Developing English Pragmatic Based Material for Students of Hotel Management Study Program

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Article Info	ABSTRACT
	There were some miscommunications occurred between speakers and listeners because the listener did not understand the core intent of the speaker, especially what was conveyed implies pragmatic meaning. Thus, "pragmatic" material is urgently needed to be incorporated to the curriculum of basic English as well as English conversation, to enrich student's vocabulary in understanding the culture and meanings of native English speakers. Thus, this study is aimed to develop the pragmatic based English material that is appropriate to the students' needs of Hotel Management study program. This research was conducted based on Research and Development techniques (R & D). The research was carried out by: (1) analyzing the existing curriculum and syllabus, analyzing existing materials, and analyzing the students' needs to identify problems, (2) reviewing the principles about effective teaching materials, (3) designing syllabus and teaching materials, (4) validating new teaching materials with the experts, and (5) revising teaching materials as advised by experts. The data were collected through questionnaire analysis and interview. Meanwhile, the development of the material followed these steps, as used by Hutchinson in Ichsanda (2013: 36): 1), collected information on target needs by distributing questionnaires to students of STIM Sukma, 2) analyzed students' learning needs, 3), read and analyzed pre-existing materials; 4) developed materials according to student needs; 5), revision; 6); prepared the drafts; 7), and had a triangulation with experts; 8); final drafts; 9), product application. Based on the analysis, material that is appropriate with hotel management study program has been created and developed.

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1. Introduction
1.1. Background of the Study

Understanding the meaning of someone who has different language and cultural background with the listener certainly should be intended. There have been some miscommunication occurred between speakers and listeners, because the listener does not understand the core intent of the speaker, especially what is conveyed implies pragmatic meaning. This failure is caused by the inability of the listener to understand the cultural characteristics of the speaker, and the speaker does not realize that what he usually utters in his country is not understood by listeners from other countries or other regions.

Therefore, it is strongly believed that language is related closely with culture. Classical or contemporary linguists agreed that language is a unit of culture. The discourse and functional grammar theorists such as Halliday (as quoted by Santoso, 2007) explained that the formation of language is a bounded complexity of culture. Certainly, language is a means of expression. It has representativeness, and even language implies the function of ideas where the speakers represent their experiences from the real derived world into the form of language (Halliday in Santoso, 2007). The smallest units of language formed by the text that conveys the

"register", a combination of the speaker and the listener (tenor), what topic is being talked (field), and it's way of delivery (mode), are an unity or context that all bounded with the culture.

Therefore, to learn a language should also learn the culture of the language native cultures, especially how the use of language is influenced by the native cultural background. Thus, someone who studies a particular language but does not understand its culture, will tend to "confused and miscommunication".

The ability to speak and communicate fluently (speaking fluency) is still one of the goals of language teachers and practitioners. But recently, it is increasingly recognized that understanding of the culture of the language utterers plays an important role in the success of understanding the conversation or the success of the exchange of ideas between the speaker and the listener. Consequently, "cultural awareness", "intercultural competence", as well as "cross cultural understanding" and all related aspects, need to be developed in language learning program, both in second language and foreign language study. The application of these subjects should also not ne applied on courses or majors that are specific to the language, but also should also be developed in other programs that require foreign languages (in this case English) as the main language. In several programs that develop English for specific purpose, it is also necessary to develop the learning and cultural understanding of the English speakers, especially those who will communicate directly with the native speakers.

One part of the culture that commonly uttered and expressed by native speakers is the way they communicate or convey something pragmatically. That is, what the speaker wants to convey is delivered in a different way, which he regularly expressed in his country environment, to them who have understood the context of the conversation. Thus, explained by Blakemorein (in Loukusa, 2007), that pragmatics is study of language in context, specifically how the context influences the interpretation of the meaning.

Therefore, pragmatic understanding really needs to be taught to students who study in hotel management study program. In case, when they finish their studies, they will work directly in the field of hospitality, who obviously will be directly related to the original speakers of English, either to fellow hotel employees or guests of the hotel. For example, when a guest from an English-speaking country discloses to the front office (FO) or room boy (RB) in a hotel "I am so tired", then the hotel employees must respond immediately to the intent of the guest. Then the FO or RB can respond directly: "We have a spa up stair sir, do you want to try?"

