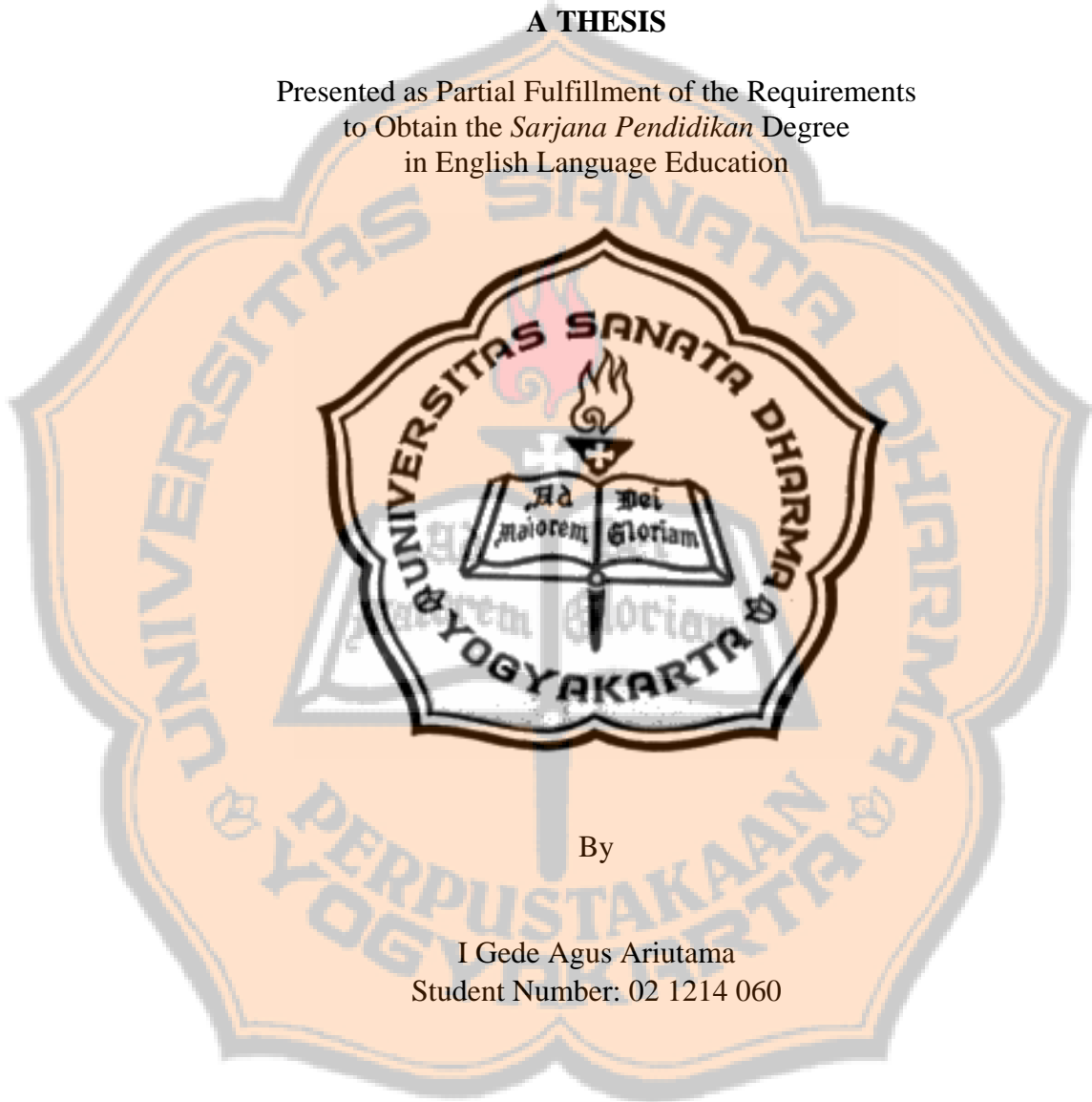


**DESIGNING A SET OF ENGLISH LISTENING INSTRUCTIONAL MATERIALS
USING TASK-BASED INSTRUCTION FOR THE FIRST GRADE STUDENTS
OF HOTEL ACCOMMODATION DEPARTMENT IN SMK N I SEWON**

A THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education



By

I Gede Agus Ariutama
Student Number: 02 1214 060

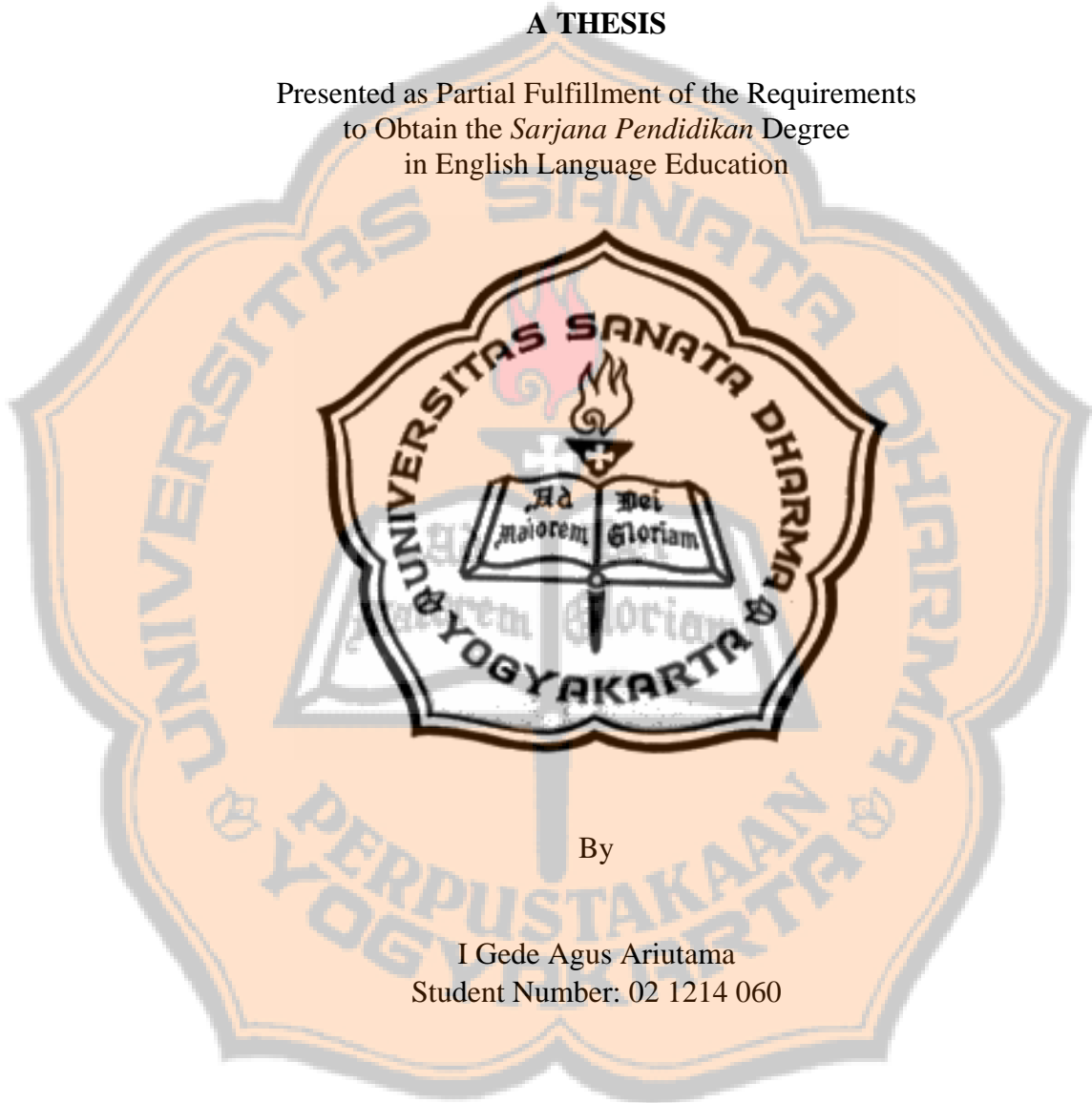
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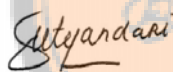
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March 19, 2007

A Thesis On

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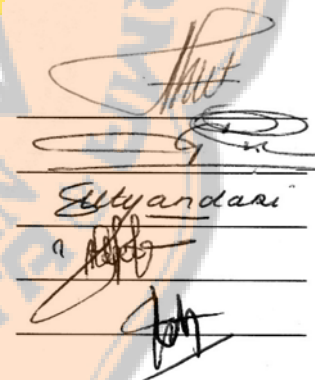
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**Defended before the Board of Examiners
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Yogyakarta, March 26, 2007

**Faculty of Teachers Training and
Education Sanata Dharma University**
Dean

(Drs. T. Sarkim, M.Ed., Ph.D.)

BE A WINNER

The winner is always a part of the answer
The loser is always a part of the problem
The winner always has a program
The loser always has an excuse

The winner sees an answer to every problem
The loser sees a problem to every answer
The winner says, "Let me do it for you."
The loser says, "That's not my job."

When a winner makes some mistake,
He says, "I was wrong."

When a loser makes some mistake,
He says, "It wasn't my fault."

The winner says, "I'm good, but not as good as I ought to be."
The loser says, "I'm not as bad as a lot of other people are."

The winner says, "It may be difficult but it is possible."
The loser says, "It may be possible but it is difficult."

Anonymous

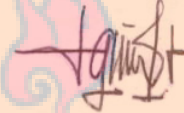
*I dedicate this thesis for my family
and for my friends*

STATEMENT OF WORK ORIGINALITY

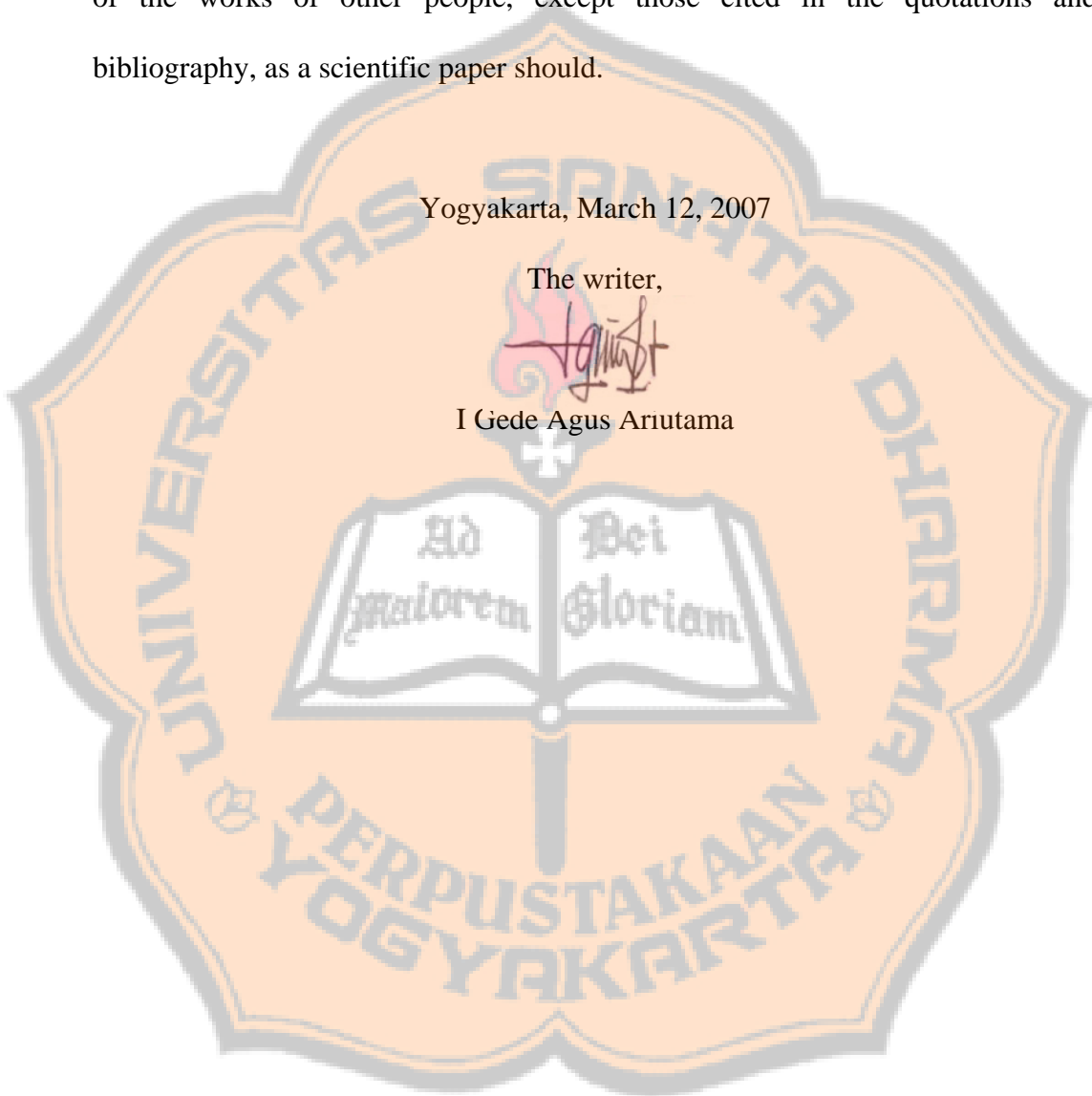
I honestly declare that this thesis which I wrote does not contain the works or part of the works of other people, except those cited in the quotations and bibliography, as a scientific paper should.

Yogyakarta, March 12, 2007

The writer,



I Gede Agus Ariutama



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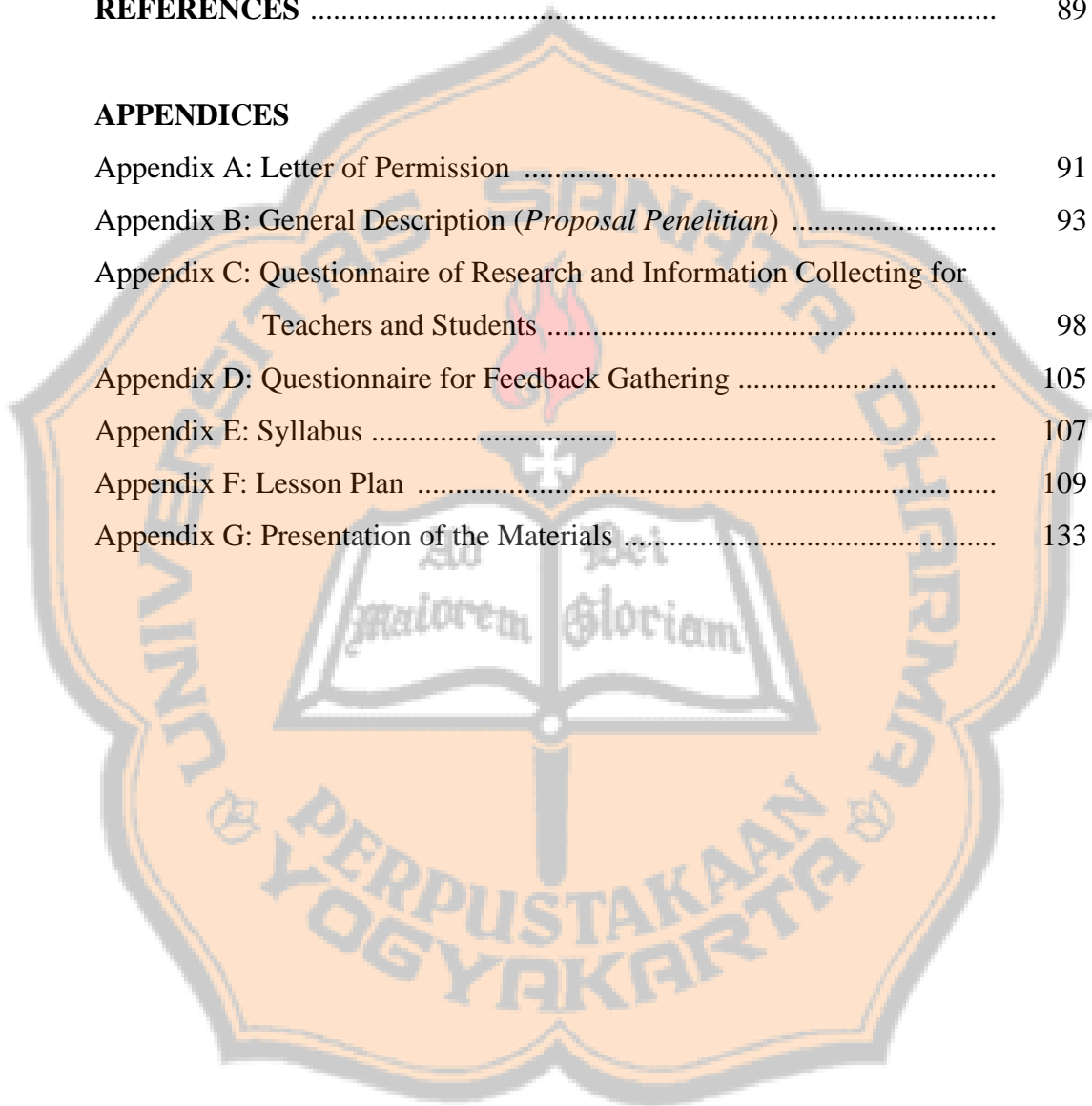
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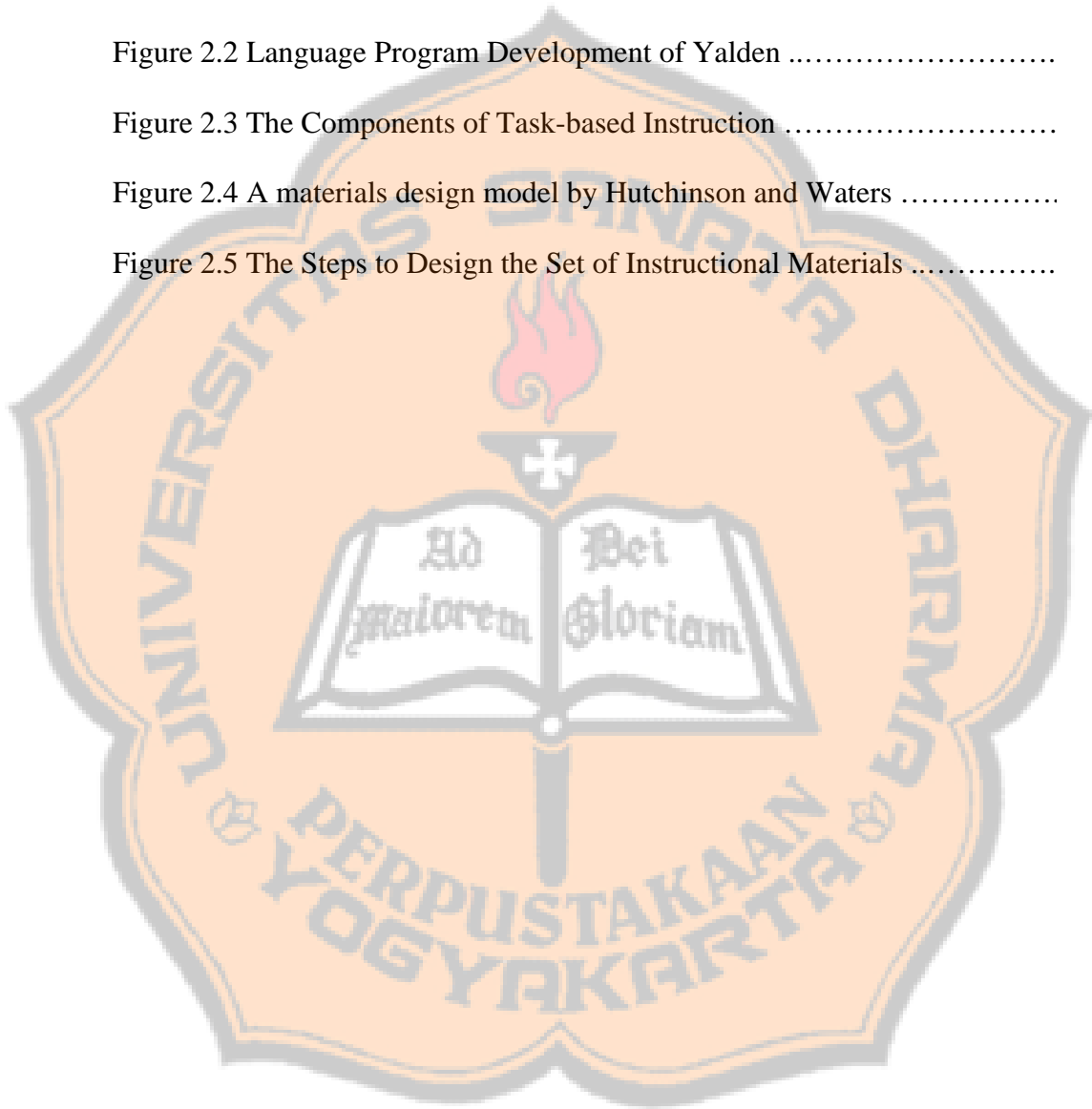
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ABSTRACT

Ariutama, I Gede Agus. 2007. *Designing a Set of English Listening Instructional Materials Using Task-based Instruction for the First Grade Students of Hotel Accommodation Department in SMK N I Sewon*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Having good English will assist a hotel staff to communicate with foreign hotel guests and improve their quality in serving the hotel guests. In fact, English teachers of Hotel Accommodation Department in SMK N I Sewon teach their students mostly to learn speaking without considering the teaching of listening. Without having a good ability to listen, the students will not be able to communicate since they will not know what their partners talk about. Furthermore, the listening materials in SMK N I Sewon are very limited. Task-based instruction is one of the most appropriate methods applied to teach listening since it will facilitate the students to learn English in natural context/real situation.

This study was conducted to design a set of listening instructional materials using task-based instruction for the first grade students of Hotel Accommodation Department in SMK N I Sewon. This study was concerned with two research questions, that is, 1). How is a set of English listening instructional materials for the first grade students of Hotel Accommodation Department in SMKN I Sewon designed? and 2). What does a set of English listening instructional materials for the first grade students of Hotel Accommodation Department in SMKN I Sewon look like?

In this study, to answer the research questions above the writer employed the adaptation of R&D cycle (Research and Development method). The writer applied five steps of R&D. They were: (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision.

To answer the first research question, the writer adapted and combined Kemp's and Yalden's instructional models. There were nine steps applied by the writer: (1) Conducting needs survey, (2) Determining and stating goals, topics, and general purposes, (3) stating the learning objectives, (4) Listing the subject contents, (5) Selecting and developing the syllabus, (6) Selecting teaching learning activities and resources, (7) Designing the materials, (8) Evaluating the materials, and (9) Revising the materials. To improve the designed materials, the writer distributed questionnaires to obtain opinions, suggestions, and comments from the respondents toward the materials. The respondents consisted of three English teachers of Hotel Accommodation Department and two English lecturers. After the evaluation on the materials designed had been conducted, the writer analyzed the data. The results of the analysis indicated that the mean ranged from 3.2 to 4.4 on five point scale. It is concluded that the designed materials are suitable and acceptable.

To answer the second research question, the writer presented the final version of the designed materials after making some revisions based on the comments, criticisms, and suggestions from the respondents. The designed

materials consist of eight units. Each unit contains six parts, namely: *Starting Point*, *Practice*, *Language Focus*, *Language Exercise*, *Communicative Activity*, and *Reflection*.

Finally, the writer hopes that the design is applied in the teaching learning process to assist the students to improve their listening skills as well as to prepare them facing the National Examination.



ABSTRAK

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Dengan menguasai bahasa Inggris yang baik, pegawai hotel akan terbantu di dalam berkomunikasi dengan tamu hotel dari luar negeri serta meningkatkan kualitas mereka dalam melayani tamu hotel. Pada kenyataannya, guru-guru bahasa Inggris jurusan Akomodasi Perhotelan di SMK N I Sewon memfokuskan siswa-siswanya untuk belajar *speaking* dan mengabaikan pengajaran *listening*. Bagaimanapun juga, tanpa mempunyai kemampuan yang bagus untuk mendengar, siswa-siswa tidak akan mampu berkomunikasi dengan baik karena mereka tidak tahu apa yang lawan bicara katakan. Lebih lagi, materi *listening* di SMK N I Sewon sangat terbatas. *Task-based instruction* adalah salah satu metode yang tepat diterapkan untuk mengajar *listening* karena metode ini memfasilitasi para siswa untuk mempelajari bahasa Inggris dalam konteks/situasi yang nyata

Studi ini dilaksanakan untuk merancang seperangkat materi *listening* dengan menggunakan metode *task-based instruction* untuk siswa kelas satu jurusan Akomodasi Perhotelan di SMK N I Sewon. Studi ini difokuskan pada dua pertanyaan penelitian, yaitu: 1). Bagaimana seperangkat materi pembelajaran 'mendengarkan' bahasa Inggris berdasarkan *task-based instruction* dirancang? dan 2). Bagaimanakah bentuk seperangkat materi *listening* tersebut?

Untuk menjawab pertanyaan penelitian di atas penulis mengadaptasi metode lingkaran R&D (*Research and Development*). Penulis menerapkan lima langkah dari metode R&D. Langkah-langkah itu adalah: (1) Mengumpulkan penelitian dan informasi, (2) Perencanaan, (3) Pengembangan bentuk awal dari produk, (4) Pengujian awal di lapangan, dan (5) Perbaikan utama produk.

Untuk pertanyaan pertama, penulis mengadaptasi dan menggabungkan model pengajaran dari Kemp dan Yalden. Terdapat sembilan langkah yang diterapkan oleh penulis: (1) Mengadakan survey untuk menganalisis kebutuhan siswa, (2) Menentukan dan menetapkan topik, dan tujuan umumnya, (3) Menetapkan tujuan khusus, (4) Merinci isi materi, (5) Memilih dan mengembangkan silabus, (6) Memilih kegiatan pembelajaran dan sumbernya, (7) Merancang materi, (8) Mengevaluasi materi, dan (9) Memperbaiki materi. Untuk meningkatkan materi yang dirancang, penulis menyebarkan kuesioner untuk mendapatkan pendapat, saran, dan komentar dari responden. Para responden terdiri dari tiga guru bahasa Inggris jurusan Akomodasi Perhotelan dan dua dosen bahasa Inggris. Setelah evaluasi pada materi dilaksanakan, penulis menganalisa data. Hasil dari analisa menunjukkan bahwa nilai rata-ratanya berkisar antara 3,2 – 4,4 pada skala 5. Dapat disimpulkan bahwa materi yang dirancang ini sudah baik dan dapat diterima.

Untuk menjawab pertanyaan kedua, penulis menyajikan versi akhir materi yang dirancang setelah melakukan beberapa revisi berdasarkan komentar, kritik,

dan saran responden. Materi yang didesain terdiri dari delapan unit. Setiap unit terdiri dari enam bagian, yaitu: *Starting Point*, *Practice*, *Language Focus*, *Language Exercise*, *Communicative Activity*, dan *Reflection*.

Akhirnya, penulis berharap desain ini dapat diterapkan pada kegiatan pembelajaran untuk membantu siswa meningkatkan kemampuan *listening* mereka dan juga mempersiapkan mereka untuk menghadapi Ujian Nasional.



CHAPTER I

INTRODUCTION

The writer in this chapter mainly discusses the introduction of the study. This chapter is divided into seven sections specifically background of the study, problem identification, problem limitation, problem formulation, objectives of the study, benefits of the study, and definition of terms.

A. Background of the Study

In this globalization era, the competition in hotel industry is very tough. Indonesia as a country that has many tourism objects must improve its capacity in order to be a high-quality tourist destination country. One of the capabilities that should be improved is the hotel employees' skill to master English. Why English? English is regarded as the most important means of communication in the world. Furthermore, English also plays a significant role as instruction medium in hotel industry.

One of the Departments that educate students to be professional hotel employees is Hotel Accommodation Department in Vocational School. Students who intend to work in a hotel should master English, particularly, because as a hotel employee, they will serve hotel guests who might be foreigners who speak English. Therefore, the mastery of English is one requirement that should be fulfilled by those who intend to work in the hotel.

SMK N I Sewon is one of the vocational schools in Jogjakarta, which has Hotel Accommodation Department that prepares their students to work in a hotel.

However, the listening instructional materials for teaching Hotel Accommodation students in SMK N I Sewon are not available, even though SMK N I Sewon has a quite good language laboratory. In addition, in order to graduate from vocational school, the students have to pass English tests, which one of them is listening test. The mastery of listening skill is a requirement that should be accomplished in order to graduate from vocational school. Therefore, the preparation in dealing with listening test in order to graduate from vocational school is principally needed.

Besides, according to Krashen and Terrell (1983), as cited by Celce-Murcia (2001: 87), listening is very important and is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously over time, given the right conditions. Nunan (1999: 141-142) added that listening exercises provide teachers with the means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language. It is very clear that listening holds important roles in second language classrooms because of its crucial role to generate other skills as well as sub-skills. Furthermore, Anderson and Lynch (2003: 6) stated that listening is an active skill since the listener has a crucial part to play in the process such as activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. Those are the main reasons why the writer is interested in conducting a study, which has a purpose to produce a set of English listening instructional materials for the first grade students of Hotel Accommodation in SMK N I Sewon.

The reason why the writer chooses the first grade students of vocational school is that the writer wants to contribute knowledge on the basic of English. It

is expected that the students will have strong basic of English as well as high motivation in learning English. Moreover, the students cannot acquire English well in a short period of learning. The students have to learn it systematically.

It is expected that the materials can help the students improve their English listening skill, especially to communicate with foreign guests appropriately as well as preparing the students to face the English tests especially listening test in National Examination in order to graduate from vocational school. Nevertheless, the most important thing is that they will be able to give the best service to the hotel guests when they become the hotel employees. In other words, the materials are designed not only for the sake of preparing the students to pass the test, but also helping the students master English especially in listening skill.

B. Problem Identification

Tourism is one of the Departments in SMK N I Sewon besides Beauty and Clothes. Tourism subject is divided into two divisions, namely Restaurant and Hotel Accommodation. In this study, the writer focuses on the Hotel Accommodation Department.

The purpose of Hotel Accommodation Department is providing the students with skills, knowledge, and attitude in order to be competent as hotel employees. In order to be competent hotel employees, the students should master English since many hotel guests are international tourists who mostly speak English.

As stated before, SMK N I Sewon is one of the vocational schools in Jogjakarta that has Hotel Accommodation Department, which prepares their students to work in hotel. However, the listening instructional material for the first grade students of Hotel Accommodation in SMK N I Sewon is not available. That is why the writer is interested in conducting a study, which aims at producing a set of English listening instructional materials for the first grade students of Hotel Accommodation in SMK N I Sewon.

This listening materials design is expected to be able to facilitate the students to develop their English so that they are able to give their best service when they become the hotel employees. Furthermore, it is also expected that by having good listening skill, the students are able to pass the English tests especially listening test in National Examination in order to graduate from the vocational school. It is concluded that the study is conducted not only helping the students to master English but also to pass the listening test.

C. Problem Limitation

This study is conducted to design a set of English listening instructional materials for the first grade students of Hotel Accommodation in SMK N I Sewon. The main purpose of this materials design is to enhance students' English listening ability so that the students are able to give their best service to the hotel guests when they work as the hotel employees. It is also expected that by having good listening ability in English, the students can pass the listening test in National Examination in order to graduate from vocational school.

In order to achieve the purposes of this study as well as create enjoyable atmosphere in teaching learning process, the writer employs Task-based Instruction approach. This theory will be used in designing the English listening instructional materials for hotel accommodation students in the first grade of SMK N I Sewon.

The writer chooses Task-based Instruction approach since it exposes students to authentic language and challenges them to interact naturally in the real life communication (Oxford, 2001: 2). Furthermore, this approach also enables the teacher to track the students' progress in multiple skills at the same time. Therefore, the writer intends to employ Task-based Instruction because the writer believes that this approach will help the writer to achieve the purpose of this study, that is, designing a set of English listening instructional materials for the first grade students of Hotel Accommodation in SMK N I Sewon.

The main purposes of the study are to master the English listening skills for the first grade students of Hotel Accommodation in SMK N I Sewon and pass the English listening test in National Examination as one requirement to graduate from vocational school. Therefore, the contents of the materials design are limited into the basic English listening skills needed by the first grade students of Hotel Accommodation Department.

D. Problem Formulation

Based on the discussion above, two main problems, which is intended to be solved, are:

1. How is a set of English listening instructional materials for the first grade students of Hotel Accommodation Department in SMKN I Sewon designed?

2. What does the set of English listening instructional materials for the first grade students of Hotel Accommodation Department in SMKN I Sewon look like?

E. Objectives of the Study

Based on the questions in the problem formulation, the writer formulates two objectives of this study. The objectives of this study are as follows:

1. To design a set of English listening instructional materials for the first grade students of Hotel Accommodation in SMKN I Sewon.
2. To present the set of English listening instructional materials for the first grade students of Hotel Accommodation in SMKN I Sewon.

F. Benefits of the Study

The writer hopes that the study may give some benefits to the teaching/learning development. The benefits of this study are as follows:

1. For English teachers

It is hoped that the English teachers can use the instructional materials to teach students in the Hotel Accommodation Department, which prepare their students to be the hotel employees. Furthermore, the English teachers can use these instructional materials to facilitate the students graduate from vocational school by preparing the students to deal with the English listening test. The instructional materials also can be used as guidance in the students' learning activities especially in listening.

2. For the first grade students of Hotel Accommodation Department

This study will provide them with a set of well-developed English listening instructional materials that match their needs to communicate with foreign guests in the hotel. By applying these designed materials, the writer expect them to learn and practice their English appropriately especially in listening skill.

G. Definition of Terms

In this section, the writer intends to discuss some terms, which are used in this study to avoid misinterpretation. The terms are as follows:

1. Instructional Design

In this study, an instructional design is defined as a process of interpreting data gained from needs analysis to produce a syllabus, to select, adapt or write materials in line with the syllabus, to develop a methodology for presenting the materials and to evaluate both learners and Department, whether they achieve the objectives or not (Hutchinson and Waters, 1994: 21). Based on the definition above, it can be concluded that there are six main steps in a course design, that is, analyzing the needs, writing a syllabus, preparing the materials, implementing the program, assessing the learners, and evaluating the program.

2. Listening

Listening is one of four language skills. It can be said that listening is as important as other language skills. As a matter of fact, it is considered that learning to speak a language is very largely a task of

learning to hear it (Nida, 1957 as cited by Celce-Muria, 2001: 70). In this study, the writer intends to develop a set of English listening instructional materials design, which enables Hotel Accommodation students to develop their English listening ability so that it is expected by having good English listening skills, the students are able to pass the English listening test as one of the requirements to graduate from vocational school. They are also expected to be able to give their best service to the hotel guests especially foreign guests when they work as the hotel employees.

3. Hotel Accommodation Department

In this study, Hotel Accommodation Department is a program, which specializes its program to provide the students with skills, knowledge and attitude in order to be competent hotel employees.

4. First grade students of Vocational School

In this study, there are three classifications of students in vocational school (Vocational School Curriculum), namely, Novice, Elementary, and Intermediate. Students in the first grade of vocational school are classified in level novice, the ability to communicate in English with score 10 – 300.

5. Task-based Instruction

In this study, Nunan (1989: 10) defined tasks as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form. Richard and Rodgers (2001: 224) add that tasks are results that are evaluated and have relationship with the real world.

CHAPTER II

LITERATURE REVIEW

This chapter will elucidate the related issues in the terms of today's scientific points of view of English Education. This chapter is divided into two main sections. The first section, theoretical description, will discuss five major points. They are instructional design models, Task-based Instruction (TBI), the theory of teaching listening, English for Specific Purposes (ESP), and developing the syllabus. The second part of this chapter will try to illustrate a framework based on the theoretical description that discussed in the first part of this chapter.

A. Theoretical Description

This section discusses the instructional design models, Task-based Instruction (TBI), the theory of teaching listening, English for Specific Purposes (ESP), and developing the syllabus.

1. Instructional Design Models

In this research there are two models that will be discussed. They are Kemp's and Yalden's instructional design models. Each model will be further discussed as follows:

a. Kemp's model

The first instructional design model used by the writer is Kemp's model. Kemp (1977: 8) stated that there are three essential elements of instructional technology, that is, objectives (what to be learned), method (what procedures

and resources will work best to reach desired learning levels), and evaluation (how we will know the desired learning occurs). Furthermore, Kemp's model emphasizes the interdependencies of each step in the process, highlights the importance of the evaluation, and recognizes more environmental factors in an educational setting, i.e. the resources and the support (time, equipment, personnel, and materials) (Kemp, 1985: 8).

In order to maintain the three essential elements, there are eight steps that must be accomplished in the design plan. The eight steps are:

- 1) Consider goal(s), list the topics, and state the general purposes for each topic.
- 2) List the important characteristics of the students
- 3) Specify the learning objectives in terms of behavioral outcomes.
- 4) List the subject content that supports each objective.
- 5) Conduct a pre-assessment to know the students' background of knowledge.
- 6) Choose some teaching-learning activities and resources
- 7) Determine some supports services such as budget, facilities, personnel, equipment, and schedule to implement the instructional plan.
- 8) Evaluate the students' achievements to do some revising and re-evaluating in the instructional plan that needs to be improved.

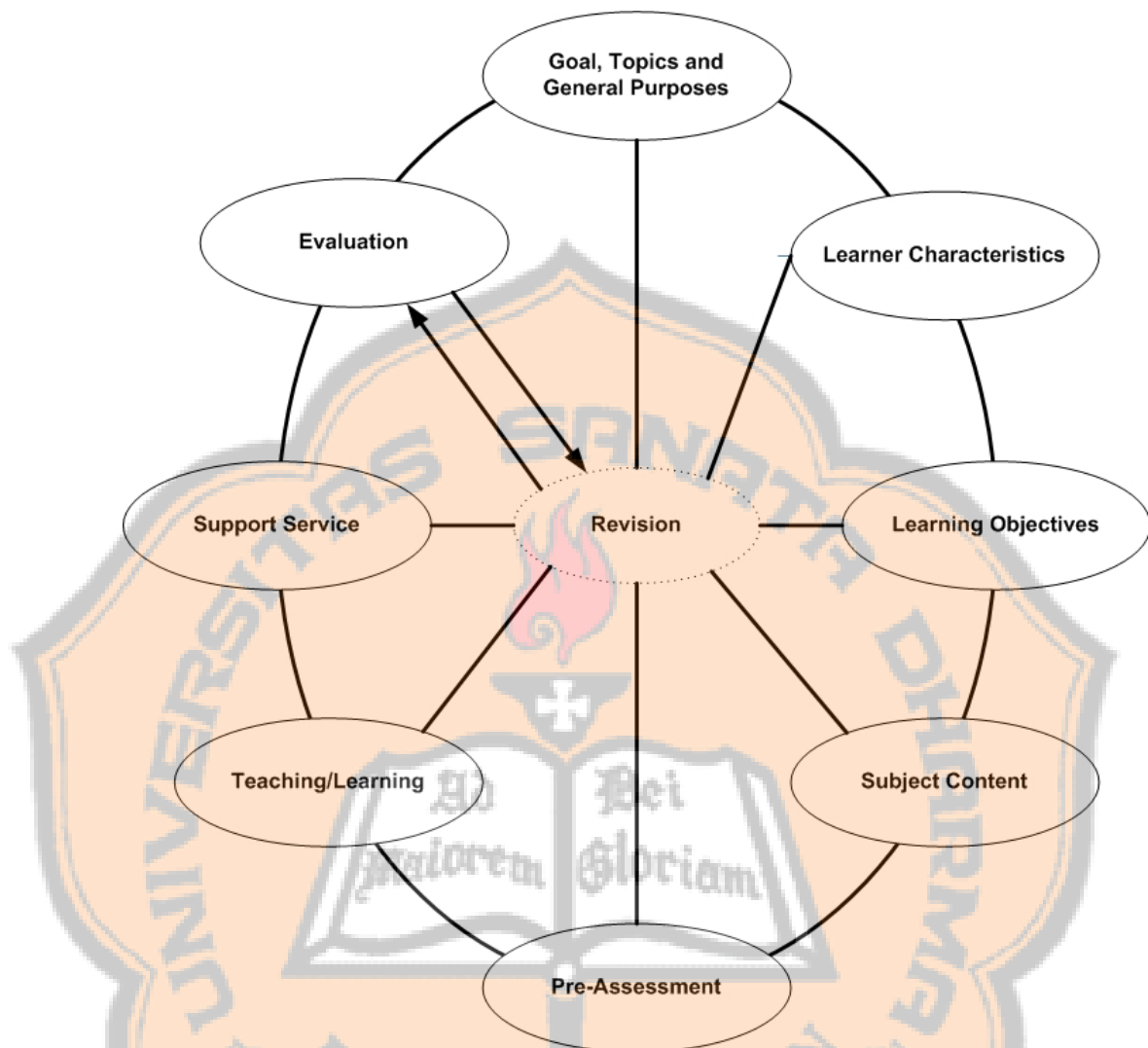


Figure 2.1. The eight steps of Kemp's instructional design plan (Kemp, 1977: 9).

