



**DEVELOPING A MODEL OF ESP LISTENING MATERIALS FOR  
STUDENTS OF TOURISM PROGRAM AT INDONESIAN VOCATIONAL  
HIGH SCHOOLS THROUGH SKILL-CENTERED APPROACH**

**THESIS**

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## MOTTOS

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

*"Seeking knowledge is an obligation upon every Muslim."*

[ H.R. Ibnu Majah ]

*"Vision without execution is just hallucination"*

*-Henry Ford-*

## **DEDICATION**

This thesis is dedicated to:

1. My father and mother, Markasi,S.Pd.I and Marwati.
2. My brother and sister, Arif Dian Pramana, S.S and Fitriani Subekti, S.S.
3. My best partner, Nurul Riezza Riesty Fauzie, S.Pd., who always gives me support, guidance, affection, assistance, and motivation.

## **STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been acknowledged and referenced.

I certify that the content of this thesis is the result of my work which has been carried out since the 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. Ethic procedures and guidelines of thesis writing from the university and the faculty have been followed. I am aware of the potential consequences of any breach of the procedures and guidelines.

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Jember, May 2018

Yusron Arfiansyah  
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### DEVELOPING ESP LISTENING MATERIALS FOR STUDENTS OF TOURISM PROGRAM AT INDONESIAN VOCATIONAL HIGH SCHOOLS THROUGH SKILL-CENTERED APPROACH

#### THESIS

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The Writer



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## SUMMARY

**Developing a Model of ESP Listening Materials for Students of Tourism Program at Indonesian Vocational High Schools through Skill-Centered Approach;** Yusron Arfiansyah, 130210401090; 2018 26 pages; English Education Study program, Language and Art Department, Faculty of Teacher Training and Education, Universitas Jember.

The recent phenomenon which happens in Indonesia based on data of Ministry of Culture and Tourism of Bali shows that 4.002 million foreign tourists visited Indonesia especially Bali in the last decades. They are mostly from English speaking countries such as Australia and England. Tourism becomes one of the reasons why this phenomenon occurs and increases steadily. This situation puts English as an important language to learn. To face this phenomenon, vocational schools particularly the tourism program become one of the efforts and institutions promising in preparing Indonesia. The students who are prepared to work in tourism sector need to learn English based on their needs to support their vocation, thus the English should be specified. They also need to master oral communication skills: listening and speaking. To prevent miscommunication, make a message more understandable and help to reduce the amount of frustration for the speaker, mastering listening skill is essential for tourism program students especially on the topics related to tourism. This research was intended to develop the suitable model of ESP listening materials for tourism program students through skill centered approach to prepare them with enough knowledge of tourism and listening skill.

The research which was done in one of the vocational schools in Jember through the questionnaire containing students' needs analysis found that tourism program students' purposes in learning English was to master English for their future work. Furthermore they expected to have topics/themes relevant to the real situation that they might face in their workplace.

In the ESP listening materials development, the materials were designed in consideration of the results of the needs analysis in relation to the syllabus provided by the school. The materials were taken from the internet and related videos about tourism in order that the materials developed were suitable with the target situation. The materials are provided from the easier to the more difficult tasks.

Based on the validation process with three validators that were the lecturer of English Education Department Jember University, the English teacher of tourism program at vocational school, and the tourism expert, the materials developed were categorized as appropriate for tourism program since it covered the tourism program students' needs and the syllabus.

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction of the study. It is divided into four sections: background of the research, problem of the research, objective of the research, and significances of the research.

#### **1.1. Research Background**

Based on the Indonesian Board of Statistics (*Badan Pusat Statistik / BPS*), the number of foreign tourist arrivals in Indonesia has grown steadily between 2007 (5.51 million) and 2015 (9.73 million). Bali, as the biggest contributor in tourism object of Indonesia, contributes more than four million foreign tourists each year. Based on data of Ministry of Culture and Tourism of Bali in 2015, 4,002 million foreign tourists visited Bali with the details as follows: Australia (965.330 people), China (687.633 people), Japan (228.035 people), Malaysia (190.317 people) and England (167.527 people), (Kartikaningrum, 2016). The data shows a fact that the tourists who visited Indonesia especially Bali is mostly English speaking countries. With this fact, we cannot avoid that the language is going to give effect on Bali in many aspects. In Bali, English is the third language that is mostly used after Balinese Language and Indonesian (Bali.com, 2016), and it is also the most popular foreign language used in Bali. Tourism is one of the reasons why this phenomenon happens. The phenomenon will also increase steadily all over Indonesia that most of the foreign tourists who visit Indonesia come from English spoken country.

This situation puts English as an important language to learn. Tourism program students at vocational schools who are prepared to work in tourism area need to learn English based on their needs. The tourism students need to study English to support their vocation, thus the English should be specified. The English should be relevant to their specific purposes, so there will be no gap between the English materials and what the students need about English related to their vocational purposes.

Tourism students need to master communication skills which are speaking and listening skills. Some people think that a good communicator is a good speaker. It indicates that speaking is more important than listening. However, these two skills are equal to be mastered because of the function. Vanhoutte (2016), a Personal Presentation, Communication & Leadership Expert, states that a good communicator is not the one who is able to speak the most but the one who is able to listen. Mastering listening skill is essential, especially on the topics related to tourism. This skill prevents miscommunication, make a message more understandable and help to reduce the amount of frustration for the speaker. Listening is a skill that is required for all types of communication. That is why, it is essential for tourism students program to master listening as well as mastering speaking. It will help tourism students to prevent them from miscommunication and it will make them send the message clearly and understandable while on duty. Knowing the fact that listening is important is not enough to make it as the most developed skill. In Indonesia, and other EFL countries with few native English speakers, listening is the most difficult, yet least developed, skill in a language classroom (Chung, 2010). However, based on the facts found in the field, English materials taught in vocational schools are similar to the English materials taught in general schools. The materials provided for tourism program students do not focus on the topics or situations which are relevant to their specific major. Therefore, developing ESP listening material for tourism program is needed.

Learning material plays an important role and position in English language teaching. Even that it is not a main source of teaching and learning process, yet, it still gives such a great impact in teaching and learning process. It provides many things which are used by teachers and learners to facilitate and support the language learning in teaching learning process. Both the teachers and the learners may create them to supply the information about and experiences of the language in ways designed to promote language learning and facilitate the learning of the language. The materials can be used to inform the learner about the

target language, guide the learner in practicing the language, provide the learner with experience of the language in use, encourage the learner to use the language and help the learner to make discoveries about the language.

To develop ESP listening skill materials for tourism program, students at one of the vocational schools, skill-centered approach is used in this research since it is the suitable and the appropriate course design to develop ESP listening materials. This approach has been widely applied in a number of countries which are mostly non-English-speaking countries. The skills-centered model, therefore, is a reaction both to the idea of specific registers of English as a basis for ESP and to the practical constraints on learning imposed by limited time and resources (Hutchinson & Waters, 1987). In other word, this approach is aimed to help learners for developing skills and strategies which continue after ESP course by making learners better way of thinking about information they have got.

Therefore, it is essential for the researcher to conduct a study on “Developing ESP Listening Materials for Students of Tourism Program at Indonesian Vocational High Schools through Skill-Centered Approach.”

## **1.2. Research Problem**

Based on the background above, the problem of the research is formulated as follows: “How are the listening materials for students of tourism program at Indonesian vocational high schools developed?”

## **1.3. Research Objective**

Based on the research problem, the objective of this research is intended to develop suitable listening materials for students of tourism program at Indonesian vocational high schools.

## **1.4. Research Significances**

The findings of this research are expected to give some contributions to the English teachers, vocational students of the tenth grade tourism program students, institutions of vocational high school and the future researchers.



a. The English Teachers

The results of this research, hopefully, could be used as an input for English teachers in tourism program in order to develop the listening materials suitable for the students ability in English based on their major.

b. Vocational Students of the Tenth Grade Tourism Program Students

The results of this research were expected to enrich students' listening materials of the tenth grade tourism program students. Principally, this research could also be used for the English learning material to make the student learn English easily and improve their vocational English ability, especially in listening skills.

c. Institutions of Vocational School

The result of this research would be an alternative in designing better English course guidelines for vocational high schools in Indonesia, especially in Jember.

d. The Future Researchers

The results of this research were expected to be a model to the future researchers who are conducting further researches, especially on ESP material development.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents the related literature of the research. This chapter is divided into three points that presents theoretical framework, conceptual framework and previous studies.

