

Developing English Speaking Material For Students Of Business And Management Program At Vocational School

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Abstract.

The objective of this study was to develop English speaking material based on students' needs. This study followed the steps of research and development proposed by Borg and Gall. Which are 1) evaluation and need analysis; 2) material development; 3) validation; 4) revision and final production. It was found that 83% students agreed that the existing materials currently used by the students were irrelevant with business and management program. The irrelevant materials were then developed through CTL approach and relevant with their study program and work life situation. The learning materials were developed into 6 units of speaking material. The learning materials were then validated by two experts. The average score of the validation was 88, It showed that learning materials were very good, relevant and feasible.

Keywords: *English speaking material, contextual teaching learning, Research and Development.*

I. INTRODUCTION

Speaking skill is crucial for vocational students, especially for Business and Management students (BM students). Related to their major, BM students need to have good public speaking because public speaking will be crucial role to help them in doing presentation, promoting, ordering, meeting and selling. Reason to choose speaking skill in this study was generally that it will be very useful to students' achievement in learning English. One of the ways to assist the BM students in fostering their speaking skill is through providing learning materials, as Moore (2001) says that the success of teaching and learning process is determined by a good preparation which contains six components, namely: topic, objective of learning, learning materials, activity, instrument / media and evaluation. In short, learning materials are one of the elements that determine the success in teaching and learning process. So, by providing learning materials for the speaking activity, it can help the students to increase their speaking skill. Furthermore, to support the public speaking achievement of BM students in order to foster their speaking skill easier and faster, Developing English for Specific Purpose (ESP) was intended to improve the students' skill especially for students at SMK. This statement was supported by Hutchinson and Waters (1987) who stated that ESP materials focus on the learner, so the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster.

It is briefly stated that the competencies standard in KTSP (School Based Curriculum) of English for SMK are; 1) students are expected to be able to express the meaning of transactional conversation, 2) students are able to express the meaning of text in oral. Speaking skill must be taught to the students because it is one of language skill besides reading, listening and writing. Moreover, students are expected to be able to communicate English well (Depdiknas, 2006: 305). But the fact, based on the observation done toward the BM students at SMK BM PANCA BUDI Medan, it was found that their speaking didn't reach the competency; the students still get difficulties in doing conversation and presentation. It was also difficult for them to express and even to understand the transactional conversation and text in the book. Based on the previous observation done on the student's English textbook, the textbook didn't provide the relevant speaking learning material. The topics used were still irrelevant with business and management program. It could be proven by learning material provided in this book; "English in Progress" by Yudhistira. The

conversations used in this textbook were not suitable to the program of business and management. In chapter 17, the topic is about “Regrets & Apologies”, the conversation used in this chapter was about “pain of relationship” instead of “occupation, firing or lose”. Next in chapter 18, it’s about “sympathy”, the conversation was about “accident and hospital” instead of “showing sympathy for economic society or business problem”.

II. METHODS

The study was conducted to develop English speaking material for the students of business and management by R & D design proposed by Borg and Gall. R & D is a process used to develop and validate educational product (Borg and Gall, 2003: 772). The term “product” referred to the establishment of procedures and processes, such as a teaching method or a method of organizing instruction. Furthermore, Gay (1987: 10) defined R & D as an effort to develop effective products that are used in educational program including objectives, teaching materials, and so on.

III. RESULT AND DISCUSSION

The data were analyzed by using descriptive technique based on Witarto (2008) namely followed the steps of: 1) verification, 2) organization, 3) calculation, 4) extraction, 5) conclusion. The data were analyzed through these following steps: 1) Analyzing the teaching and learning process including existing syllabus and existing material, students’ needs as the data of this study which were taken from the questionnaire, interview, and observation. From the data, the suitable materials to the students of business and management program will be identified; 2) Matching the existing syllabus and materials to the students’ needs; 3) Developing suitable English speaking materials based on the students’ needs. The result of the teaching and learning process evaluation was in grade 1.6. It meant that generally the teaching and learning process was still FAIRLY RELEVANT, meaning that the teaching and learning process still needed the development at least it could reach the category of RELEVANT. The followings were the detail descriptions of the whole categories:

Table 4.1. Analysis of Teaching and learning Evaluation

No	Description	Score	Level of Relevancy	Percentage
LEARNING OBJECTIVE				
1	The learning objective in standard competence	0.7	Less Relevant	17
2	The relevancy of speaking material with the present situation	1.9	Fairly Relevant	47
3	Providing speaking material	1.8	Fairly Relevant	46
4	The relevancy or relation of the speaking material with students’ major or program	1.4	Less Relevant	35
5	The existence of new horizon or knowledge about business and management in the existing material	1.4	Less Relevant	35
LANGUAGE FEATURE				
	The relevancy of grammar to the students’ level and needs	1.8	Fairly Relevant	46
	The relevancy of Vocabularies to the students’ level and needs	1.6	Fairly Relevant	40
	The existence of pronunciation in the speaking material	2	Fairly Relevant	50
	Providing certain language use for each Topic	2.1	Fairly Relevant	52
TOPIC				
	The interesting of existing material	1.6	Fairly Relevant	40
	The appropriateness of the existing material with students’ level	1.8	Fairly Relevant	46
	The topics activate the students’ knowledge	1.6	Fairly Relevant	40
	The relevancy of the topic with students’ major	1.4	Fairly Relevant	35
LEARNING METHOD				
	The appropriateness of the learning method	1.9	1.9	47

	with the students' level			
	The learning method motivate students to study harder	1.8	1.8	46
	Giving more opportunities to speak	1.6	1.6	40
	Team learning	1.8	1.9	46
	Activity basis	1.8	1.8	46

