Development of Digital Speaking Material Through Flip PDF Professional Software for Eleventh Grade Students of Tourism Department at SMKN 1 Medan

Poppy Shania M. Sihombing[1], I Wy. Dirgeyasa[2], Rahmad Husein[3]

{poppyshania08@gmail.com[1], wayandirgayasa@yahoo.com[2], rhnapitupulu@yahoo.com[3]}

English Applied Linguistics Study Program Universitas Negeri Medan

Abstract. This research aims to address core question: to develop digital speaking material through Flip PDF Professional Software for eleventh grade students of tourism department at SMKN 1 Medan. The study employed a Research and Development (R&D) model as proposed by Borg and Gall (2003). Data were collected from 31 respondents, including 28 eleventh-grade students from SMKN 1 Medan as participant, 1 English teacher and 2 lecturers as validators. Data collection methods included document evaluation and questionnaires, with qualitative analysis used for data analysis. The research followed a series of steps: evaluation, material development, material validation, material revision and final product. Findings revealed that the Expert validation scored the developed digital speaking materials at 97.5%, categorizing them as excellent and suitable for used by eleventh-grade tourism students at SMKN 1 Medan.

Keywords: Digital Speaking Material, Eleventh Grade Students of Tourism Department, Flip PDF Professional Software, Research and Development (R&D), Vocational High School.

1. Introduction

Tourism is a crucial industry in Indonesia, ranking fourth in foreign exchange earnings after crude oil, natural gas, and palm oil. It plays a significant role in economic growth and requires minimal long-term investment to yield returns. Tourism contributes to the economy by generating foreign currency, creating jobs, spreading knowledge, improving living standards, and enhancing the image of popular destinations (Superwoko, 2012) [26].

Kim (2008) discussed the increasing emphasis universities worldwide are placing on hospitality and tourism programs [15]. These programs are designed to equip students with the skills needed for careers in the tourism and hospitality industries. According to the Central Statistics Agency (BPS), approximately 83,000 students graduate annually from tourism-related courses, making it the second most popular major at the Vocational High School (SMK) level in Indonesia.

Vocational high schools in Indonesia are designed to prepare students for the workforce by providing them with the practical skills needed in their chosen fields. One such school in North Sumatra is SMKN 1 Medan, which offers a Tourism Department. This program is popular among students due to its diverse employment opportunities, including careers as tour guides, travel bloggers, or other roles within the tourism industry. Proficiency in English is crucial for these positions, especially for guiding tourists and conveying information effectively. Therefore, mastering English offers a significant advantage to those who complete their studies in this field. The Minister of Education and Culture's Regulation No. 68, 69, and 10/2013 emphasizes the importance of improving English language skills in vocational high schools. The goal is to equip students with the necessary competencies to thrive in the global market. Strong verbal communication skills are essential for tourism students, as they need to interact with both tourists and industry professionals.

English has become the global language of business, technology, and education. Developing speaking skills in English Language Teaching (ELT) is crucial for effective global communication. According to Gebhard (1996), teachers should employ creative techniques and materials to encourage students to speak English proficiently [10]. Technological advancements have significantly influenced the field of English Language Teaching, particularly through the use of Information and Communications Technology (ICT), which has been vital in achieving educational goals (UNESCO, 2005) [28]. Integrating technology in classrooms, such as using digital teaching materials, enhances the learning experience and aligns with the demands of 21st-century education. Digital teaching resources created with Flip PDF Professional Software offer interactive and engaging content, including images, audio, video, and quizzes. These tools improve student-teacher interaction and boost learning outcomes.

Rusmawati (2023) utilized Flip PDF Professional Software to conduct a research on the creation of electronic teaching materials using the SAVI Approach. The study aimed to enhance students' problem-solving abilities in the field of static fluid material [23]. Rahman (2022) created a mathematics e-module on algebraic form content using Flip PDF Professional software. The e-module was found to be legitimate, practical, and suitable for mathematics learning in schools [20]. Sriwahyuni (2019) did a study to create electronic teaching material on the topic of optical instruments using Flip PDF Professional [25].

