

DEVELOPING ENGLISH SPEAKING MATERIALS FOR THE RECEPTIONIST OF GALUH HOTEL

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Abstract

The objectives of this study are: (1) to describe how English speaking materials are developed for the receptionist of Galuh Hotel and (2) to find out the coverage of speaking materials for the receptionists. This study is a Research and Development (R & D). The researcher applied Research & Development based on Kemp's model (1977) namely (1) Research and Information Collecting (*needs analysis*), (2) Planning (*stating goals, topics, general purposes, and objectives*), (3) Develop preliminary form of product (*listing subject content, selecting teaching/learning activities and evaluation*), (4) Main Product Revision (*revision*). The results show that the speaking materials for receptionist of Galuh Hotel consisted of four units entitled (1) Hi...Good Morning, (2) Let Me Introduce..., (3) Please Forgive Me, (4) Thanks for.... In each unit there were four sections: *Snapshot*, *Come and Speak It up*, *Language Focus* and *Get These Questions Answered*. The materials covered topic, language function, grammar and vocabulary.

Key words: *speaking materials, hotel receptionist, R & D*

Introduction

Nowadays, people are familiar with English that has been regarded as an international language used in tourism. Workers who work in the field of tourism use English to communicate with the foreigners. Tourism in Indonesia has been one of the most important contributors to boost economy. In year 2015, according to Ministry of Tourism, tourism sector contributed the 4th place for Indonesia foreign exchange; US\$12,225,000.89. Moreover, Badan Pusat Statistik (BPS-Statistics Indonesia) releases that the number of tourist arrivals in 2016, from January up to September shows that 8,360,000 international foreigners entered Indonesia.

Yogyakarta is one of the tourism destinations in Indonesia that has many interesting places. One of the interesting places in Yogyakarta is Prambanan Complex Compound, one of UNESCO world heritage sites in Indonesia. Many tourists are excited to visit Prambanan because Prambanan Complex Compound has magnificent temples. Yogyakarta Tourism Authority releases that 300,485 international visitors who came to Prambanan Complex Compound in 2015. Thus, it is important to provide accommodations for them. Hotel is one of the accommodations needed for them to stay either for a short term or long term. In September 2016 27.747 international visitors stayed in Hotel for 1.63 nights (<http://yogyakarta.bps.go.id/Brs/view/id/408>, retrieved on August 3rd, 2017).

As one of the facilities that supports tourism, hotel requires qualified and professional staffs in serving visitors especially foreigners. They need to use English language in order to communicate with the foreigners and give the best services to them. One of the important skills that needs to be acquired to serve the foreigners professionally is the ability to communicate and use English language as the most widely used language to communicate and interact with people from various countries.

Among the hotel staffs, receptionists have more frequent contacts with foreigners to give services in some kinds of activities, such as welcoming to the hotel, making reservations for them, giving information about hotel facilities, and handling foreigners' complaints. The receptionists urgently need to learn English because they should be able to answer the foreigners' questions. Thus, receptionists play an important role to give foreigners a remarkable first impression about the hotel.

Considering that facts, it is clear that the hotel receptionists must be able to speak English fluently because they must give the best services to the foreigners. It is very important to the hotel receptionists to master English conversations in order to avoid misunderstanding when they communicate with the foreigners, so that they feel satisfied with the services.

Therefore, English mastery is a must for the hotel receptionist. Nowadays, many foreigners come to Yogyakarta and lacking of English is one of obstacles of receptionists in handling the foreigners. This study is aimed to develop English speaking materials for receptionists of Galuh Hotel intending to help them in mastering English.

Theoretical Review

The Teaching of Speaking

Brown (2000: 140) states that speaking is a productive skill that can be directly and empirically observed; those observations are invariably color by the accuracy and effectiveness of a task. When someone is speaking, he or she delivers the meaning to others. Through speaking, people convey ideas or creativities to achieve certain purpose.

According to Nunan (1992), teaching speaking involves three areas of knowledge. The first is mechanics (pronunciation, grammar, and vocabulary) using the right words in the right order with the correct pronunciation, the second is functions (transaction and interaction) knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required, and the third is social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) understanding how to take into account that is peaking to whom, in what circumstances, about what and for what reason.

English for Specific Purposes

Hutchinson and Waters (1987) states that ESP is an approach to language teaching, which aims to meet the needs of particular learners. Based on this

understanding the teaching learning activities given to the learners should reflect their needs.

