

**USUL PENELITIAN
BERORIENTASI PRODUK
DANA PNBP TAHUN ANGGARAN 2013**



**DESIGNING A SET OF ENGLISH SPEAKING TEACHING FOR
STUDENTS OF TOURISM DEPARTMENT IN GORONTALO STATE
UNIVERSITY**

Oleh :

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Biaya yang diajukan : Rp. 10.000.000.-
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Identitas Penelitian

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 - Mulai : Februari
 - Berakhir : Juli
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7. Lokasi Penelitian : Fakultas Sastra dan Budaya – UNG
8. Hasil yang ditargetkan : Menghasilkan produk *English Speaking Material* dan memberikan porsi Pengajaran Bahasa Inggris yang lebih, dengan mengintegrasikan *speaking* sebagai materi pengajaran *skill* kepada mahasiswa Jurusan Pariwisata
9. Keterangan lain : -

Designing a Set of English Speaking Teaching for Students of Tourism Department in Gorontalo State University

Abstract

This research will conduct to design a set of English speaking teaching for students of tourism department in Gorontalo State University. The purpose of this designing will help the students in mastery English language, especially spoken language.

This research is a descriptive-qualitative research. It aims to describe a certain set of phenomena at the time during research execution. There are three statement problems in this research. First, how does the real condition of English learning in tourism department. The second how is a set of English teaching for students of tourism department designed, and the third is what does the designed set of materials look like.

In the end of this research, the researcher hopes that will design a set of English speaking teaching that appropriate with student's necessary in tourism department.

Keywords: *English for Specific purposes, Tourism Department, English Speaking Materials.*

I. Introduction

1.1 Background of Study

The portion of English teaching in tourism department is less than expected. There are only several subjects has been discussing related English, even though English barely integrated in major material. It seemed tragic if we talking about the product of tourism department, when one of its goals is to produce a human resource that has a skill in English.

Another problem that appeared regarding teaching and learning English in tourism department is not only lack of English substance, but also there is no English speaking learning. It is becoming an important because of the output of

tourism department would face a matter of English spoken literally. Thus we really know that English is international language, and tourisms are pretty connected on that.

Tourism department in Gorontalo State University has two majors, they are: *Perhotelan* and *Bina Wisata*. Both of two majors are lack in English essence, especially in English spoken material. It can be a problem if we talked about a quality of human resources that resulted of tourism department.

In terms of create a well speaking learning for students of tourism department. The researcher interested to do research on that. The main theme of this research is designing a set of English speaking teaching for students of tourism department.

1.2. Problem Statement

Referring to the background concepts, the researcher formulates the following questions:

1. How does the real condition of English learning in tourism department?
2. How is a set of English teaching for students of tourism department designed?
3. What does the designed set of materials look like?

1.3. Objectives of Research

The objectives of this research are:

1. To elaborate the real condition of English learning in tourism department.
2. To design a set of English teaching for students of tourism department.
3. To present a set of English material for students of tourism department.

1.4. Research Urgency

This research is considered to do because of necessary of English specific purposes. Hutchinson and Walter (1987: 19) said that English for specific purpose (ESP) is an approach to language teaching in which all the content and method are based on the learner's reason for learning. It has now become the most prominent part of English language teaching because many people from various areas want to learn English. People want to learn English, not for the pleasure or prestige of knowing English, but because of the demands of their fields of work or study. It is necessary to describe English for specific purpose (ESP). Here since the designed materials is for students of tourism department.

Beside English for specific purpose, need analysis also becoming the important reason why the researcher interested to do this research. Hutchinson and Walter (1987: 53) stated that there are two kinds of needs analysis. They are target needs and learning needs.

In terms of target needs, it is about what the learners need to do in target situation. Target needs consist of necessities, lacks, and wants. Necessities are the type of need determined by the demands of the target situation and what to be known in order to function effectively in the target situation.

Lacks are the gap between the learners' target proficiency and their existing or present proficiency. Meanwhile wants, it is about personal, subjective images of needs on the basis of data relating to themselves and their environment.

