

EFL Education Journal

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Aan Erlyana Fardhani,
Wiwiek Eko Bindarti

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Made Adi Andayani T

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EFL EDUCATION JOURNAL

Yiency Gladis, Sugeng Ariyanto, Bambang Suharjito	Improving the Seventh Grade Students' Ability in Generating Ideas in Writing the Steps of Procedure Texts by Using Pictures in Series	1205-1214
Siti Aminah, Asih Santihastuti, Bambang Arya WP	Content-analysis of Character Values in a Local English Course Book for Senior High School Students in Indonesia	1215-1228
Ayu Fitriani, I Putu Sukmaantara, Asih Santihastuti	Developing Task – Based Speaking Materials for Secretary Students at the Indonesian Vocational school	1229-1240
Midday Rachmawati, Siti Sundari	Enhancing the Tenth Grade Students' Writing Achievement by Using Task-Based Language Teaching (TBLT) Approach	1241-1256
Ulfa Lailatul Rofiah, Bambang Arya WP, Eka Wahjuningsih	The Use of Puppet to Improve the Eighth Grade Students' Speaking Ability in Telling Narrative Story	1257-1272
Anisa Yusa Fitri, Aan Erlyana Fardhani, I Putu Sukmaantara	The Impact of Using Authentic Materials on the Eleventh Grade Students' Listening Comprehension Achievement	1273-1282
Nanda Zulfa Lailiyah, Zakiyah Tasnim, Budi Setyono	The Effect of Using Reciprocal Teaching Strategy on the Students' Reading Comprehension Achievement	1283-1294
Kholivia Eka Aprilia, Budi Setyono, Sugeng Ariyanto	The Effect of Guessing Game on Vocabulary Achievement of the Eighth Grade Students at the SMPN 1 Panji junior high school Situbondo	1295- 1306
AriqIrfanZaki, AanErlyanaFardhani, Wiwiek Eko Bindarti	The Effect of Using Scaffolding Teaching Strategy on the Tenth Grade Students' Writing Achievement	1307- 1320
Vareza Juniardi, Bambang Suharjito, Made Adi Andayani T	Enhancing the Eighth Grade Students' Reading Comprehension Achievement by Using REAP (Read, Encode, Annotate, Ponder) Strategy	1321-1330

Developing Task – Based Speaking Materials for Secretary Students at the Indonesian Vocational school

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Abstract: The aim of this research was to develop task-based speaking materials for vocational high schools. The design of this study was categorized as educational research and development. The research object was secretary students of SMKN 1 Probolinggo. Interview and questionnaire were used to get the data, and it was found out that (87,09%) the students agreed to choose topic which was related to making phone calls and (12,90%) chose topic which was related to making reservation hotel. This research only focused on two topics, making phone calls and hotel reservation. The total of the task were 8 tasks. Most of the students (80,64%) answered that they agreed if the task can help them to increase their speaking skill. Then, there were two validation questionnaires for two validators, and the result showed that both validators approved that the content of the task was suitable for the students secretary major.

Keywords: English Specific Purpose, Speaking skill, Task-based.

1. Introduction

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.

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. 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.

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. 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.

2. Literature Review

2.1 Theoretical Framework

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.

English for Specific Purposes (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 proffesion 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)).

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 prepares 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 of oral communication.

The core concept of Task-based Language Teaching (TBLT) is the task. The task is a central component of TBLT in language classroom because it provides a context for the activities learning process. Long (1985) introduces the concept of task as 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 airline 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).

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; 2. Conducting Instructional Analysis; 3. Analyze Learners and Contexts; 4. Writing Performance Objectives; 5. Develop Instructional Materials; 6. Conducting Formative Evaluation; 7. Revising the Instructional Materials and Summative Evaluation.

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

2.6 Review Previous Research Findings

The development material research had been done by Hui Lin and Chih Wu (2015) to present appropriate materials for hospitality college students and hotel employees in Taiwan. The research about speaking for secretary students have not been conducted. So the researcher interested to conduct this research about task based speaking materials for secretary students of *SMKN 1 Probolinggo*.

3. Study

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-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards (Borg and Gall, 1983).

3.2 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.

