DESIGNING A SET OF COMMUNICATIVE LANGUAGE TEACHING (CLT) BASED ENGLISH SPEAKING MATERIALS FOR FRONT OFFICE STAFF OF VILLA BOROBUDUR

_A SARJANA PENDIDIKAN THESIS_

Presented as Partial Fulfillment of the Requirements to Obtain the SarjanaPendidikan Degree in English Language Education

By
Yohana Kurniawati Setiabudi
Student Number: 081214063

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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October 21, 2014
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Defended before the Board of Examiners on November 14, 2014 and Declared Acceptable

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I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, November 14, 2014

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(Yohana Kurniawati Setiabudi)
ABSTRACT

Setiabudi, YohanaKurniawati. (2014). Designing a Set of Communicative Language Teaching (CLT) – Based English Speaking Materials for Front Office Staff of Villa Borobudur. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

In this globalization era, English becomes a very important aspect which should be mastered by all people. English also becomes an important aspect in some working fields. One example of the working fields that need English mastery is Villa Borobudur. Villa Borobudur is a five-star hotel that is strategically located, offering its customers a beautiful view and Authentic Java Experience. Almost all of the customers that come to Villa Borobudur are foreigners and because of that, the staff of Villa Borobudur, especially the front office staff should be able to speak in English in order to communicate with the guests. Besides, they need to be able to speak English fluently to explain and give information about Villa Borobudur to guests. These conditions become the reasons why the researcher would like to design the English speaking materials for them.

There are two research problems for this study, such as (1) how is a set of English speaking materials for front office staff of Villa Borobudur using Communicative Language Teaching designed? And (2) what does the designed English speaking materials look like?

In order to answer the first question, the researcher combined several steps from Yalden’s model design and Kemp’s model design and also R&D steps. The combined steps were: (1) collecting information, (2) deciding goals, topics, and general purposes, (3) stating learning objectives, (4) selecting the types of syllabus, (5) listing subject content, (6) selecting activities, (7) conducting evaluation and (8) making revision. For the second question, the researcher designed the English speaking materials which consist of four topics and eight units of language function. They are: (1) Greetings and Introduction (which has three units, like greeting guests, welcoming guests, and introducing oneself), (2) Reservation (which has three units, like handling reservation, handling check in and handling check out), (3) Handle Complaint (which has one unit named handling complaint) and (4) Message from Guests (which has one unit, named taking message).

Based on the results of the material evaluation, the researcher can conclude that these English speaking materials are appropriate for the front office staff of Villa Borobudur. Even though, there are still some revisions that should be done by the researcher, like the grammar of the sentences and the list of vocabularies that are related to the topic.

Keywords: CLT, speaking materials, speaking, ESP
ABSTRAK


Di dalam studi ini, terdapat dua permasalahan yang akan dibahas, antara lain (1) bagaimana materi Bahasa Inggris untuk karyawan front office yang menggunakan Communicative Language Teaching dibuat? Dan (2) seperti apakah materi Bahasa Inggris untuk karyawan front office Villa Borobudur itu?

Untuk menjawab pertanyaan pertama, penulis mengkombinasikan beberapa langkah dari model desain Yalden dan model desain Kemp dan juga langkah R&D. Langkah kombinasi tersebut adalah (1) mengumpulkan informasi, (2) membuat goals, topic dan general purposes, (3) merumuskan learning objectives, (4) memilih jenis silabus, (5) mendata subject content, (6) memilih kegiatan, (7) melakukan evaluasi dan (8) membuat revisi. Sedangkan untuk menjawab pertanyaan kedua, penulis membuat materi speaking yang terdiri dari empat topic utama yang menampilkan delapan language function. Mereka adalah (1) Greetings and Introduction (yang memiliki tiga unit seperti, greeting guests, welcoming guests, dan introducing oneself), (2) Reservation (yang memiliki tiga unit seperti reservation, handling check in dan handling check out), (3) Handle Complaint (yang memiliki satu unit bernama handling complaint) dan (4) Message from Guests (yang memiliki satu unit bernama taking message).

Berdasarkan hasil evaluasi materi, penulis dapat menyimpulkan bahwa materi speaking ini sesuai untuk karyawan front office Villa Borobudur. Meskipun demikian, ada beberapa hal yang masih perlu diperbaiki seperti tata bahasa dari kalma dan kosa kata yang digunakan.

*Kata Kunci:* CLT, speaking materials, speaking, ESP
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Yohana Kurniawati Setiabudi
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE ..........................................................</td>
</tr>
<tr>
<td>APPROVAL PAGE........................................................</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY ..................................</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI ..................................</td>
</tr>
<tr>
<td>ABSTRACT .................................................................</td>
</tr>
<tr>
<td>ABSTRAK .................................................................</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS .....................................................</td>
</tr>
<tr>
<td>TABLE OF CONTENTS ....................................................</td>
</tr>
<tr>
<td>LIST OF TABLES ..........................................................</td>
</tr>
<tr>
<td>LIST OF FIGURES .........................................................</td>
</tr>
<tr>
<td>LIST OF APPENDICES .....................................................</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION .................................................</td>
</tr>
<tr>
<td>A. Research Background................................................</td>
</tr>
<tr>
<td>B. Research Problems ..................................................</td>
</tr>
<tr>
<td>C. Problem Limitation ..................................................</td>
</tr>
<tr>
<td>D. Research Objectives ..................................................</td>
</tr>
<tr>
<td>E. Research Benefits ....................................................</td>
</tr>
<tr>
<td>F. Definition of Terms ..................................................</td>
</tr>
<tr>
<td>CHAPTER II REVIEW OF RELATED LITERATURE .........................</td>
</tr>
<tr>
<td>A. Theoretical Description .............................................</td>
</tr>
<tr>
<td>1. Instructional Design Model ........................................</td>
</tr>
</tbody>
</table>
2. English for Specific Purposes ........................................... 16
3. Communicative Language Teaching.................................. 19
4. Teaching Speaking ......................................................... 24
5. Syllabus ........................................................................ 26
6. Material Development ..................................................... 28
B. Theoretical Framework ..................................................... 33

CHAPTER III RESEARCH METHODOLOGY .................................. 39
A. Research Method ............................................................. 39
B. Research Setting ............................................................. 43
C. Research Participants ........................................................ 44
D. Research Instruments and Data Gathering Technique ......... 45
E. Data Analysis Technique .................................................... 48
F. Research Procedure .......................................................... 49

CHAPTER IV RESEARCH RESULTS AND DISCUSSION .................. 51
A. Steps in Designing the English Speaking Materials ............. 51
1. Collecting Information ....................................................... 51
2. Deciding Goals, Topics, and General Purpose .................... 52
3. Selecting Learning Objectives ............................................ 53
4. Selecting the Type of Syllabus .......................................... 55
5. Listing Subject Content ................................................... 55
6. Selecting Activities .......................................................... 56
7. Conducting Evaluation ..................................................... 56
8. Making Revision ............................................................... 59
B. Presentation of the Designed Materials ............................... 60
1. Let’s Begin ..................................................................... 60
2. Let’s Learn ..................................................................... 60
3. Let’s Practice the Dialogue .............................................. 61
4. Let’s Find New Words ...................................................... 61
5. Let’s Share ................................................................... 61
CHAPTER V CONCLUSIONS AND SUGGESTIONS .......................... 62

A. Conclusions ............................................................................. 62
B. Suggestions ............................................................................. 63

REFERENCES .............................................................................. 64
APPENDICES .............................................................................. 66
LIST OF TABLES

Table 3.1: Evaluation Rubric’s Score Range ............................................. 49
Table 4.1: List of Basic Competences for Each Topic ................................. 53
Table 4.2: List of Learning Objectives ......................................................... 54
Table 4.3: List of Subject Content for Each Topic ...................................... 55
Table 4.4: Results of Material Evaluation ...................................................... 58
LIST OF FIGURES

Figure 2.1: Kemp’s Design Model ......................................................... 13
Figure 2.2: Yalden’s Design Model ......................................................... 16
Figure 2.3: Researcher Modification Model ........................................... 36
Figure 3.1: Collaboration between the Combination of Researcher’s Models
Designs with the Steps in R&D ............................................................ 43
LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Permission Letter</td>
<td>67</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Interview Form for Collecting Information</td>
<td>69</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Questionnaire for Collecting Information</td>
<td>71</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Evaluation Rubric</td>
<td>75</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Questionnaire Results</td>
<td>78</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Lesson Plan</td>
<td>81</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Presentation of the Designed Material</td>
<td>94</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter describes six parts of the introduction to the study. They are the research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

In these recent years, English has become an important aspect. Almost all of the working fields use English for communication. In some working fields, English has become the main requirement that should be mastered and fulfilled by the staffs. One example of the working fields that requires English is Villa Borobudur.

Villa Borobudur is a five-star hotel that is strategically located, offering its customers a beautiful view. This hotel is located in Dusun Pete, Majaksingi Borobudur, Magelang district, Central Java. Guests are granted access to some facilities such as free Wi-Fi, free laundry/dry cleaning service, free transportation from the airport to the hotel, and exclusive floor for example. Villa Borobudur also has a website, www.villaborobudur.com that can be visited by the guests to make online reservations. There were several professions in this hotel, such as security staff, housekeeping staff, front office staff, chef assistants, kitchen assistant staff, supervisor assistants, and kitchen porter staff.
Based on the result of an interview with the owner of Villa Borobudur and short conversations with the front office staff of Villa Borobudur that were conducted by the researcher on the 18th of June 2012, it was discovered that some of the front office staff had difficulties in speaking English. They admitted that they do not have good speaking ability and self-confidence to speak English with the guests. Some of them understood the meaning of the questions asked by the visitors but they did not know how to respond to the questions.

For this study, the researcher has chosen the front office staff of Villa Borobudur becoming the research subjects because their jobs involve dealing with the guests, such as asking the name, the nationality of the guests, giving information about the cost, the location of the guests’ rooms, and others.

In order to help the front office staff of Villa Borobudur improve their speaking ability, the researcher has decided to design a set of English speaking materials for them because it provides relevant and useful exercises for them to practice their English speaking skills. The researcher proposes Communicative Language Teaching as the underlying principles for the materials. According to Jack C. Richards (2001), this approach provides some activities that can improve self-confidence and speaking ability of the learners, such as pair-works, role plays, group works, and project works (p.4). Besides, Larsen-Freeman (2001) states that the goal of Communicative Language Teaching is to make the students becoming communicatively competence (p.128), which means that the students will be able to
use the appropriate language in the given social context. Thus, the study will produce a set of English speaking materials for front office staff of Villa Borobudur.

B. Research Problem

The research problems for this study are:

1. How is a set of English speaking materials for front office staff of Villa Borobudur using Communicative Language Teaching designed?

2. What does the designed English speaking materials look like?

C. Problem Limitation

The focuses of this study are on how to design a set of speaking materials for front office staff of Villa Borobudur using Communicative Language Teaching and to present the materials in an appropriate and interesting arrangement or layout.

D. Research Objectives

The objectives of this study are to design a set of English speaking materials for front office staff using Communicative Language Teaching and to present the designed set of English speaking materials in an appropriate and interesting arrangement or layout.
E. Research Benefits

Hopefully, this research will give benefits for:

1. Front Office Staff

The researcher hopes that the designed set of English speaking materials can be used by the front office staff as a guideline to improve their speaking skill.