While learning needs is what the learners need to do in order to learn (Hutchinson and Walter, 1987: 60-63). To do analysis of learning needs, the course designer should pay attention to learning needs, potential and constraints. They also propose a framework for analysis of learning needs. The framework consist of questions deal with the reasons why the learners are taking the course, how the learners learn the language, what resources are available, and who the learners are.

All of the reason above which is makes rationale why this research is essential to do. Beside that the researcher is getting involved directly as a part of tourism department. Therefore the researcher truly knew the real condition of the English material learning in tourism department.

On other hand the researcher as a lecturer of English department is really convinced that this research could be use as a comparative material in build excellent English for specific purpose as one of the skills major in English department. It is important to be a consideration because it seemed we had a same problem with English for specific purpose.

II. Review Related Literature (State of art)

This part will elaborate some relevant literatures that will use in this research, those are:

2.1 Relevant Research

Rahman, Moomtazur (2010) in his research with title “*Developing an ESP speaking Course*”. This research elaborated about ESP need analysis leads to design a language course, which is more accommodated in the meeting of learner’s needs. The research aims investigated language needs to develop an ESP speaking course framework specifying for the foreign postgraduates in the field of science and technology at University of Malaysia. This research reviews literature on some fundamental features of ESP, EAP, language needs analysis, components of needs analysis and ESP speaking skills. In fact, the findings of the needs analysis determine some important speaking tasks and skills for the proposed ESP speaking course. To sum up, the research contributes to introduce an ESP speaking course framework development, necessary for these foreign postgraduates in the concerned fields of the three faculties in the university.

Based on the relevant research above and another previous study regarding speaking and English for specific purpose, the researcher will conduct a comprehensive research. It means the researcher will integrate a syllabus, a lesson plan and a material of learning in one research.

2.2 Educational Research and Development (R&D)

Harmer (1991: 54) stated that educational research and development (R&D) is a process used to develop and validate educational product. If materials designers use R&D as the strategy means that they will produce an educational product, for example: materials design in a certain English course for advance

level. R&D offers some process which will be called R&D cycle. The cycles consists of the product of development, field tested, and revised on the basis of field-test data. Harmer (1991: 775) mention 10 steps in R&D cycles used to develop mini courses. They are:

1. Research and information collecting-includes review of literature, classroom observations, and preparation of report of state of the art.
2. Planning-includes defining skills, stating objectives, determining course, sequence, and small scale feasibility testing.
3. Develop preliminary form of product-includes preparation of instructional materials, handbooks and evaluation devices.
4. Preliminary field testing conducted in from 1 to 3 schools, using 6 to 12 subjects. Interview, observational and questionnaire data collected and analyzed.
5. Main products revision-revision of product as suggested by the preliminary field-tests results.
6. Main field testing-conducted in 5 to 15 schools with 30 to 100 subjects. Quantitative data on subjects' pre-course and post-course performance are collected. Results are-evaluated with respect to course objectives and are compared with controlled group data, when appropriate.
7. Operational products revision-revision of product as suggested by main field-tests results.

8. Operational field testing-conducted in 10 to 30 schools in involving 40 to 200 subjects. Interview, observational and questionnaire data collected and analyzed.
9. Final product revision-revision of product as suggested by operational field test results.
10. Dissemination and implementation.

2.3 Speaking Skill

This part will talk about the basic theory of speaking skill. The researcher would like to talk about the nature of speaking; the process of speaking; and some techniques in teaching speaking.

2.3.1 The Nature of Speaking

Tillit and Bruder (1985: 9) sees linguistically spoken language from two different perspectives. First, speaking as interaction. Second, speaking as a social and situation-based activity. All these perspectives see speaking as an integral part of people's daily life. Tillit and Bruder (1985: 27) said that speaking activity is not the matter of conveying or transmitting vocabulary or grammar, but it is a meaningful interaction between two people. Learners should have more opportunities to practice speaking English. The learners can practice in pairs or in groups. As the result the learners do not just memorize components

(vocabulary/grammar) of the language but more important they interact to each other.

