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## About the Journal



**Journal of English Language and Pedagogy** is an official scientific journal of the Direktorat Pascasarjana Pendidikan, Universitas Sarjanawiyata Tamansiswa, Indonesia. **Journal of English Language and Pedagogy** is a refereed publication devoted to research articles, and reports concerned with the teaching and learning of English, language in education, language planning, language testing, curriculum design and material development, multilingualism and multilingual education, discourse analysis, and translation. The Journal is published twice a year (June and December).

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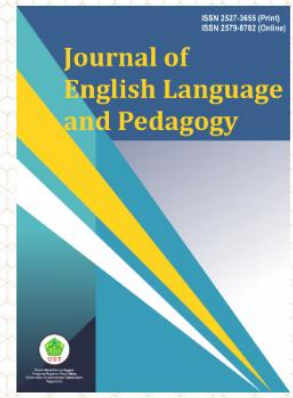
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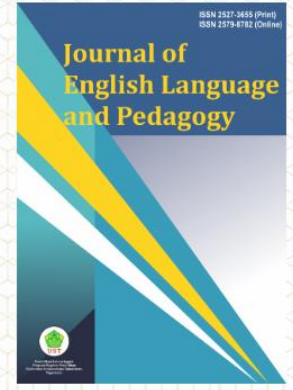
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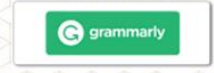
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# **ARTIKEL**

## The design of speaking materials for hospitality students of Trans Ocean Floating Hotel program based on competency based language teaching approach

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### Abstract

The objectives of this study are to (1) describe the designing of speaking materials for hospitality students in Trans Ocean Floating Hotel Program based on Competency-Based Language Teaching. (2) Reveal the efficacy of the speaking teaching materials in improving students communication skills. This research belongs to Educational Research and Development (R&D) using a simplified six steps of Borg and Gall's model (1983). The six steps are as follows. (1) Research and information collecting was conducted by performing document analysis, class observation, interview, product testing, as well as experts' judgments, (2) Planning and drafting, (3) Draft revision by experts, (4) Field testing which was conducted in basic class of the Trans Ocean Floating Hotel Program, (5) Revision, and (6) Final product. The technique of collecting data used in this research consists of (1) document analysis, (2) classroom observation and (3) interview. It was made for obtaining the data for the target situation analysis and appropriateness of the design speaking materials for hospitality students. The findings show that (1) learning materials that were designed in this research fulfilled the criteria of the R&D model, which is based on the students' need lack and want. The purpose of the learning is preparing the students in their future job field as hotel staff and need to learn more about speaking because speaking skill is more useful for working as hotel staff. (2) The efficacy of the speaking materials is that it serves the explicit instruction and encourage the students in doing activities, especially speaking, besides, there are various activities in the textbook. This textbook is designed based on the Trans Ocean Floating Hotel student's need, lack, and want. Furthermore, the speaking materials as the product of this study provide additional learning resources for students.

**Keywords:** CBLT approach; speaking material; teaching speaking

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### Introduction

English is used in international communication, both spoken and written communication. Learning English is an excellent strategy for those looking to enter the workforce and learning English can increase chances for getting a job and advance your career. Many job opportunities require the employee to have good communication skills in English. One of them is hospitality industry. It drives people to learn more English.

In learning English, there are integrated skills to be mastered; they are listening, speaking, reading and writing. Fostering the four skills can determine the success of students in developing the communicative competence. The students are expected to master those skills in order that the students master communicative competence especially in hospitality industry. One of the four basic skills that have an important role is speaking because in the hospitality industry, oral communication is more frequently used than written communication.

In Trans Ocean Floating Hotel Program (TOFHP), the teachers have a focus on speaking skill because the students learn English for specific purpose. In this case they learn English for communicative purpose.

