

DEVELOPING ENGLISH SPEAKING MATERIALS ABOUT FRONT OFFICE

Neneng Fahira Sudirman¹, Finny Anita², Maliqul Hafis³

¹²³IKIP PGRI Pontianak

¹neneng.fahira03@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengembangkan bahan ajar tambahan untuk siswa kelas XI jurusan akomodasi di SMKN 5 Pontianak. Instrumen yang digunakan dalam penelitian ini adalah angket analisis kebutuhan dan angket evaluasi ahli. Langkahnya adalah melakukan analisis kebutuhan dengan menyebarkan angket kepada siswa. Hasil analisis kebutuhan mengalir ke dalam pengembangan modul. Mengembangkan draf pertama materi, konsultasikan draf pertama materi dengan ahli, serta tinjau dan kembangkan draf akhir materi. Data dianalisis secara kuantitatif menggunakan frekuensi dan persentase, dan data yang diperoleh dari evaluasi materi dianalisis menggunakan statistik deskriptif. Berdasarkan validasi ahli, produk ini dianggap valid untuk digunakan siswa. Secara ringkas materi pembelajaran Front Office untuk siswa kelas XI jurusan akomodasi hotel di SMKN 5 Pontianak telah berhasil dikembangkan dan dapat digunakan sebagai materi pelengkap.

Kata kunci: Pengembangan Materi, Materi Pembelajaran Berbicara, Modul Pembelajaran Front Office

Abstract

This study aims to develop additional teaching material for XI grade students specializing in accommodation at SMKN 5 Pontianak. The instruments used in this study were a needs analysis questionnaire and an expert evaluation questionnaire. The step is to conduct a needs analysis by distributing questionnaires to students. The results of the needs analysis flow into the development of the module. . Developing the first draft of materials, consulting the first draft of materials to the experts, and revising and developing the final draft of materials. The data analysis was quantitatively analyzed using frequency and percentage, and the data obtained from the material evaluation were analyzed using descriptive statistics. Based on expert validation, this product is considered valid for student use. In summary, Front Office learning materials for class XI students majoring in hotel accommodation at SMKN 5 Pontianak have been successfully developed and can be used as complementary materials.

Keywords: Material Development, Speaking Learning Material, Front Office Learning Module

INTRODUCTION

English is a compulsory subject in Indonesia. Whether in high school or high school, English is widely spoken. The skill standards and basic skills, both issued by the government, serve as guidelines for teaching English. The goal of teaching English in professional high schools is to equip students with communication skills that will help them achieve their proficiency goals and prepare them to develop their communication skills to the best of their ability. Students are also prepared to use their English skills to communicate at an

intermediate level, both through written and oral communication. As a way to develop students' English proficiency, the material is expected to be appropriate to help students learn.

The creation of the hotel accommodation service industry is directly influenced by the growth of the tourism industry. In this case, the role of secondary and higher education in tourism education and training institutions is very important in producing professional and trained personnel, which is expressed not only in mastering the knowledge and technical skills needed in the world of work (hard skills) but also in competence. The term "non-technical" refers to the personality traits expected in a particular job field (soft skills).

As a result, researchers are interested in creating appropriate Front Office teaching materials in textbooks as supplemental resources for class XI students majoring in hotel accommodation at SMKN 5 Pontianak, as far as their fields allow. The researcher believes that by using the developed teaching materials, students majoring in hospitality accommodation will be able to strengthen their speaking skills about the themes in their area.

Speaking is a common thing in life. The average human speaks tens of thousands of words every day, while some people, such as auctioneers and politicians, may speak more. According to Hughes (2016), Speaking is taught and learned to build the ability to interact successfully in that language, which includes both comprehension and production.

The purpose of teaching materials is to make learning easier for students while also assisting them in meeting the objectives of the teaching and learning process. Teaching materials are any materials that are organized in a systematic way to present a complete picture of competencies that students may master and apply in the learning process to prepare for and learn how learning will be carried out (Prastowo 2011: 17).

The teacher needs to develop the appropriate material for his students when the valuable material cannot yet be used as material to support the teaching and learning process. All of the procedures used by practitioners who make and/or use materials for language acquisition are referred to as materials development and

include materials evaluation, adaptation, design, production, exploitation, and research (Tomlinson, 2012:143). Then, according to Graves (2000:14) states that the planning process through which a teacher can break down the course's objectives and goals into units and activities is known as material development.

Material development may include writing textbooks, telling stories, bringing advertisements into class, expressing opinions, providing examples of language use, or reading poetry aloud. It is a source of information that can be used to learn languages efficiently.

