



**DEVELOPING A MODEL OF ESP SPEAKING MATERIALS THROUGH
LANGUAGE-CENTRED APPROACH FOR TOURISM PROGRAM**

Thesis

By:

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ART EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS JEMBER

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MOTTOS

فَأَنمَعَالِ الْغُصْرِ يُسْرًا ﴿٥﴾

“Verily, with hardship, comes ease” (Q.S. Al-Insyirah: 5)

“Enjoy the process and do every single moment in your life lillah.”

-NRRF-

“The secret in education lies in respecting the student”

-Ralph W. Emerson-

DEDICATION

This thesis is dedicated to:

1. My beloved father and mother, Fauzie Iskandar and Rofiqoh, who always give me great affection, motivation, and assistance.
2. My beloved uncle and aunt, Drs. H. Tohiruddin and Dra. Hj. Elya Em Haris, for the affection, assistance, and motivation. My uncle, Mudhar, who always give me assistance from the beginning I went to school.
3. My beloved brothers, Achmad Fariez Hidatulloh and Achmad Ferdiansyah Hidayatulloh, and my beloved cousin, Choirin Nikmah, S.E. who always give me support and motivation.
4. My best partner in everything, Yusron Arfiansyah, who always give 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.

I grant to Universitas Jember the right to archive and to publish my thesis in whole or in part in the university and faculty libraries in all forms of media now and hereafter known.

Jember, June 2017

Nurul Riezza Riesty Fauzie
NIM. 130210401083

CONSULTANTS' APPROVAL

**DEVELOPING A MODEL OF ESP SPEAKING MATERIALS THROUGH
LANGUAGE-CENTRED APPROACH FOR TOUSIM PROGRAM**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S-1 at the
English Education Study Program, Language and Art Department,
Faculty of Teacher Training and Education,
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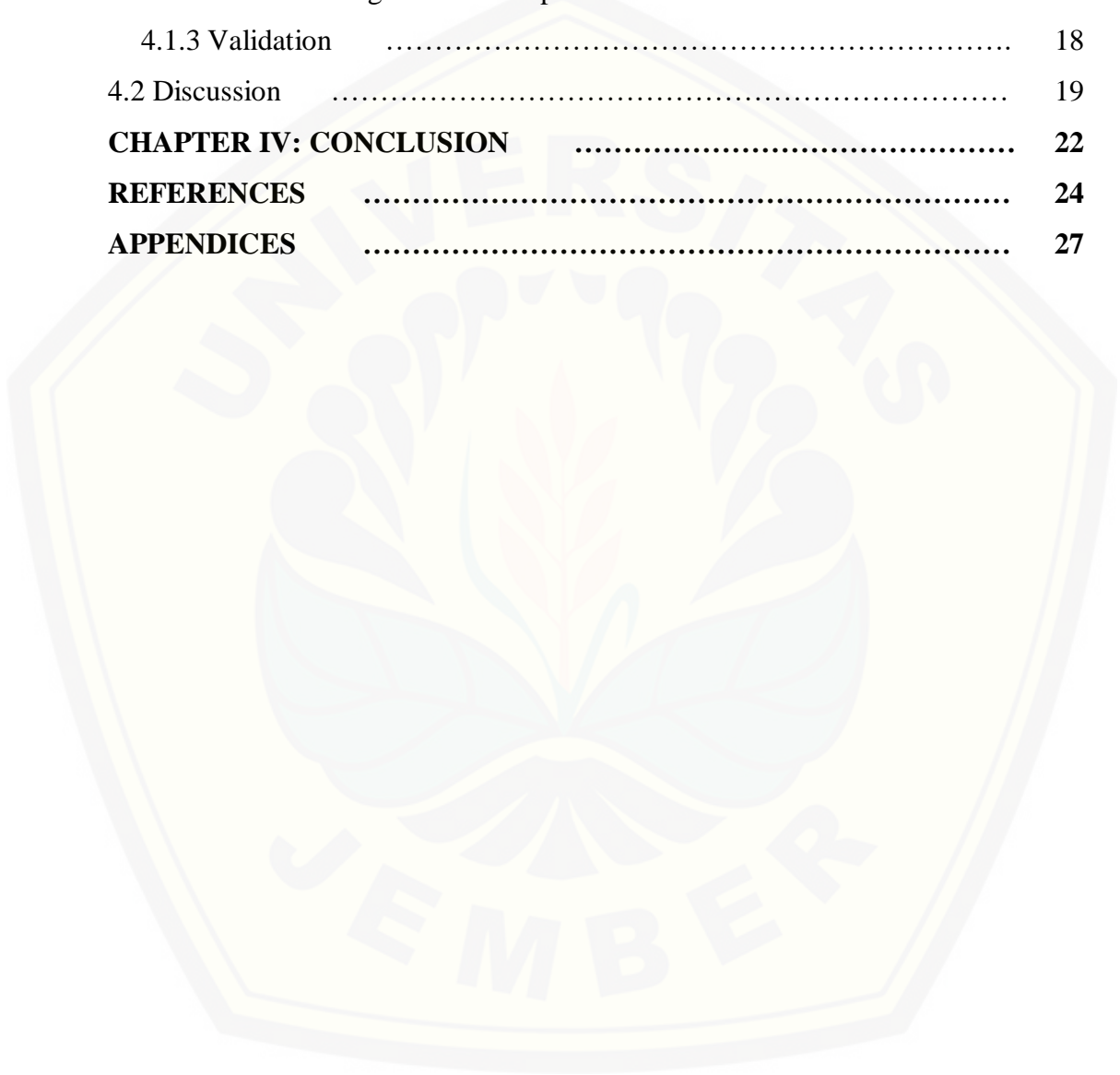
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The Writer

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SUMMARY

Developing a Model of ESP Speaking Materials through Language-Centred Approach for Tourism Program; Nurul Riezza Riesty Fauzie, 130210401083; 2017 24 pages; English Education Study program, Language and Art Department, Faculty of Teacher Training and Education, Universitas Jember.

The challenge of how to manage and get benefits from the phenomenon of the current and topical issue on the importance of tourism in the global economy and international affairs becomes interesting in the emerging countries in Asia-Pacific, including Indonesia. To face this global challenge, vocational schools particularly the tourism program become one of the efforts and institutions promising in preparing Indonesia to face the phenomenon. In doing so, after they have completed their study, the tourism program students are expected to work in tourism field. The vital consideration of tourism is oral communication which must be underlined. Therefore they need to master speaking skill especially on the topic related to tourism. 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 research which was done in one of the vocational schools in Jember through the questionnaire containing students' needs analysis found that tourism program students' purpose 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 future job. The activities that they wished to have in speaking class were role-plays, group work, and pair work. Those activities were relevant to the purpose of speaking, both in transactional and interactional purpose, since tourism-workers need to be able to communicate with customers well.

In the ESP speaking 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, related videos about tourism and from the situations encountered in tourism workplace in order

that the materials developed were suitable with the target situation. To match the materials developed with the target situation is the main aim of language-centred approach (Hutchinson & Waters, 1987).

Based on the validation process, the materials developed got the total score 26.5 of 28 with the interval of the mean 3.78 which got the letter grade A and was categorized as very appropriate for tourism program since it covered the tourism program students' needs and the syllabus.



CHAPTER I INTRODUCTION

This chapter presents the research background, research problem, research objective, and research significance.

1.1 Research Background

Hutchinson and Waters (1987: 6) state that “people want to learn English, not for the pleasure or prestige of knowing the language, but because English is the key to the international currencies of technology and commerce” which is one of the common reasons of the emergence of ESP. So far, the study related to ESP materials development focus on technology, health, agribusiness and agro-technology, and business and management. However, considering the current and topical issue on the importance of tourism in the global economy and international affairs, tourism needs to put in priority.