Although they are senior high school graduates, students' communicative competence mastery is still low which is evidently revealed in some problems for instance they failed in examination, test and job interview. This problem happens because the students are still shy in



speaking English, they are still not confident with their ability and they are afraid to try and they are afraid to speak in teaching learning process. Also, the students have poor communication in English; they have problems with pronunciation, vocabulary, grammar, etc. Last, English as foreign language made them difficult to practice their speaking skill because it not use in daily life and the students did not have the motivation to get interact in the English language. Besides that, their opinions are that the English language is still difficult to learn. There are some factors, which influence those problems. One of those factors is the method in teaching English to students, which become a big factor in developing students' communicative competence. There are some approaches and methods in developing the students' communication competence but it needed to suit the method with the learners' needs and learning goals in learning English.

Competency-Based Language Teaching (CBLT) is one of approaches of English teaching. The characteristic of a competency-based approach is focused on the output rather than the inputs. According to Richards & Rodgers, 2014 Bergsmann, Schultes, Winter, Schober, & Spiel, 2015; Koenen, Dochy, & Berghmans, (2015) Competency-Based Language Teaching (CBLT) focuses on what learners are expected to do with language. This approach seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life (i.e. perform real-world tasks, work-related and survival-oriented).

The other factors is material, which is used in teaching learning process. To make speaking skill of the students optimal, in teaching and learning process, the teaching material in speaking, used in the class should be improved. The forms can be a textbook, workbook, handbook, power point, cassette, video, picture etc. Ellis & Childs, 2019; Arbain Akhmad Taufik, Truong Thi Nhu Ngoc, 2017; Arbain & Nur, 2017; Richards, (2001) argues that teaching materials are key component in the most language program. Textbook is one of the learning materials, which is commonly used. Based on Richards, (2001), textbook is the most common form of teaching material in language teaching. It should be selected well so it can support the teaching and learning process. Cunningsworth, (1995) also states that textbook are the best resources for the students in achieving aims and objectives because it has been set according the learners' need. Unfortunately, in this training institution there is no sufficient textbook for the students.

In the basic class they just provide a vocabulary list (pocket book) for the students, while for speaking practice the teachers give instruction based on theme that should be mastered by students (i.e. introduction to family, home-town, job experience, cruise ship, Trans Ocean, future plan, good experience, bad experience, describe something, how to make something, traditional food, etc.), and ask them to find the words in internet. Meanwhile for the intermediate and moderate class they provide a module in accordance with the majors (housekeeping, bartender/waitress or kitchen crew), the module consist of describing texts, lists of words and a procedure text. But in this module there is no sufficient speaking material to improve the students' communicative competence. The content of the module is not contiguous with materials on the basic class and it's not appropriate with students' needs.

By knowing those problems, the teachers should choose, adapt, and design the material that are suitable for their students in the classroom because they need good teaching material for speaking in order to be preparation entering workforce. The content of the material should be contiguous with the students, so they will not only understand the material but also remember the material provided by the teacher easily. Based on this situation, the researcher is interested in helping the teachers to make them easier to convey the materials. Therefore the researcher planned to design speaking material for hospitality students based on CBLT approach.

The focus of this research is how to design speaking materials to improve students' communication skill especially in speaking, for the basic class in Trans Ocean Floating Hotel Program.

## **Literature Review**

### **Teaching English as a Foreign Language**

Languages skills **are of into two kinds** that are receptive and productive. Receptive consist of listening and reading skill. Productive consist of speaking and writing skill. Fostering the four skills can determine the success of students in developing the communicative competence, including English communication. The most important skill in EFL is speaking skill, because by mastering speaking skill people can carry out conversation with other and exchange the information. According to Oxford dictionary <<https://www.lexico.com/>>, speaking is the action of conveying information or expressing one's thoughts and feeling in spoken language. Therefore we can say that speaking is a key for an optimal communication.

### **English for Specific Purpose**

English for Specific Purposes (ESP) is defined as “a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners” (Richards & Rodgers, 2014). ESP prepares the learners to use English in different fields. Hutchinson & Waters, 2002; Kazakova, 2015; Paltridge & Starfield, (2017) say that ESP as an approach to the course design start with question “Why do learners need to learn English?” it means that any courses should be based on analysis of the learners need.