#### **2.1. Theoretical Framework**

The theoretical framework covers the theories relevant with this research. They are skill-centered approach, an overview of English for Specific Purposes (ESP) and listening.

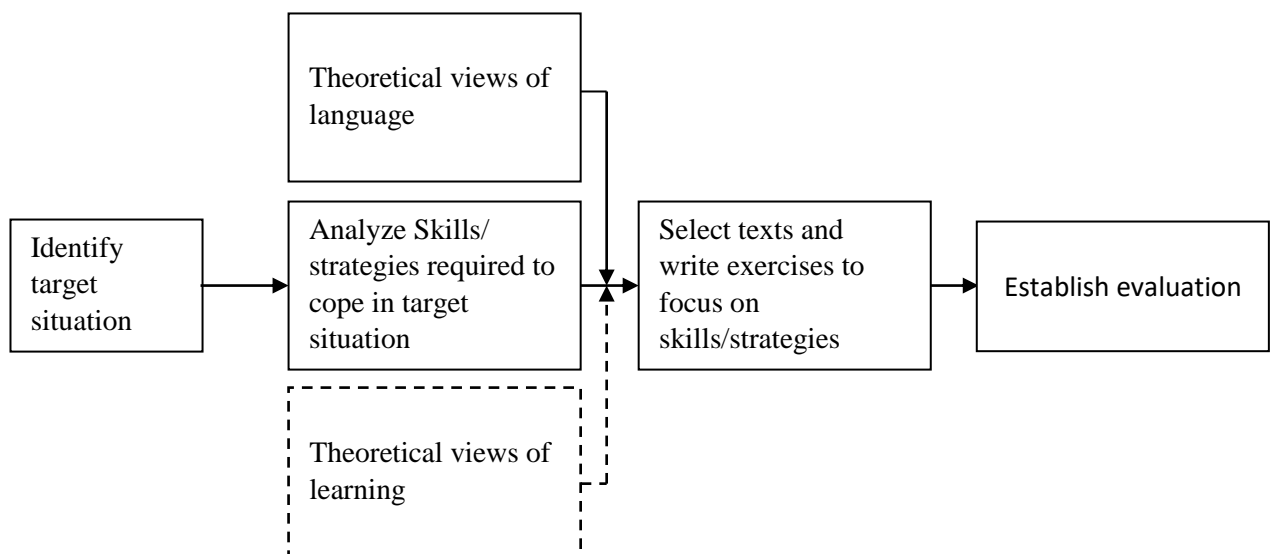
##### **2.1.1. Skill-Centered Approach**

Skill centered approach is an approach to ESP course design proposed by Hutchison and Waters (1987). It is an approach that aims to get away from the surface performance data and look at the competence that underlies the performance. This approach is founded on two fundamental principles: theoretical and pragmatic. The theoretical principle states that underlying any language behavior are certain skills and strategies, which the learner uses in order to produce and comprehend discourse. It presents its learning objectives in terms of both performance and competence. The pragmatic principle comes from Widdowson (1981) on process-oriented courses. Holmes (1982) highlights that if the ESP course is designed in terms of goals, it will affect a large number of students fail in the course since ESP is intended to enable the learners to achieve purposes. The process-oriented approach, which is a synonym of skill-centered approach (Widdowson, 1981), tries to keep off the problem by removing the distinction between the ESP course and the target situation. Thus, the emphasis in the ESP course is not on achieving a certain set of goals, but on enabling the learners to achieve what they can within the given limitation.

The skill-centered model is a reaction for both idea of specific terms of English (ESP) and to the practical obstacles on learning imposed by limited time and resources. In other word, this approach helps learners to develop their skill

and strategies even after the ESP course itself. Rather than to provide a specified corpus of linguistic knowledge, its aim is to make the learners into better processor of information. The skill-centered approach model is presented in the following figure.

Figure 2.1. Skill-centered Approach by Hutchison and Waters (1987)



The needs analysis in this approach functions twofold. First, it provides the foundation to discover core competence that enables learners to perform in the target situation. Second, it enables the course designer to discover the potential knowledge and abilities that the learners bring to the ESP classroom. There are 5 steps that must be followed by the researcher in a skills-centered approach (Hutchinson & Waters, 1987), they are:

1. analyzing target needs
2. selecting interesting and representative materials
3. ordering and adapting the materials as necessary to enable a focus on the required skill
4. designing materials
5. establishing evaluation procedures

All of the steps were applied in developing the model of ESP listening skill materials in this research to help learners to develop their skill and strategies. It

started with analyzing the target needs of the learners, proceeded to select the appropriate materials, thence to order and adapt the materials and finally to provide evaluation.

## **2.2. Conceptual Framework**

Conceptual framework covers the concept related to the operational definitions. They are an Overview of English for Specific Purposes, listening, developing the model of ESP listening materials and tourism program at vocational schools.

### **2.2.1. An Overview of English for Specific Purposes (ESP)**

Previously, the reasons for learning English had not been well defined. A knowledge of foreign language had been regarded as a sign of a well-rounded education. However, only few had really questioned why it was necessary. The expansion in scientific, technical and economic activity on an international skill by the end of the World War II created a whole new mass of people wanting to learn English not for knowing the language, but because English was the key to the international currencies of technology and commerce (Hutchinson & Waters, 1987).

As English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language. For instance, businessmen and women who wanted to promote and sale their products, doctors who needed to keep up with development on their field, mechanics who had to read instruction manuals and students who scores of study included textbooks and journals only available in English. All these and many others needed English and most importantly they knew why they needed it. Thus, ESP courses stem from an analysis of learners' need (McDonough, 1998).

Moreover, ESP is not a particular kind of language or methodology, nor does it comprise a typical type of teaching material. Yet, it is an approach to language learning which is based on learners need (Robbinson, 1991). In other

words, ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning English (Hutchinson & Waters, 1987).

### **2.2.2. Listening Skill**

People learn language by listening to others. Chastain (1971) defines listening as the ability to understand native speech at normal speed. Meanwhile, Goss (1982) says listening as a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated. Thus, it can be defined that listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning.

However, listeners do not pay attention to everything; they listen selectively, according to the purpose of the task. This determines the type of listening required and the way in which listeners will approach a task. Richards (1990) differentiates between an interactional and a transactional purpose for communication. Interactional use of language is socially oriented, existing largely to satisfy the social needs of the participants, for instance, small talk and casual conversations. Therefore, interactional listening is highly contextualized and two-way, involving interaction with a speaker. On the other hand, a transactional use of language is more message-oriented and is used primarily to communicate information, for examples, news broadcasts, instructions and announcements. Contrary to interactional listening, transactional listening requires accurate comprehension of a message with no opportunity for clarification with a speaker (one-way listening). Knowing the communicative purpose of a text or utterance will help the listener determine what to listen for. As with the advantages of knowing the context, knowing the purpose for listening also greatly reduces the burden of comprehension since listeners know that they need to listen for something very specific, instead of trying to understand every word.

### 2.2.3. Developing the Model of ESP Listening Materials

Materials mean anything that are used to help to teach language learners. Tomlinson (1998) states that materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned. Further, Tomlinson (2001) states materials mean anything which can be used to facilitate the learning of a language (linguistic, visual, auditory or kinesthetic).

Material is one of the most essential elements in language teaching and learning process nowadays, especially in ESP, since it is one of the most suitable sources available for language learning. Hyland (2006) states that the interface between teaching and learning, or the points at which the course needs, objectives and syllabuses are made tangible to both learners and teachers that Materials mean anything which is used to help to teach language learners.

In order to develop learning materials for specific purposes, one thing that should become the starting point, it is the learners' needs. Some methods can be used by the researcher to identify the learner's need that will provide more acknowledge to develop the material. One of the suitable method is need analysis. Need analysis is likely required to gather information about the target learners. This will give him an opportunity to know and clearly understand the reason for which language is supposed to be used in a specific context with certain people to an acceptable level of proficiency. Target needs are defined by them as *Necessities*, *Wants* and *Lacks*. *Necessities* is to look at what learners or students should know in order to be able to function well and communicate efficiently in the target situation, meanwhile *lacks* on the other hand looks more at the gap between what the students or learners already know and which part are they lacking of and need more focusing on. Hence the gap that is discovered can be the basis of the language syllabus and is referred by Jordan (2011).

