

**DEVELOPING ENGLISH LISTENING MATERIALS FOR THE
TENTH GRADE STUDENTS OF TOURISM MAJOR
IN VOCATIONAL SCHOOL**

ARTICLE

*Submitted as a Partial Fulfillment of the Requirements for
the Degree of Sarjana Pendidikan*

By:

**SIMON CHRISTOFEL SILALAH
Registration Number: 2123121051**



**ENGLISH AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
STATE UNIVERSITY OF MEDAN
2017**

ARTIKEL

**DEVELOPING ENGLISH LISTENING MATERIALS FOR
THE TENTH GRADE STUDENTS OF TOURISM MAJOR
IN VOCATIONAL SCHOOL**

Disusun dan Diajukan oleh:

Simon Christofel Silalahi

NIM. 2123121051

Telah diverifikasi dan dinyatakan memenuhi syarat

Untuk diunggah pada jurnal online

Medan, April 2017

Menyetujui

Dosen Pembimbing I,

Dr. Rahmad Husein, M.Ed.
NIP. 19620629 198803 1 002

Dosen Pembimbing II,

Anggraini Thesisia Saragih, S.Pd., M.Hum
NIP. 19801111 200812 2 003

Ketua Prodi Pendidikan Bahasa Inggris

Nora Ronita Dewi, S.Pd., S.S., M.Hum
NIP. 19800522 200812 2 003

DEVELOPING ENGLISH LISTENING MATERIALS FOR THE TENTH GRADE STUDENTS OF TOURISM MAJOR IN VOCATIONAL SCHOOL

*Simon Christofel Silalahi

**Rahmad Husein

**Anggraini Thesisia Saragih

ABSTRACT

Silalahi, Simon Christofel. Registration Number: 2123121051. Developing English Listening Materials for the Tenth Grade Students of Tourism Major in Vocational School. English Education Study Program, State University of Medan, 2017.

The objective of this study is to find out what the English listening materials are appropriate for students in tourism major. Indonesia has many spots for tourism then it makes government to improve the students' ability in tourism major. Since the students need to communicate with other people especially tourist then it needs to improve listening skill. Because basically listening is a skill of English that consists of receiving, constructing, and responding to verbal or nonverbal message. In fact, the finding of materials that provided for the Grade X students of Tourism major at SMK Negeri 7 Medan that listening materials provided in the textbook are not related to the students' major. Then it is needed to develop the English listening materials for the tenth grade of tourism major. The research was conducted by using Research and Development (R&D) method. The subject of this research was 2016/2017 students of the tenth grade of tourism major in SMK Negeri 7 Medan. The number of the students was 26 students. The data of this study were collected by using need analysis questionnaire, and interview. It was found that 61.90% of the respondents assumed that existing listening materials are not related to their major, and 93.75% expected major-related English listening materials. The experts' validation shows that the developed listening materials are appropriate and recommended to be used. At the end of this study, teachers are expected to be able to see the students' needs and can prepare even develop the materials in order to meet students' needs and job.

Key words: *Research and Development, English listening materials, Tourism*

* Graduate Status

** Lecturer Status

INTRODUCTION

Background of the Study

In Indonesia, English is utilized as a foreign language and plays important roles in education. English become one of subjects to be examined to get higher education level. English is also used as the access to gain the knowledge and information through World Wide Web.

Sekolah Menengah Kejuruan (SMK) or Vocational School is kind of education in Indonesia besides senior high school. The difference is vocational school prepares their students to get ready for work after they finish their study. Besides their skills, they also can use English to get better job later.

Listening is a language skill that enables human to get the message from what being heard. Listening is important because it is a skill of English that consists of receiving, constructing, and responding to verbal or nonverbal message (Verderber, et al : 2008). Thus, before people can speak and build communicate well, they should listen the others.

Moreover, listening skill becomes one of the skills that should be mastered since it is a part of National Examination. Students have to listen carefully while the record is playing. They need to gain the message from what is being said by the speaker and then they need to write down the message on their paper test. Unfortunately it is hard for the students who do not have good lesson in their school due to the material which taught at school are not suitable with their major.

