



**DEVELOPING ENGLISH SPEAKING FOR SPECIFIC
PURPOSES MATERIALS FOR BROADCASTING MAJOR
STUDENTS**

The Case of the Eleventh Grade of Vocational High School 1 Kendal

THESIS

*submitted to English Language Education Study in partial fulfillment of the
requirements of the Degree of Magister Pendidikan in English Education*

by

**Suroyo
0204509074**

**ENGLISH LANGUAGE EDUCATION
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UNIVERSITAS NEGERI SEMARANG
2018**

PERNYATAAN KEASLIAN

Dengan ini saya,

nama : Suroyo

NIM : 0204509074

Program Studi : Pendidikan Bahasa Inggris (S2)

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Suroyo

APPROVAL

This THESIS entitled “DEVELOPING SPEAKING ENGLISH SPEAKING FOR SPECIFIC PURPOSES MATERIALS FOR BROADCASTING MAJOR STUDENTS IN CASE OF THE ELEVENTH GRADE OF VOCATIONAL SCHOOL 1 KENDAL”

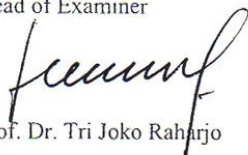
name : Suroyo

NIM : 020450074

Program of Study : English Language Education

has been examined and defended in front of the board of examiners of Pascasarjana, Universitas Negeri Seamrang on August 10th 2018.

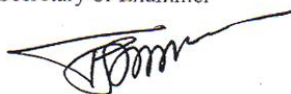
Head of Examiner



Prof. Dr. Tri Joko Raharjo

NIP :195903011985111001

Secretary of Examiner



Prof. Dr. Totok Sumaryanto, M.Pd.

NIP:196410271991021001

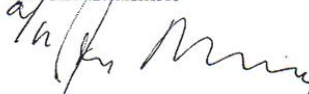
First Examiner,



Dr. Dwi Anggani Linggar Barati, MPd

NIP: 195901141989012001

Second Examiner



Prof. Dr. Abdurrachman Faridi, MPd

NIP: 1953011219900021001

Third Examiner



Prof Dr. Januarius Mujiyato, M. Hum.

NIP: 195312131983031002

To
My beloved family
My beloved fellow-teachers
and
My beloved students

Success is my right!

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The use of specific purposes materials at vocational schools are unavoidable these days and that is why I would like to focus this research to the development of speaking ESP materials Indonesian's education.

At last, I hope this research will be very useful in the scope of educational research and development in academic studies.

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Suroyo

ABSTRACT

Suroyo. 2018. *Developing Speaking English for Specific Purposes Activities Materials for Media Broadcasting Major Students in the Case of Eleventh Grade of Vocational High School 1 Kendal*. Thesis. English Language Education Semarang State University. Supervisor I: Prof. Dr. Januarius Mujiyanto, M.Hum. Supervisor II: Prof. Dr. Abdurrachman Faridi, M.Pd.

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English for Specific Purposes materials are important for vocational school students since the use of professional language communication is in need for vocational school graduates. The lack of ESP materials particularly in speaking has been great obstacle for vocational school students since most students learn almost the same things as their peers in high school. This study aims to develop English speaking materials for Broadcasting major students in SMK 1 Kendal and to find out how effective the materials are.

The research adopted the research and development in which the researcher conducted 7 out of 10 steps as mentioned by Borg and Gall. At first, the researcher interviewed the teachers in broadcasting major about what problem they face when dealing with ESP materials. After the need analysis was done, then the researcher made a list of materials draft about what should have been put in the materials. Then, the researcher developed the materials in the form of module. The expert validations were needed and analyzed for some revisions. The following step was conducting the implementation in the classroom. Pre- and post-test were conducted before and after the product was tried. Then, the researcher reported in the form of thesis. Based on the analysis the students needed the product so much and based on the result of the pre and post test, the students achieved higher performance after they were taught by using the product.

The result shows that the speaking English for Specific Purposes materials are considered as a helpful tool to be used during the English teaching and learning process and to increase the students' speaking skills.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, reason for choosing the topic, statement of the problems, objective of the study and significance of the study

1.1 Background of the Study

Over the last few decades, foreign language teaching has welcomed many new changes. The most apparent change is the use of English for Specific Purposes as part of their teaching and learning process. As a result of this substantial change in language teaching, teachers needs extra aids to provide students with the desired new catch-up in career-specific English materials.

Teaching vocational school students and regular high school students are different and challenging in different ways. In the society, high school graduates are intended to continue their study in the further education at colleges or universities, meanwhile vocational school graduates are hoped to fill the labour market as soon as they finish school. In terms of their emphasis, vocational school students focus more on their practical skills rather than theoretical skills of their counterpart.

Yet, materials for English for Specific Purposes needed by students of vocational schools are still limited and often still unavailable in the market which make the teaching and learning process cannot run effectively and efficiently.

The use of English for Specific Purposes in Indonesian Vocational Schools are widely needed nowadays since the lack of modules, books, or even simple materials intended for specific vocational majors. Teachers are often having

difficulties in finding or creating their own modules, moreover, if they are available in the market, the prices of those English for Specific Purposes books become a concern, because most of them are unaffordable for most teacher and students.

The limit of time allocation for face-to-face meetings in classroom per academic calendar forced teachers to have advance innovation in teaching English for Specific Purposes for the students. In the market there are already available, books for some vocational majors, such as accounting, marketing, technical and mechanical engineering, information and technology, and more, but there is no module intended for students of broadcasting.

Pradhan (2013: 78) mentioned that English for Specific Purposes (ESP) is as branch of English Language Teaching (ELT) and referred as 'applied ELT' as the aims and contents of any ESP course is based on specific needs of the learners. Unlike ESP, English for General Purposes or General English where the materials are intended for the students' general needs. Eventhough in designing and developing materials for both English for Specific Purposes and General English students, needs analysis has been a primary concern, both are different in the approach of the need analysis. While English for Specific Purposes concern more on specific and immediate needs of the learners, General English materials may not focus on specific needs of the students as a learners at that stage may not be to specify their contexts of using language.

According to Hutchinson and Waters (1987: 5), English for Specific Purposes is an approach to language teaching in which all decisions as to content

and method are based on students' reason for learning. The domain of English for Specific Purposes has had a strong research tradition in Teaching English as a Foreign and Second Language movement since its introduction in the 1960s.

Dunley-Evans and St John (1998: 230) states that the cornerstone of English for Specific Purposes is addressing the language which is required by students as well as learning contexts of students. As it is about specific learning, therefore, it must be tailored to the needs of these students. This materials development is met through what so called need analysis. Moreover, they argued that need is defined by reasons for which the student is learning English, which vary from their purposes of learning such as focusing in English for Broadcasting media in vocational schools.

Successful English for Specific Purposes courses imply that module authors cater for future real-life needs of learners, especially in the case of pre-experienced adult students, who may not fully realize what language competence their future job will require of them. Target situations, in which they will have to communicate effectively, have to be examined (as part of need analysis) and considered when desiring a course-book. Today we can still witness that demand for English for Specific Purposes especially for speaking practices continue to increase and expand throughout the world (Dunley-Evans: 2001). Students need materials matching their ever growing needs and requirements resulting from what the labour market demands.

While according to Collins English Dictionary (2016: 239) English for Specific Purposes is the practice and theory of learning and teaching English for

specific uses in given fields such as science, nursing, tourism, etc. So based on all the definition above, English for Specific Purposes is any English materials used in the teaching and learning process which aims to improve students' ability in particular subject or professional scope.

1.2 Reasons for Choosing the Topic

The need for English for Specific Purposes materials particularly in the scope of speaking practices has been needed especially to face the tough competition of the Asian Economic Community. The vast changes of advanced technology in broadcasting will also affect the materials used in English classes which finally will lead to better practical performance of the students. Teaching and learning process must be tailored to fulfill students' need in their job later on. Yet, English for Specific Purposes materials have not been developed and segmented well especially for the broadcasting majors in many vocational schools. Compared to materials for other majors such as business, technical engineering, or even hospitality industries, materials for broadcasting major students are less provided or even none. Vocational students majoring broadcasting are often learnt general English which is similar to materials for high school students. That's why the demand for English for Specific Purposes materials in the scope of speaking for broadcasting students is getting higher and more needed in the future. So that, learning can be more targeted in the term of students achievement in the labour market.

1.3 Statements of the Problem

From the background of the study above, it has been acknowledged that English for Specific Purposes speaking materials especially for the vocational high school are not yet developed and segmented well. Teaching and the learning process also focuses only in theoretical basis not the practical basis. Moreover, students sometimes learn different things compared to what they need in their future career in the field of broadcasting.

Considering those considerations in mind, three problems arise:

- a) How are the quality of the available materials for teaching broadcasting major students?
- b) What kinds of materials are needed?;
- c) How are materials for English broadcasting could be developed?
- d) How effective is the developed materials for teaching broadcasting major students?

1.4 Objectives of the Study

Three objectives of the study can be formulated as follow:

- a) to explain the quality of some existing materials available for broadcasting major students and their quality
- b) to provide English speaking materials needed for broadcasting major students
- c) to explain the ways of developing English speaking materials in the broadcasting major students

- d) to explain the effectiveness of the developed English speaking materials for broadcasting major students

1.5 Significance of the Study

- a) This result of this study will be able to explain the quality of some available English speaking for xpecific purposes intended for boradcasting major students in vicational schools.
- b) This study will provide and give suggestions to what kind of English speaking materials appropriate for broadcasting major students.
- c) This study will explain the ways of how teachers or book writers could develop their own English speaking materials.
- d) This study will explain how effective are the English speaking materials that were developed

1.6 Scope of the Study

This study focuses on the developing English for Specific Purposes speaking materials for the students of broadcasting major in Vocational School 1 Kendal. There are four questions need to be answered in this study which are formulated in the statements of the problems. Those problems are 1) there is no well-developed English for Specific Purposes speaking materials to the students of broadcasting in Vocational School 1 Kendal; 2) what kinds of materials are needed; 3) how can the English for Specific Purposes speaking materials to the students of broadcasting in Vocational School 1 Kendal be developed by the developer; and how effective is of this English for Specific Purposes speaking

materials to the students of broadcasting in Vocational School 1 Kendal to help teachers and students in achieving their certain goals.

1.7 Definition of Key Terms

It is important to define the term in this study in order to be understandable by readers. The definition of key terms are as follow:

- a. Research and development is a process used to develop and validate educational products as stated by Borg and Gall (1983: 172)
- b. Spoken material is any material which cover some transactional and interpersonal dialogs or monologs then followed by some practices on expressions and lead to practice of speaking since the study will focus on the exercises on interpersonal and transactional dialogs and monologs and practice of speaking.
- c. Teaching and learning materials refer to anything which is used by teachers and students to facilitate the learning of language including the English fro Specific Purposes materials.
- d. According to Nation & Macalister (2010: 7) define curricullum as a guide in desgining courses that consists of outer cycle namely principle, environment, and needs that involve practical and theoritical considerations that will have a major effect in guiding the actual process of course production. Inner cycle that consists of goals and its center, contents, and sequences, format and presentation, and monitoring and assessment.