The research conducted by Rusmawati (2023), Rahman (2022), and Sriwahyuni (2019) primarily focuses on topics in science and mathematics. In contrast, this study concentrates on enhancing English speaking skills within an English-speaking environment, specifically targeting eleventh-grade students in the Tourism Department. While the referenced studies delve into static fluid materials, algebraic concepts, and optical instruments, this research aims to develop digital speaking content relevant to the Tourism Department. The limited research on using Flip PDF Professional Software for teaching speaking skills in an eleventh-grade tourism department highlights a gap in content and learning outcomes within this field.

At SMKN 1 Medan, the problems of students' low ability to communicate verbally and lack of creative teaching materials for speaking have been recognized. Through observations and interviews with the English teacher of class XI-UPW 1, it was discovered that students have difficulties in verbal communication in English, leading to scores under the minimal standard score (KKM) of 70. The mean speaking score of students is 56.42, suggesting a requirement for enhancement.

This problem is intensified by the absence of creative teaching materials specifically tailored to the tourism education program. The current textbook is generic and fails to meet the unique needs of students in tourism studies. Therefore, developing digital speaking materials specifically for the Tourism Department is essential to enhance students' motivation and English language proficiency.

This study aims to develop digital speaking materials through Flip PDF Professional Software for eleventh grade students of tourism department at SMKN 1 Medan, addressing their specific needs and enhancing their speaking skills through Flip PDF Professional Software. By providing relevant and engaging materials, this research seeks to improve students' motivation and proficiency in English, preparing them for successful careers in the tourism industry.

2. Review of Related Literature

2.1.1 English for Specific Purposes (ESP)

According to Hutchinson and Waters (1987), English for Specific Purposes (ESP) as a language learning approach that focuses on the specific needs and motivations of learners [12]. This approach involves designing customized curricula to meet the diverse demands of students in professional or occupational fields such as science, medicine, commerce, and tourism. Dudley-Evans and St. John (1998) expand on ESP by outlining its core characteristics, which emphasize addressing learners' specific needs, using relevant teaching methods and activities, and concentrating on appropriate language usage. They also discuss its adaptable features, noting that ESP can be tailored to particular academic disciplines, employ different teaching methods than general English, and cater to adult learners at various proficiency levels, including secondary students. Overall, ESP is a specialized language teaching method that equips learners with the skills needed to effectively use English in their specific fields of expertise [7].

2.1.2 The Development of Digital Teaching Material

The primary goal of developing teaching materials, particularly in digital formats, is to enhance the effectiveness of information delivery. Advances in technology have made digital tools more accessible and increasingly integrated into the learning process. Sargeant (2018) highlights the rapid advancements in computer technology [24], while Yokota and Teale (2014) observe the continuous improvement in the quality and use of digital books [30]. According to Demirkan (2019), digital materials enhance learning by increasing engagement and aligning with current technological trends [5]. Moro (2018) analysis examines various digital resources, such as online textbooks and videos, for their positive impact on student achievement [18]. Tomlinson (2011) offers a framework for creating digital products that are dynamic, engaging, authentic, and diverse, with the aim of fostering learner autonomy and motivation [27].

2.1.3 Technology and Flip PDF Professional Software

Technology plays a vital role in contemporary education by supporting the curriculum and enhancing the learning experience (Eady & Lockyer, 2013) [8], while also promoting student collaboration and engagement (Keser, Huseyin, & Ozdamli, 2011) [14]. It provides valuable instructional resources and authentic materials that motivate learners (Larsen-Freeman & Anderson, 2011) [16]. Teachers are encouraged to demonstrate the use of technology to meet curriculum objectives (Murphy, DePasquale, & McNamara, 2003) [19]. Flip PDF Professional software, for example, converts PDFs into interactive digital flipbooks, integrating multimedia elements to make learning more engaging (Aftiani, 2021) [1] and allowing videos to be embedded directly into PDFs for an interactive experience (Yunianto, 2019) [31]. Digital materials also minimize the risk of loss or damage and present information in a more engaging manner (Watin & Kustijono, 2017) [29].

