

Developing Task-Based English Speaking Materials for Internship Vocational Students of Tourism Program in Sunrise Holiday Tour and Travel

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Abstract

The purpose of the research was to (1) to know the material or product in speaking learning through task-based for internship vocational students in Sunrise Holiday Tour and Travel and (2) to develop the suitable English speaking textbook for Internship vocational students in Sunrise Holiday Tour and Travel. The design of this research study used Research and Development (R&D) in which this research aimed in developing an educational product such as textbook in tour guiding. The research subject was the internship students of Sunrise holiday tour and Travel. The procedure of development was classified into three steps (1) Pre-development, (2) development the draft after product, and (3) producing the final product. The pre-development was related to identify the problem by giving questionnaire to students and interviewing the instructor. Development the draft was gathered the information from the existing book and the analysis and then developed it to draft of the product. The last procedure was producing the final product in which the researcher has done the editing material, asked the expert validation, revision the product and final product. The result of the research expressed that students loved the design of product and they could follow the instructions in every topic. Furthermore, the instructor said that the product was clear, appropriate and understandable textbook.

Keywords: Task-based, Tourism, Speaking skill, Tour guide, Material development.

Indonesia is an archipelago country which has five big islands such as Sumatra, Borneo, Java, Sulawesi and Irian Jaya. Furthermore, it is followed by others island spreading from West to East. There is no wonder that Indonesia is part of most wanted place to be visited. There are so many tourist destinations. It offers a lot of tourist attractions starting from natural to artificial destination. Bali is a loveable island of interest for tourists. Almost the whole year, this place is never quite of visitors. It is not only from Europe but it is also from whole continents on this earth. Bali is well-known place because of the culture, arts, and beauty of the nature.

Because of those reasons, tour guides are needed to give detail information of the culture, heritage, tradition, and the beauty of nature. They are as a front liner in tourism and interpreters of tourist to get to know the citizen life. Being an official tourist guides, license is needed as a part of responsibility to handle the tourist. They must choose a language (Mandarin, Japan, Dutch, German, Spanish, Korean, or Italian) that is mastered.

English is an common language to be mastered. It is as the universal language for communication used for communication for many countries. Ramelan (1992:2) stated that English is an communication tool to make easier to blend in and fasten relationship all countries in the world.

In Indonesia, the national organization has been set up this profession, namely Indonesian Tourist Guides Association or HPI. This organization had a network to all provinces in Indonesia. It was an association which groups of members all around Indonesia Republics who had a license with a specific language that they choose. The purpose of this organization is to make sure that tourist guides recognize as the ambassadors of Indonesia Tourism. It also offers to make a partner to industry, educational center like formal and informal, and government service.

On the other hand, some of the member of tour guide association was graduated from Vocational High School. They took tourism program which learned about tour planning, ticketing and tour guiding. After they graduated from vocational high school, they already had skill to be a tour guide.

In Indonesia, Vocational education can be recognized as SMK (Sekolah Menengah Kejuruan). English for specific purposes (ESP) is the good method or approach used in language teaching. This term refers to teaching a specific genre of English for students with specific goals. Furthermore, ESP is more specific English instead of general English. It is focused on certain field as like, tourism, nursing, mining, engineering and others. Therefore, teachers needed suitable textbook in accordance with the purpose in teaching the students so that the expected learning outcomes could be achieved. It seemed difficult to find out books related to teaching English for tourism especially tour guiding based on the field. Although students have learned tour guiding at class, they had less knowledge in tourism when students were on apprenticeship place. Most of them did not familiar with well-known tourist attraction in East Java which was most visited.

To be qualified in tourism especially a tour guide; students had to learn English more specific. Even though students have learned English as basic material, most of them faced difficulties to speak, listen, read and write words in English. When they were on internship program, most of them had problems in communicating with tourist because of having less knowledge in tourism. In short, they had problems in speaking skills and content of learning English for Tourism.