- e. English for Specific Purposes, according to Richards and Schmidt (2002: 181), can be defined as the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners.

1.8 Outline of the Study

This study was divided into five chapters. The outline of the study will be as follows:

Chapter I is the introduction, which discusses the general background of the study, statements of the problems, objectives of the study, significance of the study, and reasons for choosing the topic.

Chapter II is the review of the previous related literature, which discusses previous study, English curriculum in Indonesia, school based curriculum, syllabus, teaching material, language learning and teaching, second language acquisition, the concept of speaking, teaching speaking in vocational schools, speaking materials, and research and development.

Chapter III is the method of investigation, which discusses the design of the research in which the writer used the research and development with 7-10 steps of material developmet, the planned timeline of the field testing, the data gathered from the tests, interviews, and surveys, the scope of the study which covered the grade 10 of broadcasting students in SMK1 Kendal, instruments of the study which covered tests, interviews, surveys, and expert validator instruments, and steps of data analysis.

Chapter IV is the analysis of the data, which discusses the result of questionnaire, interview, documentation, and also the process of developing an interactive multimedia of listening and speaking before and after revision given by the expert validators and the t-test calculation to find out the statistical effectiveness of the materials developed..

Chapter V talks about the conclusion of the investigation on ESP speaking materials development for broadcasting major students in SMK 1 Vocational School Kendal and the suggestion for the improvement of teaching and learning process both for teachers and students in vocational schools who need ESP materials,

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents literature review the back grounding the study, the previous studies and the theoretical framework.

Literature review is a part of research that presents a comprehensive guideline of studies, theories, concept, and principles used as the basis to answer the research questions. The purpose of literature review are to support research problems theoretically, help a researcher designing the research method, and as the basis for discussing and analyzing the data presented in chapter four. This chapter covers review of previous study, concept of speaking, teaching English in vocational school, English curricullum at vcatonal school, and the foundation of material development.

2.1 Review of Previous Studies

There were previous researchers that gave valuable contribution for the researcher to conduct the research. It could be described as follow:

Gultom (2016) created a study which objective was to develop English learning materials for nursing, students of Borneo University of Tarakan. It was a research and developemt and implemented some steps on the research design. The researcher collected the data from the need analysis questionnaire, material evaluation questionnaire and an interview guidelines. For units were developed from the study and eac units covered 12 up to 15 different tasks that were organixed into lead0in, lesson propoer, homework, evaluation, reflection and word bank. Te result showed that the quantitative calculation was 3.14 to 3.64 which

indicated that the materials were good. This research is almost similar to my research, however the materials were used for higher education while mine was intended for vocational school students.

Muhsinin *et al* (2017) implemented research and development which aimed at developing an ESP reading syllabus for students in Islamic Education Department. The research was conducted in three stages, they were the exploration phase, model development stage, and model testing stage. The syllabus was implemented in the year of 2014.2015 in Mataram University in the Islamic Studies department. The experiment proved that the students taught using the reading materials taken from the designed syllabus performed better in reading comprehension test compared to the students who were taught using the materials taken from the current syllabus. This study focused only on the syllabus while in my research, it focused on the materials speaking development instead of the reading skills and the syllabus.

Harsono (2007) combined the theory of developing teaching/learning materials by Tomlinson and the idea of instructional design as proposed by Dick and Carey also the course design of ESP as proposed by Hutchinson and Waters. The paper proposed that teacher should develop his/her own teaching materials for his/her specific target learners. In developing the ESP learning materials, every teacher can follow any approach he/she is familiar with by applying principles and procedures of language teaching materials including formulating their teaching objectives and syllabus. This study only explained about theoretical things of how

developing a product based on the steps given by some experts so it is very different with my own study.

Danilova and Pudlowski (2012) discusses the developing of English communication curriculum for Engineering and Technology students of Technical University of Lodz. It was a research and development study which covered three main steps, first the researcher conducted a need analysis survey whether or not the department in Technical University of Lodz needed to develop special curriculum for their students or not, then they created the first draft of the technical engineering curriculum, conducted expert judgment in the form of survey or questionnaire and created the final draft of the curriculums. In their study, Danilova and Pudlowski, proposed a draft of new curriculum that would be used in the department. There were six Advanced English classes in which the lecturers used and implemented the curriculum. The new curriculum focused more on what so-called soft skill and hard skills that would be useful to be practiced in the global era. The study only focused on the development of new Engineering curriculum which the researcher think the availability of these specific materials were everywhere. That is why the researcher focused the study in the development of speaking materials for broadcasting major, even though some of the materials might cover about engineering or technology in broadcasting.

Musikhin (2016) in his paper described the result of a four-year experience in the development of English specific purposes manual in the field of photogrammetry, interferometry, and GNSS technologies, as well as key teaching

methods and didactic approaches used in and out of the classroom activities. The objective of the study was to provide a detailed description of the development and systematic updating a relevant manual, aimed at professional language training of learners in the Siberian State University. The findings of the study reflected the importance of ESP course for scientists and engineers; conducting a needs analysis for carrying out a specific search of relevant and reliable authentic material.

Novitasari (2016) aimed at developing English for Specific Purposes (ESP) textbook to fulfill the students' need toward the material at vocational high school using task-based language teaching (TBLT). This study was done to investigate the quality of existing product used in vocational high school and the development of the ESP coursebook using TBLT in vocational high school in Pacitan. The finding showed that the coursebook used at the vocational school students contains general English materials and an ESP coursebook needed to be developed by considering some aspects. Moreover it could be said that the coursebook was feasible to be applied as supplementary material to teach students of culinary skills program in vocational high school. The experiment presented in this paper analyzed the amount of blood flow in the brain while learners were trained to improve their English communication skills. The finding suggested that the analysis using NIRS enabled to propose an effective course design for EFL students.

Tobita (2017) tried to develop effective course design by using analysis with near-infrared spectroscopy (NIRS) for Japanese English as a Foreign Language

learners at technical college from the viewpoint of brain science and educational technology to meet English for Specific Purposes (ESP) curriculum goals.

English for Islamic Studies or EIS is a new branch in English for Specific Purposes and there is no specific tailor-made syllabus and materials designed specifically in this field as mentioned by Adhabiyyah *et al* (2014). The focus of this paper is focus on the importance of needs analysis and how it helps the process of materials designs. It also provides input to create materials for English for Islamic Studies. Out of 10 steps, the researcher conducted only 5 steps they were need analysis, design a course based on the needs, then, required instructors to produce their own materials, and implemented it in the teaching and learning process. The difference between this research with this research is that the research as intended for Islamic Studies and this research was intended for broadcasting students of vocational school.

Ulfa (2014) designed an ESP materials for tourism students of Akademi Pariwisata Medan which was needed for middle class of Manajemen Usaha Perjalanan in the academy. The researcher adopted the research and development by Borg and Gall but modified the steps into only 5 out of 10 steps. The source of the data were from the English lecturer, 6th semester students, some alumni, and some documents such as syllabus and materials. The study found out that the syllabus only covered 6 out of 16 meetings, materials were not updated, and none of about Indonesia tourism was discussed and the result showed that the new materials met the students' need; also, the researcher offered the accelerated learning model to the teachers in the academy. In my opinion the study was quite

useful for tourism students, however the materials should have been improved focusing more on speaking as a guide so they will be able to speak fluently describing some tourist sites in Indonesia.

The objective of Nurjanah's (2017) research was to design supplementary materials for international relation students department in Universitas Muhammadiyah Yogyakarta. It carried out a research and development by Borg and Gall and was oriented to product development and was conducted in two main stages. The first was the exploration stage and the second was the product development. The study involved the teachers, material experts and students on Universitas Muhammadiyah Yogyakarta. The result showed that the campus used general English in their daily activity and after the researcher developed the supplementary materials, the speaking skill of students was improved quite significantly. I think speaking is very essential for our future career and this materials development helped students more to improve speaking skills, however, we should create some fun activity to motivate students more to be active in the classroom.

Bielousova (2017) addressed the issue of adapting authentic technical texts to make them more suitable as well as attractive for a particular type of a learner. This was a research and development in which the researcher tried to develop online materials by using Moodle platform, a free internet provide software for online learning. There were 35 students in the classroom and the researcher asked them to access the ESP content from accounting department of Technical University of Kosce. The findings showed that the students were very satisfied

with the online course, since they could do the exercises anytime and anywhere. The platform could also track their progress online so they could catch up with the materials anytime and anywhere.

Badea's (2016) study aimed to examine the evolution of ESP research and outline the stages in the history of ESP, to introduce core ESP concepts and to establish balance between theoretical landmarks and practical issues. The research identified 3 main stages in the history of ESP research, but he would only focus on the period after 1990, particularly in genre analysis, need analysis and corpus linguistics. The result showed, most studies achieved a corpus-based approach to the investigation of academic genres, selecting eight academic disciplines and making comparison between their lexico-grammatical features and move structures.

Hasiabuan *et al* (2015) aimed to find out the language skill and materials needed by the students of Software engineering and to develop the English materials for the students majoring in software engineering in Vocational school Al-Washliyah Medan. The conducted study was research and development by Borg and Gall and the data gathered were from existing documents and the result from the interview of the teachers and students. The result conveyed that the existing reading materials were mostly irrelevant because the title and content of the materials were not appropriate and was not required by the students majoring software engineering. The new English reading materials and syllabus were developed based on the students need related to the workplace. The materials and syllabus were developed from the existing documents from the teacher then the

final product was validated by two expert and met the need of the students. This research is almos similar to my research which is intended for vocational students, however, the major and the scope of the materials are different.

Srimukti (2015) in her study aimed to develop an ESP amterial to fulfill the students' need in elarning English at boutique dressmaking skill program of voocational high school 3 Pacitan. She adopted the research and development proposed by Borg and Gall. The study was oriented to the product development in the form of procedural model and was conducted in two main steps, which were the exploration stage and proeduct developemnt stage. The reslut showed that the draft was feasible to be applied as supplementary materials for boutique dressmaking skill prpgram students of vocational school. This study, in my opinion, was very extraordinary since, it is not easy to develope such new materials especially in the boutiqu dressmaker program which the English materials are difficult to find.

