do.

7. Do you think that the textbook is appropriate for secretary major?

No, I do not. The reason is because textbook mostly is used for SMA, there is no materials which are relevant with secretary students need

8. How is the ability of students in English especially speaking?

The ability of students in English especially speaking is low

9. From where do you take the materials when teaching speaking?

From textbook and the internet

10. What is your strategy to increase their motivation of students in speaking skill?

I do not use specific strategy in speaking because their motivation in learning English is low

11. What kind of media do you use can teaching speaking?

I usually use video when I am teaching speaking

B. The Second Interview

1. Why do your students need learning English in their major?

My students need learning English because they need English to enter the world of work which demands good skills of English in this era. Good mastery of English will help them face highly competitive job environment.

2. What skill is the most important for secretary major?

The most important skill for secretary major is speaking skill because most of the activities of a secretary is speaking.

3. What do you think about speaking skill for secretary students?

Speaking skill itself for my secretary students is poor to average. So, the secretary students in SMKN 1 Probolinggo need the appropriate speaking materials, so they can practice and I hope it can increase their skill in speaking English as secretary.

4. What language is used in this school?

I mixed between Indonesian and English when i'm teaching.

5. What are the difficulties that your secretary students find in learning English especially speaking?

The difficulties that my students find in learning English especially speaking are lack of materials and lack of practice in speaking English.

6. What is your opinion about ESP speaking materials based on the students' major especially secretary major?

I think ESP speaking materials based on the students major especially secretary major, it can cover the speaking materials that students need and it can increase the students motivation in learning English especially speaking.

7. Do you agree if the students of secretary major use ESP material for their English subject?

Yes, I totally agree if the students of secretary major use ESP material for their English subject.

8. What do you think about speaking materials for secretary students using Task-based?

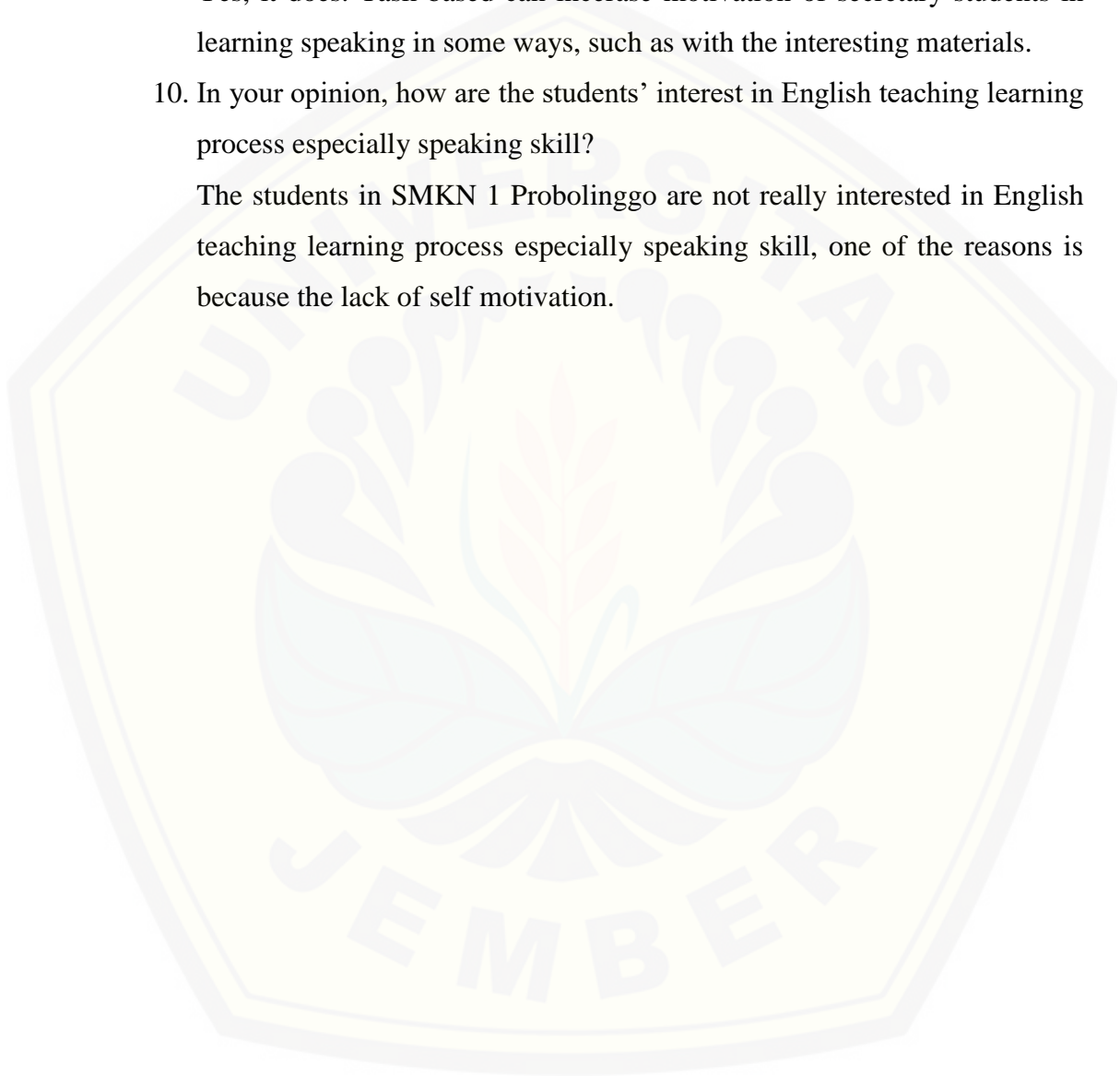
That's good. Task based assignments will improve students' ability, such as role play.