2. Teachers of English for Specific Purposes

The researcher hopes that with this study, the researcher can give some information on the steps of designing English for Specific Purposes materials and set of English speaking materials for front office staff of Villa Borobudur as an example.

3. Other Researchers

The researcher hopes that this study will be useful for other researchers who want to conduct a similar study on designing a set of English speaking materials for hotel staff.

F. Definition of Terms

In this research, there will be three definitions of terms. They are definition of Communicative Language Teaching, Speaking and Front Office Staff.

1. Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach which aims to make the students able to communicate by using the appropriate language in a given social context (Larsen-Freeman, 2001: p.128). According to Savignon (2002)
Communicative Language Teaching is both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence” (p.1).

In this study, Communicative Language Teaching refers to an approach that has communicative competence as the central theoretical concept. The goal of this approach is to make the front office staff of Villa Borobudur to be able to communicate by using the appropriate language in a given social context.

2. Speaking

According to Widdowson (1979), speaking is a kind of active and productive interaction that makes us use aural mediums. Aural mediums are mouth, lips, tongue, and other oral cavities (p.57).

Widdowson (1979) also says that face-to-face interaction and other form of verbal exchange are the communication acts in speaking. In this study, speaking means active interactions in English between the front office staff and the guests in the form of face-to-face interaction and other forms of verbal exchange.

3. Front Office Staff of Villa Borobudur

In Villa Borobudur, the main job of front office staff isto deal with the guests. In doing their jobs, they must be able to speak English fluently. Furthermore, they should also know and understand about the hotel terminologies well.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes two main sub-parts of the theoretical review of the study. They are the theoretical description and theoretical framework. In the theoretical description, the researcher would use six different theories that are related to this study, such as theories of Instructional Design, theories of English for Specific Purposes, theories of Communicative Language Teaching, theories of teaching speaking, theories of syllabus, and theories of material development. The theoretical framework discusses relevant theories that are used by the researcher to solve the research problems.

A. Theoretical Description

There are six main theories that are used. They are theory of Instructional Design, theory of English for Specific Purposes, theory of Communicative Language Teaching, theory of teaching speaking, theory of syllabus, and theory of material development. The first theory that would be discussed is the theory of Instructional Design because the main goal of this study is designing materials.

The second theory is the theory of English for Specific Purposes because this study analyzes and discusses about designing English speaking materials for front office staff of Villa Borobudur. English speaking materials for front office staff of
Villa Borobudur is one example of English for Specific Purposes that is a language specific for a particular context only.

The next discussion is about the theory of Communicative Language Teaching. The researcher wants to improve the speaking ability of front office staff of Villa Borobudur. The fourth is the theory of teaching speaking because there are some important principles of teaching speaking that should be followed by the teacher. Next, it is the theory of syllabus because syllabus is the guideline for the researcher to design the appropriate material and choose the appropriate activities for the learners. The last is the theory of material development because there are some principles that should be followed in order to produce the appropriate material.

1. Instructional Design Model

a. Kemp’s Design Model

According to Kemp (1997), there are eight important steps in designing a program (p.68). They are:

1) Goals, Topics, and General Purposes

Based on Kemp’s opinion, there are three main sources that are needed by the researcher to set the goals of the program; societies, students, and subject areas. Likewise, topics in interactional design also have some main sources that need to be considered, such as the due date of the program, the correlation of the content to other
courses, the restriction that is affected by the learners’ characteristics, and also the budget limitation.

According to Kemp (1997), in designing the general purposes, the researcher should know the correct expressions that can be used to design the general purposes, such as to acquire a skill, to appreciate, to become aware of, to become familiar with, to be introduced to, to believe in, to comprehend, to determine, to enjoy, to grasp the significance of, to have a feeling for, to know, to learn, to like, to master, to perceive, to understand, and to use. In this part, the researcher also needs to be able to know and understand what the researcher wants to accomplish in the topics.

In this study, the researcher creates the goals, topics and general purposes of the materials before designing the materials because these three aspects are very important. They are the references for the researcher to design the appropriate English speaking materials for the learners.

2) Learner Characteristics

Learner characteristics have important roles in instructional design because without knowing the characteristics of the learners, the program may turn out to be unsuitable. Besides, learners’ characteristics can also influence the selection of topics, the selection of objectives, the depth of treatment, and the variety of learning activities. There are some factors that can be used to understand and know the learner characteristics, such as academic factors, social factors, learning conditions, and learning styles.
The examples of academic factors are the number of students, their level of intelligence, their academic background, their motivation for studying the subject, and expectations of the course. The examples of social factors are age, maturity, special talents, relations among students, and socioeconomic situation. In order to get the information about the academic and social factors, the researcher may use some techniques, such as students’ cumulative records, consultation with other teachers, students counselors, students’ advisors, result of questionnaire, additional surveys completed by the students, and pre-assessment tests.

The next factor is the learning conditions. According to Kemp (1997), learning conditions are the condition where the person’s abilities to concentrate, absorb, and retain information. There are four conditions that can affect the learning conditions. They are physical environment, emotional environment, sociological environment, and physiological makeup. Physical environment includes sound, lighting, temperature, choice and arrangement of furniture.

Emotional environment includes individual motivation, persistence in doing a task, and taking up responsibility. Sociological environments are affected by preference for working individually or in group and responses to an authority figure. The last condition is physiological makeup, which is made up of sensory strengths and weaknesses, the need for food, restlessness or need for mobility and daily use of time or biorhythm for efficient functioning.
The last factor that can be used to understand the learners’ characteristics is learning style. Each learner has their own ways of learning and because of that, each learner possesses different characteristics. Some examples of different learning styles are visual approach, verbal experience, physical activity and the manipulation of the object.

All respondents of this study possess the same general characteristics, that is, they graduated from vocational school and are about 19 to 20 years old. They have good motivation in learning English and are very cooperative when working with each other. These characteristics are the information needed by the researcher to design the appropriate materials and the teaching learning activities.

3) Learning Objectives

Learning objectives are closely related to the students’ understanding about what they need to do and when they should change their behavior in order to studying certain topics. Learning objectives are made up of several important parts; categories of objectives, difficulties in writing objectives, writing procedures, selecting the action verbs, levels of objectives, and the benefits and limitations of objectives.

The first important part of learning objectives is the category of objectives. In Kemp’s opinions there are three major categories of objectives; cognitive, psychomotor, and affective. According to Benjamin S. Bloom, there are six main parts of the cognitive domain. They are knowledge (that covers the ability to
memorize, recall, or otherwise repeat information presented earlier), comprehension (the ability to interpret and restate information), application (the ability to use and apply new information and theories), analysis (the ability to divide complex knowledge and make a connection between those parts of the complex that has been divided), synthesis (the ability to create new patterns from the separate elements of the knowledge), and evaluation (the ability to make judgments based on knowledge) (as cited in Kemp, 1997, p.70).

The next part of the categories of objectives is the psychomotor domain. Psychomotor domain is the skill to use and coordinate the skeletal muscles. There are four scales in psychomotor domain. They are gross bodily movements, finely coordinated movements, nonverbal communication, and speech behavior.

4) Identifying Subject Content which Supports Each Objective

A student’s learning experiences must involve subject content. The content must be closely relevant to the objectives and students’ needs. The subject content consists of the selection and organization of specific knowledge, skills, and attitudinal factors of any given topics.

5) Employing Pre-assessment Activity to Determine the Students’ Background and Current Level of Knowledge about the Topic

Finding out the student’s background and presenting the level of knowledge about the topics presented are important steps. It is acceptable to omit, modify or add
objectives after analyzing the result of pre-assessment. The pre-assessment is also utilized to seek information as to what extent each student has acquired and what they have mastered regarding to the subject.

6) Choosing the Teaching Learning Activities

In essence, this section is about finding the most efficient and most effective method to achieve the best result where students go through the learning experience in order to achieve the teaching objectives. The wisdom in choosing the learning and teaching activities can provide better sound content which then assist students to meet the objectives.

7) Determining and Managing the Support Services Required.

Any teaching and learning activities requires funds, facilities, equipment and personnel who are needed to support the instructional plan processes. These supporting services must be considered carefully in prior to carrying out the instructional plan and in close consultation during the preparation process, during the implementation as well as post activities for reporting and archiving.

8) Evaluation Student’s Learning

This is the part where lecturer evaluates students’ achievements through certain or prescribed instrument. Evaluating students’ learning or knowledge retention is significant to measure whether the lecturer has achieved the learning
outcome. The aim of this final step, according to Kemp’s, is to be utilized to revise and re-evaluate any phases of the plan to make future improvements.

b. Yalden’s Design Model

According to Yalden (1987), there are eight important steps that should be done, in order to design a program (p.88-89). They are: need survey, description of purposes, selection and development of syllabus type, production of a proto-syllabus,
production of a pedagogical syllabus, development and implementation of classroom procedures, evaluation, and recycling stage.

1) Needs Survey

Needs survey in Yalden’s design model can be used by the researcher to collect information about the respondent of the study. The information will be used to list the description of purposes. This needs survey can be done by the researcher in the form of interview and questionnaire.

In this study, the researcher conducts the need survey in order to gather information on the students’ needs, characteristics and the level of English speaking skills. This needs survey was conducted by the researcher before the researcher made the English speaking materials.

2) Description of Purposes

This part is the second step of Yalden’s design model. The researcher would use the description purposes to design the syllabus of the materials and to choose the suitable content for his or her designed materials.

3) Selection and Development of Syllabus Type

The third step of Yalden’s design model is selection and development of syllabus type. Syllabus is the main guideline for the researcher to create the materials. The researcher designs the syllabus based on respondents’ characteristics and needs.
4) Production of a Proto-Syllabus

According to Yalden (1987), proto syllabus is description of language and language use to be covered in the program (p.89). It means that the syllabus should cover the language materials and learning processes. Within this step, the researcher must also specify the content of the syllabus to result in more operational materials and activities.

5) Production of a Pedagogical Syllabus

In this part, the researcher designs a syllabus that reflects the planning of teaching learning process and the implementation of the materials.

6) Development and Implementation of Classroom Procedures

According to Yalden (1987), there are three steps of implementation of classroom procedures (p.89). They are:

a. Selection of exercises types and teaching techniques

b. Preparation of lesson plan

c. Preparation of weekly schedule

All of these steps will be used by the researcher as the guideline to monitor the progress and development in his or her classroom.

7) Evaluation

In this part, the researcher receives evaluations in order to improve his or her materials. Evaluations are useful to see whether the materials are appropriate for the
students or not. The evaluations are retrieved from the owner of Villa Borobudur, a vocational English teacher of Hotel division, and an English lecturer.

8) Recycling Stage

Recycling stage is the last step in Yalden’s design model which is the continuation of the evaluation. This part is used to match the students’ performance and the goals of the materials.

The researcher will present the figure of Yalden’s design model below:

![Yalden’s design model](image)

Figure 2.2 Yalden’s design model (1987, p. 88)

2. English for Specific Purposes

a. Definition of English for Specific Purposes

According to Munby (1978) English for Specific Purposes or ESP is:

Thought to suggest special languages, i.e. restricted languages, which for many people is only a small part of ESP, whereas English for Specific Purposes focuses attention on the purpose of the learner and refers to the whole range of language resources(p.19).