Learners' wants are the most important input in the Needs Analysis and cannot be ignored in any ESP courses (Hutchinson & Waters, 1987). Learners' wants are considered very important because it will determine their determination

and whether or not they participate effectively in the class or throughout the learning process (McDonough, 1984) & (Nunan, 1988). By neglecting their needs and wants might hinder them from learning and it will cause lack of motivation among students. Students' motivation towards the course also depends on whether or not their wants are taken into the result of the materials development.

While developing materials, researcher should not override the aspects of linguistic that are important and well connected to ESP such as lexical items, language forms topics for conversations while trying to integrate listening skill in English with authentic materials. However, the researcher should remember that the main aim of developing material is to create materials which should reflect English in their real life and also should relate to their background knowledge. A material designer should be aware that the goal is not just to teach these students the content of English but how to use English properly in related to their field of study so that they would be able to communicate in their realms. Materials use should be able to link and relate to the students' background knowledge as well as their language ability. A main concern is on the issue of the language and content focused are drawn from the input in order to fulfill any tasks given to them (Hutchinson & Waters, 1987).

#### **2.2.4. Tourism Program at Vocational High Schools**

Tourism program which becomes the focus of this research is travel business class or *UPW (Usaha Perjalanan Wisata)*. Travel Business requires the students to possess a skill competency in a course of tourism expertise that stresses in tourism management, tour guides, and public relations services. Riadi (2015) explains that the skill competence of the Travelling Enterprises prepares the students to work in areas related to the scope of ticketing, tour planning, tour-guiding and tour leader. The purpose of the competence of the Business Travel Company is to equip learners with the skills, knowledge and attitude to be competent in the following matters: (1) carrying out work on the scope of process control and domestic ticketing and international ticketing, and (2) implementing travel planning and tourism programs, as well as tour guide skills that make

interaction with tourists. A tourist is someone who goes to see or explore a place that is not their home. The people who help tourists are part of the tourism industry. Jobs in tourism include: airport and airplane jobs like a ticket seller or a flight attendant, event organizer or concierge who is responsible for helping tourists get tickets for events and transportation, transportation jobs like a taxi driver or a chauffeur, local entertainment jobs like a tour guide or restaurant worker, and so forth.

Tourism English is a bit different from regular English (Geikhman, 2015): (1) it is more polite and formal. Since the job is to assist the tourists and other customers, the workers should use language that shows respect. For instance, if they work as a receptionist in a hotel, they will greet the visitors like “Welcome to our hotel. How may I be of assistance?” (2) there is a lot of repetition. Many tourism jobs repeat a lot of the same vocabulary and statements. For example, if they work as taxi drivers, they will often ask people about their destination, which is the location where they are going. It is a need to understand addresses and directions, (3) it is simple and clear. Many tourists speak English, but not all tourists speak English well. The workers’ English should be simple and clear enough for anyone to understand it, even those who do not know too much English. However, the English materials provided in the vocational school are limited which the content is too general, not specific to the learners’ needs and the students’ major program.

### **2.3. Previous Studies**

There were three previous studies used as consideration of this research. The first study was presented as a partial fulfilment of the requirements in candidacy for the degree of doctorate in ESP in English Department University of Tlemcen, Algeria. The study was done by Bensafa (2015) entitled Skills-Centred Approach for an ESP Course Design: Case of Master Physics Students Writing Scientific Papers at the University of Tlemcen. The second research was a study done by Chung (2010), a Master degree student from University of Oregon. The title of the study was Developing Authentic Listening Materials for College



Students in Taiwan. The third study which was done by Fauzie (2017) was presented as a partial fulfilment of the requirements to obtain bachelor degree entitled *Developing A Model of ESP Speaking Materials through Language-centred Approach for Tourism Program*.

The study done by Bensafa (2015) was a study which focused on how to overcome the difficulties encountered by master physics students at the University of Tlemcen while writing their scientific papers. Therefore, it has been thought to conduct this investigation through skills-centred approach to ESP course designs. The research was using the case study research design. The research was methods adapted to both quantitative and qualitative methods. In collecting the data, Bensafa (2015) used a semi-structured interview, a questionnaire, and content analysis have been exploited as research instruments. The study emphasized that using skills-centred approach as a framework of ESP, ESP teachers were provided with the necessary knowledge and tools needed to cope with their students' needs in the specialized arena. However, it was of great deal to emphasise the idea that ESP teachers were not specialists in the field, but in the teaching of English. In other words, their duty was English for the profession but not the profession in English.

The second study done by Chung (2010) was a study which focused on developing efficient listening materials for college: freshmen in Taiwan through the introduction of authentic listening materials, as well as developing practical strategies for the students themselves. The detailed processes of selecting, and designing activities around authentic listening materials are introduced in this paper through a literature review, a needs analysis conducted with ESL teachers and EFL teachers and students, criteria for selecting materials, lesson plans, and sample activities. The materials collection chapter aimed to provide sample authentic materials and provide activities that will serve college students' diverse language levels and interests. The study emphasized that using authentic listening materials in the classroom may enhance students' language learning in comparison to the use of only textbook for language purposes.

The third study which was done by Fauzie (2017) focused on developing ESP speaking materials for tourism program. This research was intended to develop the suitable model of ESP speaking materials for tourism program students through language-centred approach to prepare them with enough knowledge of tourism and speaking skill. The results of the data showed that tourism students needed to learn English relevant to their vocational program. It was said that tourism program students learnt English for their future work so they expected to have English materials related to the situations and topics encountered in tourism work area.

From the previous studies above, it was found that skill-centered approach had never been done to develop listening skills, the development of ESP listening materials was done not for tourism program students and the development of ESP materials for tourism program students was focusing on speaking materials. Therefore, the researcher contributed to develop listening materials for tourism program students through skill-centered approach.

## **CHAPTER III**

### **THE STUDY**

This chapter presents research design, research context, research participants, data collection method, and data analysis method.

#### **3.1 Research Design**

The research design implemented in this study was developmental research since this research dealt with research and development. Research and development in this research was related to educational purpose since it was done in an educational institution which also required the use of curriculum, syllabus, and learning materials. The aim of this research was to develop product, in this case, a model of ESP listening materials developed through skill-centered approach proposed by Hutchinson and Waters that would be suitable for tourism program students. The procedures used in developmental studies were divided into three main phases (Richey & Klein, 2005) as follows: (1) needs analysis, (2) material development, and (3) validation.

##### **1. Needs Analysis**

The first stage of this research was investigating the students' needs in learning English by conducting needs analysis. This analysis was done by the researcher through questionnaire. The questionnaire was aimed to know what students needed and expected to have in learning English.

##### **2. Material Development**

After conducting the needs analysis, the researcher interpreted the data in order to design listening materials using skill-centered approach. The researcher constructed the ESP listening materials based on the results of the needs analysis and the syllabus provided by the school.

##### **3. Validation**

The last phase was validation done by some experts. The materials developed were validated by the lecturer of English Education Department Jember University experiencing in teaching ESP, the English teacher of tourism program and an expert working in tourism field. They gave validation to the materials

developed by giving opinions, comments, suggestions, and finally filling the validation sheet for the best result. The validation sheet was adapted from Kusuma (2013) and Fauzie (2017).

### **3.2 Research Context**

This research was conducted at one of the vocational schools in Jember providing tourism program. The curriculum implemented in the school is *K13* (Curriculum 2013). Based on the facts found in the field, the materials used in this school did not specify on the materials needed by tourism students. The teachers found difficulties to provide students with suitable textbooks, due to lack of appropriate sources. Therefore, it was needed to develop ESP listening materials using a certain ESP approach, in this case skill-centered approach.

### **3.3 Research Participants**

In this research, all the first year tourism program students became the focus of this research since they needed more adaptation in the tourism materials. Besides, the English teacher of the tourism program also took a role in this research to get involved in developing the materials and giving information.

### **3.4 Data Collection Method**

In collecting the data, semi-structured interview and open/close-ended questionnaire was implemented. The interview was done to the English teacher to investigate the tourism program students and the process of teaching learning activity in the classroom, especially in listening. Meanwhile, the questionnaire was implemented to the students in order to investigate the learning target situation and needs in the ESP listening materials. The questionnaire was constructed based on the guidelines of a framework for analysing learning needs and target situation of the skill-centered approach proposed by Hutchinson and Waters (1987). Besides, the topics of tourism provided in the questionnaire were based on Coskun (2009) and Fauzie (2017).