Sukmantara *et al* (2017) in his study was intended to design ESP reading materials for automotive students by using authentic materials at SMKN 2 Jember. This reasearch used research and development initiated by Borg and Gall as the research design. The result proved that after the students learnt about the ESP materials, they were very happy and enjoyed the teaching and learning materials and the developed product materials was in the form of a booklet.

Hussein (2016) in his study aim to create ESP syllabus for information and technology at Saudi Arabia. A questionnaire and an interview were used for data collection and the result showed that the students highly appreciated the course of

English that is related to their study. They needed to learn the four skills of language in relation to information and technology. Based on the needs, it is recommended that a suitable syllabus for students should be designed to meet their needs. This study is good enough to supplement the ESP scope for IT students which I think the mastery of English in the digital 4.0 era will be more feasible in the future.

Vulic (2013) attempted to tackle the fundamental questions in ESP practices and would provide a framework used for a course and material development of ESP for the need of students in Agriculture. ESP material and a coursebook was designed in collaboration with specialist professors based on a need analysis with the focus on developing the skills needed for mastery in ESP. The researcher also created an online ESP course and the result showed that the students' language competences and aid in professional growth of future oenologists improved.

Ana (2014) in her study, aimed to develop types of reading materials that are needed by the tenth year multimedia students of SMK N 3 Singaraja, the content and the quality of the developed materials based on good ESP materials and good e-learning. This study was conducted at class X MM 2 SMK 3 Singaraja. The quantitative calculation showed that the score from the pre test and post test increased from 40.9 into 79.1 and based on the questionnaire the students had strong positive attitude toward the materials.

Negrea (2010) intended to provide the ESP course designer and material provider with theoretical support. Her paper referred first to origins and some key notions about ESP. The researcher examined the issue in ESP curriculum design

for the language preparation for employment in the public relation jobs. The result showed that based on the researcher observation, gave more insight into challenges facing the ESP instructor acting as ESP curriculum developer.

The objective of Alfehaid's study (2011) was to create a proposal for the development of the present English for Specific Purposes (ESP) course at Health sciences Colleges in Saudi Arabia. A mixed- method approach was adopted; 246 questionnaires were administered to current students, graduates and language teachers, semi-structured interviews were conducted with 6 students, 7 graduates, 6 language teachers, 5 course administrators, 5 hospital managers and 11 English-speaking health professionals. Generally speaking, the result indicated that while the ESP target course was helpful to some extent, it had some limitations including curriculum, the teaching materials used and the assessment procedures adopted.

Sanz and Saez (2016) illustrated how language instructors tried to explore and find new ways, methods, typologies of exercises, and techniques which might help them to create, promote and implement learning systems capable of fostering an integral communicative competence and made the entire learning process more dynamic and attractive. The research tried to develop an online courses for upper intermediate level of students in Universidad Politecnica de Valencia. 50 students of one class joined in this research and were asked to access the online courses. The result was good since the results of the pre test and post test showed an increase of 3,5 points.

Wu and Chin (2012) investigates the English language needs of banking and finance professional in Taiwan. The subject of this research were executive-, managerial, and finance professional in Taiwan's banking and financial sectors. Through interviews and questionnaires, the research aimed to identify the English skills these employees used more frequently in the work settings. The findings of the research led to innovations in teaching and assessment for meeting the English language needs of the financial service industry in Taiwan. The research only reported about the need analysis procedures and analyze the quantitative and qualitative data obtained and do not develop a product as conducted in my research.

Privorova (2016) dealt with the development of an ESP course for aviation English. The research was conducted in one flying school in Prague in 2013. There were around 65 students and the research lasted for 6 weeks from pre test, implementing the product and post test. Based on the test and oral results, all groups achieved to some extent the desired overall course aim and therefore proved the course to be successful. As these results only considered the efficiency of the course but not the carrier content a second evaluation needed to be carried out in order to gain a complete perspective of the course content.

Swales and L'Estrange (1983) attempted to analyze the ESP teachers' good knowledge of material development. This study discussed the case study approach used in the course in University of Aston in Birmingham. This case study could develop in many directions but the character of each realization depends on the interaction between the participants. The researchers asked higher

level students to compose some letters on ESP sectors. The result showed that it took time and experience to learn how to be a successful administrator and a case study (as acknowledged by management school) is essentially little more than an opportunity to interact with certain sets of variables in a simulated settings.

Wardhani and Sadtono (2014) tried to design English syllabus for Tourism class 1 in Tourism Department of Airlangga University. The objective of this study was to find necessary topics relevant to prospective graduate's job which can be found from the existing materials and also by asking the alumni about the topics needed which are not present in the existing materials. Based on the result of the questionnaire, out of 25 topics in the existing materials, 10 topics were still used in the proposed syllabus. After the syllabus was developed, the sample material was developed.

Hasanah (2016) tried to develop English instructional materials for character building based on the 2013 curriculum and the study was carried out in a class of 8th graders of SMP Darul Falah Blitar. There were 23 students in this research in the phase of obtaining information, need analysis, and trying out. The product was in the form of text book with 7 units and the materials were based on scientific approach which covered four skills such as listening, speaking, reading and writing. The result proved that the materials were fit with the 2013 curriculum and the contents refer to the students' character building.

Dardig (2015) suggested a framework for ESP course materials that can help ESP instructors to overcome the barriers they might face when designing ESP

course materials. The researchers proposed a framework of ESP course materials to some ESP instructors and asked them to implement the framework into their classrooms. The result showed that it was clear by using CLT approach in ESP course materials could fulfill the students; and professional interests, needs and motivation. Moreover the study also endorsed ESP instructor should be open-minded that they have to consider the students' evaluation comments and make the necessary changes in the course materials that benefit students; learning goals and objectives.

Tarnopolsky (2013) discussed teaching ESP to university students of psychology. The study researched the method and implications of teaching English professional communication skills through the medium of students' project work conducted on the internet-assisted basis. The objective of the study was to reveal the advantages of combining such an advanced teaching method as learners professionally oriented project work in the target language for finding project relevant materials in Alfred Nobel University. The researcher observed the students' activity during one year period when working with the author's ESP coursebook *Psychological Matters*. The research was also based on experimental testing on learners' English speaking, reading, listening and writing progress at the middle and the end of the course. The study revealed great benefits of introducing the suggested method into ESP course at the university. The learning outcomes were also demonstrated to be substantially improved when using the suggested approach.

Kusuma (2013) conducted a study which aimed in designing an English speaking material for the second grade students of automotive engineering in SMK Sanjaya Ngawen which included the learning activities to improve their speaking skills. The study was in the form of research and development which covered 8 out of 10 steps. The result indicated that the students needed supplementary activities which could enhance their speaking skills such as games or role play. The product had three units and each unit contained 14-17 tasks. The appropriateness of the speaking material was shown by the value of mean 4.35 which meant that the speaking material was appropriate to the students' needs.

Kaminskiene and Kavaliauskiene's (2014) research aimed to investigate the learners attitudes to the level of difficulty in speaking activities on subject matter at university and apply an innovative approach to improving their speaking skills. The methodology applied focused on guided individual learning (GIL) with gradually increasing amount of spontaneity in public talk on the subject matter. This study method employed the survey on learner attitudes to four different speaking activities in the classroom, which included short talks, power point presentations, discussion and speaking impromptu. The result indicated that the perceptions of difficulties to develop speaking skill depended on students' specialty; students of Psychology were more positive about speaking activities than students in Social field.

Dinamika and Siregar (2016) aimed at developing a one semester ESP syllabus, particularly for the tourism management students of the second semester in academic year of 2015/2016 of STIM Sukma Medan. Therefore, the research

and development design was used to investigate the students need in ESP classroom on the second semester and to develop appropriate syllabus. The result of the survey and interview showed that speaking was important to be used with clients in spoken register in the future workfield. Meanwhile, writing was used to communicate with the client in written register in the future workfield. That is why the development of syllabus focused on speaking and writing followed by listening and reading perspectives.

Arani (2014) focused her study on the blended learning setting in English for Medical Purposes and this study tried to investigate the medical English needs of the students of medicine in Kashan University of Medical Sciences. Moreover, it tried to develop blended learning competency-based EMP course module for students of medicine. The qualitative data from the interview were analyzed by content analysis while the quantitative data from the questionnaire survey were analyzed by using descriptive statistics. The results of $t = -15.09$ indicated that the participants in this study had higher scores in their post-test than in the pre-test at significance level of ($p < .05$). Furthermore, the blended learning competency-based English course product could fit with the medical students needs in terms of EMP course which has conceptualized the content around the competencies needed for their course. The difference with my study, this study was intended for medical students while, mine was intended for vocational school students.

Fellner (2011) composed a paper which described the development of presentation course for the graduate students from the Faculty of Sciences and Engineering at Saga University. The study provided a brief description of students

and the class were developed for and discussed the the development and justification of the course's goals and learning objectives. The result indicated that the course was effective in developing low-level Science and Engineering Graduate students English scientific presentation skills and that the course could easily be adapted to meet the needs of students from the other faculties as well.

Mokoagouw's study (2011) aimed to produce a one-term program outline and prototypes of teaching materials for the ECC as an after-school class in the ELTC Manokwari. The product was developed based on principles and criteria derived from the literary research, teacher perspective survey and evaluation of currently used teaching materials in the ELTC. The study findings indicated that the students have very short concentration span and teachers needed to deal with this by employing a variety of teaching and learning practices in the classroom. The tasks and activities should help them to feel at ease so they needed to be something familiar to the students. Consequently, the product was designed to address those experiments. The study was intended for a higher education students but mine was developed on broadcasting students of vocational school.

Rahman's paper (2008) aimed to develop an ESP speaking course development framework for the foreign post-graduates in the field of sciences and technology of three faculties the faculty of science and technology, faculty of engineering, and faculty of information of science and technology at National University of Malaysia. There were 252 foreign post-graduate students in the 3 faculties. In addition, the samples of the interview included 10 foreign postgraduate students and 5 academicians. The result indicated that the paper

contributed to introduce a framework for the ESP speaking course development process, necessary for these foreign post-graduates in the concerned fields of the three faculties in the university. Eventhough this study was a research and developent, however it only focused on the framework not the developed speaking materials with fun activities.

Pranckviciute and Zajankauskaite (2012) dealt with the role of need analysis and material evaluation adjusting ESP courses to the needs of students in tertiary education. The evaluation of the teaching materials allowed the teacher to contantly improved the ESP course to better adjust it to the changing needs of students. The implication based on the survey results was that the most topical students' needs, such as development of the productive skills and especially speaking skills did not change over time. Students' evaluation of the tailored made ESP coursebook was also presented, as well as some suggestions to make the ESP courses more attuned to students' needs.