9. According to you, does the use of Task-based can increase motivation of secretary students in learning speaking skill?

Yes, it does. Task based can increase motivation of secretary students in learning speaking in some ways, such as with the interesting materials.

10. In your opinion, how are the students' interest in English teaching learning process especially speaking skill?

The students in SMKN 1 Probolinggo are not really interested in English teaching learning process especially speaking skill, one of the reasons is because the lack of self motivation.



Appendix E.



Speaking Materials for Secretary Students

💡 Task 1

Meeting 1

Semester : Second semester

Grade : XI Secretary (second grade)

Time Allocation : 45 Minutes

Learning Objectives :

1. Students are able to complete the missing expressions used in making phone calls dialogue.
2. Students are able to practice dialogue in pairs.



http://www.colegiojavieracarrera.cl/imagenes/dia_secretaria.png

A. Teacher reads first and you repeat after him.

1. Making Telephone Calls

a. Identifying yourself/ your company.

The secretary hears the phone ringing and lifts up the receiver. She will say:

- *'Anugerah' Electronics, Can I help you?*
- *This is Pete Edward.*
- *John here.*
- *Hello! This is Anne speaking.*

- *Good morning!*

b. Asking who is the caller is:

- *Who is calling, please?*
- *Who is speaking, please?*

C. Wrong number

- *Sorry, wrong number.*
- *Sorry, you have the wrong number.*

D. Asking someone to ask the caller:

- *Good morning, may I speak to Mr. Rudy, please?*
- *I'd like to speak to Mrs. Sarah, please?*

E. Asking someone to hold the line

- *Hold on, please?*
- *One moment, please. Hold the line, will you?*
- *Please hold and I'll put you through to his office*

F. Taking/ Leaving a message. The caller will say:

- *I'm afraid he's out at the moment. Can I leave a message?*
- *Could you take a message for me, please?*
- *Could you please take a message?*
- *No, that's okay. I'll call back later.*

G. The person answering the phone will say:

- *Would you like to leave a message?*
- *May I take a message, please?*

H. Asking for repetition

- *Could I have your name again, please?*
- *Could you repeat your message please?*
- *I'm sorry, I didn't catch it.*
- *Could you speak up a little, please?*

I. Asking for spelling.

- *Could you spell your number, please?*
- *Could you spell your name, please?*

J. Correcting information.

- *No, not Seanew. Seaview.*
- *That's not right. It's*

K. Confirming information.

- *Let me just repeat that*

L. Closing the call.

- *Thank you for your call.*
- *Thanks for calling.*

B. Complete the missing expression of the dialogue below.

Receptionist : *Good morning, this is Sandara Wedding Organizer.*
.....?