The relevancy or relation of the speaking material with students' major or program were shown in grade 1.4, meaning that it was still LESS RELEVANT; 65% students agreed that the existing material doesn't add new horizon or knowledge about business and management, it was shown in grade 1.4, meaning that it was still LESS RELEVANT. In term of linguistic feature, the availability and existence of grammar needs, vocabularies, pronunciations, and language use in existing material were generally still FAIRLY RELEVANT, meaning that it didn't support the standard competence of business and management program. In term of the topic of the speaking material, the interesting of existing material was shown in grade 1.6, the appropriateness of the existing material with students' level was shown in grade 1.8, while whether the topic activated the students' knowledge was shown in grade 1.6, and then the relevancy of the topic with students' major was shown in grade 1.4, meaning that the four items of the topic of speaking material evaluation were still FAIRLY RELEVANT.

In term of learning method, the appropriateness of the learning method with the students' level was shown in grade 1.9, whether the learning method motivated students to study harder was shown in grade 1.8, the learning method didn't give more opportunities to speak was shown in grade 1.6, learning method through team learning was shown in grade 1.8, learning method through activity basis was shown in grade 1.8, meaning that generally the five evaluation items of learning method were FAIRLY RELEVANT. It can be taken one example of the learning materials it's about "sympathy", the conversation was about "accident and hospital" instead of "showing sympathy for economic society or business problem".

Activity 5: role-play the dialogue

Bruce : has Allan shown up yet?

Robin : nope. I guess something might have come up.

Bruce : I wonder what happened.

Robin : I don't know. I hope it's nothing serious.

Bruce : last week his sister was admitted to the hospital.

Robin : Oh? What happened?

Bruce : his sister had a car accident last week.

Robin : is she fine now?

Bruce : she's still a coma.

Robin : oh poor Allan. His sister is the only he has left since his parents died last year

The topic and the material then revised and changed based on CTL and the students' need into the following dialogue.

"Handling Table Reservation"

Scenario, Jim Foster calls Shogun Restaurant to make a dinner reservation for four.

Hostess : Hello, this is Shogun Restaurant.

Mr. Foster : Hi, I would like to make a dinner reservation.

Hostess : Of course, can you tell me what night will you be coming?

Mr. Foster : We will be coming to your restaurant on Tuesday night.

Hostess : What time would you like the reservation for?

Mr. Foster : We would prefer 7:00 or 7:30.

Hostess : How many people will you need the reservation for?

Mr. Foster : There will be 4 of us.

Hostess : Okay, Sir. Please give me your name, and at 7:00 on Tuesday we will have a table for you!

Mr. Foster : Great! Our last name is Foster. Please have the reservation under the name of Jim Foster.

Hostess : Table for four under Mr. Jim Foster, Tuesday at 7:00. Did I get it right, Sir?

Mr. Foster : Yes. Thank you.

Hostess : Thank you, Mr. Foster. See you this Tuesday at 7:00.

Mr. Foster : I look forward to have dinner at your restaurant. Thank you for your help.

It seemed the existing speaking material in the textbook was just to complete the skill, it was not found the specific method to help the students to increase their speaking skill and their skill in business speaking. The dialogues were just too general, not specific, not related to work context as well as their major. This contradicted with principle of ESP, where the vocational students should be given the specific materials to make language learning easier and faster.

IV. CONCLUSION

Generally, the existing English speaking material was less relevant with the needs of the students in business and management program. In term of topics, they are not relevant with the business and management program, it makes the students are less motivated in learning English. In term of practices, they are not well designed, the practices do not help and ease the students to promote their speaking skill, and as a result their speaking skill is low.

1. The speaking materials needed by the students should be relevant and be related to the real life situation namely business context. The topics needed in the work situation are: handling customer, job interview, handling complaints, handling reservation, business greetings, and sympathy.

2. The design of the speaking material is contextual teaching and learning, the structure of the material in each units follow the principle of CTL; they were relating, experiencing, applying, cooperating and transferring. The contents encourage students to practice by doing role-playing and creating so that the students can foster their speaking skill easier and faster.

V. ACKNOWLEDGEMENT

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

1. It is suggested that the English teacher of vocational school should be more responsive with the needs of the students. The teacher should be able and creative to provide the relevant materials to the students' needs or in other words the students of business and management program should be given Business English Conversation.

2. It is suggested that the English teacher should be perceptive with the practices and materials given whether they are useful in helping the students to increase their speaking skill or not. The teacher should realize whether the material given new horizon and knowledge about the students major, in this case business and management program. If they are not, the teacher should use contextual teaching and learning approach in their material.

3. The new materials in this study has validated in terms of relevancy, contents, layout and linguistic feature by an ESP expert, and the result shows that it is good, relevant and feasible, so it is suggested for the English teacher to use this material to increase the students' speaking skill easier and faster, and for the other researchers who do the same study to develop the English materials for business and management program.

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