Historically, only wealthy individuals could afford to travel abroad, and they tended to travel to affluent countries with quality tourism infrastructure and services. Not surprisingly, Europe and North America have been the largest sources and recipients of international tourists. But now, this is changing. In recent decades, tourist arrivals to emerging countries have grown much faster than the tourist arrivals to the developed ones. The Asia-Pacific region has seen and will continue to see the fastest growth. The United Nations World Tourism Organization (UNWTO) predicts that international tourism arrivals will grow by 3.3 percent per year between 2010 and 2030 and reach 1.8 billion total arrivals by 2030. Growth in emerging countries is expected to be twice as fast as in advanced ones. Tourism’s market share in emerging countries is predicted to rise to 57 percent by 2030, compared to 47 percent in 2012 (Bonham & Mak, 2014). The challenge of how to manage and get benefits from this phenomenon becomes interesting in the emerging countries in Asia-Pacific, including Indonesia.

By the Act of The Republic of Indonesia No. 20 of 2003 on National Education System Section 15 about types of education, there are seven types of

education in Indonesia, including vocational education (vocational schools). Vocational schools that have tourism as one of the programs become one of the efforts and institutions promising in preparing Indonesia to face the phenomenon. The vital consideration in tourism field is oral communication. Since English is used by most people all around the world, so it is important to know this language in tourism jobs. When they meet someone from a different country, they can usually use English to understand each other. Thus, the vocational school students who are prepared to work in those field after graduation need to master speaking skill, especially on the topic of their specialization area as it is stated on the Act No. 20 of 2003 Section 12 Subsection (1) about learners that every learner in an educational unit is entitled to obtain education services in accordance with his/her talent, interest, and ability. In other words, giving speaking materials and instructions dealing with those fields will assist the vocational students of tourism program to improve their speaking ability appropriately.

Ideally, themes/topics presented in those materials comprise major offered by vocational schools are dealing with tourism field. Therefore, it is essential to design speaking materials based on the approach of ESP course design proposed by Hutchinson and Waters, that is language-centred approach to course design. This approach is the most familiar to English teachers and is particularly prevalent in ESP (Hutchinson & Waters, 1987). Moreover, the researcher considered the rationale where the procedures of the material design are concise. It has a logical procedure starting with the learner, proceeding through various stages of analysis to a syllabus to materials in use in the classroom and finally to evaluation of mastery of the syllabus items. The stages draw connection as direct as possible between the analysis of the target situation and the content of the ESP course both of which are suitable for this research due to time efficiency reason. Therefore, the researcher was interested in conducting a research on developing a model of speaking ESP materials through language-centred course design for tourism program.

1.2 Research Problem

Based on the research background stated above, this research problem was “How was the model of ESP speaking materials for tourism program developed?”

1.3 Research Objective

Based on the research problem, the objective of this research was intended to develop a suitable model of ESP speaking materials for tourism program.

1.4 Research Significance

The findings of this research were expected to give two kinds of contributions: empirical contribution and practical contribution.

a. Empirical Contribution

For other researchers, the research findings would be a model for conducting further researches, particularly for tourism program with different skill and approach.

b. Practical Contribution

The practical contribution covers the contribution for English teachers and vocational students of tourism. The findings of this research could be used by the English teachers as a motivation, consideration, and input in order to develop ESP materials, especially for the vocational students of tourism continuously based on the target situation and needs. For vocational students of tourism program, the research findings would enrich tourism students' knowledge about English materials related to tourism. In such a way, the tourism students could easily learn and improve their speaking ability, especially in materials dealing with tourism.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents three main points that are theoretical framework, conceptual framework, and previous study.

2.1 Theoretical Framework

The theoretical framework covers the theories relevant with this research. They are an overview of English for Specific Purposes (ESP), language-centred approach, speaking skill, and developing the model of ESP speaking materials.

2.1.1 An Overview of English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is nowadays a popular activity around the globe. ESP is always improving from time to time. The ESP domain is an attempt to involve education, training, and practice and is an effort to employ three main domains of knowledge, which are language, pedagogy, and students' specialist areas of interest (Robinson, 1991). Robinson (1991) emphasizes the primacy of needs analysis in defining ESP. Her definition is based on two key defining criteria and a number of characteristics that are important aspects for ESP. Her key criteria are that "ESP is normally goal-directed" and that ESP courses develop from a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English" (Robinson, 1991).

Day and Krzanowski (2011: 5), who study focusing on teaching and learning in ESP classes, state that "ESP involves teaching and learning specific skills and language needed by particular learners for a particular purpose". Hutchinson and Waters (1987: 6) state that in ESP context, the effect of the historical occurrences was resulted from a mass of people across the globe who wanted to learn English because English is the key to the international currencies of technology and commerce. The emergence of English for Specific Purposes (ESP) teaching movement was resulted from the English language needs of the

learners to learn English for specific purposes in accordance with their professions or job description.

Hutchinson and Waters (1987:19) argue that ESP is an approach to language learning and it is based on learners' need. It means that ESP does not involve a particular kind of language, teaching material or methodology. They suggest that the foundation of ESP involves the learners, the language required and the learning context, which are based on the primacy of need in ESP.

Based on the notion above, Schleppegrell (1991) adds that there are two basic important factors of ESP course design. They are learners and their specialist area-based activities. For that reason, ESP courses are developed through a needs analysis that identifies what the students need to do in English, the contexts in which they will do it, and in what their current level of English is.

2.1.2 Language-Centred Approach

Course design is the process by which the raw data about a learning need are interpreted in order to produce an integrated series of teaching-learning experiences with the ultimate aim to lead the learners to a particular state of knowledge. For the ESP teacher, course design is often a substantial and important part of the workload. Designing course is a matter of asking questions in order to provide a reasoned basis of subsequent processes of syllabus design, materials writing, classroom teaching and evaluation. In ESP, we call it target analysis which becomes the first step in the language-centred course design proposed by Hutchinson and Waters (1987). However, asking questions about learners' need or doing a target analysis will not by itself design a course, the data must be interpreted.

Language-centred approach to course design is an ESP approach to course design that aims to draw a connection between the target situation and the content of the ESP course as direct as possible. This approach focuses on the language needed instead of taking the whole of English and teaching it to the learner, as it commonly occurs in General English. It proceeds as follows:

1. identifying learners' target situation
2. selecting theoretical views of language
3. identifying linguistic features of target situation
4. designing materials
5. establishing evaluation procedures

This approach to course design is considered as the simplest but logical procedure. It starts with the learner to proceed through various stage of analysis to a syllabus, thence to materials in use in the classroom and finally to evaluation of mastery of the syllabus items.

2.1.3 Speaking Skill

There are many definitions of speaking that have been proposed by some experts in language learning. Burns and Joyce (1997) and Luoma (2004:2) define speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. The form and meaning of speaking depend on the context in which it occurs, including the participants, the physical environment, and the purposes of speaking itself. Speaking is defined as the learners' ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful context.

Brown and Yule (1983) suggest that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse. In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989). In this type of interaction, accuracy and coherence in communicating the message is important, as well as confirmation that the message has been understood, for instance, new broadcasts, descriptions, narrations and instructions (Richard, 1990). On the other hand, interactional discourse comes with the purpose of establishing or maintaining a relationship. This is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse (Yule, 1989). Apparently, the

language used in this mode is listener oriented. Speakers' talk tends to be limited to quite short turns. The examples of interactional uses of language are greetings, small talks, and compliments (Richard, 1990).