Anne : *Good morning. Could I speak to Mrs. Sarah, please?*

Receptionist : *Oh I'm sorry.*

Anne : *Do you know when she'll be back?*

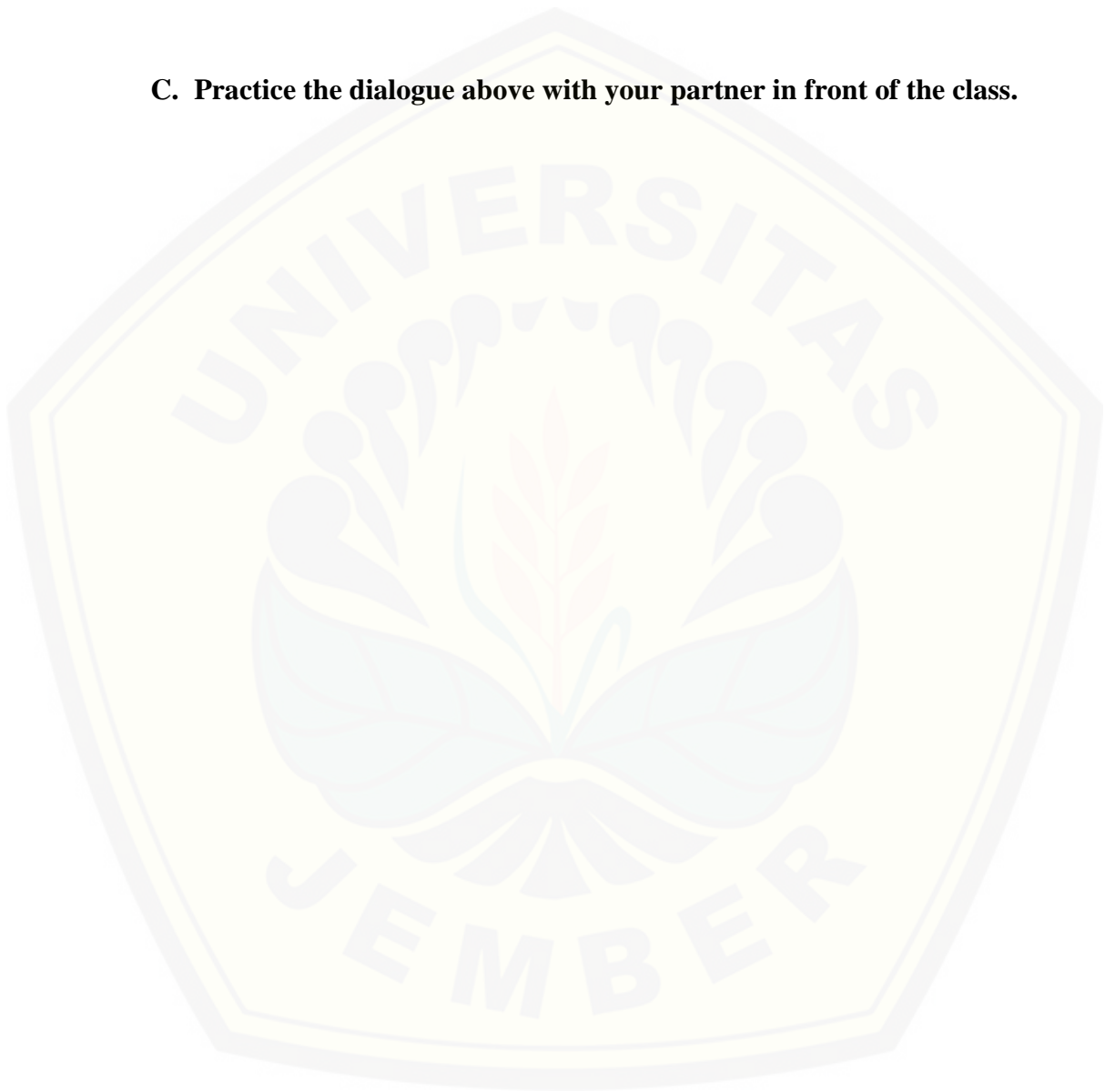
Receptionist : *I have no idea.?*

Anne : This is Elizabeth Anne.

Receptionist : Would you like to leave a message?

Sally : No, that's okay.

C. Practice the dialogue above with your partner in front of the class.



 **Task 2.****Meeting 2**

Semester : Second semester

Grade : XI Secretary (second grade)

Time Allocation : 45 Minutes

Learning Objectives :

1. Students are able to pronounce the expressions used in reservation hotel.
2. Students are able to complete the dialogue.
3. Students are able to practice dialogue in pairs.