English for Specific Purposes is conducted and taught based on the learner’s needs and reason for learning. This statement was from by Hutchinson et al. (1987), who claim that, English for Specific Purposes is an approach to language teaching in
which all decisions as to content and method are based on the learner's reason for learning (p.19).

From these two definitions, the researcher has come to a definition that for this study, ESP or English for Specific Purposes is an English program that is designed to suit the need of front office staff in learning to speak English with guests as well as the whole range of language resources that should be done and conducted based on the front office staff needs and reasons for learning English.

b. Purposes of English for Specific Purposes

The purposes of ESP are different from the purposes of English for General Purposes in the way that ESP has purposes that are based on the learners’ needs. According to Mackay and Mountford (1978), there are three kinds of specific purposes (p.59). They are:

a. Occupational requirements, e.g. for international telephone operators, civil airline pilots, etc.

b. Vocational training programs, e.g. for hotel and catering staffs, technical trades, etc.

c. Academic or professional study, e.g. engineering, medicine, law, etc.

Based on this explanation, the researcher understands that ESP is designed to fulfill the need of specific majors or subjects. For example, ESP for hotel and catering
staff, ESP for hospital staff, and the others. The purpose of ESP in this study is to provide vocational English training programs, especially for front office staff.

c. Characteristics of English for Specific Purposes

According to Dudley-Evans (1997), ESP has two major characteristics:

1) Absolute Characteristics:

English for Specific Purposes is designed to meet the specific needs of the learners, to underlie the methodology and activities of the discipline it serves, and to center the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre (pp 1-2).

2) Variable Characteristics

Different from absolute characteristics, the variable characteristics of ESP are to be designed for specific disciplines, to be used in specific teaching situations, a different methodology from that of General English, to be designed for adult learners, either at a tertiary level institution or in a professional work situation, to be designed for intermediate or advanced students, to be assumed as some basic knowledge of the language systems (pp.4-5).

In this study, the characteristics of English for Specific Purposes are defined to meet the specific needs of the target learners, especially the front office staff of Villa Borobudur.
3. Communicative Language Teaching

Communicative Language Teaching is an approach that is appropriate and suitable for this research because its goals are linear with that of this research’s: to improve the speaking skill of the front office staff of Villa Borobudur.

a. Characteristics of Communicative Language Teaching

According to Johnson and Johnson (1998) there are five types of different characteristics of Communicative Language Teaching (p.173). They are as follows:

1) Appropriateness:

The usage of language in communication should be based on the setting, the roles of participants, and the purpose of the communication. Learners should also be able to speak in formal and informal ways, depending on the teaching learning setting.

2) Message Focus:

The focus of the activities of Communicative Language Teaching is information sharing and information transfer. Because of that, the learners must understand the real meaning of the message or the information given.
3) Psycholinguistic processing:

In Communicative Language Teaching activities, the learners should be able to use their cognitive ability to understand what the teacher wants.

4) Risk Taking:

Learners in Communicative Language Teaching activities will improve and develop themselves by learning from their mistakes.

5) Free Practice:

Communicative Language Teaching encourages the learners to use variety of sub skills of Communicative Language Teaching.

Littlewood (1981) explains that, one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language (p.1).

In this research, the researcher will use the characteristics of Communicative Language Teaching based on Johnson and Johnson’s theory. For the first characteristic, the researcher will use the language that is based on the setting of the front office staff job, the role of front office staff, and the purpose of communication for the front office staff of Villa Borobudur.
b. Learner’s and Teacher’s Role

In the teaching and learning process, learners have an important role because the learners are the main goal and focus of the teaching and learning process. The learners should be more active than the teacher during speaking activities and also in achieve the goal of Communicative Language Teaching. Thus, the learners of the teaching and learning process do not always have and contribute to the same roles. Their roles are based on the approach that is used by the teacher.

Breen and Candlin state that:

The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication of the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (as cited in Richards & Rodgers, 2001, p. 166).

The teacher also has an important role in this process because teachers are the key of successful teaching and learning process. In Communicative Language Teaching approach, the role of the teacher is to make sure that the students have enough opportunities to speak English with their friends in the teaching and learning settings. The teacher should also be able to manage and set the classroom that is favorable for communication and communicative activities. According to Breen & Candlin, the next role of teacher in Communicative Language Teaching is that the teacher should be able to become the participant of the learning-teaching group (as cited in Richard & Rodgers, 2001, p. 167).
In this study, especially during the teaching learning process, the researcher who is also the teacher will give exercises that give extra chances for the learner to speak, such as group discussion, role play, and the others.

c. Types of Learning and Teaching Activities

Learning and teaching activities are important parts of teaching and learning process because those things are the supporting elements of the learning and teaching process. Therefore, the teacher should consider and decides on them carefully and seriously. In addition, teacher also needs to know and understand the approach that would be used. This is because different approaches may lead to different learning and teaching activities.

According to Littlewood (1981), there are two types of learning and teaching activities; functional communication activities and social interaction activities (p.166). Some examples of functional communication activities include comparing a set of picture and noting the similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture, and so on, while social interaction activities examples include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.

The social interaction activities and the functional communication activities would be combined.
d. Role of Instructional Materials

Instructional materials are the support of the approach which influences the classroom interaction’s quality and language use. In Communicative Language Teaching, there are some types of the instructional materials, such as text-based, task-based, and realia (Jack C. Richards 1986, p. 79-80). According to him, text-based materials are materials that are designed to create conversations among learners by using cues to initiate a conversation. Morrow and Johnson’s (1979) state that the text-based materials are not based on usual dialogues, drills, and sentences fragments but uses visual cues, taped cues, pictures, and sentence fragments to initiate conversation (p.79).

Task-based materials are complementary materials which the learners need to form a good cooperation with their friends in order to finish the task. Task-based materials take up the form of one-of-a-kind items, such as: exercise handbooks, cue cards, activity cards, pair-communication materials, and student-interaction practice booklets. The last instructional material in Communicative Language Teaching is realia, that is, the instructional materials are based on real-life materials such as signs, magazines, advertisements, newspapers, graphic sources and visual sources.

In this study, the researcher would use the combination of text-based materials and task-based materials. The researcher uses these combinations because in text-based materials, the materials are designed to create conversations among the learners by using some cues. Through this type of instructional materials, the learners can
improve their self-confidence to speak English in front of the class and in front of the other participants. In task-based materials, the materials are designed to teach the learners in forming a good cooperation with their friends to finish the task. By doing this, they can also improve their courage to present their opinion in English.

4. Teaching Speaking

According to Paulston and Bruder (1976), there are several important principles in teaching speaking, such as: the teacher must be aware of the differences between second language and foreign language learning context. This means the teacher should be able to know and understand well about their students, that is, whether they are learning English as foreign language or second language. Next, teacher must give their students plenty of chance to practice their fluency and accuracy, because fluency and accuracy are needed for a conversation to be understood clearly.

The third principle of teaching speaking is that the teacher must provide opportunities for students to talk by implementing group work or pair work, and limiting teacher talk. Here, the teacher should talk less and let the students speak more. The teacher can give the chances for the students to talk in the classroom by employing group work or pair work. The fourth principle is for the teacher to design speaking tasks which involve negotiation for meaning. The main goal of conversation is to achieve mutual understanding between the speaker and the listener. This is called the negotiation of meaning. In order to accommodate this process, the teacher
needs to always give the students tasks and exercises which allow the students to practice on their ability to negotiate meaning.

The last principle is for the teacher to design classroom activities that involve guidance and practice in both transactional and interactional speaking. Both settings are common in our daily life, hence, the importance of practicing them. Interactional setting is a situation where the main focus is to communicate with someone for social purpose. On the other hand, transactional setting is a situation where the main focus is to communicate with someone to get something done. Speaking English in these two settings are not easy. Therefore, teacher should give the students activities that will get them accustomed to speaking English within these two settings.

These principles of teaching speaking would be the guidelines for the researcher in designing the English speaking materials for the front office staff and when the researcher conducts the teaching learning process. Besides, in the teaching learning process the researcher would use group discussion and also role plays for the teaching learning activities. By using role plays and group discussion, the students would get more chance to talk and to be active. The materials that would be given to the students are like greeting guests, introducing one self, welcoming guest, handling reservation, handling check in, handling check out, handling complaint, and taking message.
5. Syllabus

According to Krahmke (1987), there are six different types of syllabus for English for Specific Purposes (p.16), such as:

a. A Structural (or Formal) Syllabus

In his book, Krahmke says that a structural (or formal) syllabus is one in which the content of language teaching is a collection of the forms and structures, usually grammatical of the language being taught. Krahmke also says that a structural (or formal) syllabus can also be combined with other aspects of language, such as pronunciation or morphology.

b. A Notional/Functional Syllabus

A notional/functional syllabus is a syllabus in which the content of the language teaching is on the notions or the functions of a language when it is used. According to Krahmke, some examples of functions are requesting, promising, informing, and the others. The examples of notions are size, age color, and so on.

c. A Situational Syllabus

Situational syllabus is a type of syllabus that is used to teach about languages that occurs or used in real situation. The examples of this are meeting a new student, asking for directions in a new town, and so on.
d. A Skill-based Syllabus

According to Krahne, skill-based syllabus is a syllabus in which the content of the language teaching is a collection of specific abilities that may play a part in using language. The primary function of this syllabus is to know and understand about a specific language skill. For example, reading texts for main ideas or supporting details, giving effective oral presentations, and others.

e. A Task-based Syllabus

Task-based syllabus is a syllabus which emphasizes teaching learning process as opportunities for students to use a variety of language forms, functions, and skills, often in an individual and predictable way in completing the tasks (Krahne, 1987:11).

f. A Content-based Syllabus

The main focus of this syllabus is how to teach the students information using a language that can be understood by them. Teachers who use this type of syllabus in his or her teaching and learning process should make some adjustment on the information that he or she plans to give to the students to make them are easy to understand.