However, interactional language is combined with transactional language in spoken interaction. It eases the transactional tasks to be done by keeping good social relations with others. In other words, speakers do one thing by doing another (Brazil, 1995). In tourism field, people tend to be able to give best services in term of communicating with the tourists both in transactional and interactional purposes.

2.2 Conceptual Framework

Conceptual framework covers the concept related to the operational definitions. They are developing the model of ESP speaking materials and tourism program at vocational schools.

2.2.1 Developing the Model of ESP Speaking Materials

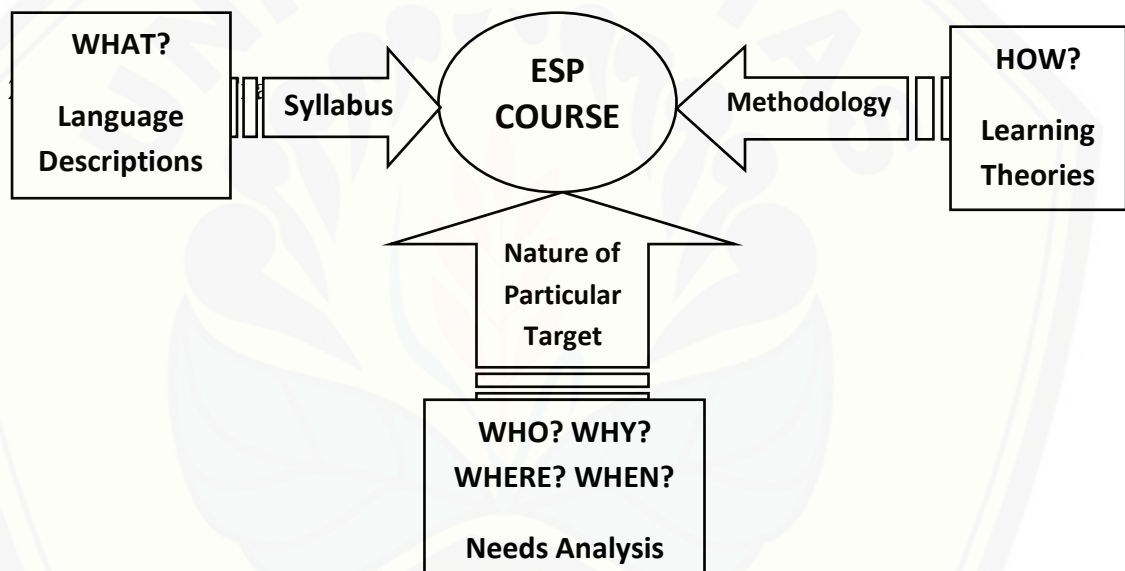
Materials have a crucial role in ESP. They have received considerable attention in the literature of the subject and depend on the methodologies adopted, forming with them "the interface between teaching and learning, or the points at which the course needs, objectives and syllabuses are made tangible to both learners and teachers" (Hyland, 2006). Materials are used to support and stimulate language instruction. Their design is an important element of ESP teaching practice. Even though predominantly written texts or paper-based, they may also include a wide range of media like video, graphic or audio materials, items of realia, computer- and/or internet-mediated resources, lectures, etc (Hyland, 2006).

Since ESP materials are to raise learners' awareness of how texts are organized and how their communicative intentions are accomplished, it is important that they be relevant to learners' target contexts and authentic. They are used to stimulate learners' creativity, planning and interaction with others. Explicit materials can stimulate language use in a relatively structured way.

However, materials that are less explicit and likely to give various interpretations used to symbolize real objects, allow learners to express their creativity and produce various responses (Hyland, 2006).

Thus, a thorough survey, answering various questions concerning target language skills, language proficiency, vocabulary and many others, has to be carried out before the course can be designed. The issue of how to reasonably structure such survey is provided by Hutchinson and Waters (1987: 22) in the diagram regarding factors affecting ESP course design.

Figure 2.1 Factors Affecting ESP Course Design Diagram



From the diagram above, it is obvious that there are many factors that have to be considered concerning all the language skills.

As far as the language descriptions are concerned, the main question that needs to be answered is what is going to be taught and learnt. Thus, it is a must to find areas of language necessary to accomplish with the needs of the learners and then contextualize them, to put it simply, to create a list of materials that will be motivating and will provide useful and meaningful conversational opportunities to practice speaking skills. Since the approach used in this research is language-centred, the speaking materials focus more on culture that is often used as the topic in tourism area. The specific topics are chosen based on the result of the

research data taken from the questionnaire suitable with the syllabus provided by the vocational schools.

2.2.2 Tourism Program at Vocational Schools

In this research, the researcher focuses on the travel business class or *UPW (Usaha Perjalanan Wisata)*. Travel Business is a skill competency under a course of tourism expertise that emphasizes expertise in tourism management, tour guides, and public relations services. 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: (1) it is more polite and formal. Since the job is to assist (help) the tourists and other customers, the workers should use language that shows respect, (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 driver, 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 Study

The researcher considered a previous study which was presented as partial fulfilment of the requirements for the attainment of the *SI* degree in English Education, Yogyakarta State University. The study done by Parwaka Budi Kusuma in developing an English speaking material for students of automotive engineering at SMK Sanjaya in 2013 shows that 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. Furthermore, based on the needs analysis, in learning English speaking, they needed input, such as dialogues, and activities, such as role-play and games..

In this study, the steps implemented were conducting needs analysis, formulating a course grid and writing the draft of speaking material, and expert judgement process. The material developed was based on the results of needs analysis and the standard of competence and the basic competence.

CHAPTER III

THE STUDY

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

3.1 Research Design

This research design was the developmental research because it dealt with research and development. With respect to the research, this investigated students' interest and needs of the ESP speaking materials. According to Richey and Klein (2005: 31), the methodology patterns used in developmental studies are divided into three main phases that were adapted by the researcher into: (1) needs analysis, (2) material development, and (3) validation.

1. Needs Analysis

Before designing the ESP materials, the researcher investigated the students' needs in learning English by conducting needs analysis. This analysis was done by the researcher in collaboration with the English teacher through questionnaire. This aimed to know what students needed and wished to have in learning English. Target situation analysis was also conducted in order to reveal what the students expected to have in the ESP speaking materials.

2. Material Development

After conducting needs analysis, the researcher interpreted the data in order to design speaking materials using language-centred approach. The researcher combined the result of needs analysis and the syllabus provided by the school. Finally, the researcher constructed the ESP speaking materials based on the results of the needs analysis and the syllabus provided by the school as stated in Appendix D.

3. Validation

Validation was the last phase which was done by some experts. The materials developed were validated by the lecturer of English Education Department Universitas Jember experiencing in teaching on ESP and the English

teacher of tourism program. 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) as presented in Appendix C.

3.2 Research Context

This research was conducted at one of the vocational schools in Jember providing tourism program. The curriculum implemented was *KTSP*. 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 a need to develop ESP speaking materials using a certain ESP approach.

3.3 Research Participants

In order to gain data from the 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.

3.4 Data Collection Method

In this research, open/close-ended questionnaire methods were employed. The method could provide information on students' response for the questionnaire (Robson, 1995). Pertaining to open/close-ended questionnaire as presented in Appendix B, this was used to investigate students' interests and needs in the ESP speaking materials, especially dealing with tourism. The questionnaire was constructed based on the guidelines of a framework for analysing learning needs and target situation of the language-centred approach proposed by Hutchinson and Waters (1987). Besides, the topics of tourism provided in the questionnaire were based on Coskun (2009).