2.1.4 Speaking Skill

Speaking is a fundamental aspect of language use, involving the expression of thoughts and ideas through verbal communication (Fulcher, 2003) [9]. Language proficiency in speaking is crucial as it facilitates genuine communication across various contexts (Bailey & Nunan, 2005) [2]. Brown and Yule (2000) categorize the roles of speaking into three main types: Talk as Interaction, Talk as Transaction, and Talk as Performance. These categories underscore the social, transactional, and presentational aspects of spoken communication, reflecting its diverse role in both language learning and usage [4].

2.1.5 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) focuses on language acquisition through immersion in authentic communication scenarios, prioritizing interactive and meaningful exchanges (Richard & Rodgers, 2001) [21]. The goal is to improve communication skills by emphasizing language functions over grammatical structures. This approach is informed by Hymes (1972) view that language proficiency includes not only linguistic but also pragmatic and sociolinguistic abilities [13]. CLT is based on several core principles, such as viewing language as a structured system for conveying meaning, recognizing its primary function as a tool for communication, understanding that language structure is reflected in its use, and acknowledging language units as functional and communicative elements (Richards & Rodgers, 2001) [21]. This methodology promotes the use of authentic language in classroom activities to enhance learners' ability to communicate effectively (Hiep, 2007)[11].

2.1.6 Digital Speaking Materials Developed for Tourism Department

Developing digital speaking materials for the Tourism Department involves incorporating Communicative Language Teaching (CLT) principles to meet the communicative needs and interests of students. These materials typically include written resources, task-focused activities, and real-life objects, all aimed at promoting meaningful communication and language use in tourism-related contexts (Richards & Rodgers, 2001) [21].

The main goal of creating digital speaking materials for the Tourism Study Program is to meet the specific needs of students by including authentic, real-life tasks and engaging activities such as games and role-playing. These materials were developed following an analysis of students' needs. The approach employed was Communicative Language Teaching (CLT),

designed to help students interested in tourism actively communicate in the target language. The materials were geared towards enabling students to engage in social interactions, especially in spoken form, with their peers.

Developing digital speaking materials was an enjoyable and engaging process. Incorporating technology into these materials should be done to enhance students' enthusiasm for speaking, leading to increased participation in speaking classes. The chosen resources should also capture students' curiosity and attention. The structure of the activities and materials was based on the findings from the needs analysis. The researcher outlined the content relevant to CLT-based instruction theory, as suggested by Richards (2006) [22]. This content includes an introduction or pre-task activities to present the topic, a main lesson or task cycle involving various tasks, and a reinforcement section focused on self-reflection.

2.1.7 Need Analysis

Understanding students' needs is essential for creating effective language learning materials (Hutchinson & Waters, 1987) [12]. Target needs refer to what learners need to accomplish in real-life situations, identifying their necessities, deficiencies, and desires in language proficiency (Hutchinson & Waters, 1987). On the other hand, learning needs relate to the specific knowledge and skills required to effectively meet the target needs during the learning process [12].

3   Method

This research employs the Research and Development (R&D) model proposed by Borg and Gall (2003) to systematically develop digital speaking materials tailored for the Tourism Department at SMKN 1 Medan [3]. This model was chosen for its structured approach, aiming to enhance the quality and relevance of educational products specific to vocational high schools. While Borg and Gall outline ten steps in their R&D model, the researcher streamlined the process to five essential phases: (1) evaluation, (2) material development, (3) material validation, (4) material revision, and (5) final product. This modification aims to streamline and adapt the model to suit the specific requirements and conditions encountered during the research.