### 3.5 Data Analysis Method

In analysing the data gained, the descriptive qualitative and quantitative methods were applied in the data analysis. To analyze the quantitative data from needs analysis, the researcher used percentages with the formula as follow:

$$\frac{n}{N} \times 100 = p$$

where:

n = given quantity

N = total amount

p = percentage of the quantity compared to the

To analyze the qualitative data from the validation sheets, the researcher used descriptive statistics analysis. Descriptive statistics (Brown D. H., 2001) was a set of procedures used to describe or characterize the answers of a group of respondents to numerically coded questions. The central tendency measure used in the validation sheets analysis was mean proposed by Suharto (2006).

Figure 3.1 The Conversion of the Mean (Suharto, 2006) & (Fauzie, 2017)

<b>Grading</b>	<b>Scales</b>	<b>Interval of Mean</b>	<b>Letter Grade</b>	<b>Meaning</b>
Very Good	4	3.60 – 4.00	A	Very Appropriate
Good	3	2.60 – 3.59	B	Appropriate
Fair	2	1.60 – 2.59	C	Less Appropriate
Weak	1	0.5 – 1.59	D	Not Appropriate

The data which came from the questionnaire were presented in the form of narrative description. Qualitative data analysis involved such processes as describing phenomena, classifying it, and seeing how the concepts interconnect (Dey, 1993).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion of the finding and the suggestions for the English teacher and the future researchers.

#### **5.1. Conclusion**

Based on the findings, analysis, and discussion on Chapter IV, the listening materials for students of tourism program at Indonesian vocational high school were developed by finding their needs using skill-centered approach. Some core points can be drawn as in regard to the target situation, the first year students' purpose of learning English was to get a job related to their vocational program. Therefore, they need a learning topic which was relevant to their vocational program that is tourism. After they have graduated from the school, they wanted to work abroad and expected to speak with native speakers, so they need to improve their listening skill in order to communicate in English well.

In terms of learning needs analysis, the topics the tourism students need to have in the ESP listening materials were music and dance, ways of addressing people, history, festivals and lifestyle in the top five priorities. The situations were in travel agency, tourism information center and receptionist in top three ranks.

Therefore, the ESP listening materials using skill-centered approach are needed to design materials in which students have a specialist interest and purpose in learning English, especially for tourism program students.

#### **5.2. Suggestions**

The research results reported here have implications for English teachers, vocational students of the tenth grade tourism program students, institutions of vocational school, and future researches. Therefore, the researcher proposed some suggestions as followed.

##### **1. The English Teachers**

The results of this research could be used as a consideration and an input for English teachers in tourism program in order to develop other listening materials suitable for the tourism program students continuously, especially using

skill-centered approach proposed by Hutchinson and Waters (1987). Moreover, the target situation and needs analysis had been revealed that could be used as a guideline to continue developing the ESP listening materials.

## **2. Vocational Students of the Tenth Grade Tourism Program Students**

The results of this research could enrich students' listening materials of the tenth grade tourism program students. Principally, this research could also be used for the English learning material to make the students learn English easily and improve their vocational English ability, especially in listening skills.

## **3. Institutions of Vocational School**

The result of this research would be an alternative in designing better English course guidelines for vocational high schools in Indonesia, especially in Jember. The findings hopefully could be one of the triggers of the Institutions of vocational school to create a better book in order to get a better vocational education in Indonesia that fit with the purpose of the vocational school.

## **4. The Future Researchers**

The research findings would be a data source for conducting further researches, especially to try the materials out to the students in order to know the effectiveness of the materials developed. Furthermore, the research findings could be a model for conducting other researches, particularly for tourism program with different skill and approach and for other programs with the same skill and approach.

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## Appendix A

## Research Matrix

Title	Research Problem	Variables	Indicators	Data Resources	Research Method
Developing ESP Listening Materials for Students of Tourism Program at Indonesian Vocational High Schools through Skill-Centered Approach	“How are the listening materials for students of tourism program at Indonesian vocational high schools developed?”	Developing ESP listening materials through skill-centered approach for the first year tourism program students at SMKN 3 Jember	The procedures of Skill-Centered Approach:  a. Analyzing target needs b. Selecting interesting and representative materials c. Ordering and adapting the materials d. Designing listening materials e. Establishing evaluation procedures	1. Validators:  The lecturer of English Education Program Universitas Jember, the English teacher of tourism program, and a tourism expert  2. First year tourism program students at SMKN 3 Jember	Research Design: Developmental Research  Data Collection Method a. Interview b. Questionnaire  Data Analysis Method: Descriptive Qualitative

## Appendix B

## Needs Analysis Questionnaire

Name : .....

Student's Number : .....

This needs analysis questionnaire is intended to reveal learners' needs in order to develop a model of ESP listening materials through skill-centered approach for the first year tourism program students at SMKN 3 Jember. Your careful responses to these questions will help us plan the program to meet your needs. Your answers will be kept confidential.

**PART 1 TARGET SITUATION ANALYSIS**

**Choose the answers by crossing (x) a/b/c/d appropriate with your condition and situation. You may choose more than one answers, except on the questions noted "choose one". If you choose the answer that provides (.....), fill in the blank appropriate with your answer.**

1. How long have you learned English?
  - a. 3 years
  - b. 9 years
  - c. Less than 3 years: .....
  - d. More than 3 years: .....
  - e. More than 9 years: .....
2. Why do you learn English? (You may choose more than one answer)
  - a. It is a compulsory subject at school
  - b. I want to master English
  - c. I need to master English for future job
  - d. Other(s): .....
3. Other than studying at school, what do you usually do to learn English? (You may choose more than one answer)
  - a. I listen to English songs

- b. I watch English movies
  - c. I read English books/ novels/ comics
  - d. Other(s): .....
4. Other than studying at school, what do you usually do to improve your listening ability? (You may choose more than one answer)
- a. I listen to English songs
  - b. I watch English movies without subtitles
  - c. I join an English club
  - d. Other(s): .....
5. What job do you wish to have in the future? (Choose only one)
- a. In tourism field area (please specify): .....
  - b. Not in tourism field area (please specify): .....
6. Where do you wish to work in the future?
- a. Indonesia
  - b. Overseas
7. Whom do you expect to interact with at your job? (Choose only one)
- a. Native speakers
  - b. Non-native speakers
  - c. Other(s): .....

## **PART 2 LEARNING NEEDS ANALYSIS**

1. Please comment on your current strengths and weaknesses in mastering the following areas by giving check (√).

<b>Knowledge of ....</b>	<b>Very Weak</b>	<b>Weak</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>
Grammar					
Vocabulary					
Idiom					

2. What difficulties do you face in learning English, especially in listening skill? Please give check (√).

	Quality of recorded materials
	Cultural differences
	Accent
	Unfamiliar vocabularies
	Length of listening
	Speed of listening
	Other(s) (please specify): _____

3. Which of the following situations do you think you will mostly use English? You may choose more than one. Give a check (√):

	At the reception desk
	In a restaurant
	In a bar
	In a travel agency
	In a car rental
	At Tourist information centre
	Other(s) (please specify): _____

--	--

4. Which of the following topics would you like to see in the course? You may choose more than one. Give a check (√)

	Wedding party
	Food & drink
	Music and dance
	Famous people
	Culture shock
	Ways of addressing people
	Clothing
	Festivals
	Lifestyles
	History and heritage
	Geography
	Art
	Other(s) (please specify): _____

5. What listening activities do you like to have? You may choose more than one. Give a check (√)

	Individual work
	Pair work
	Group work
	Field work
	Watching related videos
	Other(s) (please specify): _____

6. What listening sources do you like to have? You may choose more than one.

Give a check (√)

	Radio
	Films
	TV Programs
	Podcasts
	Advertisements
	Other(s) (please specify): _____

**Kuesioner Analisis Situasi Target**

Nama : .....

No. Absen : .....