There are three kinds of purposes stated by (Mackay & Autonomous Metropolitan Univ., 1979). The first purpose is for occupational requirements such as international telephone operators, civil airplane pilot, etc. The second purpose is for vocational training programs such as for hotel and catering staff, technical trades, etc. And the last purpose is for academic or professional study such as engineer, medicine, law, doctor.

### **Speaking Skill**

Speaking is one of the important skills to be mastered in English. It is one of the productive skills in the four main skills of language. Spratt, Pulverness, & Williams, (2005) states that speaking is productive skill which involves the speaker to use speech to express meanings to other people.

In general, speaking is the second skill to be acquired after listening, they have a very close relationship in pragmatic view. The interaction between them applies especially in communication aspect. According to (Dippold, Bridges, Eccles, & Mullen, 2019), the main point in speaking is to communicate orally. It means that speaking is used to communicate with people to get information, express and describe the idea or feeling. The goal of teaching speaking is to improve students' communication skills.

### **Competency-Based Language Teaching Approach**

Competency Based Language Teaching is an application of the principles of CBE to a language setting. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work-related and survival-oriented language teaching program for adult (Karababa & Çalışkan, 2013). The CBLT is based on the perceptual and functional nature of language. It is meant to teach the language in relation to the social context in which the learners use it.

According to (Richards, 2001) there are eight key features which are essential for Competency Based Language Teaching: (1) A focus on successful functioning on society; (2)

A focus on life skill; (3) Task- or performance-centered orientation; (4) Modularized instruction; (5) Outcomes that are made explicit a priori; (6) Continuous and ongoing assessment; (7) Demonstrate mastery of performance objective; (8) Individualized, students-centered instruction.

Griffith & Lim, (2014) mentions four advantages of a CBLT approach: (1) The competencies are specific and practical and can be seen to relate to the learner's needs and interests; (2) The learner can judge whether the competencies seem relevant and useful; (3) The competencies that will be taught and tested are specific so the learner knows exactly what need to be learnt. (4) Competencies can be mastered once at a time so the learner can see what has been learned and what still remains to be learned.

According to (Shabani & Ghasemi, 2014) there are three stages of teaching procedures in Competency-Based Language Teaching (CBLT): At the beginning of a course the students have to go through an initial assessment. Then the students are grouped on the basis of "their current English proficiency level, their learning pace, their needs, and their social goals for learning English". Furthermore, a course based on CBLT is divided into three stages, which the students have to go through in order to successfully finish the course.

### **Material Development**

Chang, Chang, & Shih, 2016; Liu & Chen, 2015; Tomlinson, (2011) state that the term "language-learning materials" refers to anything that is used by the teacher or learners to facilitate the learning of language. Materials could obviously be cassettes, videos, textbook, etc. In other words, materials can be anything which is deliberately used to increase the learner's knowledge or experience to the language.

Almurashi, 2016; Dudley-Evans & St. John, 2011; Melissourgou & Frantzi, (2017) explain the four reasons for using materials: as sources of language, as a learning support, for motivation and stimulation and for reference. Materials are regarded as a source of a language because in some situations, materials can be the only source of English in the classroom. Materials play a crucial role in exposing learners to the language, which implies that materials need to present real language, as it is used, and at the full range that the learners require.

### **Method**

The method utilized in this research is Educational Research and Development (R&D). According Ellis & Childs, 2019; Gall, Gall, & Borg, (1981) R&D is a process that was used to develop and validate educational product, in which is the research findings are used to design new products and procedures e.g., methods, media or textbook which can be applied in the classroom. (Gall et al., 1981) also add that the process are usually related to the product being developed, developing the product based on the findings, field testing it in the setting where it will be used in the end, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar stand. The researcher will apply this method, since this type of research was effective for developing the material/textbook.