A. Teacher reads first and you repeat after him.**2. Reservation Hotel****A. Asking information about hotel.**

- *Could you give me some information about your hotel, please?*
- *Can I get some information about your hotel?*
- *Could you please give me some information about this hotel?*

B. Asking the room rates of the hotel.

- *How much is your room rate per night, please?*
- *What is your room rate for a double room, please?*
- *May I know what your room rate is, please?*

C. Asking the room rate including breakfast.

- *Does the room rate include breakfast?*
- *Does your room rate include breakfast and service?*
- *Does the rate include tax and service?*

D. Asking the location of the hotel.

- *Could you tell me where the location of the hotel is?*

- *Is the location of this hotel far from the airport?*
- *Is the hotel location in the middle of city?*

(Adapted from Win The Day for SMK third edition/ Association of English Teachers of Vocational High Schools East Java ---- Surabaya: Unesa University Press, 2011)

B. Complete the missing expressions of the dialogue below.

An operator : Hello, good morning. This is Nico Hotel,
.....?

James : Hello, good morning. I'm James. I want to make a reservation.

An operator : Ok, Mr. James.?

James : A room with single bed.

An operator : Ok, A room with single bed. Hmm... sorry Mr. James, sea view or garden view?

James : One with Sea view, please.
.....?

An operator : For a single room, the rate is 23\$ per night.

James : Does the room rate include breakfast?

An operator : Yes, Sir.

James : Alright, I'm coming next week.

An operator :, please?

James : 021-334560.

An operator : Ok, Mr. James. Your reservation is a room with single bed and sea view

C. Practice the dialogue above with your partner in front of the class.

 **Task 3.**

Meeting 3

Semester : Second semester
 Grade : XI Secretary (second grade)
 Time Allocation : 45 Minutes
 Learning Objectives :

1. Student are able to identify words or phrases used in making phone calls.
2. Students are able to make a short dialogue based on the situation given.

A. Match the following words with appropriate meaning provide in the ballons.

1. HANG UP
2. CUT OFF
3. PUT THROUGH
4. BREAK UP
5. SPEAK UP
6. CALL BACK
7. PICK UP
8. GET THROUGH
9. HANG ON
10. HOLD ON



B. Choose one of phrases used in making phone calls above and make dialogue with your partner.

 **Task 4.**

Meeting 4

Semester : Second semester
 Grade : XI Secretary (second grade)
 Time Allocation : 45 Minutes
 Learning Objectives :

1. Students are able to make a short dialogue
2. Students are able to practice the dialogue in pairs.



<https://www.payyourintern.com/wp-content/uploads/2016/10/receptionist-interview-questions-2-1.jpg>

A. Read the dialogue in pairs.

- Secretary : Hello, Arista Panama Company. How can I help you?
 Caller : This is Jonas Andrew. Could I speak to Mr. Peter Smith, please?
 Secretary : I'm sorry, I'm afraid he's out at the moment. Can I take a message?
 Caller : Yes. Could you ask him to call me back. I need to talk him about the workshop next week, it's urgent. Here is my office phone number 0213345785.
 Secretary : Could you repeat the number for me, please?
 Caller : Sure, it's 0213345785
 Secretary : Thank you, could you spell your name for me?
 Caller : No problem, this is Jonas Andrew – J O N A S A N D R E W
 Secretary : Thank you. Let me repeat that your name is Jonas Andrew and your office phone number is 0213345785.
 Caller : That's right.
 Secretary : Thank you Mr. Andrew, I'll make sure he gets this message as soon as possible.
 Caller : Bye! Thank you for your help!
 Secretary : You're welcome. Good bye.

B. Practice the dialogue above with your partner in front of the class.

C. Arrange these sentences into a good dialogue.

A	B
Mrs. Tremblay : Good morning, this is Amanda Tremblay of Bell Canada. Could I speak to Mr. Boivin, please?	Receptionist : Certainly. Could you spell your last name, please?
Mrs. Tremblay : Good bye.	Receptionist : So, that's T-R-E-M-B-L-A-Y. May I have your phone number, please?
Mrs. Tremblay : Yes. My phone number is 5567-003	Receptionist : Good morning, Meca Team. May I help you?
Mrs. Tremblay : Sure. Would you ask to him to call me this afternoon?	Receptionist : I'm sorry, he is in a meeting right now. Would you like to leave a message?
	Receptionist : Thank you, Mrs. Tremblay. I'll give him the message as soon as Mr. Boivin returns. Good bye, Mrs. Tremblay.