Indeed, higher education institutions have included basic English courses, English conversations, and TOEFL (Test of English as Foreign Language) into their respective curriculum, to compensate the students needs English. However, if it is observed more deeply and directly to some of the existing higher education institutions, including Sukma School of Management (Sekolah Tinggi Ilmu Manajemen Sukma), the reality is that these institutions do not include "cultural understanding" or "pragmatic understanding" to the English curriculum in particular, as well as to the curriculum of the study program in general. This is clearly contrary to the expectation that students should also be able to understand the culture and other meanings of the language users. The reality is that students are only taught how English is used (its practice) in their work. Of course, this will greatly compound the students in communicating later, because what is conveyed by the English speakers has not been conceptualized in their schemata, so that will cause misunderstanding and ignorance.

Similarly with the students in hospitality study program, students in marketing and enterprise study programs will understand the same thing. The graduates of the two courses will be working directly to the real job, especially those who are working in international and multinational companies, where they will be heavily involved in active English communication daily. And, as is well known, in any business communication, native English speakers often use language within indirect meaning, through a pragmatic way, which of course, if they do not have good cultural knowledge, they will find it difficult to grasp the meaning conveyed. Thus, "pragmatic" material is urgently needed to be incorporated and added to the curriculum of basic English as well as English conversation, to enrich the student's vocabulary in understanding the culture and meanings of native English speakers.

1.2. Objective of the Study

Based on the background of the study, the study is aimed to develop a teaching material for students in hotel management study program at the Sukma High School of Management (STIMS Medan) especially and for all universities in Indonesia in particular.

1.3. Language and Culture Relationship

Chahak and Sadat (2012) explained that as a language user, people should be aware of cultural norms in communicating, and the norms are certainly different one each other. A culture can be completely different from other cultures. For example, when a learner misunderstands the utterance and culture of another person, it will cause ignorance to the speaker. Thus, in order to solve this problem, in a foreign language class (in this

case English), students must learn the culture of the language users they learn through classroom instruction that is complemented by its practice contextually.

Then, it is well known that it is important to teach the culture of the native language user in the social class so that the students are not only taught to be succeed in communicating, but also to be taught about the socio-culture of the learned language user that is obviously very useful in understanding the value and meaning from every utterance expressed (Canale in Chahak and Sadat, 2012). Therefore, the reasons to familiarize the students with the cultural component are to a), develop communicative skills, b), use a more authentic language, c), provide more motivation in learning the language, and d), focus on inter-cultural and international languages

1.4. Communicative Competence in Pragmatic

The concept of communicative competence was introduced by Hymes (in Moon, 2009). The importance of communicative competence has always been used as the goal of teaching and learning the language within the scope of the acquisition of second language as well as a foreign language. Hymes (in Moon, 2009) explained that learners should not only learn grammatically, but also must be able to achieve communication goals. Students not only have to master linguistic units such as morphology, syntax, phonology and vocabulary, but they also have to master the social culture of the language.

Meanwhile, Canale and Swain (in Bagaric & Djigunovic, 2007) stated that communicative competence is a synthesis of a system of knowledge and skills that required in communication. In this concept, language knowledge is the individual's unconscious of language and aspects of language usage. Canale and Swain (in Bagaric & Djigunovic, 2007) classify three types of language competence, namely: competence in using grammatical principles, competence in using language in social context in fulfilling communicative functions, and competencies in incorporating what is pronounced with communicative functions in the principle of discourse. In other words, their concept is categorized into how someone is able to use his or her knowledge in real communication.

Hymes (in Jie, 2010) divided communicative competence into two categories: linguistic competence and pragmatic competence. Linguistic competence is the ability to use language in the basic aspects of language that is grammatically, syntactically, and morphology. Meanwhile, pragmatic competence is the ability to use language in context.

Moreover, according to Leech (in Jabber & Jinquan, 2013), pragmatics is a language in its use, or in other words, language learning in the speaker's meaning. Pragmatics is also defined as the relationship between the code of the speaker and the listener. Or in other words, pragmatics is how language is used in communication.

Furthermore, the classical pragmatist, Levinson (in Saeidi et al, 2014) defined pragmatics as a study of language use. Meanwhile, Kasper and Rose (in Saeidi et al, 2014) stated that pragmatics is a lesson on the use of communication in a socio-cultural context. Thus, pragmatic studies are closely related to speech acts in a social context. The ability to understand and use speech acts is known as pragmatic competence related to cultural knowledge and linguistic knowledge as well as social distance between the two people: speaker and listener.