This research conducted at Trans Ocean Floating Hotel Program, which is located in JL. Ringroad Timur, No.03, Sunten, Banguntapan, Bantul, Yogyakarta. The subjects of the research were 4 students in basic class at training institution Trans Ocean Floating Hotel Program. They were between 19–25 years old. The product of the study is the English materials which emphasis more on the communicative competence achievement. The English materials were particularly design for hospitality students. These materials will assist both teachers and students of Trans Ocean Floating Hotel Program in teaching learning process. The product of the study is the English materials which emphasis more on the communicative competence achievement. The English materials were particularly designed for hospitality students. These materials assisted both teachers and students of Trans Ocean Floating Hotel Program in

teaching learning process. In addition to conduct the research properly, the researcher got the information needed by doing several things. In collecting the data, the researcher used such data collecting techniques as document analysis, observation, and interview. After conducting Document analysis, observation and interview, the findings are as follows:

Table 1. Findings of need analysis

No.	Component	Description
1.	Document Analysis	<ol style="list-style-type: none"> <li>1. The students' need and learning goals of TOFHP and the materials and the textbook are not relevant.</li> <li>2. There are no activities and task integrated in the language skills areas of listening, speaking, reading and writing, and no discussion about the hospitality.</li> <li>3. There are too much explanation rather than practice to speak English</li> </ol>
2.	Classroom Observation	<ol style="list-style-type: none"> <li>1. The students were not active and enthusiastic.</li> <li>2. The students were having difficulties to pronounce the words in English.</li> <li>3. The students have difficulties in practicing their speaking ability. The textbook do not provide example monologue/dialogue related with the materials.</li> <li>4. The activities of the teaching learning process should present their needs.</li> </ol>
3.	Interview	<ol style="list-style-type: none"> <li>1. The materials have no communicative activities.</li> <li>2. The researcher found that some of the topics were not relevant th the student needs.</li> <li>3. The textbook do not provide vocabulary list which is needed by students.</li> <li>4. There is no activities and task which can encourage students' confidence to speak in English.</li> <li>5. The students need to learn material which is relevant with the hospitality industry.</li> <li>6. The students and teacher believe that speaking skills are the ones that need to be emphasized.</li> </ol>

Table 2. Target situation analysis

<b>Target Situation Analysis</b>
Why is the language needed?
For study
For works
For promotion
For recreation
How will the language will be used?
Medium: speaking, listening, reading, writing
Channel: face to face, telephone
What will the content be?
Subject: Hotel Administration, Reservation, Check in/Check out, Hotel Telephone Etiquette, Suggestive Selling Up-selling, Taking Order at a Hotel Restaurant, clarifying information
Level: Professional
Communicative Event: Greeting, Apologizing, Gratitude, Offering, Request, Ordering, Compliment, Complaining, Commend, Asking and Giving Direction, Asking and Giving Information, Asking and Giving Suggestion/Opinion/Advice, Asking Permission
Target Level: Basic and Intermediate
Dialect: Formal and Casual Style (Politeness, instruction discourse van ex)
Who will the learner use the language with?
Both native and non-native speaker: guest, supervisor, boss, partner, colleague
Relationship: Employee and guest, subordinates and superiors
Where will the language be used?

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Physical Setting: Hotel, Cruise ship, Guide, Travel Agent and Services, Training Institution  
Human Context: Offering, give information, discussion, on the telephone  
When will language will be used?  
Hospitality industry, Travel Services  
Often, Small/Big Amount

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Based on the finding from research and information collecting, this study tried to reveal what the problem was, objectives of the course of the study, found a solution (designing speaking materials), and decided that expert judgment was needed in conducting this preparation. This study used the development procedure from Nation and Macalister (2010).

The researcher wants to design speaking materials by using CBLT approach, the product will designed by a specific goal of standard competence based on result of target situation analysis. Target situation analysis in English for hospitality students in the following (Mason, 1994), modified as examined from Munby in Richards (2001).

