

Developing Communicative English Teaching Material of Hospitality for the Non-formal Education

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Abstract. The study aims at developing communicative English teaching material to enhance the students' hospitality at vocational education course (LPK) in Semarang to accommodate the learning outcome and the job market demands communicatively, and revealing the effectiveness of the model communicative ESP teaching material compared to that of the common used by teachers. The study is an educational research and development or R&D, which aims at describing features of textbooks used in teaching English in LPK in Semarang. Data on English textbooks and their usage in LPK and the strengths and weaknesses in the newly constructed teaching material were collected by means of questionnaires, interviews, and observation and documents' analysis. Data of the students' learning achievements were obtained by means of an objective test with 60 items and were analyzed by means of t-test for independent sample. The findings show that when teachers use the model of communicative teaching material, called ESP for Hospitality, the result is significantly more effective. This is shown by the obtained value of t-test of -5468 which lies in the significance level of 2-tailed of 0.000. It can be concluded that enhancing the quality of the teaching English for hospitality at LPK could be conducted through improving the quality of the teaching material. The communicative teaching material is more effective in building classroom activities and giving better contribution to the students' learning achievements.

Keywords: ESP, communicative, hospitality

1 Introduction

English language competence for graduates of the nonformal education or *Lembaga Pendidikan dan Ketrampilan* (LPK) is considered very important to support their vocational competence. The education and training program at LPK is designed to develop the potential of learners to be ready to work and to be able to position themselves as part of the Indonesians. In the labor structure, graduates of educational and vocational institutions like LPK are expected to fill the needs of workers at the level of artisans and technicians who are referred to as semi-skilled labor [1]. The government had not yet officially published the English text book for LPK. This might be due to the fact that LPK is not a formal educational institution but a non-formal one. The absence of an English textbook or relatively few vocabulary-based textbooks also occurs in the UK [2] that because of the slightly few number of the learners who are little compulsive for the major UK publishers to create course materials especially aimed at satisfying their requirements. Efforts in improving the quality of education through the implementation of KTSP are expected to improve the achievement of educational and training objectives in LPK in the form of developing a set of competencies required by LPK graduates, including English language competence. The KTSP development

guidelines stated that each educational institution is allowed to incorporate local potentials and needs into the operational curriculum, including the demands of the work realm [3]. Included in this category is the demand of achieving the certain score in TOEFL test as proof of internationally accepted level of English competency. Therefore, the learning experience developed in the classroom must include the development of competencies to achieve the objectives.

The use of various teaching materials available on the market as a source of teaching materials at school is a common thing. From these teaching materials, the instructors get reference and lead for the development of the learning process. Furthermore Richards [4] mentioned that textbook and other commercial materials in many situations represent the hidden curriculum of many language courses and this plays a significant part of the process of teaching and learning. In general, the objectives set by the author of textbooks available in the market are not exactly the same as the curricular goals of an educational program [5] [2]. In examining the use of EFL textbooks used in ASEAN, Dat[6]describes his findings in metaphors that when a free-size shirt is designed for everyone, it has the potential to suit some and is likely rejected by other. The same conditions are visible in Indonesia. There are several English teaching materials available designed for formal students, but little for LPK students.

This study was designed to give an alternative for the preparation of the teaching materials for the students of LPK based on their specific needs toward their character in hospitality industry and it is suitable of the emergence of English for specific purposes [7] and this alternative textbook of hospitality can also be used for beginners because most of its courses include basic knowledge of the language system [8]. The concrete results of this research is the compilation of English teaching materials for LPK which can be effectively used to develop the language competence formulated in KTSP of LPK and effective to develop student's ability in practicing the hospitality activity in real situation and also help the students' ability in taking TOEFL test. Good teaching will then result from the use of scientifically based textbooks developed by experts [4]. It means that the improvements in the quality of teaching may be resulted from the use of teaching materials resulting from the application of current theory and research results.

The use of teaching materials developed by scholars contributed to the effective formation of teaching. The English teaching materials for LPK have to meet the criteria, textbooks developed through this research might become alternative textbooks that might improve the quality of English language training in LPK as the one of non-formal institutions in which there is a directional communication outside of the school and somebody gets information, knowledge, exercise, or suitable guidance based on the age level and lifestyle, with the purpose to develop the level of skills, attitudes and values that make it possible for ones to be efficient and effective participants in the family, work and even society and country [7]. Non-formal education has different characteristics from school education. But the two educations are mutually supportive and complementary [9]. WHO in The Directorate of School Education Ministry of Education's book [10] defines life skills as a skill or ability to adapt and behave positively; enabling one to be able to face more demands and challenges in life more effectively. The curriculum gives the flexibility of each educational unit to determine the competence that is really relevant to the demands of the DUDI and its achievement. Thus the educational unit can apply the two principles of learning more freely based on the potential and condition of the school in order to achieve the competence demanded.