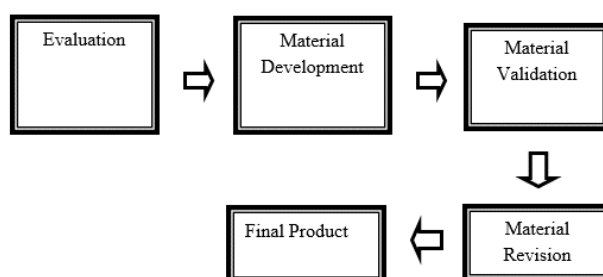The following **Figure 1.** was the chart of developing the digital speaking material:

Fig. 1. Simplification of R&D Cycle by Borg and Gall (2003)

This research was conducted at SMKN 1 Medan, chosen for its vocational focus and integration of English within the Tourism Department curriculum. Data collection involved documentary analysis and questionnaires distributed to 28 eleventh-grade students, 1 English teacher and 2 expert validators. Analysis employed qualitative methods as outlined by Miles, Huberman, and Saldana (2014), involving data condensation, display, and conclusion drawing to derive meaningful insights from interviews, questionnaires, and documentary sources [17].

3   Result and Discussion

2.1 Evaluation

The evaluation of the current *Alur Tujuan Pembelajaran (ATP)* was conducted utilizing the documentation approach. The current *ATP* lacks clarity about the appropriate resources to satisfy the specific needs of students, particularly those in the tourism sector of vocational high schools. The researcher identified the items being utilized by eleventh grade students in the tourism department.

Students utilized an English textbook issued by Yudhistira. Unfortunately, the textbook is intended for both ordinary Senior High School and vocational high school students, as indicated by its cover which has the sentence "Talk Active – Senior High School/ Vocational High School Year XI". Moreover, English-speaking materials that students are taught are still focused on general English. The content and themes of the English speaking materials do not align with the tourist program.

In chapter 3 of the book, the speaking materials focus on the theme of "asking and giving advice." The active conversation tasks involve seeking and providing advise about learning the English subject, as well as exchanging advice between a doctor and a patient. In chapter 4, the theme focuses on the act of asking and providing information. The specific goal of active discussion involves inquiring about the preferred genres of books. The subsequent chapter, Chapter 6, focuses on the theme of "inquiring and providing opinions." The active discussion activity involves discussing and exchanging opinions on the most significant issues faced by teens. These resources are not relevant to the needs and academic focus of the students. They do not effectively assist Tourism students in enhancing their public speaking abilities and achieving faster and easier improvement in their speaking skills.

3.2 Material Development

The initial phase of creating digital speaking material was the collection of data and information.The data about the students`s target needs and learning needs in this research were gathered through a questionnaire. The gathered data was analyzed using tabulation. The outcome of the analysis will function as a reference for the researcher in developing digital speaking materials.

The questionnaire was used to investigate students target needs and learning needs. It consisted of 49 items, of which 27 items were used to analyze the students' target needs and 22 items were used to investigate the students` learning needs. It was administered to students of class XI-UPW 1 consisting of 28 students. The target needs consist of necessities, lacks, wants. The categories were presented in question number 1 until 8 is part of necessities, question number 9 until 11 is part of lacks, question number 12 until 27 is part of wants, and question number 28 until 49 is part of learning needs.