### **Findings and Discussion**

Based on research objective this chapter consist of two sub-chapter presenting two findings including (1) the designing of speaking materials for hospitality students in Trans Ocean Floating Hotel Program based on Competency Based Language Teaching. (2) the efficacy of the speaking materials in improving students communication skills. The explanation of each stage in the research is as follows:

#### **The Designing of Speaking Material for Hospitality Students**

The designing of speaking materials for hospitality students was conducted based on the adapted 10 stages of form Borg and Gall (1983) to become six stages. While the content of the material based on Nation and Macalister (2010). The six stages of designing speaking material were presented as follows.

##### **Research and Information Collecting**

Result of document analysis are (1) The materials was not relevant with the students' need and learning goals. The activities are too general and do not provide need of Hospitality students; (2) There are no activities and task integrated with the language skills areas of listening, speaking, reading and writing, and no discussion about the hospitality; (3) There are no activities and the task related to the topics, which can encourage students to speak actively.

Result of classroom observation are (1) The students were not enthusiastic but they tried to answer and respond teacher's questions; (2) In teaching learning process, they do not communicate in English fully. In giving instructions/explanation, the teacher mixed English and Bahasa to make students understand what to do; (3) The students had difficulties to pronounce the words in English and lack of vocabulary; (4) The students less are confident to speak in English.

Result of classroom observation are (1) The teachers did not use specific teaching methods; (2) The researcher found that the materials of each unit are not contagious; (3) The students and teacher believe that speaking skills are the ones that need to be emphasized because the students need to prepare to face the working place such as hotel and cruise ship (hospitality industry); (4) The students said that they need to learn material which was relevant with the hospitality industry; (5) The students' difficulties in speaking English, they lack of vocabulary and limited knowledge in grammar. They also were not confident.

##### **Planning and Drafting**

Based on the first stage, the speaking materials which was expected to achieve the goals of the Trans Ocean Floating Hotel Program students was designed based on target situation analysis. Course grid was made in these steps. The content of the materials in the course grid follows the

format and presentation of CBLT approach. The purpose of CBLT approach is to develop communicative competence.

#### Field Testing

Field testing is an activity to validate the effectiveness of the product, the process can be observed in Chapter III. The material was tested in real class situation to discover unidentified weakness. The test proved that the material was good and suitable for hospitality industry. The students gave the positive feedback to the materials.

#### Revision

There is not much for revision on this speaking material. This revision focused more on the product which had been field tested. It has the same point (content, language and instruction) to be revised.

#### Final Product

The final product which has been tried out was reviewed and revised can be applied in basic class of Trans Ocean Floating Hotel Program. The materials of the product were designed based on CBLT approach. Various types of activities helped the students improve their speaking ability because the activity was designed based on student's needs. This product was designed based on English for Specific Purpose which is for hospitality students, hopefully it can assist them to learn communicative competence.

The description of the final product of speaking materials designed are as follow: **First**, Unit 1 entitled "Greeting Guest", it consists of expression of greeting, introduction, thanking, leave taking and asking and offering help. There are 22 activities. Activity 1 belongs to warm up activities. Activity 2 is about study and how to pronounce expression of greetings. Activity 3 is about the study of use of expression of greetings. Activity 4 and 5 are divided into building vocabulary and repetition the vocabulary. Activity 6 contains questions and answer. Activity 7 and 8 consist of study and practice expression of introduction. Activity 9 and 10 are divided into study and use of intonation sign. Activity 11 and 12 are divided into arrange and practice dialogue. Activity 13 belong to observe and study of how to pronounce expression leave taking and thanking. Activity 14 and 15 are divided into fill in the blank and practice the dialogue. Activity 16 is about observe and study personal pronoun and to be. Activity 17-20 contain filling the blank and practice the dialogue. Activity 21 and 22 accommodate making short dialogue and practice in front of the class.