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 total

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

Figure 3.1 The Conversion of the Mean (Suharto, 2006) & (Kusuma, 2013)

Grading	Scales	Interval of Mean	Letter Grade	Meaning
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 involves such processes as describing phenomena, classifying it, and seeing how the concepts interconnect (Dey, 1993).

CHAPTER V CONCLUSION

Based on the findings, analysis, and discussion on Chapter IV, 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 learn English intensively, especially to develop their speaking skill.

In terms of learning needs analysis, the topics the tourism students need to have in the ESP speaking materials were music and dance, food, clothing, art, and festivals in the top five priorities with the situations in travel agency, receptionist, and restaurant in top three ranks. Furthermore, the activities needed by the students dealing with speaking were doing role-plays, group work, and pair work as the top three priorities.

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

Moreover, it is believed that the research results reported here have implications for English teachers, vocational students of tourism, and future researches.

1. For English Teachers

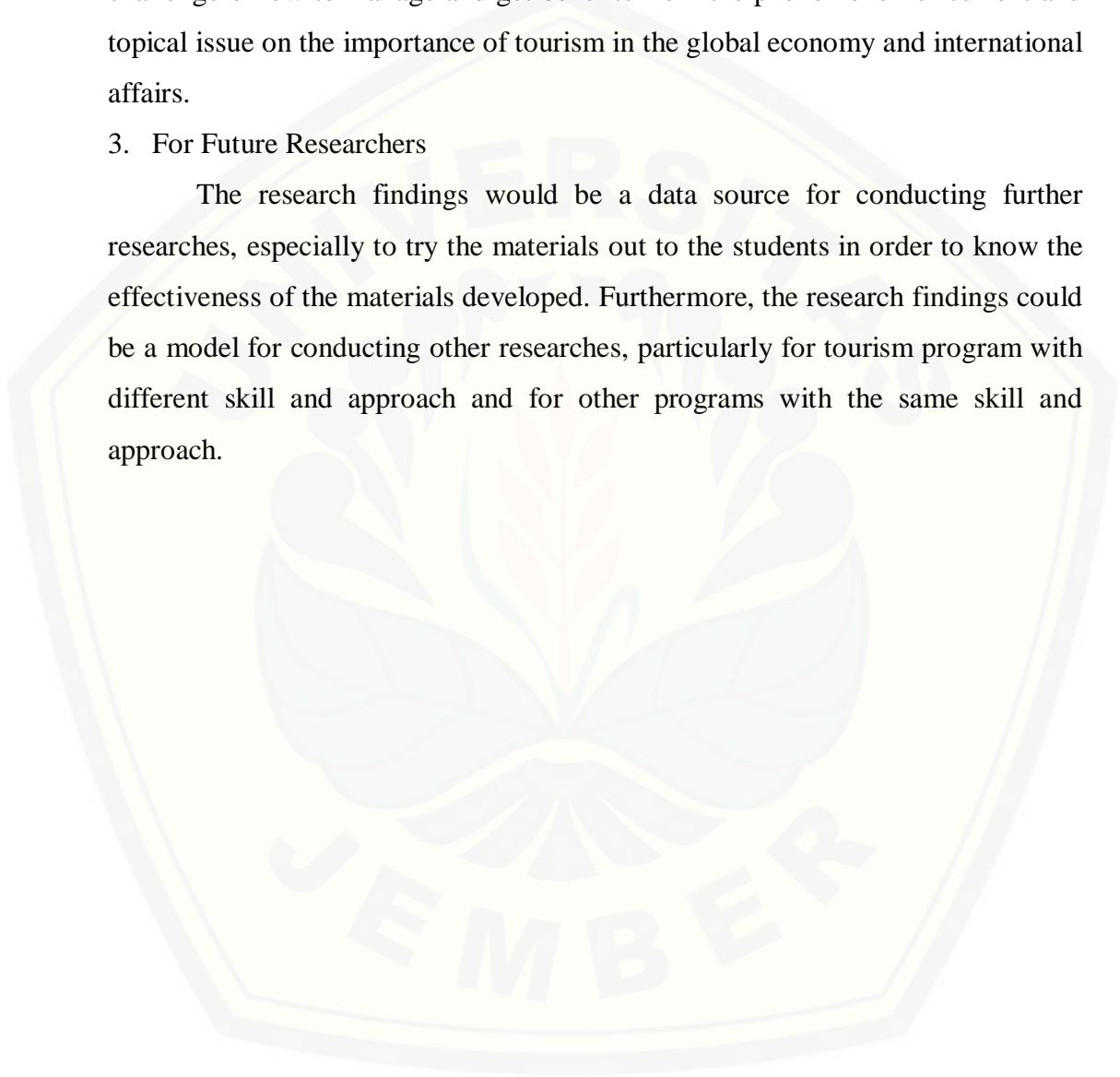
The materials developed by the researcher could be used as a motivation, consideration, and input to design and develop other ESP speaking skill for tourism program continuously, especially using language-centred approach proposed by Hutchinson and Waters (1987). Moreover, the target situation and needs analysis had been revealed that could be used as a guideline to continue developing the ESP speaking materials.

2. For Vocational Students of Tourism

The materials developed could enrich their knowledge related to tourism. In such a way it could improve their speaking skill and introduce them to the situations that might happen in their future job as they could prepare to face the challenge of how to manage and get benefits from the phenomenon of current and topical issue on the importance of tourism in the global economy and international affairs.

3. For 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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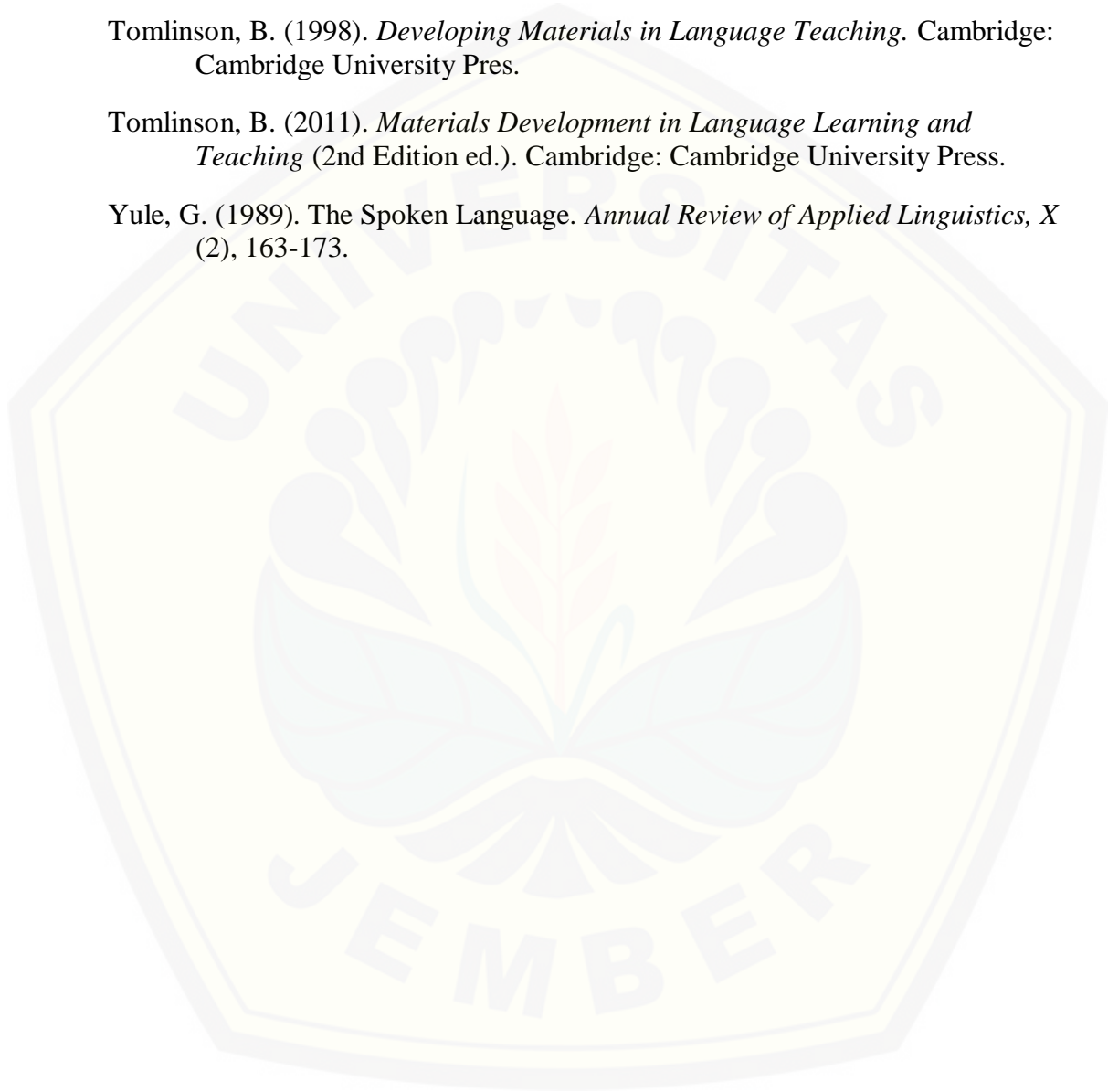
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Appendix A