Students who learn at a slow pace will learn again by repeating sections that are not understood before they do (Sukiman 2011:131). Meanwhile, Modules are a component of a learning plan and are intended to assist individual students in achieving their learning objectives. Students with a deep, high-speed learning style can master the content more quickly. The module is a learning resource that students can use to learn independently with little help from others. Since the module is built on a comprehensive learning curriculum that is systematic and tailored for self-learning systems, this is the case (Yudhi Munandi 2013:99).

Modules have various benefits, both in terms of student interests both the teacher's interest. Susilo, Siswandari, & Bandi (2016) states that one of the module planning goals is to include suitable teaching materials in compliance with the curriculum's guidelines and the needs of students, namely teaching materials that are by the characteristics of teaching materials and characteristics of students.

Students would be able to learn at a quicker pace and complete competencies on a timelier basis by using modules. As a result, the module must explain the basic competencies that learners must obtain and be described clearly and engagingly.

Based on the 2013 Curriculum that applies currently related to the scope of learning at the Hospitality Vocational School. One of the subjects is the Front Office. According to Bagyono (2012), the front office of the hotel is a department in the hotel which is located at the front of the hotel. The front office is a hotel department that is placed at the front of the building.

METHODOLOGY

This research is research and development. This studio is developing front office teaching material that can be used as supplementary material for real-world learning for XI class students specializing in hotel accommodation at SMKN 5 Pontianak. Sugiyono's Research and Development (R&D) method (2019) in which the researcher limits the research phases due to a limitation. The phases consist of potential and problem identification, data collection, product design, design validation, design review, product testing, and product review.

The research was conducted at SMK Negeri 5 Pontianak. The participants in this study were students who were selected by the purposive sampling technique. Purposive sampling technique is a sampling that is adjusted to the purpose (Sugiyono. 2017:85)

Based on the identification of potentials and problems, SMKN 5 Pontianak is one of the schools that implements the 2013 Curriculum which is applied to class XI. In learning activities, students' speaking skills need to be improved through additional teaching materials. Then at the data collection stage, students were given a questionnaire to find out what kind of learning activities the students wanted. The third stage is product design, based on the results of the questionnaire given to the students, the researcher made the first draft of the module. Then the next stage is design validation, in which the results of the module are given to field experts to be assessed. The last stage is revision, after validating the design with product field experts, it is revised according to the results of design validation.

There are 2 data collection tools. There is a student learning needs questionnaire and an expert judgment questionnaire. According to Sugiyono (2019: 142), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer.

The data analysis technique used in this research and development is to collect data through a collection instrument. The data from the first questionnaire will be analyzed using a formula adapted from Sugiyono (2019) to calculate the percentage of each response to the questionnaire. Then, the researcher used descriptive statistics to analyze the data on the second questionnaire. Researchers

used a Likert Scale to collect data. The assessment category on the Likert scale is adapted from Sugiyono (2019: 146)

FINDINGS AND DISCUSSION

Findings

From the learning needs, the researcher found the interests of the students in the inputs (material/reference as a reference point in the implementation of the learning activity by the students), the learning preferences, and the learning environment. Learning (in terms of when and where the activity took place) outside, for how long) will occur, either individually, in pairs, or a group.)

In the learning needs, there are inputs, procedures, and arrangements that must be known by researchers in developing additional teaching materials. The inputs and procedures for English skills are as follows: First, the input of speaking skills from the results of the questionnaire is known to most want short dialogues as speaking material by 42.9%. Then, about the learning procedure. The data shows that students prefer to role-play with the preparation of speaking activities. After that, in the setting 83.3% of students want to do activities in class and do activities in groups. In terms of the teacher's role, 61.1% of students prefer to be a motivator for students to complete each learning task. And the last is the role of students, most of the students (72.2%) believe that they should participate in-class activities.

After the researchers got the results of the needs analysis and the syllabus as the required resources, the researchers carried out the design stage. At the design stage, the researcher designed a simple module.

The first draft of the material consists of three units. In each section of the module, the researcher uses the components described by Darma (2008: 21-26) with several modifications. Each unit has three main sections; Introduction, learning activity, and summary. The design of the unit is shown in the diagram below.