The strength of Kemp's model is that the oval shape of the model gives the designer the sense that the design and development process is a continuous cycle that requires constant planning, design, development and assessment to assure effective instruction. Furthermore, there is also an emphasis on the materials, objectives, and also the selection of learning materials.

b. Yalden's model

Principally, Yalden's Model follows eight stages and the description of each stage is presented below:

1) Needs survey

A needs survey is conducted to understand as much about the learners as possible in order to find out learners' needs in learning English. It should include the identification of the communication requirements, personal needs, motivations, relevant characteristics of learners, and physical resources of the learners.

2) Description of purpose

This step is intended to clarify the purpose of the language program based on the needs survey. Sometimes, the description of the purpose is entirely derived from the needs assessment. It is also possible to add other elements which might not directly come out of the needs survey. This will establish the foundation for the major decision facing the language program designer when she/he arrives at the third stage, choice of syllabus. Yalden (1987: 105) stated that the more accurately one can predict the learners' needs, the more clearly the content of a syllabus can be described.

3) Choice of syllabus

The language program designer, in this step, will select a syllabus type to be carried out in the program. The choice of the syllabus types should be determined based on the needs and characteristics of the learners.

4) Production of proto-syllabus

The syllabus designer, at this stage, specifies the content derived from a description of the purpose the learners have for acquiring the target language (Yalden, 1987: 138). This is the production of a syllabus that describes the language itself, and language use to be covered in a certain program, which is developed.

5) Production of pedagogical syllabus

Pedagogical syllabus represents a plan to implement the content of the language teaching/learning at the classroom level. The language program designer, at this stage, should realize the syllabus in the form of teaching-learning materials and testing approach.

6) Development and implementation of classroom syllabus

In this stage, the program designer organizes the learning activities within the lesson plan. Then, develop the teaching materials. Yalden (1987: 93) suggests that, at this stage, the teacher should deal with the teaching techniques and realize the syllabus in the form of teaching materials.

7) Evaluation

The step is intended to evaluate all components in the language program, i.e. the students, the instructional program, and the teaching.

8) Recycling stage

The last step is intended to fit between goals set and the final performance of the learners. The content is reassessed; the materials and the teaching approaches are revised.

The steps of an instructional design by Yalden, which is called as Yalden’s Language Program Development is shown in figure 2 and table 1 below:

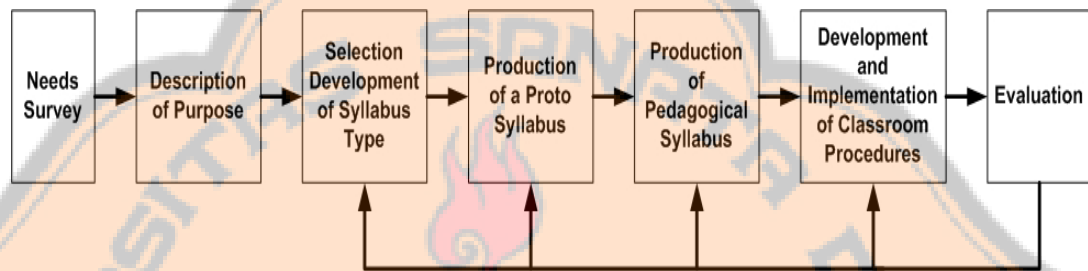


Figure 2.2. Language Program Development of Yalden (Yalden, 1987: 88)

Table 2.1. Stages in Language Program Development of Yalden (Yalden, 1987: 89)

Stage	Description
I	Needs Survey
II	Description of purpose to be prepared in terms of 1. student characteristics 2. student skills on entry to and on exit from the program
III	Selection or development of syllabus type in terms of IV and physical constraints on the program.
IV	The proto syllabus: description of language and language use to be covered in the program.
V	The pedagogical syllabus: development of teaching, learning and testing approaches. 1. development of teaching materials (as far as possible) 2. development of testing sequence and decisions on testing instruments
VI	a. Development of classroom procedures 1. selection of exercise types and teaching techniques 2. preparation of lesson plans

	<ol style="list-style-type: none"> 3. preparation of weekly schedules <p>b. Teacher training: briefings or workshops on</p> <ol style="list-style-type: none"> 1. principles 2. desired outcome 3. exploitation/creation of teaching material
VII	<p>Evaluation</p> <ol style="list-style-type: none"> 1. of students 2. of program 3. of teaching
VIII	<p>Recycling stage</p> <ol style="list-style-type: none"> 1. congruence or 'fit' between goals set and student performance is determined 2. content is reassessed 3. materials and methodological procedures are revised

There are two main strengths that can be stated here. First, there is recycling stage in evaluation stage. The recycling stage determines the fit between goals set and students' performance, content is reassessed and the materials and the methodological procedures are revised. Second, the Language Program Development of Yalden provides needs analysis to know the needs of the learners in learning English. Based on the needs analysis, the designer will establish the foundation of the language program.

2. Task-based Instruction

The word "task" according to Nunan (1989: 10) is defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form. In task-based instruction (TBI),

learners participate in communicative tasks in English. Harmer (1991: 34) also stated that if the activity is to be promoting language use and really communicative, the learners should have motivation to communicate. In contrast, if the learners do not have any motivation to communicate, then the learning process will be unsuccessful. Besides motivation, the learners should also have communicative purpose. It indicates that they should use language by some means to achieve an objective. Then, the learners will focus their attention on the content / meaning of what is being said or what is being heard.

Therefore, the learners should be exposed to as much of the foreign language as possible in order to simply observe the foreign language, then hypothesize over it and finally experiment with it. As an illustration, a child listens, observes, experiences, and finally one day becomes conscious of the language and its different forms (Skehan, 2003). This progression resembles the learning process where the child unconsciously experiences when he begins to learn his mother tongue. This consciousness about the language and its different forms cannot be predicted or controlled, since it depends on the learners' learning processes.

However, one clear purpose of choosing TBI is to increase learners' activities in experiencing the language not the teacher's activities. It lies on the teacher to produce and supply different tasks, which will give the learners the opportunities to experience the target language spontaneously, individually and originally (Willis, 1996: 25). Each task will provide the learners with new personal experience with the target language and at this point the teacher plays a

very important role. The teacher must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. Lewis (2002: 27) stated that the consciousness raising part of the TBI method is very important for the success of TBI; it is here that the teacher must help learners to recognize differences and similarities then help them to correct, clarify and deepen their perceptions of the target language. In general, TBI is language learning by doing.

In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other.

Another important characteristic of TBI is that it would not purpose to dictate or control the language forms that the learners will use. Learners, however, will do some errors when they are communicating but they need to consider their errors as a normal part of learning. Learners need to feel free to experiment with the target language to take risk and on their own. Therefore, teacher should encourage them that it is better for them to take risk doing something wrong than not to say anything.

In the following paragraph, the writer intends to discuss types of tasks, variety of tasks, teacher's roles, learners' roles, components of TBI, and the advantages of TBI.

a Types of Tasks

Prabhu, as quoted by Larsen-Freeman (2004: 148-149), identifies three types of task:

1) Information-gap activity

It requires the exchange of information among participants in order to complete a task. An information-gap activity might involve, for example, students drawing each others' family trees after sharing the information. By doing this activity, learners have to exchange information within their groups in order to complete their task.

2) Opinion-gap activity

It involves the students to give their attitudes, feelings or preferences in order to complete a task. As an example, the students are given a social issue such as tourism and they are asked to respond with a series of possible solution.

3) Reasoning-gap activity

It requires the students to obtain some new information by understanding it from information that they have been given. As an example, students are given the price of vegetables in some supermarkets and they are asked to find out the cheapest price of vegetables.

b. Variety of Tasks

Willis (2003: 26-27) also introduces the variety of tasks as follows:

1) Listing

This task requires the processes such as brainstorming and fact-finding. In brainstorming, the learners will employ their experiences and knowledge either as a class or in groups/pairs. Whereas fact-finding requires learners to find out things by asking each other or other people, reading books, and many others. Listing tasks are likely to generate a lot

of speak as learners share their ideas or opinions. The result will be the completed list or a draft of mind map.

2) Ordering and Sorting

There are four main processes involved in these tasks. First, the learners categorize items in given groups or group them under given directions. The second process is ranking items according to personal values or specified criteria. Third, the learners have to arrange items, actions or events in a chronological or logical order. The last one is classifying items in different ways, in which the categories are not given.

3) Comparing

This task requires comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved in this task are finding similarities and things in common, matching identify specific points and related to each other, and finding differences.

4) Problem Solving

This task involves people's reasoning power and intellectual and they are engaging and often satisfying to solve. The result will be solution to the problem that can be evaluated.

5) Sharing Personal Experiences

This task persuades learners to speak more freely about their experience with others. This task is not goal-oriented as in other task. It may be more difficult to be carried out in the classroom.

6) Creative Tasks

These tasks tend to have more stages than other tasks and can involve combinations of tasks, such as listing, ordering and sorting, comparing and many others. These tasks also involve pairs of learners in some kind of free creative work.

As an example, groups of students predict, plan and practice the dialog in typical real life (e.g. asking direction). They perform their dialog in front of the class, and record it. Then, they hear a recording of a real-life dialog. Or they can take part in the situation themselves (e.g. asking direction to hotel A) with another student taking notes. Finally, they can compare the real-life versions with their own prepared script.

Each variety of tasks above involves different cognitive processes. The first three tasks tend to increase cognitive complexity from the left to right but are generally less challenging than the three tasks at the bottom. As an example by taking the topic “car”, the listing task might be: “list three reasons why people think car is comfortable”. Whereas the ordering and sorting task might be: “classifying cars based on the capacity of passengers”. Comparing tasks might be: “compare cars and motorcycle as a means of transportation. Then, problem solving could be: “how to maintain car”. Sharing personal experiences tasks could be about sharing stories about your own cars. The last one, Creative tasks could be making advertisement about cars.

c. Teacher’s Roles in TBI

In TBI, teacher usually has a role as a facilitator. As a facilitator, the teacher has to set up the tasks and ensure that the learners understand with the

materials. Even if learners do the task independently, the teacher still has to manage the overall class. Moreover, according to Willis (1996: 53) teacher also can act as an adviser, a chairperson, and as a monitor.

1) Teacher as an adviser

As an adviser, teacher helps learners form the meanings and convey more accurately what the learners want to say.

2) Teacher as a chairperson

The teacher acts as a chairperson if the task in the classroom is having presentation. The teacher has to introduce the presentation, recommend who speaks next and review at the end.

3) Teacher as a monitor

As a monitor, teacher needs to be self-controlled to allow learners experiments with the task independently. At the same time, teacher has to observe students and helps them when they get completely stuck and need teacher's assistance badly.

d. Learners' Roles in TBI

In TBI, learners usually do the tasks in small groups or in pairs. They have to exchange their ideas to the partner then they should report their work to the teacher or to the whole class about the process of doing the task as well as the results. They also can compare their results with their friends after reporting the task which they have done. Furthermore, the learners also learn the way to negotiate, comprehend and produce the target language by doing tasks with different partners. Through this way, learners can acquire benefit from their partners' experiences.

e. Components of TBI

Willis (1996: 38) stated that the learning process in TBI consists of three phases: pre-task, task cycle, and language focus.

1) Pre-task

In pre-task stage, the teacher introduces the learners to the topic and the task as well as activates topic related words and phrases. This stage usually is the shortest in the process. It could end between two to fifteen minutes depending on the students' level of knowledge with the topic and the type of the task. The teaching learning process in pre-task stage covers five phases. The first one is introducing the topic. In this phase, the teacher needs to assist the learners to define the topic area. Identifying topic language is the second phase. In this phase, brainstorming activity can be held to help students finds vocabularies and phrases that will be used during the class activity. If the learners get stuck, the teacher can write down the vocabularies or phrases related to the topic on the board.

The third phase is pre-task activities. In pre-task activities, teacher should create attention for the learners to do the task on the topic given. Giving task instruction is the next step. This step means to ensure that all learners understand about the task, the goal, and the result / outcome. Therefore, teacher should give learners clear and details instructions. The last phase is allowing preparation time. Before going to the task cycle, it

is better for the teacher to give time for the learners to prepare themselves. During the preparation time, learners will be able to plan what they are going to do or say on the task

2) Task Cycle

The task cycle consists of three phases, namely:

a) Task phase

Task phase allows learners to do the activities in small groups or in pairs. Learners are given opportunities to use any language they can use and work at once to achieve the goals of the task. The main focus of the task is to get on meaning or content rather than on the form of the target language. In this phase, students can develop fluency in the target language and strategies in communicating. Also, learners are able to communicate well and learn new vocabularies from each other through task.

b) Planning phase

This phase is the essential part of task cycle stage since it describes how to help students plan their reports effectively and exploit their learning opportunities during doing the tasks.

c) Report phase

This phase can be categorized as the conclusion of the task cycle stage. Learners are required to present and report the task result that they have done in groups, whole class or in pairs.

3) Language Focus

This is the last stage of the TBI learning process. It continues the report phase in the task cycle stage and provides an opportunity for

explicit language instruction. This stage has a purpose to highlight the specific language features from the materials used earlier in the task cycle. This activity focuses learners to the forms of the target language after processing the meaning. There are two steps in language focus stage namely analysis activities and practice activities.

Analysis activities have an aim to get students to identify particular features of language form and language use in their own time. The form-focus in the analysis activities might help learners pronounce and memorize useful phrases and common patterns. Practice activities can naturally combine with analysis work and are useful for consolidation and modification. After identifying the language form and language use, it is the time for the learners to practice it. Repetition, memory challenge, and dictionary exercises can be used in practice activities

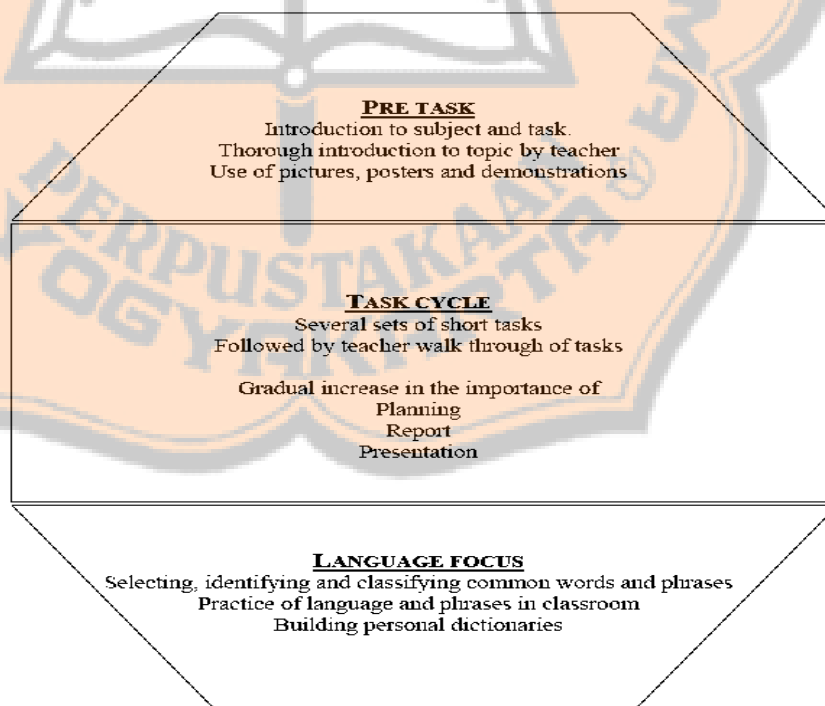


Figure 2.3. The components of Task-based Instruction (Willis, 1996:114)

f. Advantages of TBI

According to Oxford (2001: 2), there are six advantages of the TBI.

Those are:

- 1) Exposing English language learners to authentic language and challenging them to interact naturally in the language.
- 2) Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication.
- 3) Stressing that English is not just an object of academic interest nor merely a key to pass an examination; instead, English becomes a real means of interaction and sharing among people.
- 4) Allowing teacher to track students' progress in multiple skills at the same time.
- 5) Promoting the learning of real content, not just the dissection of language forms.
- 6) Highly motivating to students of all ages and backgrounds.

3. The Theory of Teaching Listening

Nida (1982, as cited by Wijayasuriya and Gaudart, 1992: 63) in an article entitled "Learning by Listening" says, "Learning to speak a language is very largely a task of learning to hear it." However, hearing is only the first part of listening. According to Michael (as cited by Wijasuriya & Gaudart, 1992) there are four parts of listening, which are equally important-hearing, interpretation, evaluation, and reaction. There is the interpretation of what was heard which leads to understanding or misunderstanding. Then comes the evaluation, when

decisions are made on how to use the information. Finally, based on what was heard and how it was evaluated, there is reaction. That is listening.

Basically, the problem is many of students can hear English but have not learned how to listen and process information well.

a. The Importance of Listening

Listening is our primary communication activity. According to experts, adults spend most of their time listening when they are communicating, college students spend about 45% of their time listening and in classrooms, they spend 57.5% of time (Wijasuriya & Gaudart, 1992: 63). In business, listening has often been cited as being the most critical managerial skill.

Listening is a skill, which is taught and learned intuitively in a first language situation. Unfortunately, in spite of such evidence of high frequency of use and importance, listening is one of the most neglected skills in language teaching. Therefore, the writer intends to design a set of listening instructional materials for the first grade students of Hotel Accommodation Department of SMK N I Sewon.

b. The Principles of Listening

According to Morley (as cited by Wijasuriya and Gaudart, 1992: 73) the recent popular listening model is suggested to follow some principles. Those principles are as follows:

- 1) The model has to be presented using intrinsically-motivating technique, which refers to the appeal of listeners' personal interest and goals.

- 2) The use of authentic language and context in order to enable the learners to see the relevance of the classroom activities and the real communication activities.
- 3) The listening model should also consider the form of listeners' response to monitor their understanding to the spoken language.
- 4) Developing learners' strategic competence by encouraging the development of listening strategies.
- 5) To include both bottom-up and top down listening technique.

c. Listening in English for Specific Purposes (ESP)

In 1990, Malaysian Language Center did a study on the importance of language skills on ESP programme, which the results was the employers and employees emphasized the importance of being able listen to and follow instructions and express ideas in their working environment (Wijasuriya & Gaudart, 1992: 65). As far as listening is concerned, the challenges are:

1) Where to Fit Listening

Listening skills should be integrated with the other language skills so that it is not taught and learned in isolation and out of context. It should not be an end activity in itself but should arise out of some preceding activity and serve as an indispensable input into a future activity.

2) What are the Problems

According to Michael as cited by Wijasuriya and Gaudart (1992: 66-67), there are some problems concerning with listening activities. English teachers should be aware of these problems. The problems are as follows:

a) Proficiency Level

The students have difficulty in extracting words from ongoing discourse. Some students try to note down everything they hear. When the students try to record important points, they have difficulty limiting themselves to information carrying words. Generally, in the students' notes, the layout is poor and the relationship between items of information is not clearly indicated. Therefore, students have incomplete and misleading summaries of the lecture or recording.

b) Speed

Gordon (1978) as cited by Wijasuriya and Gaudart (1992: 67) lists the listening difficulties in speed as: inability to understand spoken English when delivered at normal native speaker rate and inability to take notes while listening to a lecture or recordings.

c) Pronunciation

For many years, the EFL teacher works on the premise that listening exercises should use native speakers for role models so that students could pick up standard English pronunciation. If we recognize the existence of world English today, then we must accept that there are many varieties of standard pronunciation. It will very difficult for the students since English does not have one standard pronunciation.

Furthermore, Anderson and Lynch (2003: 5 – 6) added that there are several reasons, which could serve as a basis for evaluating the degree of success of a particular listening performance. Those are:

i. The listeners may not hear adequately

As an example the listeners are unable to hear clearly due to distraction of background noise or unfamiliarity with the speaker's accent. Under this situation, the speech may have been listened in a strictly limited sense. In other words, the listeners may recognize that he has been spoken to, but has no idea what the message contained in the speech was.

ii. The speech contains words or phrases that the listeners can hear adequately but is unable to understand

This is presumably a common problem for the foreign listeners since they have serious problems with the syntax or semantics of the foreign language.

iii. The listeners have 'switched off'

In this sort of situation, it is common to find ourselves allowing the incoming speech from our interlocutor to flow past us without making any attempt to process. For instance the listeners suddenly remember that they have only ten minutes before the library close.

iv. The listeners attend to fully and from which they try to construct a coherent interpretation

It is considered to be one of maximally cooperative listening, in the sense that the listeners are both able and willing to play their parts in the reciprocal activity of communication.

3) How to Teach

Primarily, in teaching listening, English teachers should be aware of the nature of listening, and the processes it involves as well as the functions of language use.

a) Bottom-Up processing

Bottom up processing is using incoming data as a source of information about the meaning of the message. The process of comprehension begins with the message received which is analyzed at successive levels of organization-sounds, words, clause, and sentences-until the intended meaning is conveyed. Comprehension is viewed as a process of decoding. Here are some examples of bottom-up processing as follows: scanning the input to identify familiar items, segmenting the stream of speech into constituents, using phonological cues to identify the information focus in an utterance, and using grammatical cues to organize the input into constituents.

Then, exercises requiring bottom-up processing, should develop the learners' listening ability in the form of exercises like: retaining input while it is being processed, recognizing word divisions, recognizing key words in utterances, recognizing key transition in a discourse, using knowledge of word-order patterns to identify constituents in utterances, recognizing grammatical relations between key elements in sentences, recognizing the function of word stress in sentences, and recognizing the function of intonation in sentence.

Richard (1992: 51-52) added that the exercises above might ask the learners to do the following tasks: identifying the referent of pronouns used in conversation, recognizing if sentence is active or passive, distinguishing between sentences consisting causative and non-causative verbs, identifying major constituent in a sentence, such as subject and

object, distinguishing between sentences with or without auxiliary verbs, recognizing the use of word stress to mark the information focus of a sentence, distinguishing between sentences containing similar-sounding tenses, recognizing the time referent of a sentence, distinguishing between positive or negative sentences, identifying prepositions in rapid speech, recognizing sequence markers, and distinguishing between Yes/No and Wh-questions.

b) Top-Down processing

A top-down processing means that listeners use the background knowledge he/she has to process the input. Richard (1992: 52) defines top-down processing in listening process as follows: the top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Background knowledge may take several forms. It may be previous knowledge about the topic of discourse, it may be situational or contextual knowledge, or it may be knowledge stored in a long term memory in the form of schemata or scripts-plans about the overall structure of events and the relationship between them. In applying this prior knowledge to a particular situation, comprehension proceeds from the top down. The actual discourse that is heard is used to confirm expectations and to fill out the specific details.

Here are examples of top-down processing in listening according to Richard (1992: 51-52): assigning places, persons, or things to categories, inferring cause-and-effect relationship, inferring the topic of a discourse, inferring the sequence between events, and inferring missing details.

Richard (1992: 51-52) proposes other exercises addressing top-down processing as follows: listening to part of conversation and inferring the topic of the conversation, looking at pictures and listening to a conversation about the pictures and matching them with the pictures, listening to conversations and identifying the settings, reading a list of key points to be covered in a talk and then numbering them in sequence while listening to the talk, reading information about the topic, then listening to a talk on the topic and then mentioning whether the information was mentioned or not, reading one side of a telephone conversation and guessing the other speaker's responses; listening to the conversation, looking at the picture of people speaking and guessing what they might be saying or doing; then listening to their actual conversation, completing a story, and listening how the story really ends, guessing what news headline might refer to; then listening to news broadcasts about the event referred to.

4. English for Specific Purpose (ESP)

In this part, the writer intends to discuss English for Specific Purpose (ESP) including the branch of ESP, that is, English for Academic Purpose (EAP) because the materials design, in this study, will be an English for Specific Purpose (ESP) materials design, especially the branch of ESP, that is, English for Academic Purpose (EAP).

a. The Definition and Criteria of ESP

According to Hutchinson and Waters (1994: 19), ESP must be seen as an approach not as a product. It means that ESP is not a method in language teaching learning. However, ESP is an approach to language learning, which is

based on learners' needs. The foundation of all ESP is the simple question: why does this learner need to learn a foreign language? Therefore, ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

Robinson (1991: 2) proposes numbers of features, which are considered as the "criteria of ESP". The features are as follows:

1) ESP is ordinarily goal directed.

People learn English to achieve certain goal. They need English not merely because they are interested in general English, but because they need it for study or work purpose. Students who are trained to be hotel staff need English to support their study. Therefore, the purpose of the study is already goal directed. The materials of activities engaged in learning process should be appropriate with the purpose of their study.

2) Need analysis is paramount to design an ESP course

It means that the aim of the course is first identified by the learners need analysis. The purpose of the needs analysis is to identify and specify what the students need in learning English. It emphasizes the target of the course goal.

3) In ESP course, the participants are usually adults rather than children.

People who learn in an ESP course are normally people who have experienced in learning English. They usually have learned English. They have learned English for general. They need ESP to continue their English in more specific way related to their study or work. The participants of

this study are mostly the graduates of Senior High Schools. The basic of their English mostly are not quite good so that the materials design should be designed in such a way that it will be appropriate for the students.

4) The class of ESP should come from identical learners.

People who learn in an ESP course must have the same kind of work field of specialist although their ages are different one another. It is not common for an ESP class to have learners with various studies or works.

5) There is usually clear time period for the course.

The objectives should closely specify and be related to the time available. It implies the collaboration and negotiation among those who involved in the course, for examples, organizer, teacher, and students.

b. Needs Analysis

Needs analysis is very important in ESP course. Needs analysis differentiates general English and English for Specific Purpose (ESP). According to Hutchinson and Waters (1994: 53) the needs of general English learner are not specified, for example the schoolchild. However, the difference between ESP and general English is not the existence of a need as such but rather an awareness of the need. This awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited.

Hutchinson and Waters (1994: 55) state that learner needs include target needs and learning needs.

1) Target Needs

Target needs include the target situation in terms of necessities, lacks, and wants.

a) Necessities

Necessities are determined by the demands of the target situation, that is, what the learners have to do in order to function effectively in the target situation.

b) Lacks

It is also necessary to recognize what the learners know already before conducting the course. By doing so, the designer can decide which of the necessities the learners' lacks. Therefore, the lacks can be identified and the designer is able to direct that lack.

c) Wants

After identifying the learners' necessities and lacks, it is important to consider what the learners' view of their needs. It is necessary to conduct the students' wants about the subject.

2) Gathering Information about Target Needs

There are number of ways in which information can be gathered about needs. The most frequently used are questionnaires, interviews, observation, data collection and others. However, it is possible to use more than one method to gather the information. It is also important to remember that needs analysis is a continuing process in which the

conclusions are constantly checked and re-assessed (Hutchinson and Waters, 1994: 59).

3) Learning Needs

According to Hutchinson and Waters (1994: 62), it is naive to base a course design simply on the target objective, just as it is naive to think that a journey can be planned solely in terms of the starting point and the destination. Therefore, it is also important to know and plan about the vehicle in order to achieve the destination. This vehicle, concerning ESP course design, is called learning needs.

4) Analyzing Learning Needs

To analyze learning needs, we can refer to these following questions as the framework for analyzing learning needs:

Why are the learners taking the course?

How do the learners learn?

What resources are available?

Who are the learners?

Where will the ESP course take place?

When will the ESP course take place?

c. The Classification of ESP

A number of terms for various types of ESP are current and it is useful to know what they mean and what sort of ESP program they describe. They deal with very broad distinctions within ESP. There are two main distinctions, which help to distinguish ESP situations, namely English for Occupational Purposes (EOP) and English for Academic Purpose (EAP).

English for Occupational Purpose is English in which the participants need it to use English as part of their work or profession. For example English for doctors. The learners need English to talk and respond to patients.

English for Academic Purpose is English where the participants need it to process their study. The language taught may be based on particular disciplines at higher levels of education. For example when the student specializes (in study) or intends to specialize (pre-study) in a particular subject.

5. Materials Development

Material Development, according to Hutchinson and Waters (1994: 106) is considered as one of the most characteristics features of ESP course. Most ESP course teachers are assumed to be able to develop their own materials. By writing their own materials, ESP teachers will be more aware of what is involved in teaching and learning.

In designing the materials, the writer employed a materials design model proposed by Hutchinson and Waters. This model is aimed at providing a coherent outline for the integration of various aspects of learning, while at the same time permitting enough space for creativity and variety to improve (Hutchinson and Waters, 1994: 1080). The model consists of four elements: input, content focus, language focus, and task.

a. Input

Input may be a thing such as a text, a dialogue, video-recording, movie clips or any piece of communication data, depending on the needs defined in the analysis.

b. Content focus

Language is a means to convey information or feelings about something. Therefore, non-linguistic content should be developed to generate meaningful communication.

c. Language focus

In learning language, besides exploiting the content, the learners have the chance to study language to pieces, study the way it works and practice rearrange it.

d. Task

Materials should be developed to lead towards a communicative task in which learners use both, content and language knowledge they have developed through the unit.

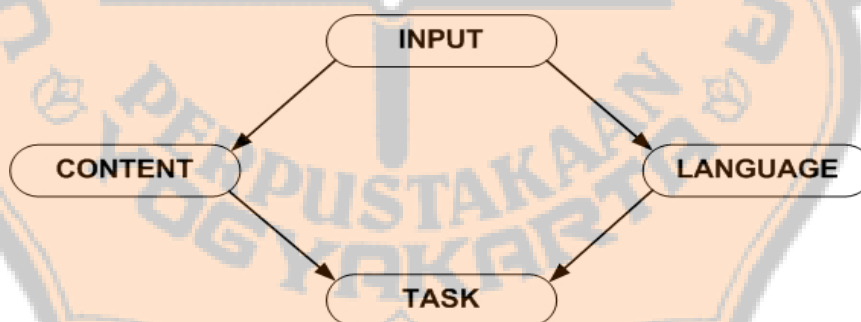


Figure 2.4. A materials design model proposed by Hutchinson and Waters (1994: 109)

The *language* and *content* are drawn from the *input* and are selected according to the learners' needs in doing the *task*. It is clear that the important feature of the model is creating coherence in terms of both *language* and *content*

focuses during the unit. This condition will provide the support for more complex activities by improving the students' skills and knowledge.

6. Developing the Syllabus

Hutchinson and Waters (1994: 80) define a syllabus as a document, which says what will (or at least what should) be learnt. By designing the syllabus the teacher has a guideline on what to be taught in class. There are several reasons why an ESP designer should establish a syllabus. The reasons are as follows:

- a Syllabus provides basis for the division of assessment, textbook, and learning times.
- b Syllabus makes the language-learning task appear manageable.
- c Syllabus serves as a map, which gives direction in language learning.
- d Syllabus is an implicit statement of view on the nature of language and learning.
- e Syllabus provides a set of criteria for materials selection and/or writing.
- f Syllabus provides a visible basis for testing.

According to Krahnkhe (1987: 10-12), there are six types of syllabus. The syllabuses are as follows:

- a. **Functional/Notional Syllabus:** a syllabus which contains a collection of functions that are performed when the language is used or of the notions that language is used to communicate.
- b. **Situational Syllabus:** a syllabus which contains a collection of real or imaginary situation in which language is used or occurs.

- c. **Structural Syllabus:** a syllabus which consists of a collection of forms and structures (usually grammatical of the language which is being taught).
- d. **Task-based Syllabus:** a syllabus which consists of a series of complex and purposeful tasks that the learners need or want to complete with the language they are learning.
- e. **Skill-based Syllabus:** a syllabus in which the content is a collection of specific abilities that may play roles in using language.
- f. **Content-based Syllabus:** a syllabus which contains the information in using the language that the students are also learning.

B. Theoretical Framework

The framework of material design will be further discussed in this section. There are some steps involved in the process of designing a set of listening instructional materials for the first grade students of Hotel Accommodation Department in SMK N I Sewon. The writer will employ Task-Based Instruction as the basis for teaching the students and for selecting the teaching-learning activities. Then, in designing the set of listening instructional materials for the first grade students of Hotel Accommodation Department in SMK N I Sewon, the writer refers to an instructional design model adapted from Kemp's and Yalden's instructional design model.

In developing the materials, the writer applied a material design model proposed by Hutchinson and Waters. In this material design model, the writer developed the designed materials based on the *input* which were drawn from the

learners' needs. Briefly, the *content* and *language* were acquired from *input* in order to do the *task*. Thus, it is clear that the primary focus to develop materials is the *task*.

Kemp's model is chosen since it provides the complete steps so that the writer can select freely which steps are appropriate in developing the materials. Soekamto (1993: 36) explained that Kemp's model has four strengths. First, the process of designing and process of developing materials can be started at any steps wherever the designer is ready. Next, Kemp's model focuses on the material resources, goals, uses, and the choice of learning resources. Then, Kemp's model can be applied to all level of education. The last, Kemp's model considers instructional program as a system where the steps are interdependent to each other, which is indicated by the broken-lined circle in the revision step. It is pretty clear that the revision should be viewed as a dynamic process.

However, Kemp's model does not pay enough attention to the needs analysis, syllabus design, and evaluation on the designed materials. As stated in chapter II, needs analysis plays an important role in ESP course design. It determines the goals of the course design. To overcome the weaknesses of Kemp's model, the writer employs Yalden's instructional design model. Yalden's model provides steps to conduct needs analysis, selecting the syllabus and evaluation on the designed materials. In addition, English for Specific Purposes will be also considered in designing the listening instructional materials. This framework will be used as a guideline in conducting the study. The framework will consist of nine steps as follows:

1. Conducting Needs Survey

This step is adapted from Yalden's model and Hutchinson and Waters' needs analysis. The awareness of the students' needs is one of the main characteristics of an ESP course. The awareness will influence the content of language teaching. Moreover, needs analysis is also supposed to identify and specify what the students need in learning English. It will determine the goal of the course. Therefore, needs analysis is very important in ESP course design. In analyzing the students' needs, the writer conducts a survey. The writer will distribute questionnaires to the English teachers in SMK N I Sewon and first grade students of Hotel Accommodation Department in SMK N I Sewon. This is significant to gather data about students' needs in learning English especially hotel accommodation area.

2. Determining and stating goals, topics, and general purposes.

This step is adapted from Kemp's model (Kemp, 1977: 18). This step aims to determine the goals of the materials design based on students' needs. The topics, then, are selected in order to be able to facilitate students to achieve the formulated goals.

3. Stating the learning objectives

This step is adapted from Kemp's model (Kemp, 1977: 13). It is important to specify learning objectives because by specifying the learning objectives, we know specifically what it is that we want to teach and can later determine whether we have accomplished it (Kemp, 1977: 24). Therefore, the stated objectives should be re-considered as the other process goes on. In this study, the specific objectives are reflected on the indicators

4. Listing the subject content that supports each objective

Kemp (1977: 43) stated that a students' learning experience should include the subject contents. The content should be closely related to the objectives and students' needs.

5. Selecting and Developing the syllabus

This step is adapted from Yalden's model. It can provide a basis for the division of assessment, textbook, and learning times. Moreover, it can make the language learning tasks appear manageable (Hutchinson and Waters, 1994: 80). In this step, the writer would adapt the format of functional syllabus design. This syllabus design consists of five elements, namely program objectives, program description, program, contact hours, and sources.

6. Selecting teaching-learning activities and resources

This step is adapted from Kemp's model. Producing a set of English listening instructional materials for the first grade students of Hotel Accommodation in SMK N I Sewon is the main focus of this study. Therefore, the writer has to select teaching learning activities and resources.

7. Designing the materials

After selecting syllabus and the teaching learning activities as well as resources, the writer designs the materials. The materials are designed based on the results of Needs Analysis and the principles of Task-based Instruction, the theory of teaching listening, and the materials design model (Kemp's model and Yalden's model), which have been discussed in the previous section.

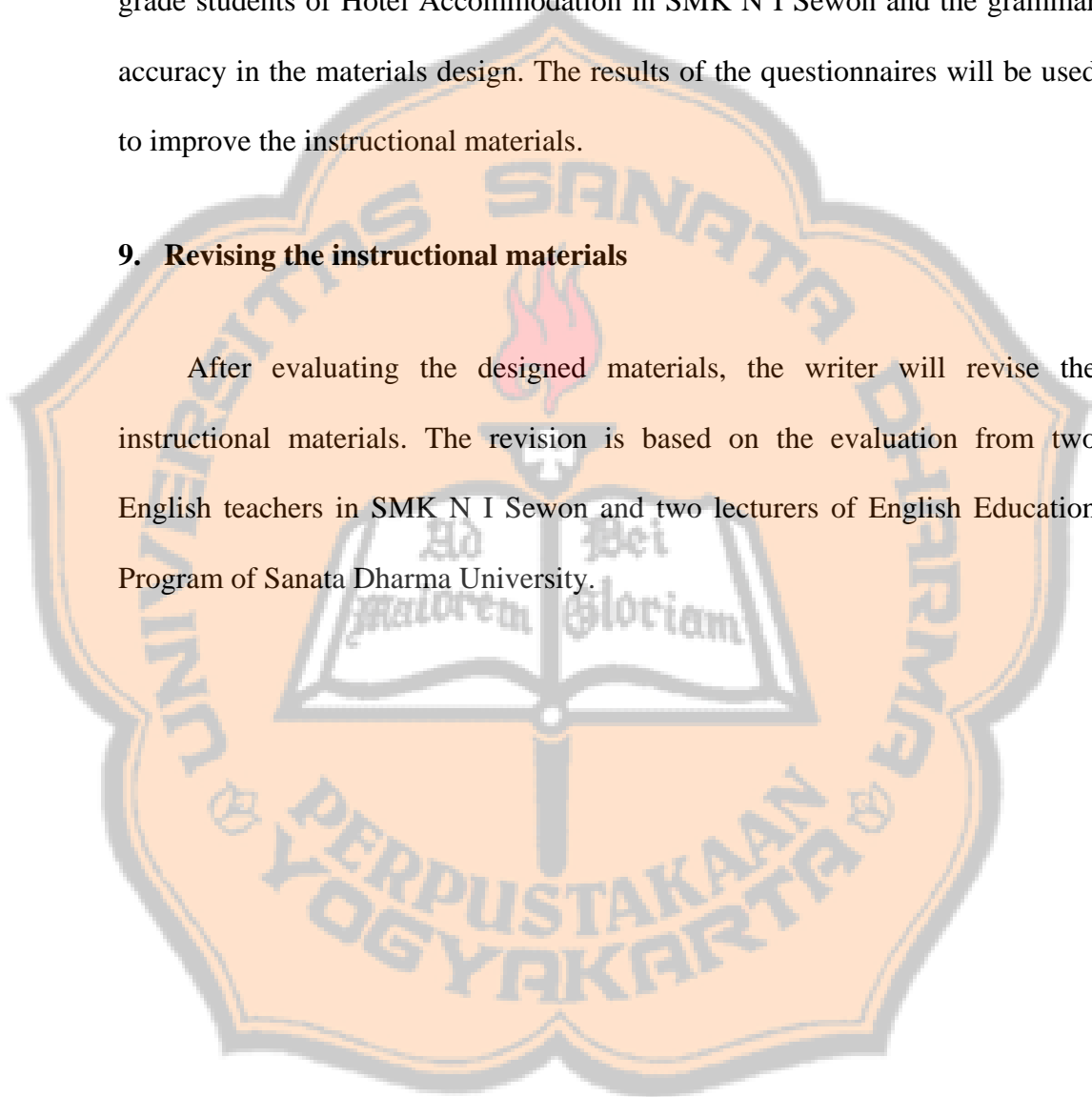
8. Evaluating the instructional materials (Adopting Yalden's model).