D. Practice the dialogue above with your partner in front of the class.

**Task 5.**

Meeting 5

Semester : Second semester
Grade : XI Secretary (second grade)
Time Allocation : 45 Minutes
Learning Objectives :

1. Students are able to make a dialogue based on situation given.
2. Students are able to practice the dialogue in pairs.

Work in pairs and make a dialogue based on the given situation below. Then, practice it with your partner in front of the class.



<https://aryora.files.wordpress.com/2015/02/telefonista030-prev-xem-jpgxemc.jpg>

Student A as a caller. You want to speak to Mr. Steve Robinson. About the meeting with his company, Wilwatikta Company. If Mr. Robinson isn't in the office, leave the following information.

- a. Your name.
- b. Telephone number: 0216773426 (or use your own).
- c. Calling about your conditions of your contract with Wilwatikta Company.

Student B as a Mr. Robinson's secretary. Mr. Robinson isn't in the office. Take a message and make sure you get the following information:

- a. Name and the telephone number (ask the student A to spell the surname)
- b. Message from student A to Mr. Robinson.

 **Task 6.**

Meeting 6

Semester : Second semester
 Grade : XI Secretary (second grade)
 Time Allocation : 45 Minutes
 Learning Objectives :

1. Students are able to complete the dialogue.
2. Students are able to choose the most appropriate words.
3. Students are able to make a short dialogue based on the situation given.
4. Students are able to practice the dialogue with pairs.

A. Complete the following dialogue with the words provided in the box



<https://thumbs.dreamstime.com/z/cartoon-smart-girl-using-telephone-illustration-41471399.jpg>

personal	may	returns
out	438-3498	regards
reach	speak	

Secretary : Good morning, ABC Company, how (1) I help you?
Mr. Thomas : Hello, this is Bill Thomas. May I (2) with Ms. Tanaka, please.
Secretary : I'm sorry, she is (3) of the office right now. May I take a message?
Mr. Thomas : Yes please. This is Anthony Thomas.
Secretary : And how can he (4) you, Mr. Thomas?
Mr. Thomas : At 438-3498.
Secretary : Was that (5) ?
Mr. Thomas : Yes, that's right.
Secretary : And may I tell him what this in (6) to?

Mr. Thomas : Well, it a rather (7) matter.

Secretary: Okay. I will give him the message as soon as he (8)

(Adapted from <http://www.5minuteenglish.com/feb19.htm>)

B. Practice the dialogue above with your partner in front of the class.

C. Create and practice a dialogue based on the following situation.

1. Student A as a caller. You want to speak to Mr. Sunarto. If Mr. Sunarto isn't in the office, leave the following information:
 - a. Your name
 - b. Telephone number: 8643023
2. Student B as a Mr. Sunarto's secretary. Mr sunarto is in a meeting. Take a message and make sure you get following information:
 - a. Name and the telephone number
 - b. Message from student A to Mr. Sunarto

 **Task 7.**

Meeting 7

Semester : Second semester
 Grade : XI Secretary (second grade)
 Time Allocation : 45 Minutes
 Learning Objectives :

1. Students are able to complete the blank dialogue about making reservation hotel.
2. Students are able to make a short dialogue based on the situation given.
3. Students are able to practice the dialogue in pairs.

A. Complete the following dialogue using the correct expressions.



http://www.gettyimages.com/detail/photo/portrait-of-a-receptionist-smiling-at-the-hotel-royalty-free-image/177263982?esource=SEO_GIS_CDN_Redirect

- Reservation : Good morning, Jakarta International Hotel?(1)
 Caller : Good morning, a single room please? (2)
 Reservation : Yes, for? (3)
 Caller : From Oct 17th to Oct 25th
 Reservation : Yes, we still have single rooms.
 Caller : ? (4)
 Reservation : For a single room, the rate is \$20 per night.
 Caller : Does the rate include breakfast?
 Reservation : Yes, (5)
 Caller : All right, I'm coming next week.
 Reservation : (6)
 Caller : My name is John Bright.
 Reservation : ? (7)

Caller : My phone number 021- 6657342
Reservation : Thank you. We look forward to your visit, Mr. Bright