3.3 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 by; 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 Instrument and Data Collection Method

In this research, the main data came from the questionnaires. 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. 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.

4. Research Findings

The main goal of English for second grade of secretary major based on curriculum was to apply the basic communication skill, master English communicatively in real world as a secretary. Another goal was to help the students used English expressions in daily life without being afraid of making mistakes. In this step, the researcher distributed the needs analysis questionnaire to 31 students of secretary major of grade XI of SMKN 1 Probolinggo which the result can be seen as follows.

NO.	Questions	Students Opinion	Percentage
	Do you agree if the ESP speaking materials are taken based on your major?	Strongly agree	29%
		Agree	70,96%
		Disagree	0%
		Strongly disagree	0%
	Do you agree while making the ESP speaking materials involves vocational teachers in selecting topic/themes?	Strongly agree	25,80%
		Agree	67,74%
		Disagree	6,45%
		Strongly disagree	0%
	Do you agree if the topic or themes for speaking materials are developed based on vocational major?	Strongly agree	41,93%
		Agree	54,83%
		Disagree	3,22%
		Strongly disagree	0%
	Why do you learn English especially speaking?	Be able to get good score in English subject	6,45%
		Be able to pass the national exam	12,9%
		Be able to pass the practice exam	6,45%
		Others.....	74,19
	What are the difficulties that you usually face in learning speaking?	Lack of practice in speaking English	54,83%
		Lack of vocabulary	22,58%
		Lack of self-confidence in speaking English	22,58%
		Others.....	0%
	Do you think tasks will help you to improve your speaking skill?	Yes, I do	80,64%
		No, I don't	19,35%
		I do not know	0%
	What is type of input that you need to learn speaking?	Short dialogue	80,64%
		Monologue	0%
		Picture	19,23%
		Others.....	0%
	What kinds of activity that you need improve your speaking skill	Role play	100%
		Games	0%
		Others.....	0%
	What type of role play that you need to learn speaking?	Scripted role-play	67,74%
		Unscripted role-play	32,25%
	In your opinion, what is the most efective in doing the exercise?	Individually	0%
		In group	0%
		In pairs	100%
	In your opinion, what is the appropriate picture for speaking learning?	Photograph	58%
		Caricatur picture	31,09%
		Illustrator	0%
		Others.....	0%
	Choose your expected topics that will support your English speaking skill?	Making telephone calls	87,09%
		Making and cancelling appointment	0%
		Making reservation hotel	12,90%
		Others.....	0%
	What is the difficulty level of the speaking materials which is appropriate?	Neither too difficulty nor too easy	100%
		Having varieties, from the easiest to the most difficult one	0%
		Having variety of difficulty level	0%

Based on the result of need analysis, there are two topic that the students wanted to learn. The topic were making telephone calls and making hotel reservation. In curriculum 2013, the basic competence of each topics are shown in this table.

Topics	Basic Competence
1. Making Telephone Calls	4.2 Arrange oral and written texts to express and respond to expressions of opinion and thought, taking into account the social function, text structure, and linguistic elements, true and contextual.
2. Making Hotel Reservation	4.2 Arrange oral and written texts to express and respond to expressions of opinion and thought, taking into account the social function, text structure, and linguistic elements, true and contextual.

4.1 Result of Validator's Questionnaire

The validators' comments and suggestion were helpful and important in order to improve the develop materials. Based on the result of expert validation, both of validators agreed that the content of the task was suitable for the students of secretary major. The materials were also easy to apply in the classroom. The tasks and the activities could encourage the students to speak and were interesting enough to motivate the students' learning. After the content of material was assessed, the next item was the level difficulty of the materials. Based on the result, all the validator agreed that the level difficulty was appropriate to the level of the students. Next, after the content and the level difficulty of the materials was assessed, another item which was assessed was the language of the materials. There are some grammatical mistakes found in some tasks. So, revision related to the grammatical mistakes in the tasks were needed.

5. Conclusion

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. 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

The teacher should implement these speaking materials as a supplementary source in order to encourage the students in learning English and motivate them to speak as much as possible by using English during teaching and learning process. The teacher has to ask the students to practice in front of the classroom to improve their confidence in speaking English. 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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