1.5. Need Analysis

Veena (2016) stated that one of the goals of the curriculum is to adapt the learners to their needs. In this case, needs analysis becomes the main process that determines the actual needs of the learners. This becomes a very crucial and important role in the curriculum development process. According to Veena (2016), needs analysis is the first step in designing a lesson that stimulates learning activities in accordance with its validity and relevance to the goals to be achieved. Based on Richard (as quoted Veena, 2016), in the work of needs analysis, the first step in analyzing the needs is to determine what the purpose of learning exactly. The following are the main objectives of needs analysis:

a. To search specific skills students need in order to optimize specific roles in the work environment
b. To test the existing curriculum, whether the curriculum is in accordance with student potential
c. To know the needs of certain categories, to teach students on specific skills specifically
d. To determine the gap between students' needs and students' abilities
e. To gather information about what constraints constrain students experience
f. To collect information about the student's goals in following a particular learning program.
g. To assess the effectiveness of existing programs that are existed

h. To find out what kind of learning or learning model students need, the importance of specific skills for students, the relationships and roles between educators (teachers) and students, as well as materials in the learning process

1.6. Material Authenticity and Design

Azri and Rashdi (2014) stated that learning by using inappropriate teaching materials cause difficulty for students to learn a foreign language. Students must be motivated to succeed in learning the language. Therefore, learning materials should be able to make students motivated to learn it. If not motivated, of course students will not get anything. Therefore, to make the students understand better, it is a necessary to make the material authentic.

Richards (as quoted by Azri and Rashdi, 2014) explained in detail some of the advantages, why authentic materials should be used by students in language learning:

a. Authentic materials escort students into real-world language learning situations
b. Authentic material is in accordance with the needs of students
c. Authentic materials increase students' motivation significantly
d. Authentic material makes teachers more courageous to adapt more effective teaching methods
e. Authentic material provides authentic information about culture

Moreover, in recent years, material design has become a broad study and has considerable literacy (Mason & Rennie, 2010). In practice, the approach to material design involves a great deal of theoretical data and empirical information to make the syllabus, as well as selecting and using the material that is in accordance with the syllabus itself.

According to Hutchinson and Waters in McGrath (2013), there are three types of material designs:

a. Language Centered Course Design
b. Skill Centered Course Design
c. A Learning Centered Approach

As instance, many students at STIM SUKMA experienced many problems in vocabulary as well as speaking directly in the real context. This is due to the limitations of vocabulary and the lack of understanding of the cultural context of the person: the native speaker. Therefore, Skill-Centered Course Design needs to be applied to students, so that they become good information processors. In relation, students in STIM SUKMA need to focus on vocabulary mastery and cultural context.

1.7. Material Evaluation

McGrath (2013) stated that evaluation is a structured program to determine if a program created has been in accordance with the expected output. The evaluation focuses on the appropriateness of the resulting product. In the material evaluation, there is no absolute right or wrong, but focuses on a level of compatibility with the goals required. According to McGrath (2013), the material evaluation process consists of four processes:

a. Defining the criteria
    Teachers (and lecturers) should use the process of material evaluation as an inquiry and the idea of developing of the teacher to what the students need. In this case, it is important to find several levels of factors. Certainly, there will usually be some contradictions: a textbook may fit the content and language criteria, but others may have more proper method.
b. Subjective Analysis
    After defining the criteria, then the teacher can create a list of criteria for analyzing process subjectively. In this case, not a list that ia important. Teachers only discover or write down what criteria the teacher believes are important to be included. The teacher should consider several factors such as: (a) the learner, (b) the purpose, (c) the content, and (d) the methodology in teaching.
c. Objective Analysis
    In contrast to subjective analysis, in objective analysis, the teacher should analyze completely based on the student's needs. The teacher should consider several factors such as: (a) the learners, (b) the purpose, (c) the content, and (d) the methodology in teaching, but must be objective, based on the student's needs.
d. Adjustment
    After defining the criteria of the analysis subjectively and objectively, then the teacher can further adjust the criteria.