The necessities analysis revealed that a majority of students expressed a strong need to learn English for future careers (71.4%), with most believing they gained English-speaking skills from school (50% strongly agree, 42.9% agree). Many agreed that speaking English means communicating with others (60.7% strongly agree) and saw its benefit for self-expression in various contexts (64.3% strongly agree). However, 50% found English-speaking lessons boring. Digital learning resources were deemed crucial (67.9% strongly agree), with a preference for digital teaching materials to enhance engagement (53.6% strongly agree). A significant majority agreed on the necessity of digital materials for improving understanding (71.4% strongly agree). In the lacks analysis, students found speaking English difficult (60.7% strongly agree) and cited boredom with textbooks as a major challenge (57.1% strongly agree). The wants analysis indicated that daily English use was less common, with most students neutral (57.1%). There was a strong desire for teacher-designed materials (71.4% strongly agree) and those related to their major or real-life work situations (82.1% and 67.9% strongly agree). Students showed preferences for topics like Tour Guides and hotel reservations, and favored digital materials (64.3% strongly agree), especially Flip PDF Professional Software (85.7% strongly agree). The learning needs analysis showed high interest in improving English speaking skills for future employment (67.9% strongly agree), a preference for individual and activity-based learning (64.3% strongly agree), and classroom practice (64.3% strongly agree), while practice outside the classroom was less favored (53.6% disagree). Digital-based media for practice was highly desired (71.4% strongly agree), with pronunciation and vocabulary highlighted as challenging areas (71.4% and 75% strongly agree). Students desired fun and interesting classroom atmospheres (78.6% strongly agree) and teaching techniques incorporating digital materials (75% strongly agree).

Overall, students clearly indicated a necessity for English language proficiency for professional reasons, showed a preference for technology-based and interactive educational approaches, and demanded stimulating and pertinent course material. These observations emphasize the significance of incorporating technology and practical, career-oriented resources into the process of learning the English language.

Thus, the digital speaking material would be organized based on the framework and components mentioned. The task framework consists of three main phases, as described by Ruso (2007): Pre-task, Task cycle, and Post-task.

The following is developing the digital speaking materials through communicative language teaching approach or communicative approach.

a. Pre-task
1. The students observing and studying some expressions of asking and giving opinion about tourism object.
2. The students should have a look at the verbs, adjectives, phrases and decide the correct expressions of giving opinion (I feel....., I think…, In my opinion,… looks nice)
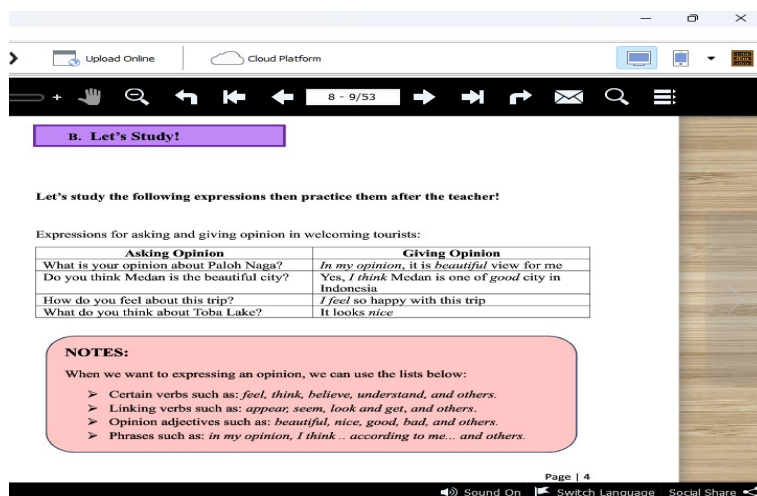The example of exercise in Pre-Task see **figure 2**.:

Fig. 2. The example of exercise in Pre-Task

b. Task cycle
In task cycle, the students should practice the conversation and do the role play based on the situation that related to tourism.
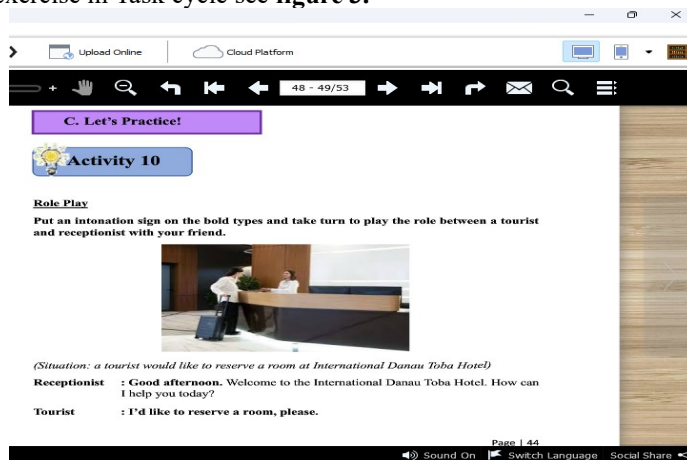The example of exercise in Task cycle see **figure 3.**