In this study, the researcher will use a notional/functional syllabus because the content of this type of syllabus is a collection of language function, such as introducing oneself, welcoming guest, handling reservation and the others. Other than that, this syllabus is deemed appropriate for practicing speaking skill.
6. Material Development

According to Tomlinson (1998), there are sixteen principles in material development. They are:

a. Materials should Achieve Impact

In his book, Tomlinson said that impact is a condition when the learner’s curiosity, interest, and attention are engaged. In order to achieve this, the researcher of the materials should know and understand well about the target learners and how to engage their interests. Besides, the researcher should also provide several choices of texts, topics, and activities.

b. Materials should Help Learners to Feel at Ease

There are some steps that should be followed by the researcher in order to make the learners feel at ease with the material. They are: (1) the researcher needs to create materials of which the texts and illustrations can be related to the learners’ own culture, (2) the researcher must create the materials which can help the learners to learn not the materials which always try to test the learner, and (3) the materials of which the content and activities can promote the personal participation of the learner.

c. Materials should Help Learners to Develop Confidence

The researcher of the materials can help the learners to increase their self-confidence through the materials that they design. In order to do that, the researcher
must provide materials which level of difficulty is a little bit beyond the students’ ability. Materials that are either too simple or too easy will not require efforts from the students and will fail to increase their self-confidence.

d. Materials should be Perceived by Learners as Relevant and Useful

The materials that will be designed should be relevant to the real life of the learner and should be useful for the learners. This can be achieved by choosing topics that are close to the real life of the learners. Other than that, the materials can also be applied in the learner’s real life.

e. Materials should Require and Facilitate Learner Self-Investment

Learners’ self-investment is very important in the teaching learning activities because it will affect the willingness of the learners in doing the tasks. According to Tomlinson in his book, there are some ways to achieve the learner self-investment. They are: involving the learners in mini project, involving them in finding supplementary materials for particular units in a book, and giving them responsibility for making decisions about which texts to use and how to use them.

f. Learners must be Ready to Acquire the Points being Taught

According to Tomlinson, readiness is an important aspect that should be noticed by the teacher. Without readiness, the learners will not be able to follow the teaching learning process. That is why Tomlinson suggests some ways to achieve readiness. They are as follows: the researcher should create materials which require
the usage of various features and not what has been taught, materials that assure students’ mastery of the previous lessons, and materials that make the learners focus on the features of the target language which they have not been taught yet.

**g. Materials should Expose the Learners to Language in its Authentic Use**

The learners of the materials should be exposed in the planned, semi-planned, and unplanned discourse. Their involvement in these discourses will make them able to use the target language in a general communication. Besides, the learners should always do something mentally or physically in response to the input.

**h. The Learner’s Attention should be Drawn to Linguistic Features of the Input**

The linguistic features of the input are not the main focus and attention in the materials, but rather the awareness of the learners that the linguistic feature is needed to locate and the generalization of the function of the linguistic features in the materials.

**i. Materials should Provide the Learners with Opportunities to Use the Target Language to Achieve Communicative Purposes**

After being taught with the materials designed, learners should be able to use the language in their real life. Learners will be able to extend the use of their skill outside the class.
j. Materials should Take into Account that the Positive Effects of Instruction are Usually Delayed

In the teaching learning process, learning does not happen instantly. Learning is a process where learners learn by doing things step-by-step. Tomlinson (1998) stated that the learners should be given enough exposure to the instructed language features within their communicative use.

k. Materials should Take into Account that Learners Possess Different Learning Styles

Each learner has their own learning style and cannot be forced to learn in the way that is not their style. That is why the researcher of the materials should provide materials which accommodate various learning styles. The types of learning styles that should be considerate by the researcher of the materials includes visual, auditory, kinesthetic, studial, experiential, analytic, global, dependent, and independent.

l. Materials should Take into Account that Learners Differ in Affective Attitudes

Besides having different learning style, learners also have different attitudes. That is why the researcher of the materials should provide materials which have different type of texts and activities. Other than that, the materials should consist of activities that promote learners to share their attitudes and feelings about the materials.
m. Materials should Permit a Silent Period at the Beginning of Instruction

Silent period is a period of certain length where learners are not expected to give responses or speak until they are ready to do so. According to Tomlinson, there are three ways to carry out silent period. First, the learners are asked to respond physically to the oral instructions. Teachers may use Total Physical Response approach to achieve this. Second, the learners are asked to listen to some stories in the target language. Third, the learners are asked to respond to questions in their first language.

n. Materials should Maximize Learning Potential by Encouraging Intellectual, Aesthetic, and Emotional Involvement which Stimulates both Right and Left Brain Activities

The materials that will be designed should have activities that can stimulate both right and left brain for the students to retain their knowledge easier. Besides, using activities that promotes the working of both sides of the brain will encourage a more meaningful teaching learning process. Teachers are expected to create materials which employ activities that require efforts from the students.

o. Materials should not Rely too Much on Controlled Practice

The researcher of the materials should provide materials for the learners which do not rely too much on the controlled practice because controlled practice does not promote long term effect on accuracy and fluency.
p. Materials should Provide Opportunities for Outcome Feedback

The researcher of the materials should design materials with activities that produce purposeful outcomes rather than for the sake of practicing language only.

Based on these material development principles, the researcher will design the English speaking materials which have interesting topics and related to the real life of the front office staff of Villa Borobudur, like introducing oneself, welcoming guest, handling reservation, handling check-in, handling check-out, handling complaints, and taking message. Besides, the researcher will also use interactive words and pictures so the learners will not feel bored. The researcher will also use some new words in the materials, so the learner can get new vocabularies.

B. Theoretical Framework

This study is based on two research problems, namely how a set of English speaking materials for front offices’ staffs of Villa Borobudur using Communicative Language Teaching is designed, and how the designed English speaking materials are looks like.

In order to answer the research problems, the researcher uses the theory of Instructional Design, English for Specific Purposes, Communicative Language Teaching, Teaching Speaking, Syllabus, and Material Development. The first theory that would be discussed is the theory of Instructional Design. In this study, the researcher combines several steps to design the appropriate English speaking
materials for front office staff, and these combined steps are based on Kemp’s model (1977, p. 68) and Yalden’s model (1987, p. 88-89).

The combined steps of researcher’s model are as follows:

1. Collecting Information

The researcher of this study started the first step with collecting information about the students. This information was collected by the researcher in order to know and understand well about the student’s conditions and needs, student’s characteristics, and student’s level of English speaking skills. This information would be the guideline of the researcher to produce English speaking materials that are suitable for the front office staff of Villa Borobudur.

2. Listing and Deciding Goals, Topics, and General Purposes

Following the first step, the researcher of this study stated the goals and general purposes that matched with the result of the information collecting. Then, the researcher chose some topics which were appropriate to the goals and general purposes.

3. Stating Learning Objectives

The next step was stating the learning objectives that would be used to measure the student’s performance. For that purpose, the learning objectives should be able to be measured and in the form of action verbs.
4. Selecting the Type of Syllabus

For this research, the researcher used the functional syllabus (Krahnke, 1987: 35). This syllabus was appropriate for this study because it accommodates several functions and is appropriate for speaking practice.

5. Listing Subject Contents

In this step, the researcher made a list of the contents that related to the objectives and needs of the front office staff.

6. Selecting Activities

The researcher of this study used the social interaction activities since the researcher would like to develop the English speaking skills of front office staff. The activities were conversation and group discussions, role play, and dialogue.

7. Demanding Material’s Evaluation

In this step, the researcher demanded the evaluation for the English speaking materials from a vocational English teacher of Hotel division, an English lecturer, and from the owner of Villa Borobudur. This evaluation would be used as a guideline to improve the English speaking materials.

8. Conducting Revision

After getting evaluation from a vocational English teacher of Hotel division, an English lecturer, and from the owner of Villa Borobudur, the researcher started to make the revision.

The figure of the researcher’s models will be presented in the following page.
The second theory that is used by the researcher is the theory of English for Specific Purposes since designing English speaking materials for front office staff of Villa Borobudur is one example of English for Specific Purposes, especially vocational training programs. The next theory is Communicative Language Teaching theory, specifically for the teaching and learning activities, and the role of instructional materials. In the teaching and learning activities, the researcher will use the social interaction activities (Littlewood, 1981, p.166). To fill in the role of instructional material, the researcher uses a combination of task-based materials and text-based materials (Jack C. Richards, 1986, p. 79-80). Task-based materials are
materials which need the good cooperation of the learners in order to finish the task. On the other hand, text-based materials are materials which are designed to create conversation by using clues. The researcher combines these two materials because they are thought to help the front office staff improve their self-confidence in speaking English. The combinations that are used by the researcher of this study are the researcher will use a cue card and give the cue card to the students when they do the role play. Besides, the researcher will give exercise books to the students to be done in a group work.

The fourth theory is teaching speaking theory and in this research, the researcher uses this theory as the guideline in designing the English speaking materials and conducting the teaching learning process. In conducting the teaching learning process, the researcher use group discussion and also role play in order to give chance to the students to be more active and to talk. Besides, by using role play, the students can also practice their fluency and accuracy. The next theory is about syllabus. In this research, the researcher chooses notional/functional syllabus since the purpose in this syllabus is to emphasize the communicative purpose and this purpose is match with this research since the researcher would like to improve the speaking skills of the students.

The last theory is about material development. For this research, the researcher would design the English speaking materials which have interesting topics (the first principle of material development) and related to the real life of the front
office staff of Villa Borobudur, like greetings and introduction, introducing oneself, welcoming guest, handling reservation, handling check-in, handling check-out, handling complaints, and taking message (the fourth principle in material development). The researcher would also use some new words in the materials, so the learner can get new vocabularies (the third principle in material development).
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents six major parts of the methodology of the research; the research method, research respondents, research setting, research instruments and data gathering techniques, and data analysis.

A. Research Method

This research was conducted using Research and Development (R&D) theories because according to Borg and Gall (1983), research and development is a process used to develop and validate the educational product (p. 772). The objective of this research is to produce or design a set of speaking materials. Thus, the designed set of speaking materials is the educational product developed in the study.

There are ten steps in Research and Development. They are as follows: research and information collecting, planning, preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation (Borg and Gall, 1983).

In this study, the researcher only used five steps instead of ten steps. The steps used in this study were research and information collecting, planning, developing preliminary form of product, preliminary field testing, and final
product revision. The researcher only use five steps since these steps are appropriate to help the researcher to make the English speaking materials.

The researcher will describe the five steps in the explanations as follows.

1. Research and Information Collecting

In this part, the researcher collected some information on theories related to this study and the respondent of this research, in this case, front office staff of Villa Borobudur. Information on the staff needs, background of knowledge, and interest in English were collected prior to the research by the researcher via questionnaire and interview.

When the sufficient information regarding the two subjects had been collected, the researcher then collected information on theories that were used in this study; theory of Instructional Design, theory of English for Specific Purposes, theory of Communicative Language Teaching, theory of teaching speaking, theory of syllabus, and the last was theory of material development.

2. Planning

In this research, the researcher used questionnaire, interview, and evaluation rubric to get the data. The questionnaire would be distributed to the front office staff of Villa Borobudur on 18th June 2012 to get some information on the needs, background of knowledge, and topics that they wanted to be taught. After distributed the questionnaire, the researcher conducted the interview with the owner of Villa Borobudur in order to get deeper information about the students.
The researcher would use the evaluation rubric in order to get feedback and evaluation about the designed materials on the 20th June 2012. This evaluation rubric would be distributed to the owner of Villa Borobudur, vocational English teacher of Hotel division, and English lecturer.

3. Development of the Preliminary Form of Product

In this step, the researcher made a list of some topics of teaching and learning activities for the front office staff of Villa Borobudur based on the result of the interview with the owner of Villa Borobudur and the questionnaire data from the front office staff. The topics covered Greetings and Introduction, Reservation, Handle Complaints, and Message from Guests. Each topic has its own unit, like the first topic will have three units named Greeting Guests, Welcoming Guests, and Introducing Oneself. The second topic will have three units named Handling Reservation, Handling Check In, and Handling Check Out. The third topic will have one unit named handling Complaints, and the last topic will also has one unit named Taking Message. The researcher of this study also made the draft of the materials. The materials were designed based on the needs of the front office staff because according to Hutchinson et al. (1987) as cited by Laurence Anthony, English for Specific Purposes is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning(p.19). Exercises in the materials were those that could improve the speaking ability of the front office staff, such as matching game, group discussion, and group work (Jack C. Richards, 2001, p.4).
4. Preliminary Field Testing

In this part, the researcher distributed evaluation rubric to the owner of Villa Borobudur, vocational English teacher of Hotel division, and English lecturer to ask for feedback on the materials that had been designed by the researcher. The researcher also asked for some suggestions related to the researcher’s materials.