1.8. Material Design and Development

Materials should be selected and adjusted to the most important needs of students especially for their real world. According to Hutchinson and Water (in McGrath, 2013), some important principles for the designer of

the material to consider are: (1) the material must contain stimuli to be learned, (2) the material must organize the needs in the teaching-learning process, (3) the material represents the pattern (4) the material reflects appropriate evaluation questions, (5) the material must have an effective function in the broadening basics of teaching and training, and (6) the material must provide examples of correct and proper language usage. The plan of the sequence of materials to be taught should be based on the data set and the interview of needs analysis.

Harsono (2007) divided the procedural steps of material development that includes the design, implementation, and evaluation of language learning materials. The ten (10) components of the model approach system are: identifying instructional objectives, conducting instructional analysis, identifying the characteristics, writing objective applications, developing test materials based on criterion references, developing instructional strategies, developing and selecting instructional materials, designing and evaluating formative, revising instructions, and conducting summative evaluations. These components are closely related to each other in the model of approach system.

To design and develop accurate teaching materials, all components on the system should be considered. In other words, appropriate teaching and learning materials should be complementary to each other in the system approach. Teaching materials that have been developed for specific targets should be implemented in real teaching and learning situations.

2. RESEARCH METHOD
2.1. Participants

The study was conducted with 33 students of High School of Management Sukma (STIM Sukma) Medan. The students are taking English for Specific class at semester 4. The range of the students is 19-21 years old. The students were selected by using random sampling technique.

2.2. Research Instrument

This research was based on Research and Development techniques (hereinafter referred to as R & D). All R & D researchs still embraces Borg & Gall (1983) theory due to the fact that they are the theorists of this type of research. According to Borg & Gall (1983), R & D is a type of research that aims to develop, create and validate educational products, such as: curriculum, syllabus, textbooks, instructional media, learning modules, assessment, instrument, and the like.

Thus, this research carried out following several steps: (1) analyzing the existing curriculum and syllabus (used by the campus), analyzing existing materials, and analyzing the students' needs in identifying problems, (2) reviewing the principles and theories about effective teaching materials, (3) designing syllabus and teaching materials, (4) validating new teaching materials with experts, and (5) revising teaching materials as advised by experts.

Data have been collected through questionnaires and interviews. Questionnaires have been distributed to 34 respondents: 33 students and 1 lecturer to obtain data. Meanwhile, interviews have been conducted to support students' learning process data, especially in mastery the conversations that include pragmatic understanding in it. Data used in this research were:

a. Video

A short conversation video of native English speakers has been given, to see how far students understand the meanings conveyed by the speaker.

b. Questionnaire

Questionnaires have been to students. This step was applied to obtain data from students about their understanding of the material conversation. Then the interview have also been given to the expert (expert triangulation), to see wether the material has been representative with the students' needs.

c. Observation

Observation was universal, to comprehend and see student problems in learning.

2.3. Procedures

Researchers have identified the main variables, namely: target needs and analysis needs that are needed by STIM Sukma students. Furthermore, then the data was used to make the syllabus and the material the students need.

The data has been analyzed with the following steps:

    a. Needs analysis by using questionnaires and interviews. Questionnaires have been distributed to students. While the interview was distributed to students and experts (practitioners) to support the questionnaire.

    b. Designing the Syllabus.

       This step was aimed to develop a proper syllabus design based on the findings of needs analysis.

    c. Developing material.

       This step was aimed to develop the right material based on a pre-designed syllabus.

2.4. Material Development

Researcher identified several variables such as: target needs, weaknesses, and needs of STIM Sukma students. Target data needs, weaknesses, and needs of students have been obtained by the questionnaire that distributed to students, the results of interviews of students and practitioners, and the results of observation. Next, the data was used to plan the syllabus and cross-cultural understanding materials that are appropriate to the students' needs.

The material development followed these steps, as used by Hutchinson (in Ichsanda (2013: 36):