Hossain (2013) attempted to find out the needs and wants required for effective professional communication in English writing and speaking proficiency for engineering students at Presidency University in Dhaka. It tried to investigate the needs of students, analyed the existing teachers' materials and pae dagogical knowledge and suggested to compromise with the learner demands. The subjects were invited to provide their opinions through a set of questionnaires containing 20 close ended questions. The result showed that the subjects were better in writing than speaking. Focus should be given on both writing business correspondence and speaking skills also.

Alfehaid (2011) developed the English for Specific Purposes course at health science colleges in Saudi Arabia, the research applied the mix-method approach. 246 questionnaires were administered to current students, graduates, and language teachers; semi-structured interviews were conducted with 6 students, 7 graduates, 6 language teachers, 5 course administrators, 5 hospital managers and 11 English-speaking health professionals; and document analysis was employed as an ancillary research method.

Bedwell (2012) set out a suggested process for the in-house development of English language course materials. Seven discrete steps, ranging from the initial recruitment and planning stage through to trialling in the classroom, were examined with each step justified. There were three different companies as a subject of the research. They were given the developed materials of writing some emails in an in-house training program. The result showed that the use of teams of writing pairs should be considered, because of the likelihood of fewer instances of sub-standard copy, and the completion of work at a faster rate. Moreover, the efficiency of the write, peer-review, pilot, feedback, and finalize cycle enables the project to continue in a predictable and orderly fashion. The focus of this study was in the writing skill of the participants, particularly in their emailing. So it is quite different with my research which focuses on speaking skills.

Widhi (2016) suggested to develop ESP materials in e-book format for the tenth grade students of Hotel Accommodation Program in Vocational High School. The design was adapted from Kemp's Instructional Design Model which involving 30 students of grade 10, 10 seniors in grade 11, two lecturers, two teachers and

two hotel managers. Interviews and survey were done to collect the data on students' need and the hotel's needs. The finding showed that the students' really needed the supplementary ESP materials for their future jobs in hotels. The experts and teachers agreed that the supplementary ESP materials in e-book format were appropriate to be implemented to students. This study focused on the students who major in hotel accommodation, while my study was intended for students who major in broadcasting program.

Somdee and Suppasetsee (2013) developed English speaking skills materials intended for undergraduate students in Thailand by digital storytelling through the use of websites. The purposes of this study were to investigate the process of development of English speaking materials in the form of digital storytelling via websites for English undergraduate students in Suranaree University of Technology in Trisemester 2/2012. In this research, Somdee focused on the speaking materials through storytelling but unfortunately the researcher did not focus on English for Specific Purposes which would be more useful for undergraduate students.

Xhaferi (2011) believed that ESP course could help students become more proficient on the field of study. This study was done in the academic year of 2009/2010 with 40 law students as the participants and tried to analyze the importance of language skills, students' and teachers' attitude towards an ESP course. The data were gathered through the use of questionnaire and interviews. The result showed that the participants perceived ESP course to be very important

for their study and future career and there seemed to be considerable motivation and interest in taking ESP courses and strengthen knowledge in English language.

Negrea (2012) focused on the development of English for Specific Purposes curriculum development intended for the students of management major in Bucharest Academy of Economic Studies in 2010. Finding materials for management students was difficult particularly in term of local context. That was why he decided to develop curriculum for ESP studies adapted from the local content used in Rumania. In this research the writer intended the focus for management students which the researcher think it is widely available now.

Allouche (2012) conducted a case study in the department of medicine at Abou Bekr Belkaid University of Tlemen with post graduate medical students. It was meant to design a consistent ESP course to meet the requirements and exigencies of the newly-emergeing knowledge society. This investigates the medical students' needs and expectations in order to sort our difficulties and barriers face by teachers and students. The result indicated that medical students need to elarn English and their interest increased a lot. They welcomed the implementation of ESP course in their curriculum an dthe subject support the idea. Unfortunately, eventhough the study was about ESP, however the study only analyzed the importance of ESP and not developing a product to support the teaching and learning process.

Abdelwahab (2013) presented an overall view of evaluating English Language Teaching (ELT) textbooks with a focus on the instrument of a checklist. It tried to develop a valid, reliable and practical checklist. This study refined the

checklists previously developed by different researchers particularly TEFL professors. The findings were expected to be useful for English language teachers, ELT materials developers and evaluators as well as curriculum developers. This study focused on the checklist items of what kinds of topics we should include in English language textbook, but it was a general English not an ESP one.

Somdee and Suppasetseree (2017) developed an English speaking skill by using digital storytelling through website technology. The purpose of this study was to investigate the implementation of digital storytelling in developing English speaking skills and the satisfaction toward the learning from the digital storytelling of 50 Thai undergraduate students who enrolled at the English compulsory course in Suranaree University of Technology in Trisemester 2/2012. The result of implementing digital storytelling helped the teacher to design their curricula with digital storytelling in the instruction so that students can be active and self-centered learners. The study discussed about the speaking skills through the use of developed materials, however it was not an ESP course since the materials were general English.

Khan *et al* (2016) aimed to investigate the professional needs of English language for Medical Representatives in Pakistan and for the purpose of finding out English language needs for Medical Representatives mixed method approach has been applied. The population groups, the representatives, professional trainers and ex-medical representatives were involved. Quantitative data were analyzed using SPSS version 7 and qualitative data were analyzed through thematic

analysis identifying common themes from the respondents' responses. The findings of this study indicated that proficiency in English language is the key factor for success in medical representatives' profession. It also presented recommendation and directions to design ESP course for medical representatives in Pakistan. This paper once more focused on designing ESP courses not a product and the scope was in the medicine not in broadcasting.

Yuanti (2012) shared an idea and invited many other ideas from fellow ESP teachers interested in ESP speaking class. It elaborated and analyzed the implementation of the materials and evaluation of Sepaking 3 for Journalism class for English students of Vocational College UGM 2012. The discussion focused on the preparation, reaching and learning process, also evaluation. The result showed that there were some processes done in the preparation stage, such as setting up the objectives, analyzing the target learners and designing the lesson plan and materials. All of these steps were related to each other and were flexible to be used in designing other ESP classes. This study was a case study on ESP courses and the researcher did not develop a product. She only analyzed the implementation of a course.

Kavaliauskiene and Anusiene (2009) addresses research into learners' perceptions of online listening to podcasts, self-evaluation of one's performance in individual listening practice and reflections on practical ways of increasing skills of listening and developing listening competences. The participants of this study were the first year full time students of two different specializations i.e. students who study either psychology or law and penitentiary activities at the Faculty of

Social Policy in Mykolas Romeris University in Lithuania. The results showed that the students felt convenient using the podcasts because they could learn at their own pace. And it also improves students' awareness of suitable ways of perfecting skill of listening promoted language learning.

Abdillah (2013) aimed to develop an online reading and writing course for junior high school students. The participants were two classes of 7th year students at SMP N 21 Semarang and he asked the students to access the online enrichment program during school breaks during the national exam. It was a research and development and the result showed that the students' motivation toward the English reading and writing materials increased significantly and it also helped teacher to be paperless and could check their students's work much more effectively and efficiently.

Of all those researchers none of them focus on developing speaking materials for students of broadcasting major in vocational school. Most of them talk about developing ESP materials in higher education such as universities. I think, those researches are very useful because the needs of ESP materials are very essential to enhance the students' speaking skill for my students in Vocational High School 1 Kendal in the scope of ESP when they work in the field of broadcasting.

2.2 Language Learning and Teaching

The role of language in learning cannot be over-emphasised. Language is the premier source teachers have and use for mediating learning. When learning languages, then, teachers and students are working with language simultaneously as an object of study and as a medium for learning. In teaching languages, the

target language is not simply a new code – new labels for the same concepts; rather, effectively taught, the new language and culture being learned offer the chance for learning new forms and ways of knowing the world.

2.2.1 Second Language Acquisition

A behaviorist approach to second language learning focuses on imitation, practice, encouragement and habit formation. Learning a second language necessarily involves comparison with the learner's first language, but latter is generally perceived as causing 'interference; in the learning of additional one. This approach is seen now to offer an sufficient explanation of the complexity of language learning.

Linguist Noam Chomsky (1957: 27), provided a major critique and its view of second language learning as imitation and habit formation. He developed a theory a theory of first language learning that suggests that language is an innate capacity – that children are programmed to acquire language thanks to their in-built knowledge of a Universal Grammar. He named this knowledge 'competence, to distinguish it from what might actually be said on a particular occasion.

Ehrman and Oxford (1990: 85) cited four major style dimension relevant to language learning although many more style aspects might also prove to be influential. Those aspects are (a) motivation which (Dornyei: 87) says it expends effort, is persistent and attentive to the task at hand, has goals, desires and aspiratory, enjoys the activity and make use of strategies to aid in achieving goals. This motivation can also be divided into what so called integrative motivation which is driven by self interest of the language learners of the elements in the

target language and instrumental motivation which goals is to achieve certain goal such as further study/working at the atrget language country or passing exams. (b) aptitude in which the relation between aptitude and second language learning is important as Gardner (1980: 67) and Skahan (1989: 77) reported that aptitude is a major element in determining the level of success of second language learning. (c) Learning styles, which generally operate on a continuum or on multiple, intersecting continue. For example a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. A few if any people could be classified as having all or nothing in any of these categories as stated by Ehrman (1996: 123). (d), Age is also one important factor in second language learning as stated by Oxford (1990: 172) that students at different ages and learning stage of second language employed somewhat different strategies. Older and more advanced students used certain strategies more frequently than done by younger or less advanced students.

English teaching materials plays an important role in the process of teaching and learning. By the implementation of the School-Based Curriculum, teachers ideally, should provide the needs for this materials according to the context of the teaching and learning environment and characteristics. According to the Government Decree number 38 year 2007 on the divisions of authority between the central government and the provincial and municipality in relation to education government, stated that the central government is responsible for deciding the standard competence and basic competence, controlling the national

curriculum, and carrying out the national examination of the learning process. Provincial/Municipality government and schools in this case, are responsible for developing the syllabus and assessment systems.

Overall, in second language acquisition and learning, students need to understand how they learn. They need to continuously reflect on their learning and develop self-awareness of themselves as learners need to negotiate constantly who they are, and how they can be or should like to be in the language and culture they are learning.

2.2.2 Applying Operant Conditioning in ESP Speaking Courses

The term operant conditioning was coined by Skinner as quoted in Turney (1983: 11) who pointed out the distinction as follows:

Pavlov himself called all event which strength behavior reinforcement and all the resulting changes 'conditioning'. In the Pavlovian experiment, however, a reinforcer is paired with a stimulus; whereas in operant conditioning behavior it is contingent upon the response.

Based on the statement above, by doing what so called conditioning, students may create their autonomy in learning. Before the use of speaking learning materials students might still depend on teachers' or school materials to get information and still need traditional teaching method in classroom. But now, students are much more autonomy because they can be creative enough to act out in a group role-play.