Research Matrix

Title	Research Problem	Variables	Indicators	Data Resources	Research Method
Developing A Model of Speaking ESP Materials through Language-Centred Course Design for The First Year Tourism Program Students at SMKN 3 Jember	“How is the model of speaking ESP materials for the first year students of tourism program developed?”	Developing a model of speaking ESP materials through language-centred course design for the first year tourism program students at SMKN 3 Jember	The procedures of Language-Centred Course Design: a. Identifying learners’ target situation b. Selecting theoretical views of language c. Identifying linguistic features of target situation d. Designing speaking materials and instructions to exemplify syllabus items e. Establishing evaluation procedures	1. Validators: The lecturers of English Education Program Universitas Jember 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

Target Situation Analysis Questionnaire

Name :

Student's Number :

This needs analysis questionnaire is intended to reveal learners' needs in order to develop a model of speaking ESP materials through language-centred course design 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.

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 been learning English?
 - a. 3 years
 - b. 9 years
 - c. Less than 3 years:
 - d. More than 9 years:
2. Why do you learn English?
 - a. It is a compulsory subject at school
 - b. Want to master English
 - c. Need to master English for future job
 - d. Other(s):
3. What do you usually do to learn English?
 - a. Listening to English songs

- b. Watching English movies
 - c. Reading English books/ novels/ comics
 - d. Other(s):
4. When do you usually speak English?
- a. In English classroom
 - b. Outside English classroom at school
 - c. Outside school with family or friends
 - d. Other(s):
5. What do you usually do to improve your English speaking ability?
- a. Having a partner in practice English speaking every day
 - b. Having a foreign pen pals
 - c. Joining an English club
 - d. Other(s):
6. What job do you wish to have in the future? (Choose only one)
- a. In tourism field area:
 - b. Not in tourism field area:
 - c. Jobless
7. Where do you wish to work in the future?
- a. Jember
 - b. Outside the town
 - c. Outside Java Island
 - d. Abroad
8. Whom do you expect to speak English with at your job? (Choose only one)
- a. Native speaker foreigners
 - b. Non-native speaker foreigners
 - c. Other(s):

Learning Needs Analysis Questionnaire

1. Please comment on your current strengths and weaknesses in the following areas by putting (x).

	Very Weak	Weak	Fair	Good	Very Good
Knowledge of grammar					
Knowledge of vocabulary					
Pronunciation					
Speaking fluency					
Speaking accuracy					
Listening					

2. Which of the below situations do you think you will use English most? Give number scales 1-7 as your priority:

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

3. I would like this course to include “culture” as the main theme for a language-centred course design. Which of the below would you like to see in the course? Give number scales 1-13 as your priority

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

4. Which of the activities do you think are useful for learning English? Give number scales 1-7 as your priority

	Doing individual work
	Doing pair work
	Doing group work
	Doing role-plays
	Doing out-of-class projects
	Watching related videos
	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 speaking 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 9 tahun:
2. Mengapa Anda belajar Bahasa Inggris?
 - a. Kewajiban sekolah
 - b. Keinginan untuk menguasai Bahasa Inggris
 - c. Kebutuhan akan penguasaan Bahasa Inggris untuk bekerja di masa depan
 - d. Lain-lain:
3. Apa yang biasanya Anda lakukan untuk belajar Bahasa Inggris?
 - a. Mendengarkan lagu berbahasa Inggris
 - b. Menonton film berbahasa Inggris
 - c. Membaca buku/ novel/ komik berbahasa Inggris
 - d. Lain-lain:
4. Kapan biasanya Anda berbicara dalam Bahasa Inggris?

- a. Di dalam kelas saat pelajaran Bahasa Inggris
 - b. Di sekolah namun di luar jam pelajaran Bahasa Inggris
 - c. Di luar sekolah dengan teman atau keluarga
 - d. Lain-lain:
5. Apa yang biasanya Anda lakukan untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris?
- a. Memiliki rekan berbicara Bahasa Inggris untuk mengobrol setiap harinya
 - b. Memiliki teman *chatting* dari luar negeri
 - c. Bergabung dengan *English club*
 - d. Lain-lain:
6. Pekerjaan apa yang Anda inginkan di masa depan? (Pilih salah satu)
- a. Berkaitan dengan pariwisata:
 - b. Di luar bidang pariwisata:
 - c. Tidak bekerja
7. Dimanakah Anda ingin bekerja di masa depan?
- a. Di Jember
 - b. Di luar kota, tapi masih di pulau Jawa
 - c. Di luar pulau Jawa
 - d. Di luar negeri
8. 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 silang (x) pada kolom yang disediakan sesuai dengan kelebihan dan kelemahan Anda pada masing-masing aspek.

	Sanagat Lemah	Lemah	Rata-rata	Baik	Sangat Baik
Pengetahuangrammar					
Pengetahuanvocabulary/ kosa kata					
<i>Pronunciation</i> / Pelafalan					
Kelancaran <i>speaking</i>					
Ketepatan <i>speaking</i>					
<i>Listening</i>					

3. Manakah di antara situasi di bawah ini yang Anda kira bahwa Anda akan menggunakan Bahasa Inggris paling sering dengan memberikan urutan angka 1-7 sesuai prioritas Anda pada kolom yang disediakan dan isi 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 di bawah ini yang ingin Anda lihat ada dalam materi?

Berikan angka 1-13 sesuai prioritas Anda pada kolom yang disediakan, dan beri tanda silang (x) pada topik yang Anda rasa tidak perlu dimasukkan, serta isilah pilihan “lain-lain” jika ada.

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

5. Kegiatan pembelajaran speaking seperti apakah yang Anda kira efektif? Berilah urutan 1-7 sesuai prioritas Anda, beri tanda silang (x) pada kegiatan yang Anda rasa tidak efektif sama sekali, serta isilah pilihan “lain-lain” jika ada.