B. Practice the dialogue above with your partner in front of the class.

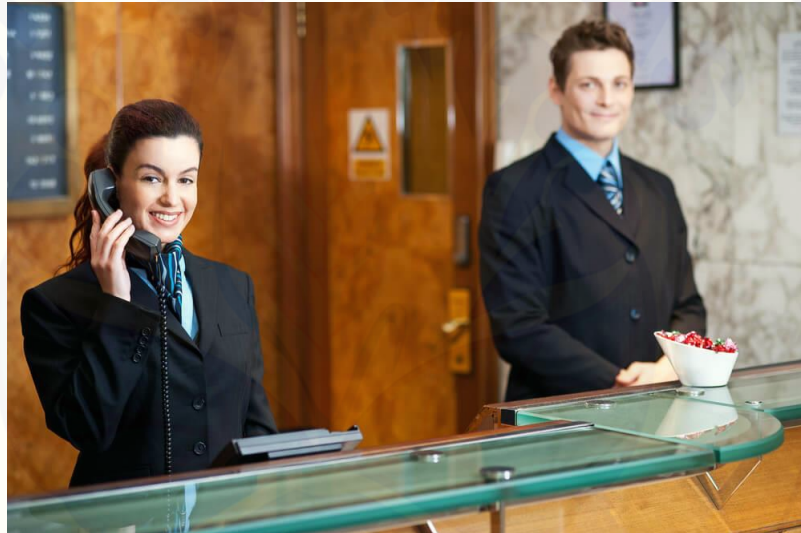
C. Create and practice a dialogue based on the following situation.

1. Student A as a caller. You want to make a reservation for tomorrow. Make sure you get following information:
 - a. The room rates of the hotel
 - b. The room rates including breakfast
2. Student B as a receptionist. Make sure you get following information:
 - a. Name and telephone number
 - b. How long he/she will stay

 **Task 8.****Meeting 8**

- Semester : Second semester
Grade : XI Secretary (second grade)
Time Allocation : 45 Minutes
Learning Objectives :
1. Students are able to make a short dialogue based on the situation given.
 2. Students are able to practice the dialogue in pairs.

Work in pairs, Students A as a receptionist and students B as a caller. Make a short dialogue based on the situation given and practice it in front of the class.



<https://1uu5zq3dzgzldrzwu3igxjni-wpengine.netdna-ssl.com/wp-content/uploads/2015/10/Hotel-Receptionist-Training-Course-Online.jpg>

- a. You have made a reservation of two single rooms at Hotel Purnama, but you haven't made the confirmation yet. Now, your boss asks you to confirm your reservation and ask about the fixed price as well.
- b. Your boss asks you to make a reservation of a single room at California Hotel. Your boss has special request, they are morning paper and breakfast in his room before 7 o'clock because he has to attend a meeting. He will stay for 3 days.

Appendix F.**Teacher's Guidance****Task 1.**

1. The teacher distribute the task.
2. The teacher explain about the expressions used in making phone calls.
3. The teacher read the expression used.
4. The teacher ask the students to follow him to read.

Task 2.

1. The teacher distribute the task.
2. The teacher explain about the expressions used in reservation hotel.
3. The teacher read the expression used.
4. The teacher ask the students to follow him to read.

Task 3.

1. The teacher distibute the task about phrases used in making phone calls.
2. The teacher ask the students to do the exercise which is matching words.

Task 4.

1. The teacher distribute the task (short dialogue).
2. The teacher ask the students to work in pairs.
3. The teacher ask the students to read the dialogue.
4. The teacher ask the students to practice it with their partner in front of the class.

Task 5.

1. The teacher distibute the task.
2. The teacher ask the students to work in pairs.
3. The teacher ask the students to make dialogue based on the situation given.
4. The teacher ask the students to practice it in front of the class.

Task 6.

1. The teacher distribute the task.
2. The teacher ask the students to work in pairs.

3. The teacher ask the students to complete the dialogue with the words provided in the box.
4. The teacher ask the students to practice the dialogue with their partner in front of the class.

Task 7.

1. The teacher distribute the task.
2. The teacher ask the students to work in pairs.
3. The teacher ask the students to complete the dialogue using correct words.
4. The teacher ask the students to practice the dialogue with their partner in front of the class.

Task 8.