Reinforcing stimulus such as gold stars for exceptional performance or achieving a certain computer skill is behaviour shaping activity directly controlled by the teacher. Drill and practice in speaking tasks give a student an immediate

response for each question or problem answered correctly. This reinforcement is a skill shaping activity.

2.2.3 Applying Classical Conditioning in ESP Speaking Courses

Learning becomes more meaningful when students explore their learning environments rather than listen passively to teachers as stated by Schunk (2012: 267). Knowledge is not endorsed from outside but from inside the learners. Since constructivism contends that learners form or construct their own understandings of knowledge and skills, the speaking learning materials will facilitate learners to learn independently outside the classroom environment.

Constructivists believe that learners build personal understanding of their own knowledge and this constructive process can be facilitated by appropriate learning activities and a good learning environment. What a person knows is not passively received, but actively assembled by the learner.

Here, students apply knowledge in authentic problem-solving tasks. Students are scientists observing and collecting information for their multimedia project. Students engaged in their own learning. Each student has his or her own part in the completion of the speaking learning and take personal responsibility for their work. Students develop higher level of critical thinking skills. Students will use planning, assessment, and analysis skills while practice role-playing and improve their speaking skills.

2.3. The Concept of Speaking

When we discuss about the concept of speaking, we should consider some things aspects in human's life. The concept of speaking is not simple as many

people think because someone is considered to be able to speak English fluently if he or she masters the aspects of pronunciation and choices of proper vocabulary.

2.3.1 The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is one out of four basic competences that the students should gain well because it has an important role in communication.

Brown (2001: 267) cites that when someone is able to speak a language it means that he or she can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Meanwhile, Hammer (2007: 343) defines speaking as an activity which happens when two people are engaged in talking to each other. In this activity, speakers have to share their ideas, thought, or opinions during the speaking activity.

Taking all of those definitions, it can be concluded that speaking is series of activities involving one or more more people to share the thoughts, ideas, or feelings by using verbal or non verbal symbols.

As in other skills of language, speaking also has language skills. These skills have to be considered in the process of teaching speaking so that the learners will

not only be able to speak but also have ability in maintaining the process of oral communication so that the learners will be able to convey and negotiate meaning to others.

Speaking skills can be divided into macro and micro skills as mentioned by Brown (2001: 142 – 143). The speaking macroskills deal with broader elements such as fluency, discourse, functions, style and cohesion, non-verbal communication, and strategic options. Those macroskills of speaking are: (a) appropriately accomplishing communicative functions according to situations, participants, and goal appropriately; (b) using appropriate styles, registers, implicature, pragmatic conventions, conversation rules, floor – keeping and – yielding, interrupting and other sociolinguistic features in face-to-face conversations; (c) conveying facial features, kinesthetic, body language, and other non-verbal cues along with verbal languages; (d) conveying links between events and communicate such relations as vocal and peripheral ideas, events and feeling, new and given information, generalization and exemplifications; and (e) the ability in developing and using speaking strategies.

While, the microskill of oral communication Brown (2001: 144 – 145) to the production of smaller chunks of languages such as phonemes, morphemes, words, collocations, and phrasal units. Those microskills are: (a) producing differences among English phonemes and allophonic variants; (b) producing chunks of language of different lengths; (c) producing differences stress patterns; (d) producing reduced forms of words and phrases; (e) using an adequate number of lexical unit or words; (f) producing fluent speech at different rates of delivery;

(g) monitoring one's own oral production and uses various strategic devices; (h) using grammatical words, systems, patterns, rules and elliptical forms; (i) producing speech at natural constituent; (j) expressing a particular meaning in different grammatical forms; and (k) using cohesive devices in spoken discourse.

These macro and microskills have very important roles in speaking skill which has to be considered by the teachers in teaching speaking. By using these skills, the learners will not only be able to speak to express their thoughts and feelings, but also able to maintain conversation based on the context of situation using adequate number of lexical unit, grammatical forms, and cohesion devices.

In 2006, the Ministry of National Education changed the Competence-Based Curriculum with the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or the School-Based Curriculum. BSNP (2006: 5) stated that curriculum is a set of plans and rules relate to goals, contents, and learning materials as well as the guidance to implement the process of teaching and learning to reach the academical goals. Meanwhile syllabus is a learning plan on a subject matter/specific theme and/or a group of subject matters/specific themes that covers standard competency, basic competency, subject matters, learning activities, indicators, assessments, time allotment, and source of materials. Syllabus is a detailed explanation of the content standard (standar isi) which covers standard competencies and basic competencies.

School-Based Curriculum is developed according to its relevance by every academical unit under the coordination and supervision of city educational council. The development of the School-Based Curriculum is based on the

Content Standard (*Standar Isi*) and the Graduates Standard (*Standar Kompetensi Lulusan*).

2.3.2 Teaching Speaking Skills

In many schools, teachers seldom use any method or materials to improve students' speaking skills. Students are sometimes asked only to memorize vocabulary and their meanings, do students' workbook or memorize and read dialogs. Currently, the goal of teaching speaking is to improve students' communication skills in order to be able to express their ideas and feelings orally and obey rules in communication activities.

Nunan (2003: 24) the aim of teaching speaking is to prepare the learners to be able to (a) produce English sounds and speech patterns, (b) use words and sentence stress, (c) select appropriate words and sentences according to the proper social setting, situation, and the subject matter, (d) organize their thoughts in a meaningful and logical sequence, (e) use language quickly and confidently with few unnatural patterns which is called fluency.

Moreover, Brown (2001: 275-276) proposed seven principles which should be taken into considerations by teachers of English in designing speaking activities, those are: (a) using technique that cover the spectrum of learner needs, from language – focus on accuracy to message, interaction, meaning and fluency; (b) providing intrinsically motivating techniques; (c) encouraging the use of authentic language in meaningful contexts; (d) providing appropriate feedback and correction; (e) capitalizing on the natural link between speaking and listening; (f)

giving students opportunities to initiate oral communication; (g) encouraging the development of speaking strategies.

Hammer (2007: 347 – 348) also mentioned something about kinds of roles in teaching speaking. First is prompter which sometimes students get lost on what they want to say next or sometimes they get lost their fluency in what they are saying. In this role, teachers have to help the students by offering the best options or suggestions to help the students leaving out their sense of frustration if they come to the dead end of language or ideas. Second is participant in which teachers have to be good role models when asking students in producing language. It can be achieved by setting up an activity clearly with an enthusiasm. Another way to be good participants is by introducing new information related to the topic to help the students engaged to the teaching and learning process and also maintaining a creative atmosphere. And finally feedback provider in which teachers must know how to provide proper feedback for every speaking activities done by students. If there is difficulties faced by students, teachers have to give helpful and gentle correction to help the students maintain his or her communication activity.

2.3.3 Teaching Speaking at Vocational High School

Teaching speaking should be taught in interactive and communicative activities. Lindsay and Knight (2006: 87) offer huge varieties of activities. The first activity is by sign drillings. This tasks are suitable to learn grammatical structures and vocabulary because they are repetitive acts and it is easier to be implemented compared to typical grammar exercises where students practice and repeat the same thing several times. There are three kinds of drills, first substitution

drills which is good to improve vocabulary because students have to substitute one word for another. Second, transformation drills where teachers invite students to transform sentences from affirmative into negative and vice versa and finally, functional situational drills which the teachers practice the language of a function such as giving an advice. Lindsay and Knight (2006: 88) also proposed about informational gap activities. In this activity, students are supposed to be working in pairs. One student will have the information that the other partner does not have and they are sharing and exchanging the information. Each partner plays an important role because the activity is unable to be completed if the partners do not provide the information the others need. Moreover, these activities are effective because everyone has the opportunity to practice their speaking skills. Lindsay and Knight (2006: 89), then, recommended the discussion activities which gives students the chance to speak more freely to express themselves. It is helpful to structure a discussion activity by giving students enough information about what they will be talking about and giving them enough time to think about what they want to say.

Lindsay and Knight (2006: 90-91) suggested the role-playing activities where each student acquires a personality or interprets a character and receives a card which contains some information about their roles and the situation. Here, teacher gives the information to the students such as who they are and what they think or feel. They, then, act out a situation as if they were the characters in the card. Lastly, Lindsay implemented the use of games which are often useful to live up a lesson. There are many games available that can be used during the teaching and

learning process. Many experts suggest the use of games to make the lesson much more understandable for the students yet it also can improve their speaking skills unconsciously. And these activities are included in the materials developed by the researcher.

There are also two kinds of purposes in teaching English in vocational schools. First, is to prepare students with communicative skills in the context of material communication which are needed for its competence majors, either written or spoken, and to prepare students to be able to communicate in daily life and of course prepare students to develop communication skills at higher level and when they are at work later on. The second goal of teaching English speaking in vocational schools is to prepare students to have competencies such as mastering knowledge and basic ability of English at the intermediate level both daily and in professional context. There are three aspects of teaching English in vocational school, first basic English communication at novice level, elementary level and intermediate level.

Vocational schools' students can be categorized into adult learners as explained by Hammer (2007: 83-84), the characteristics of adult learners are still searching their self identity and need to feel good and be valued of their self-esteem. Besides, most of adult learners understand the need for learning and with the right goal, can be responsible enough to do what they are asked to. In response to these characters of adult learners, teachers have to design materials with topics which the students can react to. The students have to be encouraged to respond to

the texts and situations with their own thoughts and experiences, rather than just answering questions and doing abstract learning activities.

2.4. Teaching and Learning at Vocational Schools

Teaching in vocational schools is quite different compared to teaching in senior high schools. The first difference is when we talk about the materials because the materials are much more specific than the materials in high schools. Secondly, the duration and the way the curriculum is made and developed. High school mostly discuss about general idea of something while studying in vocational school, the students are not only supposed to master the theoretical things but also to implement them well as we call it more practical things.

2.4.1 The 2013 Curriculum

In 2013, the Ministry of National Education changed the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or the School-Based Curriculum with the 2013 Curriculum. 2013 Curriculum or some called it as K-13 is in fact the extension of School Based Curriculum in several components. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible to citizens and have positive contribution to the civilization. The K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated as KI-1 up to KI-4. KI-1 is designed for spiritual competence, KI-2 is tended for social competence, KI-3 refers to knowledge competence and KI-4 focuses on learning process through KI-3, KI-2 and KI-1 that can be observed.

BSNP (2006: 5) stated that curriculum is a set of plans and rules relate to goals, contents, and learning materials as well as the guidance to implement the process of teaching and learning ti reach the academical goals. Meanwhile syllabus is a learning plan on a subject matter/specific theme and/or a group of subject matters/specific themes that covers standard competency, basic competency, subject matters, learning activities, indicators, assessments, time allotment, and source of materials.

