DEVELOPING ENGLISH SPEAKING MATERIALS BASED ON BLENDED LEARNING FOR TENTH GRADE STUDENTS' OF HOTEL ACCOMODATION AT SMK NEGERI 7 MEDAN

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ARTIKEL

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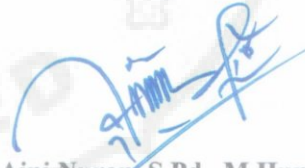
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ABSTRACT

Putri. Fauziyah. Registration Number: 2151121017. Developing English Speaking Materials Based on Blended Learning for Tenth Grade Students of Hotel Accomodation at SMK Negeri 7 Medan. English Educational Program, Universitas Negeri Medan, 2019.

The aim of this study was to develop English Speaking materials for Grade X for Vocational school Students. This study was conducted by using Research and Development (R&D) design through six stages; need analysis, planning (writing syllabus), designing materials, materials evaluation, revising (final product). The subject of the study was Grade X of Hotel Accomodation study program at Smk Negeri 7 Medan. The data were gathered by conducting interview to English teacher and distributing questionnaire to 1 class grade X consists of 35 persons to get the students' needs. The interview and questionnaire results prove that the students needs of English Speaking Materials appropriate with the Hotel Accomodation context. The product has been validated by experts. The result of the product was the materials combined with the moodlecloud platform

Keywords: English Speaking Materials, Moodle Cloud, Research and Development (R&D)

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INTRODUCTION

Background of the Study

In this era of globalization, English language has become one of the important skill that should be mastered by people in order to interact to people across the globe. The students nowadays are facing a big challenge which is now happen in 4.0 Revolution Industry. Schwab (2016), states the Fourth Industrial Revolution is an update and development of technologies that are fusing the physical, digital and biological worlds, impacting all disciplines, economies and industries.

The 4.0 Revolution Industry has a big impact and requirements for the skills and job vacancies offered at work. As the 4.0 Revolution Industry will impact all aspects especially in industry, the international companies require their employee to have the ability in English competency because the workplace will be surrounded by native speakers of English and other people who come from international community. That is why the ability of speaking English is one of the important skill to pass the interview session for job seekers to apply in international companies. As one of the subjects in school, English has four language skills to learn, which are; reading, writing, listening and speaking. Each skill has a different level of difficulty, and to master this subject, students must get the same portion in every skills.

Kurum (2017), Speaking is considered to be the must have soft skill for an individual to be accepted competent in a foreign language. Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction. Furthermore, speaking is one way to communicate with ideas orally. In order to make the students

mastering the speaking skill, it is a must to the teacher making an appropriate materials for teaching speaking skill. The ability in speaking skill has an important contribution for the succesful learning. The speaking skill is important for the teacher to pay attention in teaching English.

According to Nunan (2003), speaking is a productive oral skill. Most people mastering the art of speaking is the important aspect of learning English as a second or foreign language. Speaking is one of the important skills that must be mastered by students because all positions in the hospitality industry need staffs who can communicate well in speaking English such as the front officers, bell boy, waitress, waiter, the laundry man, etc. They will deal with local and foreign people from all over the world. In mastering speaking skills, teachers in vocational schools have done many ways to improve their speaking skills such as learning media, learning facilities, materials and so on.

Teaching speaking for vocational schools in major Hotel Accomodation is specific. According to the Regulation of the Minister of National Education of the Republic of Indonesia in 2006, the goal is to make students be able to a) Achieve English language skills to support the achievement of professional program competencies, b) Implement their English language competencies and abilities oral and written. Therefore, it is clear that the teaching and learning process of English for Hotel Accomodation students must be relevant to their specific program. Students must get specific material that will be useful in their workplace in the future.