Instructional Design Model

According to Briggs (1977), instructional design is the entire process of analysis of learning needs and goals and the development of a delivery system to meet the needs; includes the development of instructional materials and activities; and try out and revision of all instruction and learner's assessment activities. In this study, instructional design gives contribution in guiding the process of making learning activities. There is one theory of instructional design used in this study. The theory is Kemp's instructional design model (1977). In Kemp's instructional design, he states the design follows the system approach where the goal and evaluation are used for adjustment and improvement.

Method

In this study, the writers applied Research and Development (R & D). It is a process to develop a valid educational product (Borg and Gall, 1983:772). The researchers applied four steps of R&D based on Kemp's model (1977) to develop the product of study namely (1) Research and Information Collecting (*need analysis*), (2) Planning (*stating goals, topics, general purposes, and objectives*), (3) Develop Preliminary Form of Product (*listing subject content, selecting teaching/learning activities and evaluation*), and (4) Main Product Revision (*revision*).

Findings and Discussions

How English speaking materials for the receptionist of Galuh Hotel are developed

In order to answer the first question in the problem formulation, the researcher used the steps of Kemp's models. The Design Models are in line with Borg and Gall's Educational Research and Development (R&D) cycle to develop the materials. Those steps are (1) Needs Analysis, (2) Considering goals, and listing the topics, stating the general purposes, objectives, (3) Listing subject content, selecting teaching or learning activities and evaluation, (4) Revision.

a. Needs analysis

In this section, the researcher applied the need analysis (Kemp, 1977). The researchers distributed the questionnaires to the receptionists of Galuh hotel to obtain the information about their difficulty in speaking English and their needs of the speaking materials developed.

Based on the result, the researcher found that the receptionists had difficulty to speak English with the foreigner because of their limited vocabulary. Besides, it is found that the use of speaking English ability is very important to support their job in the workplace. The goal of speaking English for the receptionist was to speak English fluently when they were communicating with foreigners. The topics, language function, grammar and vocabulary that they should learn about greeting and leave taking, introducing

yourself and others, expressing regrets and apologies, and thanking and response. The media to support the learning of speaking English for the receptionist were pictures. The type of learning activity to improve the receptionist's speaking skill was practicing dialogue in pairs. The type of learning activity to improve the receptionist's vocabulary was using words in dialogue or conversation. The type of learning activity to improve the receptionist's grammar used was completing the sentences.

- b. Considering goals, listing the topics, stating the general purposes and objectives

In this section the writers stated the goal, listed the topics, stated the general purposes and stated learning objectives. The detailed is presented in the table below:

Table 1. The Goal, General Purposes, Topic and Objectives

Topic	Goal, General Purposes, Learning Objectives
Greeting and leave taking	Goal: Communicate using English with the foreigners correctly and fluently.
	General purposes: Communicate with foreigners using greeting and leave taking expressions.
	Objectives: -The receptionists are able to identify greeting and leave taking expressions. -The receptionists are able to mention greeting and leave taking expressions. -The receptionists are able to respond to greeting and leave taking expressions. -The receptionists are able to use greetings and leave taking -The receptionists are able to identify leave taking expressions.
Introducing yourself and others	Goal: Communicate using English with the foreigners correctly and fluently.
	General purposes: Communicate with foreigners using self-introduction and others expressions.
	Objectives: -The receptionists are able to identify the expressions of introduction. -The receptionists are able to mention introduction expressions. -The receptionists are able to respond introduction expressions. -The receptionists are able to introduce themselves or others.

Regrets and apologies	Goal: Communicate using English with the foreigners correctly and fluently.
	General purposes: Communicate with foreigners using regretting and apologizing expressions.
	Objectives: -The receptionists are able to identify regret and apology expressions. -The receptionists are able to mention regret and apology expressions. -The receptionists are able to respond regret and apology expressions. -The receptionists are able to use regret and apology expressions.
Thanking and response	Goal: Communicate using English with the foreigners correctly and fluently.
	General purposes: Communicate with foreigners using thanking and giving response expressions.
	Objectives: -The receptionists are able to identify thanking expressions. -The receptionists are able to mention thanking expressions. -The receptionists are able to respond to thanking expressions. -The receptionists are able to use thanking expressions

- c. Listing subject content, selecting teaching/learning activities and resources, evaluation and revision