5. Main Product Revision

In this last step, the researcher attempted to revise the set of speaking materials based on the corrections, feedbacks, and suggestions provided by the owner of Villa Borobudur, a vocational English teacher of Hotel divisions, and an English lecturer.

The display of the combined of researcher’s models designs which are juxtaposed with related R&D steps (1983, p.772) will be shown on the following page.
B. Research Setting

The research was conducted in Villa Borobudur Hotel that is located in Dusun Pete, Majakisingi Borobudur, Magelang district, Central Java. Interviewing the owner of Villa Borobudur and distributing questionnaires to the front office staff of Villa Borobudur, were conducted in the meeting room of Villa Borobudur on 18th June 2012.
The researcher distributed the evaluation rubric to the owner of Villa Borobudur, a vocational English teacher of Hotel division, and an English lecturer on 20th June 2012.

C. Research Participants

1. Participants in Research and Information collecting

In order to collect the data and information for this research, the researcher has chosen front office staff as the participants. These people have been working for two years and were quite well informed on the working condition of Villa Borobudur, especially the guests visiting Villa Borobudur and all the communication with the guests.

Their information was useful to the researcher in designing the appropriate English speaking materials for them. The researcher also interviewed the owner of Villa Borobudur in order to get more information about the importance of English in this villa and also about what kind of material that is appropriate for the respondents.

2. Participants in Preliminary Field Testing

The participants of the preliminary field testing were an English teacher from Wiyasa Vocational School of Hotel division, an English lecturer from Tidar Magelang University and the owner of Villa Borobudur.

The researcher chose a vocational English teacher of Hotel division because he knew and understood well about job description of each hotel
division and had enough experience in teaching English for Specific Purposes. The researcher also asked evaluation from an English lecturer since this English lecturer had enough experience in teaching English for Specific Purposes and in designing special materials for English for Specific Purposes, while the owner of Villa Borobudur knew and understood well about the front office staff. That is why the owner was deemed the best person that could provide suggestions related to the English speaking materials for his staff. From these participants, the researcher retrieved some feedbacks and suggestions on the materials and on the techniques.

D. Research Instruments and Data Gathering Technique

In this research, the researcher used an interview and two questionnaires as the instrument of research. During the research and the data collected, the researcher used both interview and questionnaire while for the preliminary field testing, the researcher used evaluation rubric.

1. Research and Information Collecting Instruments

a. Interview

There are two types of interview; structured or closed form interview and unstructured or open-form interview. Closed form interview is a form of interview that provides alternative answers in answering the questions. Open-form interview, on the other hand, is a type of interview that does not provide alternative answers. This interview is used to get more information from the respondent of the research (Ary et al, 1975, p. 179).
For this study, the researcher applied the open-form interview to the owner of Villa Borobudur. This interview was conducted in Bahasa Indonesia for the purpose of obtaining more comprehensive and clearer replies. The researcher conducted this interview at the beginning of the research. There were four questions that were used by the researcher. The first question asked about the reason for the front office staff to study English. This is necessary to confirm whether English is really needed in Villa Borobudur.

The second question was about the importance of English in Villa Borobudur, especially for the front office staff. In regard to this question, the owner answered that English was very important for those working in this hotel because of its international marketing system, thus, every staff that was expected to understand the marketing should learn English. The next question was on the types of topics that should be taught to the front office staff. The owner for this hotel answered that the topics should be related to the job of the front office staff. Using these questions as the base, the researcher would be able to choose the appropriate topics for the materials that were to be designed. The last question was about the teaching learning technique that was appropriate for the respondents. The reply that was given by the owner was that interactive techniques are the most appropriate for this type of learning. Interactive techniques mean techniques that involve communication between the teacher and the students.
b. Questionnaire

The questionnaire was also divided into two different types (Ary et al, 1975). They are structured or closed form questionnaire and unstructured or open form questionnaire (p. 175). Similar to open-form interview, open form questionnaire is a type of questionnaire that does not provide options or alternative answers, meaning that the respondent should answer and give clear information in their own sentences. On the other hand, close form questionnaire is a questionnaire where the respondents are given some alternative to choose as the answer.

The researcher of this study also used questionnaire to get information which is related to this study. The type of questionnaire that was used in this research was structured questionnaire. There were 10 yes/no questions that should be answered by the respondents. These questions were used by the researcher to know and understand about the background of the front office staff, the topics that they wanted to be taught and about the media that should be used in the teaching learning process (see appendix C).

2. Preliminary Field Testing Instrument

For this part, the researcher used questionnaire distributed to the owner of Villa Borobudur, a vocational English teacher of Hotel division, and an English lecturer. This questionnaire was distributed in order to get some feedbacks and evaluations for the revision of the English speaking materials (see appendix D).
E. Data Analysis Techniques

1. Data Analysis Technique for Questionnaire

The questionnaire was distributed to the front office staff. The data taken from the result of this questionnaire were analyzed by using percentage as follows:

\[
\frac{n}{\sum n} \times 100\%
\]

Note:

- \(n\) = the number of students who chooses a certain answer
- \(\sum n\) = the total number of the student

2. Data Analysis Technique for Evaluation Rubric

The evaluation rubric which distributed to the owner of Villa Borobudur, a vocational English teacher of Hotel division, and an English lecturer involves questions with score ranges for each item. The ranges are described in the following page.
Table 3.1 Evaluation Rubric’s Score Range

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Meaning of the Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If the respondent disagrees with the statement in the questionnaire.</td>
</tr>
<tr>
<td>2</td>
<td>If the respondent disagrees with the statement in the questionnaire.</td>
</tr>
<tr>
<td>3</td>
<td>If the respondent is doubtful with the statement in the questionnaire.</td>
</tr>
<tr>
<td>4</td>
<td>If the respondent agrees with the statement in the questionnaire.</td>
</tr>
<tr>
<td>5</td>
<td>If the respondent strongly agrees with the statement in the questionnaire.</td>
</tr>
</tbody>
</table>

Data taken from the evaluation rubric were analyzed by calculating the total score then dividing them by the number of questions. The first questionnaire and the evaluation rubric were related to each other because their results will be the guidelines for the researcher to design the appropriate and better speaking materials.

3. Data Analysis Technique for Interview

The researcher analyzed the result of the interview by writing down the important notes and underlining the important points. These results would be used by the researcher to design the English speaking materials.

F. Research Procedure

In this research, the researcher did some steps in order to make the English speaking materials for the front office staff of Villa Borobudur. The first step was research and information collecting. In this step, the researcher collected information about the participants by using interview and questionnaire. Then, the next step was planning. In the second step, the researcher decided the goals,
topics, and general purpose. Moreover, the researcher also stated the learning objectives, selected the type of syllabus, and listed subject content.

The third step which is conducted by the researcher was developing preliminary form of product. In here, the researcher started to make the draft of the materials and chose activities which could support the teaching and learning process. After developing preliminary form of product, the researcher conducted the preliminary field testing which the participants were the owner of Villa Borobudur, a vocational English teacher of Hotel division, and an English lecturer. Then, the last step was the researcher made some revisions based on the feedback from the owner of Villa Borobudur, a vocational English teacher of Hotel division, and an English lecturer.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter will discuss the steps that are needed by the researcher to design the English speaking materials for the front office staff of Villa Borobudur. Furthermore, the researcher will give further explanation on the material design.

A. Steps in Designing the English Speaking Materials

In designing the English speaking materials for the front office staff of Villa Borobudur, the researcher combined Kemp’s and Yalden’s design model and R&D steps. The combined steps are described as follows:

1. Collecting Information

The researcher collected information about the participants in order to understand the characteristics of the front office staff of Villa Borobudur well and the researcher also collected information about the English level of the front office staff, the materials that they wanted to learn, as well as the difficulties they faced whenever they had to converse with a guest in English. The researcher used a questionnaire and did interview in order to get the information. The results of this process would be the guidelines for the researcher to produce the appropriate English speaking materials and suitable for the front office staff of Villa Borobudur.
2. Deciding Goals, Topic, and General Purpose

The second step was the researcher decided the goals, topic, and the general purpose.

a. Goals

The goals of the designed English speaking materials for front office staff of Villa Borobudur were:

a) To help the learners communicate appropriately in English with the guests of Villa Borobudur.

b) To help the learners use the suitable language expressions in a particular situation.

b. Topics

Based on the results of collecting information, the researcher came up with four topics which will have eight units of language functions. The first topic is Greetings and Introduction which had three units, like greeting guests, welcoming guests, and introducing one self. The second topic was Reservation which had three units. The units were handling reservation, check in and check out.

The next topic was Handle Complaint which had one unit named handling complaint. The last topic was Message from Guests. For the last topic, the name of the unit was taking message.

c. General Purposes

In this study, the researcher would use word basic competence to refer to the general purpose. A list of the basic competence for each topic was shown in the following page.
Table 4.1 List of Basic Competences for Each Topic

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Basic Competences</th>
</tr>
</thead>
</table>
| 1  | Greetings and Introductions | a. The learners are able to use suitable expressions in greeting and introduction appropriately.  
   |                          | b. The learners are able to greet the guests correctly.                            |
|    |                         | c. The learners are able to properly introduce themselves using the appropriate language expression. |
|    |                         | d. The learners are able to use suitable expressions upon welcoming guests correctly. |
|    |                         | e. The learners are able to appropriately use suitable expressions in handling reservation. |
|    |                         | f. The learners are able to explain and use vocabularies related to handling reservation correctly and appropriately. |
| 2  | Reservation             | a. The learners are able to use suitable expressions in handling check-in correctly. |
|    |                         | b. The learners are able to use some vocabularies related to handling check-in appropriately. |
|    |                         | c. The learners are able to use suitable expressions in handling check-out correctly. |
|    |                         | d. The learners are able to use some vocabularies related to handling check-out appropriately and correctly. |
|    |                         | e. The learners are able to appropriately use suitable expressions in handling reservations. |
| 3  | Handle Complaints      | a. The learners are able to use suitable expressions in handling complaints appropriately. |
| 4  | Message from Guests    | a. The learners are able to appropriately use suitable expressions in taking message. |

3. Selecting Learning Objectives

After deciding the goals, topics, and general purposes, the researcher decided the learning objectives. The lists of learning objectives were shown in the following page.
### Table 4.2 List of Learning Objectives