2.3.2 Teaching Speaking

Nunan (1989: 32) said that there are two nature of speaking. First, the bottom-up approach. The approach to speaking suggests that we start with the smallest units of the language, i.e individual sounds, and move through mastery of words and sentence to discourse. Second, the top-down view, on the other hand, suggests that we start with the larger chunks of language, which are embedded in meaningful contexts, and use our knowledge of these contexts to comprehend and use correctly the smaller elements of language.

Nunan (2003: 56-58) also mentions some kind of technique and tasks that teacher or trainer can use in classroom. Those are:

- 1) Information gap
- 2) Jigsaw activities
- 3) Role-plays
- 4) Simulations, and
- 5) Contacts assignments.

Nevertheless, teacher/lecturer should be wise to manage their speaking class if they use techniques such as role-play. It will be very risky if they cannot manage the class well. The learners can be very noisy when they start to talk to

each other without any guidance. The other problems that will appear the passive learners will be just silent if the teachers/lecturers do not supervise them.

According to Nunan (1989: 320) successful oral communication involves:

- 1) The ability to articulate phonological features of the language comprehensibility.
- 2) Mastery of stress, rhythm, intonation patterns.
- 3) An Acceptable degree of fluency.
- 4) Transactional and interpersonal skills.
- 5) Skills in taking and short and long speaking turns.
- 6) Skills in the management of interaction.
- 7) Skills in negotiating meaning.
- 8) Conversational listening skills (successful conversations require good listeners as well as good speakers).
- 9) Skills in knowing about and negotiating purposes for conversation.
- 10) Using appropriate conversational formulate and filters

2.4 Communicative Language Teaching (CLT)

The researcher introduces communicative approaches as the basis of this study to design the materials for students of tourism department in Gorontalo State University.

Nunan (1989: 194-195) mentions that there are some major components to be considered in developing a communicative approach. They are:

2.4.1 Theory of Language

Language is a system for the expression of meaning. Language's primary function is for interaction and communication.

2.4.2 Theory of Learning

Activities involving real communication, carrying out meaningful tasks for the learner, promote learning.

2.4.3 Types of Classroom Activities

The learning activity engages learners in communication, which involves the process such as sharing, negotiation, and interaction.

2.4.4 Teacher's and Learner's Roles

Teacher-roles are the facilitator of the communication process, participant in the tasks and texts, need analyst, counselor, and also manager of the learning process.

Learner-roles are treated as negotiator and inter-actor. They give as well as take.

2.4.5 The Role of Communicative materials

Materials give an influence to the quality of classroom interaction and language use. According to Richard and Rodger (1986: 79-80), there are three kinds of communicative materials, they are:

a. Text-based materials

Text-based material consists of theme, a task analysis (e.g ordering and presenting information), a practice situation description, a stimulus presentation, comprehension questions, and paraphrase exercises.

b. Task-based materials

Task-based materials activities consist of a variety of games, role plays and simulation in the form of exercise, handbooks, cue cards, activity cards, practice materials, and student-interaction practice booklets.

c. Realia

Realia or authentic or “from life” material can support communicative approach classes because the students can transfer their knowledge they got in the class directly to the real world. The material include language-based realia, such as: assigns, magazines, advertisements, newspaper, English radio, and visual sources, such as: maps, pictures, symbols, graphs and charts in which communicative materials can be built.

III. Research Methodology

3.1 Research method

This research is a descriptive-qualitative research. It aims to describe a certain set of phenomena at the time during research execution. Descriptive-qualitative research dealt with current situation. There is no administration or control of a treatment as it was found in experimental research (Ary, et al, 1979: 295). This research is not aims to prove a hypothesis about phenomena. It attains as much information as possible by finding many facts in a certain field. The information seeking would finally useful in decision making.

