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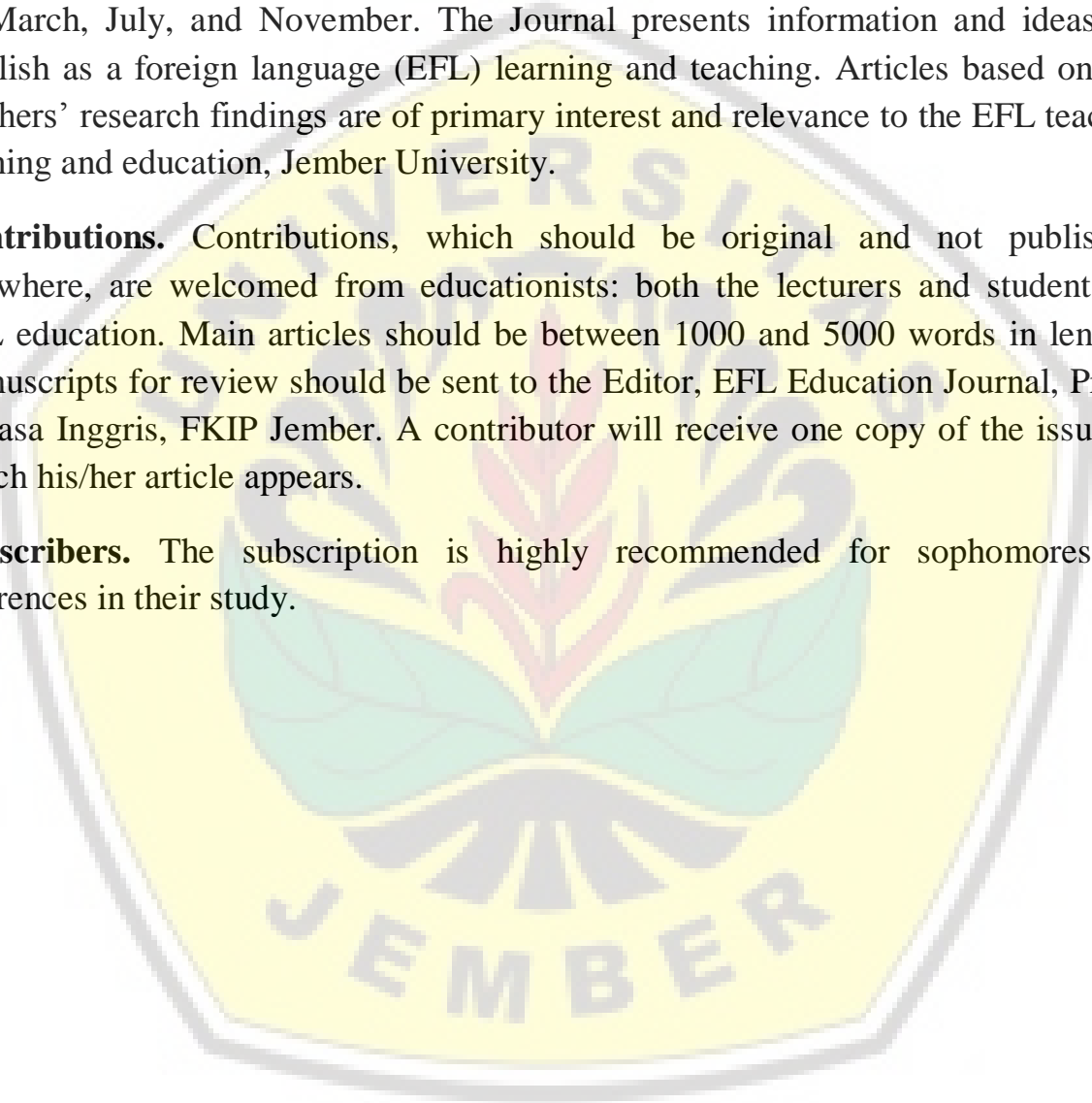Telpon/Fax: 0331-330738 / Contact phone: 08155930172
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EFL EDUCATION JOURNAL

Developing A Model of ESP Speaking Materials through Language-centred Approach for Tourism Program

Nurul Riezza Riesty F, **I Putu Sukmaantara, Bambang Arya WP**
FKIP, Universitas Jember

Abstract: To face the challenge of how to manage and get benefits from the current and topical issue on the importance of tourism in the global economy and international affairs, vocational schools particularly the tourism program become one of the efforts and institutions promising. 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. This research was a developmental research. The research data were collected through questionnaire and were analyzed using percentages and descriptive statistics analysis. The results of the data showed that tourism students needed to learn English relevant to their vocational program. The materials developed were validated and 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.

Key Words: ESP speaking materials, language-centred approach, tourism program.

1. Introduction

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 filed 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.