According to Pratt (1994: 5) curriculum refers to plans for instructional acts, not the acts of instruction themselves. He states that curriculum is analogous to the set of blueprints from which a house is constructed. For teachers, curriculum is often a statement of what the school authorities, the local government, or some groups bisede the classroom requires the teacher to teach as mentioned by Doll (1996: 74).

2.4.2 The Learning Syllabus at Vocational Schools

As stated by Candlin in Nunan (2002: 3), curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation, and the role relationships of teachers and learners. Syllabusses, on the other hand, are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curricullum to their own situation.

Widdowson in Nunan (2002: 6) defines syllabus is simple a framework within which activities can be carried out: a teaching device to facilitate learning. While, Allen in Brumfit (1984: 61) states the syllabus as a subpart of curricullum

which is concerned with a specification of what units will be taught. Breen (1984: 47) it is a plan of what is to be achieved through our teaching and our students' learning. Kersley (1996: 191) says the single most important instrument of structure in a course is the syllabus, which outlines the goals of a course, prerequisites, the grading/evaluation scheme, materials to be used (textbooks, software), topics to be covered, a schedule, and a bibliography. Each of these components defines the nature of the learning experience. Hutchinson (1987: 34-35) mentioned goals and objectives identify the expected outcomes and scope of the course as determined by the instructor or course designer, restricting the domain of knowledge for the learner. Prerequisites limit the students population to those with certain kinds of learning experiences, usually other courses. The grading or evaluation scheme tells students what kind of learning activities are to be valued, for example assignments, tests, papers, projects, that is, the currency of learning in this particular course. Topics to be covered specify the content that the instructor feels is important. The schedule provide a timetable for learning, usually with milestones in the form of due dates or tests.

So, we can conclude that syllabus is a set of planning of learning on a group of subjects/lessons which cover the standar competence, basic competence, main topic, learning activities, and achievement indicators for scoring, character education, time allotment, and source of learning. The development of syllabus should also obey the following principle: (1) scientific, (2) relevant, (3) sistematic, (4) consistent, (5) sufficient, (6) actual & contextual, (7) flexible, and (8) comprehensive. Thomlinson (2011: 33) explained:

The scientific principle means that all of the materials and activities in the syllabus should be based on facts and accountable enough scientifically. Relevant means that the coverage, depth, level of difficulty, and the sequence of materials in the syllabus should be suitable to the physical, social, intellectual, emotional, and spiritual development of the students. Systematic means the syllabus components should be connected functionally to reach the competence. Consistent means that syllabus must have relational consistency among the basic competence, indicators, topic of discussion, learning experience, source of learning, and scoring system. Sufficient means the coverage of indicators, topic of discussion, learning experience, and the scoring system are sufficient enough to support the achievement of the basic competence. Actual and Competual mean that the coverage of indicators, learning materials, learning experience, source of learning, and scoring system should consider the development of advance technology in the real world and current happening. Flexible means all syllabus component should accommodate variety and diversity of students, teachers, and changes at school and based on the demands of the society. Comprehensive means all components of syllabus should cover all competence which includes cognitive, affective, and psychomotoric.

Learning is normally considered to be conscious process which consists of the committing to memory of information relevant to what is being learnt (Tomlinson 2011: 4). It is arguable that much language learning consists of subconscious development of generalizations about how the language is used and of both conscious and subconscious development of skills and strategies which apply these generalizations to acts of communication.

2.5. English Curriculum at Vocational Schools

According to BSNP (2006), English learning and teaching belongs to the adaptive subject which has two goals. First is to make the students able to achieve specific English proficiency by which they can improve their professional skills and secondly to make them able to apply those English competences and skills, both orally and in written in the level of intermediate. Yet, the materials provided

by this curriculum are still too general and similar to those taught in senior high schools, there are no subject-related English materials specifically intended to the students of vocational schools, because English at secondary school levels are still in the scope of English for General Purposes..

2.5.1 English for Specific Purposes

Since the main aim of vocational schools is to prepare the students to compete on their work field of expertise, English has become one of the compulsory subjects to be taught. However, there is a difference approach to teach English in vocational schools and English for Specific Purposes is the best way to learn English based on their specific needs.

English Specific Purpose has narrower focus compared to General English because it centres on analysis of learners' needs. Nevertheless, English for Specific Purpose is not different in kind from any other forms of language learning and teaching. Hutchinson and Waters (1987: 18) argue that English for Specific purpose is not a language methodology which teaches specialized varieties of English and consists of a specific type of learning materials but it is an approach to language learning which is based on students' needs. While Mackay and Mountford (1978: 2) defines English for Specific Purpose as the teaching of English for a clearly utilitarian purpose and Blackie (1979: 263) calls for a satisfactory working definition in which English for specific purpose refers to programs designed for groups of students who are homogeneous with respect to aims and whose specific learning objectives have been quantified and stated in communicative terms.

Thus, Cunningsworth (1983: 153) observes that the needs of the learners in a group may not be identical and in many cases may differ quite considerably one from another. For Kennedy and Bolithos (1984: 13), the degree of homogeneity within classes with respect to needs, abilities and subject disciplines is one of the most important factors influencing the design and implementation of the English for Specific course.

Hutchinson and Waters (1987: 6) also draw three main reasons why we need to learn English for Specific Purpose. The first focus is the demand of brave new world because after the Second World War, the development in economy, science, and technical activities in the world are growing fast and advanced. The effect from the development of those three fields is that people are learning English not only for prestige, but also because English is the key of those three fields as English becomes an international language, it also creates a new generation of learners who know specifically why they are learning language. After that is a revolution in the science of language. The teaching and learning process of English particularly in English for Specific Purpose should be based on specific groups of learners. If a language varies from one language to another, it should be possible to determine the features of the specific situations and then make the features the basis of the learners' course. In other meaning, English is needed by particular groups of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. Hutchinson and Waters (1987: 9) also proposed that ESP should focus on the learner. In English for Specific Purpose, learners are viewed to have different needs and interests, which

would have an important influence on their motivation to learn and on their effectiveness of learning. Here, the courses that are relevance to the learners' needs would improve the learners' motivation and make learning better and faster.

2.5.1.1. The Role of the Teachers in ESP Course

According to Schleppegrell (1986: 2-4) there are some roles that must be implemented by teachers in conducting English for Specific Purpose courses. The first role is that teacher should organize programs because teachers must set goals for students and then translate those goals into an instructional program with hourly, daily, and weekly activities. One of teachers' primary tasks will be management, selecting and organizing course materials, supporting the students in their efforts and providing them with feedback on their progress.

Then, teachers should set the goals and objective of their learning. Teachers arrange the conditions for learning in the classroom and set long and short-term goals for students achievement. Your awareness of students' capabilities is a crucial factor in designing a program with realistic goals that takes into account the students' contribution to the teaching and learning process as mentioned by Schleppegrell (1986: 5-6). Moreover the teachers should establish positive learning environment in which teachers' communication skills establish the classroom atmosphere. Language is acquired by students when they have opportunities to use the language in interaction with other speakers. Teachers must model good communication skills in the classroom. This means that teachers must maintain interactions

with students and must listen to what they are saying. The non-native speakers of English must be self-confident in order to communicate, and teachers have the responsibility to help build the students' confidence.

Finally, Schleppegrell (1986: 5-6) also suggests that teacher has a role of evaluating students since teachers are a resource person who helps students identify their language-learning problems and find solutions to them. Teachers identify the skills that students need to focus on, and take responsibility for making choices which determine what and how the students learn. Teachers will serve as a source of information to the students about they are progressing in their language learning.

2.5.1.2. The Role of Students in ESP Course

Students attend the ESP course with specific goals for learning, subject matter knowledge, and well-developed adult learning strategies. They face the task of developing English language skills to reflect their native-language knowledge and skills. And still according to Schleppegrell (1986: 8-9) students' roles should focus on Learning because ESP students has a purpose and focus on learning. People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. ESP is a medium for such opportunities. Students need to acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. Successful ESP students pay attention to the meaning of the language they hear or read and do not focus primarily on the

linguistic input or isolated language structures. The ESP students is particularly well disposed to focus on meaning in the subject matter field. In ESP, English should be presented not as a subject or body of facts to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. But, English should be presented in authentic context to acquaint the students with the particular ways of language that is used in functions that they will need to perform in their specific career.

Schleppegrell (1986: 9-10) also explains that students as the subject matter knowledge in which students in ESP courses are able to make real contribution to the language learning process. They are generally aware of the purpose for which they will need to use English. Having already oriented their training toward a specific field, they see their English instruction as complementing this orientation. Knowledge of the speciality area enables students to identify a real context for the vocabulary and structures of the ESP classes. In the way, the students can take benefit of what they already know about the subject matter field to learn English. And finally Schleppegrell (1986: 11-12) tells that students as the adult learning strategies because studying ESP as an adult has advantages. Adult must work harder than children to learn a new language, but the learning strategies they bring to the task enable them to learn faster and more efficiently. The skills they have already developed in reading and writing their native languages will make learning English easier. Although the English of the students you will be working with will most likely be quite limited, the language learning

abilities of the adult in the ESP classroom are potentially great. Language learning continues naturally throughout our lives. Educated adults consistently learn new language behavior in their native languages, expanding vocabulary, become more articulate in their fields, and modifying their linguistic behaviour in new situations or new roles. ESP students can tap these natural competencies in learning English.

2.5.2 Teaching English Specific Purpose at Vocational Schools

Systemic Functional Linguistics provides the basis for pedagogical practices and it has been adopted in both content based instruction and text based language instruction. They provide tools for educational researchers, applied linguists, and language teachers to understand the ways in which language builds disciplinary language, knowledge, discourse, and social practices across vocational areas.

2.5.2.1. Content Based Instruction (CBI)

Schleppegrell (2004: 65) mentioned that authors associate CBI with bilingual programs, content and language integrated learning, and language immersion programs. CBI has been considered as a valuable curricular approach in a wide range of educational contexts. It has successfully adopted in ESP programs, vocational and workplace education, bilingual education, and foreign language instruction.

There are two goals of CBI from a pedagogical curriculum design's point of view. First is to build knowledge and develop students' language ability and secondly there must be a collaboration between content teachers and language teachers in developing pedagogical curricula as mentioned by Schleppegrell

(2004: 68). CBI is also based on a discipline or subject matter core; use authentic language, texts and tasks and the needs of specific groups of students he added.

In CBI language and content are already integrated because learning content means learning the language that construes that content as students participate in new contexts of learning. In English for Specific Purpose, texts as content are a component of the language curriculum and materials. To help students become fully aware of how language construes content meanings, text based language instruction would complement Content Based Instruction. In this regard, language is seen as texts arising out of social practice in social and academic contexts.