Unfortunately, mostly teacher are ignored the problem that faced by the students. They just skip listening section and move to the next lesson without finish the listening section. In fact, teacher should know the factors that influence the achievement of student while doing the listening section such as irrelevant materials, teaching strategy, and failure in managing students' motivation.

Based on the explanations, it is an important thing then to review the listening materials for the Grade X students of tourism major, then to develop these listening materials which related to the students' major in order to help improving the students' learning eagerness and to improve their mastery on listening skill to achieve the competency standards moreover it will help them to get work later since they are students of vocational school.

REVIEW OF LITERATURE

Listening is a receptive skill that allows people communicate each other. Rost (2002:2) describes listening in its broadest sense as a process of receiving what the speakers actually says, constructing and representing meaning, negotiating meaning with the speakers and responding, and creating meaning through involvement, imagination and empathy. Means, listening is not just about sound, intonation, and words but it is complex skill which runs in real activity. Listeners should be active and creative in catching the message or content of the information. Further, Brown (2001:247) describes listening as a major component in language learning and teaching. This is to say that listening plays a important role in learning especially for communicating.

Learning materials is important as a media for students to get the lesson from teacher. Learning material can be defined as any materials used by the teacher and students for teaching and learning process. Learning material should help students get the essence of learning process. Like Tomlinson (2008:4) said that learning materials should provide opportunities for feedback. Unfortunately, teachers nowadays have not aware about the learning materials that used in learning process. They just used the textbook as the main learning material in every learning process. In fact, Tomlinson (2001:66) explains "material is anything which is used to help to teach language to the students. Material can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which present or informs about the language being

learned. In the other words, teacher can develop the learning material based on students' needs.

ESP has emerges as one of the major areas of EFL teaching today. Hutchinson and Waters (1986:19) who state “ ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning. ESP aims to make students know where they can use the English after they finish their learning process. In line with that, Basturkmen (2010:8) said that in ESP the learner is seen as a language learner engaged either in academic, professional or occupational pursuits and who uses English as a means to carry out those pursuits.

Indonesia’s National Education Department by the Letter of Decision Number 7013/D/KP/2013 about the Competences Spectrum on Vocational School have specified that there are 6 competency major in vocational school, namely: (1) Technology and Engineering, (2) Information and Communication Technology, (3) Health, (4) Agribusiness and Agro technology, (5) Fisheries and Marine, (6) Business and Management, (7) Tourism, (8) Art and Craft, and (9) Performing Arts. Tourism competency major then is subdivided into *Kepariwisataan, Tata Boga, Tata Kecantikan, dan Tata Busana*. The major *Kepariwisataan* then divided into travel agency and hotel accommodation.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

The research was conducted by using the educational research and development (R & D) proposed by Borg and Gall. Based on Borg and Gall (2003:569) R & D is “an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.” R & D contains ten stages during the research, 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 & Gall, 1983:775).

Borg and Gall (2003:572) explained that: “it is highly unlikely a graduate student will be able to find the financial and personnel support to complete a major R & D project... If you plan to do an R & D project for a thesis or dissertation, you should keep these cautions in mind. It is best to undertake a small-scale project that involves a limited amount of original instructional design...Another way to scale down the project is to limit development to just a few steps of the R & D cycle.” By considering these statements, only five stages applied in order to solve the problem in this study because of the limited time, capacity and financial. This reduction of stages of R & D then called by Borg and Gall as “Small-Scale R & D Project”..

Procedures of Materials Development

This research was conducted by adapting the Small-Scale R & D Project proposed by Borg and Gall, which are as follows:

- a. Research and information collecting
- b. Planning
- c. Develop preliminary form of product
- d. Preliminary field testing
- e. Main product revision

Findings

Research and information collecting

The existing materials are in the form of textbook entitled *Bahasa Inggris SMA-MA/SMK Kelas X Wajib* by Otong Setiawan Dj. The topics of the materials for one

semester are provided below. These topics of the existing materials then developed by considering the students' needs.