In this section, the researcher listed subject content, selected teaching/learning activities, evaluation and revision. It can be seen in the following tables:

Table 2: Subject Contents of Each Unit

No	Topic	Unit Title	Subject Contents
1.	Greeting and leave taking	Hi...Good Morning	A. Snapshot B. Come and Speak It Up C. Language Focus D. Get These Questions Answered
2.	Introducing yourself and others.	Let Me Introduce....	A. Snapshot B. Come and Speak It Up C. Language Focus D. Get These Questions

			Answered
3.	Regrets and apologies	Please... Forgive Me	A. Snapshot B. Come and Speak It Up C. Language Focus D. Get These Questions Answered
4.	Thanking and response	Thanks For...	A. Snapshot B. Come and Speak It Up C. Language Focus D. Get These Questions Answered

In this research, the writers used “snapshot” as an input. This section was used for drawing the receptionists’ attention to the topic of what they are going to learn. It was in the form of pictures and questions based on the picture. It can be seen in the following figure.

Figure 1: Snapshot

A. Snapshot

TASK 1

Observe the picture below and answer the questions!



(Source: <http://www.hotelmanagementtutorial.com>)

1. Can you guess who the people in the picture?
2. What are the people in the picture doing?
3. Do you always greet your friends, your family, or your guests?

Language is not an end in itself, but a means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom. In this research, the researcher used “come and speak it up”, this section provided the examples of conversations related to the topic. The receptionists read the conversations and practice the conversations with their partner.

Figure 2: Come and Speak It Up

2. Introducing yourself and your co-workers.

Anita : Good morning everyone... let me introduce myself. My name's Anita.
Teresa : Halo Anita. I'm Teresa. I'm from Klaten and this is Fani, she's from Jakarta.
Fani : Hello, pleased to meet you. Where do you come from, Anita?
Anita : I'm from Yogyakarta.

In language focus, learners had a chance to take the language to pieces, study how it worked and practiced to put it back together. This section presented the useful expressions and a small note related to the topic. It aimed to help the receptionists understand the expressions that were used in the topic.

Note:

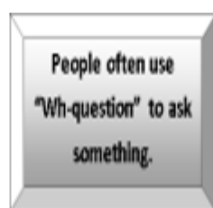


Figure 3: Language Focus

Wh-questions are used to ask:

1. Name:
What is your name? My name is...
What is your full name? My full name is...
What is your nickname? My nickname is...
2. Origin
Where are you from? I am from....
Where do you come from? I come from....
3. Address
Where do you live in Yogyakarta? I live in...
What is your address? My address is....
4. Age
How old you are? I'm 21 years old.

In this research, the researcher used “get these questions answered” to give the communicative task for the learners. It was given as the exercise for the topic that had been learned to help the learners familiar with the expressions. It also presented activities in the form of conversation in pairs to improve the receptionists’ speaking skill by practicing their English as in real situation related to work.

Figure 4 & 5: Get These Questions Answered

“Information Gaps”

Find 5 friends of yours and ask them about their names, ages and job in their company.



Complete the conversations below and use it as your guidelines to practice with your friends!

Mr. Brad is an American tourist, who is staying in Galuh Hotel. He is very pleased with the service from the receptionist.

Mr. Brad : Hi, this hotel is excellent. I have a great night staying in this hotel.

Staff :(Thanks to Mr. Brad)

Mr. Brad :(Respond Staff). Later, I'll tell my friends about this hotel, I believe that they'll be interested.

Staff : Wow, that's great!

Mr. Brad : By the way. I have to catch up my plane and I want to say..... for your guidance in this hotel.

Staff : (Respond to Mr. Brad)

Mr. Brad : Good bye.

Staff : Bye, have a nice day.

Table 3. The Activities of Each Subject Contents

Subject Contents	Activities
Snapshot	<ul style="list-style-type: none">• Receptionists observe the pictures and answer the questions.
Come and Speak It Up	<ul style="list-style-type: none">• Receptionists study the conversations and then practice them with their friend.• Receptionists identify the expressions.

	<ul style="list-style-type: none"> Receptionists list the difficult words found in the dialogue.
Language Focus	<ul style="list-style-type: none"> Receptionists pronounce the expressions after the teacher and study the grammatical pattern used.
Get These Questions Answered	<ul style="list-style-type: none"> Receptionists match each expression on the left with suitable responses on the right. Receptionists complete the sentence with correct forms. Receptionists complete the conversations and then practice the conversations in pairs.