	Tugas individu
	Tugas berpasangan
	Tugas kelompok
	<i>Doing role-plays/</i> bermain peran
	Proyek luar kelas
	Menonton video terkait
	Lain-lain: _____

Appendix C

Validation Sheet

This questionnaire is intended as the validation instrument to the materials developed through language-centred approach for tourism program. The following are the items related to the assessment of the ESP speaking 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 speak English				
7.	The tasks provided stimulate students to be active in the classroom				
Comments or Suggestions:					

Jember, June 2017

The ESP Lecturer of UNEJ/

The English Teacher of Tourism Program,

.....
NIP.



SYLLABUS

SCHOOL : STATE VOCATIONAL HIGH SCHOOL 3 JEMBER
SKILL COMPETENCE : *Usaha Perjalanan Wisata* Class
SUBJECT : ENGLISH
GRADE/SEMESTER : X / 2
STANDARD OF COMPETENCE : Communicating in English at a Novice level
TIME ALLOCATION : 26 X 45 menit

BASIC COMPETENCE	INDICATORS	DEVELOPING CULTURAL VALUES AND NATIONAL CHARACTERISTICS	OBJECTIVES
1.6 Comprehending simple memos, menus, schedules, and road signs	<ul style="list-style-type: none"> - Explaining symbols and signs - Comprehending a menu of a restaurant - Understanding a timetable and schedule - Writing a simple memos 	<ul style="list-style-type: none"> - Religious - Commitment to participate - Respect to other opinion - Hard effort - Politeness - Discipline 	<ul style="list-style-type: none"> - Listening <ul style="list-style-type: none"> - Matching pictures based on signs, symbols, time tables and schedules given. - Listening for information - Speaking <ul style="list-style-type: none"> - Dialogue practice involving memos, menus, signs, symbols, time tables and schedules - Creating a dialog based on the situation given - Reading <ul style="list-style-type: none"> - Reading for information - Writing <ul style="list-style-type: none"> - Creating a menu of a restaurant and a dialog - Writing sentences using comparative degree - Composing memos.

Jember, July 2013

Approved,

The Principal of

State Vocational High School 3 Jember.

English Teacher,

Drs. Bambang Irianto, M.Si

Yuli Andriani, S.S

NIP. 19611212 198503 1 024

NIP. 19760626 200604 2 034

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

Respondents : The First Year Students of Tourism Program
 Research Date : April, 22nd 2017
 The Number of Participants : 26 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 9 years
-	10 participants (38.5%)	-	16 participants (61.5%)

2. Reasons for learning English

Compulsory subject	Want to master English	Need to master English for future job	Other(s)
3 participants (9.7%)	6 participants (19.3%)	21 participants (67.7%)	1 participant (3.2%) : hobby

3. What the students usually do to learn English

Listening to English music	Watching English movies	Reading English books/ novels/ comics	Other(s)
20 participants (51.3%)	8 participants (20.5%)	6 participants (15.4%)	5 participants (12.7%) : reading dictionary, taking a course

4. The results of the question asking when the students usually speak English

In English classroom	Outside English classroom at school	Outside school with family or friends	Other (s)
21 participants (56.7%)	8 participants (21.6%)	8 participants (21.6%)	-

5. What the students usually do to improve their English speaking ability

Having a partner	Having a foreign pen pals	Joining an English club	Other (s)
21 participants (55.3%)	3 participants (7.9%)	8 participants (21.1%)	-

6. Jobs the students wish to have in the future

In tourism field area	Not in tourism field area
25 participants (96.2%)	1 participant (3.8%)

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	Entrepreneur

7. Location the students wish to work in the future

Jember	Outside the town	Outside Java Island	Abroad
5 participants (9.4%)	19 participants (35.8%)	7 participants (13.2%)	22 participants (41.5%)

8. Whom the students expect to speak English with at their job

Native speaker foreigners	Non-native speaker foreigners
22 participants (84.6%)	4 participants (15.4%)

Learning Needs Analysis Questionnaire

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

	Very Weak	Weak	Fair	Good	Very Good
Knowledge of grammar	-	4 (15.4%)	17 (65.4%)	3 (11.5%)	2 (7.7%)
Knowledge of vocabulary	-	3 (11.5%)	12 (46.2%)	10 (38.5%)	-
Pronunciation	-	5 (19.2%)	12 (46.2%)	9 (34.6%)	-
Speaking fluency	-	1 (3.8%)	14 (53.8%)	10 (38.5%)	1 (3.8%)
Speaking accuracy	-	-	17 (65.4%)	8 (30.8%)	1 (3.8%)
Listening	-	6 (23.1%)	9 (34.6%)	7 (26.9%)	4 (15.4%)

2. The situations that the students think they will use English most in priority scale 1-7

Scale 1-7	Participants (%)	
2	9 (34.6%)	At the reception desk
3	8 (30.7%)	In a restaurant
5	9 (34.6%)	In a bar
1	15 (57.7%)	In a travel agency
6	12 (46.2%)	Car hire place

4	4 (15.3%)	Tourist information centre
7	3 (11.5%)	Other(s) (please specify): Marketing division

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

Scale 1-7	Participants (%)	
12	4 (15.3%)	Wedding
2	5 (19.2%)	Food
1	8 (30.7%)	Music and dance
11	3 (11.5%)	Famous people
9	3 (11.5%)	Culture shock
10	4 (15.3%)	Ways of addressing people
3	6 (23.1%)	Clothing
5	5 (19.2%)	Festivals
6	4 (15.3%)	Lifestyles
7	5 (19.2%)	History and heritage
8	3 (11.5%)	Geography
4	5 (19.2%)	Art
13	-	Other(s) (please specify): _____

4. The activities that the students think are useful for learning English in priority scale 1-7

Scale 1-7	Participants (%)	
4	8 (30.7%)	Doing individual work
3	8 (30.7%)	Doing pair work
2	2 (26.9%)	Doing group work
1	6 (23.1%)	Doing role-plays
6	6 (23.1%)	Doing out-of-class projects
5	5 (19.2%)	Watching related videos
7	-	Other(s) (please specify): _____

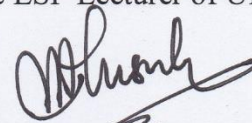
Validation Sheet

This questionnaire is intended as the validation instrument to the materials developed through language-centred approach for tourism program. The following are the items related to the assessment of the ESP speaking 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 speak English				✓
7.	The tasks provided stimulate students to be active in the classroom			✓	
Comments or Suggestions:					

Jember, June 2017

The ESP Lecturer of UNEJ,



Drs. I Putu Sukmaantara, M.Ed.

NIP. 19640424 199002 1 003

Validation Sheet

This questionnaire is intended as the validation instrument to the materials developed through language-centred approach for tourism program. The following are the items related to the assessment of the ESP speaking 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 speak English				✓
7.	The tasks provided stimulate students to be active in the classroom			✓	
Comments or Suggestions:					

Jember, June 2017

The English Teacher of Tourism Program,

Rudi Wihono, Spd

NIP. 196910011982031009

Appendix F

Results of Validation Sheets

No.	Items	Interval of Mean	Letter Grade	Meaning
1.	The appropriateness of the materials with the learning objectives	4.00	A	Very appropriate
2.	The appropriateness of the materials with the syllabus	4.00	A	Very appropriate
3.	The appropriateness of the materials with the needs of tourism program students	4.00	A	Very appropriate
4.	The relevancy of the materials to the situation encountered in tourism workplace	4.0	A	Very appropriate
5.	The language used in the instructions are clear and understandable	3.50	B	Appropriate
6.	The tasks provided stimulate students to speak English	4.00	A	Very appropriate
7.	The tasks provided stimulate students to be active in the classroom	3.00	B	Appropriate
The Total Score		26.5		
The Means		3.78		
Letter Grade			A	
Meaning				Very appropriate

Appendix G

**A MODEL OF ESP SPEAKING MATERIALS THROUGH LANGUAGE-
CENTRED APPROACH FOR TOURISM PROGRAM**



Composed by:

Nurul Riezza Riesty Fauzie

130210401083

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

2017

UNIT 1

WHAT CAN I DO FOR YOU?