*Isilah kuesioner di bawah ini sesuai dengan keadaan dan situasi yang Anda alami dengan memberi tanda silang (x) pada pilihan jawaban a/b/c/d. Anda diperkenankan memilih lebih dari satu pilihan jawaban, kecuali pada pertanyaan yang diberi keterangan “pilih salah satu”. Jika Anda memilih pilihan jawaban yang menyediakan titik-titik (.....), silakan isi titik-titik tersebut sesuai jawaban Anda. Kuesioner ini akan digunakan sebagai bahan pertimbangan dalam mengembangkan materi listening Bahasa Inggris dan tidak mempengaruhi nilai Anda, maka diharapkan agar Anda menjawab dengan sejujur-jujurnya.*

1. Sudah berapa lamakah Anda belajar bahasa Inggris?
  - a. 3 tahun
  - b. 9 tahun
  - c. Kurang dari 3 tahun: .....
  - d. Lebih dari 3 tahun: .....
  - e. Lebih dari 9 tahun: .....
2. Mengapa Anda belajar Bahasa Inggris? (boleh memilih lebih dari satu jawaban)
  - a. Kewajiban sekolah
  - b. Keinginan untuk menguasai Bahasa Inggris
  - c. Kebutuhan akan penguasaan Bahasa Inggris untuk bekerja di masa depan
  - d. Lain-lain: .....
3. Selain belajar di kelas, apa yang biasanya Anda lakukan untuk belajar Bahasa Inggris? (boleh memilih lebih dari satu jawaban)
  - a. Mendengarkan lagu berbahasa Inggris
  - b. Menonton film berbahasa Inggris
  - c. Membaca buku/ novel/ komik berbahasa Inggris
  - d. Lain-lain: .....



4. Selain belajar di kelas, Apa yang biasanya Anda lakukan untuk meningkatkan kemampuan mendengarkan dalam Bahasa Inggris? (boleh memilih lebih dari satu jawaban)
  - a. Saya mendengarkan lagu berbahasa Inggris
  - b. Saya menonton film berbahasa Inggris tanpa *subtitle*
  - c. Saya bergabung dengan *English club*
  - d. Lain-lain: .....
5. Pekerjaan apa yang Anda inginkan di masa depan? (Pilih salah satu)
  - a. Berkaitan dengan pariwisata: .....
  - b. Di luar bidang pariwisata: .....
6. Dimanakah Anda ingin bekerja di masa depan?
  - a. Di Indonesia
  - b. Di luar negeri
7. Dengan siapa Anda berharap akan berbicara Bahasa Inggris dalam pekerjaan Anda nanti? (pilih salah satu)
  - a. Orang asing penutur asli bahasa Inggris (Inggris, Amerika, Australia, dll)
  - b. Orang asing bukan penutur asli bahasa Inggris (Cina, Jepang, Korea, dll)
  - c. Lain-lain: .....

### Kuesioner Analisis Kebutuhan Pembelajaran

1. Berikan tanda centang (√) pada kolom yang disediakan sesuai dengan kelebihan dan kelemahan Anda pada masing-masing aspek.

	Sanagat Lemah	Lemah	Rata-rata	Baik	Sangat Baik
Pengetahuan <i>grammar</i>					
Pengetahuan <i>vocabulary</i> / kosa kata					
ungkapan ( <i>Idiom</i> )					

2. kesulitan apa yang anda hadapi dalam belajar Bahasa Inggris, terutama dalam kemampuan *listening*? Berilah tanda centang pada kolom yang tersedia (√).

	Kualitas rekaman materi
	Perbedaan budaya
	Aksen/logat
	Kata-kata asing
	Panjang rekaman <i>listening</i>
	Kecepatan rekaman <i>listening</i>
	Lain-lain: _____

3. Manakah di antara situasi berikut ini yang Anda kira bahwa Anda akan menggunakan Bahasa Inggris paling sering dengan memberikan tanda centang (√) pada kolom yang tersedia. Anda boleh memilih lebih dari satu serta isilah pilihan “lain-lain” jika ada.

	Resepsionis
	Restauran
	Bar

	Agen travel
	Tempat penyewaan kendaraan
	Pusat informasi pariwisata
	Lain-lain: _____

4. Dalam materi yang akan dikembangkan, “budaya” akan menjadi tema utama. Manakah di antara topik berikut ini yang ingin Anda lihat ada dalam materi? Berilah tanda centang (√) pada kolom yang tersedia. Anda boleh memilih lebih dari satu serta isilah pilihan “lain-lain” jika ada.

	<i>Wedding pernikahan/ pesta pernikahan</i>
	<i>Food &amp; drink/ makanan dan minuman</i>
	<i>Music and dance/ musik dan tari</i>
	<i>Famous people/ orang terkenal</i>
	<i>Culture shock</i>
	<i>Ways of addressing people/ cara menyambut/ menyapa orang lain</i>
	<i>Clothing/ pakaian</i>
	<i>Festivals</i>
	<i>Lifestyles/ gaya hidup</i>
	<i>History/ sejarah</i>
	<i>Geography</i>
	<i>Art/ kesenian</i>
	Lain-lain: _____

5. Kegiatan pembelajaran *listening* seperti apakah yang Anda kira efektif? Berilah tanda centang (√) pada kolom yang tersedia. Anda boleh memilih lebih dari satu, serta isilah pilihan “lain-lain” jika ada.

	Tugas individu
	Tugas berpasangan
	Tugas kelompok
	Proyek luar kelas/kerja lapangan
	Menonton video terkait
	Lain-lain: _____

6. Materi dari manakah yang kalian inginkan untuk materi *listening* yang akan dipakai nanti? Anda boleh memilih lebih dari satu. Berilah tanda centang pada kolom yang disediakan (√)

	Radio
	Film
	Program TV
	<i>Podcasts</i> / rekaman suara
	Iklan
	Lain-lain: _____

## Appendix C

### Validation Sheet

This questionnaire is intended as the validation instrument to the materials developed through skill-centered approach for tourism program. The following are the items related to the assessment of the ESP listening materials developed. Please give comments on the columns provided by giving a thick ( ✓ ) on each item. Please give comments or suggestions on the column provided.

No.	Items	Weak	Fair	Good	Very Good
1.	The materials developed are appropriate with the learning objectives				
2.	The materials developed are appropriate with the standard competence and the basic competence for tenth grade of vocational schools				
3.	The materials developed are appropriate with the needs of tourism program students				
4.	The materials developed are relevant to the situation encountered in tourism workplace				
5.	The language used in the instructions is clear and understandable				
6.	The tasks provided stimulate students to increase their listening skill				
Comments or Suggestions:					

Jember, April 2018  
 The ESP Lecturer of UNEJ/ The  
 English Teacher of Tourism  
 Program/ Tourism Expert

.....  
 NIP.



**Appendix D**

**SILABUS**

**Mata Pelajaran** : BAHASA INGGRIS  
**Kelas** : X  
**Semester** : I (satu)  
**Kompetensi Inti** :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya  
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan  
KD 1.1 : Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar  
KD 2.2 : Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

Kompetensi Dasar	Indikator	Pembelajaran	Tujuan Pembelajaran
<b>3.4</b> Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa <b>Teks Deskriptif</b> lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.	Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. – Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi	<ul style="list-style-type: none"><li>• Listening:<ul style="list-style-type: none"><li>– Listening for information</li><li>– Dictation</li><li>– Matching pictures</li></ul></li></ul>

Mengetahui,  
Kepala SMK Negeri 3 Jember,

Guru Mata Pelajaran,

**AGUS BUDIARTO, S.P, M.Pd.**  
NIP. 19611003 198403 1 003

NIP.

**Appendix E****Records of Students' Needs Analysis**

Respondents : The First Year Students of Tourism Program

Research Date : September, 29<sup>th</sup> 2017

The Number of Participants : 29 participants

**Target Situation Analysis Questionnaire**

1. the results of the question asking how long the students have been learning English

3 years	9 years	Less than 3 years	More than 3 years	More than 9 years
-	16 participants (55%)	-	4 participants (14%)	9 participants (31%)

2. Reasons for learning English

Compulsory subject	Want to master English	Need to master English for future job	Other(s)
7 participants (14%)	18 participants (36%)	25 participants (50%)	-

3. What the students usually do to learn English

Listening to English music	Watching English movies	Reading English books/ novels/ comics	Other(s)
25 participants (50%)	16 participants (32%)	5 participants (10%)	4 participants (8%) : reading dictionary, taking a course

## 4. What the students usually do to improve their English listening ability

listening to English songs	watching English movies without subtitles	Joining an English club	Other (s)
23 participants (56%)	12 participants (29%)	2 participants (4.8%)	4 participants (9,7%) : Course and etc.