Sunrise Holiday is a travel agent owned by Mr. Ansori located in Sarinah Department Store Complex, Jl. Basuki Rahmat No. 2A Malang. It served the packages tours. Mostly the costumers were from Europe especially Holland, Germany, Spain and France. Sunrise holiday mostly conducted an open recruitment of internship students to be trained a freelance guide and tour operator. A lot of students applied as internship students, but only some of them are joined the internship program. Most of the students are from tourism program of Vocational High school in East Java but basically they do not have knowledge practically about the material in guiding technique that should be explained to the guest. The internship students join the training about two or four months and they will get the materials about the guiding skills, especially guiding technique and describing interesting sites. On the other hand, the learners tend to be hesitant and silent because they did not want to show their weakness in speaking English. Also, the students were mumbling or speaking softly this makes difficult to hear their use of language. Because of it, the instructors got difficulty to give them feedback on what they said.

Another problem was the instructional material. The teaching material especially for speaking was very limited. The text book provided enough and the learning materials of the book have reached the required standard of curriculum. But there were no specific aspect related to tourism especially guiding book. The instructors only used guiding book without any English task in it.

Because of those problems as mentioned above, the researcher conducted research on developing task-based speaking material for internship students of vocational high school at Sunrise Holiday Tour and Travel. The researcher developed the material related to guiding technique as the basic subject that should be learnt. It was expected that the tasks encouraged the students to speak up and helped the instructor to enrich suitable material in tour guiding.

Based on some problems, researcher tried to focus on developing task of English speaking materials for internship student. This study aimed to develop a set of speaking tasks according to the students' need and it will produce appropriate task speaking material for tourism program in.

Method

This study aimed in developing task based English speaking material for internship students of Sunrise Holiday Tour and Travel. The research subject was internship students at Sunrise Holiday Tour and Travel. To gain the purpose, it was needed a research design that highlights an effort to produce a product related to student's needs in speaking skills by using task based. Therefore, the researcher used Research and Development in developing the study.

Borg and Gall (2003:569) stated that R&D is development model of industry-based that the research findings are used to create a new product by using some procedures such as field-tested, evaluated, refined until they get detailed criteria of validity, grade and alike standard.

At the beginning, the researcher identified the problem which faced by students of tourism program related to instructional supporting documents such as textbook entitled "Panduan Program Praktis Pramuwisata Profesional". The researcher intended to develop the textbook in accordance with the tourism program especially tour guiding. To recognize the problem, first, the researcher interviews English instructor by giving some questions about the textbook that she used to teach the students, whether the textbook was suitable with the tourism program, etc. Second, the researcher gave questionnaire to the students who study English for tourism class. Then she assessed the data.

After getting information and knowing the problem from instructor and students, the researcher reviewed the theory that she was used to review literature in which the researcher has already known that speaking skill was not as easy as other skill and the content of textbook consisted of ESP materials which was different from teaching general English.

Then the second stage was the next procedure of this study is developing speaking materials using task-based materials. The development of the material was related to the information collected by the researcher from the need analysis. The draft of the product was designed from the existing material entitled "Panduan Program Praktis Pramuwisata Profesional" In developing materials, the researcher found materials from books and internet. The researcher classified the material into paper based.

The third stages were producing the trial product. On this step, the researcher developed an early form of the product, such as preparing the instructional material, procedures and equipment evaluation. It was intended to improve the effectiveness of the learning process. Then, the researcher was started by making a concept of designing the media in order to get task-based materials. The main steps were preparation to arrange the materials and design the ideas.

The existing book consisted of nine units but the researcher took only three units based on the competence mostly needed by the students in tourism class. The materials were focused on speaking skill of internship students at Sunrise Holiday Tour and Travel. The researcher selected the topic before she developed the materials using task-based materials for tourism.

After the materials has selected with the topic. The next step was technical design and content editing which consist of creating the material become task-based speaking material related to their program. After all the materials has provided, the researcher arrange suitable pictures based on speaking criteria.