1. Gathered information about the target needs by giving questionnaires to students of STIM Sukma.
2. Analyzed students' learning needs
3. Read and analyzed existing material
4. Developed the material according to the needs analysis based on needs of students.
5. Revisions
6. Prepared the Draft
7. Triangulation by experts (practitioners)
8. Final Draft
9. Application of the product
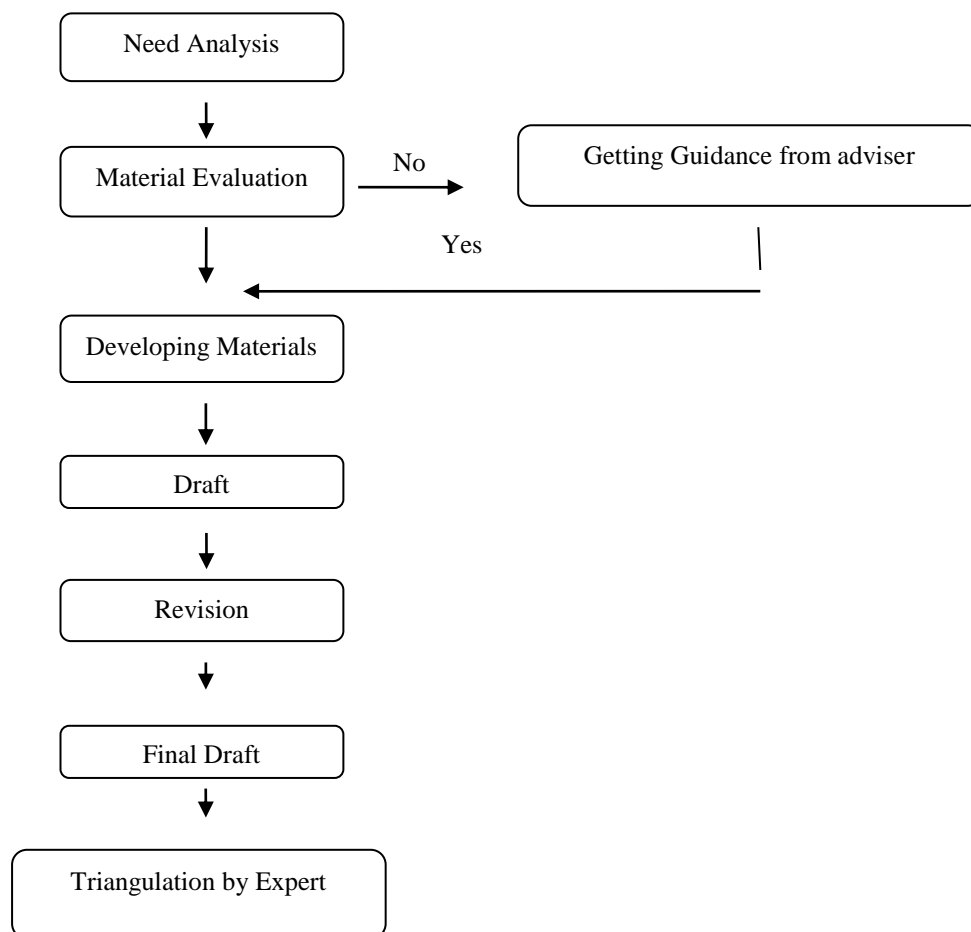
More detail can be seen on the following chart.

Figure 3.1 Flowcharts of Developing Materials

3. RESULT AND DISCUSSION

3.1. Target Needs

Researcher started by identifying the gap of need between what has been taught and what should be created. Target needs that being analyzed were the identification of the students of STIM Sukma about what is and what should be developed. From the target needs identification, now the researcher can determine what the students needs to learn in the target material. The needs of the students can be comprehended by the responds of questionnaires and interview distributed to the students. It was clearly that students need English for Specific Purpose that carry pragmatic understanding on it. The more detail is shown on the following table.

Table 4.1 The Students' Competency Level in Understanding Pragmatic Meaning

No	Ability Level	Total Response	Percentage
1	Not Competent	1	3.03
2	Les Competent	27	81.81
3	Competent	5	15.15
4	Very Competent	-	
	Total	33	100.00

Table 4.2. The Students Problem in Doing Communication with Native Speakers

No	Problem	Total Response	Percentage
1	Difficult to understand others speech	4	12.12
2	Difficult to understand the speech pattern	14	42.42
3	Difficult to understand the utterance	9	27.27
4	Difficult to understand the vocabulary	3	9.09
5	Difficult to understand the meaning, although understand the vocabulary	3	9.09
	Total	33	100.00

3.2. Material Evaluation

Existing materials used in STIM Sukma in English for Specific Purpose subject is "English for Professional Hotel Communication", a book published by Gramedia Pustaka Utama, year 2004. Therefore, evaluation to existing materials is needs to be done. The evaluations covered two aspects: internal and external evaluation. The result of the evaluation can be seen on the following table.