## 5. Jobs the students wish to have in the future

In tourism field area	Not in tourism field area
26 participants (89.7 %)	3 participant (10.3%)

## The jobs mentioned in the questionnaire

In tourism field area	Not in tourism field area
Tour and travel, travel agent, ticketing, airlines, tour leader, tour guide, and marketing staffs	-

## 6. Location the students wish to work in the future

In Indonesia	Overseas
13 participants (44.8%)	16 participants (55.2%)

## 7. Whom the students expect to listen English with at their job

Native speaker foreigners	Non-native speaker foreigners
24 participants (82.7%)	5 participants (17.3%)



### Learning Needs Analysis Questionnaire

1. The students' current strengths and weaknesses (participants (%))

<b>Knowledge of....</b>	<b>Very Weak</b>	<b>Weak</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>
Grammar	-	9 (31%)	16 (55.2%)	4 (13.8%)	-
Vocabulary	1 (3.4%)	2 (6.8%)	22 (75.9%)	4 (13.8%)	-
Idiom	-	8 (27.6%)	16 (55.2%)	5 (17.2%)	-

2. The difficulties they face in learning English, especially listening skill scale 1-7

Scale 1-7	Participants (%)	
4	12 (18.2%)	Quality of recorded materials
5	4 (6.06%)	Cultural differences
3	14 (21.2%)	Accent
2	16 (24.2%)	Unfamiliar vocabularies
6	1 (1.5%)	Length of listening audio
1	19 (28.8%)	Speed of listening audio
7	-	Other(s) :-

3. The situations the students think they will mostly use English scale 1-7

Scale 1-7	Participants (%)	
3	13 (18%)	At the reception desk
4	10 (13.8%)	In a restaurant
5	2 (2.7%)	In a bar
1	25 (34.7%)	In a travel agency
6	-	In a car rental
2	22 (30.5%)	At Tourist information centre
6	-	Other(s) :-

## 4. The topics the students like to see in the course in priority scale 1-13

Scale 1-13	Participants (%)	
12	1 (1.02%)	Wedding
7	9 (9.2%)	Food
1	15 (15.37%)	Music and dance
9	5 (5.15%)	Famous people
10	2 (2%)	Culture shock
2	15 (15.3%)	Ways of addressing people
8	8 (8.3%)	Clothing
4	10 (10.2%)	Festivals
5	10 (10.2%)	Lifestyles
3	11 (11.2%)	History and heritage
11	2 (2%)	Geography
6	10 (10.2%)	Art
13	-	Other(s) : -

## 5. The activities that the students think are useful for learning English in priority scale 1-6

Scale 1-6	Participants (%)	
4	10 (17%)	Doing individual work
1	15 (25.4%)	Doing pair work
5	9 (15.2%)	Doing group work
3	11 (18.6%)	Doing out-of-class projects
2	14 (23.7%)	Watching related videos
6	-	Other(s) : -

## 6. The listening sources the students like to have scale 1-5

Scale 1-6	Participants (%)	
-	-	Radio
1	26 (57.7%)	Films
2	8 (17.72%)	TV Programs
3	7 (15.5%)	Podcasts
4	3 (5%)	Advertisements
5	1 (2.2%)	Other(s) : -

## Appendix F

## Results of Validation Sheets

No.	Items	Interval of Mean	Letter Grade	Meaning
1.	The appropriateness of the materials with the learning objectives	3.0	B	Appropriate
2.	The appropriateness of the materials with the syllabus	3.0	B	Appropriate
3.	The appropriateness of the materials with the needs of tourism program students	3.7	A	Very appropriate
4.	The relevancy of the materials to the situation encountered in tourism workplace	3.3	B	Appropriate
5.	The language used in the instructions are clear and understandable	3.7	A	Very appropriate
6.	The tasks provided stimulate students to increase their listening skill	3.0	B	Appropriate
<b>The Total Score</b>		<b>19.7</b>		
<b>The Means</b>		<b>3.3</b>		
<b>Letter Grade</b>			<b>B</b>	
<b>Meaning</b>				<b>Appropriate</b>

## Appendix F

### Results of Validation Sheets

This questionnaire is intended as the validation instrument to the materials developed through skill-centered approach for tourism program. The following are the items related to the assessment of the ESP listening materials developed. Please give comments on the columns provided by giving a thick ( ✓ ) on each item. Please give comments or suggestions on the column provided.

No.	Items	Weak	Fair	Good	Very Good
1.	The materials developed are appropriate with the learning objectives			✓	
2.	The materials developed are appropriate with the standard competence and the basic competence for tenth grade of vocational schools			✓	
3.	The materials developed are appropriate with the needs of tourism program students				✓
4.	The materials developed are relevant to the situation encountered in tourism workplace				✓
5.	The language used in the instructions is clear and understandable			✓	
6.	The tasks provided stimulate students to increase their listening skill			✓	
Comments or Suggestions:					

Jember, April 2018

The ESP Lecturer of UNEJ

  
Dr. I. Putu Sutkmaantara, M.Ed

NIP. 19690424 199002 1 003

## Appendix F

### Results of Validation Sheets

This questionnaire is intended as the validation instrument to the materials developed through skill-centered approach for tourism program. The following are the items related to the assessment of the ESP listening materials developed. Please give comments on the columns provided by giving a tick ( ✓ ) on each item. Please give comments or suggestions on the column provided.

No.	Items	Weak	Fair	Good	Very Good
1.	The materials developed are appropriate with the learning objectives			✓	
2.	The materials developed are appropriate with the standard competence and the basic competence for tenth grade of vocational schools		✓		
3.	The materials developed are appropriate with the needs of tourism program students			✓	
4.	The materials developed are relevant to the situation encountered in tourism workplace			✓	
5.	The language used in the instructions is clear and understandable				✓
6.	The tasks provided stimulate students to increase their listening skill			✓	
Comments or Suggestions:					

Jember, April 2018

The English Teacher of Tourism Program

  
NOVANINGS PRASTIKA, S.Pd

NIP. 19811109 201101 2012

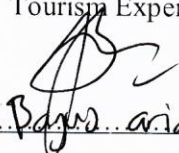
## Appendix F

### Results of Validation Sheets

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1.	The materials developed are appropriate with the learning objectives			✓	
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3.	The materials developed are appropriate with the needs of tourism program students				✓
4.	The materials developed are relevant to the situation encountered in tourism workplace			✓	
5.	The language used in the instructions is clear and understandable				✓
6.	The tasks provided stimulate students to increase their listening skill			✓	
Comments or Suggestions:					
It already good					

Jember, April 2018  
Tourism Expert

  
..... Bagus Ariana .....  
NIP.

**Appendix G**

**A MODEL OF ESP LISTENING MATERIALS THROUGH SKILL-  
CENTERED APPROACH FOR TOURISM PROGRAM**



**Composed by:**

**Yusron Arfiansyah**

**130210401090**

**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ART EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS JEMBER**

**2018**



# UNIT 1

LET'S TRAVEL AROUND THE WORLD!





## TASK 1

**Look at the following picture and discuss the questions with your friend.**



*(Taken from <http://mixgalaxyrecords.com/>)*




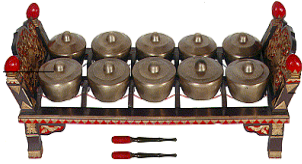
1. What is the woman in the picture doing?
2. Do you know the name of the music instrument she is playing?
3. Do you like playing music instrument?
4. Please mention other music instruments you know.



## TASK 2

Match the following pictures with the name provided in the box.

trumpet	qin	berimbau
zummara	tabla	violin
bonang	tambourine	Harp

 <p>.....</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>

Taken from <https://www.pinterest.co.uk/pin/150237337550384373/>,  
<https://ajengdpanggraini21.blogspot.com/2016/10/alat-musik-tradisional-bonang-bonang.html>, <https://www.conceptmusic.com.au>



### TASK 3

**Watch and listen to the video about “Music around The World” carefully. Take some notes about the important points.**



### TASK 4

**Answer the questions below based on the video.**

1. Where is Zummara originated from?
2. How do the players play Zummara?
3. What is the instrument from Indonesia mentioned in the video?
4. How is the gong tuned?
5. Where is the single string percussion instrument currently used today?
6. Where is the single string percussion instrument originated from?
7. Mention three different types of sounds produced by Berimbau?
8. When was the old instrument from China invented?
9. Mention the high class people who favor Qin?
10. How many strings does a Qin have?