2 Method

This study is developing a model of communicative ESP learning material for the students at LPK in Semarang. Based on the object, namely the developing of teaching materials that are closely related to the learning process, this study includes educational research [11]. More, the essence of the activity of developing materials based on the strengths and weaknesses of existing materials and relevant scientific principles as an effort to produce superior teaching materials and in accordance with the context of the wearer, the study is categorized into research development or research and development [11]. Borg and Gall [12] and Gall, et al. [13] classifies such research as educational research and development or R and D which is defined as a process used to develop and validate educational products. More, it was said that a research model for developing and checking ready-made products in schools is ready for operational use in the school [13].

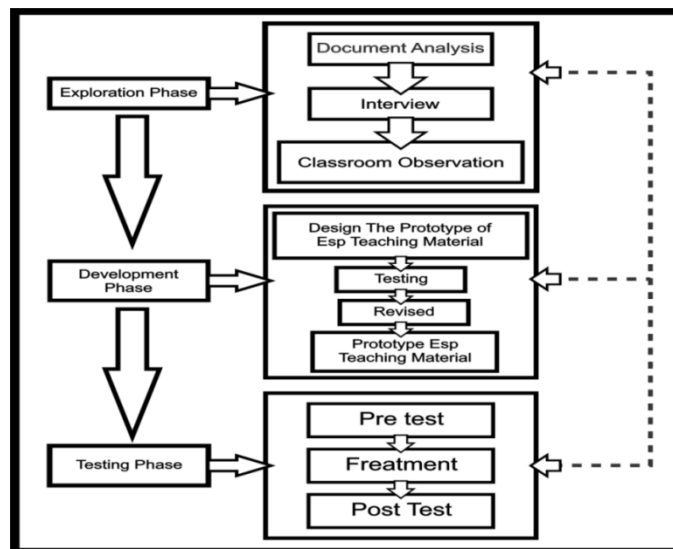


Fig 1. The research procedure of this study

The explanation of the research procedure is as follows: (1) Exploration Phase. This exploration stage involved the teacher, the students, the director, and the stakeholders of LPK education in Semarang as research subject which was determined purposively [14] [15]. The activity was done by doing interviews, classroom observation, and document analysis. The design and the use of the material should be viewed by its need analysis as requirements of starting point in identifying texts and activities [16], (2) Development Phase. The development stage was implemented by adapting the action research procedure to improve the quality of the ESP learning material. The purpose of action research is to bring about the improvement in social life as in the educational context[17]. Thus, the improving of the developed material was really needed. The design and use of vocational English materials offered the evidence on how the social-semiotic theory can contribute to ESP materials development and instructions [18], (2) Testing Phase. This experiment was conducted by using Pretest-Posttest Control

Group Design [15] [12], teachers play the main role in testing the designed material which can be the stimulated-recall for the students [19].

3 Results and Discussion

3.1. Developing Phase

The draft of communicative ESP for hospitality material was done based on the teaching program of the odd semester which was used as the learning syllabus in the LPK. For the sake of the tryout, three draft units of these teaching materials were developed to be learning materials and each unit was planned as teaching materials for 2 x 60 minutes.

3.2. Tryout

Each student was given a piece of teaching materials contained tasks which were presented so that they could actively engage in the learning process.

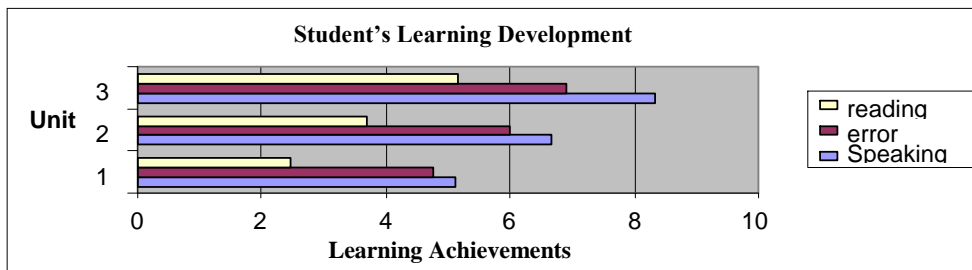


Fig. 2. Student's Learning Improvement

3.3. Testing Phase

The research aims for this stage was to see the effect of using *communicative English for Specific Purpose teaching materials: Hospitality* toward the English competence development of the students in LPK. In the form of hypothesis, this aim could be formulated into the form of nil hypothesis (*H₀*) and alternative hypothesis (*H_a*) as follows.

Table 1. Summary of the Pre-test Data Results

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score_Pretest	Control	25	36.1200	4.02409	.80482
	Experiment	28	39.6786	5.14280	.97190

Table 2. Summary of the Post-test Data Results

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score_Postest	Control	25	37.5600	4.18410	.83682
	Experiment	28	44.0357	4.43456	.83805

This description showed the difference means of English ability of both groups which was bigger than their initial ability. The means score of experiment group 44.03 was relatively higher from the means score of control group which only got 37.56. Thus it could be stated that the experiment group had a bigger learning improvement than the control group.