TASK 1

Look at the following pictures and discuss the questions with your friend.



1. Are you familiar with those symbols and signs?
2. Where do you usually find those symbols and signs?
3. Explain the meanings of the above symbols and signs you know.

TASK 2

Match the following signs and symbols with the meanings provided in the box.

1.		2.		3.	

4.		5.		6.	

7.		8.		9.	

<p>a. A small lodging establishment that offers overnight accommodation and breakfast</p> <p>b. This place is not for tour buses</p> <p>c. Only buses, trams, and minibuses are allowed to park in the location</p> <p>d. A group of retail and other commercial establishments where you can buy daily needs</p> <p>e. Only buses, mid-buses, and minibuses are allowed to park in the location</p>	<p>f. Facility that sells fuel and engine lubricants for motor vehicles</p> <p>g. You must slow down because you are in a school zone</p> <p>h. A place which prepares and serves foods and drinks for customers</p> <p>i. A place where water flows over a vertical drop or a series of drops in the course of a stream or river</p> <p>j. An institution that cares for (conserves) a collection of artifacts and other objects of artistic, cultural, historical, or scientific importance</p>
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(The pictures were taken from <http://www.eishsa.co.za/minisites/traffic.html>)

TASK 3

Practice the following dialogue with your partner.

At the train station

Part 1

Customer : Hello! A single to Manchester, please.
Ticket Officer : A single to... That's 21 pounds.
Customer : Thanks. What time's the next train?
Ticket Officer : Um.. Half past ten.
Customer : And which platform is it?
Ticket Officer : Platform 3.
Customer : Thanks.
Ticket Officer : Goodbye.

Part 2

Customer : Good morning. I'd like a return to Cardiff, please, for next Tuesday.
Ticket Officer : That's Tuesday the twenty fifth?
Customer : Yes, that's right.
Ticket Officer : Right. So what time do you want to travel?
Customer : I need to be in Cardiff at eleven o'clock. Eleven in the morning.
Ticket Officer : So you need the eight twenty.
Customer : What time does it arrive?
Ticket Officer : At ten fifty.
Customer : Fine
Ticket Officer : That's 40 pounds, please.
Customer : Thank you very much.

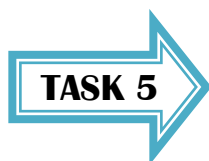
(Taken from <https://www.youtube.com/watch?v=FY9eQfdc9Gk>)

TASK 4

Practice pronouncing the following words.

Pronunciation Practice

Single:	/ˈsɪŋ(ə)l/	Return:	/rɪˈtə:n/
Platform:	/ˈplɑ:fɔ:m/	Travel:	/ˈtrav(ə)l/
Pounds:	/paʊnds/	Arrive:	/əˈrʌɪv/



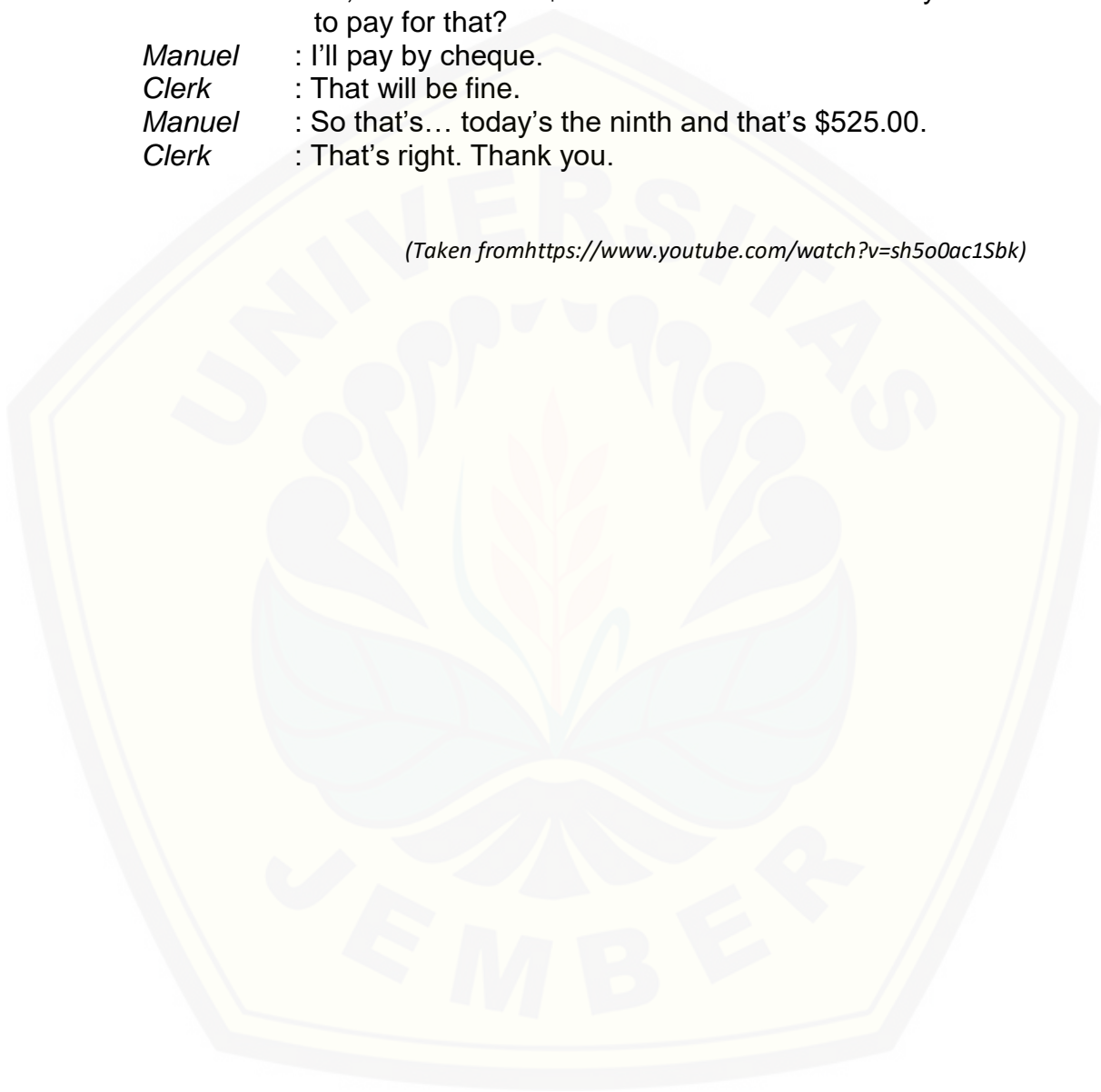
Perform the following conversation with your friend. You are allowed to use different expressions.