### TASK 5

**Complete the text with the detailed information from the video.**

#### Music around the World

Hello! Today we'll be talking about the way people make music in different countries all over the world. Our journey starts here in Kansas. Our first stop is across the Atlantic Ocean in the African country of Egypt. The instrument we find here is called Zummara. It's (1) \_\_\_\_\_ type instrument and the player puts both ends in their mouth at (2) \_\_\_\_\_. Music was very important in ancient Egyptian culture, although there was no written music. All players had to learn it by (3) \_\_\_\_\_ and memorize their music. Let's listen to Zummara now!

From Egypt, we're now heading even further around the globe to the Southeast Asian country of Indonesia. Here they have an instrument called

the Bonang which is a series of (4 ) \_\_\_\_\_. Each gong is tuned to a different pitch on the scale and they're arranged so that you can play different melodies without (5) \_\_\_\_\_ your hands, let's listen to one now!

Although our next instrument probably (6) \_\_\_\_\_ from Africa, it is currently used today in the South American country of (7) \_\_\_\_\_. This musical bow is a single string percussion instrument. It can produce three different types of sound: the open string sound, the high sound, and (8) \_\_\_\_\_. Let's listen for different types of sounds in this recording!

We're headed back to Asia, specifically to China for our last stop on today's journey. The instrument we find here is very old. It was invented in (9) \_\_\_\_\_ over 5.000 years ago. Many high class people favor this instrument. Emperors, philosophers, and scholars, all enjoy playing it. The instrument is called a Qin and it's (10) \_\_\_\_\_ instrument that has seven strings.

Well, that was our last stop on our trip to look at different instruments all over the world. Hope you enjoy the trip. Let's head back home to the United States.



## TASK 6

**Watch and listen to the video about “Day of The Dead” carefully. Take some notes about the important points.**



## TASK 7

**Work in pairs. Write the unfamiliar words from the video and discuss the meaning with your partner.**

WORDS	MEANINGS



## TASK 8

**Write your questions based on the video using WH questions. Do not show your questions to your friends.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## TASK 9

**Watch and listen to the video about “Diwali-Festival of Lights” carefully. Take some notes about the important points.**



## TASK 10

**Work in pairs. Write the unfamiliar words from the video and discuss the meaning with your partner.**

WORDS	MEANINGS





## TASK 11

**Answer the questions below based on the video.**

1. When is Diwali being held?
2. Where is Diwali being held?
3. Why do they celebrate Diwali?
4. What do we have to do to fully experience Diwali?
5. Who work feverishly to create Garlands of fragrant jasmine?
6. How do the people adorn their homes in celebrating Diwali?
7. What is the symbol of welcome?
8. What will happen if we are staying home during Diwali?
9. What is customary for Family in Diwali?
10. What will we find if we had to major commercial districts throughout India?



## TASK 12

**Complete the text with the detailed information from the video.**

### Diwali - Festival of Lights

At any time of year, a (1) \_\_\_\_\_ to India can be (2) \_\_\_\_\_ by its beauty and color but a visitor in late fall is especially fortunate. The (3) \_\_\_\_\_ will have pulled down, the (4) \_\_\_\_\_ will have not yet begun. And Diwali, the festival of lights is at hand.

Diwali is to many Indians what Christmas is to Christians. In essence, it commemorates the victory of the forces of light over the forces of (5) \_\_\_\_\_. To experience it fully, get up before dawn and head for the flower markets. Here, flower (6) \_\_\_\_\_ work feverishly to create Garlands of (7) \_\_\_\_\_ jasmine that Indians will use to adorn their homes. By dawn, they'll be sold out.

Next, head for one of the temples but go early, later on in the day they'll be packed. On your way over, you may see a (8) \_\_\_\_\_ sight. People hunched in front of their doorways pouring colored sand on the (9) \_\_\_\_\_. The sand takes the shape of a lotus blossom, a symbol of welcome, and today millions of symbols of welcome will grace the nation's doorways.

Indeed, Diwali is all about sharing. If you're staying in a private home, don't be surprised if the neighbors show up with plates of (10) holiday treats. It's also (11) \_\_\_\_\_ for families to go to the temples together on this day. They all been dress and find new outfits purchased especially for Diwali. And if their outfits inspire you, head for a sari shop. Shops are open on Diwali. And Indian silks are justifiably (12) \_\_\_\_\_ for their beauty. They're just one of the ways India spruces up and gets into the holiday spirit. "So this is an occasion for all of us to rejoice and be with the family and enjoy all the good things in life, so we buy good clothes and make good food". And everywhere there are lights. If you had to major commercial (13) throughout India, you'll find colorful displays comparable to Christmas lights in Western cities. Some cities also put on (14) \_\_\_\_\_ public displays of fireworks, like this one in Delhi. But no matter where you are, there are smaller more intimate fireworks displays. A long day of (15) \_\_\_\_\_ is coming to an end and it's going out with a bang.



**TEACHER'S GUIDE TO A MODEL OF ESP LISTENING MATERIALS  
THROUGH SKILL-CENTERED APPROACH FOR TOURISM  
PROGRAM**



**Composed by:**

**Yusron Arfiansyah**

**130210401090**

**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ART EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS JEMBER**

**2018**

TEACHER'S GUIDE  
**UNIT 1**

**LET'S TRAVEL AROUND THE WORLD!**





## TASK 1

Preparing the students for the upcoming materials that they will learn, teacher may have questions and answers session with the students about the picture provided. The students discuss everything they know about the instrument with their friends. This task is aimed to recall students' prior knowledge of music around the world



## TASK 2

Asking students to match the following pictures with the name provided in the box.

Answer Keys:

 <p>tabla</p>	 <p>violin</p>
 <p>tambourine</p>	 <p>trumpet</p>
 <p>zumara</p>	 <p>qin</p>



**Playing the video entitled “Music around The World” continuously and asking students to take some notes about the important points.**

### Music around The World

Hello! Today we’ll be talking about the way people make music in different countries all over the world. Our journey starts here in Kansas. Our first stop is across the Atlantic Ocean in the African country of Egypt. The instrument we find here is called Zummara. It’s a double flute type instrument and the player puts both ends in their mouth at the same time. Music was very important in ancient Egyptian culture, although there was no written music. All players had to learn it by ear and memorize their music. Let’s listen to Zummara now!

From Egypt, we’re now heading even further around the globe to the Southeast Asian country of Indonesia. Here they have an instrument called the Bonang which is a series of gong chimes. Each gong is tuned to a different pitch on the scale and they’re arranged so that you can play different melodies without crossing your hands, let’s listen to one now!

Although our next instrument probably originated from Africa, it is currently used today in the South American country of Brazil. This musical bow is a single string percussion instrument. It can produce three different types of sound: the open string sound, the high sound, and the buzz sound. Let’s listen for different types of sounds in this recording!

We’re headed back to Asia, specifically to China for our last stop on today’s journey. The instrument we find here is very old. It was invented in

ancient times over 5.000 years ago. Many high class people favor this instrument. Emperors, philosophers, and scholars, all enjoy playing it. The instrument is called a Quinn and it's a very quiet instrument that has seven strings.

Well, that was our last stop on our trip to look at different instruments all over the world. Hope you enjoy the trip. Let's head back home to the United States.

*(Taken from Youtube, Taylor, Tiffany, 2011 <https://www.youtube.com/watch?v=wnJoDa3OG-Y>)*



## TASK 4

### Asking students to answer the questions based on the video.

1. Where is Zummara originated from?
2. How do the players play Zummara?
3. What is the instrument from Indonesia mentioned in the video?
4. How is the gong tuned?
5. Where is the single string percussion instrument currently used today?
6. Where is the single string percussion instrument originated from?
7. Mention three different types of sounds produced by Berimbau?
8. When was the old instrument from China invented?
9. Mention the high class people who favor Qin?
10. How many strings does a Qin have?