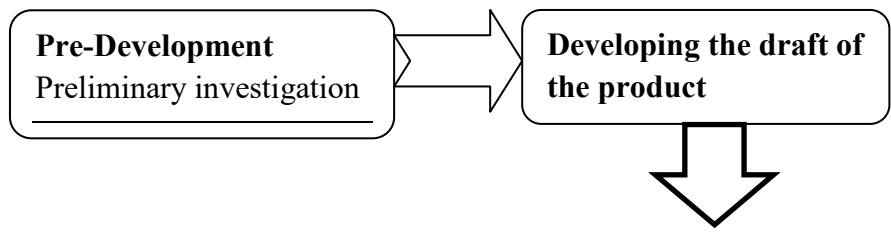
Then, an expert was needed to validate the product before the material try out in the class. The researcher asked some comments and suggestions from the expert to give a feedback for the research product. There werethree experts validators who validate the product. They were peer review, practitioner, and expert of layout product validators.

The next step was try-out. By doing tryout, the researcher observed the teaching learning process at that time. It was intended to get feedback from the field subject. The researcher knew the interactive relationship between teaching and students. The try-out in this study was conducted by giving students the task-based English speaking material and then the researcher asked them to give comments and suggestions.

After being validated by experts and being tried out to the students, the revision of the developed material was done. The revision wasgottenfrom the evaluation, the comments, and the suggestion from the expert validations and the students as well.

The final product was the last step of the development procedures. The researcher needs to recheck the product and pay attention that she revise it all perfectly before it become the final product. The textbook aimed to make students more active inEnglish communication. Furthermore, the product also contained some colorful pictures in order to be more fun and interesting to be learnt.

The procedure of the development was classified into three steps. They were (1) pre development (2) development the draft after product, and (3) producing the final product. The Figure is as follows:



Producing the Final Product

1. Editing the material
2. Technical Design and content
3. Validation
 - a. Peer review
 - b. Practitioner
 - c. Expert
 - d. Try out
 - e. Revision
4. Final product

Figure 3.1 the design of development procedure

RESULT

The data were collected from preliminary study by conducting interview with owner of travel agent and the instructor, distributing questionnaire to eleventh grade students who had training in Sunrise Holiday tour and travel. The researcher made the interview with the owner of travel agent. He mentioned that the purpose of the internship was to develop their career by providing real work experience that provided students to explore their interest and develop professional skill and competencies in tour guiding. He expected that the students become the next tour guide after they graduate from Vocational High School. Moreover, the researcher interviewed with the instructor of Travel agent who gave trainee to students. She gave the material based on the theoretical book without any task book, asked the students to get information about interesting places on the internet then asked them to present in front of other students.

According to the need analysis, the researcher developed materials of the textbook. This book consisted of three chapters. Each chapter was divided into two cycles, spoken and written cycle. Those cycles provided students with various tasks and activities emphasizing speaking skill and knowledge of language feature such as grammar and vocabulary which enables to apply those features in doing tasks and exercises. Those activities provided students in order to improve their ability.

The researcher considered the students' and the instructor's need in developing the textbook material. The first step was arranging what kind of subject they need related to internship program in order to make easy learning guiding subject. Then researcher determined the approach of applying materials. The approach chosen was Task based on need analysis. Next the researcher selected authentic materials from many sources. The last step was making lay out, that researcher arrange pictures, color, space, and print size that look attractive for the users.

The next step was expert validation after developing the material draft. The researcher needed some feedback from expert validations. She asked three validators to evaluate, give feedback and comment of the product by giving questionnaire that consisted about some aspects like aim and approaches, language skills, type of exercise, language style, cover design, letters, typing, spacing, layout, organization of materials and instructions of the textbook. The expert validation was from peer review, practitioner, and layout expert. The experts mentioned that the product was on good criteria but the researcher got the feedback that she needed to revise the cover of textbook to be more interesting, changed the font of the subtitle to be more colorful and the space of the textbook to be more clear and understandable also rechecked the misspelling words.

After the researcher got the feedback from the expert validation, the next stage was getting the developed material. The product try-out was conducted on the Sunrise Holiday tour and travel. The product was tested to internship students of tourism program. The product try out consists of three chapters with different topic. The first chapter talked about transfer in process, the second chapter was guiding commentary and the third chapter was about closing tour activity.