Table 3. The Results of Pre-test Data Normality

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score_Pretest	Control	.110	25	.200*	.971	25	.666
	Experiment	.134	28	.200*	.962	28	.384

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 3 indicated the results of normality test with Kolmogorov-Sminov technique show the value of 0.110 for control group and 0.134 for experiment group. This value was at the point of 0.200 which indicated it was higher by 0.05 as the prerequisite limit of data normality test. Based on this calculation, it could be concluded that the pre-test score for both groups was normally distributed, as well as Shapiro-Wilk test results.

Table 4. The Results of Post-test Data Normality

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score Posttest	Control	.155	25	.126	.952	25	.274
	Experiment	.109	28	.200*	.954	28	.250

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 3.4 indicated the results of normality test with Kolmogorov-Sminov technique show the value of 0.155 for control group and 0.109 for experiment group. This value was at the significance point of 0.200 which indicated it was higher by 0.05 as the prerequisite limit of data normality test. Based on this calculation, it could be concluded that the post-test score for both groups was normally distributed, as well as Shapiro-Wilk test results.

Table 5. The Results of the *t*-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score – Pre test	Equal variances assumed	2.689	.107	-2.781	51	.008	-3.55857	1.27950	-6.12728	-.98986
	Equal variances not assumed			-2.820	50.180	.007	-3.55857	1.26187	-6.09289	-1.02425
Score – Pos test	Equal variances assumed	.122	.728	-5.450	51	.000	-6.47571	1.18829	-8.86131	-4.09012
	Equal variances not assumed			-5.468	50.832	.000	-6.47571	1.18431	-8.85352	-4.09791

The second column from the left side of the table above showed the result of Lavené test for pre-test and post-test. The result of *Lavene test* for pre-test score showed the data similarity or homogeneity of both groups. This condition was showed with the value of $F = 0.689$ which was at the level of significance 0.107. This value showed a much higher value than 0.05 as the required significance level. Thus it could be concluded that the obtained data from the pre-test fulfilled the examination requirement with the assumption of obtained data variation was equal or equal variances assumed. The same thing also applied to the calculation results of *Lavene test* on the post-test data of both groups. It showed by the t-test calculation result with the amount of 2.781. This t value was actually on the significance level of two-tailed Sig. (2-tailed) with the amount of 0,08. It meant that this value was bigger than the significance level of 5% (> 0.005). This result also proved that before the treatment was even begin; the condition of both groups was indifferent significantly or could be assumed same or similar.

It could be stated that using different Communicative ESP for Hospitality teaching materials could give an impact toward the scored of the students of Hospitality for non-formal education. From the obtained means score, the experiment group—44.03—showed a bigger improvement in learning English than the means of the control group—39.67. From that result, it could be said that the experiment group that learned English using Communicative ESP for Hospitality teaching materials showed a bigger learning improvement than the control group that learned with the compilation of teaching materials which usually used by the teachers.

4 Conclusion

Based on the findings of three *R & D* steps, the conclusions were: (1) there were various textbooks used. School condition, students, and teachers' aspiration were correlated in deciding type and amount of textbooks being used. From textbooks used in some LPK, there were no proportionally and collectively textbooks which accommodated two main demands; curricular demand and language certification demand which were recognized in the working field, in one textbook. To fulfill both demands, the teachers usually used more than one teaching materials, (2) the need of textbooks or teaching materials which fulfilled both demands above could be designed by accommodating models of activity used in the TOEFL test into the learning activity based on the formulation of SKL, SK, and KD which listed in KTSP. From the development stage which had done in three cycles, it can be observed that the said teaching materials could function as expected, which was to develop both elements of English competence demanded in KTSP and communicative language competence test, and (3) communicative ESP teaching materials which had successfully developed through development stage and tested in the class were proven to have advantages from the usual teaching materials used by the instructors. These advantages were revealed by comparing the average of English learning achievement of student groups which used both of different materials. Based on the different test results (t-test), there was a significant difference in students' learning achievements that used communicative ESP teaching materials for LPK with those used the instructors' teaching materials.

The absence of communicative English teaching materials which covered two kinds of demand—curricular and working world—proportionally and collectively in one material review cause the teachers to use more than one textbook. Besides it being impractical, the disadvantage of this practice was the presentation of both materials tended to not integrated. This learning method made the students feel like having two different burdens of learning, even though the reality was they faced the same assignment which was developing their English competence. The reality showed that the training model for doing TOEFL test or test-taking skills intensively could make the students felt bored with the similar learning method and very boring. This condition is the class condition which tended to improve affective filter that became obstacles in the learning process [20]. The teachers' attitude which always demanded students to improve their achievement score made the students unable to study effectively. Good teaching materials could not automatically improve English competence. Even though theoretically, the students could improve their English competence independently, reality showed that the teaching materials only functioned as a tool to develop the learning activity in class. Thus, it was needed for highly competence teachers to present those teaching materials in accordance with the learning goals which allow the students to develop those competences through various learning experiences in the class which compatible with the Standard of Competence and Basic Competence of the aims of learning.

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