Table 4.3 Evaluation of Existing Materials

Evaluation	Criteria	Fulfilled (√) or Unfulfilled (x)
External Evaluation	Involving students' lives	√
	Proficiency level	√
	Contextual materials	√
	Appropriate to curriculum	√
	Integrating language, learning process, and learners	√
Internal Evaluation	Skill presentation in materials	X
	Integrated skills	X
	Relationship of tests and exercises to learners needs and what is taught	√
	Suitable for different learning style	X
	Motivating both students and teachers	√
Overall Evaluation	Usability (based on curriculum)	X
	Adaptability (modified for real circumstance)	X

3.3. Developing Materials

The researcher has identified the characteristics of the students that the materials need to be written and then how the material developed has been chosen. The next phase in developing the materials for specific purpose

is to match the relationship between the lecturer and the learners. The lecturer has to have a good understanding of the students capability, competency, and of course motivation.

3.4. Draft

In developing the materials, the researcher has prepared the first draft of the conversation that carry pragmatic in real hotel situation. It will be assumed that created text version of the material will be developed.

Relating with materials, creation process of the draft can be applied in two ways. First, the material is taken from any sources, and then it is modified in accordance with the needs. The second one is the materials are created by the research himself. In case the researcher is the lecturer of the students, the researcher applied the second method, create the material himself. The researcher developed the materials based on pragmatic way, which means there are some expressions that contain pragmatic meaning, include indirect meaning, idioms, and its way of respond, that are really needed by the students.

3.5. Revision

The materials, which have been developed then be revised in order to give a better appropriateness with the students' needs. The materials then were modified and simplified in terms of the meaning carried, its vocabulary, and its complexity. The result can be seen in the appendix.

3.6. Final Draft

In revising the materials, the researcher had four kinds of fundamental information, they are: students' characteristics and entry behaviors, direct response to the materials including quiz and practical test, post test performance, and responses to the questionnaire distributed, so that the developer achieved the final draft. Moreover, those four kinds of fundamental information have been fulfilled by the researcher.

3.7. Triangulation by Expert.

The materials developed finally has been discussed with the expert so it can be determined, whether it has been proper or not. The final draft has been discussed to the expert, Mr.Edi Winata, a retired senior manager of a Hotel in Medan, who had many experiences in hotel management. According to him, it is now ready to use.

5. CONCLUSION AND SUGGESTION

The existing materials were too general and not appropriate with the students' needs. Students need the materials that represent their real work. The students will communicate daily with the native guests in their work environment. Thus, the lecturers should provide the materials that carry their needs. English materials that convey pragmatic meanings should be adapted and taught to the students of hotel management study program.

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APPENDIX

Final Material Sample.

Warm Up || Useful Expressions
May I help you
What kind of information do you need?
How much should I pay?
Can I have your address please?
Can I have the verification number, please?
Could you show me the booking code, please?

Dialogue
Read the dialogue below. Practice it in front of class or in practice room with your friends.

Receptionist	: Hello. Hotel Indah Permai, with me Dicky. May I help you?
Mr. Bambang	: I will in this city for three days.
Receptionist	: Alright sir, what kind of room do you need?
Mr. Bambang	: actually I have booked my room by online.
Receptionist	: Sure, sir. Could you show me the booking code please?
Mr. Bambang	: 654.355.2455.00
Receptionist	: you are very lucky sir. That's a hot potato. How could you deal with that discount?
Mr. Bambang	: So what other good facilities I get?
Receptionist	: Let me guess your hobby, sir?
Mr. Bambang	: A riff off hobby.
Receptionist	: I will be an eager beaver. What other kind of information do you need?
Mr. Bambang	: Enough for now.
Receptionist	: can I have the verification number, please?
Mr. Bambang	: Sure.
Receptionist	: Ok sir, Agus will help you. He will sail through something.
Mr. Bambang	: Thanks..

What is Mr Bambang looking for?
How many days will he stay?
What kind of hobby does Mr Bambang have?
What is the hot potato in the conversation?
Who will help Mr Bambang to carry the bags?

Pragmatic Vocabulary

A hot potato	: very recent issue
A ripp off	: very expensive
An eager beaver	: someone who is always ready be volunteer
Be in hot water	: will be in trouble situation
Call it a day	: time to stop, enough to do the thing so
Feel a bit under the weather	: not really well, little fever
Give me a hand	: give me help
Piece of cake	: very easy work to do
Sail through something	: do it without difficultness
Tricks of the trade	: do it smartly or with genius way

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