2.5.2.2. Text Based language Instruction (TBLI)

Text based language instruction has shown that explicit language teaching contributes to the development of student language, meaning making and knowledge building. By working with texts, students have opportunities to learn language through content to make meaning. In TBLI texts are the manifest of language as a system for making meaning as stated by Haliday (1994: 45). Learning language means experiencing a text because language as texts is the fabric of life. Learning meanings through texts is a social process. In other words, students learn language through working with texts in contexts. It is widely known that texts in language learning and teaching play crucial role as mediational means of socializing learners to language use in real-life contexts of situation and culture.

Pedagogically speaking, engaging students with texts means that students not only make meaning or sense of meanings, but also get things done, depending

on the context of situation and the content of culture. With this in mind, texts are systemic or semiotic resource for students' construction of meanings and for familiarizing students with social practices through texts in that the texts comprise different registers. This has two pedagogical implications. First, teachers should assist students to use uses and forms of variety of specialized or vocational texts. The students can communicate and act in discipline or vocation-specific domain, for example in broadcasting industry. Secondly, students need to recognize that the nature of vocational specific texts is always multimodally diverse. For example, accounting texts contain both verbal and non verbal texts such as numbers. This indicate the definition and scope of text expanded beyond printed words.

2.5.3 Language Teaching and Learning Materials

Learning is normally considered to be conscious process which consists of the committing to memory of information relevant to what is being learnt (Tomlinson 2011: 4). It is arguable that much language learning consists subconscious development of generalizations about how the language is used and of both conscious and subconscious development of skills and strategies which apply these generalizations to acts of communication.

2.5.3.1. Learning Materials

Most people associate 'language teaching and learning materials' as course books or textbooks as media of teaching and learning. However, in this study the term of teaching and learning materials refer to anything which is used by teachers and students to facilitate the learning of language. Those materials can

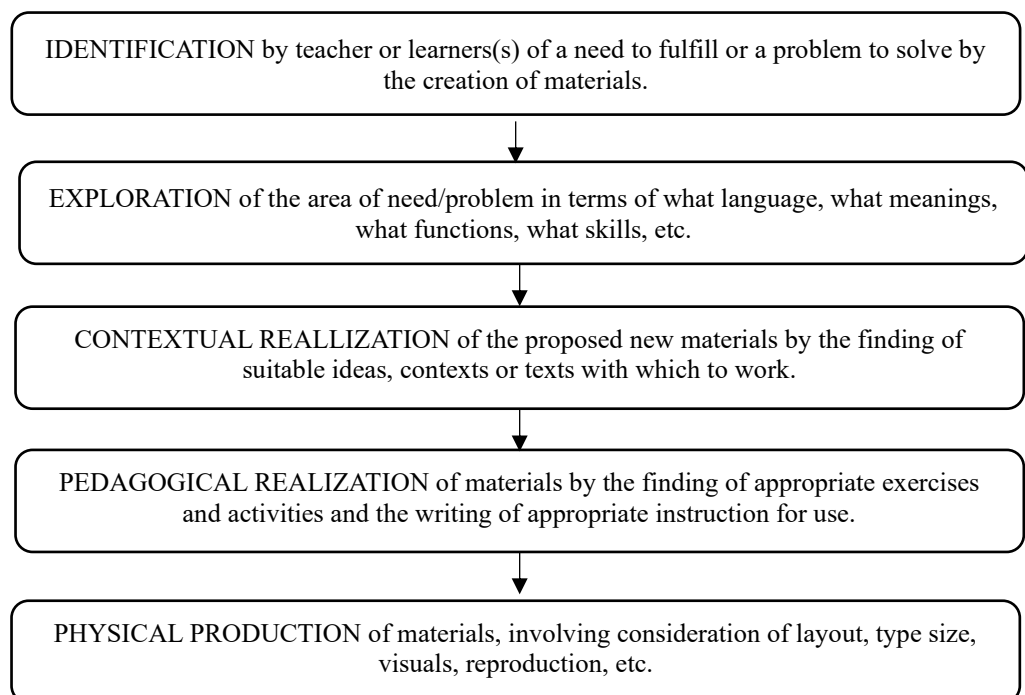
be in the forms of books, videos, audios, live talks, or an interactive online learning. According to Hutchinson and Waters, (1987: 96), there are three possible ways of providing appropriate teaching materials by: (1) selecting from existing materials (*materials evaluation*), (2) modifying existing materials (*materials adaptation*), (3) writing their own materials (*materials development*). These three ways may be done by the teachers depending on what is the most possible for themselves, their students, and their school condition. *Materials evaluation* is a matter of judging the fitness of some materials for a certain goal. There is no absolute good or bad – only degree of fitness for the required goal. In order to meet the fitness of a material, a teacher should analyze the subjective and objective analysis in relation to some criteria checklist as follow:

Materials Adaptation is the next way for teachers to provide teaching and learning materials. Materials adaptation means making changes to materials in order to improve them or to make them more suitable for particular type of learner. Adaptation can include reducing, adding, omitting, modifying, and supplementing (Tomlinson 1999: xi). In order to provide materials by using this way, some options are available (Maley in Thomlinson, 1999: 279). The first is, *reduction*, where the teacher reduce an activity to give less emphasis. Second, *addition*, which can be done by adding materials both in the form of texts or exercises. Third, *omission*, in which teacher leaves out things inappropriate for particular tasks or materials. Fourth, *extension*, where an activity is lengthened in order to give additional dimension. Sixth, *replacement*, in which inadequate texts

or exercises may be replaced by more suggest alternative pathways through the activities.

The third way that can be done by teachers to provide materials is *material development*. Thomlinson (2011: 2) states that materials development is both a field of study and a practical undertaking. As a field in studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As a practical undertaking it refers to anything which is done by teachers, students, writers to provide sources of language input, to use those sources of materials in ways that maximize of intake and stimulate purposeful output. It might be difficult for teachers to make and develop their own materials. Moreover if the teachers do not have any sufficient trainings and experience in making the materials. Jolly and Bolitho in Tomlinson, (1992: 97) reveal some simple steps in making and developing teachers' own materials.

Diagram 2.1: Steps in Making and Developing Materials



Based on the diagram above, the material developer should identify the need to fulfill the teachers and students' need in a new material. Then, the developer should explore the need coverage in terms of the language function, language skills materials that are going to be developed. The next step is contextual realization in which the draft materials are proposed which unit or material need to be developed. After that is the pedagogical realization in which the developer should find or create tasks and activities and write meaningful instruction. At last, physical production that covers the layout, font size, visuals, and reproduction of the materials.

2.5.3.2. Assessing Criteria for Speaking

As mentioned previously, one role of teachers in ESP classes is responsible for evaluating and making assessment afterward. In relation to assessing students' performance, rubrics are usefully able to grade students' performance based on some criteria. Those criteria are usually made based on language features of students. The purpose of the criteria is to make all clear for both students and teachers. The criteria are also useful for teachers because they show the aspects that the teachers should grade so that they do not play guessing game. As a tool in testing students' performance, rubrics can teach as well as evaluate. In students' centered approach which is suitable for learning speaking, rubrics have potential to help students develop a 'vision of success; as well as 'make dependable judgement about the quality of their own work'.

Arter and Chappius (2006: 76) define rubrics as they identify complex, meaningful tasks and allow for consistent judgements regarding the quality of

student work while Asmus (1999: 90) says that rubrics are a guidance for rating students' performance.

There are four types of rubrics which can be used to assess or score students' performance as mentioned by Arter (2000: 32-40). They are holistic, analytic, general, and task specific. Holistic rubrics provide a single score based on overall impression of a student's performance on a task. This type of rubrics is fast however it does not provide detailed information, may be difficult to provide one overall score.

Analytic rubrics provide specific feedback along for several dimensions. The teacher is able to get feedback that is more detailed. The scoring that the teacher does will be more consistent across students and graders. Yet, teachers need more time in the term of making scores. While, general rubrics contain criteria that are general across tasks. If the teacher wants to use the same rubrics across different tasks, this type of rubrics is really recommended. But this rubrics is unable to give specific feedback.

Finally the task specific rubrics which are unique to a specific task. The benefit of this kind is it is a more reliable assessment performance on the task. Then, the disadvantage of this task specific rubrics is difficult to construct rubrics for all specific tasks.

In this research the researcher is going to use the analytical rubrics to score students' performance. In testing and scoring speaking for second language learning, four components are emphasized. Those include vocabulary, grammar, semantics, and phonology. Accurate assessment of limited-English speaking

students requires a total description of the communication skills, linguistics structures, and functional usage of students language skills.

Analytic rubrics provide specific feedback along several dimensions. The teacher is able to get more detailed feedback. Moreover, this type of rubrics is good to assess language features like content, vocabulary, accuracy of grammar and language use, task fulfillment, appropriate use of language, creativity, sentence structure or text type and comprehensibility. In other words, if both teacher and students want to see strengths and weaknesses of the students' performance and assess complicated skills or performance, analytic rubrics are the best rubrics for them.

2.6 Material Development

In English for Specific Purpose classes, especially in vocational schools, creating and developing owned materials is important for teachers, since there are not many resources available. But sometimes, teachers are too busy and sometimes too lazy to develop their own materials and use guidance provided by the government which is still too general for vocational students.

According to Graves (2000: 14) material development can be defined as the planning process by which a teacher can put the objectives and goals of the course into units and tasks. While, Thomlinson (1998: 2) says that materials belong to anything which is used by teachers or learners to facilitate the learning of a language.

There are many kinds of materials for ESP classes, they can be in the form of books, work-sheets, videos, audios, grammar books, or photocopied tasks.

There are also other forms of materials, such as newspapers, food packagings, live talks, instructions given by teachers, and many more. In other words, materials can be anything which deliberately used to improve students knowledge and/or experience of the language teaching and learning.

Materials development refers to anything which is created by writers, teachers, or students to provide sources of language input and to exploit those sources in ways designed to promote language learning as stated by Thomlinson (1998: 2). Materials developers might write textbooks, tell stories, bring advertisements into class, express an opinion, provide examples of language use or read a news aloud.