Vocational schools are designed for the students who is willing to work after graduate. The purpose of teaching English in vocational school is preparing
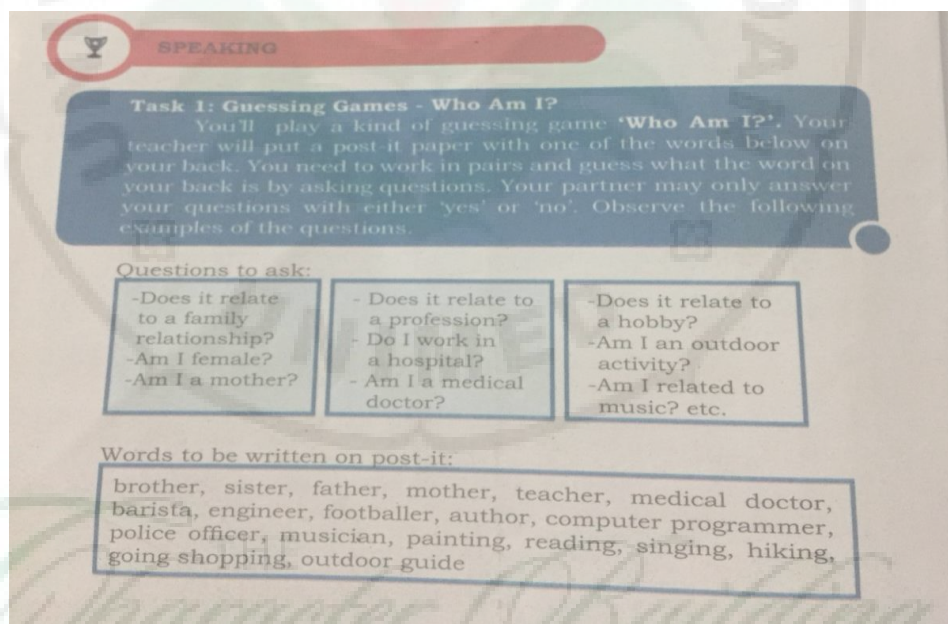
the students in workplace such as in job interview, communicating with foreign people, and be able to understand every procedures in English because in the future workplace will be surrounded with English language. The students should have enough ability to compete for seeking the jobs after graduate because they will compete in a strict competition. Since English is one of the requirement that a must have skill for the job applicants, the English teachers in vocational schools should give sufficient learning for them. As the main focus of this research is in the hotel accomodation study program, this study program needs an appropriate English speaking materials for daily conversation related on the context. The future workers in the field of hospitality industry interact with people accross the globe and also it will deal with many procedures and terms in English language. That is why speaking English skill is a must for the workers. Hotel Accomodation study program is one of the major in vocational school out of tourism, business, maritime industries, machinery, culinary,cosmetology, fashion study and etc.

Based on observation during PPL which started in September 3rd 2018 ended in November 24th 2018 at SMK 7 MEDAN, the researcher found that the students' speaking skills did not reach the competency. Also, the researcher found that they were not good in speaking English especially to express and understand the transactional conversation, lack of vocabularies, lack of practice and also lack of courage of making mistakes. That is the main reason the researcher intended to make the appropriate materials in order to help students more interested and motivated in learning English.

In addition, based on a deep interview of ten students' of Hotel Accomodation study program taken from different class at SMK NEGERI 7

MEDAN, the researcher conclude that the speaking materials do not really fully cover the needs of students' Hotel Accomodation study program and the students need something new in the learning process.

In the fact, the textbook that the students' have did not relevant to their study program. It can be seen by the students' hand book that government distributed for school. The speaking materials like: "guessing games: Who am I?" as seen in the figure below, are not likely related to the hotel accomodation study program. It should have been more appropriate and close to the Hotel Accomodation terminology.

Based on the finding the researcher has found while doing the practical session. The researcher intended to develop the appropriate speaking materials through blended learning. The researcher think that it is important to the teachers giving the speaking materials that are up to date with the current issues of E-learning. E-learning can boost up their interests in learning English because the

use of internet can be easily to be accessed these days. Speaking materials of Hotel Accomodation should match with what the students' needs and follow the principle of language teaching. This study aims to design an appropriate speaking materials based on blended learning. The blended learning it self included in the E-learning.

The term "blended learning" has become such a buzzword—so that it has taken on many meanings. Bersin states that Blended learning is the combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats.

Furthermore, through blended learning, the hobby of students accessing the internet as a media learning can be programmed based on the curriculum by the teacher, controlled implementation and evaluation tools can be prepared. Blended learning can create learning activities interesting, interactive, diverse and meaningful. With blended learning students can learn with more time because students can study more outside the class.