Fig. 3. The example of exercise in Task cycle

c. Post Task
After finishing a unit, all students need to review what they have learned before. In this section, the teacher chooses one student to review the lesson in front of class. Then, that student will choose another student to review the lesson.
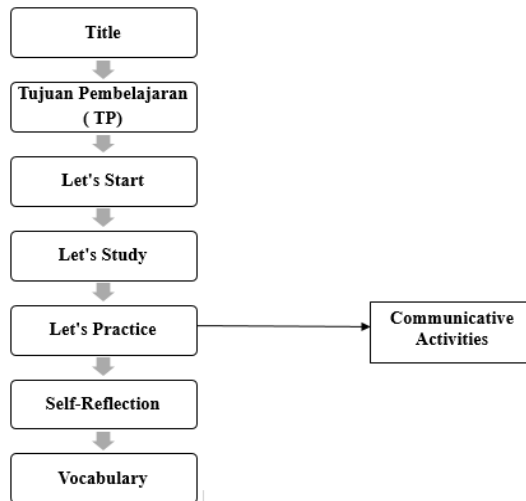This is the structure of digital speaking materials:

Fig. 4. Structure of Digital Speaking Material

3.3 Material Validation

After the product was successfully developed, the digital speaking material through Flip PDF Professional Software was evaluated by the experts to know if the digital speaking material had been appropriate or not. The evaluation was conducting by giving the questionnaire to the experts. It was used to get the suggestion, evaluation, and comment in order to make the digital speaking material be better.

There were 4 aspects in the experts` questionnaire, they are about Linguistic Dimension aspect, Process aspect, Product Dimensions and Content aspect, Dimension of Face/Layout aspect. The data of experts` validation can be seen in table below.

1) Linguistic Dimension

The following table shows the data of three experts` validation to Linguistic Dimension aspect:

Table 1. The Data of Experts` Validation to Linguistic Dimension Aspect

Items Assessed	Experts			Percentage (%)	Criteria
	I	II	III		
Standardization of grammar usage in general.	5	5	5	100	Excellent
The accuracy and suitability of the use of vocabulary choices in general.	5	5	5	100	Excellent
The accuracy and suitability of the use of vocabulary for tourism department in particular.	5	5	5	100	Excellent

	5	5	5	100	Excellent
Punctuation and correctness of punctuation.	5	5	5	100	Excellent
Clarity or straightforwardness of meaning.	5	5	5	100	Excellent
Effectiveness or efficiency of language use in general.	4	5	5	93	Excellent
An overall assessment				$\dfrac{593}{6} = 99$	Excellent

The table showed that the average score experts` validation of linguistic dimension aspect given by the experts is 99%. From the explanation, the linguistic dimension aspect is Excellent.

2) Process

The data of three experts` validation to Process aspect can be seen in the following **Table 2.**:

Table 2. The Data of Experts` Validation to Process Aspect

Items Assessed	Experts			Percentage (%)	Criteria
	I	**II**	**III**		
Digital speaking material through Flip PDF Professional Software can motivate students to learn	5	5	5	100	Excellent
Digital speaking material through Flip PDF Professional Software can allow and give students the space and time to study independently.	5	4	5	93	Excellent
Digital speaking material through Flip PDF Professional Software can provide opportunities for students to use a wide variety of language functions.	5	4	4	87	Excellent
Digital speaking material through Flip PDF Professional Software can encourage students to discuss	5	5	5	100	Excellent
Digital speaking material through Flip PDF Professional Software able to create a relaxed and fun learning atmosphere and environment.	5	5	5	100	Excellent
Digital speaking material through Flip PDF Professional Software enable students to apply efficient	5	5	5	100	Excellent