Table 1 Topics in Existing Listening Materials

Chapter	Title
1	Can I Have Your Name, Please?
2	Excellent!
3	Are You OK?
4	I'd Like To....
5	Congratulations
6	Have You Ever Tried It?

(From: *Bahasa Inggris SMA-MA/SMK Kelas X Wajib*, Otong Setiawan Dj)

In order to fit to the research on appropriate English listening materials then some criteria which are provided by Wong (2014) is amended. The criteria can be seen as following;

Table 2 Criteria for English Listening by Wong (2014)

CRITERIA
LINGUISTIC CONTENT
The range of vocabulary is wide by covers tourism terminologies which are useful enough for students majoring in tourism
The listening materials are authentic
The listening tasks are realistic and related to tourism field
Examples and texts are correctly written
There are activities designed for integrating language skills in relation to tourism field
The materials is relevant and consistent
There is a glossary in tourism field
The listening activities are designed to guide learners to answer questions related to the activities
OTHER CONTENT
The situation in the audio is authentic
The intonation of the audio is appropriate
The content is combined with a series of pictures of tourism that facilitate learners' listening activities
The language and content of the audio are used in authentic situations
Text, images, and sounds are appropriately coordinated to the situation (e.g., reservation language is presented with suitable conversation and relevant pictures)

Written aids are provided for audio (e.g., scripts of listening activities)
Audio are provided with different accents (e.g., British, American, Australian, Canadian)
Clear instruction are provided in the audio
LEARNER CONCERNS
The textbook fits target needs in tourism field
Learner are provided with opportunities to interact with different types of learning content
Different levels (difficulty of activities) of listening materials are provided
The listening activities can increase learners' interaction
Learners perceive the textbook as interesting, useful and relevant to the tourism major
There are references, websites, and additional resources for students to try on their own
Activities can allow the learners to transfer some of the information they hear (e.g., draw a picture, write key words)
PRACTICAL CONCERNS
The textbook is affordable
The textbook is easy for students to carry
The textbook is attractive
The textbook is durable
The textbook is easy on the eyes
The textbook provides an Audio CD

The research was continued by doing needs analysis of the learners by administering the questionnaires.

The students were asked about the generality of the existing materials, the Table 3 below shows the result.

Table 3 Students' Judgment on Existing Listening Materials

Question	Scale	Percentage
Listening materials provided in our learning materials are ...	Not Related to my major	61.90 %
	Related to my major	38.10 %

Then the intention to develop the materials is supported by this finding. it is also important to see how this decision meets the students' need. This following table shows the result of needs analysis whether students need developed materials or not.

Table 4 Students' Needs of Major-related Listening Materials

Question	Scale	Percentage
In developing English listening materials which are related to my major, I would ...	Agree	93.75 %
	Disagree	6.25 %

The Tables 3 and 4 above show the respond which positively support this research was that students are mostly want their listening materials should be related to their major

Planning

After the results of a needs analysis had been got then it had been compared with vocational school syllabus for the English subject. The development of listening material had been begun to be planned. In this case, planning and designing the draft of suitable listening materials for use in listening activities has done. In the planning process, existing materials were also used for consideration in developing the listening material.

Development of Preliminary Form of Product

By having a base on the result of needs analysis the researcher has developed the existing listening materials as the final draft. Below is the existing materials compared with the develop materials' final draft of Chapter 1.

Unit 1

Can I have your name please?

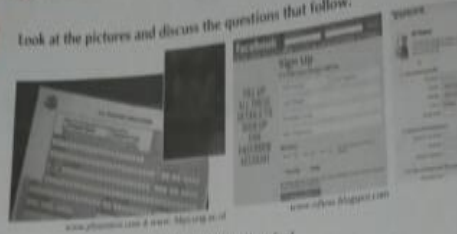
Keywords:
Introduction, name identification, have.