Buying Airline Tickets

- Clerk* : Hello. Can I help you?
Manuel : Yes. I want to fly to Prince George.
Clerk : Certainly. When do you want to go?
Manuel : I have to be there for a meeting on the morning of the nineteenth.
Clerk : The earliest flight on the nineteenth arrives at nine thirty in the morning.
Manuel : Oh, it's too late. I have to be there for a flower show competition at nine. What flights do you have on the eighteenth?
Clerk : What time?
Manuel : The afternoon's fine.
Clerk : Okay. I have a flight that arrives in Prince George at eight o'clock in the evening.
Manuel : That's perfect. Can you book that for me, please?
Clerk : Yes, of course.
Manuel : And is there a meal on that flight?
Clerk : Yes, there is.
Manuel : Is there a selection?
Clerk : Yes. There is a regular meal or a vegetarian dish. Which would you prefer?
Manuel : I'll take the vegetarian, please.
Clerk : Certainly.
Manuel : And I'd like an aisle seat, please.
Clerk : An aisle seat? Yes.
Manuel : Good. And I'd like to rent a car at the airport. Could you arrange that for me?
Clerk : No, I'm sorry. But you can use the courtesy phone in the lobby to make the reservation.
Manuel : Oh, that's okay. I'll call from work.
Clerk : And when do you want to return from Prince George?
Manuel : I have to be back on the nineteenth, after the competition. Do you have any late-afternoon departures?
Clerk : Yes. I have a flight that leaves Prince George at five o'clock and arrives here at seven thirty.
Manuel : That's fine.
Clerk : So, departing for Prince George on the eighteenth at five thirty, and returning from Prince George on the

nineteenth at five o'clock.
Manuel : Yes, that's good.
Clerk : Please call this number to confirm your flight. The confirmation should be made a few days prior to travel.
Manuel : Yes, of course.
Clerk : So, that comes to \$525.00 with tax. How would you like to pay for that?
Manuel : I'll pay by cheque.
Clerk : That will be fine.
Manuel : So that's... today's the ninth and that's \$525.00.
Clerk : That's right. Thank you.

(Taken from <https://www.youtube.com/watch?v=sh5o0ac1Sbk>)



TASK 6

Make a five-day itinerary. Present it in front of the class as to the visitors. Look at the example below.

3 Day Trip to San Francisco from Seattle
Created By Fi Fi (4 hours ago)
Trip Budget USD 400

Seattle — San Francisco

Day 1 16 Jun 2017, Fri
San Francisco

Day 2 17 Jun 2017, Sat
San Francisco

Day 3 18 Jun 2017, Sun

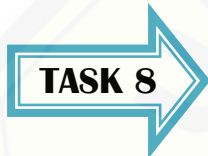
The screenshot displays a detailed itinerary for a 3-day trip. It includes a timeline of activities with icons for transportation (airplane, car, bus) and stay durations. Each activity is accompanied by a 'View' button and a price tag for tours. The itinerary starts at Seattle Airport on Day 1, visits various landmarks like Golden Gate Bridge and Lombard Street, and ends at Seattle Airport on Day 3. A 'View Tours / Activities' button is present at the start of each day's section.

(Taken from <https://www.triphobo.com/triplans>)



In group of four, discuss and construct two itineraries based on the following situations.

1. Your travel agency handles a trip to a country abroad for a week. Make an itinerary starting from the departing and arriving back to Indonesia. You may choose the destination country.
2. Your travel agency handles a trip to a city in Indonesia for a week. Make an itinerary starting from the departing and arriving back to Jember. You may choose the destination city/ town.



Look at the example of a memo below. Tell the content of the memo to your partner.

Rural Development Committee
28 Mirpur, Dhaka 1214

Interoffice Memo

Date : 15 August, 2017

To : All District Managers

From : Mahmudul Hasan, Vice President

Reference : BB/105

Subject : Improvement of Services and Dealings

This is to inform you all with great anxiety that many complaints have been received against district offices that you are not maintaining the standard of services and dealings with our valued clients. So, all concerned are requested to improve their services and dealings with our valued clients.

TASK 9

Look at the restaurant menu below. Make a conversation with five persons in a restaurant using the menu provided. Perform your conversation in front of the class with properties set.



(Taken from <https://thanjairrestaurant.foodpages.ca>)

TASK 10

Restaurant Role-Play Cards: Work in pair. One student takes one card.

You are the customer:

You asked for a rare steak and now wish to ask the waiter for a well-done steak. Also ask for your friend's wine order to be changed from red to white.

You are the waiter:

Say that changing the steak order is OK but that there is no more white wine left. Ask if the customer would like to order a different drink instead.

You are the customer:

You think one of the forks is a little dirty so would like the waiter to take it back to get a new one. Also ask why the order for starters is so slow to arrive.

You are the waiter:

Say sorry for the dirty fork and explain that there is a new person working in the kitchen and the orders are a little slow this evening.

You are the customer:

You waited fifteen minutes for your bill to arrive and then there was a charge for a vegetarian pizza which nobody at your table had. Demand an explanation.

You are the manager:

Apologize for the delay in giving the bill to that table and for the mistake on the bill. Offer everyone a free drink.

You are the customer:

Tell the waiter that everything was excellent and you especially liked the steak sauce. Would it be possible to speak to the chef and get the recipe for it?

You are the waiter:

Thank the customer for the compliment, but say that unfortunately the chef can't give the recipes for any dish to the customers as it is a secret recipe.

You are the customer:

Ask for a table for nine people and ask if it's possible to have a birthday cake and candles for one of the people.

You are the waiter:

Ask if the group has reserved a table. If not, put them on the small table near the bathroom. The restaurant does NOT give birthday parties or cakes!

Appendix H

**THE TEACHER'S GUIDE TO
A MODEL OF ESP SPEAKING MATERIALS THROUGH LANGUAGE-
CENTRED APPROACH FOR TOURISM PROGRAM**



Composed by:

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

2017

UNIT 1

WHAT CAN I DO FOR YOU?

Task 1 (Leading-in Activity)

To prepare the students for the upcoming materials that they will learn, teacher may have a question and answer session with the students about the symbols and signs provided. The students discuss the meanings of the symbols and signs with their friends. This task is aimed to recall students' prior knowledge of symbols and signs.

Task 2

By having this task, students are led to symbols and signs they might find in tourism workplace. Teacher instructs the students to match the pictures provided with the meanings in the box. This task is meant to introduce students to the symbols and signs encountered in tourism workplace and the meanings.

Task 3 (Practice)

Students are instructed to practice the dialogue with their partner. Teacher may use the video from *youtube* as the link is provided as the example for the students. This task aims to introduce the students to the conversation might happen in a train station.

Task 4

Pronunciation practice is aimed to make students able to pronounce the words correctly. Teacher gives example on how to pronounce the words then the students repeat him/her.

Task 5

Students perform this conversation in front of the class. Teacher may use the video from *youtube* as the link is provided as the example for the students. The students who become the clerk are allowed to bring a note about what to ask to the customers. Students may use different utterances in performing the conversation. This task is a practice for students to act out and speak up as they may use different words and to improve their communication skill with customers.

Task 6

Students are provided with an example of a three-day itinerary. They are instructed to compose a five-day itinerary and present the result in front of the class. Students must pretend to be a travel agent when presenting the itinerary.

Task 7

This task needs students' creativity in constructing itineraries. They are provided two situations which have domestic and international destinations. This task is a group task so the students discuss it with their friends since in work place they need to have a teamwork skill.

Task 8

Students are provided with an example of a memo. They must present the content of the memo to their friends. This activity is aimed to improve their communication skill with customers.

Task 9

A role-play activity is provided in this task. Students must set the classroom into a restaurant. Students are divided into groups. Each group must practice a conversation with the menu provided. The content of the conversation of each group must be different.

Task 10

Students work in pair. Each pair must take one pair of cards. Then, each student from each pair-group must take one card from the pair-cards. Students must do it spontaneously, so students take the cards right before they perform in front of the class. They will think quickly and spontaneously play the role stated in the card. Other students must pay attention and they must give comments and suggestions for their friends' performance at the end of the activity. Each pair must take the best and the worst pairs in performing the role-play cards.