2.6.1 Principles of Material Development

Thomlinson (1998: 3-15) proposes some principles as follows. Materials should reach impact which is achieved when a noticeable effect on learners that is when students curiosity, interest and attention are attracted. If the impact is achieved, there is a better chance that some of the language in the materials will be taken in for processing. Materials can achieve impact through novelty e.g. unusual topics, illustrations and activities, variety such as using different text types from many sources and using a number of different instructor voices, attractive presentation such as the use of attractive colors and pictures, and appealing content for example topics of interest to the target students and topics which offer the chance to learn something new. Secondly, materials should help learners to feel at ease because they can help the learners to feel comfortable in a number of ways, for example by providing lots of white space than lots of different

activities that are crammed together on the same page, texts and illustrations that the learners can relate to their own culture than they are with those which are culturally exotic and giving help to the students to learn than always testing the learners. The feeling at ease can also be achieved through content and activities which encourage the personal participation of the learners, through materials which relate the world of the book to the world of the learner and through the absence of activities which could threaten self-esteem and cause humiliation. By enabling the students to connect what they have learned in the book to the real world and giving help to the learners to learn language, the materials can make the learners feel at ease. Then, materials should help learners to develop confidence. In order to improve learners' confidence, material developers can design activities which try to push learners slightly beyond the learners' existing proficiency by engaging them in tasks which are stimulating, which are problematic but which are achievable too. It can also help the activities that encourage the learners and develop their existing extra linguistic skills, such as those which involve being imaginative, being creative or being analytical. Next, they should require and facilitate learner self-investment. Here, materials can help the learners to achieve their self-investment by providing them with choices of focus and activity, giving them topic control and by engaging them in learner-centered discovery activities. Other ways in achieving learner investment are involving the learners in mini-projects, involving them in finding supplementary for making particular unit in a book and giving them responsibility for making decisions about which texts to use and how to use them. The following, materials should expose the learners to

language in authentic use which means materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. They can also stimulate exposure to authentic input through the activities they suggest. In order to facilitate acquisition the input must be comprehensible. After that, materials should provide the learners with opportunities to use the target language to achieve communicative purposes

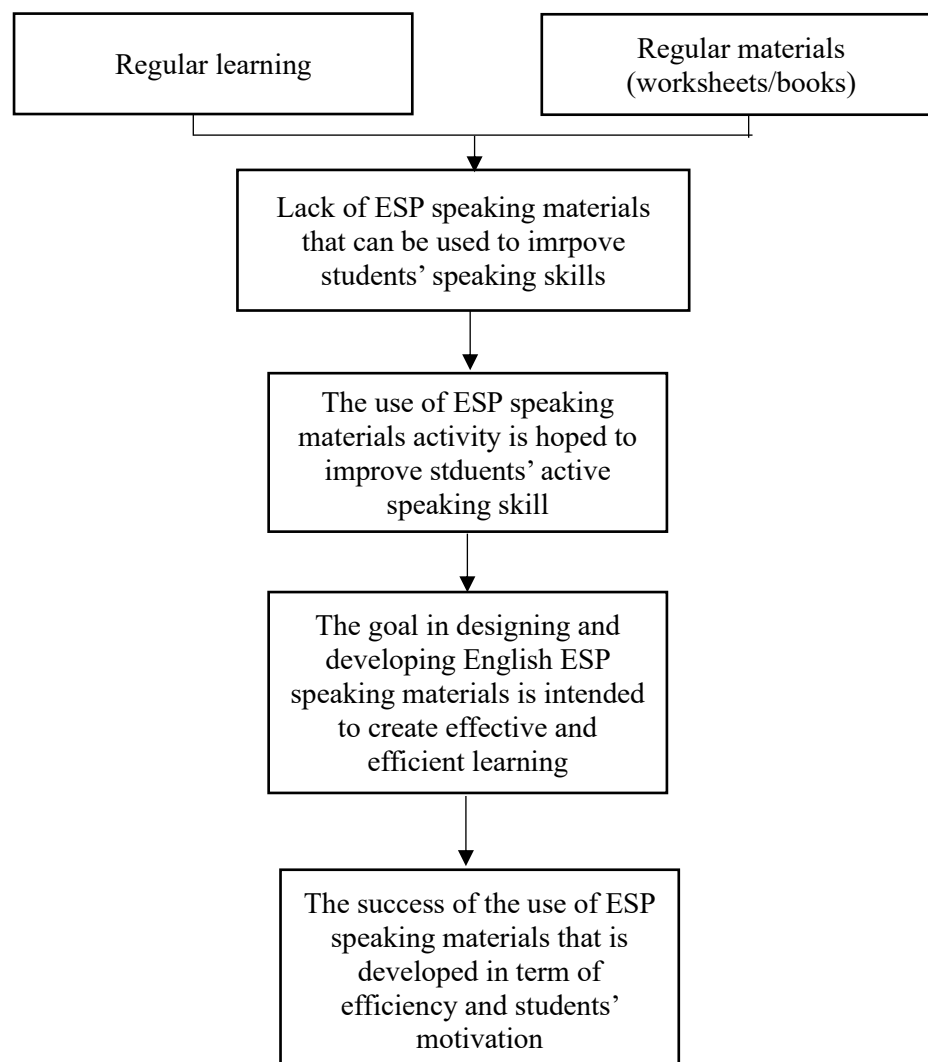
A teaching material should provide opportunities for such interactions in a variety of discourse modes ranging from planned to unplanned. Interaction can be achieved through information or opinion gap activities which require learners to be able to communicate with each other and/or teacher in order to close the gap; creative speaking activities such as telling story or improvising in a role-play; and formal instruction given in the target language either on the language itself or another subjects. Materials should take into account that learners differ in affective attitudes so each class uses the same materials which will differ from each other in term of short and long motivation and feelings and attitudes about the language, teachers and learners and ofcourse the learning materials. It is importanta for material developer to be aware of the inevitable attitudinal differences of the users of the materials, in this case teachers and students. A material developer should diversify language instructions as much as possible based on the variety of cognitive styles and the variety of affective attitudes likely to be found in any typical class. Finally materials should permit a silent period at the beginning of instruction, a silent period can facilitate the development of affective internalized grammar which can help learners to achieve proficiency

when they eventually start to speak in the second language. The important point is that the materials should not force silence either.

By considering those principles of material development, the learning material which will be developed can help the learners to achieve the competences which are required in the language skill that are being studied.

2.7. Theoretical Framework

Diagram 2.2. Theoretical Framework



Teaching and studying at vocational schools are different with teaching in high schools. In regular learning, high schools require regular materials such as worksheets and books. But, unfortunately, there are lack of speaking modules which filled with fun activities in the market. Moreover, there are only a few ESP speaking materials available in the market. So in order to improve the students' speaking skills, some speaking materials need to be developed to create effective and efficient learning. As consequently, the success implementation of the speaking ESP materials during the teaching and learning process would enhance students' speaking skills, learning efficiency and also their motivation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion according to the previous discussion and offers recommendation for related sides dealing with the field of the study

5.1 Conclusion

Based on the discussion and explanation on the previous chapter, the resercher can conclude the following points:

For one thing, the available English speaking ESP materials for broadcasting students were limited in the market. Some big publishers such as Oxford and Cambridge, as the main publishers in the scope of ESP, also have not provided such materials. There were some available materials related to broadcasting but it was too technical and do not focus on English skills. While, the other materials related to journalism and public speaking such as how to be a master of ceremony but do not include technical terms on broadcasting. Because there was basically no available materials for broadcasting stduents, the researcher thought it was necessary to develop ESP materials for broadcasting students.

The need analysis was based on the interview between the researcher and the teacher in the broadcasting major and the English teacher. Based on the interview with the English teacher, he only taught students with general materials as taught in senior high schools which the goals are somehow different with vocational school graduates. While based on the interview with the broadcasting

major teacher, it would have been very helpful if the students' speaking skills could be improved by using English speaking ESP materials on broadcasting. The teacher needed some extra materials and exercises that can be used by students in their daily life. English speaking ESP materials which were attractive and interactive would help the teacher in making the teaching and learning process to be much more fun.

Secondly, from the interview, the researcher tried to create and develop English speaking ESP module and tasks which fulfill the need analysis both from the teacher and the students. Since the research was a research and development, the next stage after the need analysis was to design the product as a prototype. The prototype was designed based on the need analysis from the teacher and the students. The researcher created the draft, matched the materials with the students' and teacher's need based on the curriculum of core competencies and basic competence in both broadcasting and English classes, and combined the media available to make a fun English speaking ESP learning. Then, the researcher found out the validity of the product by giving the expert in the scope of academic from one English lecturer and teachers. Some revisions were needed based on the experts suggestions and comments. After that, the researcher edited and revised the product until it reached betterment. After the first implementation there was no revision found by the teacher and students. One problem found was that students were not familiar with some vocabulary used in the modul.

Thirdly, it was proven that English speaking ESP materials were effective in improving the students' achievement. Since the researcher combined the research and development design and preexperimental of pre-test and post-test in a single shot classroom, it was found out that the score result from the pre-test and post-test indicated improvement. The total average score in the pre-test was about 6.72 and after the researcher gave the product as the treatment in pre-experimental study there was an increase of 20% into 8.10. Based on this improvement the English speaking ESP materials were quite effective in increasing the students' achievement. The English speaking ESP materials gave positive influence to the students. The students were given questionnaires in which they filled out and based on the questionnaires, it was proven that the product was indeed able to motivate them in learning English. Moreover it also created such an independent learning toward the students. Students also found that learning by using the product increased their interest in learning English better. The overall points given by the students toward the product was very well since the average score was about 38.7 points.

Fourthly, there were some advantages and disadvantages in this product. Generally, the product was the efficient and effective way in learning English speaking. In doing the speaking learning they were also encouraged to dare to ask the teacher of the program if they found any difficult technical terms while learning together in a team. From the teacher's point of view, the product helped teacher to give more fun activity to the students.

5.2 Suggestions

There some suggestions for both teacher and students in using this online English materials. They can be explained as follows:

5.2.1 The Suggestions for Teacher

There are some suggestions for teacher when using the product during their teaching and learning process.

A teacher not only should teach professionally but also create and develop their own learning based on the practices of 2013 curricullum. Curricullum should be developed based on the local wisdom and because of this not all materials on the book or module that are printed are not appropriate and suitable for the students' local background and culture. That's why creating materials that are appropriate to the local contents and needs are needed.

Within the next five to ten years-period in the implementation of AFTA or even free trade in global world the use of English speaking skills will be needed more. By this reason innovation in the process of teaching and learning should be improved because the use of speaking skills are a must in the business and working life nowadays. Teacher should also able to manage the class acitivity fun and interesting. They should also be ready to guide their students not only within the teaching and learning process in the classroom, but also outside the classroom or even school.

5.2.2. Suggestions for the Students

For the students, the researcher also suggests some of the inputs as follows:

Firstly, eventhough most stduents got sufficient score on written English tests, most of them have insufficient skills in speaking English. Moreover, abilities in English for Specific Purposes, in this case broadcasting students. Students should improve their speaking skills by practicing more. And one way to do this is by having speaking activity.

Secondly, students should also increase their level of confidence in speaking in front of others. By having this confidence thay are hoped to be able to express their ideas without any fright of making mistakes. More activity involving speaking during the teaching and learning process will help students to get more important skills, such an in presenting or in casual conversation related to English for Specific Purposes.

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