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| 1  | Greetings and Introductions | a. Learners are able to greet the guests spontaneously using the appropriate expressions.  
b. Learners are able to introduce themselves using the appropriate expressions.  
c. Learners are able to complete a dialogue on greeting and introduction using the appropriate language expressions.  
d. Learners are able to pronounce each expression correctly.  
e. Learners are able to match the expressions in English with the meanings in Bahasa Indonesia.  
f. Learners are able to read the dialogue correctly.  
g. During practice with their friends, the learners are able to use the appropriate language expression in welcoming guests.  
h. Learners are able to read the dialogue correctly.  
i. Learners are able to pronounce each expression correctly.  
j. Learners are able to arrange jumbled phrases correctly.  
k. Learners are able to complete the dialogue using the appropriate language expressions.  
l. During practice with their friends, the learners are able to use the appropriate language expression in handling reservation.  
m. Learners are able to create a short conversation on handling reservation.  
n. Learners are able to pronounce each expression correctly.  
o. Learners are able to choose the appropriate expressions to complete the dialogue. |
| 2  | Reservation                 | a. Learners are able to read the dialogue correctly.  
b. Learners are able to pronounce each expression correctly.  
c. Learners are able to practice handling check-in with friends using appropriate expressions.  
d. Learners are able to complete the dialogue.  
e. Learners are able to make a short conversation on handling check-in.  
f. Learners are able to read the dialogue correctly.  
g. Learners are able to pronounce each expression correctly.  
h. During practice with their friends, learners are able to use the appropriate language expression in handling check-out.  
i. Learners are able to complete the dialogue.  
j. Learners are able to match the expressions in English with their meaning in Bahasa Indonesia.  
k. Learners are able to read the dialogue correctly.  
l. Learners are able to pronounce each expression correctly.  
m. Learners are able to arrange the scrambled expressions correctly.  
n. Learners are able to practice handling reservations with friends spontaneously.  
o. Learners are able to make short conversation about handling complaint. |
| 3  | Handle Complaints          | a. Learners are able to read the dialogue correctly.  
b. Learners are able to pronounce each expression correctly.  
c. Learners are able to practice handling complaints with friends spontaneously.  
d. Learners are able to complete the dialogue using the appropriate expressions |
4. Selecting the Type of Syllabus

The researcher decided to choose functional syllabus to be used in this research because this type of syllabus is made up of a collection of functions which are appropriate for practicing speaking skills.

5. Listing Subject Content

In this research, there would be four topics which have some subject contents. The listed subject contents for each topic were:

<table>
<thead>
<tr>
<th>Table 4.3 List of Subject Content for Each Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics</strong></td>
</tr>
<tr>
<td>Greetings and Introductions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Reservation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Handle Complaint</td>
</tr>
<tr>
<td>Message from Guests</td>
</tr>
</tbody>
</table>
6. Selecting Activities

The researcher chose the activities based on the English level of the front office staff. These activities include practicing dialogues related to specific topics, making sentences in group discussion, playing some games related to the topic, and also role-playing.

Materials were taken from several English books and practice sheets found in the internet. These materials were put together by the researcher to suit the purpose of the teaching and learning process. They also underwent several modifications to go with the learners’ needs and current level of English.

7. Conducting Evaluation

1. The Description of the Respondents

The researcher has decided to ask the owner of the Villa Borobudur, a vocational English teacher of Hotel division, and an English lecturer to act as the respondent of this research. The owner of the hotel was a definite choice because he was the man who knows well about Villa Borobudur as well as the level of its front office staff. His feedback was crucial in designing the appropriate English speaking materials for the front office staff.

As for the vocational English teacher of Hotel divisions, he was chosen as participants for his vast experience in teaching English for Specific Purposes.
The English lecturer was there to provide some feedbacks since she had enough experience in teaching English for Specific Purposes and in designing special materials for English for Specific Purposes.

2. The Data Presentation

For this study, the researcher used a score range for each question, marking the respondent’s opinions on the designed materials. The score ranges were as follows:

1. If the respondent strongly disagrees with the statement in the questionnaire.
2. If the respondent disagrees with the statement in the questionnaire.
3. If the respondent is doubtful with the statement in the questionnaire.
4. If the respondent agrees with the statement in the questionnaire.
5. If the respondent strongly agrees with the statement in the questionnaire.

Then, the researcher analyzed the opinions of the participants using the formulation below:

\[ Mn = \frac{\sum x}{N} \]

Note: \( N \) : number of participants

\( Mn \) : mean

\( \sum x \) : the total of all scores

The result of the questionnaire would be presented on the following page.
<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ opinion</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of Respondents</td>
</tr>
<tr>
<td>1</td>
<td>The materials are appropriate for the learners</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>The materials match with the goals and objectives</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The topics are well organized</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The level of difficulties is appropriate with the learners</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>The activities of the materials are suitable with the learners’ need</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>The activities are quite varied</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The page layout is suitable with the topics</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>The use of pictures is effective</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>The materials are interesting</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>The font is readable</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>The materials are easy to comprehend</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>The subject content has fulfilled the learners’ need</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>The instructions are clear enough</td>
<td>4</td>
</tr>
</tbody>
</table>

Based on the results of materials evaluation, the English speaking materials which were designed by the researcher for the front office staff of Villa Borobudur were appropriate for the learners. However, the writer still had to make some revisions. These revisions were based on the feedbacks from the owner of the Villa Borobudur, a vocational English teacher of Hotel division, and an English lecturer. The comments and suggestions were listed as follows:

a. Goals and Objectives

All of the respondents admitted that the goals and objectives were appropriate for the learners.
b. Layout and Font

Two respondents stated that the layout and the font were clear and readable. Two other respondents suggested for the researcher to use different fonts to differentiate between the topic and the sub-topic.

c. Vocabulary Lists

Vocabularies were deemed suitable enough for the learners by all of the respondents.

d. The content of the Materials

All respondents stated that the contents were adequate.

e. Grammar

All of the respondents suggested that the researcher should pay more attention on the grammar because several mistakes were found in the materials.

f. Other Suggestions

One respondent suggested that the researcher should add more pictures to make the designed English speaking materials more interesting.

8. Making Revision

The revisions which were done by the researcher were:

a. Revising the font size and style in order to make the designed English speaking materials become more interesting.

b. Checking and revising the grammar.

c. Revising the instructions in every section of the designed English speaking materials by replacing the word choice.
d. Giving more pictures in order to make the designed English speaking materials more interesting.

e. Verifying the games and the teaching and learning activities.

f. Adding the number of the vocabulary.

**B. Presentation of the Design Materials**

In this part, the researcher would like to present the final version of the designed English speaking materials. This final version was the result of incorporating feedbacks and evaluation from the respondents. Four topics which had eight units of language function were used in designing the materials. They were: Greetings and Introduction (which had three units, like greeting guests, introducing oneself, and welcoming guests), Reservation (which had three units, like handling reservation, handling check in and handling check out), Handle Complaint (which had one unit named handling complaint) and Message from Guests (which had one unit, named taking message). There would be five parts in each unit of the materials. They were:

**a. Let’s Begin**

In this part, the learners were asked by the teacher to answer some questions related to the topics. This would help the learners to know and understand well about the topic that they were going to learn.

**b. Let’s Learn**

The researcher provided some useful expressions that were related to the topics. This is also where the researcher gave important information on how to use
these expressions, in hope that by providing some information, the learners would be able to use the expressions in the dialogue correctly.

c. Let’s Practice the Dialogue

In this part, the researcher created some dialogues related to the topic. Within these dialogues are expressions that had previously been learned by the learners. This would also allow the researcher to check the pronunciation of the learners.

d. Let’s Find New Words

The researcher provided new vocabularies that were related to the topic. This activity was aimed to expand the vocabularies of the learners. The new sets of vocabularies would then be followed by their meanings. Difficult words were given explanations and meanings by the researcher.

e. Let’s Share

This is the part where the students were given time to share their ideas with their friends. The learners would also be given time to make short dialogue related to the topic and after that, they should come in front of the class and practice the dialogue. This part would help the learners to improve their courage to speak English.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will present the conclusions of the study. The conclusions of the study were based on the analysis of the problem formulation. Besides, this chapter also will discuss some suggestions for the next researchers who have the same topic with this study.

A. Conclusions

In this study, there were two research problems. They were (1) how is a set of English speaking materials for front office staff of Villa Borobudur using Communicative Language Teaching designed?, and (2) what does the designed English speaking materials look like?

In order to answer the first question, the researcher combined several steps from Yalden’s model and Kemp’s model. These models were combined for the reasons of leaving out unnecessary steps from both models. For the second question, the researcher designed the English speaking materials which consist of four topics to present eight units of language function.

The researcher of this study used the combination of group discussion and role play for the teaching learning activities. The researcher chose these combinations in order to give students more chance to talk and to be active.
Based on the results of the material evaluation, the researcher concluded that these English speaking materials were appropriate for the front office staff of Villa Borobudur. In this study, the researcher would attach the example of the English speaking material in Appendix G.

B. Suggestions

In this part, the researcher would like to give some suggestions to the further researchers and to the English teachers.

1. Suggestions for Future Researchers

The researcher suggests that further researchers, who are also interested in designing English speaking materials for hotel staff, improve the level of difficulty of the materials. Besides, the researcher would also like to suggest the further researchers to improve and verify the teaching and learning activities. The further researchers can also design the English speaking materials for different skills, like reading, listening or writing.

2. Suggestions for English Teachers

For the English teachers, the researcher would like to suggest that the teachers should know and understand well the nature and the activities of the hotel staffs. The English teachers should also have good preparation before conducting the teaching and learning activities and the English teachers should also try to speak in English in delivering the materials so the students will be accustomed to speak in English, in this way the students can practice English more intensively.
REFERENCES


APPENDIX A
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B
Interview Form for Collecting Information

Interviewee : 

Name : 

Position : 

1. Mengapa karyawan Villa Borobudur perlu belajar Bahasa Inggris?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

2. Seberapa pentingkah Bahasa Inggris untuk karyawan Villa Borobudur?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

3. Apa saja topik yang penting untuk diajarkan kepada karyawan Villa Borobudur?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

4. Teknik pembelajaran seperti apa yang sesuai untuk karyawan Villa Borobudur dalam belajar Bahasa Inggris?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
APPENDIX C
KUESIONER

Nama : 

Umur : 

Jenis Kelamin : 

Pendidikan Terakhir : 

Jabatan : 

Jawablah pertanyaan-pertanyaan di bawah ini dengan memberi tanda silang!