1. The teacher distribute the task.
2. The teacher ask the students to work in pairs.
3. The teacher ask the students to decide with their partner who wants to be a receptionist and a caller.
4. The teacher ask the students to make dialogue based on the situation given.
5. The teacher ask the students to practice the dialogue with their partner in front of the class.

Appendix G.**Answer Key****Task 1. B**

Receptionist : Good morning, this is Sandara Wedding Organizer. How can I help you?

Anne : Good morning. Could I speak to Mrs. Sarah, please?

Receptionist : Oh I'm sorry. I'm afraid she is not in her office.

Anne : Do you know when she'll be back?

Receptionist : I have no idea. Who is calling, please?

Anne : This is Elizabeth Anne.

Receptionist : Would you like to leave a message?

Sally : No, that's okay. I'll call back later.

Task 2. B

An operator : Hello, good morning. This is Nico Hotel, can I help you?

James : Hello, good morning. I'm James. I want to make a reservation.

An operator : Ok, Mr. James. What type of room do you want?

James : A room with single bed.

An operator : Ok, A room with single bed. Hmm... sorry Mr. James, sea view or garden view?

James : One with Sea view, please. What is your room rate for a single room, please?

An operator : For a single room, the rate is 23\$ per night.

James : Does the room rate include breakfast?

An operator : Yes, Sir.

James : Alright, I'm coming next week.

An operator : May I have your phone number, please?

James : 021-334560.

An operator : Ok, Mr. James. Your reservation is a room with single bed and sea view.

Task 3. A

1. Hang up : to end a telephone conversation and put the phone down.
2. Cut off : to interrupt a telephone conversation.
3. Put through: to connect by telephone.
4. Break up : to become inaudible over the telephone.
5. Speak up : to speak louder.
6. Call back : to telephone somebody again or in return.
7. Pick up : to answer a telephone call.
8. Get through: to succeed in speaking to somebody on telephone.
9. Hang on : to wait for a short time.
10. Hold on : to wait for a short time.

Task 3. B

Ms. Donna : Good afternoon OOTD Company. How can I help you?

Mr. Andrew : Good afternoon. My name's Andrew Clark of C&C, Inc. I'd like to speak to Mr. Burhan Toni from the HRD Department, please

Ms. Donna : Hold on, please. I'll put you through to him

Mr. Burhan : Burhan Toni speaking. What can I do for you, Mr. Andrew?

Mr. Andrew : Good afternoon, Mr. Burhan. I'm calling you about our appointment. I'm afraid I can't make it Monday. How about Wednesday morning at 8?

Mr. Burhan : Let me check my schedule... Wednesday morning at 8? It's ok
 Mr. Andrew : Great. Thank you, Mr. Burhan. I'll see you on Wednesday morning at 8.

Task 4. C

Receptionist : Good morning, Meca Team. May I help you?
 Mrs. Tremblay : Good morning, this is Amanda Tremblay of Bell Canada. Could I speak to Mr. Boivin, please?
 Receptionist : I'm sorry, he is in a meeting right now. Would you like to leave a message?
 Mrs. Tremblay : Sure. Would you ask to him to call me this afternoon?
 Receptionist : Certainly. Could you spell your last name, please?
 Mrs. Tremblay : Yes, T-R-E-M-B-L-A-Y.
 Receptionist : So, that's T-R-E-M-B-L-A-Y. May I have your phone number, please?
 Mrs. Tremblay : Yes. My phone number is 5567-003
 Receptionist : Thank you, Mrs. Tremblay. I'll give him the message as soon as Mr. Boivin returns. Good bye, Mrs. Tremblay.
 Mrs. Tremblay : Good bye

Task 5.

Secretary : Good morning, Wilwatikta Company. Can I help you?
 Caller : Good morning. May I speak to Mr. Robinson, please?
 Secretary : I'm sorry, he is out of town today. Who's speaking, please?
 Caller : This is Tony. I'd like to know about the contract with the Wilwatikta Company.
 Secretary : I'm terribly sorry, Sir. I don't know about it. Would you like to leave a message?
 Caller : Yes. I will discuss our meeting about new contract with his company. Would you ask him to call me back? My phone number is 031 – 712563, extension 301.
 Secretary : Sure, I will. Could you spell your name and your phone number, Sir?
 Caller : T O N Y W I J A Y A and my phone number is 031 – 712563, extension 301.

Secretary : Let me repeat that your name is Tony Wijaya and your office number is 031 – 712563, extension 301.