Items Assessed	Experts			Percentage (%)	Criteria
and effective learning strategies. Digital speaking material through Flip PDF Professional Software can make students master to speaking english	5	5	5	100	Excellent
An overall assessment				$\frac{680}{7} = 97$	Excellent

From the table above, it was known that the average score experts` validation of Process aspect given by the experts is 97%. From the explanation, the Process aspect is Excellent.

3) Product Dimensions and Content

The **Table 3.** is the data of three experts` validation to Product Dimensions and Content aspect:

Table 3. The Data of Experts` Validation to Product Dimensions and Content Aspect

Items Assessed	Experts			Percentage (%)	Criteria
	I	**II**	**III**		
Development of digital speaking material through Flip PDF Professional Software is designed according to students' needs.	5	5	5	100	Excellent
Development of digital speaking material through Flip PDF Professional Software contains topics and provides competency values in speaking.	5	5	5	100	Excellent
The type of vocabulary used refers to the application of knowledge according to the topic and learning that takes place.	5	5	5	100	Excellent
The material provided tends to direct students to improve competence quickly and effectively.	5	5	5	100	Excellent
The sections in the development of digital speaking material through	4	5	5	93	Excellent

Flip PDF Professional
Software are optimally
developed and relevant to the
essence of these sections.

An overall assessment	$\dfrac{570}{6} = 99$	Excellent

Based on the table above, it was known that the average score experts` validation of Product Dimensions and Content aspect given by the experts is 99%. From the explanation, the Product Dimensions and Content aspect is Excellent.

4) Dimension of Face/Layout

The following table shows the data of three experts` validation to Dimension of Face/Layout aspect:

Table 4. The Data of Experts` Validation to Dimension of Face/Layout Aspect

Items Assessed	Experts			Percentage (%)	Criteria
	I	II	III		
In general, the development of digital speaking material through Flip PDF Professional Software was developed with relevance.	5	5	5	100	Excellent
The presentation of images and designs on the digital speaking material through Flip PDF Professional Software is presented in an attractive manner.	5	5	5	100	Excellent
The arrangement or location of the image is developed optimally and attractively.	5	4	4	87	Excellent
Visualization or the beauty of the digital speaking material through Flip PDF Professional Software in general is good and attractive.	4	5	5	93	Excellent
An overall assessment				$\dfrac{380}{4} = 95$	Excellent

The table showed that the average score experts` validation of Dimension of Face/Layout aspect given by the experts is 95%. From the explanation, the Dimension of Face/Layout aspect is Excellent.

The following table shows the result data of three experts` validation of digital speaking material through Flip PDF Professional Software.

Table 5. The Result Data of Experts` Validation of Digital Speaking Material through Flip PDF Professional Software

No	Item Assessed	Experts` Validation	Criteria
1	Linguistic Dimension aspect	99%	Excellent
2	Process aspect	97%	Excellent
3	Product Dimensions and Content aspect	99%	Excellent
4	Dimension of Face/Layout aspect	95%	Excellent
	An overall assessment	97.5%	Excellent

From the **Table 5.**, it showed that the average score of validation from the validators (lecturers and teacher). They validated the digital speaking material through Flip PDF Professional Software based on the four aspects. The digital speaking material through Flip PDF Professional Software that was validated gained a 97.5 % score, thus the assessment was Excellent. In general, based on the validation score given by the validators, the digital speaking material through Flip PDF Professional Software was appropriated to be used by the 28 eleventh grade students of tourism department at SMKN 1 Medan.