2. Literature Review

2.1 Theoretical Framework

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 commonly acoours 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, and (5) establishing evaluation procedures. This approach to course design is considered as the simplest but logical procedure. It starts with the learner, proceeds 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.

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.

Brown and Yule (1983) suggest that the purpose of speaking can be either transactional or interactional. 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 Review of Previous Study

The researcher considered a previous study which was presented as partial fulfilment of the requirements for the attainment of the *Sarjana Pendidikan* degree in English Education Universitas Negeri Yogyakarta. 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, the form of the input which was needed to learn speaking were dialogues and the activities needed were role-playing 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 which had been formulated before.

3.   The Study

3.1 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.

3.2 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.

The researcher investigated the students' needs in learning English by conducting needs analysis through questionnaire. This aimed to know what students needed and wished to have in learning English. After conducting needs analysis, the researcher interpreted the data in order to design speaking materials using language-centred approach. The researcher constructed the ESP speaking materials based on the results of the needs analysis and the syllabus provided by the school. 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).

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 and Analysis

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, 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).

In analysing the data gained, the descriptive qualitative and quantitative methods were applied in the data analysis. 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).

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).

4.   Research Findings and Discussion

The research which was undertaken at one of the vocational schools in Jember has revealed some findings dealing with the target situation and learning needs analysis of tourism program students. The researcher did the needs analysis to 26 participants that were the first year students of tourism program using questionnaire. In conducting the questionnaire, the researcher followed the guideline of needs analysis of language-centred approach proposed by Hutchinson and Waters (1987).

The results showed that the students learned English for their future work which they expected to work in tourism field. Most of them expected to interact with native speakers and they wished to work abroad. Dealing with the situations they would probably use English most provided by the researcher, they wished to have travel agent, receptionist, restaurants, information centre and bar. The topics they expected to find in the materials were music and dance, food, clothing, arts, and festivals. Further, the activities needed by the participants to learn speaking that might be included in the ESP speaking materials were role-play, group work, pair-work, individual work, watching related videos, and doing out-of-class-project.

In developing the model of the ESP speaking materials through language-centred approach, the content of the ESP course aims to connect as direct as possible to the analysis of the target situation. The development procedures followed the stages of the language-centred approach. The tourism program students expected to get a job in tourism field area and they wished to speak English with native speakers on their

job. This was shown that they should have good pronunciation which means they should practice more. The situations provided in the speaking materials and instructions should be as closest as possible with the real situation in their future job.

Since the researcher aimed to develop a model of ESP speaking materials, one unit of speaking materials was developed as the model that might be used by English teachers to design the next materials. Moreover, the target situation and tourism program students' needs analysis had been revealed for further development. The themes/topics served must be relevant to tourism field and the provided syllabus. In this phase, the English teacher of tourism program got involved by giving opinion and suggestions related to the basic competence chosen.

After the materials had been written, the next step was validation. Here, the materials which had been developed were assessed by the lecturer of English Education Department Universitas Jember experiencing in teaching ESP and the English teacher of tourism program. The validation was done by the validators giving some comments, suggestions, and filling the validation sheet for the best result of the materials development. From the results of the validation sheets, it showed that the materials developed were very appropriate for tourism program students.

However, the findings have a weakness, particularly in the development process of the proposed ESP speaking materials. This weakness is that those proposed materials were not tried out because of the non-technical matter. The non-technical matter was that the students were focusing on preparing the final examination. Therefore, it needs further research to implement and evaluate those materials.

4.2 Discussion

Based on the result of the research, the students of tourism program that became the participants of this research had been familiar enough with English. However, it was not the English related to their major since they learned general English. As the first year students, they need to be familiar with the materials dealing with tourism. Therefore, it is essential to provide them the ESP material ones. Moreover, they strongly realized that they needed English for their future jobs in which they wished to work in tourism field and expected to have interaction mostly with native speakers. This was in line with a statement which has been proposed by Hutchinson and Waters (1987: 6) that in ESP context, 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.

As they mostly spoke English only during the English class and improve their speaking skill by having partners, they should be given opportunity to utilize it effectively to practice their speaking, especially on the topics of their major. In terms of the ESP speaking materials development, since the approach implemented in this development was language-centred, the ESP speaking materials were designed in consideration of the priority points revealed 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 were suitable with the target situation and thus match the aim of language-centred approach that is to draw a connection between the target situation and the content of the ESP course as direct as possible (Hutchinson & Waters, 1987). Moreover, the activities 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 purposes, since tourism-workers

need to be able to communicate with customers well. In other words, speakers do one thing by doing another (Brazil, 1995).

One unit of the developed materials covered the themes/topics chosen by the students through the questionnaire in relation to the syllabus provided by the school. Based on the syllabus letter 1.6 with the basic competence of *comprehending simple memos, menus, schedules, and road signs*, the researcher developed ten tasks. The materials developed were designed to stimulate the students' creativity and spontaneous in speaking as Hyland (2006) states that 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.

5. 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.

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