Caller : That's right.

Secretary : Thank you, Mr. Tony. I'll make sure he gets this message as soon as possible.

Caller : Thank you for your help.

Secretary : You're welcome, Sir.

Task 6. A

1. May
2. Speak
3. Out
4. Reach
5. 438 – 3498
6. Regards
7. Personal
8. Reach

Task 6. C

Secretary : Good morning. Dian Megatama Corporation. Can I help you?

Mr. Nelson : Good morning. I'd like to speak to Mr. Sunarto, please

Secretary : Mr. Sunarto is in a meeting with the personal Manager. Who's calling, please?

Mr. Nelson : This is Herry Nelson of American Oil Company. Do you know what time he will finish?

Secretary : I think the meeting won't last long. Is there anything I can do for you?

Mr. Nelson : Could you please tell Mr. Sunarto to call me back?

Secretary :Right, Sir. May I have your phone number, please?

Mr. Nelson : Sure. My phone number is 8643023. I believe Mr. Sunarto know this number

Secretary :Thank you. I'll tell Mr. Sunarto soon after he has finished

Mr.Nelson :Thank you for your help. Good bye

Secretary : Good bye, Mr. Nelson. Have a nice day.

Task 7. A

1. Good morning, Jakarta International Hotel. Can I help you?
2. Good morning, could I reserve a single room, please?
3. How long will you be staying in this hotel, Sir?
4. How much is your single room per night, please?
5. Yes, the rate is include breakfast, Sir.
6. May I have your name and your address, please?
7. May I have your phone number, please?

Task 7. B

Resepsionis: “Good morning, Maju Terus Hotel here. How can I help you today?”

Arwin: “Hello, I would like to book a room for tomorrow.”

Resepsionis: “What kind of room would you like?”

Arwin: “I would like a double room, please.”

Resepsionis: “Please hold on I will check. I am afraid we only have single room available...Tomorrow we will have a double room.”

Arwin: “OK. How much for a double room?”

Resepsionis: “Forty dollar per night including tax.”

Arwin: “Are meals included in that price?”

Resepsionis: “Yes, your breakfast and dinner are included and are served in our dining room

Arwin: "That's great. I will take a double room for tomorrow."
Resepsionis: "Can you give me your name and phone number so we can book your room?"
Arwin: "OK"

Task 8. A

Receptionist : Good morning Purnama Hotel, can I help you?
Caller : Good morning. My name is Mia and I made a reservation a week ago.
Receptionist : Just a moment, please. Let me check it first.
I found 2 Mia here. May I have your name, please?
Caller : My full name is Mia Sari from Eratex Company.
Receptionist : Oh.. yes, here it is. One single room from 23rd to May 2nd.
Caller : Yes, that's right. How much is your single room rate per night, please?
Receptionist : For a single room, the rate is \$25 per night.
Caller : Great, how much will that be?
Receptionist : Let's see. The total comes to two hundred and twenty five dollars.
Caller : I will pay with my Visa, and the number is 987654321.
Receptionist : Alright, Mrs. Mia. Your reservation has been made from 23rd to May 2nd for a single room.
Caller : Ok, thanks.
Receptionist : My pleasure, mam. Have a wonderful stay at Purnama Hotel.

Task 8. B

Receptionist : Good morning, California Hotel. Can I help you?
Caller : Good morning. I would like to book a single room for the nights of April, 6, 7 and 8.
Receptionist : Yes, we still have single from for that days. May I have your name, please?

Caller : My name is Bagas Setya. How much is your room rate per night, please?

Receptionist : For a single room, the rate is \$30 per night, Sir.

Caller : Does the rate include breakfast and service?

Receptionist : Yes, Sir.

Caller : May I have special request, they are morning paper and breakfast in his room before 7 o'clock, please?

Receptionist : Alright, Sir. If you have any other questions, please do not hesitate to call us. Now what name will the reservation be listed under?

Caller : Great, on behalf Mr. Dicky Cahya, Arista Panama Company.

Receptionist : May I have your phone number, please?

Caller : 021 – 51128112

Receptionist : Just to make sure let me repeat. A single room for the nights of April, 6, 7 and 8. On behalf Mr. Dicky Cahya, Arista Panama Company and your phone number is 021 – 51128112.

Caller : That's right. Thank you.

Receptionist : You're welcome, Sir. Have a nice day.