After designing the materials, the writer will evaluate the listening instructional materials. The writer will distribute questionnaires to the English

teachers in SMK N I Sewon and lecturers of English Education Program of Sanata Dharma University. It is expected that the writer could get feedback, comments and suggestion about the appropriateness of the materials for the first grade students of Hotel Accommodation in SMK N I Sewon and the grammar accuracy in the materials design. The results of the questionnaires will be used to improve the instructional materials.

9. Revising the instructional materials

After evaluating the designed materials, the writer will revise the instructional materials. The revision is based on the evaluation from two English teachers in SMK N I Sewon and two lecturers of English Education Program of Sanata Dharma University.



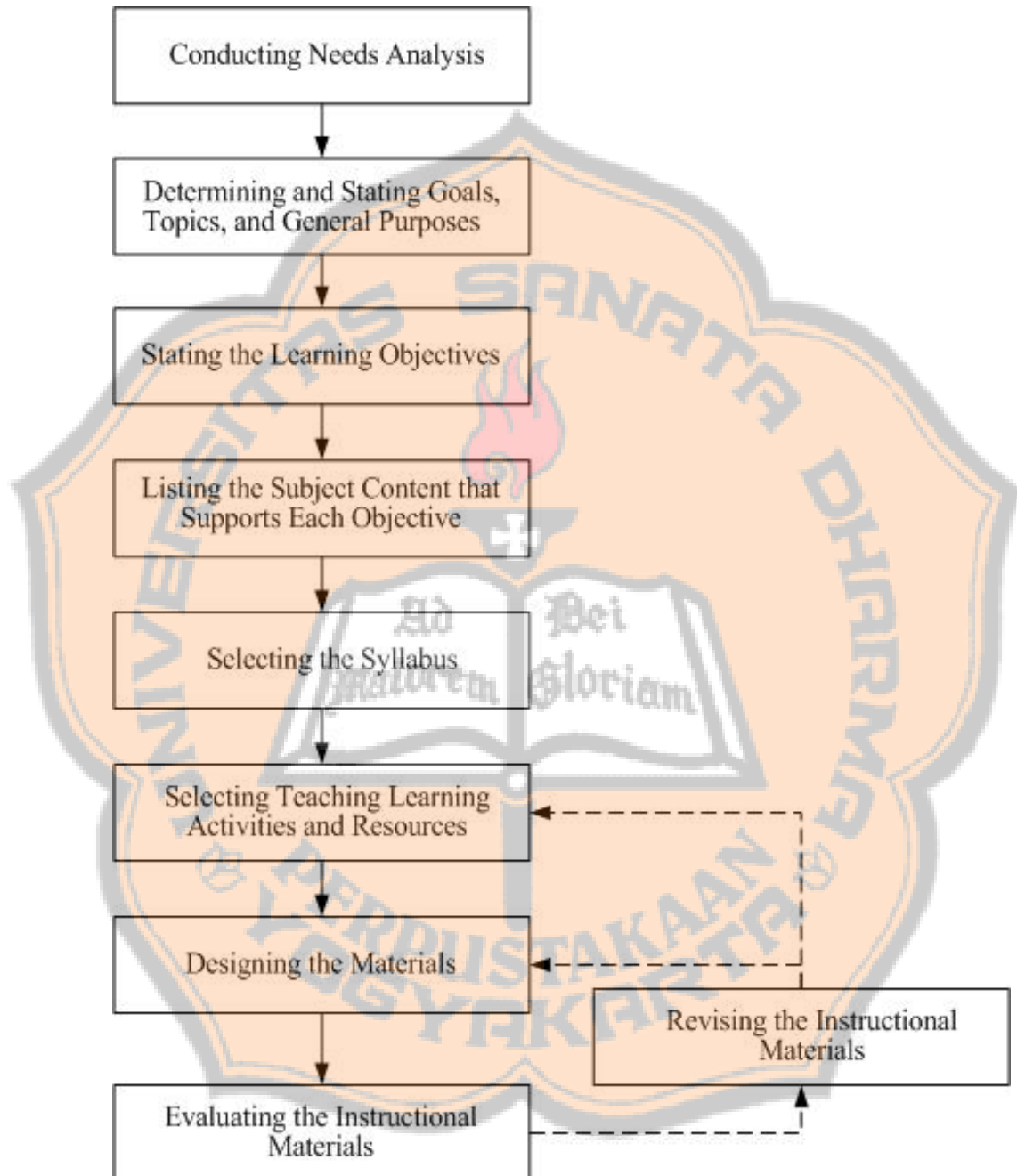


Figure 2.5. The Steps to Design the Set of Instructional Materials, which are Conducted in this Study

CHAPTER III

METHODOLOGY

In this chapter, the writer discusses the methods in conducting the study to obtain the empirical data. The methodology includes the method of the study, research participants, setting, research instruments, data analysis, and research procedure.

A. Method of the Study

It is mentioned in Problem Formulation that this study intended to answer two research questions. The research questions are restated as follows: 1). How is a set of English listening instructional materials for the first grade students of Hotel Accommodation Department in SMKN I Sewon designed? 2). What does a set of English listening instructional materials for the first grade students of Hotel Accommodation Department in SMKN I Sewon look like?

In this study, the writer employed Research and Development method (R & D). R & D according to Borg and Gall (1983: 772) is a process used to develop and validate educational products, such as teaching materials, teaching methods and method for organizing instruction. Furthermore, the goal of R & D is to develop the research knowledge and incorporate it into a product that combines educational research and educational practice rather than discover new knowledge (Borg and Gall, 1983: 771).

The writer chose R & D method since it built tested products that were ready for operational use in the school, in this context was SMK N I Sewon. It

increased the potential impact of findings upon school practice by constructing them into applicable educational products. R & D consists of a cycle where a product will be developed, field-tested, and improved on the basis of field-test data. R & D cycle contains ten steps, namely, Research and Information Collecting, Planning, Development of Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation (Borg and Gall, 1983: 775). However, because of limitation in time and capacity, the writer decided to adapt the R & D cycle. The writer would apply five steps. Those steps are:

1. Research and Information Collecting

In this study, Research and Information Collecting included the rationale of the study, literature review, and classroom observation. The importance of this step was to describe as specifically as possible the educational product that was to be developed in this study. Therefore, in this step the writer collected the data from the first grade students of Hotel Accommodation Department in SMK N I Sewon as well as the English teachers.

There are four ways to gain information, that is, review of literature, interview, questionnaire, and classroom observation. In this study, the data would be gathered through questionnaire. The data gathered consisted of the importance of English listening skills and students' perceptions and experience toward English listening class. Furthermore, information and opinion from the English teachers of Hotel Accommodation Department in SMK N I Sewon about the topic choices suitable with the first grade students of Hotel Accommodation

Department and their teaching experiences especially in teaching listening were also needed.

2. Planning

In this study, Planning included defining skills, stating objectives, and determining course sequence. The writer used the data from Research and Information Collecting as the basis to determine the objectives of the design and the subject content. The Research and Information Collecting data was considered important because they assisted the writer in deciding the learners' needs, learners' wants, and learners' background as well as the learning environment.

Those data would be processed in the form of syllabus and lesson plans. According to Borg and Gall (1983: 779), the most important aspect in planning is stating the specific objectives to be achieved by the product. Moreover, objectives also offered the best basis for developing instructional materials, since the instructional materials could be tested and revised until they met their objectives.

3. Development of Preliminary Form of Product

In this study, preparation of instructional materials, handbooks / handouts, and evaluation devices were included in Development of Preliminary Form of Product. The writer also used the data from Research and Information Collecting as the basis to design the materials. The data was needed to design materials which were appropriate for the first grade students of Hotel Accommodation Department in SMK N I Sewon.

An important principle that should be observed in developing the preliminary form of instructional materials was to arrange the materials so as to permit obtaining as much feedback as possible from the field test. Subsequently, the feedback would be used as a basis on revising and improving the instructional materials so that they were completely prepared for use in the schools.

4. Preliminary Field Testing

In this study, the purpose of Preliminary Field Testing was to acquire evaluation and comments as well as criticism of the designed materials. The opinions and evaluations on the designed materials would be used to revise and improve the designed materials. The designed materials would be evaluated by three English teachers of Hotel Accommodation Department in SMK N I Sewon and two lecturers of PBI Sanata Dharma University. The feedback would be collected using questionnaire.

5. Main Product Revision

In this study, this step included revision of designed materials as suggested by the Preliminary Field Testing results. The writer would conduct revision and improvement on the basis of preliminary field testing results.

B. Research Participants

This section would be divided into two sub sections. Each sub section would describe the participants in this study. The first sub section would describe the participants for the Research and Information Collecting. Whereas, the second sub section would describe the participants for the Preliminary Field Testing on the designed material.

1. Research and Information Collecting Participants

There were two groups of participants in this sub section. The first group was a class of the first grade students of Hotel Accommodation in SMK N I Sewon. The class consisted of 36 students, 30 female and 6 male. The main reason why the writer chose these participants was because they were students who were trained to be hotel employees and they learned English in order to be professional hotel employees.

The last group was three English teachers of Hotel Accommodation. They were expected to give valuable inputs to the writer.

2. Preliminary Field Testing Participants

The participants of Preliminary Field Testing were three English teachers in SMK N I Sewon and two lecturers in PBI Sanata Dharma University. It was expected that the writer would obtain evaluations, feedbacks and comments on the designed materials. Then, the writer would use the evaluations, feedbacks, and comments to make revision and improvement on the designed materials.

C. Setting

The study would be conducted in SMK N I Sewon located in Pulutan Pendowoharjo, Sewon Bantul. It was done from September 2006 to February 2007. The writer took this vocational school as the setting of the study because this school has Hotel Accommodation Department and is reputable in training their students to be reliable hotel employees.

D. Research Instruments

In this study, the writer discussed the instrument used in Research and Information Collecting and Preliminary Field Testing.

1. Research and Information Collecting

In the Research and Information Collecting, the writer employed one instrument, that is, questionnaire. A questionnaire, according to Seliger and Shohamy (1989: 72), is defined as a printed form of data collection, which contains statements for subject to respond. The writer distributed two types of questionnaire in the Research and Information Collecting. The writer distributed the first questionnaire to the first grade students of Hotel Accommodation in SMK N I Sewon. The purpose of distributing the questionnaires was figuring out the learners' needs, interests and difficulties in learning English listening skill.

Then, the second questionnaire would be distributed to the English teachers of Hotel Accommodation Department in SMK N I Sewon. The writer regarded information from the English teachers very important to design the materials since they had experience in teaching English especially listening skills. The purpose of distributing the second questionnaire was finding out the teachers' experience and opinions in teaching English listening including their techniques, materials, strategies, topic choices and teaching media.

Furthermore, there were two types of questionnaires in this study. The first type of questionnaire was open form questionnaire or unstructured questionnaire. This type of questionnaire did not provide the participants with the suggested answers. The purpose of the unstructured questionnaire was to give

freedom for the participants to answer the questions listed. Answering the questionnaires was the responsibility of the respondents.

The second type of questionnaire was closed questionnaire or structured questionnaire. It provided the participants with some alternatives. The purpose of closed questionnaire was to help the participants by giving alternatives to answer the questions.

For the first questionnaire, the writer combined those two types of questionnaire in order to be able to give more accurate and appropriate information to design the instructional materials. The combination of open and closed questionnaires was called semi-open questionnaire. The writer used the checklist questions type for the first questionnaire which was distributed to the first grade students of Hotel Accommodation in SMK N I Sewon. Checklist questions type, according to Ary, Jacobs, and Razeviech (2002: 424-425) is defined as questions with number of possible answers.

For the second questionnaire, the writer divided it into two parts. For the first part, the writer used Likert-type item type (closed questionnaire). Ary et al. defined Likert-type item as questions that required the respondents to select the statements or continuum from strongly agree to strongly disagree. The writer also employed checklist questions type for the second part of questionnaire.

In addition, the writer made the questionnaire in Indonesian in order to avoid misinterpretation both for the writer and for the participants. It was expected that the participants would understand the contents of the questionnaire and gave the answer accurately.

2. Preliminary Field Testing

In the Preliminary Field Testing, the writer also employed questionnaire. This questionnaire was distributed to the English teachers of Hotel Accommodation Department in SMK N I Sewon and lecturers of PBI Sanata Dharma University. The questionnaire was intended to figure out the respondents' opinion and comments on the designed materials. Besides, it was expected that the writer could obtain evaluation and feedback to improve the material design in order that the writer could produce a set of English listening instructional materials suitable for the first grade students of Hotel Accommodation in SMK N I Sewon.

For the Preliminary Field Testing, the writer employed Likert scale item type (closed form) and open-ended questions. Ary et al. (2002: 224) stated that the responses in Likert scale items were indicated in numbers and the total score of the responses represented the respondent's attitude toward certain case.

E. Data Analysis

This section would elaborate the data analysis in this study. In this study, the data were obtained from the questionnaires and would be presented in the forms of numerical data and narrative description.

1. Research and Information Collecting

For the Research and Information Collecting, the writer distributed questionnaires in the form of checklist questions to 36 students in the first grade of Hotel Accommodation Department in SMK N I Sewon. The data from the 36 students in the first grade of Hotel Accommodation Department in SMK N I

Sewon were analyzed in the form of table which was attached in the list of tables. The data presented the participants' statements about listening activity in class.

For the three English teachers of Hotel Accommodation Department in SMK N I Sewon, the writer distributed two types of questionnaires, that is, Likert-scale items or closed form and checklist questions or semi open-ended form. The first type questionnaire presented the teachers' opinions about techniques, strategies and media as well as students in listening class. For the closed form, the judgment of the participants' statements used five points of agreement:

- 1 : strongly disagree with the statement
- 2 : disagree with the statement
- 3 : undecided with the statement
- 4 : agree with the statement
- 5 : strongly agree with the statement

The writer used central tendency which is regarded as the proper way to conclude the data since it represents the whole set of measurements. Central tendency was measured using mean. The table of central tendency is presented below:

Table 3.1. The Presentation of Teachers' Opinion about Listening Class

No	Respondents' opinion on	Central Tendencies	
		N	Mn

Note: N : Number of respondents
 Mn : Mean (indicators of central tendency of the sources set)

The Mean was counted using the formulation below:

$$\bar{X} = \frac{\sum X}{N}$$

Note: \bar{X} : the range point
 $\sum X$: the sum of all score
N : the number of respondents

The second type questionnaire, checklist questions, also presented the teachers' opinions about listening class including the topic choices in order to know the details of teachers' opinions. The data were analyzed in the form of the table. The table which was presented the data about teachers' statements of English listening class and topic choices was attached in the list of tables.

2. Preliminary Field Testing

After analyzing the learners' needs, the goals were stated. Then, instructional materials were designed. Afterwards, the instructional materials were consulted to the participants during the Preliminary Field Testing. Subsequently, the writer delivered Likert-type questionnaires and open-ended questions to three English teachers of SMK N I Sewon and two lecturers in PBI Sanata Dharma University in order to obtain their opinions and comments toward the designed materials. The writer obtained the data to make improvement and revision to the designed materials. Finally, the writer made revision and improvement to the designed materials.

The writer analyzes two kinds of data. The first one was the data about the participants' educational background. The description of participants was presented as the following:

Table 3.2. The Presentation of Preliminary Field Testing Participants

Group of Respondents	Educational Background				Teaching Experience				Sex	
	D3	S1	S2	S3	< 1	1 - 5	5-10	10 <	M	F

The second one was the descriptive statistic data about the participants' statements. The same as the Likert scale items questionnaire distributed to the English teachers in the Research and Information Collecting, the judgment of the participants' statements in the closed form used five points of agreement. To conclude the data, the writer used central tendency. The data was presented as the following:

Table 3.3. The Presentation of Preliminary Field Testing Results

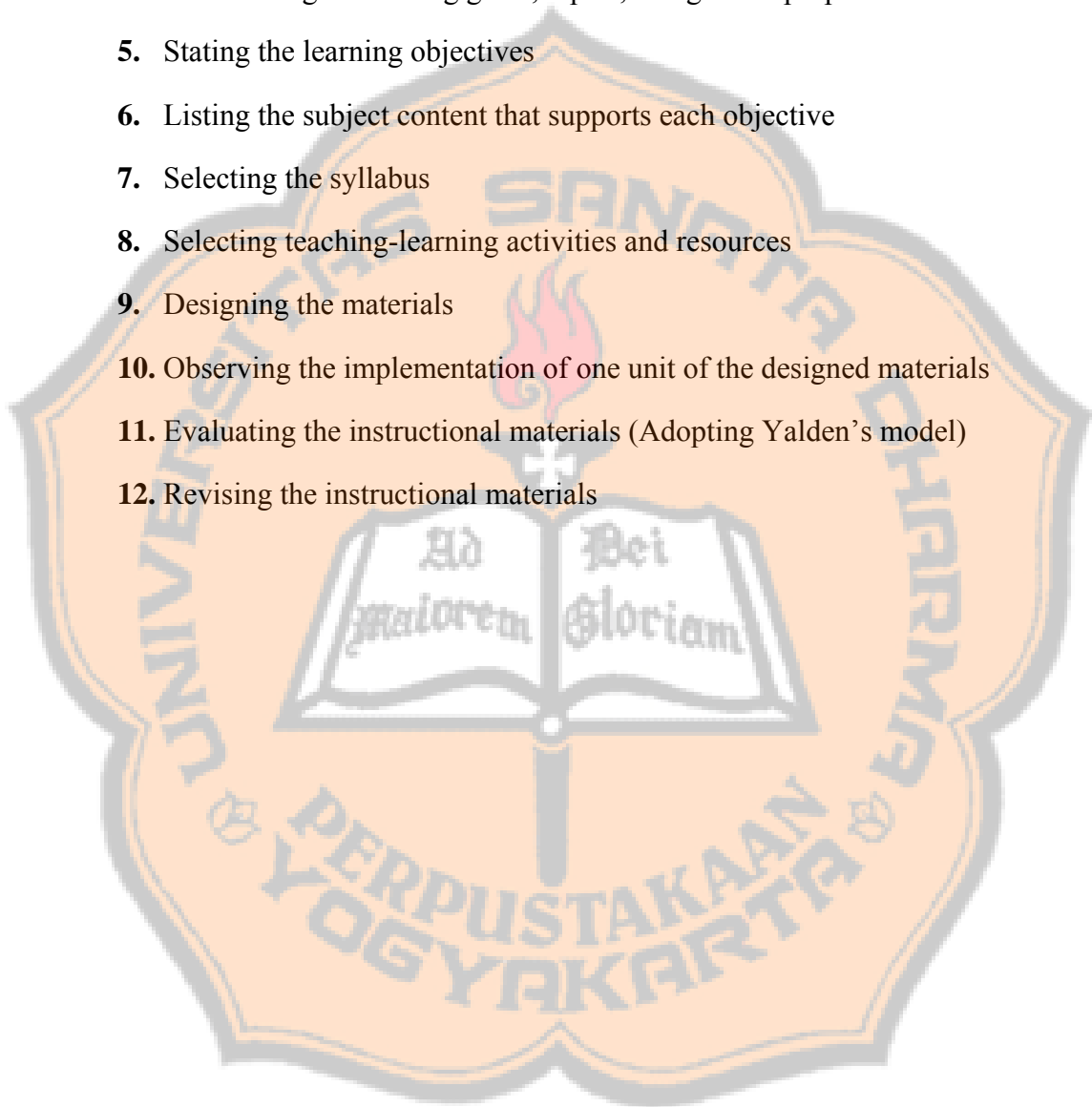
No	Respondents' opinion on	Central Tendencies	
		N	Mn

For the open form questionnaire, the participants had to write their own answers and make criticisms, evaluation, and suggestions about the materials designed. Furthermore, the results were used as the basis for improving and revising the designed materials into the final version materials.

F. Research Procedures

This part discussed the procedures of how the study is conducted. This section consists of eleven steps, namely:

1. Doing observation and library research
2. Asking permission to conduct research
3. Conducting Research and Information Collecting
4. Determining and stating goals, topics, and general purposes
5. Stating the learning objectives
6. Listing the subject content that supports each objective
7. Selecting the syllabus
8. Selecting teaching-learning activities and resources
9. Designing the materials
10. Observing the implementation of one unit of the designed materials
11. Evaluating the instructional materials (Adopting Yalden's model)
12. Revising the instructional materials



CHAPTER IV

RESULTS AND DISCUSSION

This chapter discussed the results and the discussion of the steps in this study including designing and evaluating the instructional material design. Moreover, the writer elaborated the R & D steps employed and Instructional Design (ID) model used in this study. This chapter was divided into five parts. The first part was dealing with the results of the Research and Information Collecting. This part discussed the results of questionnaires distributed to the English teachers and the first grade students of Hotel Accommodation Department. The second part concerned with Planning, which stated the objectives of the designed materials.

Next, the third part was dealing with Development of Preliminary Form of Product. This step discussed the preparation and the designing of the materials. The fourth one discussed the Preliminary Field Testing. This step explained the evaluation of the designed materials based on the feedback from the participants, the English teachers and the lecturers. The last one, Main Product Revision was dealing with the materials improvement based on the evaluation given by the participants.

A. The Results Research and Information Collecting

In this part, the writer combined R & D step, Research and Information Collecting with ID model, Needs Survey. In this study, the Research and Information Collecting was regarded very important since it aimed at finding the

target needs. The target needs according to Hutchinson and Waters (1994: 55) included necessities, lacks and wants of the learners. It would be used as a basis to design the materials. Hence, the writer distributed questionnaires to the English teachers and the first grade students of Hotel Accommodation Department in SMK N I Sewon. There are two sections in this step, i.e. data presentation and discussion.

1. Data Presentation

In this section, the writer presented the results of the questionnaires distributed to the English teachers and first grade students of Hotel Accommodation Department. The detailed is as follows:

a. The Results of the Questionnaires for the English Teachers

The writer distributed questionnaires to three English teachers of Hotel Accommodation Department. The questionnaire was divided into two parts. The presentation of the first part of the questionnaire in the Research and Information Collecting study is as follows:

Table 4.1. The Results of the Questionnaire for English Teacher Part 1.

No	Respondents' Opinion on	Central Tendency	
		N	Mn
1.	I do not have any difficulty in teaching listening.	3	2,7
2.	I have a lot of material references to teach listening.	3	2,7
3.	I have a lot of teaching media, which support the process of teaching listening.	3	3,3
4.	I have my own strategy in teaching listening.	3	3,7
5.	I teach English integratively.	3	4
6.	I often use language laboratory in teaching listening.	3	2,3
7.	The students are actively participated in learning	3	4

	listening skill.		
8.	The students have difficulties in obtaining and understanding listening materials.	3	4
9.	Students feel depressed or frightened when they learn listening.	3	3,7
10.	Students have big enthusiasm in learning listening.	3	3,7

Based on the table above, some information was revealed. From the questionnaire number one, the English teachers of Hotel Accommodation Department had difficulties in teaching listening. The difficulties were they had few materials to teach listening (no. 2), the students had difficulties to obtain and understand listening materials (no. 8) and the students were frightened and depressed in learning listening (no.9). Furthermore, from the questionnaire number six, it was revealed that the teachers rarely used language laboratory.

This condition was very contradictive with the availability of teaching media. The teachers stated that they had a lot of teaching media to support them in teaching listening (no. 3). Moreover, the students were actively participated and had big enthusiasm in learning listening (no. 7 and 10). The teacher also stated that they had their own strategy in teaching listening, which one of them was teaching listening integratively with other skills (no. 4 and 5). However, their strategy seemed unsuccessful in teaching listening since the students still faced many difficulties in learning listening.

The data gathered of the questionnaires part two is presented as follows:

Table 4.2. The Results of the Questionnaire for English Teacher Part 2.

No	Questions	Options	Number and Percentage	Information
1.	The school's atmosphere is	a. Yes	2 (67%)	Because the

	conducive for teaching listening.			school has already had complete teaching media and facility
		b. No	1 (33%)	Because the school only had one language lab.
2.	The school facilities that support the listening activities are:	a. Language laboratory	1 (33%)	
		b. Tape recorder	3 (100%)	
		c. Computer	2 (67%)	
		d. Listening cassettes	2 (67%)	
3.	How many times do you teach listening in class?	a. Twice a week	-	
		b. Once a week	1 (33%)	
		c. Once two weeks		
		d. Once a month	1 (33%)	
		e. Once two months	-	
		f. Uncertain	1 (33%)	
4.	In your opinion, the students' ability in learning listening is:	a. weak	1 (33%)	
		b. enough	2 (67%)	
		c. good	-	
		d. very good	-	
5.	The listening materials which are taught are based on:	a. curriculum used in school.	1 (33%)	There was one teacher who answered three options (curriculum, reference book, and students' interest).
		b. reference book which is appropriate for the students.	3 (100%)	
		c. students' interest in learning.	1 (33%)	
		d. the students' ability in learning.	-	
6.	What references do you use in teaching listening?	a. Movie	-	There was one teacher who answered two options (song and listening book).
		b. News recording	-	
		c. Song	3 (100%)	
		d. Listening manuscript	1 (33%)	
		e. Downloading from Internet.	-	
7.	What media do you use in teaching listening?	a. MP3	1 (33%)	One teacher stated that she used MP3, cassette, and CD. Another teacher stated that he used cassette, CD, and VCD
		b. Cassette	3 (100%)	
		c. Video (VHS/Beta)	-	
		d. CD	2 (67%)	
		e. VCD	1 (33%)	
8.	What strategies do you use in teaching listening in your class?	a. Lecturing in front of the class	2 (67%)	One teacher employed lecturing, questions practice, and games. Another one used questions practice and games.
		b. Questions practice	2 (67%)	
		c. Discussion	-	
		d. Games	2 (67%)	
9.	According to you, which topics needed to be learned in listening class, which are	a. Greetings and Leave Takings	3 (100%)	
		b. Introduction	3 (100%)	

appropriate for the first grade students of Hotel Accommodation Department? (choose 8 topics)	c. Expressing Helps	3 (100%)	
	d. Apologizing	2 (67%)	
	e. Thanking	2 (67%)	
	f. Handling Complaints	3 (100%)	
	g. Asking and Giving Information	2 (67%)	
	h. Mentioning Price	1 (33%)	
	i. Asking and Giving Direction	1 (33%)	
	j. Phone Conversation	2 (67%)	
	k. Command and Request	1 (33%)	
	l. Describing Things	-	
	m. Describing People	1 (33%)	
	n. Comparing Things	-	
	o. Describing Events	-	

Based on the results of questionnaires part two, some important facts were revealed. Dealing with the school's atmosphere, 2 teachers (67%) stated that it was conducive for teaching listening because the school had already had enough teaching media and facility, while one teacher (33%) stated the opposite that was the school only had one language laboratory. Furthermore, the respondents stated that the school's facilities that supported the listening activities were language laboratory (1 teacher/33%), tape recorder (3 teacher/100%), computer (2 teacher/67%), and listening cassettes (2 teacher/67%).

The frequency in teaching listening was also influencing the quality of students in listening skill. 33% of the respondents or one teacher stated that he taught listening once a week, while one teacher (33%) stated that she taught listening once a month. Another teacher (33%) stated that the frequency in teaching listening was uncertain. Moreover, one teacher stated that the students' ability in learning listening was weak, while the rest (67%) stated that the students' ability was enough. The table above also revealed that two respondents (67%) used reference book which was appropriate to the students as the guidance

in teaching listening materials. Whereas, one teacher (33%) stated that she used curriculum, reference book and students' interest as the guidance in teaching listening.

Based on the table above, two respondents (67%) stated that they used song as their reference in teaching listening, while one respondent (33%) stated that she used song and listening manuscript as her references. Besides, concerning the media to teach listening, one teacher (33%) used MP3, cassette, and CD, while one teacher (33%) used cassette, CD and VCD, and another one (33%) only used cassette. Strategies in teaching listening are also very important to create an enjoyable and effective teaching learning activity. One teacher (33%) stated that he used questions practice and games as the strategies in teaching listening, while one teacher (33%) stated that she employed lecturing, questions practice, and games as her strategies. Another one (33%) stated that she used lecturing as her strategy in teaching listening. Meanwhile, eight topics proposed by the teachers were Greetings and Leave Takings, Introduction, Expressing Helps, Handling Complaints, Apologizing, Thanking, Asking and Giving Information, and Phone Conversation.

b. The Results of the Questionnaires for the Students

In order to obtain information from the first grade students of Hotel Accommodation Department, the writer also distributed questionnaires to the 34 students, 28 girls and 6 boys. Actually, the class consisted of 36 students; however, only 34 students were present. The gathered data are as follows:

Table 4.3. The Results of the Questionnaire for Students.

No	Questions	Options	Number and Percentage	Information
1.	The students' level in listening	a. Beginner	21 (61.8%)	
		b. Intermediate	12 (35.3%)	
		c. Advanced	1 (2.9%)	
2.	Students' opinion about listening.	a. Difficult	24 (70.6%)	
		b. Middle	9 (26.5%)	
		c. Easy	1 (2.9%)	
3.	Is listening important for hotel employees?	a. Yes	34 (100%)	
		b. No	-	
4.	Why do you learn English especially listening?	a. To be able to communicate with foreign guest when I work as hotel employee.	34 (100%)	
		b. To pass English listening test (TOEIC).	32 (94.1%)	
		c. To obtain good grades in English subject.	34 (100%)	
5.	Factors that make listening difficult.	a. Lack of vocabulary	18 (52.9%)	
		b. Not pay attention	9 (26.5%)	
		c. Materials delivery is too fast	11 (32.4%)	
		d. Too fast pronunciation	16 (47.1%)	
		e. Anxious and nervous cannot follow listening	13 (38.2%)	
		f. Rarely taught by the teacher.	1 (2.9%)	
		g. Unclear voice	19 (55.9%)	
		h. Lack of practice	21 (61.8%)	
		i. Too long materials	9 (26.5%)	
		j. Easy to forget the materials	11 (32.4%)	
		k. Cannot concentrate	16 (47.1%)	
l. Uninteresting subject	2 (5.9%)			
6.	Do you often feel bored while having listening class?	a. Yes	12 (35.3%)	1 student was abstain
		b. No	12 (35.3%)	
		c. Sometimes	9 (26.5%)	
7.	What factors make you feel bored?	a. Not conducive situation	13 (61.9%)	
		b. Uninteresting subject	5 (23.4%)	
		c. Monotonous teaching	5 (23.4%)	
		d. Too difficult materials	6 (28.6%)	
		e. Doesn't like listening class	1 (4.8%)	

8.	Techniques which you want when you learn listening	a. Discussion	6 (17.6%)
		b. Games	18 (52.9%)
		c. Lecturing	-
		d. Group work	10 (29.4%)
		e. Pair work	12 (35.3%)
		f. Listening to the cassette	1 (2.9%)
		g. Communicating using English in class	1 (2.9%)
		h. Individual task	1 (2.9%)

Based on the table above, the writer revealed some important facts. Regarding the level of the students in listening, 21 students (61.8%) stated that their ability was in the beginner level, while 12 students (35.3%) stated that they were in intermediate level and one student (2.9%) was in advanced level. Furthermore, concerning the students' opinions about listening, 24 (70.6%) students stated that listening was difficult, at the same time, 9 students stated that listening was average and one student (2.9%) stated that listening was easy. Then, all students (100%) also stated that listening was important for hotel employees.

The table above showed the importance of learning English listening. All students agreed that the reasons they learnt English listening were to be able to communicate with foreign guests when they worked as hotel employees and to obtain good grades in English subject. Whereas 94.1% of the respondents or 32 students agreed that they learnt English listening to pass English listening test (TOEIC).

Moreover, the students also stated the factors that made listening difficult. 18 students (52.9%) stated that the factor was lack of vocabulary, 9 students (26.5%) stated that the factor was they did not pay attention, 11 students (32.4%)

stated that too fast material delivery was the factor that made listening difficult, 16 students stated the factor was too fast speakers' pronunciation. Whereas, 13 students (38.2%) stated that the factor was their anxiousness and nervousness could not follow the listening, 1 student (2.9%) stated that the factor was listening was rarely taught, 19 students (55.9%) stated that the factor was speakers' unclear voice, 21 students (61.8%) stated that the factor was lack of practice, 9 students (26.5%) stated that the materials was too long, 11 students (32.4%) stated that the factor was they were easy to forget the materials, 16 students (47.1%) stated that the factor was they could not concentrate, and 2 students (5.9%) stated that the factor was listening was not an interesting subject. Additionally, 35.3% of the respondents (12 students) stated that they often felt bored when having listening class, 9 students (26.5%) stated that they sometimes felt bored, while 12 students stated that they did not felt bored, and one student was abstain.

Dealing with the factors that made the students felt bored, 13 students from 21 students who agreed that listening class was bored (61.9%) stated that the factor was non-conducive situation. Whereas 5 students (23.4%) stated that the factor was uninteresting subject, 5 students (23.4%) stated that monotonous teaching was one of the factors, 6 students (28.6%) stated that the factor was too difficult materials, and one student (4.8%) stated that he did not like listening class. The table above also revealed about the students' preferences in techniques used to learn listening. 6 students (17.6%) stated that they preferred discussion, 18 students (52.9%) stated that they preferred games, 10 students (29.4%) preferred group work, 12 students (35.3%) stated that they preferred pair work, 1

student (2.9%) preferred listening to the cassette, 1 student (2.9%) preferred communicating using English in class, and 1 student (2.9%) preferred individual task.

2. Discussion

Based on the results of the questionnaires distributed to English teachers and students, the writer summarized the results of Research and Information Collecting based on the terms of necessities, lacks and wants proposed by Hutchinson and Waters (1994: 55). The result is presented as follows:

Table 4.4. The Results of the Research and Information Collecting

NECESSITIES	English listening is needed by the first grade students of Hotel Accommodation Department in SMK N I Sewon in order to be able to communicate in English with the foreign guests in the context of hotel so that they will be able to serve them well.
LACKS	The first grade students of Hotel Accommodation Department in SMK N I Sewon lack of English vocabulary and concentration. They are also weak in listening since they rarely practice it. As a consequence, they are not able to communicate in English fluently.
WANTS	The first grade students of Hotel Accommodation Department in SMK N I Sewon expect to be able to communicate in English, obtain good mark in English subject and pass the English listening test (TOEIC) so that they would be able to graduate from Vocational School.

The necessities were gathered from the result of distributing the questionnaires to the first grade students of Hotel Accommodation Department. It turned out that they need English listening ability to communicate with foreign guests when they work in hotel. Next, the lacks were gathered from the results of distributing questionnaires to the English teachers and first grade students of

Hotel Accommodation Department. It revealed students' weaknesses as well as what they had not understood yet. The wants were gathered from distributing the questionnaires to the first grade students of Hotel Accommodation Department. It exposed what they expected in learning English, in this case English listening.

B. Planning

In this step, the writer combined R&D step (Planning) with ID step (determining and stating goals, topics, and general purposes and stating the learning objectives). This step consisted of two sections, that is, determining and stating goals, topics, and general purposes and stating the learning objectives. The writer determined the sections in Planning (the goals, topics, general purposes and objectives) based on the data gathered in Research and Information Collecting and TBI method.

1. Determining and Stating Goals, Topics, and General Purposes

In this study, the main focus of the materials design was developing listening skill. However, the students were also expected to improve other language skills (speaking, reading, and writing) since the listening materials in this study were integrated with other language skills. The goal of this study is to improve students' listening skill with the intention that at the end of the meetings the students are able to communicate in English with foreign guest and other hotel employees in the context of hotel conversation.

Based on the results of the Research and Information Collecting, the topics that the students need will be presented below. The chosen topics were

selected by the English teachers who, in fact, knew the topics which were appropriate with the first grade students of Hotel Accommodation Department. Furthermore, the writer provided the students with various teamwork tasks (group work and pair work) related to the topics offered. The arrangement of the topics was based on the level of difficulty and the interrelation of each topic. The chosen topics are presented below:

- Unit 1 : Greetings and Leave Takings
- Unit 2 : Introduction
- Unit 3 : Expressing Helps
- Unit 4 : Thanking
- Unit 5 : Apologizing
- Unit 6 : Handling Complaints
- Unit 7 : Asking and Giving Information
- Unit 8 : Phone Conversation

After stating the topics, the writer should formulate the general purposes of each topic. The general purposes for the course are stated as the basic competencies. The basic competencies are presented as follows:

Table 4.5. The Basic Competencies

Unit	Topics	Basic Competencies
1	Greetings and Leave Takings	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> • Comprehend the expressions about greetings and leave takings. • Master the way to greet people formally and informally. • Understand how to close a conversation formally and informally.
2	Introduction	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> • Comprehend the expressions about introducing oneself and others.

		<ul style="list-style-type: none"> • Understand how to introduce oneself and others.
3	Expressing Helps	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> • Master the expressions about offering help and replying to help. • Comprehend the way to offer help and reply to the help.
4	Thanking	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> • Master the expressions about thanking and responding to others' thanks. • Comprehend the way to thank and respond to others' thanks.
5	Apologizing	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> • Master the expressions about apologizing. • Comprehend the way to apology and respond to others' apology.
6	Handling Complaints	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> • Master the expressions about handling complaints. • Comprehend the way to handle guests' complaints.
7	Asking and Giving Information	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> • Master the expressions about asking and giving information. • Comprehend the way to ask and give information to the guests.
8	Phone Conversation	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> • Master the expressions about phone conversation in the context of hotel. • Comprehend the way to do phone conversation in the context of hotel.

2. Stating the Learning Objectives

After determining the general objectives of the materials design, the writer formulated the learning objectives in every meeting. The learning objectives which, in this study, are stated as indicators are presented below:

Table 4.6. The Indicators

Unit	Topics	Indicators
1	Greetings and Leave Takings	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> • Mention greetings and leave takings expressions in a

		<p>dialog correctly.</p> <ul style="list-style-type: none"> • Pronounce the greetings and leave takings expressions correctly. • Greet people using correct expressions formally and informally. • Respond to the greetings and leave takings appropriately.
2	Introduction	<p>At the end of the lesson, the students are able to:</p> <ul style="list-style-type: none"> • Identify expressions about introduction in the conversation accurately. • Mention useful expressions in introducing oneself and others correctly. • Pronounce the introducing oneself and others expressions correctly. • Introduce oneself and others using appropriate expressions. • Respond to the other's introduction using the appropriate expressions.
3	Expressing Helps	<p>At the end of the lesson, the students are able to:</p> <ul style="list-style-type: none"> • Identify expressions about offering help and replying to help in the conversation accurately. • Mention some useful expressions in offering help and replying to help correctly. • Pronounce the expressions in offering help and replying to help correctly. • Offer help to others in the context of hotel using appropriate expressions. • Reply to help in the context of hotel using the appropriate expressions.
4	Thanking	<p>At the end of the lesson, the students are able to:</p> <ul style="list-style-type: none"> • Identify expressions about thanking and responding to thanks in the conversation accurately. • Mention useful expressions in thanking and responding to thanks correctly. • Pronounce the expressions in thanking and responding to thanks accurately. • Thank to others in the context of hotel using appropriate expressions. • Respond to thank in the context of hotel using the appropriate expressions.
5	Apologizing	<p>At the end of the lesson, the students are able to:</p> <ul style="list-style-type: none"> • Identify expressions about apologizing and responding to others' apology in the conversation accurately. • Mention useful expressions in apologizing and responding to others' apology correctly. • Pronounce the expressions in apologizing and responding to others' apology accurately. • Apology to others in the context of hotel using appropriate expressions. • Respond to the others' apology in the context of hotel using the appropriate expressions.
6	Handling Complaints	<p>At the end of the lesson, the students are able to:</p> <ul style="list-style-type: none"> • Identify expressions about handling complaints and guests' complaints in the conversation accurately.