Objectives:
 After learning and engaging this unit, students are expected to:
 - be grateful to God about having the chance to learn English as an international language and express their learning enthusiasms;
 - demonstrate honest, disciplinary, responsible, and confident conduct in communication with teachers and peers;
 - analyze social function, generic structure and language elements of texts and their accordance with its contextual use;
 - use simple oral and written texts to inquire and respond to self-identification, generic structure, and language elements correctly and contextualize them in various ways of introduction and self-identification in English as well as Indonesian;
 - demonstrate and be engaged in various activities of introduction and self-identification to show knowledge about the use and usage of be and have in simple present tense.

Can I have your name, please?

Getting Started

Look at the pictures and discuss the questions that follow.




Which forms have you ever filled out? What for?
 What self-information do you provide to fill out the above forms?
 Make a list of forms you have ever filled out. Then tell where and what for you filled them out.

Listening

Listen and practice!

Dewa : Interesting book, isn't it?
Puja : Yeah, really.
Dewa : By the way, my name's Mahadewa Kaisar.
Puja : Nice to meet you. I'm Pujaan Solehah.
Dewa : Sorry, What's your first name again?
Puja : Pujaan, but please call me Puja.
Dewa : Where do you live, Puja?
Puja : I live in Ujung Berung, Bandung.
Dewa : Oh, do you? Which junior high school are you from?
Puja : Junior High School 8. And what about you?
Dewa : I live in Dago, Bandung. I graduated from Junior High School 1.
Puja : Hey, that's a favourite school.
Dewa : I guess so.



Reading and Speaking

Listen to the conversation. Choose the correct names and address. Match the names and address with the school background.

<input type="checkbox"/> Seanu Kadita	<input type="checkbox"/> Jakarta	<input checked="" type="checkbox"/> Junior High School 8
<input type="checkbox"/> Siane Kadita	<input type="checkbox"/> Yogyakarta	
<input type="checkbox"/> Siane Raditya	<input type="checkbox"/> Surakarta	

Bahasa Inggris untuk SMA/MA Kelas X

(Chapter 1 in the existing materials)

Chapter 1 in the developed materials:

Unit 1

Can I Have Your Name, Please?



Keyword

- Introduction
- Name
- Identity

Objectives

After learning this unit, students are expected to:

- Analyze self-identification
- Have knowledge about the use of self-identification



Listening.....1



Activity 1.....

Listen and complete the dialog!

- Ucok : Hello, good morning!
 Butet : Good morning sir, may I help you?
 Ucok : I'd like to ____ a flight to Medan please.
 Butet : Can I have your name, sir?
 Ucok : Sure, I'm Ucok
 Butet : Ok Mr. Ucok, which ____
 would you like to use?
 Ucok : Which is the cheapest?
 Butet : When do you want to go?
 Ucok : Next week, the 15th
 Butet : Would you like a ____
 ____ ?
 Ucok : Yes, I'm coming back on the 30th
 Butet : Let me see.... Lion Air costs Rp.3.000.000,
 but you have to ____ at Batam. Garuda Air is
 the cheapest ____ ____ at Rp.4.000.000, both tourist class
 of course.
 Ucok : How long does the Lion flight take?
 Butet : Total time is 15 hours, Garuda takes 11 hours
 Ucok : I'm going to take Garuda flight then.
 Butet : How many ____ would you like?
 Ucok : Just one, and could I have a vegetarian meal?
 Butet : Certainly, There's no extra charge.



www.ticketsource.co.uk



Activity 2.....

Listen to the conversation. Choose the correct names and address. Make corrections to the school background.

1. Devi Maria Siantar Junior High School 2

- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--------------------------|-----------------------|
| <input type="checkbox"/> | Devi Marita | <input type="checkbox"/> | Medan | | | |
| <input type="checkbox"/> | Davie Maritya | <input type="checkbox"/> | Samosir | | | |
| 2. | <input type="checkbox"/> | Andre Mario | <input type="checkbox"/> | Kisaran | <input type="checkbox"/> | Junior High School 33 |
| <input type="checkbox"/> | Andrey Maria | <input type="checkbox"/> | Balige | | | |
| <input type="checkbox"/> | Audrey Marion | <input type="checkbox"/> | Aceh | | | |
| 3. | <input type="checkbox"/> | Yosua Purbay | <input type="checkbox"/> | Parapat | <input type="checkbox"/> | Senior High School 2 |
| <input type="checkbox"/> | Josua Purba | <input type="checkbox"/> | Siantar | | | |
| <input type="checkbox"/> | Josua Purna | <input type="checkbox"/> | Pakam | | | |



Activity 3

Listen to two conversations. Check the cities the people talk about.

