

**Designing English Materials for Hospitality Students of Smk Pariwisata Imelda
Medan**

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ABSTRACT

English has been an important subject in many sciences, especially for hospitality students. Hospitality students need more language competencies in order to compete in job profession. This reason raises a special need to provide an English material based on hospitality competencies because the present materials have not fulfil the hospitalities needs yet. Even the present materials also do not integrate some skills in English. Designing English material is the process of selecting, adapting and evaluating of teaching based on specific terms of reference. Need Analysis is very important before designing materials. This study aims at exploring the learning needs of 30 hospitality students, and designing English materials for hospitality students based on Need Analysis. The study uses Research and Developmental (R&D) is suitable way to design the materials. Based on the evaluation, the materials teachers use in educating the students are not appropriate to the student's needs. It can be seen that the students need the materials which are related to their major. The findings describe the real needs of students for hospitality. This study focused on speaking, that related to the hospitality students are about Making Reservation and Making Arrangement.

Keywords: English Materials, R&D, Hospitality Students

Introduction

In this 21st century and the era of globalization, English has become a language that should be well-mastered by many people in the context of job market. This is a fact that in a competition to get a good job as advertised in many job vacancies stated that English is required in terms of fluency in written as well as spoken form. So the applicants should be able to perform their competence in English.

As a means of communication, English has been one of the prestigious languages used for many years almost all over the world. It has been accepted as the international language of technology and commerce. Thus, more and more people are motivated to learn English, and in its development, English is learnt for different purpose which is especially based on the field of one's work as the reasons for them to study language.

In this Globalization Era, there has been a tight competition among the companies. Therefore they need a good quality of human resources to run the business and give some services to the customers. Corporate hospitality students is one of strategic position which shall be conducted as to achieve better service to the top management. In carrying out his/her job, the hospitality students services the top management, VIP guests and expatriate. Therefore, corporate hospitality students shall have perfect communication in English and mastering written language.

In this study, the researcher is concerned with the English for Hospitality Students, especially with the syllabus and materials design. The design of English materials in this study focused on speaking. The reason is that hospitality students generally need English for communication in order to get a better understanding in spoken English.

Methods

The Research Design

R & D is one of research design aim to develop and validate the educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment instrument, etc.

This research will be conducted by following five phases of R & D. They are (1) analysing existing syllabus, existing materials and students' needs, then identify problems, (2) reviewing the theory of principle of English materials, (3) designing English materials, (4) validating new materials to the experts, and (5) revising new materials suggested by the experts.

The Design of Materials

The techniques in analysing the data are staged as follows:

1. Gathering the information about target needs by sharing the questionnaires to the 2nd Grade Hospitality Students at SMK Pariwisata Imelda Medan.
2. Analysing the learning needs of the students for Hospitality Students.
3. Reading the other courses which are taught in the first and the second semester.
4. Designing English Materials for Hospitality Students according to the results of need analysis based on the students' needs.
5. Revising.
6. Providing draft.
7. Having a group discussion then finally the prototype material was finished.

Results and Discussions

This research conducted at SMK PARIWISATA IMELDA MEDAN was intended to discover the students' needs. The students' needs were obtained with need analysis. In addition to the students' needs, technically named as target needs or necessities, need analysis was also meant for both lack and learning need. The data of the students' needs, covering three aspects (target needs, lack, and learning needs) were collected based on questionnaires and interviews. Some data such as lessons taught in secretary classes, vocabulary list, were collected through documentation.

Students' Target Needs

The result of the data analysis show that the target need of the Hospitality Students is speaking. It means that they need speaking because in their future job they have to communicate with guests especially from abroad. This is clearly shown by the results of the questionnaires administered to 30 students as presented in table 4.1.

Table 4.1 the Students' Target Needs of Language Skills

No	Language Skills	Total Responses	Percentage
1	Listening	4	13.33
2	Reading	3	10
3	Speaking	21	70
4	Writing	2	6.67
Total		30	100

Based on the data gathered through questionnaires and interviews. The Hospitality students need English that focused on speaking. They need speaking mostly for they have to communicate.

Students' Lack

The data analysis showed that most students have difficulty in listening. They also face the difficulty in speaking. This finding was obtained from the questionnaires items as well as the interviews presented in the following table:

Table 4.2 Students' Lack

No	Language Skills	Total Responses	Percentage
1	Listening	15	50
2	Reading	1	3.33
3	Speaking	13	43.34
4	Writing	1	3.33
Total		30	100

The data above shows us that the students face difficulties both in listening and speaking. It is very difficult for them to speak because they have to think about the grammar and the structure of the sentences. Besides, they also face the difficulty when they must choose the appropriate vocabularies. While in listening, they face the difficulty in understanding what the speaker says.

Materials Needed for Vocational School

With reference to the data, materials needed by the students are those related to secretary students such as: receiving a phone call, a reservation, remaining schedule for head of office, handling foreign guests, etc. table 4.4 summarizes the field of materials needed by the students.