The researcher implemented the developed product in teaching learning process while the researcher was doing the observation. The researcher distributed the questionnaire for students toward the developed material in the end of the teaching learning process to get to know the feedback of the product. Practically, the students were able to use the developed product. They could do the exercise and understand well the topic presented. Furthermore, they were able to practice all the written instructions on textbook and able to make good conversation with their partners. The students stated that the design of textbook was interesting. They thought that the portion of the exercise was adequate. The researcher asked the instructor whether there were any suggestion and feedbacks. The instructor said that instruction in the textbook is clear, appropriate and understandable. The students could follow the instruction in every topic correctly. The instructor did not complaint with the product. She was kind of approving the product.

After the product tried it out, the revision was needed to make the product complete. From the result collected data in try out, the researcher revised the lack of the product. He added, deleted, and adjusted the material suggested. It was done to complete the final product in order to get the need and objective of this research.

Finally, the product of this research i.e Task-based English Speaking textbook for intership student of Toursim Program is ready to use after completing the procedure of material development. The titled of textbook was “let’s speak: English for Tour Guide”. It has attractive design, layout, lot of tasks and exercise which can stimulate to improve students’ English skills and knowledge.

CONCLUSIONS AND SUGGESTION

Conclusion

The textbook materials developed using Borg and Gall's model (2003) has positive comments from the students because this book could stimulate students to do the guiding technique and be more active in speaking learning English. This textbook was urgent to be developed because students didn't have any related book to be learned. According to the instructor, she gave the material randomly, sometimes asked the trainee to look up some tourism destinations on the internet then presented their material in front of other students.

In other thing, the weakness of student was in speaking skill and students needed to have material with various activities and interesting material design. Thus, the researcher tried to develop a proper textbook in guiding. The product have been developed based on the students' needs, validation on theoretical and empirical validation, moreover, had suggestion from the experts and users. The researcher had undertaken some development procedures included doing need analysis and expert validation.

The product was English task-based speaking material. Task-based was an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task. Brown (2007:51) stated that task-based teaching makes distinction between target tasks which students must accomplish beyond the classroom and pedagogical tasks which form the nucleus of the classroom activity. In conclusion that by using task based language; students were able to do the comprehensive task by taking the target language and material related to real world.

The researcher offered the material related to guiding by giving various activities and exercises. The textbook consists of three chapters whereas the first chapter (unit 1) was related to transfer in process. The second chapter (unit 2) was about guiding commentary. The last chapter (unit 3) is related to closing tour activity. But only chapter 1 was tried out by the researcher.

To be more valid of the textbook, the researcher asked three validators to verify the draft of textbook. Firstly, the validator was a lecturer of Tourism and Hospitality Academy of Ganesha Malang. Secondly, the researcher asked a member of official Indonesia tour guide association to be an expert to validate the draft of product. Thirdly, the last expert was a layout validator who has a capability to give feedback by checking the list that researcher gave. The result data showed that the product was on good criteria. After the researcher got the feedback from the expert, the textbook is ready to try out. Then, the instructor asked the students to follow what it's written on text book and demonstrate it. Mostly, students are able to follow the materials. It can be proven from the result data of questionnaire for students and instructor.

From discussion, the final product of the English speaking textbook for internship students of Sunrise Holiday Tour and Travel is successfully developed, validated, tried and revised. The content also is appropriate for the students' need. It is proved by the students and instructor's feedback in the try out. Most of them agree that the product effective for teaching English for tour guide. In addition, it is also supported by the positive response from the expert validators. According to the expert validator, the product is a good material to be applicable for teaching guiding and stimulate the students to speak English. It's a good thing to apply the material become more attractive and communicative.

Suggestion

The researcher hope that other researcher are able to continue this study in order to make the product of the study to be better more applicable for teaching English speaking. Moreover, the study needs a further development from the other researcher to make a better product. Besides that the researcher can make another material that more clear instruction. In addition, it is suggested that other researcher will conduct the similar research for different focuses.

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