Table 4. The Evaluation and Revision of the Materials

No	First Design	Revision
1.	Some pictures in Unit 1 and 2 were unclear	Change the picture clearer
2.	Some pages were too full or crowded.	Decrease some unnecessary features and simplify some sentences
3.	The font size was too small	Make the font size bigger
4.	Some conversations were quite long and confusing	Shorten the conversation and make it more understandable
5.	Some instructions were confusing	Make the instructions clearer
6.	Some grammatical mistakes were found in the conversations	Check the grammatical mistakes and revise them

The coverage of speaking materials

In order to answer the second question in the problem formulation, the writers presented the coverage of speaking materials in this part. Based on the needs analysis that had been conducted, the coverage of speaking materials in this study consisted of topic, language expression, grammar and vocabulary related to the topic in each unit. It can be seen in the following table:

Table 5. The Coverage of Speaking Materials

Topic/Unit Title	Language Function	Grammar	Vocabulary
1. Greeting and leave taking: <i>Hi... Good Morning</i>	a. Expression of greeting and leave taking -Good morning -Good afternoon -Good evening -Welcome to... Leave-takings:	□□□Present simple ~ S + to be (is,am,are) Ex. I am ... You are... She is...	morning,afternoon, evening, welcome to, enjoy, look forward to, goodbye, fill, sign, check in,

	-Enjoy your stay with us/have a nice stay with us -We look forward to -welcoming you on the... -Thank you. -Goodbye. b. Asking about someone's condition -How do you do? -How are you?	2. Personal pronoun - your room, your key 3. Modal auxiliaries (can, may) Ex: Can I help you?	check out, reservation type, pay, key.
2. Introduce yourself and others: <i>Let Me Introduce...</i>	a. Expression of introduce yourself and others Introduce yourself -Let introduce myself - My name is... -Hello, I'mI came from... -Hi, my name's... -Good morning, I'mI work here as.... Introducing someone -This is... -Let me introduce you to... -Do you know...He/she is the ... b. Expression of asking and identifying someone -What is your name? -Excuse me, is your name...?	□□□ Present simple ~ S + to be (<i>is, am, are</i>) Ex. I am ... He is... She is... 2. Wh-questions Ex: -What is your □ name? -Where do you come from?	Name, call, age, address, number, nationality, age, introduce, from, wait, full, book, hostess
3. Regrets and Apologies: <i>Please... Forgive Me</i>	a. Expression of regret someone -I'm sorry... -I'm very sorry -I'm afraid ... -I apologize/ regret -I do most sincerely apologize b. Expression of receiving an apology -Don't worry about that -Forget about it -Don't mention it	□□□ The use of preposition "for" . Ex: I apologize for the inconvenience. 2. Modal auxiliaries (can) Ex: Can you wait for a moment, sir?	Afraid, sorry, apologize, regret, sincerely, worry, forget, mention, mistake, inconvenience, excuse, sweetened, specifically, unsweetened, immediately, policy, schedule,

	-No problem -It's all right -It's ok -I don't mind		reschedule
4. Thanking and response: <i>Thanks for...</i>	a. Expression of thanking someone -Thanks. You did a great job -Thank you. You've been very helpful -Thanks a lot. I hope you enjoy your visit b. Expression of thanking someone who tries to help -Thanks anyway -Thank you for (looking) -Never mind. Thanks c. Expression of response to thank -You're welcome -Not at all -Don't mention it -It's my pleasure -No problem	The use of preposition "for". Ex: Thank you for staying in this hotel.	Thank you, helpful, never mind, you're welcome, mention, pleasure, luggage, suitcase, bag, visit, pleasant, trip, receipt

Conclusion

The result of this study is the speaking materials developed for the receptionist of Galuh Hotel. The developed English speaking materials are considered appropriate to teach speaking for receptionist of Galuh Hotel. It consisted of four units entitled (1) Hi... Good morning, (2) Let me introduce..., (3) Please... forgive me, (4) Thanks for. There are four sections in each unit namely *Snapshot*, *Come and Speak It Up*, *Language Focus* and *Get These Questions Answered* which every section has different contents with their activities. The speaking materials also cover some points such as the topic, language function, grammar and vocabulary. The developed materials can either help the receptionist or the teacher in teaching and learning processes. The product may attract the receptionist's motivation to master speaking in a more interesting way.

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