		<ul style="list-style-type: none"> • Mention useful expressions in handling complaints correctly. • Pronounce the expressions in handling complaints accurately. • Handle guests' complaints in the context of hotel using appropriate expressions. • Express the promising actions on complaints in the context of hotel using the appropriate expressions.
7	Asking and Giving Information	<p>At the end of the lesson, the students are able to:</p> <ul style="list-style-type: none"> • Identify expressions about asking and giving information in the conversation accurately. • Mention useful expressions in asking and giving information correctly. • Pronounce the expressions in asking and giving information accurately. • Ask for information to the guests using appropriate expressions. • Give information in the context of hotel using the appropriate expressions.
8	Phone Conversation	<p>At the end of the lesson, the students are able to:</p> <ul style="list-style-type: none"> • Identify expressions about phone conversation in the dialog accurately. • Mention useful expressions in phone conversation correctly. • Pronounce the expressions in phone conversation accurately. • Answer the telephone in the context of hotel using appropriate expressions.

C. Development of Preliminary Form of Product

This step meant building a preliminary form of the educational product that can be tested. In this step, the writer combined R&D step, Development of Preliminary Form of Product with four ID steps, Listing Subject Content; Developing the Syllabus; Selecting Teaching Learning Activities; and Designing the Materials. This step was carried out based on the data of Research and Information Collecting and the results of the Planning (objectives, topics, goal, and general purposes). The designed materials consisted of eight units. The time allocation for each unit was 2 x 50 minutes (100 minutes). This step consisted of

four sections; that is, listing the subject content, selecting and developing the syllabus, selecting the teaching learning activities, and designing the materials.

1. Listing the Subject Content that Supports Each Objective

In this study, the subject contents are determined based on the Research and Information Collecting data, goals, topics, and general learning objectives as well as specific learning objectives. Adapting the concept of task-based instruction (Willis, 1996: 38), each unit of the materials consisted of six components. The six components were Starting Point, Practice, Language Focus, Language Exercises, Communicative Activity, and Reflection. The further information of each section will be discussed as follows:

a Starting Point

The purpose of this section is activating students' background knowledge, which led them to brainstorm the topic that will be discussed. This activity is very important since this activity provides support to the learners in their attempts to deal with a series of complex tasks. The support itself is a framework of what they would learn and practice in the class. This section consists of a simple movie clip, listening activity and/or a picture, which contains a conversation between hotel employees with hotel guests or other hotel employees. Then, this activity will be followed by questions and discussions activities about the topic of the lesson.

b Practice

This section will provide the students with an example of listening activity contain a dialog related to the topic discussed. This section is enhancing the students' listening ability. The listening activity is taken from CD or movie

clip contain dialog between hotel employees with hotel guests or other hotel employees.

c Language Focus

This section contains useful expressions related to the topic. This will give the students some alternative expressions to utter an expression. Furthermore, related vocabulary is also added to offer students more understanding about the topic.

d Language Exercises

This activity aims at practicing what the students have learned from the previous section. This activity completes the new knowledge that the students have already acquired. The students are asked to listen to the CD or watch movie clip related to the topic. After that, they have to complete the dialog, fill the gaps of a conversation, scramble the conversation, and choose the correct statements.

e Communicative Activity

This section consists of games and role play. These activities provide the students opportunities to develop their language skills, especially listening in the real life situation.

f Reflection

In this section, the students are offered opportunity to reflect what they have learned in class freely. The students are asked to write reflection about their experience while learning English listening in class.

2. Selecting and Developing the Syllabus

In this study, the writer aimed to select and develop the syllabus used as a guide to design the instructional materials. The syllabus provided an outline to

the materials design. It emphasized the program objectives as well as the description of the program. It would become the foundation in developing the teaching learning activities in the instructional materials.

In designing, the writer would adapt the format of functional syllabus design. Functional syllabus consists of a collection of tasks that are completed when the language is used to communicate. Therefore, in learning the target language, the students should be provided with communicative tasks to enable the students practice the target language in the real situation (Krahnkhe, 1980: 10). This syllabus design consisted of five elements, namely program objectives, program description, program, contact hours, and sources.

3. Selecting Teaching Learning Activities and Resources

In this study, the writer selected teaching learning activities based on the results of the Research and Information Collecting. The writer developed and varied the activities based on the facts revealed in the questionnaires distributed to the English teachers and the first grade students of Hotel Accommodation Department. The activities in instructional materials were accomplished dominantly in the form of teamwork, such as pair work and group work without ignoring individual task.

Individual task was used to generate students' ideas and thought as well as to evaluate their own performances. However, the writer minimized the individual task since in communicative task the learners should have communicative purpose which in fact needs partner/partners. Furthermore, basic pair work and group work were applied to increase students' interaction and

collaboration. The students had to exchange and share their ideas to the different partners so that the students could also learn how to negotiate, comprehend and produce the target language by doing tasks with different partners. As a result, students could obtain benefit from their partners' experiences

4. Designing the Materials

After selecting the syllabus and teaching learning activities as well as the resources, the writer designed the materials. The writer designed the listening materials based on the principles of TBI and the results of Research and Information Collecting. The writer designed the materials which promoted the integration of listening, speaking, reading, and writing and exposed the learners to authentic language.

D. Preliminary Field Testing

Whereas, in this step, Preliminary Field Testing step (R&D step) was combined with Evaluating the Materials step (ID step). In fact, since the writer realized that the designed materials were needed to be improved, the writer planned to evaluate the materials. In evaluating the designed materials, the writer distributed the designed materials and questionnaires to the respondents. The respondents were three English teachers of Hotel Accommodation Department in SMK N I Sewon and two English lecturers of English Education Program of Sanata Dharma University. It was hoped that they gave feedback, comments and evaluation so that the writer could revise and present the final version of designed materials. This step consisted of three sections as follows:

1. The Description of the Respondents

The respondents of this step were five people, three English teachers of Hotel Accommodation Department in SMK N I Sewon and two lecturers of English Education Study Program of Sanata Dharma University. Two English teachers were Bachelor graduates, while one teacher was a Diploma graduate. Meanwhile, one English lecturer had a Master's Degree (S2), while another lecturer had a Bachelor's Degree. All of the respondents had a lot of experiences in teaching, which was indicated by their teaching period. All of them had more than five years teaching experiences. The following table describes the respondents of the Preliminary Field Testing.

Table 4.7. The Description of Preliminary Field Testing Respondents

Group of Respondents	Educational Background				Teaching Experience				Sex	
	D3	S1	S2	S3	< 1	1 - 5	5-10	10 <	M	F
English Teachers	1	2	-	-	-	-	1	2	1	2
English Lecturers	-	1	1	-	-	1	1	-	1	1

2. Data Presentation

In obtaining the evaluations on the designed materials, the writer distributed questionnaires to the respondents. The questionnaires were aimed at obtaining feedback about the appropriateness of the materials for the first grade students of Hotel Accommodation Department in SMK N I Sewon. In showing the respondents' opinions, the respondents expressed their degree of agreement in

numbers. The numbers ranged from 1 to 5. The degrees of agreement are categorized as follows:

- 1 : strongly disagree with the statement
- 2 : disagree with the statement
- 3 : undecided with the statement
- 4 : agree with the statement
- 5 : strongly agree with the statement

Then, the evaluation data were presented in the following table:

Table 4.8. The Results of the Preliminary Field Testing Questionnaire

No	Respondents' opinion on	Central Tendencies	
		N	Mean
1	The Basic Competencies are well formulated	5	4.4
2	The Indicators are well formulated	5	4.2
3	The materials on each unit are relevant to the topic	5	4.2
4	The materials are appropriate for the first grade students of Hotel Accommodation Program.	5	3.8
5	The materials enable the learners to improve their communication skills especially listening.	5	4
6	The topics are well arranged (from the easiest to the most difficult)	5	4.4
7	The materials are suitable with the objectives.	5	3.8
8	The tasks in each unit are sufficient for one meeting (2 x 50 minutes)	5	3.2
9	The tasks in each unit can facilitate the learners to comprehend the topic being discussed.	5	4.2

N : Number of respondents

Mean : Indicators of central tendency of the sources set. The Mean was counted using the formulation below:

$$\bar{X} = \frac{\sum X}{N}$$

N

Note: \bar{X} : the range point

ΣX : the sum of all scores

N : the number of respondents

Based on the results of the questionnaires, basically, the designed materials were good and acceptable. From the table of data presentation, out of 9 statements stated in the questionnaires, there was one statement which had score below 3.5. The statement, which had score below 3.5, was the statement about the time allocation. Apparently, most of the scores of the mean were above 3.5. Thus, based on the results, the writer concluded that the respondents agreed that the designed materials were appropriate and acceptable, although there were some revisions that should be conducted.

3. Respondents' Comments and Suggestions on the Materials Design

Furthermore, the writer also distributed open-ended questionnaires to obtain the respondents' comments, criticism, and feedback on the designed materials. There were three questions asked. The questions asked about the weaknesses, the suggestions and the comment as well as the opinions for the designed materials. There were five points of feedback and suggestion from the respondents.

1. The listening materials were good enough and well done. The tasks in the materials were interesting, suitable with the objectives and applicable for the first grade students of Hotel Accommodation Department.
2. The time allocation should be added. The movie clips spent much time.
3. The movie clips were too difficult for the beginners because of the speakers' speed in talking.

4. There were some movie clips which were not cut well. The writer was suggested to fix it.
5. To avoid plagiarism, the writer was suggested to write the title of the movie clips under the pictures in the materials.

E. Main Product Revision

In this step, the writer combined R&D step, Main Product Revision with ID step, Revising the Materials. After obtaining the respondents' evaluations on the designed materials, the writer revised the materials. The revisions were made based on the feedback and suggestion of the respondents. After revising the materials, the writer presented the final version of the listening instructional materials.

1. Response to the Respondents' Evaluation

Dealing with the results of the second part of the Preliminary Field Testing questionnaires, the writer adopted some suggestions which were suitable in order to improve the designed materials. Then, the writer revised the designed materials based on the accepted feedback and suggestion. The revisions are as follows:

1. After having discussions with the three English teachers, the writer changed the time allocation of each meeting from 2x50 minutes into 3x45 minutes (135 minutes). The three English teachers stated that there were two meetings in a week, which consisted of 2x45 minutes and 3x45 minutes. They usually taught speaking and listening using a 3x45-minute-meeting, whereas a 2x45-minute-meeting was used to teach reading and

writing. Therefore, the writer decided to change the time allocation into a 3x45-minute meeting.

2. The writer repaired the movie clips, which were not well cut so that hopefully, the learners could fully concentrate on the content of the movie clips.
3. To avoid plagiarism, the writer wrote the title of the movie clips under the pictures in the materials and put the title in the beginning of the movie clips.

However, the writer rejected one suggestion from the respondent. The suggestion was about the speed of the speakers in the movie clips. An English teacher who taught the first grade students of Hotel Accommodation Department implemented one unit of the designed materials (Unit 5 Apologizing) as a part of evaluation on the materials, while the writer observed the class. From the implementation of the Unit 5, the writer found that the students were able to understand the movie clips and follow the class actively. Therefore, the writer decided to reject the suggestion about the speakers' speed in the movie clips. The writer also found that the time allocation of the designed materials was not appropriate. The teacher required more time to accomplish the materials in a unit. This was another reason why the writer decided to lengthen the time allocation.

2. The Presentation of the Designed Materials

After conducting some revisions and improvements towards the designed materials, the writer presented the final version of the English listening instructional materials.

There are eight units developed in this materials design. The time

allocation for each unit was revised into 3 x 45 minutes (135 minutes) since the previous time allocation (2 x 50 minutes) was not enough to accomplish one meeting. Furthermore, each unit has six sections, namely *Starting Points*, *Practice*, *Language Focus*, *Language Exercise*, *Communicative Activity*, and *Reflection*. The topics, the titles, the sections and subsections can be seen in the following tables:

Table 4.9: The Topics, the Titles, the Sections and Subsections of the Designed Materials

Units	Topics	Titles	Sections (with the sub-sections)
1	Greetings and Leave Takings	Good Morning, Gentlemen	1. Starting Point <ul style="list-style-type: none"> • Movie clip 2. Practice 3. Language Focus <ul style="list-style-type: none"> • Expressions of greetings and leave takings • Expressions to respond to greetings and leave takings 4. Language Exercise <ul style="list-style-type: none"> • Information gap activity • Movie clip 5. Communicative Activity <ul style="list-style-type: none"> • Role play 6. Reflection
2	Introduction	My Name is Lionel, The Butler	1. Starting Point <ul style="list-style-type: none"> • Movie clip 2. Practice 3. Language Focus <ul style="list-style-type: none"> • Expressions of introducing oneself and others • Expressions to respond introduction 4. Language Exercise <ul style="list-style-type: none"> • Movie clip • Listening CD 5. Communicative Activity <ul style="list-style-type: none"> • Game 6. Reflection
3	Expressing Help	Can I Help You, Sir!	1. Starting Point <ul style="list-style-type: none"> • Movie clip 2. Practice 3. Language Focus <ul style="list-style-type: none"> • Expressions of offering helps • Expressions of responding help ask by others

			<p>4. Language Exercise</p> <ul style="list-style-type: none"> • Movie clips <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Game <p>6. Reflection</p>
4	Thanking	Thank You, Ma'am	<p>1. Starting Point</p> <ul style="list-style-type: none"> • Movie clip <p>2. Practice</p> <p>3. Language Focus</p> <ul style="list-style-type: none"> • Expressions of expressing thanks • Expressions of replying thank from others <p>4. Language Exercise</p> <ul style="list-style-type: none"> • Movie clip • Listening CD <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Role play <p>6. Reflection</p>
5	Apologizing	I'm Very Sorry, Sir	<p>1. Starting Point</p> <ul style="list-style-type: none"> • Movie clip about apologizing <p>2. Practice</p> <p>3. Language Focus</p> <ul style="list-style-type: none"> • Expressions of apologizing • Expressions of responding the apology from others <p>4. Language Exercise</p> <ul style="list-style-type: none"> • listening exercise about apologizing <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Role play <p>6. Reflection</p>
6	Handling Complaints	It Hasn't Been Cleaned Yet!	<p>1. Starting Point</p> <p>2. Practice</p> <p>3. Language Focus</p> <ul style="list-style-type: none"> • Expressions of complaining • Expressions of apologizing • Expressions of promising action on complaints. • Vocabulary related to the handling complaints <p>4. Language Exercise</p> <ul style="list-style-type: none"> • Listening exercise about handling complaints. <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Game <p>6. Reflection</p>
7	Asking and Giving Information	Single or Double?	<p>1. Starting Point</p> <ul style="list-style-type: none"> • Listening CD <p>2. Practice</p> <p>3. Language Focus</p> <ul style="list-style-type: none"> • Expressions in asking for information • Expressions in giving information <p>4. Language Exercise</p> <ul style="list-style-type: none"> • Listening CD

			<ul style="list-style-type: none"> • Movie clip 5. Communicative Activity <ul style="list-style-type: none"> • Game 6. Reflection
8	Phone Conversation	Pacific Hotel, Can I Help You?	1. Starting Point 2. Practice 3. Language Focus <ul style="list-style-type: none"> • Expressions of phone conversation • Vocabulary related to the phone conversation. 4. Language Exercise <ul style="list-style-type: none"> • Listening exercise about phone conversation. 5. Communicative Activity <ul style="list-style-type: none"> • Game 6. Reflection



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections namely conclusions and suggestions. The first section, conclusions, contains the important things in this study. The second section includes the suggestions for the English teachers of Hotel Accommodation Department in SMK N I Sewon and future researchers.

A. Conclusions

The purpose of this study was to design a set of English listening materials for the first grade students of Hotel Accommodation Department in SMK N I Sewon. In this study, there were two problems and are stated as follows: 1). How is a set of English listening instructional materials for the first grade students of Hotel Accommodation Department in SMKN I Sewon designed? 2). What does a set of English listening instructional materials for the first grade students of Hotel Accommodation Department in SMKN I Sewon look like?

After completing the study, the writer concludes three points. They are:

1. In designing the materials, the writer adapted the instructional design models offered by Kemp and Yalden. The adaptation of Kemp's and Yalden's instructional design models was employed to answer the first problem. From the combination of Kemp's and Yalden's instructional design models, the writer applied eight steps. The eight steps were conducting needs survey; determining and stating goals, topics, and general purposes; stating the

learning objectives; listing the subject content that supports each objective; selecting and developing syllabus; selecting teaching learning activities and resources; designing the instructional materials; evaluating the instructional materials; and revising the instructional materials.

2. To answer the second problem, the writer presented the final version of the designed materials, which contained eight units. The selection of the topics was based on the results of Research and Information Collecting. The eight units of the designed materials are presented as follows:

Unit 1 : Greetings and Leave Takings

Unit 2 : Introduction

Unit 3 : Expressing Helps

Unit 4 : Thanking

Unit 5 : Apologizing

Unit 6 : Handling Complaints

Unit 7 : Asking and Giving Information

Unit 8 : Phone Conversation

In the designed materials, each unit consists of six components. Those are:

1. Starting Points
2. Practice
3. Language Focus
4. Language Exercise
5. Communicative Activity
6. Reflection

The final version of designed materials can be seen in appendix G.

3. From the results of Preliminary Field Testing, the writer distributed questionnaires to five respondents to acquire some comments, suggestions,

and feedback about the designed materials. The results of the questionnaires showed that the designed materials generally were good and acceptable. It can be seen from the data presentation of the evaluation questionnaires results where most of the mean are in point 4. Nevertheless, from the nine statements in the evaluation questionnaires distributed to the respondents, there was one statement that had score below 3.5. Therefore, the writer concluded that, in general, the respondents agreed to the statements stated in the evaluation questionnaires. Even though, there were some revisions that should be made to improve the designed materials.

B. Suggestions

In this section, the writer proposes some suggestions for the English teachers of Hotel Accommodation Department and future researchers. The suggestions are presented as follows:

1. For English Teachers of Hotel Accommodation Department

The writer proposes some suggestions for those who would like to apply these designed materials. They are as follows:

- a. It is very important for the English teachers to make a good preparation before teaching since the materials in this design originally can be considered complicated. It can be done by understanding every activity and the purpose in this design so that the teachers know what to do and what the students need to do. Without having a good preparation, the teachers will get confused with the activities and this will affect their teaching.

- b. It is suggested that the instructional materials in this study are employed to teach the first grade students of Hotel Accommodation Department in SMKN I Sewon.
- c. In implementing the instructional materials, it is important for the teachers to identify the characteristics of the students including their background knowledge and level. It is important for the English teachers to decide the most appropriate way to implement the designed materials.
- d. Even though the materials are intended to teach listening skill, it is suggested that the English teachers should not ignore other skills. The materials are designed for students to learn English integratively.
- e. Since the designed materials require some teaching media such as a set of computer and viewer, it is suggested that the English teachers are able to operate the teaching media.

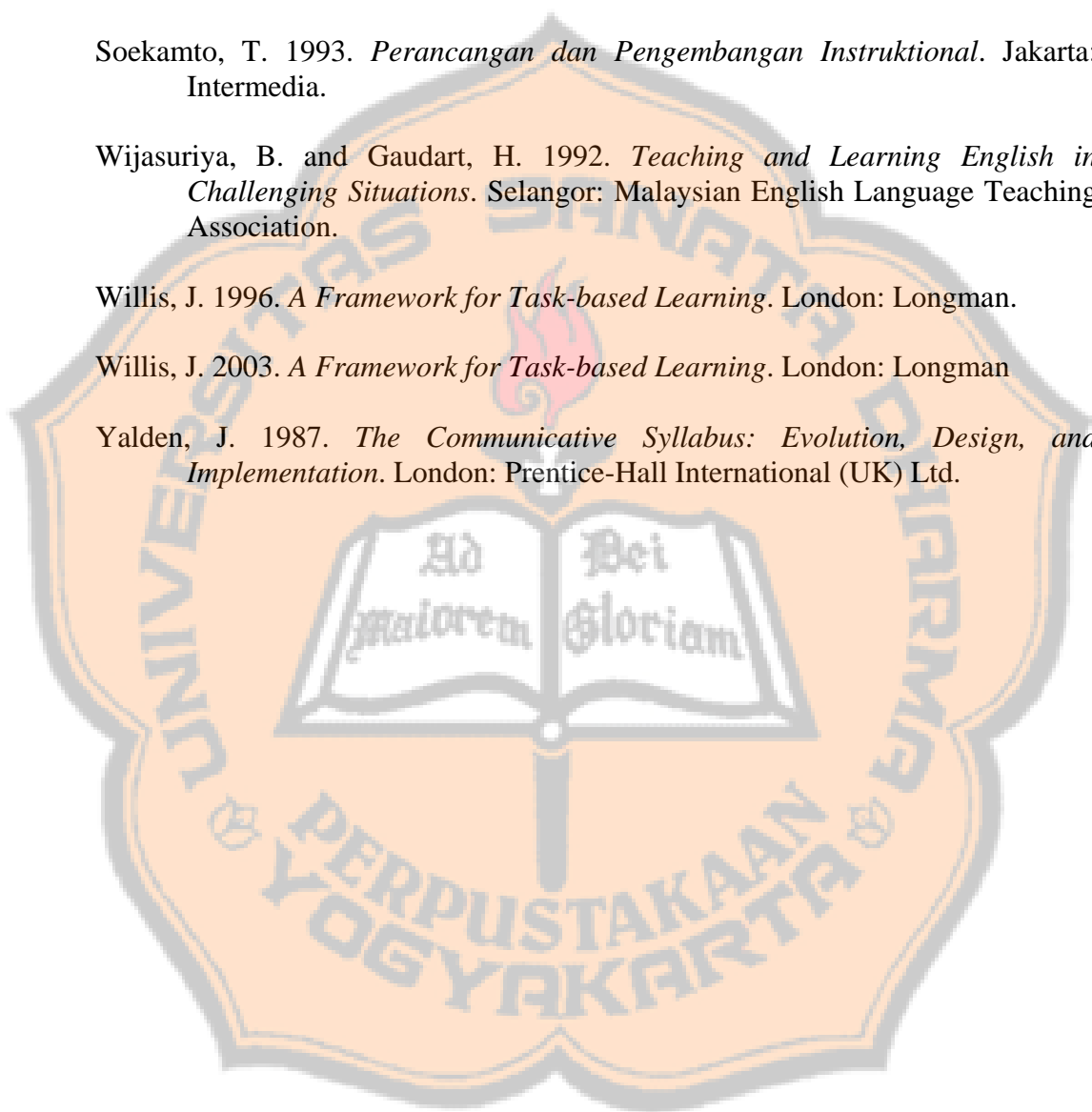
2. For Future Researchers

This study is intended to design a set of English listening instructional materials for the first grade students of Hotel Accommodation Department in SMK N I Sewon. The writer, in this study, does not implement the designed materials. Thus, it is expected that the future researchers will implement these materials and observe the results in order to identify the strengths and weaknesses of the materials so that the modifications can be made. This is considered necessary since the listening skill is still rarely taught by English teachers. It is also expected that the researchers can make some revisions and improvements so that the designed materials will be more applicable and appropriate for the first grade students of Hotel Accommodation Department in SMK N I Sewon.

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Appendix A



Letter of Permission



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jln. RW Monginsidi No. 1 Bantul 55711, Tlp. 367533, Fax (0274)367796

SURAT KETERANGAN / IJIN

Nomor : 070 / 895

Membaca Surat : USD Yogyakarta Nomor : 085/Pnt/kajur/JPBS/VIII/2006
 Tanggal : 28 Agustus 2006 Perihal : Ijin Penelitian

Mengingat : 1. Keputusan Menteri Dalam Negeri Nomor 9 tahun 1983 tentang Pedoman
 Pendataan Sumber dan Potensi Daerah;
 2. Keputusan Menteri Dalam Negeri Nomor 1 tahun 1983 tentang Pedoman
 Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan
 Departemen Dalam Negeri; dan
 3. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004
 tentang pemberian ijin penelitian di Propinsi Daerah Istimewa Yogyakarta.

Dijijinkan kepada :

N a m a : **I GEDE AGUS ARIUTAMA**, No. Mhs/NIM : 021214060
 Mhs : USD Yk.

Judul : DESIGNING A SET OF ENGLISH LISTENING INSTRUCTIONAL MATERIALS
 USING COOPERATIVE LEARNING AND TASK-BASED INTRUKTIONS FOR THE
 FIRST GRADE STUDENTS OF HOTEL ACCOMODATION IN SMK N I SEWON.

Lokasi : SMK Negei I Sewon.

Waktu : Tanggal : 30 Agustus 2006 s/d 30 Nopember 2006

Dengan ketentuan :

1. Terlebih dahulu menemui/melapor kepada pejabat pemerintah setempat (Dinas/Instansi/Camat/Lurah setempat) untuk mendapat petunjuk seperlunya;
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat.
3. Wajib memberikan laporan kepada Bupati (c/q Badan Perencanaan Pembangunan Daerah) Kabupaten Bantul.
4. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah;
5. Surat Ijin ini dapat diajukan lagi untuk mendapatkan perpanjangan bila diperlukan.
6. Surat ijin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut di atas.

Kemudian diharap para pejabat Pemerintah setempat dapat memberikan bantuan seperlunya.

Dikeluarkan di : B a n t u l .
 Pada tanggal : 30 Agustus 2006

Tembusan dikirim kepada Yth. :

1. Bapak Bupati Bantul.
2. Ka. Kantor Kesbanglinmas Kab.Bantul.
3. Ka Dinas P & K Kab. Bantul.
4. Ka SMK Negeri I Sewon.
5. Yangbersangkutan.
6. Pertinggal.





UNIVERSITAS SANATA DHARMA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Mrican, Tromol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352 Fax. 562383

Nomor : 085/Pnlt/Kajur/JPBS/VII/2006
Lamp. : -
Hal : *Permohonan Ijin Penelitian*

Kepada Yth. Kepala Sekolah SMK N I Sewon
Bapak Sudarman, S.I.P., M.Pd.

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami:

Nama : I Gede Agus Ariutama
No. Mahasiswa : 021214060
Program Studi : Pendidikan Bahasa Inggris (PBI)
Jurusan : Pendidikan Bahasa dan Seni (PBS)
Semester : IX (Sembilan)

Untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah,
dengan ketentuan sebagai berikut:

Lokasi : SMK N I Sewon
Waktu : September – Oktober 2006
Topik / Judul : *Designing A Set of English Listening Instructional Materials
Using Cooperative Learning and Task-based Instruction for the First
Grade Students of Hotel Accomodation in SMK N I Sewon*

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 28 Agustus 2006

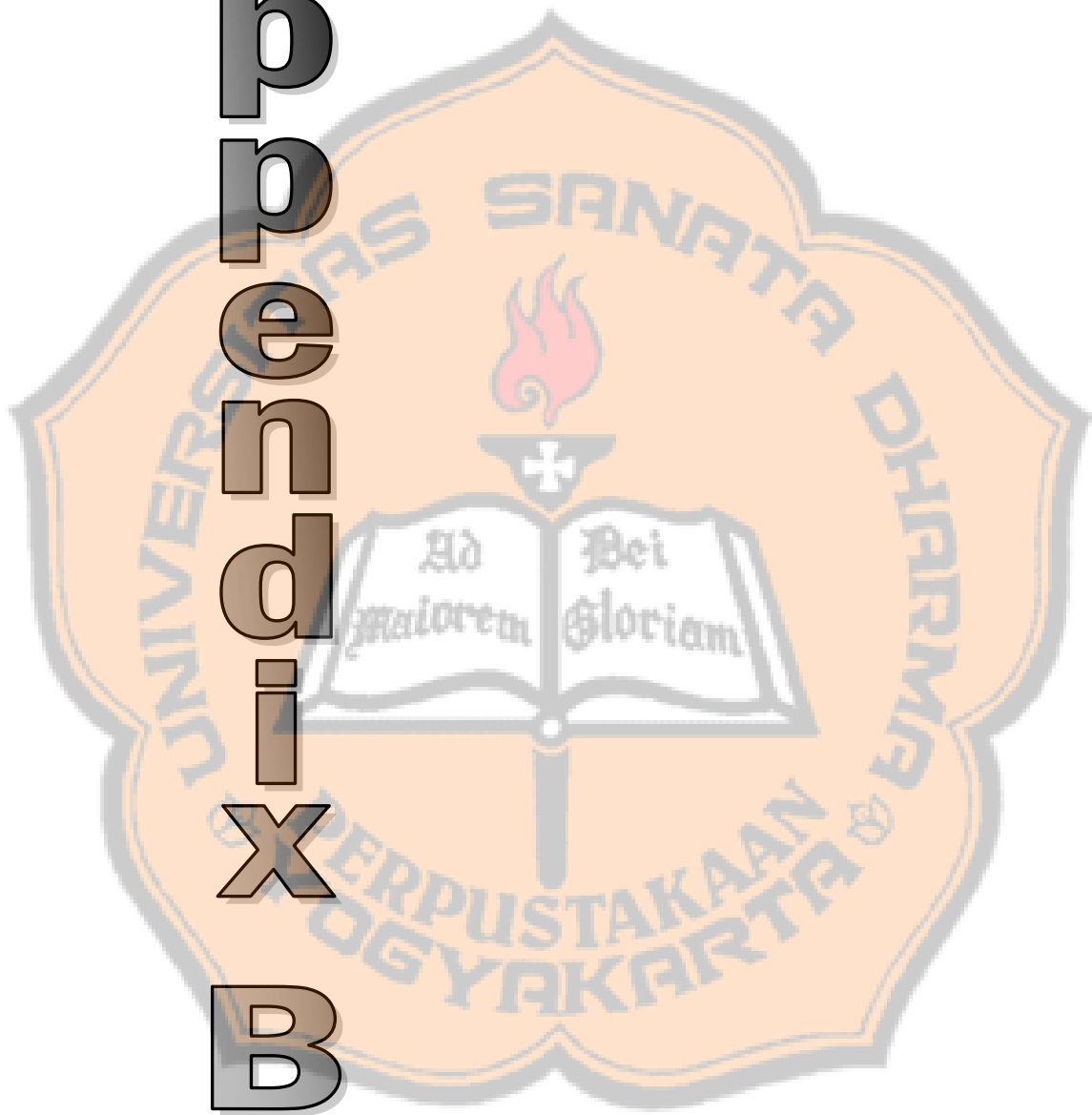
Dekan
a.b. Ketua Jurusan PBS

Ag. Hardi Prasetyo, S.Pd., M.A.

Tembusan Yth:

1.
2. Dekan FKIP

Appendix B



General Description

Proposal Penelitian

Studi ini berjudul “*Designing A Set of English Listening Instructional Materials Using Task-based Instruction for the First Grade Students of Hotel Accomodation Program of SMK N I Sewon*”. Penulis mendesain satu set materi untuk kegiatan belajar mengajar Bahasa Inggris yang disusun sedemikian rupa sebagai sumber yang menekankan pada penguasaan kemampuan *listening* (mendengarkan) dalam Bahasa Inggris. Materi ini berupa penjelasan konteks mendengarkan dan latihan-latihan yang disusun secara fleksibel, komunikatif, akurat, sesuai kebutuhan dan mudah dipahami; sehingga dapat digunakan sebagai media untuk meningkatkan kemampuan berbahasa Inggris siswa kelas satu jurusan Akomodasi Perhotelan SMK N I Sewon terutama di bidang *listening*. Penyusunan materi juga mempertimbangkan pengembangan kurikulum yang baru, yaitu KTSP (Kurikulum Tingkat Satuan Pelajaran) 2006 untuk mata pelajaran Bahasa Inggris.

A. LATAR BELAKANG

Penulisan materi ini dilatarbelakangi oleh empat hal. Pertama, tuntutan akan tenaga kerja yang berkualitas di bidang perhotelan di dalam penguasaan Bahasa Inggris yang notabene merupakan bahasa International. Latar belakang yang kedua adalah masih dianaktirikannya kemampuan Bahasa Inggris pada kemampuan *listening*. Padahal perlu diketahui bahwa orang tidak akan bisa berkomunikasi dengan baik apabila tidak bisa mengerti apa yang sedang dibicarakan oleh lawan bicaranya. Ketiga, dikarenakan tidak terlalu diperhatikan maka ketersediaan materi Bahasa Inggris untuk kemampuan *listening* sangat kurang. Keempat, mata pelajaran Bahasa Inggris untuk kemampuan *listening* diujikan di Ujian Nasional untuk SMK, sehingga kebutuhan akan materi Bahasa Inggris untuk kemampuan *listening* merupakan hal yang sangat penting. Penulisan materi ini merupakan sebuah tawaran sebagai materi tambahan pengajaran Bahasa Inggris untuk kemampuan *listening* untuk kelas satu program Akomodasi Perhotelan di SMK N I Sewon. Selanjutnya siswa diharapkan lebih berkesempatan mempelajari pelajaran Bahasa Inggris untuk kemampuan *listening* dengan variasi materi dan media pengajaran dan sekaligus dapat berlatih Bahasa Inggris dalam situasi yang sebenarnya (*real world situations*).

B. TUJUAN

Tujuan yang ingin dicapai dalam penyusunan *English Listening Material* ini adalah:

1. Memberikan alternatif bahan pengajaran keterampilan Bahasa Inggris bagi guru pengampu pelajaran Bahasa Inggris kelas 1 program Akomodasi Perhotelan dalam meningkatkan kompetensi *listening*.
2. Meningkatkan kemampuan belajar Bahasa Inggris siswa agar lebih terintegrasi, dalam hal ini khususnya aspek *listening*.
3. Memberi kesempatan siswa untuk berlatih mempraktekkan kemampuan *listening* karena materi ini memberikan keleluasaan bagi siswa untuk berlatih dan bekerja sama.
4. Sebagai syarat kelulusan bagi penulis dalam memperoleh gelar S1.

C. PENYUSUNAN MATERI

Materi pengajaran Bahasa Inggris ini disusun berdasarkan adaptasi dari situs-situs internet yang memproduksi materi-materi *listening*. Materi-materi tersebut disesuaikan dengan topik, konteks, level siswa dan kebutuhan. Pengisi suara pada materi-materi tersebut merupakan *native speakers* (penutur asli), sehingga siswa-siswa nanti terbiasa dengan logat dan cara bicara turis-turis mancanegara. Selain itu, penulis juga menggunakan sumber-sumber pendukung lain seperti buku pengajaran Bahasa Inggris kontekstual dengan level yang telah disesuaikan untuk SMK kelas 1 program Akomodasi Perhotelan, sehingga tujuan pengajaran yang diperlukan dapat tercapai. Selanjutnya, materi ini akan disusun menjadi 8 unit pengajaran.

D. PEMAHAMAN LISTENING

Listening adalah kegiatan komunikasi kita yang paling utama. Menurut Wijasuriya dan Gaudart (1992:63), orang dewasa menghabiskan hampir semua waktunya untuk mendengarkan ketika berkomunikasi, sedangkan siswa-siswa menghabiskan 57,5% waktunya di kelas untuk mendengarkan. Di bidang bisnis, mendengarkan sering diungkapkan sebagai kemampuan manajerial yang paling penting.

Listening adalah sebuah kemampuan yang diajarkan dan dipelajari secara intuitif. Sayangnya, *listening* adalah salah satu kemampuan berbahasa yang jarang diajarkan atau bahkan sering dilupakan dibandingkan dengan kemampuan berbahasa yang lain. Oleh karena itu, ketersediaan materi *listening* sangat kurang walaupun sudah terbukti bahwa *listening* sering digunakan dan sangat penting. Sekarang, *listening* sudah mulai

diperhatikan sebagai kemampuan berbahasa yang penting, dengan memasukkan kemampuan ini ke dalam UN (Ujian Nasional). Oleh karena itu, penulis berniat untuk mendesain satu set materi *listening* untuk siswa-siswa kelas satu program Akomodasi Perhotelan SMK N I Sewon.

E. KERANGKA KERJA TASK-BASED INSTRUCTION METHOD

Pengajaran Bahasa Inggris untuk *listening* pada desain ini menggunakan metode *task-based instruction*. *Task-based Instruction* bertujuan untuk mengajak siswa belajar dengan *task* yang dipahami sebagai kegiatan-kegiatan yang komunikatif dengan memfokuskan pengajaran pada arti daripada bentuk.

Kunci utama kerangka kerja penerapan metode *task-based instruction* dibagi menjadi tiga tahap:

Tahap 1: Pre-Task

Pada tahap ini guru menarik perhatian siswa sebagai kegiatan pengantar topik yang akan disampaikan.

a. Introduction to Topic and Task

Guru menjelaskan topik yang akan disampaikan serta aktivitas yang akan dikerjakan sebagai usaha awal untuk mencapai tujuan pembelajaran pada topik tersebut.

Tahap 2: Task Cycle

Tahap ini dibagi menjadi tiga bagian:

a. Task

Siswa melakukan kegiatan belajar, sedangkan guru memonitor serta mengajak siswa untuk terlibat aktif pada kegiatan belajar mengajar.

b. Planning

Siswa mempersiapkan laporan tentang aktivitas yang telah mereka (semua siswa) lakukan di kelas.

c. Report

Beberapa kelompok mempresentasikan laporannya serta membandingkannya dengan kelompok yang lain. Pada bagian ini guru memberikan masukan terutama pada isi laporan kelompok

Tahap 3: Language Focus

Tahap ini dibagi menjadi dua bagian:

a. Analysis

Siswa mendiskusikan hasil aktivitas dan kemudian menerapkannya pada percakapan dengan menggunakan kosakata lain.

b. Practice

Guru memimpin praktek latihan dengan menggunakan kosakata baru tersebut.

Meskipun demikian, penerapan metode-metode di atas tetap akan mempertimbangkan hasil dari *needs analysis* yang diperoleh dari kuesioner yang dibagikan pada siswa-siswa dan guru.

F. PEMAHAMAN ASPEK-ASPEK BAHASA LAIN

Sesuai dengan metode *task-based instruction* bahwa kombinasi *listening*, *speaking*, *reading* dan *writing* diajarkan bersama-sama seiring dengan pembelajaran siswa-siswa. Hal ini tidak hanya menggunakan salah satu kemampuan berbahasa untuk mendukung kemampuan berbahasa yang lain, melainkan instruksi untuk mengkombinasikan kemampuan berbahasa sebagai alat untuk mencapai tujuan pembelajaran. Oleh karena itu, pengajaran Bahasa Inggris akan lebih baik apabila diajarkan secara terintegrasi. Meskipun dalam desain materi ini aspek *listening* lebih dititikberatkan, ketiga aspek bahasa yang lain (*speaking*, *reading* dan *writing*) tetap diikutsertakan sebagai pendukung keberhasilan siswa dalam meningkatkan kemampuan *listening*.

G. TEKNIS PENGUMPULAN DATA

Untuk memperoleh hasil penyusunan materi yang maksimal dan akurat maka penulis bermaksud melakukan *survey study* kepada siswa dan guru yang dibagi menjadi dua tahap. *Survey study* dilakukan dengan menyebarkan kuesioner dan melakukan interview. *Survey study* tahap pertama dilakukan kepada siswa-siswa kelas satu Akomodasi Perhotelan SMK N I Sewon untuk mengetahui kebutuhan siswa akan materi pengajaran Bahasa Inggris. Hasil dari *survey* tahap pertama ini akan digunakan sebagai dasar dan pertimbangan di dalam penyusunan materi.

Survey tahap kedua dilakukan kepada guru pengampu pelajaran Bahasa Inggris program Akomodasi Perhotelan yang bertujuan untuk mengevaluasi dan memberi saran tentang materi yang telah disusun oleh penulis. Hasil *survey* ini digunakan sebagai masukan untuk merevisi materi dan selanjutnya digunakan sebagai dasar penyusunan *final materials*.