- | | | | | | | | |
|--------------------------|--------|--------------------------|---------|--------------------------|------------|--------------------------|----------|
| <input type="checkbox"/> | Ambon | <input type="checkbox"/> | Bandung | <input type="checkbox"/> | Kuningan | <input type="checkbox"/> | Jakarta |
| <input type="checkbox"/> | Medan | <input type="checkbox"/> | Siantar | <input type="checkbox"/> | Yogyakarta | <input type="checkbox"/> | Surabaya |
| <input type="checkbox"/> | Sleman | <input type="checkbox"/> | Padang | <input type="checkbox"/> | Cirebon | <input type="checkbox"/> | Bali |

Listen again. Answer the questions.

1. What is Ucok's nick name? _____
2. Where is Ucok from? _____
3. Where does Maria come from? _____
4. What's Andriyani's last name? _____
5. Where is Andriyani from? _____
6. Where does Andriyani go to school? _____

Compact Dictionary

book: memesan	cheapest: paling murah
return ticket: tiket pulang pergi	just moved: baru pindah
one way ticket: tiket sekali jalan	both: keduanya
seat: tempat duduk	certainly: pasti
picking up: menjemput	drop off: menurunkan
reassigned: dipindahtugaskan	crowd: ramai
direct flight: penerbangan langsung	build: membangun
landmark: hal yang menonjol (tempat)	

Preliminary Field Testing

The preliminary field testing was done after checking the final draft. Then, one of the materials was tested that have been developed to the Grade X students of SMK Negeri 7 Medan. The tested listening material is on Unit 5 Activity 2 of the developed listening materials. The result then also compared equally to the existing listening material on the same part, Unit 5 Activity 3 on page 59.

The result is as can be seen in Table 7 below:

Table 7 Preliminary Field Test Result for Existing Listening Materials

No.	Respondent's Initials	Correct Answer	Score (CA × 10 points)
1.	ES	8	80
2.	SM	8	80
3.	MIS	3	30
4.	AS	9	90
5.	AMS	7	70
Average:			70

Some mistakes were found in the students' answer sheets for the developed listening materials: (1) choose wrong answer; and (2) did not answer.

The result of the preliminary field test of the developed listening materials is as described in Table 8.

Table 8 Preliminary Field Test Result for Developed Listening Materials

No.	Respondent's Initials	Correct Answer	Score (CA × 10 points)
1.	ES	9	90
2.	SM	8	80
3.	MIS	5	50
4.	AS	8	80
5.	AMS	9	90
Average:			78

Some mistakes were found in the students' answer sheets for the developed listening materials: (1) choose wrong answer; and (2) did not answer.

Main Product Revision

The main product, which is developed listening materials, has been validated by experts to check the components of the developed materials based on some specified criteria. The validating instrument consists of 4 criteria of validity, which are linguistics, process, product and content, and layout.

The researcher group the percentage of the validation score into 5 groups as follow:

Very good/relevant/appropriate = 81 – 100%

Good/relevant/appropriate = 61 – 80%

Fair = 41 – 60%

Less relevant/appropriate = 21 – 40%

Very less relevant/appropriate = 0 – 20%

The experts were one lecturer of English Department at State University of Medan and the English teacher at SMK Negeri 7 Medan.