REVIEW OF LITERATURE

1. **Speaking**

According to Nunan (2003), speaking is a productive oral skill. Most people mastering the art of speaking is the single most important aspect of learning English as second or foreign language.

Kurum (2017) states that the definition of speaking is considered to be the mostly need soft skill for an individual to be accepted competent in a foreign language.

Chaney's definition describes speaking in a similar way saying that speaking is "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Kayi 2006).

2. Speaking Materials

According to (Tomlinson, 2012) materials are "anything which can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions"

According to Hutchinson (1987) materials provide a stimulus to learning. The materials should encourage the learners to learn

3. Blended Learning

According to Dwiyogo Wasis as cited in Bersin, Josh (2004) Blended learning is the combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience

Roval and jordan (2004), Claimed that learning in mixed way has the higher intention, and the most important thing is study could be more effective if the community works succesfully in face to face combined with the blended learning technology

According to Dwiyogo, Wasis as cited in Bersin (2004), Blended learning is a combination of different training "media" (technologies, activities, and types of events).

RESEARCH METHODOLOGY

This research was conducted by using educational Research and Development (R & D) by Borg and Gall (2003). This sudy was conducted at SMK Negeri 7 Medan which is located in Jl. STM No 17 E. The subject of this

study is the grade X students' of Hotel Accomodation study program Medan. The instruments of data collection were gathered by administring interview and distributing questionnaire. the study conducted interview to the English teacher and distributing questionnaire to 35 respondents to get the students' needs. In addition, the qualitative and quantitative research were conducted to analyze the data.

RESEARCH FINDING AND DISCUSSION

Research findings

After getting feedback from experts, the speaking materials were revised and written into the final draft. The final materials are attached in the Appendix I. The final product then administered to the Moodlecloud.com.

Discussion

The aim of this study was to developed English speaking materials for tenth grade students' of Hotel Accomodation study program. As what have been planned, the researcher used the R&D method by Borg and Gall (2003).   As the first step of the needs analysis, the researcher distributed the questionnaire to 35 students' of Hotel Accomodation study program at Smk Negeri 7 Medan. Based on the need analysis, the researcher conclude that the students need more time to learn English speaking to help them later in the work field. Also, to increase the English speaking ability they need an appropriate materials that match to their majority. The Materials also need to be interesting in order to make the students are interested to study. The researcher used the blended learning to make them interested in learning English because the students will be interested in learning with the new media. The use of blending learning using Moodle can be accessed unlimited time and can be accesed anywhere. It is said can be more effective and

simplify the students to study. Further, the planning step was to analyse the syllabus based on the core competence and basic competence. In designing step, the materials developed by curriculum 2013. Then, the material evaluation step was begun with the validation judgement. The results from the first validator of the writing speaking materials was 3.5 which categorized "Good". The results of the second validator of speaking material was 4.07 which can be categorized of "Very Good". The revisons of speaking materials was about the basic competence which needed to be only focus on the speaking skill. Furthermore, the final product of material was administered to the Moodlecloud platform.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. Generally, the existing English speaking materials are too general with the needs of Hotel Accomodation students. In the term topics, they are not suitable with Hotel Accomodation study program which make the students are lack of motivation because they get difficult and confused in learning English.

2. Students of Hotel Accomodation study program needs speaking materials which are suitable with their major where the contents used in the course book are relevant and useful in the work situation. There are three units that developed in speaking materials for grade tenth studnts' of Hotel Accomodation, they are : Complimenting others, Showing care/Symphaty, and Congratulating on Your Promotion.

3. The design of the speaking materials are based on scitentific approach which consists of 5 elements of speaking materials, they are; Observing, Questioning, Exploring, Associating, Communicating,. In addition, there are glossary and reflection in every last page in each unit. This series of tasks are submitted in Moodlecloud platform which can be accesed with students during the learning activities.

SUGGESTIONS

In line with conclusions above, some suggestions are recommended as follows:

1. It is suggested that the newly developed materials should be used by the English teacher to encourage students of Hotel Accomodation to do the speaking activities in teaching and learing process that rekated to their major. It is important to build students' confidence first to speak because it will influence the teaching and learning process

2. Due to limited time, this research only develops three units of materials for the students. Therefore, it is expected to other researchers to develop English speaking materials for other grades and programs which have the problems with the appropriateness English speaking materials.

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