4.4 Material Revision

The revision was made based on experts` validation, suggestion, and recommendation. The revision was stated as below:

a. **Prof. Dr. Sumarsih, M.Pd** suggested as follow:

- The visualization is well designed but needs to be refined.

b. **Dr. Fahri Haswani, M.Hum** suggested as follow:

- No need revision, this digital speaking material is good, can be accessed and used easily, effectively and interactively. The learning media designed in this digital speaking material is also good and easy to access. The visualization of this digital speaking material is also good.

c. **Asrita Sari, S. Pd., M.Li** suggested as follow:

- No need revision, the digital speaking material through Flip PDF Professional Software is Excellent. The digital speaking material through Flip PDF Professional Software displayed are in accordance or meet the students' need, and students can more easily accept the lessons.

4.5 Final Product

After revising the digital speaking material through Flip PDF Professional Software, it showed a very good result, which has been validated by the experts. Then, the final product had been completed. The digital speaking material through Flip PDF Professional Software was already based on students` needs and appropriate to be used in teaching learning process which was able to enhance the students` enthusiasm and reduced their boredom. In addition, the digital speaking material through Flip PDF Professional Software was also able to increase the knowledge of students about speaking that related to their department.

The digital speaking material through Flip PDF Professional Software can be accessed through the link: http://172.20.10.7:8080/index.html

The study reveals significant deficiencies in the current *ATP* and English-speaking materials for vocational high school tourism students. Despite its purpose, the *ATP* fails to specify suitable materials to meet the specific needs of these students. The generalized English-speaking materials are not tailored to the tourism program, leading to ineffective enhancement of students' speaking skills. The evaluation highlighted several issues: the materials' aims are misaligned with students' needs, the design and layout are inadequate, and the linguistic features do not match the students' proficiency levels. Additionally, the irrelevant topics covered diminish students' motivation, and the teaching methods do not provide enough opportunities for speaking practice or independent learning. As a result, students struggle to master the content, and the uninteresting material exacerbates learning difficulties. Tourism students need speaking materials relevant to their field, such as those useful in real work situations like being a tour guide or making hotel reservations. Integrating technology into these materials, especially using Flip PDF Professional Software, can create an engaging learning environment. This software allows the creation of interactive e-books with multimedia elements, aiding language learning through authentic scenarios. The development of digital speaking materials involves structuring content into communicative tasks within a task-based framework. The digital materials, validated by expert judgments and scoring 97.5%, categorizing them as "excellent" based on Dirgeyasa's criteria (2011) [6]. It consist of units on greeting and welcoming tourists, giving tourism information, and making hotel reservations.

The use of Flip PDF Professional Software in developing digital speaking materials embodies a modern educational approach that integrates technology into the learning process. The software's capability to create interactive and engaging e-books aligns well with the preferences of today's digital-native students, enhancing their engagement and participation in speaking activities. While studies by Rusmawati (2023), Rahman (2022), and Sriwahyuni (2019) have demonstrated the software's effectiveness in subjects like science and mathematics, its application in English language teaching for tourism students remains under-researched. This study addresses this gap by focusing on English-speaking skills for eleventh-grade tourism students. Unlike the previous studies, which did not design specific teaching media, this research developed innovative digital materials tailored to the tourism context. The developed materials scored 97.5% in validity, significantly surpassing the 79.4% validity reported in previous studies, indicating their high quality and relevance for tourism students.

4 Conclusion

The development of digital speaking materials using Flip PDF Professional Software follows a task-based framework, including pre-task, task cycle, and language focus, designed to enhance students' speaking skills efficiently. The digital materials, consisting of units on

greeting and welcoming tourists, providing tourism information, and making hotel reservations, received a validation score of 97.5%, categorized as "excellent" according to Dirgeyasa (2011) [6]. This high score indicates that the developed materials are highly suitable for eleventh-grade tourism students at SMKN 1 Medan and can be effectively used by tourism English teachers both at this school and more broadly.

Acknowledgments

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