Adapun tujuan diadakannya *survey study* adalah:

1. Mengetahui permasalahan dan hambatan yang sering dihadapi oleh para siswa kelas I jurusan Akomodasi Perhotelan di dalam mempelajari Bahasa Inggris, khususnya *listening*.
2. Mengetahui kebutuhan serta minat siswa di dalam mempelajari Bahasa Inggris, khususnya *listening*.
3. Mengetahui permasalahan dan hambatan yang sering dihadapi guru di dalam mengajar Bahasa Inggris, khususnya *listening*.
4. Mengevaluasi materi pengajaran Bahasa Inggris yang telah disusun oleh penulis.
5. Mengetahui kekurangan dan kelemahan materi pengajaran Bahasa Inggris tentang *listening* yang telah disusun oleh penulis.
6. Mendapatkan masukan dan saran dari para guru Bahasa Inggris tentang materi pengajaran Bahasa Inggris yang telah disusun oleh penulis.

H. WAKTU DAN TEMPAT PELAKSANAAN SURVEY

Survey study untuk mengetahui kebutuhan serta minat siswa dalam belajar Bahasa Inggris dan *survey* untuk mendapatkan evaluasi dari bapak/ibu guru atas materi yang telah disusun akan dilaksanakan pada:

Waktu : September s.d. November 2006

Lokasi : SMK N I Sewon Bantul (kelas 1 Akomodasi Perhotelan)

I. PENUTUP

Demikian proposal ini kami buat sebagai permohonan ijin untuk melakukan *survey study*. Besar harapan kami kegiatan penyusunan materi pengajaran Bahasa Inggris ini dapat disetujui sehingga dapat memberikan keuntungan pada kedua belah pihak.

Yogyakarta, 28 Agustus 2006

Dengan Hormat

Mengetahui dan menyetujui

C Tutyandari, S.Pd.,M.Pd.

Dosen Pembimbing 1

I Gede Agus Ariutama

Peneliti

A p p e n d i x C



Questionnaire of Research and Information Collecting for Teachers and Students

KUESIONER

(untuk para guru bahasa Inggris SMK N I Sewon)

I. Pendahuluan

Bahasa Inggris merupakan alat komunikasi Internasional yang sangat penting di era globalisasi. Perdagangan bebas pun sudah mulai diterapkan. Penerapan perdagangan bebas tersebut sangat besar efeknya bagi bangsa Indonesia. Oleh karena itu, keahlian Sumber Daya Manusia (SDM) Indonesia terutama yang berhubungan langsung dengan pihak - pihak yang berasal dari luar negeri perlu ditingkatkan sehingga mampu bersaing dengan SDM asing. Perhotelan adalah salah satu sektor yang berhubungan langsung dengan pihak – pihak dari luar negeri. Akan tetapi, banyak sekali hambatan – hambatan yang dihadapi tenaga pendidik untuk menyediakan tenaga – tenaga perhotelan yang berkualitas (dalam hal ini jurusan Akomodasi Perhotelan di SMK). Salah satu hambatan tersebut adalah meningkatkan kemampuan berbahasa Inggris bagi tenaga – tenaga perhotelan, terutama pada kemampuan mendengarkan (*listening*). Tidak dapat dipungkiri bahwa kemampuan *listening* merupakan hal yang sangat penting di dalam berkomunikasi. Kita tidak akan bisa berkomunikasi dengan lancar dengan orang asing jika kita tidak mempunyai kemampuan mendengarkan yang baik. Akan tetapi pada praktiknya pembelajaran *listening* sangat kurang. Banyak orang mengira bahwa kemampuan berbicara (*speaking*) jauh lebih penting dibandingkan dengan kemampuan *listening*. Permasalahan bertambah ketika siswa akan mendapatkan materi *listening* sebagai bagian dari tes semester dan Ujian Akhir Nasional (UAN).

Bersamaan dengan ini saya, I Gede Agus Ariutama, bermaksud untuk menyusun materi *listening* bahasa Inggris untuk kelas X (sepuluh) Sekolah Menengah Kejuruan jurusan Akomodasi Perhotelan dan ingin meminta pendapat Bapak / Ibu Guru untuk memberikan keterangan tentang kegiatan belajar mengajar yang berhubungan dengan *listening*.

Saya meminta kesediaan Bapak/Ibu Guru untuk menjawab pertanyaan – pertanyaan yang saya ajukan sebagai analisis kebutuhan (*Needs Analysis*) sebelum menyusun materi *listening*. Kiranya data dari Bapak / Ibu Guru dapat bermanfaat bagi pengembangan materi *listening* dan juga semoga materi ini dapat bermanfaat bagi siswa-siswi SMK N I Sewon Bantul.

Atas kesediaan dan keterangan Anda, saya mengucapkan terima kasih. .

II. Data Diri

- 1. Jenis Kelamin :
- 2. Pendidikan terakhir :
- 3. Lama mengajar :
- 4. Umur :

III. Pernyataan

Berilah tanda (√) untuk tiap pernyataan yang anda anggap sesuai. Tiap nomer di bawah ini menyatakan urutan tingkat kesetujuan anda.

- 1 : sangat tidak setuju**
- 2 : tidak setuju**
- 3 : ragu – ragu**
- 4 : setuju**
- 5 : sangat setuju**

No.	Pernyataan	1	2	3	4	5
1	Saya tidak mengalami kesulitan dalam menyampaikan materi <i>listening</i> .					
2	Saya mempunyai banyak referensi materi untuk mengajar <i>listening</i> .					
3	Saya mempunyai banyak media pengajaran (cd, kaset, video, buku, dll.) yang mendukung proses belajar mengajar <i>listening</i> .					
4	Saya mempunyai strategi tersendiri dalam menyampaikan materi <i>listening</i> .					
5	Saya mengajar bahasa Inggris dengan mengintegrasikan beberapa kemampuan (skill) dalam satu aktifitas, misalnya mengajar <i>speaking</i> , <i>listening</i> , dan <i>writing</i> pada satu aktivitas.					
6	Saya sering menggunakan laboratorium bahasa untuk mengajar <i>listening</i> .					
7	Siswa aktif dalam mengikuti pelajaran bahasa Inggris yang ditekankan pada <i>listening</i> .					
8	Siswa mengalami kesulitan dalam menerima dan memahami materi <i>listening</i> .					
9	Siswa merasa tertekan/takut ketika mendapat materi <i>listening</i> .					
10	Siswa mempunyai minat dan antusiasme yang besar dalam mengikuti pelajaran bahasa Inggris yang ditekankan pada <i>listening</i> .					

Berilah tanda silang (x) pada jawaban yang telah tersedia bila Anda setuju dengan jawaban tersebut. Anda boleh menjawab lebih dari satu pada setiap nomer.

1. Suasana sekolah cukup kondusif untuk proses belajar mengajar *listening*.
 - a. Ya Alasan.....
 - b. Tidak Alasan.....

2. Fasilitas di sekolah yang menunjang terselenggaranya kegiatan *listening* berupa:
 - a. lab. Bahasa
 - b. tape recorder
 - c. komputer
 - d. kaset *listening*
 - e. lainnya.....

3. Berapa kali anda mengajar *listening* di kelas?
 - a. Seminggu dua kali
 - b. Seminggu satu kali
 - c. Dua minggu sekali
 - d. Sebulan sekali
 - e. Dua bulan sekali
 - f.

4. Menurut Anda, bagaimanakah kemampuan bahasa Inggris peserta didik Anda dalam mempelajari materi *listening*?
 - a. Kurang
 - b. Cukup
 - c. Baik
 - d. Sangat baik

5. Materi *listening* yang anda ajarkan berdasarkan:
 - a. kurikulum yang digunakan di sekolah.
 - b. buku referensi yang anda anggap sesuai untuk peserta didik Anda.
 - c. Minat belajar peserta didik Anda.
 - d. Daya tangkap peserta didik Anda.
 - e. Lainnya.....

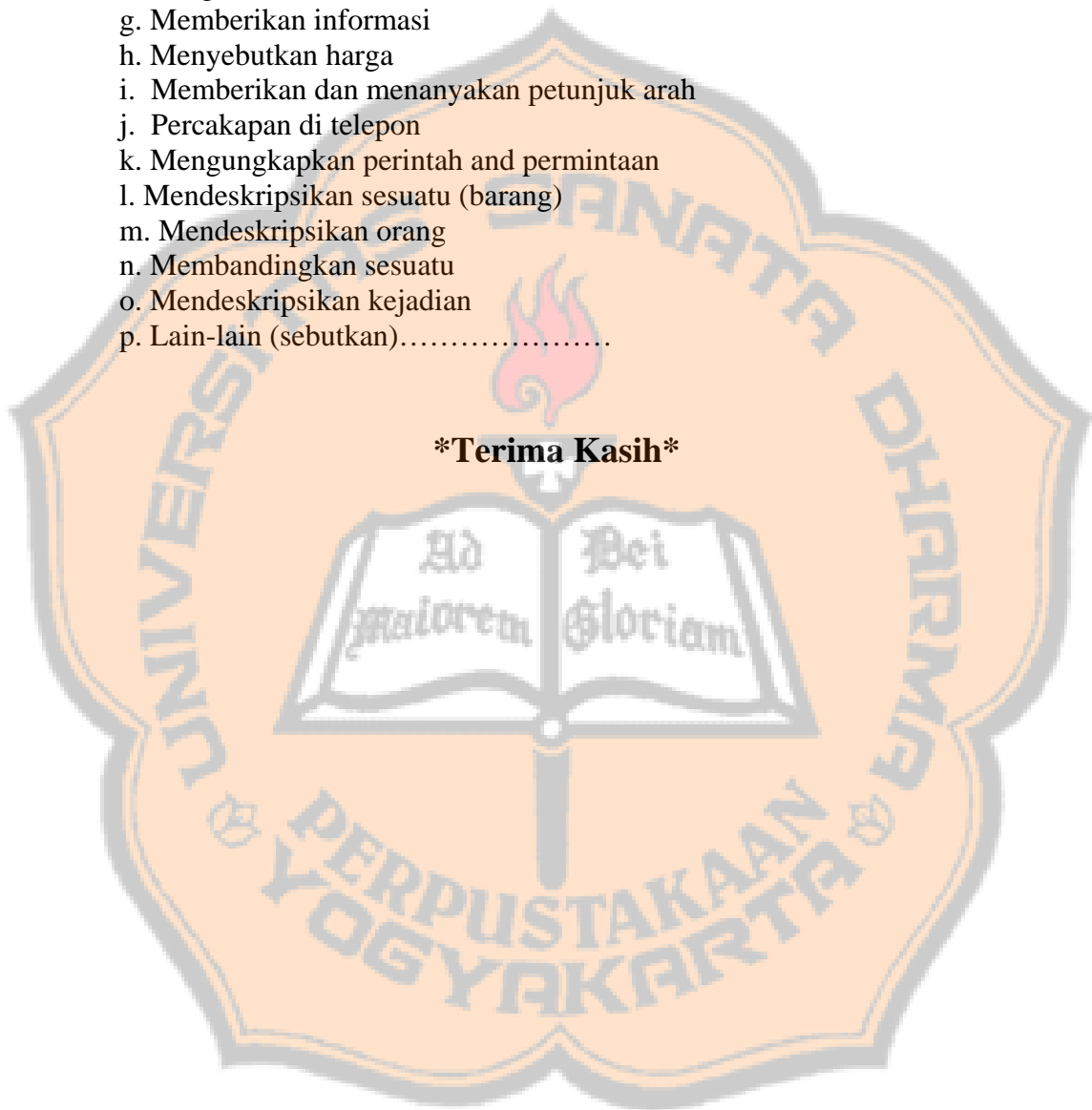
6. Referensi apa saja yang Anda pakai dalam menyampaikan materi *listening*?
 - a. Film
 - b. Rekaman berita
 - c. Lagu
 - d. Buku pegangan *listening*.
 - e. Download dari Internet
 - f. Lain-lain:.....

7. Media apa yang Anda pakai untuk *listening*?
 - a. MP3
 - b. Kaset
 - c. Video
 - d. CD
 - e. VCD
 - f. Lain-lain (sebutkan).....

8. Metode apa saja yang Anda gunakan dalam pembelajaran *listening* dikelas Anda?
 - a. Menerangkan pelajaran di depan kelas
 - b. Latihan soal
 - c. Diskusi
 - d. Permainan (bernyanyi, bermain peran, dll.)
 - e. Lainnya.....

9. Menurut Anda, dari topik-topik yang ada di bawah ini, topik mana yang diperlukan untuk dipelajari dalam kelas *Listening* yang sesuai dengan kelas 1 jurusan Akomodasi Perhotelan?. (pilih 8 topik).
- Menyapa dan mengucapkan salam perpisahan
 - Memperkenalkan diri dan orang lain
 - Menawarkan bantuan
 - Meminta maaf
 - Mengucapkan terima kasih
 - Mengatasi keluhan tamu
 - Memberikan informasi
 - Menyebutkan harga
 - Memberikan dan menanyakan petunjuk arah
 - Percakapan di telepon
 - Mengungkapkan perintah and permintaan
 - Mendeskrripsikan sesuatu (barang)
 - Mendeskrripsikan orang
 - Membandingkan sesuatu
 - Mendeskrripsikan kejadian
 - Lain-lain (sebutkan).....

Terima Kasih



KUESIONER

(untuk para siswa kelas X jurusan Akomodasi Perhotelan SMK N I Sewon)

I. Pendahuluan

Bahasa Inggris merupakan alat komunikasi Internasional yang sangat penting di era globalisasi. Perdagangan bebas pun sudah mulai diterapkan. Penerapan perdagangan bebas tersebut sangat besar efeknya bagi bangsa Indonesia. Oleh karena itu, keahlian Sumber Daya Manusia (SDM) Indonesia, terutama yang berhubungan langsung dengan pihak - pihak yang berasal dari luar negeri perlu ditingkatkan sehingga mampu bersaing dengan SDM asing. Perhotelan adalah salah satu sektor yang berhubungan langsung dengan pihak – pihak dari luar negeri. Akan tetapi, banyak sekali hambatan – hambatan yang dihadapi tenaga pendidik untuk menyediakan tenaga – tenaga perhotelan yang berkualitas (jurusan Akomodasi Perhotelan di SMK). Salah satunya adalah meningkatkan kemampuan berbahasa Inggris bagi tenaga – tenaga perhotelan, terutama pada kemampuan mendengarkan (*listening*). Tidak dapat dipungkiri bahwa kemampuan *listening* merupakan hal yang sangat penting di dalam berkomunikasi. Kita tidak akan bisa berkomunikasi dengan lancar dengan orang asing jika kita tidak mempunyai kemampuan mendengarkan yang baik. Akan tetapi pada praktiknya pembelajaran *listening* sangat kurang diperhatikan. Banyak orang mengira bahwa kemampuan berbicara (*speaking*) jauh lebih penting dibandingkan dengan kemampuan *listening*. Permasalahan bertambah ketika siswa akan mendapatkan materi *listening* sebagai bagian dari tes semester dan Ujian Akhir Nasional (UAN).

Bersamaan dengan ini saya, I Gede Agus Ariutama, bermaksud untuk menyusun materi *listening* bahasa Inggris untuk kelas X (sepuluh) Sekolah Menengah Kejuruan jurusan Akomodasi Perhotelan dan ingin meminta pendapat Anda untuk memberikan keterangan tentang kegiatan belajar mengajar yang berhubungan dengan *listening*.

Saya meminta kesediaan Anda untuk menjawab pertanyaan – pertanyaan yang saya ajukan sebagai Analisis Kebutuhan (*Needs Analysis*) sebelum menyusun materi. Kiranya data dari Anda dapat bermanfaat bagi pengembangan materi *listening* dan juga semoga materi ini dapat bermanfaat bagi siswa-siswi SMK N I Sewon Bantul.

Atas kesediaan dan keterangan Anda, saya mengucapkan terima kasih .

II. Data Responden

1. Jenis Kelamin :
2. Umur :

III. Pertanyaan

Berilah tanda silang (x) untuk jawaban yang sesuai dengan pendapat Anda. Jawaban boleh lebih dari satu kecuali untuk nomer satu (1), dua (2), tiga (3), dan lima (5). Jika pendapat Anda tidak terdapat pada pilihan jawaban, silahkan mengisi pada tempat yang telah disediakan.

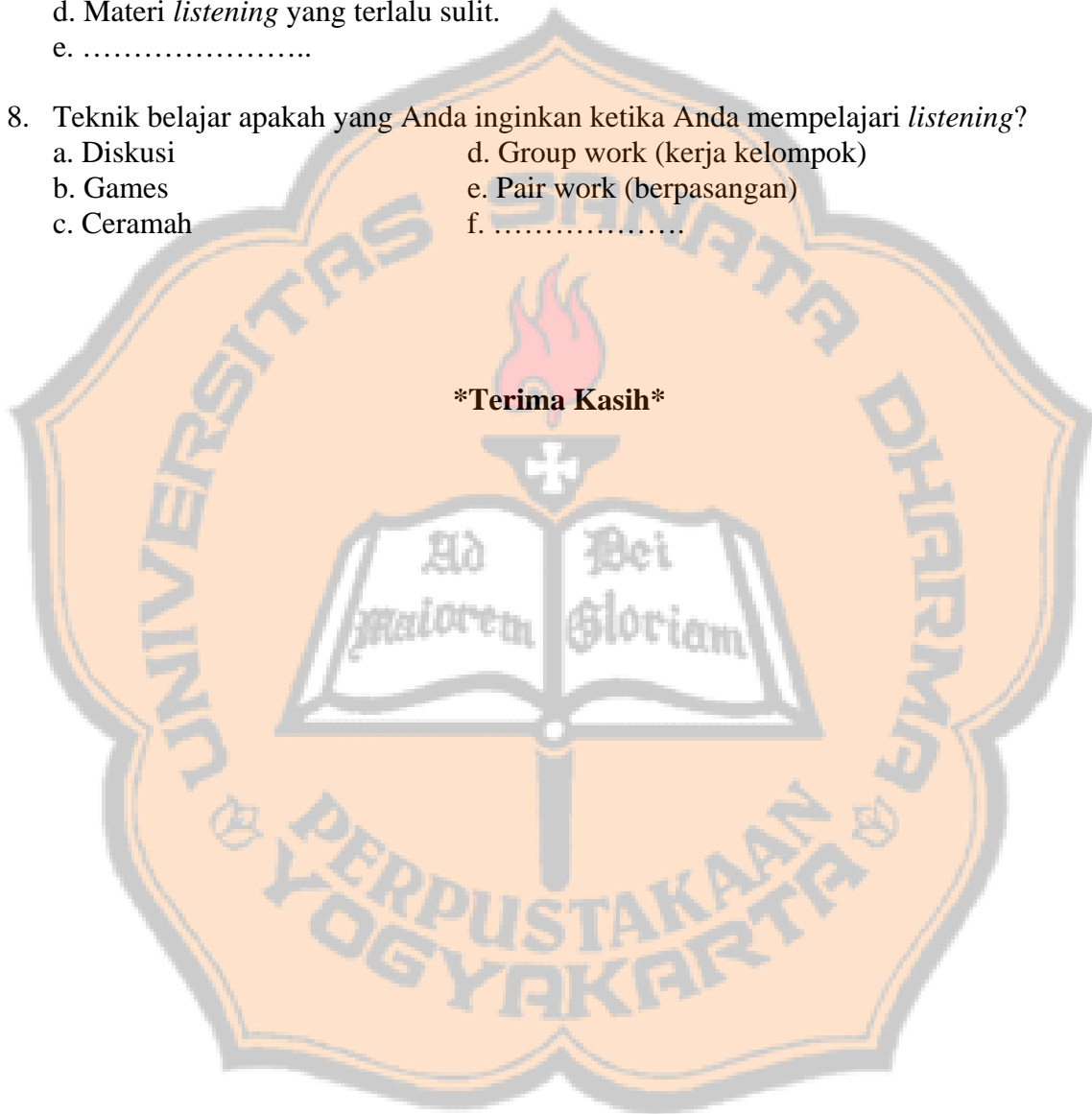
1. Berada di level manakah kemampuan Bahasa Inggris Anda untuk *listening*?
 - a. Dasar
 - b. Medium
 - c. Maju
 - d.
2. Apa pendapat Anda tentang pelajaran Bahasa Inggris untuk *listening*?
 - a. Sulit
 - b. Sedang
 - c. Mudah
 - d.
3. Apakah *listening* penting untuk pegawai hotel?
 - a. Ya.
 - b. Tidak.
4. Mengapa Anda belajar bahasa Inggris khususnya *listening*?
 - a. Agar dapat berkomunikasi dengan tamu asing ketika saya bekerja sebagai pegawai hotel.
 - b. Agar dapat lulus dari tes *listening* bahasa Inggris (TOEIC).
 - c. Agar dapat nilai bagus pada mata pelajaran bahasa Inggris.
5. Faktor apa saja yang membuat pelajaran *listening* itu sulit!

<ol style="list-style-type: none"> a. Kosakata saya terbatas b. Tidak memperhatikan c. Materi disampaikan terlalu cepat d. Penuturannya terlalu cepat e. Merasa gugup dan khawatir tidak bisa mengikuti f. Jarang diajarkan oleh guru g. Suara kurang jelas 	<ol style="list-style-type: none"> h. Kurang banyak latihan i. Materi terlalu panjang j. Mudah lupa k. Tidak bisa konsentrasi l. Pelajaran tidak menarik m.....
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6. Apakah Anda sering merasa bosan ketika Anda mendapatkan pelajaran *listening*?
 - a. Ya
 - b. Tidak
 - c.

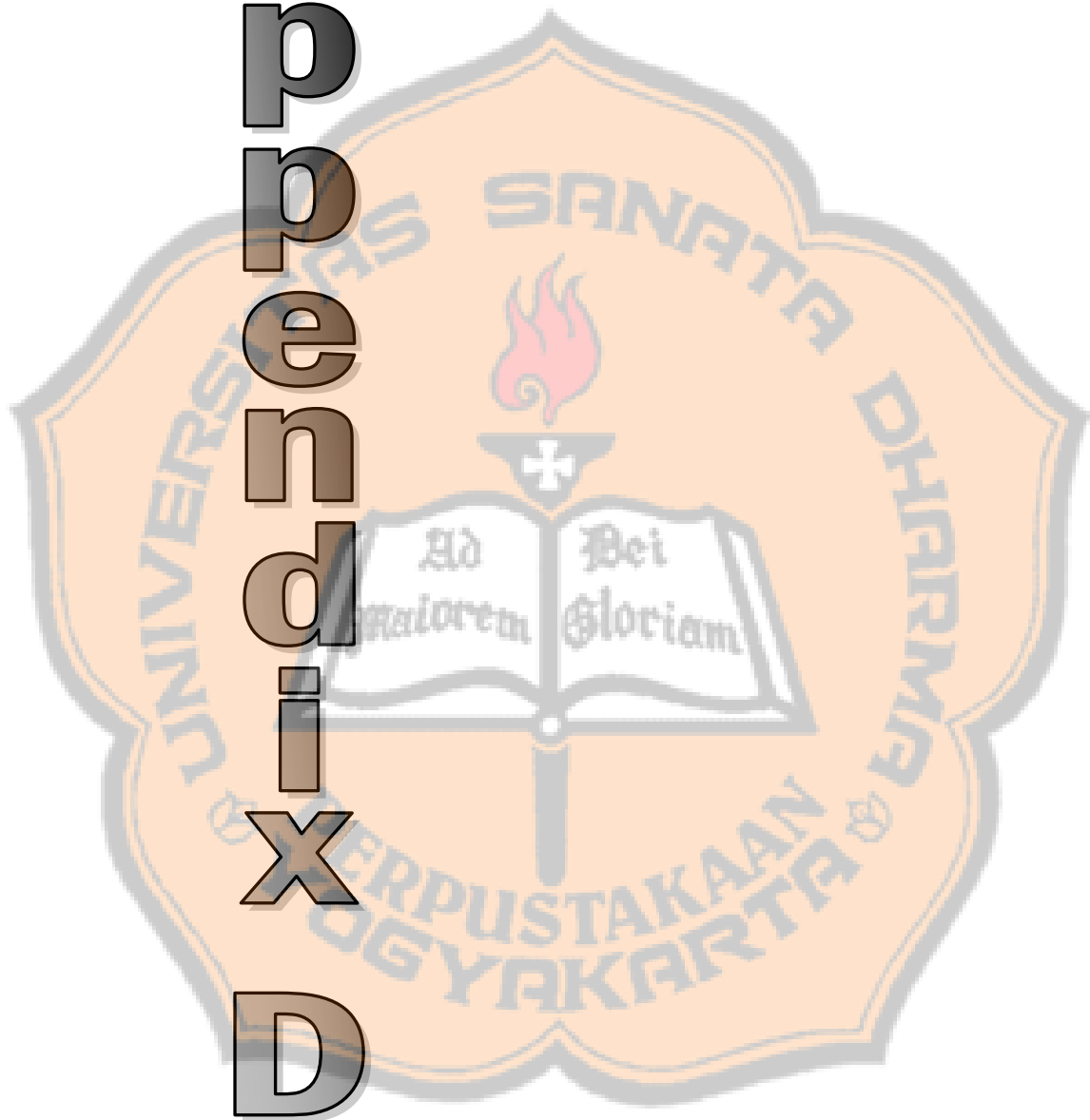
(jika Anda menjawab a, silahkan lanjut ke nomer 7, jika tidak silahkan lanjut ke nomer 8)

7. Faktor apa sajakah yang membuat Anda merasa bosan setiap mengikuti pelajaran *listening*?
- Situasi dan kondisi kelas yang kurang kondusif.
 - Topik yang kurang menarik
 - Cara guru mengajar yang monoton
 - Materi *listening* yang terlalu sulit.
 -
8. Teknik belajar apakah yang Anda inginkan ketika Anda mempelajari *listening*?
- Diskusi
 - Games
 - Ceramah
 - Group work (kerja kelompok)
 - Pair work (berpasangan)
 -

Terima Kasih



Appendix D



Questionnaire for Feedback Gathering

DESIGNED MATERIALS EVALUATION QUESTIONNAIRE

Teaching English Listening Skill to the First Grade Students of Hotel Accommodation Program in SMK N I Sewon using Task-based Instruction

The questionnaire is intended to obtain evaluation and feedback from the respondents on the designed materials. The evaluation and feedback will be used to improve the materials.

- Name : _____
 Sex : _____
 Age (optional) : _____
 Educational background : D3 S1 S2 S3
 Teaching experience : _____ years

You are expected to choose your preferences by giving a check (✓) in the boxes based on the classifications below. Please give your opinions based on the classifications as follows:

- 1 : If you strongly disagree with the statement
 2 : If you disagree with the statement
 3 : If you are doubtful / uncertain
 4 : If you agree with the statement
 5 : If you strongly agree with the statement

No.	Statements	Degree of Agreement				
		1	2	3	4	5
1.	The Basic Competencies are well formulated					
2.	The Indicators are well formulated					
3.	The materials on each unit are relevant to the topic					
4.	The materials are appropriate for the first grade students of Hotel Accommodation					

	Program.					
5.	The materials enable the learners to improve their communication skills especially listening.					
6.	The topics are well arranged (from the easiest to the most difficult)					
7.	The materials are suitable with the objectives.					
8.	The tasks in each unit are sufficient for one meeting (2 x 45 minutes)					
9.	The tasks in each unit can facilitate the learners to comprehend the topic being discussed.					

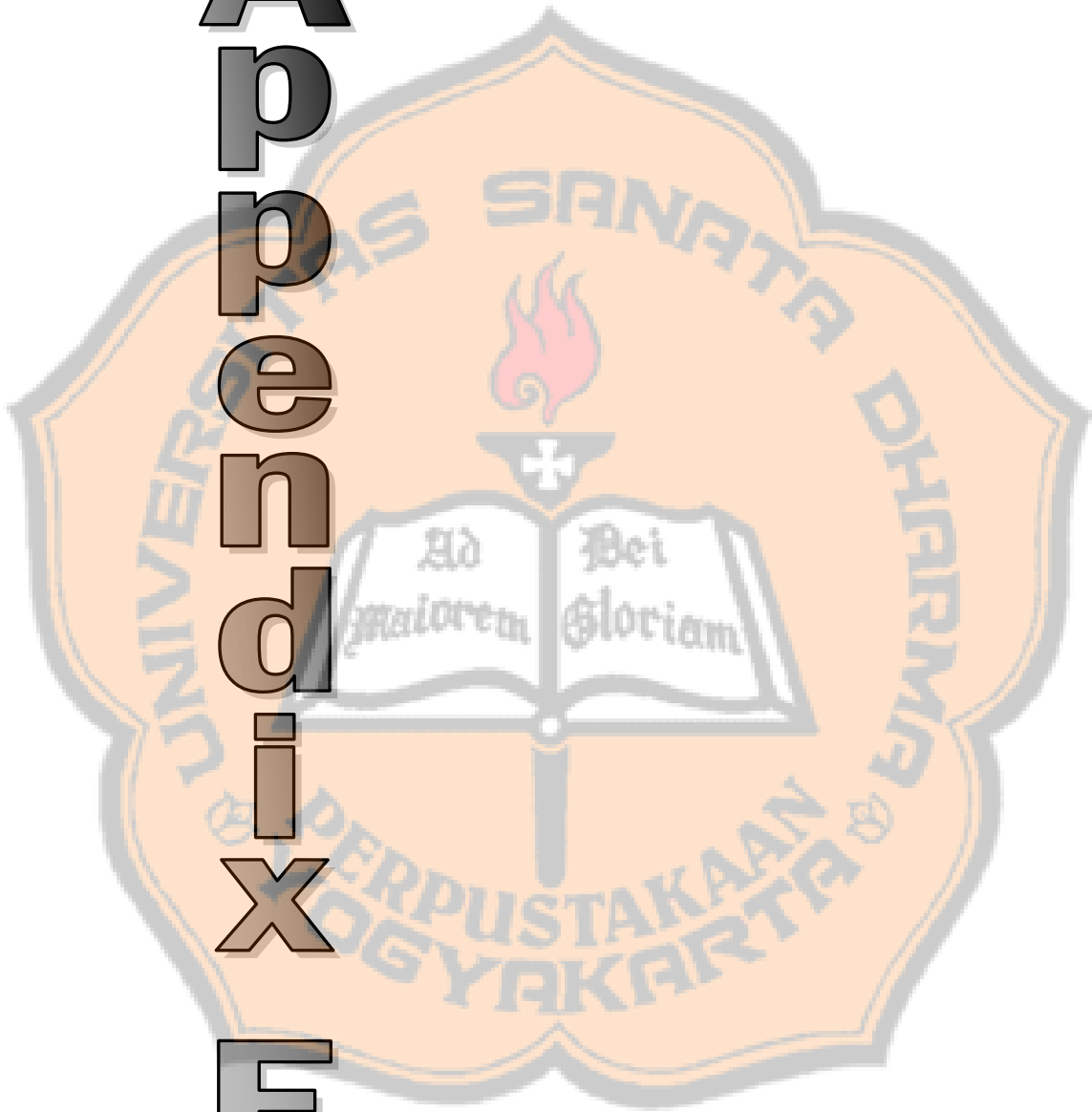
What are the weaknesses of the designed materials?

What are your suggestions to improve the designed materials?

What are your comment and opinion about the designed materials?

*****THANK YOU*****

Appendix E



Syllabus

Syllabus

**ENGLISH LISTENING PROGRAM FOR THE FIRST GRADE
STUDENTS OF HOTEL ACCOMMODATION DEPARTMENT
IN SMK N I SEWON**

I. Program Objectives

At the end of the program, the students are able to:

1. Communicate in English fluently in the context of conversation between hotel workers and hotel guests.
2. Express their ideas, thought and feelings using simple English conversation in the context of hotel appropriately.

II. Program Description

This program is designed to teach English skills especially listening for the first grade students of Hotel Accommodation Program in SMK N I Sewon. This program is aimed to help students to improve their English listening skill without ignoring other language skills (speaking, reading, and writing). Furthermore, this program prepares students to be able to communicate with foreign guests who come to the hotel fluently and accurately. The topics and the contents of the listening materials are presented as follows:

UNIT	TOPIC
1	Greetings and Leave Takings
2	Introduction
3	Expressing Help
4	Thanking
5	Apologizing
6	Handling Complaints
7	Giving and Asking Information
8	Phone Conversation

Each unit in the materials contains six segments, that is,

- 1) *Starting Point*
- 2) *Practice*
- 3) *Language Focus*
- 4) *Language Exercise*
- 5) *Communicative Activity*
- 6) *Reflection*

III. Program

The name of the program is “*Designing A Set of English Listening Instructional Materials Using Task-Based Instruction for the First Grade Students of Hotel Accommodation Program in SMK N I Sewon.*”

IV. Contact Hours

There are eight meetings in this program. Each meeting consists of 3x45 minutes (135 minutes).

V. Sources

Adamson, D. 1992. *Be Our Guest: Basic English for Hotel Staff*. Hertfordshire: Prentice Hall International Ltd.

Binham, P. 1984. *How to Say It*. Yogyakarta: Kanisius.

Hadfield, J. 1996. *Elementary Communication Games*. Edinburgh: Addison Wesley Longman Ltd.

Visutskie, L. 2002. *English for Special Purpose: Hotel Staff*. Jakarta: Kesaint Blanc.

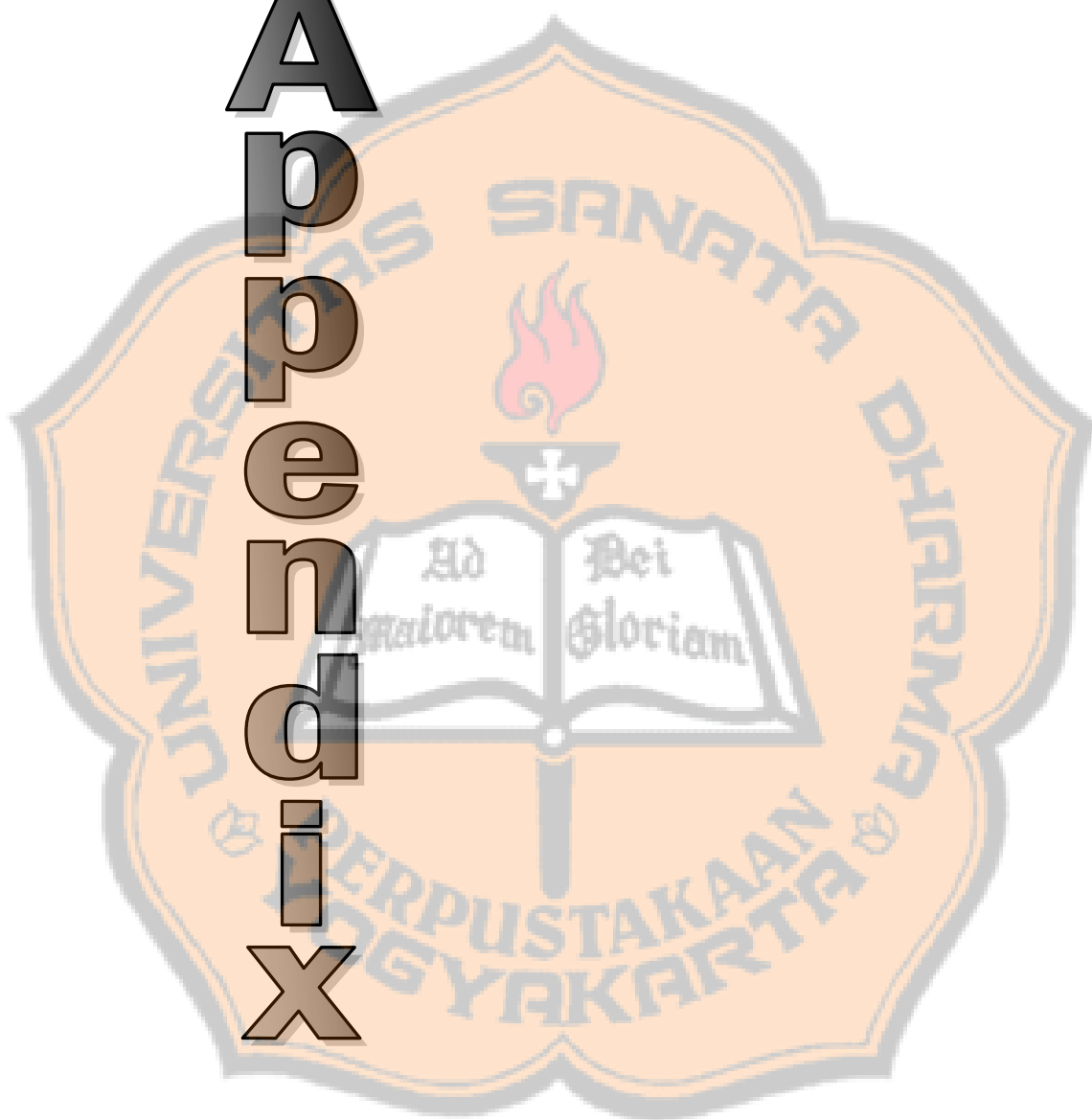
Movie List

- Maid in Manhattan
- Pretty Woman
- The Graduate

A p p e n d i x

F

Lesson Plan



LESSON PLAN UNIT 1
ENGLISH FOR THE FIRST GRADE STUDENTS OF HOTEL ACCOMODATION STUDENTS IN SMK N I
SEWON

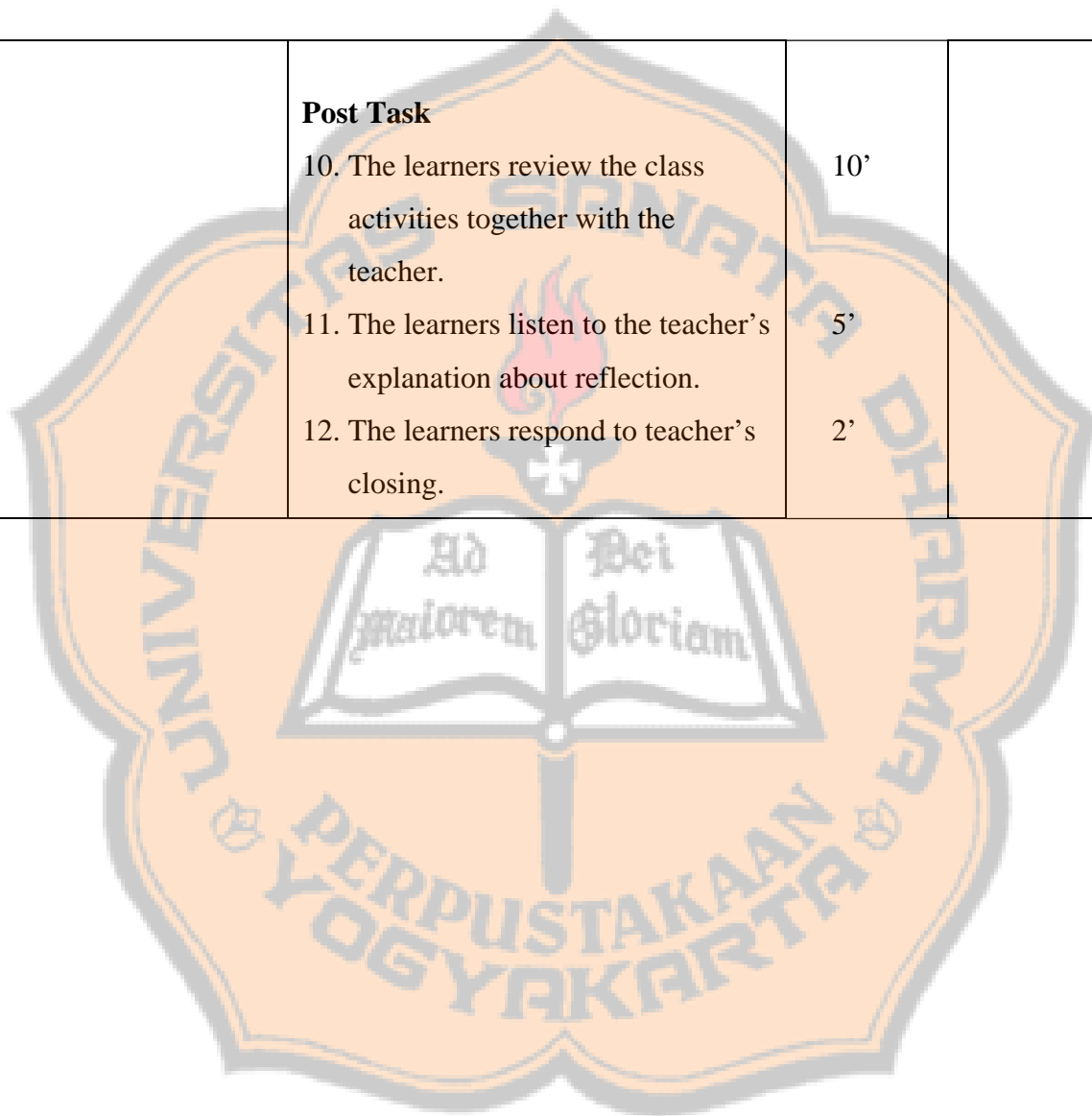
Subject : Listening
 Level : Beginner
 Unit : 1
 Topic : Greetings and Leave Takings
 Time allocation : 3 x 45 minutes (135 minutes)

Competence Standard: The students are able to carry out communication using the target language fluently and accurately in the context of conversations between hotel employees and hotel guests or other hotel employees in the hotel areas.