### Answer Keys:

1. Egypt
2. The player puts both ends in their mouth at the same time
3. Bonang/Gong
4. Each gong is tuned to a different pitch on the scale
5. Brazil
6. Africa
7. The open string sound, the high sound, and the buzz sound
8. 5.000 years ago
9. Emperors, philosophers, and scholars
10. seven strings



## TASK 5

**Asking students to complete the text with the detailed information from the video.**

### Music around the World

Hello! Today we'll be talking about the way people make music in different countries all over the world. Our journey starts here in Kansas. Our first stop is across the Atlantic Ocean in the African country of Egypt. The instrument we find here is called Zummara. It's (1) double flute type instrument and the player puts both ends in their mouth at (2) the same time. Music was very important in ancient Egyptian culture, although there was no written music. All players had to learn it by (3) ear and memorize their music. Let's listen to Zummara now!

From Egypt, we're now headed even further around the globe to the Southeast Asian country of Indonesia. Here they have an instrument called the Bonang which is a series of (4 ) gong chime. Each gong is tuned to a different pitch on the scale and they're arranged so that you can play different melodies without (5) crossing your hands, let's listen to one now!

Although our next instrument probably (6) originated from Africa, it is currently used today in the South American country of (7) Brazil. This musical bow is a single string percussion instrument. It can produce three different types of sound: the open string sound, the high sound, and (8) the buzz sound. Let's listen for different types of sounds in this recording!

We're headed back to Asia, specifically to China for our last stop on today's journey. The instrument we find here is very old. It was invented in (9) ancient time over 5.000 years ago. Many high class people favor this instrument. Emperors, philosophers, and scholars, all enjoy playing it. The instrument is called a Quinn and it's (10) very quiet instrument that has seven strings.

Well, that was our last stop on our trip to look at different instruments all over the world. Hope you enjoy the trip. Let's head back home to the United States.



## TASK 6

**Playing the video entitled “Day of the Dead” continuously and asking students to take some notes about the important points.**

### Day of the Dead

The Day of the Dead is a major celebration that originated in Mexico and has spread around the world. The Day of the Dead is officially on November 2<sup>nd</sup>, and it correlates with All Souls Day in the Catholic liturgical calendar. However, celebrations begin as early as October 31<sup>st</sup> and can last for three days.

Day of the Dead is celebrated with music plays and other forms of entertainment, dedicated to the memories of the dearly departed. Families attend Mass on All Saints Day which is November 1<sup>st</sup>, then perform private devotions for the Dead afterwards. Small altars are built in homes, schools and even government offices for offerings of prayers, families leave offerings for the departed. For adults, small alcoholic beverages or favorite dishes may be placed on headstones. Parents may leave small toys for their deceased children. Children are celebrated specifically on November 1<sup>st</sup>, which is known as the day of the innocence, and everyone else on November 2<sup>nd</sup> which is the official Day of the Dead.

The skull, a symbol of death, is a common depiction during the holiday, and it features prominently in their art. Young women often paint skulls on their faces. A common practice is to paint just half of the face as a skull to illustrate the quick transition between life and death.

Day of the Dead has spread in popularity around the world, especially in Latin America and the United States. In the USA, celebrations which can happen at schools and in public spaces, are also a way to share Mexican heritage and solidarity while preserving an important part of the Mexican-American catholic tradition.

*(Taken from Youtube, catholic online channel, 2015 <https://www.youtube.com/watch?v=RgYrH-DLFXE>)*





## TASK 7

**Guiding students to work in pairs, write the unfamiliar words from the video, and discuss the meaning with their partner.**

WORDS	MEANINGS



## TASK 8

**Asking students to write their questions based on the video using WH questions and telling them that they are not allowed to show their questions to their friends.**



## TASK 9

**Playing the video entitled “Diwali” continuously and asking students to take some notes about the important points.**

### Diwali - Festival of Lights

At any time of year, a visitor to India can be overwhelmed by its beauty and color but a visitor in late fall is especially fortunate. The temperature will have pulled down, the monsoons will have not yet begun. And Diwali, the festival of lights is at hand.

A Diwali is to many Indians what Christmas is to Christians. In essence, it commemorates the victory of the forces of light over the forces of darkness. To



experience it fully, get up before dawn and head for the flower markets. Here, flower vendors work feverishly to create Garlands of fragrant jasmine that Indians will use to adorn their homes. By dawn, they'll be sold out.

Next, head for one of the temples but go early, later on in the day they'll be packed. On your way over, you may see a curious sight. People hunched in front of their doorways pouring colored sand on the ground. The sand takes the shape of a lotus blossom, a symbol of welcome, and today millions of symbols of welcome will grace the nation's doorways.

Indeed, Diwali is all about sharing. If you're staying in a private home, don't be surprised if the neighbors show up with plates of delicious holiday treats. It's also customary for families to go to the temples together on this day. They all been dress and find new outfits purchased especially for Diwali. And if their outfits inspire you, head for a sari shop. Shops are open on Diwali. And Indian silks are justifiably famous for their beauty. They're just one of the ways India spruces up and gets into the holiday spirit. "So this is an occasion for all of us to rejoice and be with the family and enjoy all the good things in life, so we buy good clothes and make good food". And everywhere there are lights. If you had to major commercial districts throughout India, you'll find colorful displays comparable to Christmas lights in Western cities. Some cities also put on spectacular public displays of fireworks, like this one in Delhi. But no matter where you are, there are smaller more intimate fireworks displays. A long day of celebrations is coming to an end and it's going out with a bang.

*(Taken from Youtube, National Geographic, 2010  
<https://www.youtube.com/watch?v=HrrW3rO51ak>)*



## TASK 10

**Guiding students to work in pairs, write the unfamiliar words from the video, and discuss the meaning with their partner.**

WORDS	MEANINGS

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## TASK 11

### Asking students to answer the questions based on the video.

1. When is Diwali being held?
2. Where is Diwali being held?
3. Why do they celebrate Diwali?
4. What do we have to do to fully experience Diwali?
5. Who work feverishly to create Garlands of fragrant jasmine?
6. How do the people adorn their homes in celebrating Diwali?
7. What is the symbol of welcome?
8. What will happen if we are staying home during Diwali?
9. What is customary for Family in Diwali?
10. What will we find if we had to major commercial districts throughout India?

### Answer Keys:

1. Before the monsoon
2. In India
3. To commemorate the victory of the forces of light over the forces of darkness
4. Get up before dawn and head for the flower markets
5. Flower vendors
6. They use garlands of fragrant jasmine
7. Lotus blossom
8. If we are staying in a private home, the neighbors show up with plates of delicious holiday treats
9. Go to the temples together on this day
10. We will find colorful displays comparable to Christmas lights in Western cities



## TASK 12

**Asking students to complete the text with the detailed information from the video.**

### Diwali - Festival of Lights

At any time of year, a (1) visitor to India can be (2) overwhelmed by its beauty and color but a visitor in late fall is especially fortunate. The (3) temperature will have pulled down, the (4) monsoons will have not yet begun. And Diwali, the festival of lights is at hand.

Diwali is to many Indians what Christmas is to Christians. In essence, it commemorates the victory of the forces of light over the forces of (5) darkness. To experience it fully, get up before dawn and head for the flower markets. Here, flower (6) vendors work feverishly to create Garlands of (7) fragrant jasmine that Indians will use to adorn their homes. By dawn, they'll be sold out.

Next, head for one of the temples but go early, later on in the day they'll be packed. On your way over, you may see a (8) curious sight. People hunched in front of their doorways pouring colored sand on (9) the ground. The sand takes the shape of a lotus blossom, a symbol of welcome, and today millions of symbols of welcome will grace the nation's doorways.

Indeed, Diwali is all about sharing. If you're staying in a private home, don't be surprised if the neighbors show up with plates of (10) delicious holiday treats. It's also (11) customary for families to go to the temples together on this day. They all been dress and find new outfits purchased especially for Diwali. And if their outfits inspire you, head for a sari shop. Shops are open on Diwali. And Indian silks are justifiably (12) famous for their beauty. They're just one of the ways India spruces up and gets into the holiday spirit. "So this is an occasion for all of us to rejoice and be with the family and enjoy all the good things in life, so we buy good clothes and make good food". And everywhere there are lights. If you had to major commercial (13) district throughout India, you'll find colorful displays comparable to Christmas lights in Western cities. Some cities also put on (14) spectacular public displays of fireworks, like this one in Delhi. But no matter where you are, there are smaller more intimate fireworks displays. A long day of (15) celebrations is coming to an end and it's going out with a bang.