1. Menurut anda, apakah Bahasa Inggris diperlukan untuk menunjang pekerjaan anda di Villa Borobudur ini?
   a. Sangat perlu
   b. Cukup perlu
   c. Perlu
   d. Tidak perlu

2. Apakah anda pernah belajar Bahasa Inggris?
   a. Pernah
   b. Belum pernah

3. Apakah anda menemukan kesulitan ketika belajar Bahasa Inggris?
   a. Ya
   b. Tidak
   c. Kadang-kadang

4. Seberapa seringkah anda menggunakan Bahasa Inggris dalam pekerjaan anda?
   a. Tidak pernah
   b. Sering
   c. Kadang-kadang
   d. Setiap hari
5. Apakah anda sering bertemu dengan turis asing dalam pekerjaan anda?
   a. Sering
   b. Jarang
   c. Kadang-kadang
   d. Tidak pernah

6. Menurut anda, kemampuan Bahasa Inggris manakah yang diperlukan untuk menunjang pekerjaan anda di Villa Borobudur?
   a. Speaking (berbicara)
   b. Writing (menulis)
   c. Listening (mendengarkan)
   d. Reading (membaca)

7. Apakah anda menghadapi kendala pada saat berbicara menggunakan Bahasa Inggris?
   a. Ya
   b. Tidak
   c. Kadang-kadang

8. Media pembelajaran apa yang anda sukai dalam belajar Speaking? (Anda bisa memilih lebih dari satu)
   a. Game
   b. Percakapan
   c. Cerita
   d. Lain-lain (sebutkan)

9. Teknik pembelajaran apa yang anda sukai dalam belajar Speaking? (Anda bisa memilih lebih dari satu)
   a. Diskusi
   b. Presentasi
   c. Percakapan
   d. Lain-lain (sebutkan)
10. Topik atau materi apa yang ingin anda pelajari dalam Bahasa Inggris

(Anda bisa memilih lebih dari satu)

a. Greetings
b. Welcoming Guests
c. Countries and Nationalities
d. Making Reservation
e. Food and beverages
f. Giving directions inside the villa
g. Giving directions outside the villa
h. Talking about shopping
i. Handling complaint
APPENDIX D
## Evaluation Rubric

Name: 

Sex: 

Education Background: 

Teaching Experience in year: 

Put cross (x) on the column under the number you choose

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ opinion</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The materials are appropriate for the learners</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The materials match with the goals and objectives</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The topics are well organized</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The level of difficulties is appropriate with the learners</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The activities of the materials are suitable with the learners’ need</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The activities are quite varied</td>
<td></td>
</tr>
<tr>
<td>7</td>
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</tr>
<tr>
<td>8</td>
<td>The use of pictures is effective</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The materials are interesting</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The font is readable</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The materials are easy to comprehend</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The instructions are clear enough</td>
<td></td>
</tr>
</tbody>
</table>

Note:  
1: strongly disagree  
2: disagree  
3: doubtful  
4: agree  
5: strongly agree
Respondent’s suggestion

a. Goals and objectives

b. Lay out and font

c. The content of the materials

d. Vocabulary list

e. Grammar

f. Other suggestions
APPENDIX E
### The Results of Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Percentage</th>
</tr>
</thead>
</table>
| 1.  | Menurut anda apakah Bahasa Inggris diperlukan untuk menunjang pekerjaan anda di Villa Borobudur ini?  
   a. Sangat perlu  
   b. Cukup perlu  
   c. Perlu  
   d. Tidak perlu | 100%        |
| 2.  | Apakah anda pernah belajar Bahasa Inggris?  
   a. Pernah  
   b. Belum pernah | 100%        |
| 3.  | Apakah anda menemukan kesulitan ketika belajar Bahasa Inggris?  
   a. Ya  
   b. Tidak  
   c. Kadang-kadang | 100%        |
| 4.  | Seberapa seringkah anda menggunakan Bahasa Inggris dalam pekerjaan anda?  
   a. Tidak pernah  
   b. Sering  
   c. Kadang-kadang  
   d. Setiap hari | -          |
| 5.  | Apakah anda sering bertemu dengan turis asing dalam pekerjaan anda?  
   a. Sering  
   b. Jarang  
   c. Kadang-kadang  
   d. Tidak pernah | 100%        |
| 6.  | Menurut anda, kemampuan Bahasa Inggris manakah yang diperlukan untuk menunjang pekerjaan anda di Villa Borobudur?  
   a. Speaking (berbicara)  
   b. Writing (menulis)  
   c. Listening (mendengarkan)  
   d. Reading (membaca) | 100%        |
| 7.  | Apakah anda menghadapi kendala pada saat berbicara menggunakan Bahasa Inggris?  
   a. Ya  
   b. Tidak  
   c. Kadang-kadang | 100%        |
<p>| 8.  | Media pembelajaran apa yang anda sukai dalam belajar Speaking? (Anda bisa memilih lebih dari satu) |            |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Game</td>
<td>-</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Percakapan</td>
<td>-</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Cerita</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Lain-lain</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Teknik pembelajaran apa yang anda suka dalam belajar <em>Speaking</em>? (Anda bisa memilih lebih dari satu)</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Diskusi</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Presentasi</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Percakapan</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Lain-lain</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Topik atau materi apa yang ingin anda pelajari dalam Bahasa Inggris? (Anda bisa memilih lebih dari satu)</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Greetings</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Welcoming Guests</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Handling Check in</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Handling Check out</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Handling Complaints</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F
Topic 1 Greetings and Introduction

Unit 1

Greeting Guests and Introducing Oneself

Meeting : 1
Time allocation : 60 minutes
Level : Beginner
Learner : Front Office Staff

1. Basic Competences

At the end of the course, the students are able to:

a. Use suitable expressions in greetings and introduction properly
b. Greet the guests correctly
c. Properly introduce themselves using the appropriate language expression

2. Learning Objectives

a. The learners can greet the guests spontaneously using the appropriate expressions.
b. The learners can introduce themselves using the appropriate expressions.
c. The learners can complete a dialogue on greeting and introduction using the appropriate language expressions.
d. The learners can pronounce each expression correctly.
e. The learners can match the expressions in English with the meanings in Bahasa Indonesia.
f. The learners can read the dialogue correctly.

3. Media

White board and board marker

Module
### 4. Teaching and Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| 1.  | • The teacher greets the students and introduces herself.  
     • The teacher gives a warming up to the students.  
     • The teacher starts asking the student about the material.  
     • The teachers gives some reward for the students who want to answer the question                                                                                       | 5’              |
| 2.  | • The teacher gives the module to the students.  
     • The teacher asks the students to read the useful expressions by themselves.  
     • The teacher asks the students to repeat the useful expressions after her.                                                                                             | 5’              |
| 3.  | • The teacher gives a chance for the students to ask about the useful expression.  
     • The teacher gives the students an example of conversation about the related topic.  
     • The teacher asks the students to read the example of conversation in front of class.  
     • The teacher asks the students to go around the class and practice the example of the conversation.                                                            | 20’             |
| 4.  | • The teacher gives the students list of English vocabularies which related to the topic.  
     • The teacher asks the students to try to find the Indonesian meaning of the vocabularies.  
     • The teacher asks the students to read their result  
     • The teacher discusses the vocabularies.                                                                                                                                  | 15’             |
| 5.  | • The teacher asks the students to make                                                                                                                                                                                          | 10’             |
a group and make their own conversation
- The teacher asks the students to present their own conversation in front of the class.

<table>
<thead>
<tr>
<th></th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The teacher gives some feedbacks and evaluation to the students about their performance in front of the class</td>
</tr>
<tr>
<td></td>
<td>- The teacher summarizes all of materials</td>
</tr>
<tr>
<td></td>
<td>- The teacher closes the meeting</td>
</tr>
<tr>
<td>5'</td>
<td></td>
</tr>
</tbody>
</table>

5. Learning Resources

Topic 1 Greetings and Introduction

Unit 2

Welcoming Guests

Meeting : 2
Time allocation : 60 minutes
Level : Beginner
Learner : Front Office Staff

1. Basic Competences

At the end of the course, the students are able to:

a. Use suitable expressions upon welcoming guests correctly.

2. Learning Objectives

a. During practice with their friends, the learners can use the appropriate language expression in welcoming guests.
b. The learners can read the dialogue correctly.
c. The learners can pronounce each expression correctly.
d. The learners can arrange jumbled phrases correctly.
e. The learners can complete the dialogue using the appropriate language expressions.

3. Media

White board and board marker
Module
Speaker
Cue cards
4. Teaching and Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| 1.  | • The teacher greets the students and reviews the previous materials.  
     • The teacher gives a warming up to the students using a game.  
     • The teacher starts asking the student about the material.  
     • The teacher gives some reward for the students who want to answer the question. | 5’ |
| 2.  | • The teacher gives the module to the students.  
     • The teacher asks the students to read the useful expressions in front of the class | 5’ |
| 3.  | • The teacher gives a chance for the students to ask about the useful expression.  
     • The teacher gives the students an example of conversation about the related topic.  
     • The teacher asks the students to read the example of conversation in front of class. | 10’ |
| 4.  | • The teacher gives the students list of some English vocabularies which related to the topic.  
     • The teacher asks the students to try to find the Indonesian meaning of the vocabularies by themselves.  
     • The teacher asks the students to read their results.  
     • The teacher discusses about the vocabularies. | 15’ |
| 5.  | • The teacher asks the students to make a group.  
     • The teacher asks the students to take one cue card. | 10’ |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   | • The teacher asks the students to make a conversation based on a cue card that they get.  
   | • The teacher gives the students time to make the conversation. |
| 6. | • The teacher asks the students to come in front of the class to present their conversation. | 10’ |
| 7  | • The teacher gives some feedbacks to the students about their performance.  
   | • The teacher reviews the material.  
   | • The teacher closes the meeting. | 5’ |

5. **Learning Resources**

Topic 2 Reservation

Unit 3

Handling Reservation

Meeting : 3
Time allocation : 60 minutes
Level : Beginner
Learner : Front Office Staff

1. Basic Competences

At the end of the course, the students are able to:

a. Appropriately use suitable expressions in handling reservation.
b. Explain and use vocabularies related to handling reservation correctly and appropriately.

2. Learning Objectives

a. During practice with their friends, the learners can use the appropriate language expression in handling reservation.
b. The learners can create a short conversation on handling reservation.
c. The learners can pronounce each expression correctly.
d. The learners can choose the appropriate expressions to complete the dialogue.

3. Media

White board and board marker
Module
Speaker
Cue cards
4. Teaching and Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>• The teacher greets the students and reviews the previous materials.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>• The teacher gives a warming up to the students using a game.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher starts asking the student about the material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher gives some reward for the students who want to answer the question.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>• The teacher gives the module to the students.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>• The teacher asks the students to read the useful expressions one by one.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>• The teacher gives a chance for the students to ask about the useful expression.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>• The teacher gives the students an example of conversation about the related topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher asks the students to read the example of conversation in front of class.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>• The teacher gives the students list of some English vocabularies which related to the topic.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>• The teacher asks the students to try to find the Indonesian meaning of the vocabularies by themselves.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher asks the students to read their results.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher discusses about the vocabularies.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>• The teacher asks the students to come in front of the class.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>• The teacher asks the students to take one cue card.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher gives the students a short</td>
<td></td>
</tr>
</tbody>
</table>
| 6.  | time to think about the conversation.  
|     | - The teacher asks the students to make a 
|     | conversation based on a cue card that 
|     | they get and practice it with the teacher 
|     | directly.  
|     | - The teacher gives some feedbacks to the 
|     | students about their performance.  
|     | - The teacher reviews the material.  
|     | - The teacher closes the meeting.  
|     | 5’ |

5. Learning Resources

**Topic 2 Reservation**

**Unit 4**

**Handling Check In**

Meeting : 4

Time allocation : 60 minutes

Level : Beginner

Learner : Front Office Staff

1. **Basic Competences**

At the end of the course, the students are able to:

a. Use suitable expressions in handling check in correctly
b. Explain and use vocabularies related to handling check in correctly and appropriately.

2. **Learning Objectives**

a. The learners can read the dialogue correctly.
b. The learners can pronounce each expression correctly.
c. The learners can practice handling check-in with friends using appropriate expressions.
d. The learners can complete the dialogue.
e. The learners can make a short conversation on handling check-in.