Basic Competencies	Indicators	Learning Activities	Time Allocation	Materials	Teaching Aids
At the end of the lesson, the students are able to: 1. Comprehend the expressions about greetings and leave takings.	At the end of the lesson, the students are able to: 1.1 Mention greetings and leave takings expressions in a dialog correctly. 1.2 Pronounce the	Pre-Task 1. The learners greet the teacher. 2. The learners watch a movie clip about greetings and leave takings. 3. The learners answer the questions related to the movie clip to introduce the topic, then discuss	3' 10' 15'	Greetings and Leave Takings 1. Starting Point • Movie clip 2. Practice 3. Language Focus • Expressions of	1. A set of computer 2. White board 3. Board markers 4. Viewer 5. Handout

<p>2. Master the way to greet people and close conversation formally and informally.</p>	<p>expressions of greetings and leave takings correctly.</p> <p>2.1 Greet people using correct expressions formally and informally.</p> <p>2.2 Respond to the greetings and leave takings appropriately.</p>	<p>the answers with the teacher</p> <p>Main Task</p> <p>4. The learners listen to a conversation about greetings then answer the questions.</p> <p>5. The learners practice the expressions of greetings and leave takings</p> <p>6. The learners with their partners do the dialog 1 in the language exercise.</p> <p>7. The learners watch the movie clip, then do the exercise.</p> <p>8. The learners make a group of two or three, then make dialogs based on the situations provided.</p> <p>9. The learners perform the role play in front of the class.</p>	<p>20'</p> <p>5'</p> <p>10'</p> <p>20'</p> <p>15'</p> <p>20'</p>	<p>greetings and leave takings</p> <ul style="list-style-type: none"> • Expressions to respond to greetings and leave takings <p>4. Language Exercise</p> <ul style="list-style-type: none"> • Information gap activity • Movie clip <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Role play <p>6. Reflection</p>	
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		<p>Post Task</p> <p>10. The learners review the class activities together with the teacher.</p> <p>11. The learners listen to the teacher's explanation about reflection.</p> <p>12. The learners respond to teacher's closing.</p>	<p>10'</p> <p>5'</p> <p>2'</p>		
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LESSON PLAN UNIT 2
ENGLISH FOR THE FIRST GRADE STUDENTS OF HOTEL ACCOMODATION STUDENTS IN SMK N I
SEWON

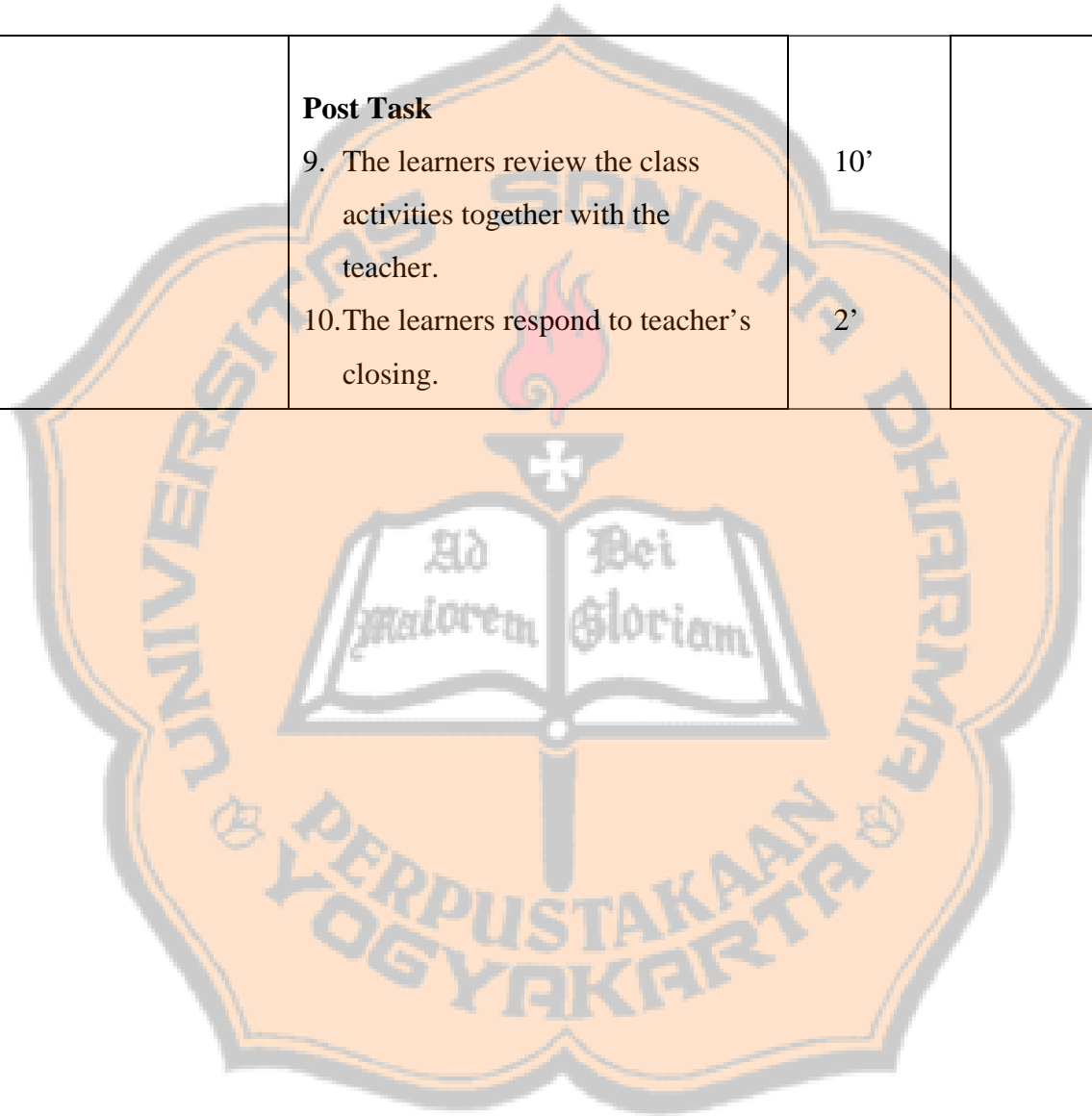
Subject : Listening
 Level : Beginner
 Unit : 2
 Topic : Introduction
 Time allocation : 3 x 45 minutes (135 minutes)

Competence Standard: The students are able to carry out communication using the target language fluently and accurately in the context of conversations between hotel employees and hotel guests or other hotel employees in the hotel areas.

Basic Competencies	Indicators	Learning Activities	Time Allocation	Materials	Teaching Aids
At the end of the lesson, the students are able to: 1. Comprehend the expressions of introducing oneself and others.	At the end of the lesson, the students are able to: 1.1 Identify expressions of introduction in the conversation accurately. 1.2 Mention useful	Pre-Task 1. The learners greet the teacher and submit the reflection. 2. The learners and the teacher review the previous materials 3. The learners watch a movie clip about introduction.	3'	Introduction 1. Starting Point <ul style="list-style-type: none"> • Movie clip 2. Practice 3. Language Focus <ul style="list-style-type: none"> • Expressions of introducing 	1. A set of computer 2. White board 3. Board markers 4. Viewer 5. Handout
			5'		
			10'		

<p>2. Understand how to introduce oneself and others.</p>	<p>expressions in introducing oneself and others correctly.</p> <p>1.3 Pronounce the introducing oneself and others expressions correctly.</p> <p>2.1 Introduce oneself and others using appropriate expressions.</p> <p>2.2 Respond to the other's introduction using the appropriate expressions.</p>	<p>4. The learners answer the questions related to the movie clip, then discuss them with the teacher to introduce the topic.</p> <p>Main Task</p> <p>5. The learners watch movie clip about introducing oneself and others, then match the name with the pictures provided.</p> <p>6. The learners practice the expressions of introducing oneself and others, then discuss it with the teacher.</p> <p>7. The learners do the language exercises and check them with the teacher.</p> <p>8. The learners make a group, then play the 'Looking for Mr. X' game.</p>	<p>15'</p> <p>20'</p> <p>10'</p> <p>30'</p> <p>30'</p>	<p>oneself and others</p> <ul style="list-style-type: none"> • Expressions to respond introduction <p>4. Language Exercise</p> <ul style="list-style-type: none"> • Movie clip • Listening CD <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Game <p>6. Reflection</p>	
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		<p>Post Task</p> <p>9. The learners review the class activities together with the teacher.</p> <p>10. The learners respond to teacher's closing.</p>	<p>10'</p> <p>2'</p>		
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LESSON PLAN UNIT 3
ENGLISH FOR THE FIRST GRADE STUDENTS OF HOTEL ACCOMMODATION STUDENTS IN SMK N I SEWON

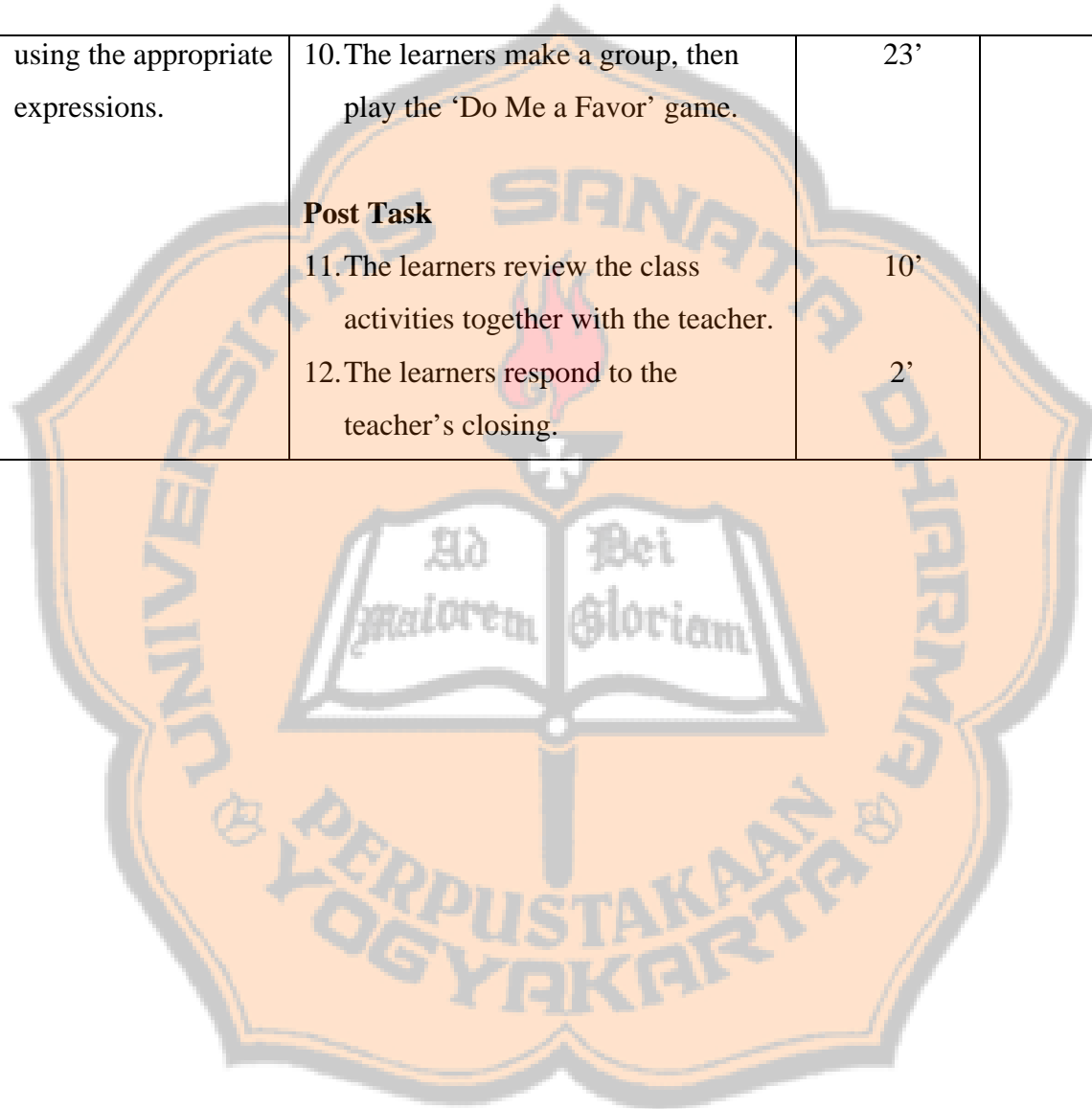
Subject : Listening
 Level : Beginner
 Unit : 3
 Topic : Expressing Helps
 Time allocation : 3 x 45 minutes (135 minutes)

Competence Standard: The students are able to carry out communication using the target language fluently and accurately in the context of conversations between hotel employees and hotel guests or other hotel employees in the hotel areas.

Basic Competencies	Indicators	Learning Activities	Time Allocation	Materials	Teaching Aids
At the end of the lesson, the students are able to: 1. Know the expressions of offering help and responding help asked by others.	At the end of the lesson, the students are able to: 1.1 Identify expressions of offering help and responding help asked by others in the conversation	Pre-Task 1. The learners greet the teacher and submit the reflection. 2. The learners and the teacher review the previous materials. 3. The learners watch a movie clip about offering help and responding	3' 5' 10'	Expressing Helps 1. Starting Point • Movie clip 2. Practice 3. Language Focus • Expressions of offering helps	1. A set of computer 2. White board 3. Board markers 4. Viewer

<p>2. Comprehend the way to offer help and respond help asked by others.</p>	<p>accurately. 1.2 Mention some useful expressions of offering help and responding help ask by others correctly. 1.3 Pronounce the expressions of offering help and responding help ask by others correctly. 2.1 Offer help to others in the context of hotel using appropriate expressions. 2.2 Respond help asked by others in the context of hotel</p>	<p>help ask by others. 4. The learners answer the questions related to the movie clip the discuss it to introduce the topic. Main Task 5. The learners listen to a conversation about offering help and responding help ask by others then do the exercise. 6. The learners listen to the expressions of offering help and responding help ask by others. 7. The learners practice the expressions with their partners. 8. The learners watch movie clips, then do the exercises 9. The learners check the answers of language exercise together with the teacher.</p>	<p>15' 22' 10' 5' 20' 10'</p>	<ul style="list-style-type: none"> • Expressions of responding help ask by others <p>4. Language Exercise</p> <ul style="list-style-type: none"> • Movie clips <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Game <p>6. Reflection</p>	<p>5. Handout</p>
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	<p>using the appropriate expressions.</p>	<p>10. The learners make a group, then play the 'Do Me a Favor' game.</p> <p>Post Task</p> <p>11. The learners review the class activities together with the teacher.</p> <p>12. The learners respond to the teacher's closing.</p>	<p>23'</p> <p>10'</p> <p>2'</p>		
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LESSON PLAN UNIT 4
ENGLISH FOR THE FIRST GRADE STUDENTS OF HOTEL ACCOMMODATION STUDENTS IN SMK N I
SEWON

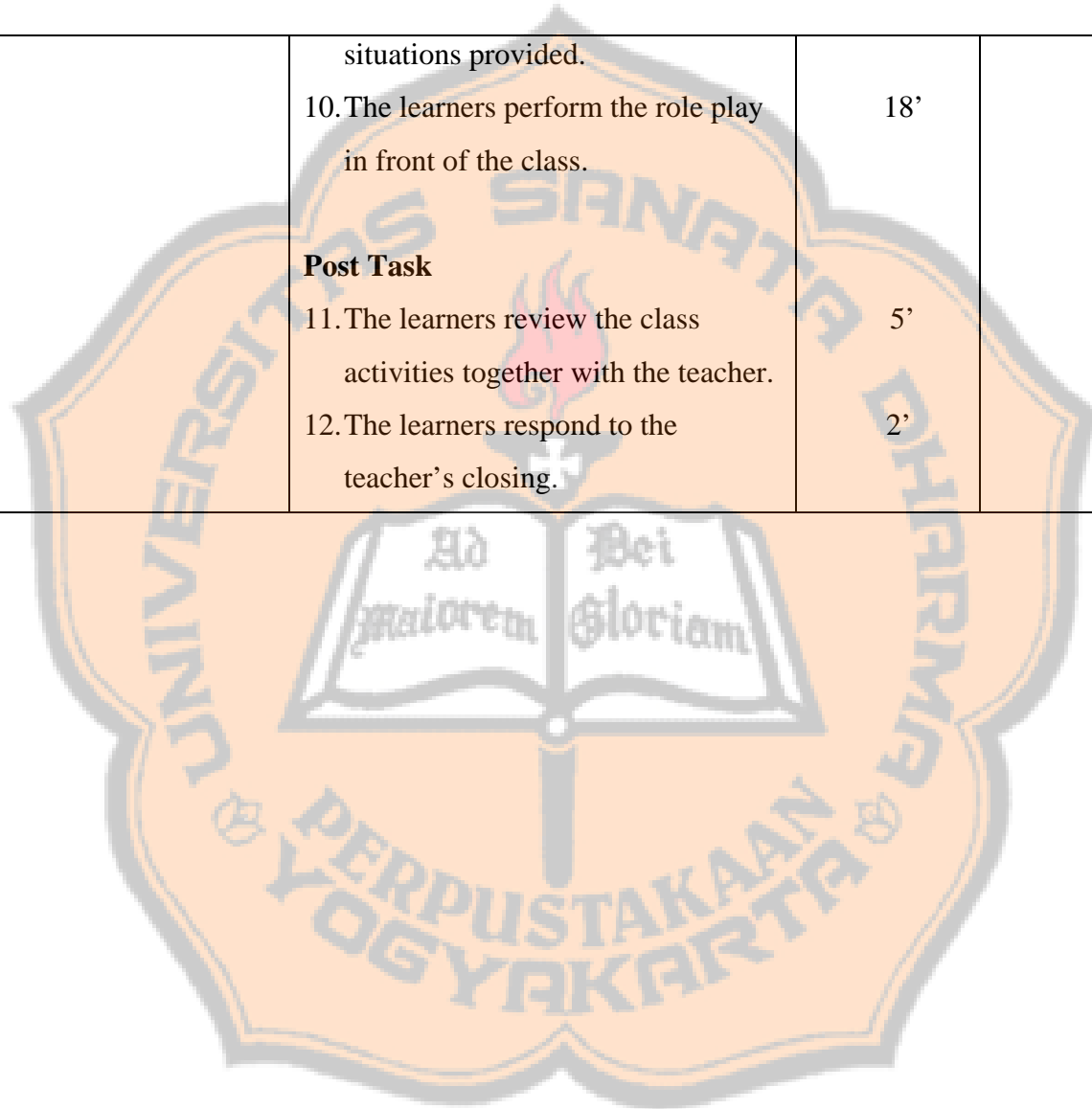
Subject : Listening
 Level : Beginner
 Unit : 4
 Topic : Thanking
 Time allocation : 3 x 45 minutes (135 minutes)

Competence Standard: The students are able to carry out communication using the target language fluently and accurately in the context of conversations between hotel employees and hotel guests or other hotel employees in the hotel areas.

Basic Competencies	Indicators	Learning Activities	Time Allocation	Materials	Teaching Aids
At the end of the lesson, the students are able to: 1. Know the expressions of thanking and replying thank from others.	At the end of the lesson, the students are able to: 1.1 Identify expressions of thanking and replying thank from others in the conversation	Pre-Task 1. The learners greet the teacher and submit the reflection. 2. The learner and the teacher review the last meeting materials. 3. The learners watch a movie clip about thanking.	3' 5' 10'	Thanking 1. Starting Point • Movie clip 2. Practice 3. Language Focus • Expressions of expressing	1. A set of computer 2. White board 3. Board markers 4. Viewer

2. Comprehend the way to thank and replying thank from others.	accurately.	4. The learners answer the questions related to the movie clip then discuss it with the teacher to introduce the topic.	12'	thanks	5. Handout
	1.2 Mention useful expressions of thanking and replying thank from others correctly.	Main Task		<ul style="list-style-type: none"> • Expressions of replying thank from others 	
	1.3 Pronounce the expressions of thanking and replying thank from others accurately.		5. The learners listen to a conversation about thanking, then summary the conversation.	23'	
		6. The learners discuss the expressions of thanking with the teacher.	5'	5. Communicative Activity <ul style="list-style-type: none"> • Role play 	
	2.1 Thank to others using appropriate expressions.	7. The learners do the language exercise by watching the movie clip and listening to the CD.	22'	6. Reflection	
	2.2 Reply thank from others using the appropriate expressions.	8. The learners check the answers of language exercises together with the teacher.	15'		
		9. The learners make a group of two, then make dialogs based on the	15'		

		<p>situations provided.</p> <p>10. The learners perform the role play in front of the class.</p> <p>Post Task</p> <p>11. The learners review the class activities together with the teacher.</p> <p>12. The learners respond to the teacher's closing.</p>	<p>18'</p> <p>5'</p> <p>2'</p>		
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LESSON PLAN UNIT 5
ENGLISH FOR THE FIRST GRADE STUDENTS OF HOTEL ACCOMODATION STUDENTS IN SMK N I
SEWON

Subject : Listening
 Level : Beginner
 Unit : 5
 Topic : Apologizing
 Time allocation : 3 x 45 minutes (135 minutes)

Competence Standard: The students are able to carry out communication using the target language fluently and accurately in the context of conversations between hotel employees and hotel guests or other hotel employees in the hotel areas.

Basic Competencies	Indicators	Learning Activities	Time Allocation	Materials	Teaching Aids
At the end of the lesson, the students are able to: 1. Know the expressions of apologizing.	At the end of the lesson, the students are able to: 1.1 Identify expressions of apologizing and responding the apology from others in the conversation	Pre-Task 1. The learners greet the teacher and submit the reflection. 2. The learners and the teacher review the previous materials. 3. The learners watch a movie clip about apologizing.	3' 5' 10'	Apologizing 1. Starting Point • Movie clip about apologizing 2. Practice 3. Language Focus	1. A set of computer 2. White board 3. Board markers 4. Viewer

2. Comprehend the way to apologize and respond the apology from others.	accurately.	4. The learners answer the questions, then discuss the answers with the teacher to introduce the topic.	12'	<ul style="list-style-type: none"> • Expressions of apologizing • Expressions of responding the apology from others 	5. Handout
	1.2 Mention useful expressions of apologizing and responding the apology from others correctly.	Main Task			
	1.3 Pronounce the expressions of apologizing and responding the apology from others accurately.	5. The learners listen to a conversation about apologizing, then fill the blank in the conversation.	20'	4. Language Exercise <ul style="list-style-type: none"> • listening exercise about apologizing 	
		6. The learners underline the expressions of apologizing in the conversation.	5'	5. Communicative Activity <ul style="list-style-type: none"> • Role play 	
	2.1 Apologize to others in the context of hotel using appropriate expressions.	7. The learners practice the dialog with their partners.	8'	6. Reflection	
		8. The learners practice and discuss the expressions of apologizing with the teacher.	10'		
	2.2 Respond the apology from others in the	9. The learners do the language exercise.	10'		

	<p>context of hotel using the appropriate expressions.</p>	<p>10. The learners practice their own dialog with their partner.</p> <p>11. The learners make a group of two, then make dialogs based on the situations provided.</p> <p>12. The learners perform the role play in front of the class.</p> <p>Post Task</p> <p>13. The learners review the class activities together with the teacher.</p> <p>14. The learners respond to the teacher's closing.</p>	<p>5'</p> <p>15'</p> <p>15'</p> <p>5'</p> <p>2'</p>		
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LESSON PLAN UNIT 6
ENGLISH FOR THE FIRST GRADE STUDENTS OF HOTEL ACCOMODATION STUDENTS IN SMK N I
SEWON

Subject : Listening
 Level : Beginner
 Unit : 6
 Topic : Handling Complaints
 Time allocation : 3 x 45 minutes (135 minutes)

Competence Standard: The students are able to carry out communication using the target language fluently and accurately in the context of conversations between hotel employees and hotel guests or other hotel employees in the hotel areas.

Basic Competencies	Indicators	Learning Activities	Time Allocation	Materials	Teaching Aids
At the end of the lesson, the students are able to: 1. Know the expressions of handling complaints.	At the end of the lesson, the students are able to: 1.1 Identify expressions about handling complaints and guests' complaints in the conversation	Pre-Task 1. The learners greet the teacher and submit the reflection. 2. The learners and the teacher review the previous materials. 3. The learners with their partners observe the picture and answer	3' 5' 10'	Handling Complaints 1. Starting Point 2. Practice 3. Language Focus • Expressions of complaining	1. A set of computer 2. White board 3. Board markers 4. Viewer

<p>2. Comprehend the way to handle guests' complaints.</p>	<p>accurately. 1.2 Mention useful expressions of handling complaints correctly. 1.3 Pronounce the expressions of handling complaints accurately. 2.1 Handle guests' complaints in the context of hotel using appropriate expressions. 2.2 Express the promising actions on complaints in the context of hotel using the appropriate expressions.</p>	<p>the questions to introduce the topic. 4. The learners and the teacher discuss the answers. Main Task 5. The learners listen to a conversation about handling complaints then answer the questions provided. 6. The learners discuss the answers with the teacher. 7. The learners practice the handling complaints expressions. 8. The learners discuss the expressions of handling complaints and vocabulary related to the handling complaints together with the teacher.</p>	<p>10' 20' 12' 5' 13'</p>	<ul style="list-style-type: none"> • Expressions of apologizing • Expressions of promising action on complaints. • Vocabulary related to the handling complaints <p>4. Language Exercise</p> <ul style="list-style-type: none"> • Listening exercise about handling complaints. <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Game <p>6. Reflection</p>	<p>5. Handout</p>
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		<p>9. The learners do the language exercise.</p> <p>10. The learners check the answers of language exercise together with the teacher.</p> <p>11. The learners make a group of two to play 'Complaining' game.</p> <p>Post Task</p> <p>12. The learners review the class activities together with the teacher.</p> <p>13. The learners respond to the teacher's closing.</p>	<p>15'</p> <p>10'</p> <p>15'</p> <p>5'</p> <p>2'</p>		
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LESSON PLAN UNIT 7
ENGLISH FOR THE FIRST GRADE STUDENTS OF HOTEL ACCOMODATION STUDENTS IN SMK N I
SEWON

Subject : Listening
 Level : Beginner
 Unit : 7
 Topic : Asking and Giving Information
 Time allocation : 3 x 45 minutes (135 minutes)

Competence Standard: The students are able to carry out communication using the target language fluently and accurately in the context of conversations between hotel employees and hotel guests or other hotel employees in the hotel areas.

Basic Competencies	Indicators	Learning Activities	Time Allocation	Materials	Teaching Aids
At the end of the lesson, the students are able to: 1. Know the expressions of asking and giving information.	At the end of the lesson, the students are able to: 1.1 Identify expressions of asking and giving information in the conversation	Pre-Task 1. The learners greet the teacher and submit the reflection. 2. The learners and the teacher review the last meeting materials. 3. The learners with their partners	3' 5' 10'	Asking and Giving Information 1. Starting Point • Listening CD 2. Practice 3. Language Focus	1. A set of computer 2. White board 3. Board markers

<p>2. Comprehend the way to ask and give information to the guests.</p>	<p>accurately.</p> <p>1.2 Mention useful expressions of asking and giving information correctly.</p> <p>1.3 Pronounce the expressions of asking and giving information accurately.</p> <p>2.1 Ask for information to the guests using appropriate expressions.</p> <p>2.2 Give information in the context of hotel using the appropriate expressions.</p>	<p>listen to the conversation about asking and giving information then answer the questions to introduce the topic.</p> <p>4. The learners and the teacher discuss the answers.</p> <p>Main Task</p> <p>5. The learners listen to a conversation about asking and giving information then note down the information needed in the table.</p> <p>6. The learners are asked to complete the given table.</p> <p>7. The learners practice the expressions of asking and giving information then discuss it with the teacher.</p> <p>8. The learners draw a simple map</p>	<p>12'</p> <p>20'</p> <p>13'</p> <p>5'</p> <p>15'</p>	<ul style="list-style-type: none"> • Expressions in asking for information • Expressions in giving information <p>4. Language Exercise</p> <ul style="list-style-type: none"> • Listening CD • Movie clip <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Game <p>6. Reflection</p>	<p>4. Viewer</p> <p>5. Handout</p>
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		<p>about the location of the hotel.</p> <p>9. The learners do the language exercise then check the answer together with the teacher.</p> <p>20'</p>		
		<p>10. The learners make a group of two to play game.</p> <p>20'</p>		
		<p>Post Task</p> <p>11. The learners review the class activities together with the teacher.</p> <p>10'</p>		
		<p>12. The learners respond to the teacher's closing.</p> <p>2'</p>		

LESSON PLAN UNIT 8
ENGLISH FOR THE FIRST GRADE STUDENTS OF HOTEL ACCOMODATION STUDENTS IN SMK N I
SEWON

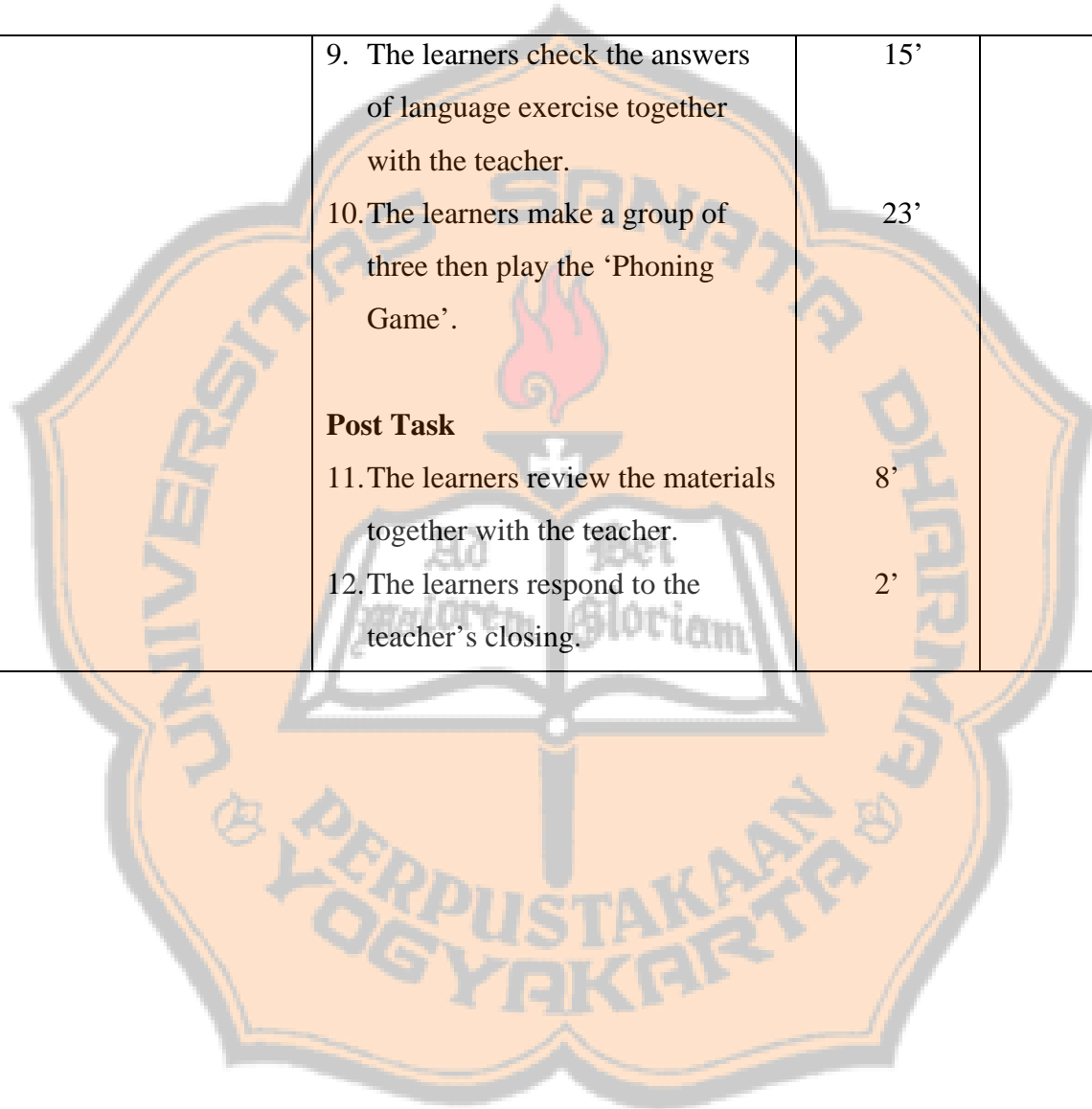
Subject : Listening
 Level : Beginner
 Unit : 8
 Topic : Phone Conversation
 Time allocation : 3 x 45 minutes (135 minutes)

Competence Standard: The students are able to carry out communication using the target language fluently and accurately in the context of conversations between hotel employees and hotel guests or other hotel employees in the hotel areas.

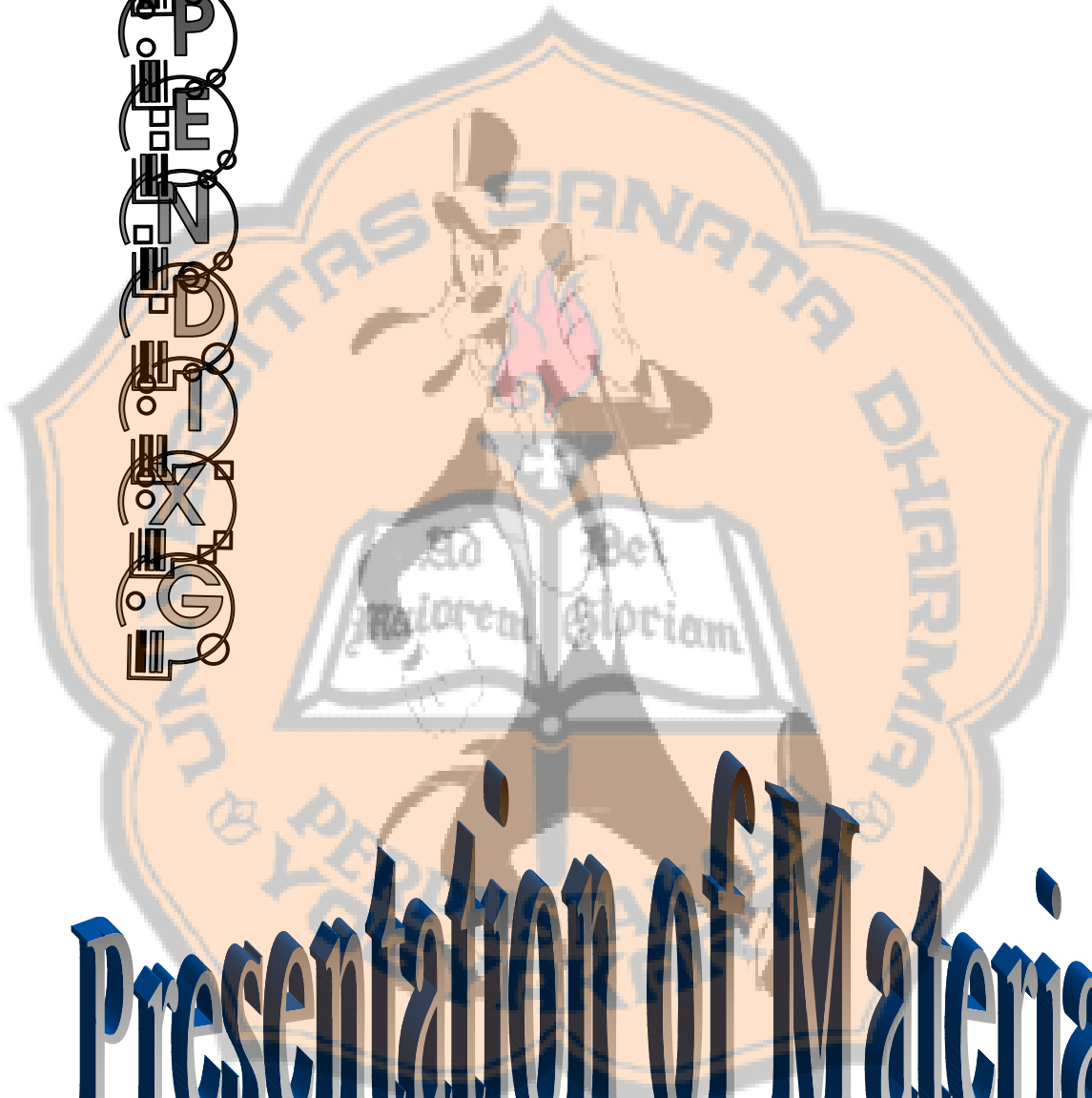
Basic Competencies	Indicators	Learning Activities	Time Allocation	Materials	Teaching Aids
At the end of the lesson, the students are able to: 1. Know the expressions of phone conversation in the context of hotel.	At the end of the lesson, the students are able to: 1.1 Identify expressions of phone conversation in the dialog accurately. 1.2 Mention useful expressions of phone	Pre-Task 1. The learners greet the teacher and submit the reflection. 2. The learners and the teacher review the previous materials. 3. The learners and their partners observe a picture and answer the	3' 5' 10'	Phone Conversation 1. Starting Point 2. Practice 3. Language Focus • Expressions of phone conversation	1. A set of computer 2. White board 3. Board markers 4. Viewer

<p>2. Comprehend the way to do phone conversation in the context of hotel.</p>	<p>conversation correctly.</p> <p>1.3 Pronounce the expressions of phone conversation accurately.</p> <p>2.1 Answer the telephone in the context of hotel using appropriate expressions.</p>	<p>questions provided to introduce the topic.</p> <p>4. The learners and the teacher discuss the answers.</p> <p>Main Task</p> <p>5. The learners listen to a conversation about phone conversation then answer the questions.</p> <p>6. The learners practice the expressions of phone conversation.</p> <p>7. The learners discuss the expressions of phone conversation and vocabulary related to the topic together with the teacher.</p> <p>8. The learners do the language exercise.</p>	<p>12'</p> <p>20'</p> <p>10'</p> <p>7'</p> <p>20'</p>	<ul style="list-style-type: none"> • Vocabulary related to the phone conversation. <p>4. Language Exercise</p> <ul style="list-style-type: none"> • Listening exercise about phone conversation. <p>5. Communicative Activity</p> <ul style="list-style-type: none"> • Game <p>6. Reflection</p>	<p>5. Handout</p>
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		<p>9. The learners check the answers of language exercise together with the teacher.</p>	15'		
		<p>10. The learners make a group of three then play the 'Phoning Game'.</p>	23'		
		<p>Post Task</p>			
		<p>11. The learners review the materials together with the teacher.</p>	8'		
		<p>12. The learners respond to the teacher's closing.</p>	2'		



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Presentation of Materials



GOOD MORNING, GENTLEMEN

UNIT I



STARTING POINT

Work with your friend next to you. Watch the movie clip (▶), and then answer the following questions!