This research will use a strategy of educational research and development (R&D). Harmer (1991: 72) stated that educational research and development is processes are usually referred to the R&D cycle. There are ten major steps in the R&D cycle. The researcher only adopt five steps of the R&D cycle for the material design, those are:

1. Research and information collecting-includes review of literature, classroom observations, and preparation of report of state of the art.
2. Planning-includes defining skills, stating objectives, determining course, sequence, and small scale feasibility testing.
3. Develop preliminary form of product-includes preparation of instructional materials, handbooks and evaluation devices.

4. Preliminary field testing conducted in from 1 to 3 schools, using 6 to 12 subjects. Interview, observational and questionnaire data collected and analyzed.
5. Main products revision-revision of product as suggested by the preliminary field-tests results.

The five steps are divided into two parts, namely pre-design survey and post-design survey. These two kinds of survey will be discussed as follows:

1) Pre-design Survey

Research and information collecting; planning; and developing preliminary form of products are included in pre-design survey. The first study will be use in conduct need analysis in order to get data about the student's interest, necessities, wants, and lack in learning English. The survey will conduct by distribute and gather questionnaire and interview.

2) Post-design Survey

Preliminary field testing and main product revision in including in post design survey. This survey will conduct to gather data from the appropriate and qualified participant to get opinion and feedback on the designed materials. The survey will conduct by distribute and gather questionnaire.

3.2 Research Participants

The researcher will use a purposive sampling technique to chose the participants of the needs survey (post-design survey). Best (1983: 206) stated that in purposive sampling techniques people or other units are chosen, as the name implies for a particular purpose.

There are two classes in different program that will use as a sampling of research. They are, *semester 4 program Perhotelan* and *semester 4 program Bina wisata* in tourism department.

In order to make this research became a qualify research, the researcher will do interview to all systems connected with tourism field in Gorontalo, such as: hotel, travel, Gorontalo tourism department, and all lecturer in tourism department.

3.3 Research Instruments

There are two kinds of instruments will be use in this research. They are interview and questionnaires. Interview is an oral questionnaire which is the subject or the interviewee gives the need information verbally in a face to face relationship (Best, 1983: 164).

Questionnaire is a list of questions asking about people's opinion (Best, 1983: 82)

3.4 Data Gathering

The data gathering will use in two ways. The first way is the researcher will find relevant theories which will support the problems in a research and while creating the design materials.

The second way will distribute questionnaire and conduct the interview. From the questionnaire and conducting the interview the researcher could have the

data for needs analysis and the materials evaluation from the English and tourism lecturers.

3.5 Data Analysis

The data in descriptive-qualitative research may be derived from observations of an individual's behavior, from interviews, from written opinion, or public documents. In this study the researcher will use a descriptive-qualitative data analysis to describe the result of interview. The data of interview will be use as the basis data for the needs analysis (pre-design).

Sort of the data will also take from questionnaires. It will use to verify the suggestive materials (post-design) presented by the researcher. The research will use the *likert scaling technique* suggested by Jhon W Best (1983: 181-182)

IV. Budget Estimation

BUDGET ESTIMATION

Budget needed to carry out this research is estimated as follows :

No	Cost Component	Unit	Vol.	Cost Unit	Total Budget
A	Preparation				Rp. 750.000
B	Proposal making :				
	Copies	Pages	28,5	Rp. 200	Rp. 28.000
	Binding	Books	5	Rp. 14.400	Rp. 72.000
C	Constructing research instrument	Package	1	Rp. 1.000.000	Rp. 1.000.000
	Collecting data	Month	2	Rp. 1.750.000	Rp. 1.750.000
	Analyzing data	Month	2	Rp. 2.000.000	Rp. 2.000.000
	Constructing report concept	Package	1	Rp. 1.000.000	Rp. 1.000.000
	Documentation	Package	2	Rp. 750.000	Rp. 750.000
D	Final report				Rp. 1.000.000
E	Journal publication	Package	1	Rp. 1.000.000	Rp. 1.000.000
	Binding report			Rp. 750.000	Rp. 750.000
					Rp.10.100.000

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