The first validator is Rafika Dewi Nasution, S.Pd., M.Hum., who is a lecturer of English Education program at State University of Medan mastering in Listening. The validation result is provided in Table 9:

Table 9 The Validation Result of Validator I

No.	Criteria	Maximum Score	Total Given Score
1.	Linguistics	40	34
2.	Process	30	25
3.	Product and Content	45	37
4.	Layout	35	31
Total		150	127
Percentage		$(127/150) \times 100\% = 84.66\%$	

From the formulation of the validation sheet, Validator I gave the total score of 84.66% which means that the developed listening materials are very relevant. She also gave some comments as following:

- Linguistics: standardize the use and accuracy of grammar is good
- Process: listening materials in the learning process is already good
- Product and content: content still need to be supplemented from other sources, so as to create an update learning materials.
- Layout: in general, dimensional appearance of the layout is good.

The second validator is Drs. Robert Pardede, the English teacher at SMK Negeri 7 Medan. The validation result is provided in the following Table 10:

Table 10 The Validation Result of Validator II

No.	Criteria	Maximum Score	Total Given Score
1.	Linguistics	40	37
2.	Process	30	27
3.	Product and Content	45	41
4.	Layout	35	32
Total		150	137
Percentage		$(137/150) \times 100\% = 91.33\%$	

From the formulation of the validation sheet, Validator II gave the total score of 91.33% which means that the developed listening materials are very relevant. He also gave some comments as following:

- Linguistics: the use and suitability of grammar is already good.
- Process: the materials presented already meet the standard.
- Product and content: to be more adapted to the major's terminology.

- Layout: Layout is good.

Finally, final steps of this research, based on these validation results done by the validators, these listening materials are appropriate and recommended by the researcher to be used by the Grade X students of Tourism Major of SMK Negeri 7 Medan

CONCLUSION AND SUGGESTIONS

Conclusions

As for conclusion of this study, Students know about the importance of English for their life moreover they are from tourism major which is need to meet people (tourist) to communicate with them. Besides, the demands of the market also need the students to know much more about the terminology of tourism. So, students expect they can get listening material related to their major and their needs, which is also equipped with interactive media. Hence, the learning process can motivate them to improve their listening ability to meet market demand. By considering those statements, developing English listening materials which is relevant to the students' needs is needed.

Suggestions

Researcher suggests the stakeholder which they are teacher and students should be able to use and develop learning materials based on the students' needs and major and be aware of the demand for the scope of work, so they can work together with teacher to improve their skills.

For other researcher, it is highly suggested to other researchers to conduct studies on developing listening materials to students of vocational school to find out the most appropriate listening materials which are related to their major and needs.

REFERENCES

- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Palgrave Macmillan.
- Borg, W. R., & Gall, M. D. (1983). *Educational Research An Introduction* Fourth Edition. New York: Longman.
- Brown, H. D. (2001). *Teaching by Principles, An Interactive Approach to Language Pedagogy, Second Edition*. London: Longman.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research An Introduction Seventh Edition*. Boston: Ablongman
- Hutchinson, T, & Waters, A. (1986). *English for Specific Purposes: A Learning-centered Approach*. Cambridge: Cambridge University Press.
- Menteri Pendidikan dan Kebudayaan. (2013). *Keputusan Direktur Jenderal Pendidikan Menengah Kementerian Pendidikan dan Kebudayaan Nomor: 7013/D/KP/2013 tentang Spektrum Keahlian Pendidikan Menengah Kejuruan*.
- Rost, M. (2002). *Teaching and Researching Listening*. Edinburgh Gate, England: Pearson Education.
- Tomlinson, B. (2001). *Materials development*. In Ronald Carter & David Nunan (Ed.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 66-71). Cambridge University Press
- Tomlinson, B. (2008). *Language Acquisition and Language Learning Materials*. In Brian Tomlinson (Ed.), *English Language Learning Materials: A Critical Review* (pp. 3-13). London: Continuum
- Verderber, R. F., et.al. (2008). *The Challenge of Effective Speaking*. USA: Thomson Wadsworth
- Wong, Ruth M. H. (2014) Developing Criteria for Textbook Evaluation. *TESL Reporter*, 42 (1), 52-57. Retrieved from: <https://journals.lib.byu.edu/spc/index.php/TESL/>