(Adapted from "Pretty Woman" movie)

1. What did the man walking hurriedly say to the hotel employees in the lobby hotel?
2. What did the hotel employees say to reply the man walking in a hurry?
3. Mention other expressions in greetings!
4. Mention some expressions in leave takings!
5. Mention some gestures we usually do in greetings and leave takings?



PRACTICE

Listen to the conversation (▶) about greetings carefully then answer the questions. The CD will be played twice.

1. What was the conversation in the recording talking about?

▶

2. What is the name of the man?

▶

3. Who was the person who asked Marion to arrange the reception?

▶



GOOD MORNING, GENTLEMEN

4. When and where did the conversation take place?

▶

5. Mention the details of the reception that Marion expected! (time, type of reception, the number of people, menu)

▶

6. For what reason did the reception was held?

▶

7. Why Marion felt a little nervous in arranging the reception?

▶



LANGUAGE FOCUS

Here are the expressions commonly used in greetings and leave takings. Practice the useful expressions about greetings and leave takings below!

More formal

GREETINGS

Good morning / afternoon / evening.
 How nice to meet you?
 Hello, Bob.
 How are you?
 Hi, Bob.
 How've you been?
 What's happening?
 What's new?
 How are you doing?
 How you doing?
 Long time, no see.

Less formal

RESPONSES

Good morning / afternoon / evening.
 Yes, it's been quite a while.
 Hello, Margaret.
 Fine, thanks. And you?
 Hi, Kathy.
 Pretty good.
 Not much.
 Nothing.
 OK.
 Not bad.
 Yeah!



GOOD MORNING, GENTLEMEN

<p>More formal</p> <p style="text-align: center;">↓</p> <p>Less formal</p> <p>PRE CLOSINGS</p> <p>Would you excuse me, I have to be going. It's been a pleasure. Thank you for the advice. Nice to see you. Well, it's getting late. Good to see you again. Thanks for coming. Maybe we could get together sometime. Great seeing you. I've really got to go. Got to go now.</p>	<p>RESPONSES</p> <p>Thank you for coming Yes, I've enjoyed it. My pleasure. Nice to see you too. Maybe we can talk again. Good to see you. It is fun. Sounds good. Same here OK. See you. See you again.</p>
<p>More formal</p> <p style="text-align: center;">↓</p> <p>Less formal</p> <p>CLOSINGS</p> <p>Until the next time Good night, Bill. Good-bye, Harry. Talk to you later. See you later.</p>	<p>RESPONSES</p> <p>Good-bye. Good night, Jean. Good-bye, Lisa. Bye. Take it easy. So long. Take care</p>

(Adapted from *Speaking Naturally*)

Greetings and leave takings are essential parts of our everyday language. **Greetings** has purpose to *establish contact with others, to recognize his or her existence, and to show friendliness.*

The greeting is always returned, often in the same form but with different stress.

Ex: A: How are you?
 B: Fine, thanks, and you?

In ending conversations, people usually do two kinds of interactions: preclosings and closings. **Preclosings** are phrases that signal the end of a conversation. **Closings** are phrases that explicitly end the conversation.



GOOD MORNING, GENTLEMEN



LANGUAGE EXERCISE

DIALOG 1-Information Gap

Make a group of two. Complete Paper B of the dialogues while your partners are reading Paper A and vice versa. Negotiate the meaning of the dialogue if you do not understand what your partners read, for example by spelling the words or asking your partners to repeat. DON'T read your partner's paper!

Paper A

A receptionist greets a hotel guest, Mr. Jonathan. They have already known each other since he often lives in this hotel. Mr. Jonathan wants to see Mr. Designe, the Manager.

Chris :

Mr. Jonathan : Good morning.

Chris :

Mr. Jonathan : Fine. How about you, Chris?

Chris :

Mr. Jonathan : It's gone after a bellboy gave me a medicine. Do you see your Manager, Mr Designe? I have to meet him soon.

Chris :

Mr. Jonathan : Thank you very much. See you later.

Chris :

Paper B

A receptionist greets a hotel guest, Mr. Jonathan. They have already known each other since he often lives in this hotel. Mr. Jonathan wants to see Mr. Designe, the Manager.

Chris : Good morning, Mr. Jonathan.

Mr. Jonathan :

Chris : How are you?



GOOD MORNING, GENTLEMEN

Mr. Jonathan :

Chris : I'm fine too. You look very fresh today. How about your headache?

Mr. Jonathan :

Chris : He is in the lobby over there. Near the cow statue.

Mr. Jonathan :

Chris : So long. Take care.

DIALOG 2- Movie clip

Watch the movie clip (▶) about greetings and leave takings, then fill in the blank with the words that you hear! The movie clip will be played twice.



(Adapted from "Pretty Woman" movie)

Mr. Bernie : Miss Vivian. Thank you (to the bellboy)

Miss Vivian : I want to _____ good bye.

Mr. Bernie : Well, then I _____ you are not accompany Mr. Lewis to New York.

Miss Vivian : Come on Bernie, you and me _____ in a real world, most of time.

Mr. Bernie : Have you arranged for _____ ?

Miss Vivian : I'm gonna call a _____.

Mr. Bernie : Allow me. Darryl.

Darryl : Yes sir.

Mr. Bernie : Please take Miss Vivian anywhere she _____ to go.

Darryl : Yes sir.

Mr. Bernie : It's been a _____ knowing you. Come and visit us again _____.

Miss Vivian : Stay cool.



GOOD MORNING, GENTLEMEN



COMMUNICATIVE ACTIVITY

ROLE PLAY

Make groups of two or three. Make a dialogue based on the situations below. Then, practice the dialogs that you make with your partners. Later, you are asked to perform the dialogs in front of the class and discuss your performance with your teacher and classmates.

Situation 1

You are a receptionist in Hotel Indonesia. Now you are in the front office desk. Your manager walks in front of you. Greet him/her. Show your hospitality by asking his / her condition after experiencing a serious sickness.

Situation 2

You are a porter of a hotel. You see one of the hotel guests is your old friend. You have never met him/her for about ten years. Greet him/her. Ask where he/she works and where he/she lives. Then your friend has to go to attend a meeting in the meeting room.

Situation 3

You work as a bell boy in a famous hotel in Yogyakarta. Yesterday, you helped a guest finding her lost child in the hotel. You and the guest meet in front of her room. The guest greets you first, then you reply it. You and the guest have a conversation about her child. Suddenly, you remember that you have to go to room number 215 since the guest checks out today.



GOOD MORNING, GENTLEMEN



REFLECTION

Write your reflection freely. Answer the reflection in a piece of paper. The reflection will be submitted in the next meeting. You are free not to put your name in your reflection.

1. Did you follow the class actively?
Please explain!
2. Did you take part in group actively?
Please explain!
3. What part of the task did you / your group do best?
4. Did you enjoy follow the class?
Please explain!
5. What will you do to improve your performance in the next meeting?





MY NAME IS LIONEL, THE BUTLER

UNIT II



STARTING POINT

Work with your friend next to you. Watch the movie clip (▶), and then answer the following questions!



(Adapted from "Maid in Manhattan" movie)

1. What did the man wearing a brown coat say to ask the boy's name?
▶
2. What did the man wearing a brown coat say to introduce himself?
▶
3. Mention other expressions in asking other's name!
▶
4. Mention other expressions in introducing yourself!
▶
5. What kind of gesture we usually do in introducing ourselves?
▶



MY NAME IS LIONEL, THE BUTLER



PRACTICE

Watch the movie clip adapted from "Maid in Manhattan" (▶) carefully. Then match the name with the pictures below. The movie clip will be played twice.

41Mh u u |

5 1U x i x v

6 10 l r q h o

7 1

P d u v k d o

o

8 1G d q

a.



d.



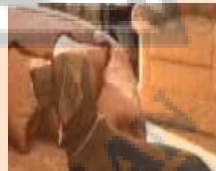
b.



e.



c.





MY NAME IS LIONEL, THE BUTLER



LANGUAGE FOCUS

Read the useful expressions of introducing oneself and others below. Then, practice the expressions.

Here are the expressions commonly used in introducing oneself and others.

USEFUL EXPRESSIONS

INTRODUCING ONESELF

Self Introduction

Good morning. I'm Marissa.

Hello. My name is Ryan Garry.

Hi. I'm John. What's your name?

Response

Good morning. I'm Jack Sutton

Pleased to meet you. I'm Ron Suker

Hi. I'm James Bond, but everyone calls me Jim.

INTRODUCING OTHERS

Introducer

I'd like to introduce Rob

I'd like you to meet Pat Kathy.

This is Andrew Black

Response A

How do you do?

Glad to meet you.

Nice to meet you.

Hi.

Response B

How do you do?

The pleasure is mine.

Nice to meet you too.

I've heard so much about you.

Hi.



MY NAME IS LIONEL, THE BUTLER



LANGUAGE EXERCISE

DIALOG 1- Movie clip

Watch the movie clip (▶) about introduction, then fill in the blank with the suitable answers! The movie clip will be played twice.



(Adapted from "The Graduate" movie)

- Mrs. Singleman : Hello.
- Benjamin : _____.
- Mrs. Singleman : You must be one of the _____.
- Benjamin : No, actually I'm not.
- Mrs. Singleman : Yes. I'd like you to meet my _____, Mrs. De Witte.
- Mrs. De Witte : How do you do?
- Benjamin : _____ do you do?
- Mrs. Singleman : And that's my _____, Mr. Singleman. And that's Jeffrey, of course.
- Mr. Singleman : I don't _____ your name, Sir.
- Benjamin : Benjamin Braddock.
- Mrs. Singleman : Braddock. Braddock?
- Benjamin : Yes, but I'm afraid..
- Mrs. Singleman : Oh no..no...no.... I'm going to table, just a _____.
Braddock...Braddock...Braddock..... not Braddock we
_____ a Braniff.
- Benjamin : So, actually, I'm just looking for a friend.
- Mrs. Singleman : Ooh, I don't _____.
- Benjamin : I'm not with your party, I'm _____.
- Mr. Singleman : Honey, I don't get it
- Ms. De Witte : Eeeeeee..... Join to _____ you, Mr. Braddock.



MY NAME IS LIONEL, THE BUTLER

DIALOG 2 - CD

The sentences in the dialogue below are not in the right order. Listen to the CD (▶) then:

1. Decide which parts are spoken by TOM (T) and which parts are spoken by JENNY (J). Mark the parts with a 'T' or 'J' to show this.
 2. Write numbers in the brackets to show the correct order of the parts.
- The CD will be played twice.

- _____ : Nice to meet you, Jenny. So, where are you from? ()
- _____ : Hi, I don't think we've met. My name's Tom ()
- _____ : I was born in Fresno, California, and we lived there until I was seven. ()
- _____ : O yeah? ()
- _____ : That's where they first met. How about you Tom? ()
- _____ : Hi, Tom. Nice to meet you. My name is Juanita, but everybody calls me Jenny. ()
- _____ : Then, since my father worked for military, we moved all over the place. ()
- _____ : Well, originally I'm from Argentina, but we moved to the United States when I was about five years old. My parents now live in Chile. ()



COMMUNICATIVE ACTIVITY

GAME

Looking for Mr. X

Procedures:

1. Each student will get a form that should be completed.
2. To complete the form, the students must move around the class asking questions about Mr. X until they have obtained enough information to complete the form.
3. Students may only ask each other one question at a time before moving on.



MY NAME IS LIONEL, THE BUTLER

4. They may pass on information that they have obtained from other students, as well as the information that was originally on their form.

The FORMS

Name John Austin	Name
Address	Address ... 22 City Road,
..... Manchester
Telephone number	Telephone number
Occupation	Occupation
Marital status	Marital status
Nationality	Nationality

Name	Name
Address	Address
.....
Telephone number ... 7210598	Telephone number
Occupation	Occupation ... Receptionist
Marital status	Marital status
Nationality	Nationality

Name	Name
Address	Address
.....
Telephone number	Telephone number
Occupation	Occupation
Marital status ... Married	Marital status
Nationality	Nationality ... Australian



MY NAME IS LIONEL, THE BUTLER



REFLECTION

Write your reflection freely. Answer the reflection in a piece of paper. The reflection will be submitted in the next meeting. You are free not to put your name in your reflection.

1. Did you follow the class actively?
Please explain!
2. Did you take part in group actively?
Please explain!
3. What part of the task did you / your group do best?
4. Did you enjoy follow the class?
Please explain!
5. What will you do to improve your performance in the next meeting?



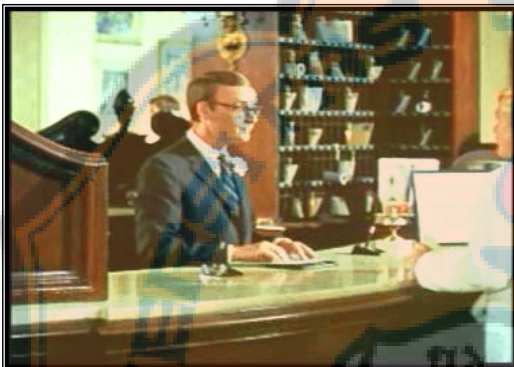


UNIT III



STARTING POINT

Work with your friend next to you. Watch the movie clip (▶), and then answer the following questions!



(Adapted from "The Graduate" movie)

1. What did the receptionist say to help the hotel guest?
2. Why did the receptionist offer to help the hotel guest?
3. In what conditions do the hotel workers usually offer help to the hotel guest?
4. Mention other expressions of offering help to the guest!



PRACTICE

1. Listen to the conversation (▶) below carefully. The CD will be played twice.
2. Work with your friend next to you, decide if the following statements are True or False. If you choose True, write 'T' inside the brackets, if you choose False, write 'F' inside of the brackets.
3. If you choose False, then you have to correct the statement by writing an evidence to show that the statement is wrong.

1. () The hotel guest wants to change his room because his current room is too small.
2. () The wife of the hotel guest will come to Jakarta this Saturday.
3. () The hotel guest chooses suit than the double room.



CAN I HELP YOU, SIR?

4. () The wife of the hotel guest will come to Jakarta to celebrate their wedding birthday.
5. () Vertigo is the feeling of afraid/traumatic to stay/to be in the building.
6. () The penthouse suite on the fifth floor overlooks the golf course.
7. () The wife of the hotel guest does not like to stay on the fifth floor.
8. () A florist is a person who makes or arranges a bucket of flower.
9. () The hotel guest would like to ask the florist to come to his room to discuss the dinner to celebrate his wedding anniversary.
10. () The hotel guest agrees to stay in the penthouse suite on the fifth floor.



LANGUAGE FOCUS

Listen (▶) to the useful expressions about offering helps and replying help asked by others. Then practice them!

USEFUL EXPRESSIONS

Offering Helps

- May I help you?
- Good morning, may I help you?
- Good afternoon, may I help you, Madam?
- Good evening, Sir, may I help you?
- Good evening, can I help you?
- Is there anything else you would like to know?
- Let me bring you the menu.
- I will order a drink for us. What would you like?
- I will get the porter to take your bags up to your room.

Replying Helps Asked by Others

- I would like to.....
- I hope so. Do you have any.....?
- Yes. I was wondering if.....



CAN I HELP YOU, SIR?



LANGUAGE EXERCISE

Watch the movie clip (▶) about expressing helps, then fill in the blank with the suitable answers! The movie clip will be played only twice.



(Adapted from "Pretty Woman" movie)

1. Movie Clip 1

Manager : I am Mr. Hollister, the _____
 _____ I help you?

H. Lewis : Harry Lewis. Do you _____ this young woman? Do you have
 anything in this shop as _____ as she is?

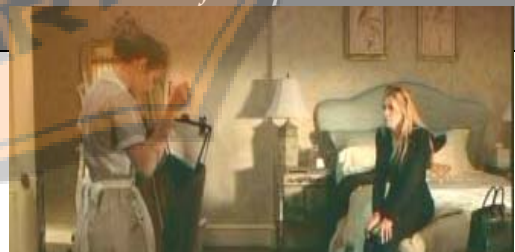
Manager : O yes....

2. Movie Clip 2

The sentences in the dialogue below are not in the right order. Watch the movie clip(▶), then:

1. Decide which parts are spoken by Julie (J) and which parts are spoken by the Hotel Maid (HM). Mark the parts with a 'J' or 'HM' to show this.
2. Write numbers in the brackets to show the correct order of the parts.

The movie clip will be played twice.



(Adapted from "Maid in Manhattan" movie)

_____ : You're such a doll. Would you run down to Madison and get me three pairs of
 _____ pantyhose? ()

_____ : Well, I just simply can't tell without the stockings. Could I ask you an enormous



CAN I HELP YOU, SIR?

- favour? I mean, I know this isn't your job, and I'd never normally ask, but I'm so..... ()
- _____ : Oh, and sorry. Can you send someone else to finish the unpacking, please? ()
- _____ : Excuse me. Sorry. Could you just hold up those two outfits that Dolcesent over earlier? ()
- _____ : Thanks. ()
- _____ : The concierge usually does that. ()
- _____ : Okay. ()
- _____ : Thanks. Here. Thank you so much. ()
- _____ : These two? ()
- _____ : Okay. ()
- _____ : Right away. ()
- _____ : It's okay. ()
- _____ : Yes, but it will get lost in translation. Please, you look like you're someone who knows the difference between taupe and caramel. ()



COMMUNICATIVE ACTIVITY

GAME

DO ME A FAVOUR

Procedure:










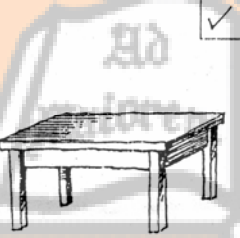



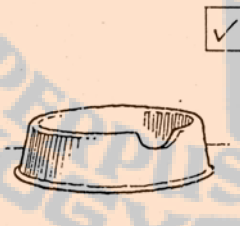
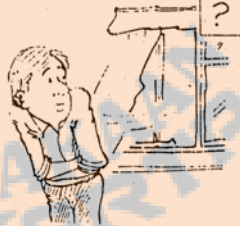


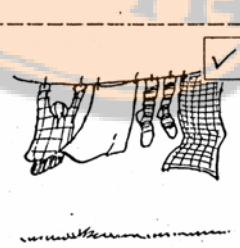


1. Divide the class into groups of four.
2. Give a set of cards and a rules sheet for each group.
3. The cards are divided into *asking for help cards*, showing an action that needs doing, and *response cards*, showing the completed action.
4. *Asking for help cards* have a question mark (?) in the top right-hand corner; *response cards* have a tick (√).
5. The objective of the game is for players to collect matching pairs of *asking for help* and *response cards*.



CAN I HELP YOU, SIR?

6. The players should sit in their groups around a table and deal out ten cards to each player. The remaining cards should be placed face down in a pile in the middle of the table.

ASKING FOR HELP AND RESPONSE CARDS

 ?	 ✓	 ?	 ✓
 ?	 ✓	 ?	 ✓
 ?	 ✓	 ?	 ✓
 ?	 ✓	 ?	 ✓
 ?	 ✓	 ?	 ✓



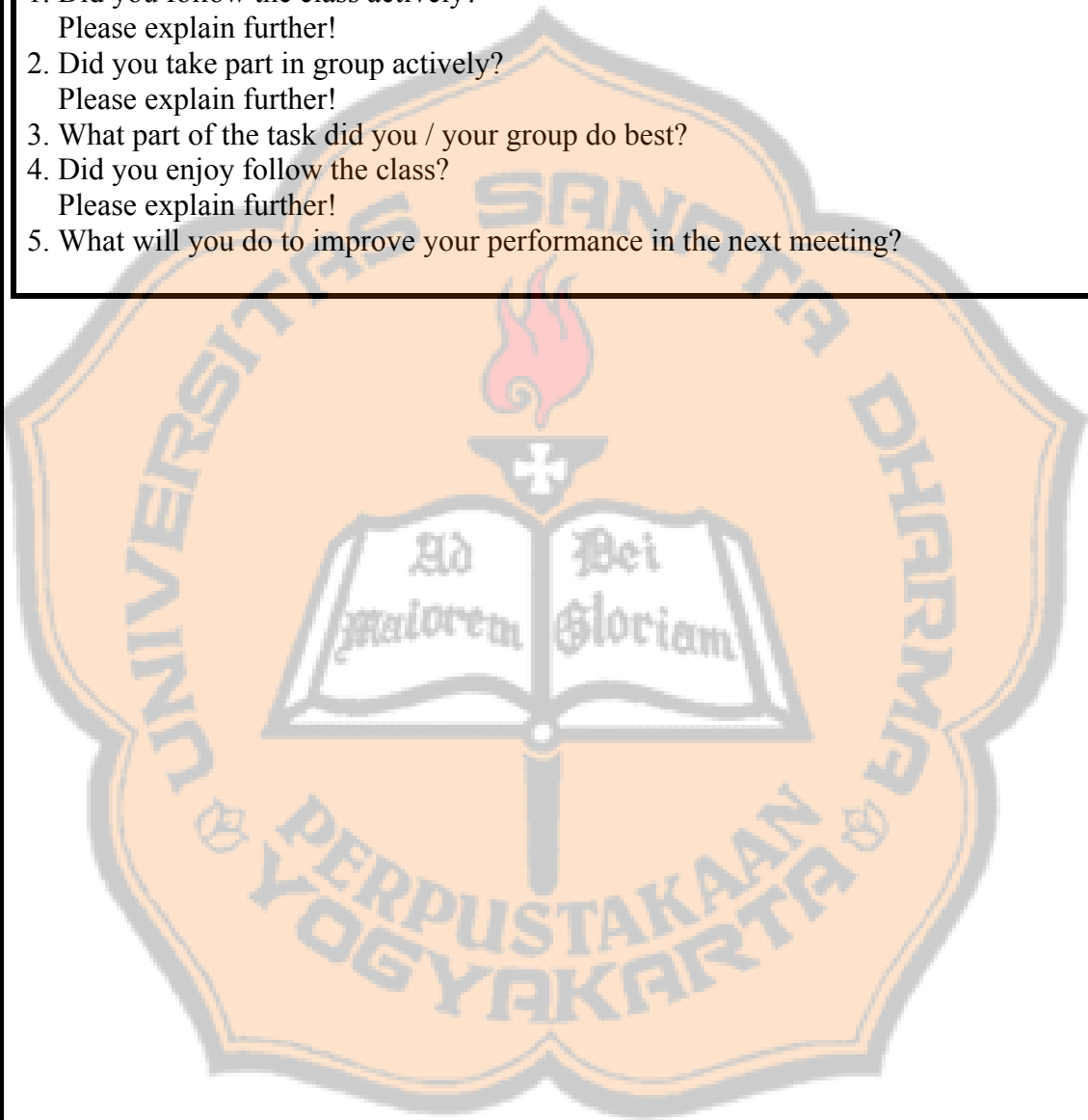
CAN I HELP YOU, SIR?



REFLECTION

Write your reflection freely. Answer the reflection in a piece of paper. The reflection will be submitted in every next meeting. You are free not to put your name in your reflection.

1. Did you follow the class actively?
Please explain further!
2. Did you take part in group actively?
Please explain further!
3. What part of the task did you / your group do best?
4. Did you enjoy follow the class?
Please explain further!
5. What will you do to improve your performance in the next meeting?





THANK YOU, MA'AM

UNIT IV



STARTING POINT

Work with your friend next to you. Watch the movie clip (▶), and then answer the following questions!



(Adapted from "Maid in Manhattan" movie)

1. Why did the hotel guest praise Marissa?
2. What did Marissa say to reply the guest's compliment?
3. In what condition usually hotel guests thank to the hotel employees?
4. In what condition usually hotel employees thank to the hotel guests?
5. Mention other expressions to thank!
6. Mention expressions to reply thanking expression!



PRACTICE

1. Listen to the conversation (▶) below carefully. Make sure that you understand the plot of the conversation. With your partner next to you, write a summary of the conversation contains 5 - 9 sentences.
2. Note down the expressions used to thank!
3. Why did the guest thank to the hotel employee?



THANK YOU, MA'AM

Z u l w h # | r x u # V x p p d u | #



LANGUAGE FOCUS

Here are the useful expressions of thanking. Practice them!

Expressing Thanks	Response
I'm very grateful for...	You're very welcome.
I'm so grateful for...	You're entirely welcome.
Thank you very much for...	Don't mention it.
Thank you for....	It was my pleasure.
That was nice of you.	You're welcome.
Thanks a lot for...	You're welcome.
Thanks!	It was nothing.
Thanks a million!	Forget it.

In general, people thank someone:

- *For a gift;*
- *For a favour;*
- *For an offer of help;*
- *For a compliment and a wish of success;*



THANK YOU, MA'AM

- When asked about their health;
- For an invitation;
- When leaving a party or social gathering;
- For services, such as being waited on in a store or restaurant.



LANGUAGE EXERCISE

DIALOGUE 1 - CD

Listen (▶) to a guest talking to a receptionist about her tickets, and decide if the following statements are true (T) or false (F). Mark the brackets with 'T' or 'F'. You may listen twice.

1. The conversation was held in the afternoon. ()
2. The guest would like to get her train tickets. ()
3. The guest wants to get her tickets in order to fill the hotel reservation form. ()
4. The airline tickets are kept in the room safety box. ()
5. The guest will return the tickets after she have looked at the tickets. ()
6. The number of the guest's box is 231. ()



THANK YOU, MA'AM

DIALOGUE 2 - Movie Clip

Watch the movie clip (▶). You may listen twice.
Fill in the blank with the words that you hear!



(Adapted from "Maid in Manhattan" movie)

- Marissa** : Sir. (offering medicine)
- Lionel** : Thank you. Thank you very much. I'm so _____.
- Marissa** : Happens to _____ of us. Here.
- Lionel** : Thank you.
- Marissa** : Where do _____ go?
- Lionel** : Caroline Lane. _____ suite. She just checked in with a request for immediate unpack and _____.
- Marissa** : Here. Blood and Dolce. Hmm.....
- Lionel** : _____ you. Thank you.



COMMUNICATIVE ACTIVITY

ROLE PLAY

Make groups of two. Make dialogues based on the situations below. Then, practice the dialogs that you make with your partners. Later, you are asked to perform one of the dialogs in front of the class and discuss your performance with your teacher and classmates.

Situation 1

You are a bell boy in a hotel. You see the hotel guest's wallet is fallen. You take the wallet and give it to the guest. The guest says thanks to you and you reply it.

Situation 2

You are a cleaning service employee. You make a hotel room very clean and tidy until the guest who stays in that room praise you. Reply to the thanks.



THANK YOU, MA'AM

Situation 3

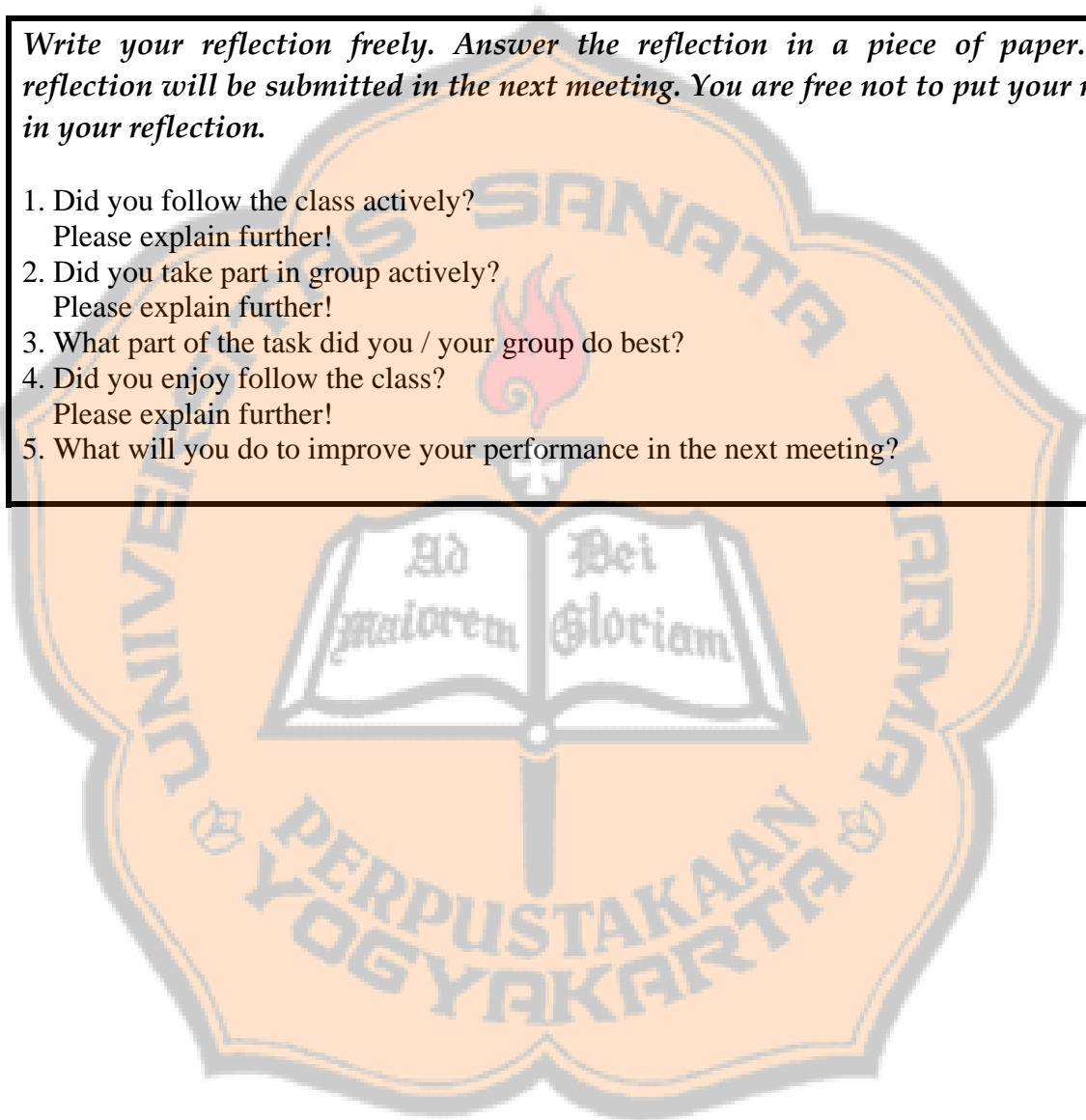
You are a diligent hotel worker who never comes late. One day your manager praises you because you always come in time and work very hard. Thank to the manager.



REFLECTION

Write your reflection freely. Answer the reflection in a piece of paper. The reflection will be submitted in the next meeting. You are free not to put your name in your reflection.

1. Did you follow the class actively?
Please explain further!
2. Did you take part in group actively?
Please explain further!
3. What part of the task did you / your group do best?
4. Did you enjoy follow the class?
Please explain further!
5. What will you do to improve your performance in the next meeting?





I'M VERY SORRY, SR

UNIT V



STARTING POINT

Work with your friend next to you. Watch the movie clip (▶), and then answer the following questions!



(Adapted from "Maid in Manhattan" movie)

1. Explain the situation in the movie clip!
2. What did the maid say to apologize?
3. If you are the man, what will you say to reply the maid's apology?
4. Mention other expressions to apologize and respond to the others' apology!



PRACTICE

1. Listen to the CD (▶) about apologizing. The CD will be played three times.
2. Fill in the blank with the words that you hear!
3. Work in pairs, practice the dialogue above. Then, underline the expressions about apologizing which are used in the dialog!

Mr. Sakai phones Room Service officer to order meals and asks the officer to bring the meals to his room



I'M VERY SORRY, SIR

- Ordertaker** : Hello, Room _____, can I help you?
- Mr. Sakai** : Yes, how long will it _____ to bring some food to my room?
- Ordertaker** : About 15 minutes, Sir.
- Mr. Sakai** : Okay, I would like to order one _____ and one coke.
- Ordertaker** : Very good, Sir. How _____ you like your hamburger?
- Mr. Sakai** : Well-done with onions, tomato and _____, but no lettuce nor _____ sauce.
- Ordertaker** : Would you like potato _____ or french fries with that, Sir?
- Mr. Sakai** : French fries.
- Ordertaker** : Will that be _____, Sir?
- Mr. Sakai** : No, I would also like some _____ fruit.
- Ordertaker** : Which fruit would you like, Sir? We have papaya, _____, mango, mango stein, and bali grape-fruit.
- Mr. Sakai** : I would like a plate of _____ papaya with lemon.
- Ordertaker** : Let me repeat your order: _____ hamburgers well done with onions, tomato and mustard, french fries, ten coffees and one _____ of papaya.
- Mr. Sakai** : Not ten hamburgers and not ten _____, one hamburger and one coke, french fries and a plate of sliced papaya with lemon.
- Ordertaker** : Sorry, Sir, I will _____ that.



I'M VERY SORRY, SIR



LANGUAGE FOCUS

Read the useful expressions of apologizing below. Then, practice the expressions below using the dialog in part B (Practice).

Here are the expressions commonly used in apologizing.

Apologizing	Responding the Apology
<ul style="list-style-type: none"> • I'm (so / very) sorry, Sir/Madam. • Sorry to trouble you. • It's my fault, I'm so sorry. • Sorry to bother you just now. • Sorry to have kept you waiting. • I hope I'm not disturbing you. 	<ul style="list-style-type: none"> • That's quite all right. • That's all right. • It's okay. • Oh that's quite all right. • It doesn't matter. • No, no at all.



LANGUAGE EXERCISE

DIALOG 1

1. Listen to the CD (▶) about apologizing carefully. The CD will be played three times.
2. Work with your friend next to you, then understand the main idea of the conversation in the CD.
3. Create your own dialog with the same idea with the conversation in the CD. Make it as creative as possible.
4. After that practice your own dialogue with your partner!



I'M VERY SORRY, SR

*Write your Dialog
Here*



COMMUNICATIVE ACTIVITY

ROLE PLAY

Make groups of two. Make a dialogue based on the situations below. Then, practice the dialogs that you make with your partners. Later, you are asked to perform the dialogs in front of the class and discuss your performance with your teacher and classmates.

Situation 1

You are a manager of Super Hotel. A hotel guest complains because the room service employee forgets to bring lunch to his/her room. Ask for an apology to the guest and say that it wouldn't happen again.

Situation 2

You work as a front officer / receptionist. A hotel guest asks for his room key. Unfortunately, you give a wrong key. Ask for an apology to the guest and give the correct room key.



I'M VERY SORRY, SR

Situation 3

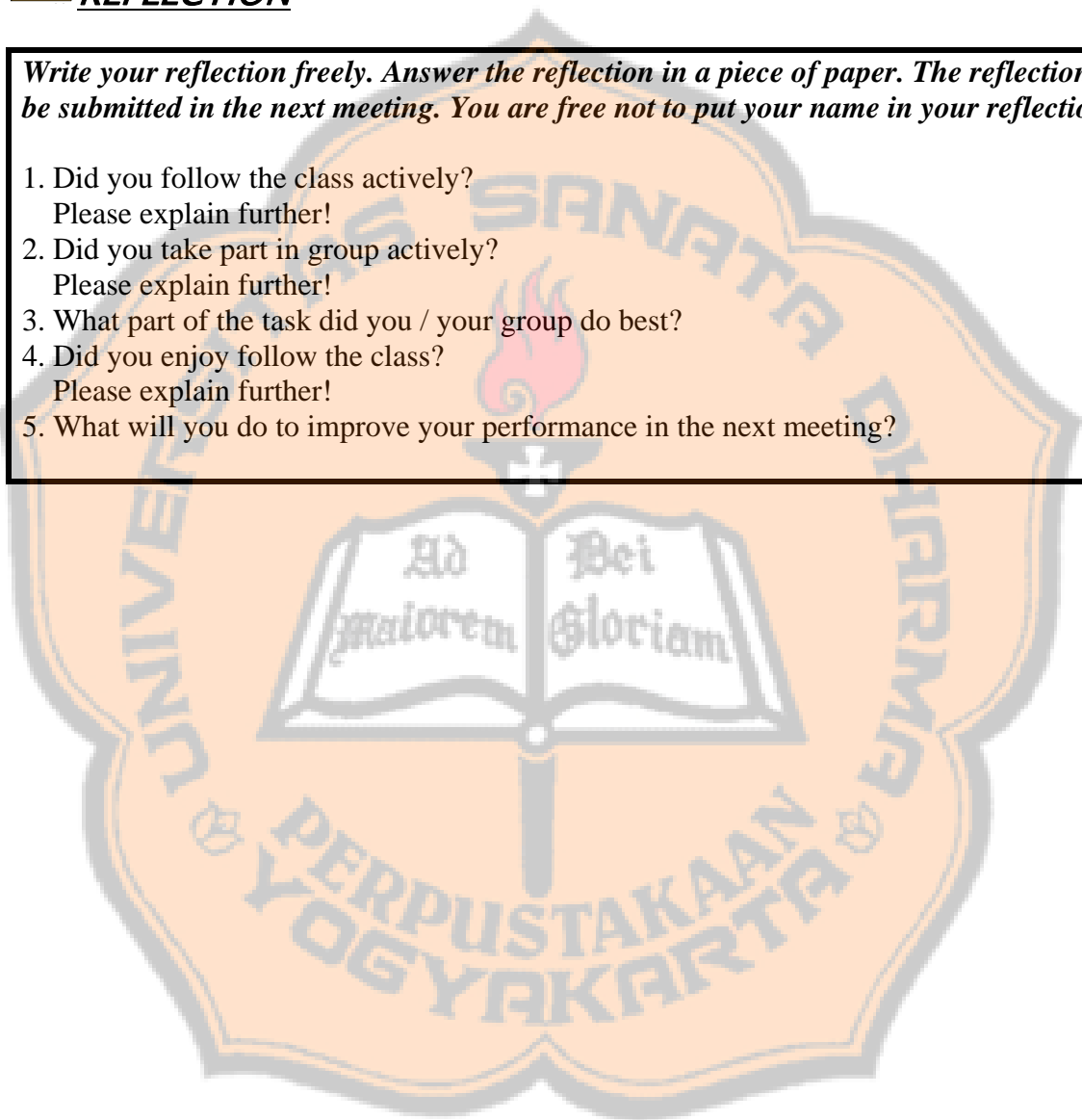
You are a cleaning service employee. You clean a hotel room number 115. You break the guest's small mirror. Ask for apology to the guest and say to the guest that you will change the mirror.



REFLECTION

Write your reflection freely. Answer the reflection in a piece of paper. The reflection will be submitted in the next meeting. You are free not to put your name in your reflection.

1. Did you follow the class actively?
Please explain further!
2. Did you take part in group actively?
Please explain further!
3. What part of the task did you / your group do best?
4. Did you enjoy follow the class?
Please explain further!
5. What will you do to improve your performance in the next meeting?



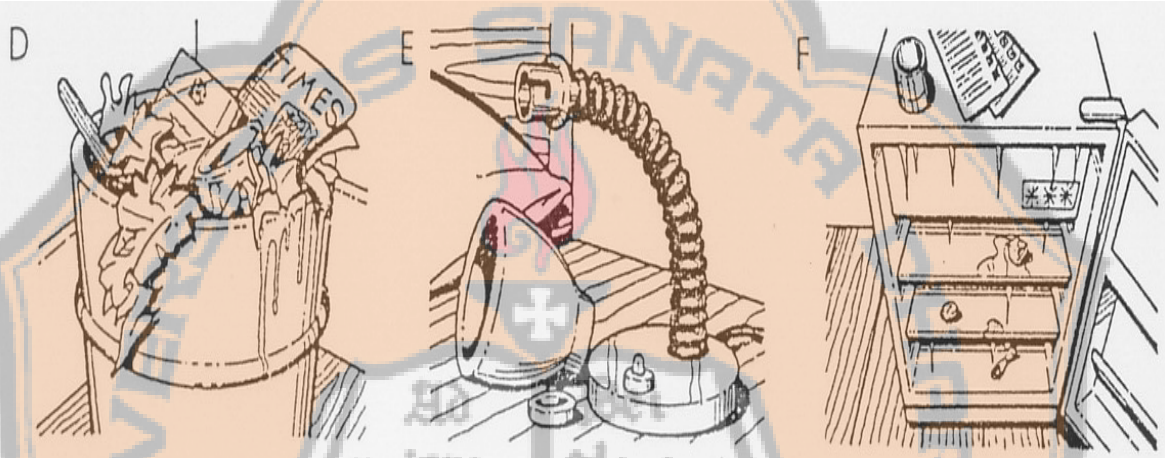


UNIT VI



STARTING POINT

Work with your friend next to you. Look at the picture below, and then answer the following questions!