**Second**, Unit 2 entitled "Facilities of the Hotel" which consists of expression of Asking and mentioning things, list of prepositions and the use of *there is* and *there are*. There are 21 activities; Activity 1 contains warm up activities. Activity 2 is on vocabulary building. Activity 3 accommodates labelling picture. Activity 4 contains study of how to pronounce the word. Activity 5 and 6 consist of vocabulary builder and repetition on the vocabulary. Activity 7 comprises observe and study: asking and mentioning things. Activity 8 and 9 are about vocabulary mastery. Activity 10 consists of study how to pronounce the facilities. Activity 11 is about of practicing the dialogue. Activity 12 contains observe and study of using *there is/there are*. Activity 13 and 14 are divided into finding the meaning of preposition and practice of how to pronounce list of prepositions. Activity 15 is on observe picture. Activity 16 and 17 is divided into fill the blank with the correct preposition. Activity 18 is about find the meaning of the objective word. Activity 19 belongs to observe and study. Activity 20 contains making a short monologue. Activity 21 is on of practice the monologue in front of the class.

### **The efficacy of the speaking materials in improving students communication skill**

Based on the interview after field testing, the students said that the activities are effective and appropriate for the students to improve their speaking ability. It can be seen from the extract below.

#### ***Extract 4.1***

*I : Gimana materi materi tadi mudah di pahami gak? Mudeng kan*

*Ss : Mudeng kok miss cuma beberapa kata yang gak begitu ngerti.*

*I : Kalo aktivitas nya bagaimana?*

*S : Banyak latihan tapi masih mudah di pahami*

*I : Jadi PD ngomong gak*

*S : Iya lumayan jadi berani soalnya udah ada contohnya. Trus ada vocab nya juga*

Based on the field testing some strengths and weakness of the Speaking Material were discovered and are describe as follows; (1) The contents of the material meet students need; (2) The activities in this product are related to the real world centered; (3) There are various activities that can help students to improve speaking ability; (4) The level of difficulties is appropriate to the students.

### **Discussion**

The discussion consists of the design, content and implementation of speaking teaching materials on speaking and the strengths and limitation of the speaking material.

#### **The Designing of Speaking Material for Hospitality Students**

The designing of the speaking materials need to be carried out in details and comprehensive way based on the goals. Since the speaking material for hospitality students, the theory of English Specific Purpose was considered. Robinson (1991) states that there are some criteria of ESP. First, ESP normally is goal directed, students study English because they study English for work purpose. This theory was related to the students of Trans Ocean Floating Hotel Program who learnt English for communicative competence. According Robinson (1991) that ESP course is based on a need analysis which aims to specify as closely as possible what exactly it is that the students' need. There is one important feature an ESP course. It is selection of material, provoked by shortage of pressure of time because of the students' need, the concept of teaching learning process will have a focus more in practicing language speaking or writing. The first thing the researcher did was having the need analysis. The need analysis was gathered by doing document analysis, classroom observation and interview with teacher and students.

After researching and information collecting, the researcher began to do planning and drafting. In this step considering the goals of the product which was stated in TOFHP's syllabus, the researcher arranges the course grid. The course grid consisted of course objective, teaching material and activities based on some features of CLT and ALM.

#### **The efficacy of the speaking materials in improving students communication skill**

Based on the field testing some strengths of the Speaking Material are ; (a) The contents of the material meet students' needs, the activities in this product are related to the real world centered, (b)there are various activities that can help students to improve speaking ability, and (c)the level of difficulties is appropriate to the students' need.

## Conclusion

### Designing speaking materials for hospitality students of trans Ocean floating hotel program

The speaking material for hospitality students were designed based on the students need analysis. The content of the materials are in line with the goals of TOFHP. The CBLT was chosen to be the approach in deciding the activities. It consist of communicative language teaching and behaviorist views of learning (ALM). There are; presentation of a brief dialogue or several mini dialogue, oral practice of each utterance, questions and answers, learner discovery of generalization or rules underlying the functional expression or structure, the modelling of learnings by the teacher an drilling and completion of sub - part with the assessment and moving on to the next unit.

### The efficacy of the speaking material in improving communicative competence

The efficacy of the speaking material assist students to achieve their specific purpose on their future job, improve vocabulary and provide more knowledge of both English and their learning on hospitality.

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