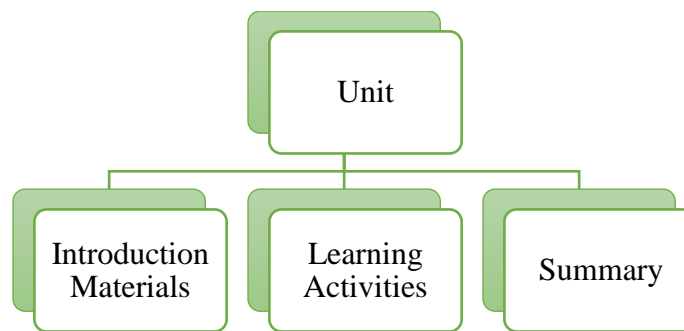


Figure 1 unit design

After the material was developed, the researcher then validated the design to assess the material developed through a questionnaire to field experts using a checklist. At this stage, two assessors are involved, namely the English teacher and the front office subject at SMKN 5 Pontianak.

Table 1 The Appropriateness of the Materials

No	Units	Validator 1	Validator 2
1	Unit 1	3.76	3.22
2	Unit 2	3.27	3.26
3	Unit 3	3.76	3.32
Final Mean		3.76	3.27
Category		Very Good	Good

The total or final average is **3.76** and **3.27**. Therefore, the results of expert judgment show that the material developed is "good" and can be applied.

Discussion

The aim of teaching English at vocational schools is to promote the communication skills of the students and the ability to communicate in English on a day-to-day basis. This research was focused on developing English-language materials about the front office. The material developed is based on needs analysis because this research uses the ESP approach.

The first step in developing materials is to conduct a needs assessment. The needs analysis was conducted in June 2021 by distributing questionnaires to

students. The questionnaire was developed according to the needs analysis principle put forward by Nunan (2004) and covers learning needs. Learning needs include input, procedures, settings, the role of learners, and the role of teachers. All these components are regarded as the basis for the development of English materials in the foreground.

In the first step, the researcher analyzed the students' learning needs. The next step after analyzing the needs analysis is to develop open materials in the form of modules according to student learning needs.

The developed material consists of 6 and 7 activities. The unit starts with the title of the unit and a brief description of the unit. Each unit is composed of 3 parts, that is, introduction, learning, and summary activities. What the introduction generally explains what is meant by the title of the unit. This is to expand the knowledge of the students. Thus, learning activities receive appointments individually or in groups to students. This is done to develop the vocal skills of the students. The developed material is then evaluated by a material expert.

In the process of making the module, researchers followed the procedures from the Darma (2008: 21-26) which consisted of an opening section, a core section, and a closing section.

However, the researcher modified the module that the researcher made. This is done to make it easier for students to understand the material and assignments given. Then the form of the task given focuses on developing students' speaking skills and students' understanding of the front office material.

The evaluation is carried out through the distribution of questionnaires to experts. The questionnaire consists of four aspects taken from the book assessment toolkit. Those aspects are content suitability, presentation suitability, language suitability, and design suitability. Based on the research results, the developed front office materials have been evaluated according to the needs of students in the eleventh-level hotel accommodation program.

CONCLUSION

The main step of this research is to analyze the students' needs in learning to develop speaking skills. So, the material design must refer to the needs of students in learning to speak based on their majors. This complementary material develops according to the needs of students and is related to the 2013 lesson plan, which is suitable as complementary material for students of class XI Hospitality career at SMK Negeri 5 Pontianak. This additional material can help students to be more motivated because they can learn front office according to the curriculum, as well as front office according to their needs in their field. Complementary materials are presented in the form of simple modules as complementary materials.

REFERENCES

- Andi Prastowo. (2011). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: DIVA Press.
- Bagyono. (2012). *Teori dan Praktik: Hotel Front Office*. Bandung: CV. Alfabeta.
- Darma, Surya. 2008. *Penulisan Modul*. Jakarta: Direktorat Tenaga Kependidikan Direktorat Jendral Peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional
- Graves, Kathleen. (2000). *Designing Language Courses: A Guide for Teachers*. Boston: Heinle & Heinle Publishing.
- Hughes, R., & Reed, B. S. (2016). *Teaching and researching speaking*. Routledge.
- Munadi, Yudhi. (2013). *Media Pembelajaran (Sebuah Pendekatan Baru)*. Jakarta: Referensi.
- Nunan, David. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&B*. Bandung: Alfabeta.
- Sukiman. (2011). *Pengembangan Media Pembelajaran*. Yogyakarta : Pustaka Insan Madani.

Susilo, A., Siswandari, S., & Bandi, B. (2016). Pengembangan Modul Berbasis Pembelajaran Saintifik Untuk Peningkatan Kemampuan Mencipta Siswa Dalam Proses Pembelajaran Akuntansi Siswa Kelas XII SMA NI Slogohimo 2014. *Jurnal Pendidikan Ilmu Sosial*, 26(1), 50-56.

Tomlinson, B. & Masuhara, H. (2012). *Applied linguistics and materials development*. London: Continuum.