1. What will a guest do if the condition of stuff in her/his room is the same as in the picture?
2. What will the guest say to the hotel worker if he/she experiences this situation?
3. What will the hotel worker say to handle the guest's complaints? Mention as many as possible the ways to handle complaints?



PRACTICE

1. Listen to the conversation (►) about handling complaints carefully. The CD will be played three times.
2. Work with your friend next to you, mention FIVE statements stated by the hotel guests about the condition of their messy room.
- 3 Then, draw a rough illustration of the messy room.
4. Note down the expressions used by the Housekeeper to handle complaints.

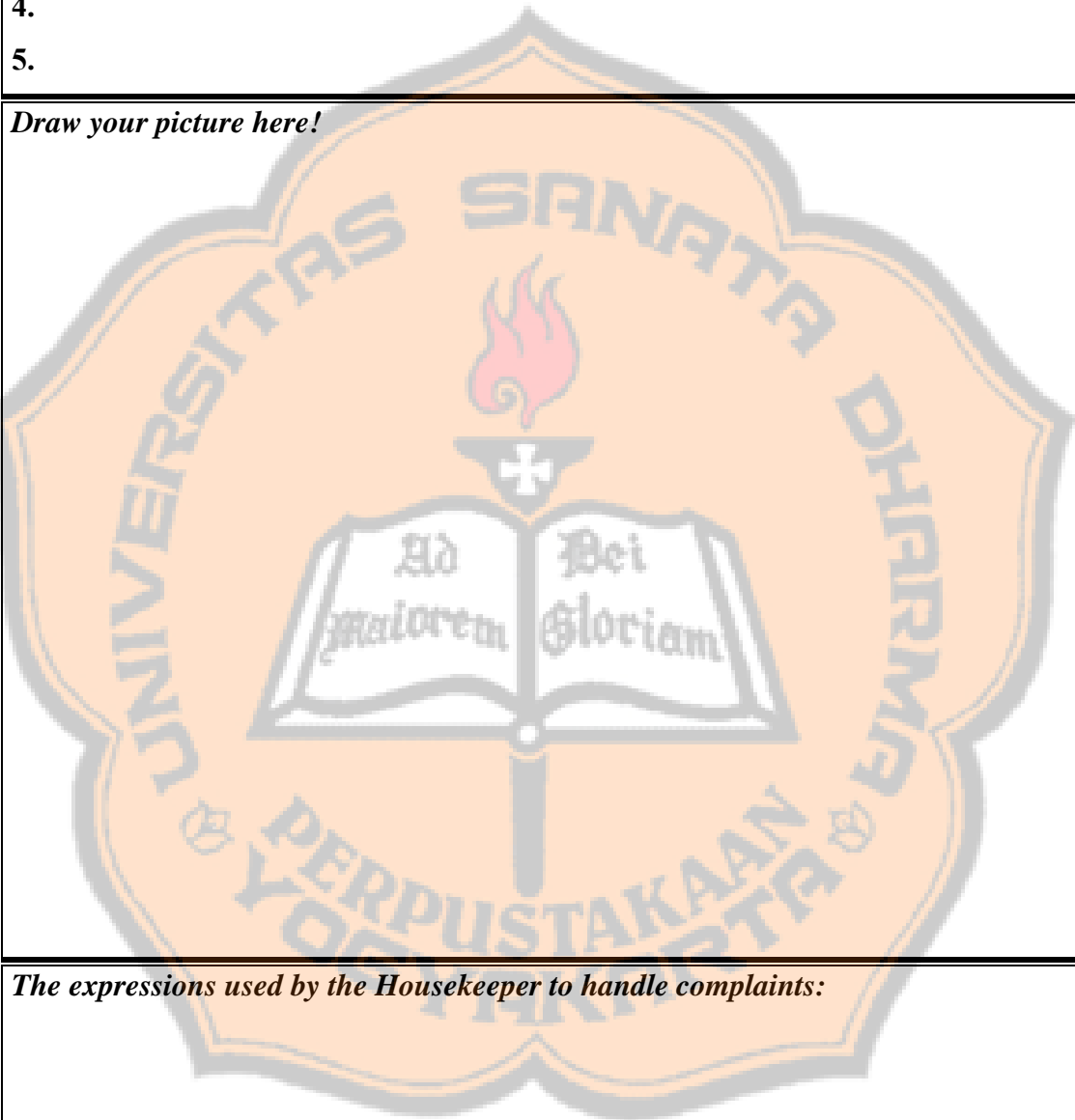


HASNT BEEN CLEANED

Five statements to describe the guests' room:

- 1.
- 2.
- 3.
- 4.
- 5.

Draw your picture here!



The expressions used by the Housekeeper to handle complaints:



LANGUAGE FOCUS

Practice the useful expressions of handling complaints. Then read them aloud!

I. USEFUL EXPRESSIONS

Complaining

- **There is/there are** **in**

Ex. *There is no ashtray in the room.*

- **The floor is/are** **It/They need(s)** **ing.**

Ex. *The floor is dirty. It needs cleaning.*

- **The**.....**hasn't/haven't been** **ed.**

Ex. *The floor hasn't been cleaned.*

- **Nothing has been done in the**

Ex. *Nothing has been done in the bathroom.*

Apologies

- I'm (very) sorry (about that) sir/madam.

Promising Action on Complaints

- I'll bring one/some up for you.
- I'll send someone up to (clean) it right away.
- **I'll have it** **ed**

Ex. *I'll have it cleaned at once.*

II. WORD LIST



• **Room Furnishings, Fittings and Provisions**

Ashtray	: asbak	Reading lamp	: lampu baca
Bedside light	: lampu tidur	Sheet	: seprai
Blanket	: selimut	Shower	: shower
Bulb	: bola lampu	Soap	: sabun
Coat hanger	: gantungan baju	Tap	: keran
Curtains	: korden	Towel	: handuk
Desk	: meja	Towel rail	: gantungan handuk
Desk top	: permukaan meja	Wardrobe	: lemari
Hotel stationery	: alat tulis hotel	Waste bin	: tempat sampah
Pillow/case	: bantal/sarung bantal	Water jug	: kendi air
Plug	: pencolok listrik		

• **Verbs of Housekeeping**

Brush	: menyikat	Refill	: mengisi ulang
Clean up (dirt, liquid)	: membersihkan (kotoran, cairan)	Replace	: mengganti
Clear up (objects or pieces)	: merapikan	Vacuum	: membersihkan dengan vacuum cleaner
Dust	: membersihkan debu	Water (a plant)	: menyiram
Empty	: mengosongkan	Wipe	: membersihkan atau mengeringkan
Fill	: mengisi	Wipe off (a mark)	: menghapus (coretan)
Mop up (liquid)	: mengepel		

• **Vocabulary for Faults and Damage**

Broken	: pecah, rusak	Full of (holes, etc.)	: penuh dengan
Cracked	: retak	Greasy	: berminyak
Dirty	: kotor	Missing	: hilang
Dusty	: berdebu	Not working	: tidak bekerja
Empty	: kosong	Out of order	: kadaluarsa/rusak
Filthy	: kotor	Torn	: sobek (kertas), terkoyak (kain)



LANGUAGE EXERCISE

DIALOGUE - CD

In the dialogue you will hear a conversation (▶) about handling complaints. Answer the questions below by giving a cross mark to a, b, c, or d in front of the correct answer. The CD will be played twice.

1. When did the man check in?
 - a. Wednesday
 - b. Thursday
 - c. Friday
 - d. Saturday
2. Why does the man want to change his room?
 - a. Because his room is too quiet.
 - b. Because his room is located in the Green wing.
 - c. Because his room is located on the 8th floor.
 - d. Because his room is too noisy
3. The reasons the man agrees to move to room in the Green wing are, except.....
 - a. It is near health club.
 - b. It is very quiet.
 - c. It overlooks the golf course.
 - d. He can see the volcano at Bogor.
4. When can the man move to the new room?
 - a. Immediately
 - b. Tomorrow
 - c. Next two days
 - d. This afternoon.
5. Why does the man look for the phone?
 - a. To ask his wife to go to health club.
 - b. To let his wife know that they will move to other room.
 - c. To ask his wife to go to the new room in the Green wing.
 - d. To tell his room number



COMMUNICATIVE ACTIVITY

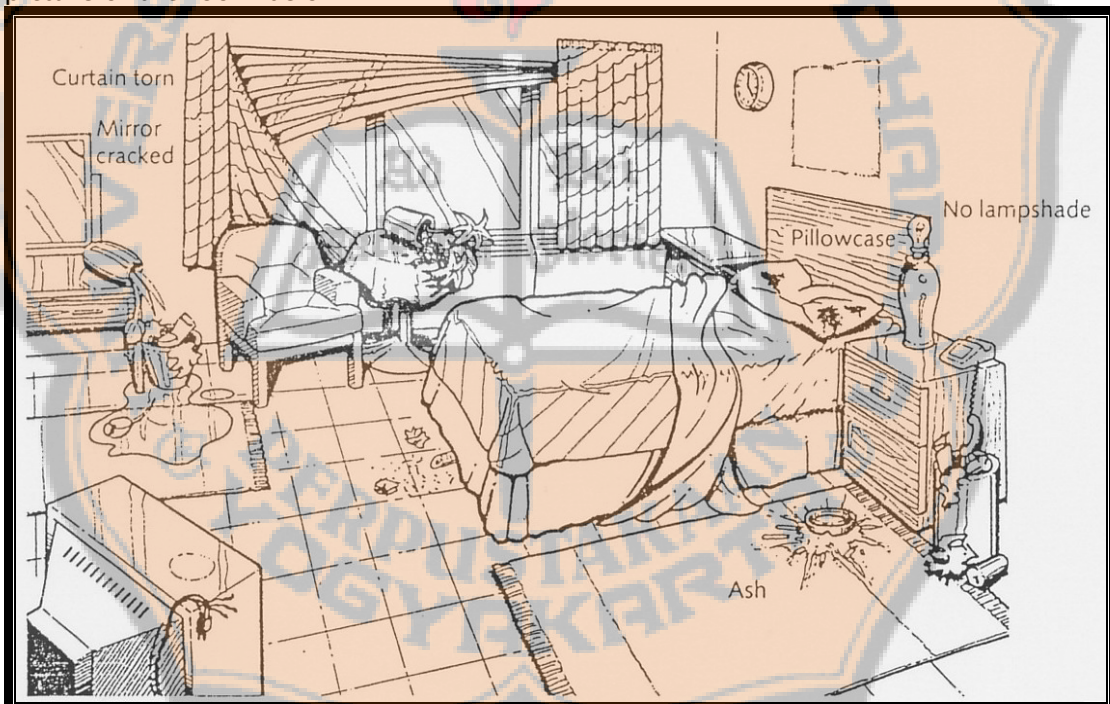
GAME

Make a group of two. Decide who will be Student A and Student B. Each of you will get a paper that contains instructions about what will you do. Follow the instructions in the paper. Sheet A is for Students A, while Sheet B is for Student B. Don't let your partner see your paper.

'COMPLAINING'

SHEET A

1. You are a guest in a hotel. Some things are wrong with your room. You can see the picture of the room below.



Talk to the Housekeeper (Student B). You can talk about the bed (not made), the sheets (not changed) and so on. Listen to what the housekeeper says.

What action is he/she going to take? Are you satisfied with his/her answer?

2. This time YOU are the Housekeeper. Student B contacts you about things that are wrong with the bathroom.

Listen. Decide what to do. Will you:

- deal with the problem yourself?
- send someone else to deal with the problem?



- deal with the problem NOW or LATER?
- say that you CANNOT deal with the problem?

Use the correct expressions and vocabulary!

SHEET B

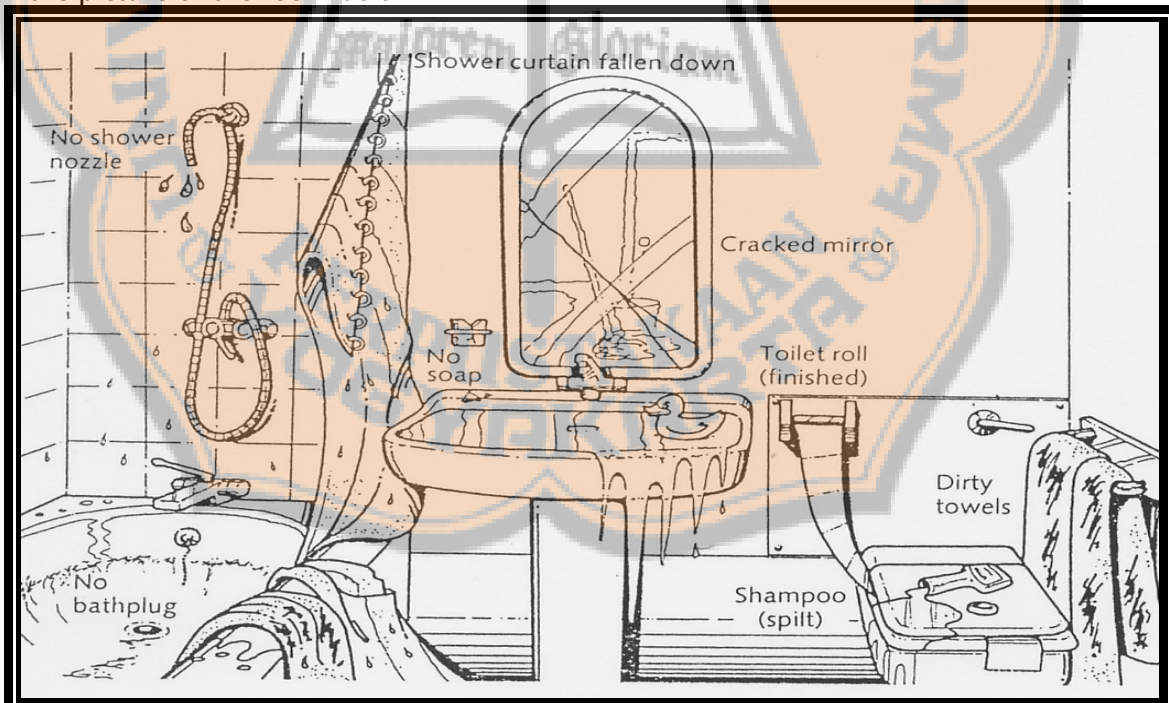
1. You are the Housekeeper in a hotel. Student A contacts you about things that are wrong with his/her room.

Listen, then decide what to do. Will you:

- deal with the problem yourself?
- send someone else to deal with the problem?
- deal with the problem NOW or LATER?
- say that you CANNOT deal with the problem?

Use the correct expressions and vocabulary!

2. This time YOU are the Guest. Some things are wrong with your bathroom. You can see the picture of the room below.



Talk to the Housekeeper (Student A). You can talk about the bath (not cleaned), the basin overflowing, and so on. Listen to what the housekeeper says.

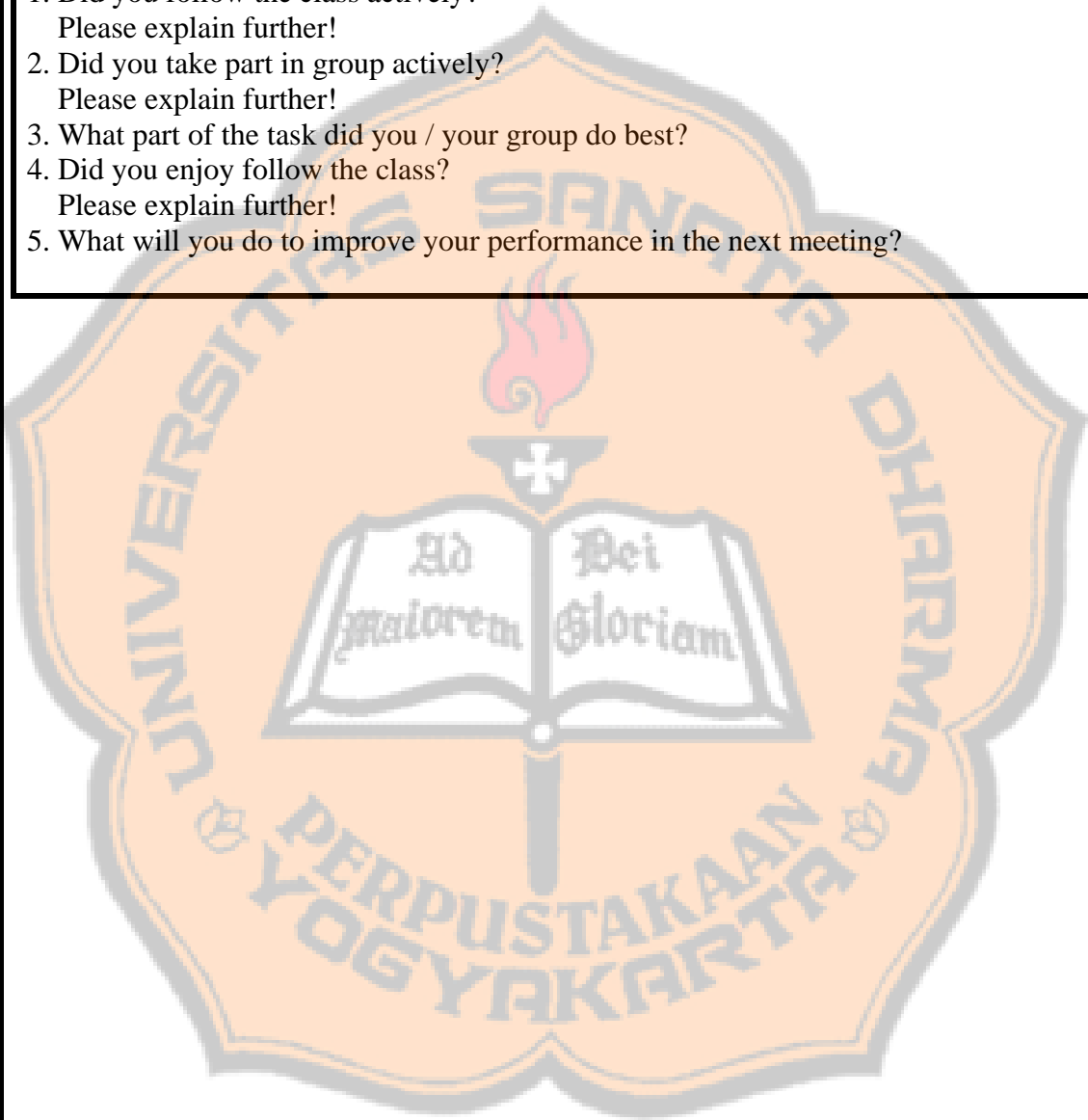
What action is he/she going to take? Are you satisfied with his/her answer?



REFLECTION

Write your reflection freely. Answer the reflection in a piece of paper. The reflection will be submitted in the next meeting. You are free not to put your name in your reflection.

1. Did you follow the class actively?
Please explain further!
2. Did you take part in group actively?
Please explain further!
3. What part of the task did you / your group do best?
4. Did you enjoy follow the class?
Please explain further!
5. What will you do to improve your performance in the next meeting?





SINGLE OR DOUBLE

UNIT VII



STARTING POINT

Work with your friend next to you. Listen to the conversation (▶) carefully, and then answer the following questions!



1. What did the guest want to do?
2. Mention some information asked by the receptionist!
3. Mention other information which is needed by the receptionist!



PRACTICE

Listen to the conversation (▶) below carefully. Then, complete the table below with the detailed information that Mrs. Wilson, the hotel guest asked based on the conversation between receptionist and Mrs. Wilson. You can discuss your answer with your friend next to you. The CD will be played twice.

I Q I R U P D W I R Q

<i>Stuff that Mrs. Wilson wants to buy</i>	
<i>Ancol</i>	
<i>Pasar Seni</i>	
<i>Time of city tour</i>	
<i>How to get the ticket?</i>	



SINGLE OR DOUBLE

Ask your friend next to you about his/her favourite tourism destination. Ask some information to complete the table below. Make sure to get the detailed information. If possible, add some information that is not listed in the table.

Information about Favourite Tourism Destination	
The Name	
Location	
Its characteristic	
The reason why your friend like that place	
The price of the ticket	
Time to open	



LANGUAGE FOCUS

USEFUL EXPRESSIONS

Here are the useful expressions of asking and giving information. Practice them!

Topic	Asking for Information	Giving Information
TIME	<ul style="list-style-type: none"> When/What time does theopen/close? How long does it take to.....? 	<ul style="list-style-type: none"> It opens/closes at It takes minutes
DIRECTION	<ul style="list-style-type: none"> How do I get to.....? How can I get to 	<ul style="list-style-type: none"> Just turn left/right. Follow this road. Theis before the bank.
PLACE	<ul style="list-style-type: none"> Where is the 	<ul style="list-style-type: none"> Theis next to/opposite/behind/in front of/between/on the right of/on the left of/ the



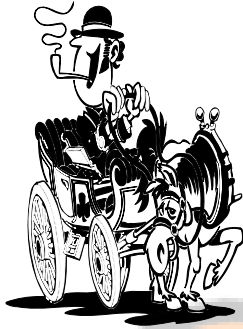
SINGLE OR DOUBLE?

<p>HOTEL RESERVATION</p>	<ul style="list-style-type: none"> • What kind of room, Sir? • Single, double or twin? • Would that be a single room? • When would that be for? • How long would you be staying? • How many nights? • What time would you be arriving? • Could I have your name please? 	<ul style="list-style-type: none"> • Single room/non-smoking. • Single. • No, double please. • The fifth of November. • Two days. • two nights • About 6 p.m. • Paul Friedel.
<p>HOTEL RATE</p>	<ul style="list-style-type: none"> • How much is it for aroom? • What is the rate for (a single room)? • How much is a ..(single room)..? • What's your weekly rate for a ..(single room)..? 	<ul style="list-style-type: none"> • It is \$a night, Sir. That includes/including ...(breakfast) • \$..(100).. a night. • \$..(50)..a night. • It's \$



SINGLE OR DOUBLE

Illustrate the meaning of expressions below by drawing the position of the hotel in a simple map!



1. The hotel is just next to the bank.
2. The hotel is just past the bank.
3. The hotel is just before the bank.
4. The hotel is across from the bank.
5. The hotel is in front of the bank.
6. The hotel is on the corner.
7. The hotel is on the middle of the block.



LANGUAGE EXERCISE

DIALOGUE 1 - CD

In the dialogue 2 you will hear a conversation (▶) about asking and giving information. Answer the questions below by giving a cross mark (x) to a, b, c, or d in front of the correct answer. The CD will be played twice.

1. What is the man trying to find?

a. Health club	c. Receptionist
b. Swimming pool	d. Towels

2. The location of outdoor swimming pool is.....
 - a. at the back of the hotel.
 - b. in the health club.
 - c. in front of the elevators.
 - d. next to the health club.

3. Who will give the towel to the guest?
 - a. Receptionist.
 - b. Housekeeper
 - c. Doorman
 - d. Health club officer

4. How long does the swimming pool open?
 - a. 6 hours.
 - b. 7 hours.
 - c. 12 hours.



SINGLE OR DOUBLE?

- d. 14 hours.
5. What kind of map will be given by the health club to the guest?
- Hotel map.
 - Health club map.
 - Jogging track map.
 - Swimming pool map.

DIALOGUE 2 - Movie Clip

Watch the movie clip (▶). The movie clip will be played twice. Fill in the blank with the suitable answers!

Mr. Gladstone : Excuse me.

Receptionist : Yes sir.

Mr. Gladstone : A _____, I'd like a room, please.

Receptionist : Single room or double room?

Mr. Gladstone : _____, it's just for myself.

Receptionist : _____ the register please. Anything wrong, sir?

Mr. Gladstone : What? No, no thanks.

Receptionist : Do you have any _____, Mr. Gladstone?

Mr. Gladstone : Luggage? Yes, yes I do.

Receptionist : _____ is it?

Mr. Gladstone : What?

Receptionist : Where is your luggage?

Mr. Gladstone : Oh it's in the _____. It's some there in the car.

Receptionist : Oh very good, Sir, I'll have a _____ to bring it in.

Mr. Gladstone : Oh no. I mean I'd rather not to go on with trouble bringing it all. I just have a tooth _____. I'll get myself that's all right.

Receptionist : Of course. I'll have a porter to _____ you the room.

Mr. Gladstone : Oh well actually I just assume I have myself and I just have tooth brush to carry, I can _____ myself.

Receptionist : Whatever you say Sir.

Mr. Gladstone : _____ you.





SINGLE OR DOUBLER



COMMUNICATIVE ACTIVITY

1. GAME

Procedure

1. Eight students will be hotel receptionists (one hotel will consist of two receptionists, so there will be four hotels) and the rest will be tourists looking for hotel rooms.
2. Each two receptionists will get a different hotel room list. Each tourist will get one tourist card.
3. Clear the desks and the chairs from the middle of the room and situate four hotel reception desks in different corners of the room. The receptionists should sit there.
4. The object of the game is to find the cheapest possible hotel room for the night.
- 5 In doing this, tourists will have to visit each hotel in turn to enquire about availability and prices of rooms. They should then return to the hotel of their choice to make a firm booking.
6. There is always a possibility that the room of their choice may have been taken while they were making up their minds. They will then have to make a second choice.

HOTEL ROOM LISTS

ROYALTY HOTEL		Sun Hotel	
Rooms' Type	Price	Rooms' Type	Price
Single	\$ 10.00	Single	\$ 12.00
Single	\$ 10.00	Single	\$ 12.00
Single with shower	\$ 13.50	Single with shower	\$ 15.00
Single with bath	\$ 15.00	Single with bath	\$ 16.00
Double	\$ 17.00	Double	\$ 16.00
Double with shower	\$ 18.00	Double with shower	\$ 17.50
Double with bath	\$ 20.00	Double with bath	\$ 19.50
Twin-bedded	\$ 18.00	Twin-bedded	\$ 17.00
Twin bedded with shower	\$ 19.50	Twin bedded with shower	\$ 22.00
Twin-bedded with bath	\$ 20.00	Twin-bedded with bath	\$ 23.00



SINGLE OR DOUBLE

ANDROMEDA HOTEL		MOUNT HOTEL	
Rooms' Type	Price	Rooms' Type	Price
Single	\$ 11.50	Single	\$ 14.00
Single	\$ 11.50	Single	\$ 14.00
Single with shower	\$ 13.00	Single with shower	\$ 16.00
Single with bath	\$ 13.50	Single with bath	\$ 17.00
Double	\$ 15.00	Double	\$ 18.00
Double with shower	\$ 19.00	Double with shower	\$ 20.00
Double with bath	\$ 21.00	Double with bath	\$ 22.00
Twin-bedded	\$ 19.00	Twin-bedded	\$ 20.00
Twin bedded with shower	\$ 21.00	Twin bedded with shower	\$ 23.00
Twin-bedded with bath	\$ 22.00	Twin-bedded with bath	\$ 25.00

TOURIST CARDS

You want a single room for two nights	You want a double room for three nights
You want a single room for one night	You want a twin-bedded room with bath for one night.
You want a single room with shower for two nights	You want a room with twin beds for one night
You want a single room with bath for three nights	You want a double room with shower for two nights
You want a double room with bath for two nights.	You want a twin-bedded room with shower for three nights



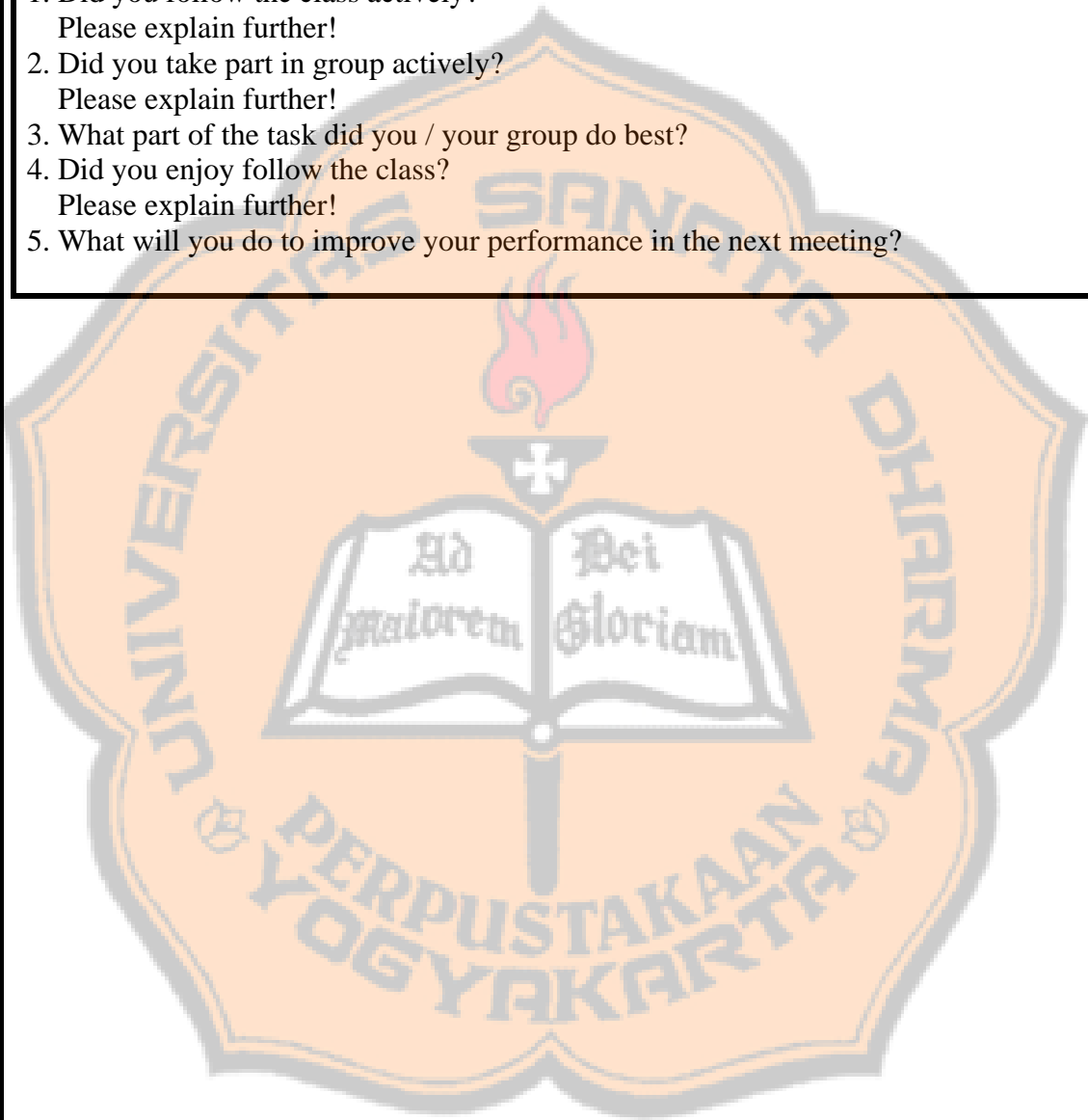
SINGLE OR DOUBLE



REFLECTION

Write your reflection freely. Answer the reflection in a piece of paper. The reflection will be submitted in the next meeting. You are free not to put your name in your reflection.

1. Did you follow the class actively?
Please explain further!
2. Did you take part in group actively?
Please explain further!
3. What part of the task did you / your group do best?
4. Did you enjoy follow the class?
Please explain further!
5. What will you do to improve your performance in the next meeting?



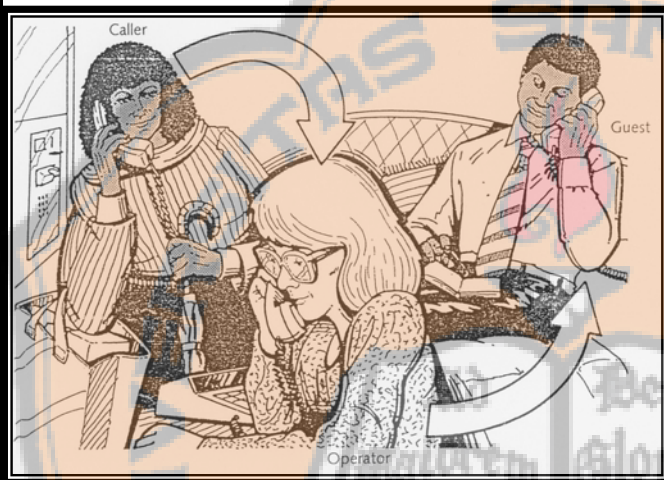


UNIT VIII



STARTING POINT

Work with your friend next to you. Look at the picture below, and then answer the following questions!



1. Imagine that you are a switchboard operator or receptionist, what is the first thing you say if you are answering the telephone in a hotel?
2. Imagine that you are calling from outside of the hotel and you want to speak to a guest, what do you say?
3. Mention some businesses that usually deal with telephone!
4. What information do you need if someone wants to reserve a room via telephone?
5. If you are a Switchboard Operator, what do you say to a Caller:
 - if you cannot hear what the Caller says?
 - if you tell the Caller you are going to connect the call?
 - if you want the Caller to wait a few seconds?
 - if the Guest is still using the telephone?
 - if the Guest does not answer?
 - if you invite the Caller to leave a message



PRACTICE

Listen to the conversation about phone conversation in the CD (▶) carefully. The CD will be played twice. Then answer the questions below based on the conversation correctly.

1. What is the name of the Hotel?

2. What is the first thing the operator say when she answering the telephone?

3. Who is the person that reserves a room via telephone?

4. The caller reserves a room for

Who is the person?

5. When would the caller like to make the reservation for?

6. When will the guest be checking out?

7. Who is Mr. Allen?

8. What is the phone number of the caller?

9. What is the first name of Mr. Allen?

10. The operator asks the caller to confirm the reservation by.....

11. Write a sentence or two to describe the main idea of the conversation between the telephone operator and the caller!





LANGUAGE FOCUS

Here are the useful expressions of phone conversation. Practice them and try to understand the meaning.

1. USEFUL EXPRESSIONS

1. Answering the Phone

- **Good morning**,.....(name of a hotel).... **Can I help you?**

Ex. *Good morning, Atlantic Hotel, can I help you?*

- **Hello**,(name of a hotel)...

Ex. *Hello, Atlantic Hotel.*

2. If something isn't Clear

- Sorry, it's a bad line; could you repeat that please?
- Would you repeat that?
- Would you repeat that more slowly, please?

3. If the Guest doesn't answer

- I'm sorry. I'm not getting any reply.

4. If the Guest is using the Telephone

- I'm sorry; the number is busy.
- The line is busy, can you hold a moment please.
- The line is busy, do you want to hold?
- Can you hold the line a moment please?

5. Asking to Leave a Message

- Would you like to leave a message?

6. Connecting to the Guest in the Hotel

- Hold the line (a moment) please; I'll put you through.
- I'm connecting you now.

7 Asking the name of a Guest Who the Caller Want to Speak to

- Who would you like to speak to?
- Whom would you like to speak to, please?
- To whom would you like to speak, please?



2. WORD LIST

• ***Noun in Phone Conversation***

Account : rekening	Long distance call : telepon jarak jauh
Area code : kode area	Lunch : makan siang
Call : panggilan telepon	Message : pesan
Client : langganan	Party : pihak / orang
Company : perusahaan	Reservation : pemesanan/ pesanan
Connection : hubungan	Surname : nama belakang / keluarga
Fax : faksimile	
First name : nama depan	
Full name : nama lengkap	

• ***Verbs in Phone Conversation***

Cancel : membatalkan	Dial : memutar nomer telepon
Charge : mengenakan biaya	Get through : menghubungi (dengan telepon)
Check out : keluar (meninggalkan hotel)	Reserve : memesan
Confirm : memastikan	



LANGUAGE EXERCISE

DIALOGUE 1 - CD

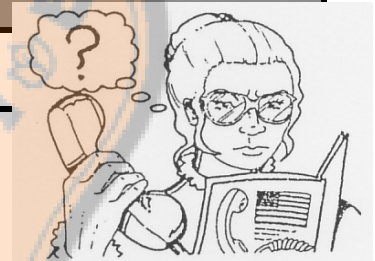
Listen (▶) to a guest who wants to make a long distance call, and decide if the following statements are true or false. You may listen twice.

1. The guest wants to make a long distance call to New York. ()
2. The destination number is 123-4657. ()
3. The area code of New York is 615. ()
4. The guest doesn't want the call in form of person to person. ()
5. The name of the person who the guest would like to speak to is Sanches. ()
6. Mr. Sanchez was out from his office 20 minutes ago. ()

DIALOGUE 2 - CD

Listen to the CD about a conversation between Miss Robin and Telephone Operator. Fill in the blank with the correct answers. The CD will be played twice.

A secretary wants to change the date of the reservation for Mr. Roberts.



Operator : Good afternoon, Sari Pan Pacific, _____ I help you?

Miss Robin : This is Miss Robin from Prima Oil Company. I spoke to you this morning about the _____ from Mr. Roberts.

Operator : I'm sorry Miss Robin. I think you must have _____ to someone else. I only just came on duty. To whom would you like to _____ to?

Miss Robin : Oh, I'm not sure. I want to _____ the date of the reservation I made



this morning and the operator on duty took the details.

Operator : Just _____ the line please, and I will put you through the reservation.

Miss Robin : Thank you.

Operator : The _____ is busy, can you hold a moment please.

Miss Robin : Yes.

Operator : Hold the line; I'm just _____ you through the reservation.



COMMUNICATIVE ACTIVITY

GAME

'PHONING GAME'

Make a group of three, Student A, student B, and Student C. Read the instructions for your part below.

STUDENT A

Take the part of different callers, phoning to the guests in the Asian Hotel (You can decide on the REASONS for the call for yourself).

Call 1: You are Paul Brokovitch. You want to speak to George Brokovitch, your brother. You do not know the room number.

Call 2: You are Hellen Fink. You want to speak to Derryl Hunt in room 521.

Call 3: You are Chris Abdullah. You want to speak to Charlie Belluci. You do not know the room number.

Call 4: You are William Win. You want to speak to Mrs. Enya Van Burk in room 404.



STUDENT B

You are a Switchboard Operator at the Asian Hotel. Deal with the calls (from students A) like this:

Call 1: The line is bad, so at first you do not hear the name of the Guest very clearly. Then when you try to put the call through, the number is engaged / busy. You offer to take a message.

Call 2: You take the call from the caller and put the call through to the room.

Call 3: You take the call from the Caller. The Caller does not know the room number of the guest. You find out the room number from the guest list and put the call through.

Call 4: You take the call from the Caller. There is no reply from the room, but the Receptionist say that the Guest is still in the hotel. You make a general announcement, like this:

“Telephone call for Mrs.

Will Mrs..... please come to Reception table? Thank you.”

STUDENT C

Take the part of different people who are staying at the Asian Hotel, like this:

Call 1: You are George Brokovitch. But when Student A calls, you are already on the telephone to someone else.

Call 2: You are Derryl Hunt. Take the call from Student A.

Call 3: You are Charlie Belluci. Take the call from Student A.

Call 4: You are Enya Van Burk. When the student A calls you are in the restaurant. You go to the Reception desk and answer the telephone there.



REFLECTION

Write your reflection freely. Answer the reflection in a piece of paper. The reflection will be submitted in the next meeting. You are free not to put your name in your reflection.

1. Did you follow the class actively?
Please explain further!
2. Did you take part in group actively?
Please explain further!
3. What part of the task did you / your group do best?
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