3. **Media**

White board and board marker

Module
### 4. Teaching and Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| 1.  | - The teacher greets the students and reviews the previous materials.  
     - The teacher gives a warming up to the students using a game.  
     - The teacher starts asking the student about the material.  
     - The teacher gives some reward for the students who want to answer the question.                                                                                                                                           | 5’              |
| 2.  | - The teacher gives the module to the students.  
     - The teacher asks the students to read the useful expressions one by one.                                                                                                                                               | 5’              |
| 3.  | - The teacher gives a chance for the students to ask about the useful expression.  
     - The teacher gives the students an example of conversation about the related topic.  
     - The teacher asks the students to read the example of conversation in front of class.                                                                                                                                       | 15’             |
| 4.  | - The teacher gives the students list of some English vocabularies which related to the topic.  
     - The teacher asks the students to try to find the Indonesian meaning of the vocabularies by themselves.                                                                                                          | 15’             |
|     | - The teacher asks the students to read their results.  
     | - The teacher discusses about the vocabularies.                                                                                                                  |                 |
| 5.  | - The teacher asks the students to come in front of the class.  
     - The teacher tells the students about the situation that they should do.  
     - The teacher will become the guests and the students will be the Front Office Staff.                                                                      | 15’             |
5. Learning Resources


<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.</strong></td>
<td><strong>5’</strong></td>
</tr>
<tr>
<td>- The teacher asks the students to make a conversation based on the situation that is given by the teacher.</td>
<td></td>
</tr>
<tr>
<td>- The teacher gives some feedbacks to the students about their performance.</td>
<td></td>
</tr>
<tr>
<td>- The teacher reviews the material.</td>
<td></td>
</tr>
<tr>
<td>- The teacher closes the meeting.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G
ENGLISH SPEAKING MATERIALS
FOR FRONT OFFICE STAFF OF
VILLA BOROBUDUR

Designed by: Yohana Kurniawati Setiabudi
# TABLE OF CONTENTS

**TOPIC I: GREETINGS AND INTRODUCTIONS**

1. Unit 1: Greetings the Guests and Introducing Oneself
2. Unit 2: Welcoming Guests

**TOPIC II: RESERVATION**

3. Unit 3: Handling Reservation
4. Unit 4: Handling Check In
Greetings and Introduction

Unit 1
Greeting the Guests and Introducing Oneself

a. Let’s Begin
Answer some questions below!

1. How many greetings expressions do you know?
2. Could you mention the greetings expressions to your friends?

b. Let’s Learn
Read the expressions below!

- Greetings
  - Hello, good morning sir.
  - Hi, good morning madam.
  - Good afternoon ma’am.
  - Good evening, Mr. John. How are you today?
  - Hello, Mrs. Brown. How are you today?
  - Hi, good evening. How do you do?

- Introducing yourself and someone else
  - Hello, good morning. My name is Tania.
  - Hi, my name is George.
  - Good afternoon, my name is Tammy and this is my friend Julia
  - Hello, John. Please, meet my cousin Thomas.
c. Let’s Practice the Dialogue

Read this conversation below and then practice it!

Thomas : Hello, good morning.
George : Hi, good morning. My name is George. What’s your name?
Thomas : My name is Thomas. How are you George?
George : I’m fine thank you. How about you?
Thomas : I’m fine too and it’s nice to meet you.
George : Nice to meet you too.

d. Let’s Find New Words

Match the English words in column A with their Indonesian meanings in column B!

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cousin</td>
<td>Terima kasih</td>
</tr>
<tr>
<td>2. Meet</td>
<td>Teman</td>
</tr>
<tr>
<td>3. Friend</td>
<td>Bertemu</td>
</tr>
<tr>
<td>4. Fine</td>
<td>Sepupu</td>
</tr>
<tr>
<td>5. Thank you</td>
<td>Baik-baik saja</td>
</tr>
</tbody>
</table>
e. Let’s Share

Complete this blank dialogue and practice it with your friends!

Thomas : Hello, my name is Thomas. How are you today?

James : Hello, Thomas. _________________. How about you?

Thomas : I’m fine too. ________________?

James : My name is James.

Thomas : ___________________, James.

James : ___________________, Thomas.
Greetings and Introduction

Unit 2
Welcoming the Guests

a. Let’s Begin
Answer some questions below!

1. How do you welcome your guests?
2. What kind of expressions do you use to welcome your guests?

b. Let’s Learn
Read the expressions below!

• Welcoming guests
  o Hello, good morning sir. Welcome to Villa Borobudur.
  o Hi, my name is Wulan. I am the duty manager. Nice to meet you here and welcome you to Villa Borobudur.
  o Hello Mr. Ingo, welcome to Villa Borobudur and enjoy your stay.

c. Let’s Practice the Dialogue
Read this conversation below and then practice it!

Wulan : Hello, good afternoon. My name is Wulan. I am the assistant of the duty manager, welcome to Villa Borobudur.

Ms. Lyn : Hi, good afternoon. Thank you, Wulan. My name is Lyn. I’m so happy that I can stay in here.

Wulan : We are also happy to welcome you in here, Ms. Lyn. It’s nice to meet you. Just let us know when you need anything from us.

Ms. Lyn : Nice to meet you too.
d. Let’s Find New Words

Match the English words in column A with their Indonesian meanings in column B!

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Duty manager</td>
<td>Menikmati</td>
</tr>
<tr>
<td>2. Need</td>
<td>Asisten</td>
</tr>
<tr>
<td>3. Assistant</td>
<td>Tinggal</td>
</tr>
<tr>
<td>4. Stay</td>
<td>Membutuhkan</td>
</tr>
<tr>
<td>5. Enjoy</td>
<td>Manager yang bertugas</td>
</tr>
</tbody>
</table>

e. Let’s Share

Arrange this jumbled conversation become a good conversation and then practice it with your friends!

1. Nice to meet you too
2. Hello, good morning. Welcome to Villa Borobudur.
3. My name is Noelle and I’m the duty manager for today.
4. Hi, good morning. My name is Barbara. I’m so happy because finally I can stay in here.
5. We are also happy to welcome you here. Just let us know if you need anything else.
6. Nice to meet you, Ms. Barbara
Reservation

Unit 3
Handling Reservation

a. Let’s Begin

Answer some questions below!

1. How do you handle a reservation?
2. What do you usually ask when there is a guest want to make a reservation?

b. Let’s Learn

Read the expressions below!

- Handling Reservation
  - Hello, good morning. Do you have a reservation before?
  - Excuse me, ma’am. May I know your reservation number?
  - When will you stay in Villa Borobudur?
  - How long will you stay in here with your family, sir?
  - Good afternoon, Ms. Chiam. Could you let us know your credit card number?
  - Do you want a private villa or a sharing villa?
  - How many people will stay in here?
  - Is there any special request from you, Madam?
  - What kind of room do you want, sir?
  - Do you want air conditioning room or non-conditioning room?
  - How about the beds? Do you want single bed or twin bed?
c. Let’s Practice the Dialogue

Read this conversation below and then practice it!

Rohmatul : Hello, good evening, ma’am. How may I help you?

Ms. Linda : Hi, good evening. I would like to make a reservation in here for me and my husband.

Rohmatul : Yes, May I know your name, ma’am?

Ms. Linda : My name is Linda. What kind of room do you have in here?

Rohmatul : We have Borobudur room and Siddharta room. Borobudur room has air conditioner and in Siddharta room there is no air conditioner.

Ms. Linda : Okay then, I will take the Borobudur room.

Rohmatul : Do you want single bed or twin bed, ma’am.

Ms. Linda : I would like to have single bed.

Rohmatul : May I know your credit card number, Ms. Linda?

Ms. Linda : Sure, here it is

Rohmatul : Thank you

d. Let’s Find New Words

Match the English words in column A with their Indonesian meanings in column B!

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Take</td>
<td>Tempat tidur untuk satu orang</td>
</tr>
<tr>
<td>2. Single bed</td>
<td>Mengambil</td>
</tr>
<tr>
<td>3. Twin bed</td>
<td>Menginginkan</td>
</tr>
<tr>
<td>4. Reservation</td>
<td>Pemesanan</td>
</tr>
<tr>
<td>5. Want</td>
<td>Tempat tidur untuk dua orang</td>
</tr>
<tr>
<td>6. Request</td>
<td>Permintaan</td>
</tr>
</tbody>
</table>
## e. Let’s Share

Complete this blank form by interviewing your friends and write down the answers in the form!

<table>
<thead>
<tr>
<th>Name of guest</th>
<th>Number of guest</th>
<th>Date of check in</th>
<th>Date of check out</th>
<th>Type of room</th>
<th>Name of room</th>
<th>Type of bed</th>
<th>Special request</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reservation

Unit 4
Handling Check In

a. Let’s Begin
Answer some questions below!

1. How do you handle a check in?
2. What kind of expressions do you use to handle a check in?
3. What do you usually ask to the guests on their check in day?

b. Let’s Learn
Read the expressions below!

• Handling Check in
  o Hello, good morning. Welcome to Villa Borobudur. May I know your name sir?
  o Excuse me, ma’am. What name is the reservation under?
  o Does this reservation under the name of Mr. Michael Bloem?
  o Good afternoon, Madam. Here is your key and your room will be in the first floor.
  o Here is your room key and also your room number. Our service staffs will help you to go to your room

c. Let’s Practice the Dialogue
Read this conversation below and then practice it!

Yana : Hello, good evening, sir. Welcome to Villa Borobudur. How may I help you?

Mr. Liem : Hi, good evening. I would like to check in.

Yana : Okay sir. May I know your name and reservation number?
Mr. Liem : Yes, My name is Liem. L-I-E-M. And, my reservation number is BB141206.

Yana : Okay Mr. Liem. We have found your reservation. You will stay in here for three nights in Siddharta room.

Mr. Liem : Yes, you are right. And, when I make the reservation, I have a request for non-smoking room because I have asthma.

Yana : Yes, Mr. Liem. We have prepared the non-smoking room in Siddharta. Here is your room key and your room number is 07. Our service staffs will help you to go to your room.

Mr. Liem : Thank you.

Yana : You are welcome, sir.

d. Let’s Find New Words

Match the English words in column A with their Indonesian meanings in column B!

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Help</td>
<td>Membantu</td>
</tr>
<tr>
<td>2. Prepare</td>
<td>Kamar</td>
</tr>
<tr>
<td>3. Make</td>
<td>Menyiapkan</td>
</tr>
<tr>
<td>4. Room</td>
<td>Membuat</td>
</tr>
</tbody>
</table>
e. Let’s Share

Complete this blank dialogue with the correct answer and practice it with your friends!

Mark : Hello, good evening. Welcome to Villa Borobudur. How may I help you, ma’am?

Azusa : Hello, I would like to ___________ (check in/check-out)

Mark : Okay, may I know your ___________ (name/phone number) and reservation number?

Azusa : Yes, my name is Azusa and my booking number is BB14112563

Mark : Could you please wait for a moment, ma’am?

I will ___________ (check/delete) first.

Azusa : Yes, sure.

Mark : Okay, ma’am we have found your reservation. You will stay in here for two nights in Kinara room. Here is your room ___________ (key/door), and our service staffs will ___________ (help/ask) you to go to your room.

Azusa : Thank you