Table 4.3 Materials for Hospitality Students

No	Aspect	Examples
1	Lexis	Reservation, Corporate hotel rate, reservation system, reservation desk, room charge, flight, reservation travel agency, return, tickets, marketing, business executive, corporation, meeting, personal manager, message.
2	Structure	Present tense, past tense, future tense, complex sentences, conjunction.
3	Speech Function	Talking about daily activities, telephone handling, guest handling, giving invitation, bargaining, talking about hobbies and interest, asking for and giving suggestion.

Syllabus

Functional and situational syllabuses are expected to be used because the students are exposed to authentic target language situation related to English for Hospitality Students. Their focus is on learning to master communicative tasks in office and writing skills in English correspondence for office work. The materials presented in situational syllabus as one related to: (1) at the airport, (2) in the hotel, (3) at the travel agency, (4) at a tour, (5) at the office.

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The materials presented in functional syllabus are: (1) introducing ourselves, (2) making a short welcoming speech, (3) giving hotel information, (4) dealing with reservation, (5) handling check in and checkout, (6) managing complaints, (7) advising hotel guests where to go, (8) giving directions, (9) telling the time, (10) talking about time table, (11) giving a description of office work.

Course Planning and Implementation

The first topic is emphasized on listening and discussion. The topic deal with telephone English, therefore the students are provided with a number of vocabularies on telephone English like handling phone call. The first topic is designed in seven exercises. The first exercise is aimed at giving questions to students before they listen to a dialogue or conversation. Next, the students are exposed to listening and completing dialogue. The objective is to give the students input before they practice the dialogue. In practicing the dialogue, the students are asked to sit in pairs in order to give opportunity to speak to one another.

The next exercises, the students are drilled to practice prices and dates. It is important since it deals with reservation. So the students have to recognize and be able to pronounce the phrases clearly. In this exercise, the students are also still exposed with listening. They are asked to listen to the dialogue and arrange jumble sentences into correct order. In the next exercise, the students are practicing the numbers and dates. Again the students are asked to complete the dialogue. Then, the students are asked to practice the dialogue with their partner by using their names and numbers. After that, the students are asked to write a short paragraph describing the best hotel they have visited. Finally, the students are asked to practice asking and answering questions based on the situation given in the exercise.

The second topic is also focused on listening on the hotel reservation. The students are provided with sample conversation. Through these, they are expected to be able to make conversation dealing with the topic. Then, the students are asked to work in group and play role as receptionist and hotel customers. They are provided with sample which can be cut and distributed to the students. This activity is aimed at providing the students materials with which they can practice the expressions they have learned.

The aforementioned descriptions are the way the writer plan and implement the materials. The other topics are also designed in terms of activities which enable the students speak in English. All the activities involve the students to work in pairs. They are always provided with activities which can make them play role in their group. As the new materials are planned integrated, all the language skills are taken into considerations. The students are exposed with listening, speaking, reading, and writing. For this reason, the students are also asked to do writing at the end of the topic.

Findings

Based on the previous analysis, it was found that the materials are not to serve the students need in vocational school. This fact would really improve by developing the appropriate materials to match their need. The students' need in vocational school is to speak about the more relevant to secretary students. The students need is on speaking, so the development of materials was based on the need of vocational school. The existing materials consist of dialogue and exercise, speaking is appropriate for the students. The activities and exercises are designed in such way to make the students work in-pairs or in group, not in individual. Aside from that, the activities and the exercises are designed to enhance the students' proficiency in communication as well.

The sample of materials designed is provides in the research. The topics are about making reservation and making arrangements.

Conclusions

Designing material is the process of selecting, adapting and evaluating of teaching based on specific terms of reference. Need Analysis is very important before designing teaching materials. After analysing the data, conclusions are drawn as the following: Speaking is the most dominant skill for the learners' need in learning English. However, other language skills such as reading, listening, and writing are also crucial for them. Functional and situational syllabuses were applied in developing the materials. The functional syllabus focuses on the function of using English in introducing self, making a short welcoming speech, giving hotel information, dealing with reservation, etc. while the situational syllabus focuses on using English in certain situations like, in the hotel, at the airport, at the travel agency, etc. The derived functional and situational syllabus and materials designs are potentially applied in real life situation to meet with secretary students' need.

The findings describe the real needs of Hospitality Students, the lecturers' view points on the practice of instructions, and descriptions for hospitality used in English speaking countries. This study focused on speaking, that related to the Hospitality Students are about Making Reservation and Making Arrangement

Suggestions

In relations to the conclusions, suggestions are staged as the following:

1. It is suggested that the teachers and the students' needs to be considered in designing materials and syllabuses because the materials design depend on the students' need especially in hospitality students. It is suitable with the major of vocational school.
2. It is suggested that hospitality teachers should apply this syllabus and materials design in order to see in efficiency and in effectiveness of the design and better improvement should be made. So the developer of the teaching materials, should be based on the student' needs.
3. It is finally suggested that other researchers should conduct further studies on deriving syllabus or material, which has very close reference to the students' needs.

