

## Material Development of English for Specific Purposes (ESP) for Tourism Program at Vocational School 6 of Surabaya Indonesia

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**Abstract:** Based on the 2013 English Curriculum, both senior high school and vocational learners receive the exact same English learning materials. Meanwhile, the English learning materials for vocational learners are supposed to be more specific in bordering certain areas. This study aimed at developing English learning materials for tourism program at Vocational School (SMKN) 6 of Surabaya. The data was gained qualitatively by carrying out needs analysis through questionnaires and interviews. The results of needs analysis revealed that learner of tourism program need more speaking activities and pronunciation practice. They also need to be exposed to numerous videos and pictures, asking and giving questions, and vocabulary practice. The product of material development was validated by the tourism program teacher and responded that the product met the learners' needs. This product of material development is suitable for tourism program learners.

**Key words:** vocational learners, material development, English for Specific Purposes (ESP), tourism program

### 1. Introduction

English is used in plenty of purposes of communication. It is also spoken effectively in both English speaking countries and non-English speaking countries such as in commerce, education, occupation, and so forth. In fact, many people do not learn English to solely accomplish their score in the class nowadays. Furthermore, most job vacancies demand the ability in mastering foreign languages, particularly English. Thus, it is important to equip learners with English. However, what people need in English is different from each other. For instance, a secretary should have the ability in correspondences; an accountant needs to understand the vocabulary of accounting terms, a receptionist of a hotel should be able to speak English for welcoming the foreign guests, and so forth. There are two specifications in teaching English; they are General English (GE) and English for Specific Purposes (ESP).

According to Far (2008), general English materials defines as a set of materials that have been planned which the needs and interests are not identified and specified. It is more likely considered as providing wide range of foundation rather than a detailed and selective specification in achieving goals like ESP. English for Specific Purposes is stated as meeting various kinds of demands and requests for learners. In addition, ESP concentrates more on the teaching of meaning than grammar instruction and the basic point is to teach in direct relation with

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the real worlds of students in terms of content (Unal, 2014). In addition, according to Hutchinson & Waters (1987), English for Specific Purposes are an approach in language teaching in which the content and method clearly depend on the learners' needs and interests. They also stated that there is no big difference between ESP and GE. ESP differs from GE in the sense that the word and sentence learned and the subject matter discussed are all relevant to a certain field. Thus, their needs would be very important role in planning teaching because of its appropriate input selection in teaching language. Needs analysis plays an indispensable role in ESP. It is the process of gaining information towards learners' needs as purposes in learning English (Hutchinson & Waters, 1987; Richards, 2001; Dudley-Evans & St John, 1998). By carrying out needs analysis, plenty of information will be attained as a base to develop learning materials. The results of needs analysis may offer the evaluation of an existing program, the fundamental planning goals and objectives of the programs, help develop and construct test ans assessment, and select the most appropriate teaching methods in the program. Moreover, needs analyst can also use the results for designing, developing, and constructing syllabi and lesson plans for teaching. The learning materials are usually adjusted to what learners' mostly require. Lastly, needs analysis affords numerous information to be used as part of a course or a program report.

The 2013 Curriculum has been applied since academic year in 2013 as development from the previous one. Fadillah (2014) said that the 2013 Curriculum is developed and improved more in escalating soft skills and hard skills. Hence, learners are expected to have both soft skills and hard skills in balance to get their achievement through the implementation of 2013 Curriculum. There are some objectives of 2013 Curriculum, they are (1) to intensify and equalize both soft skills and hard skills; (2) to escalate human resources in order to be more productive, creative, and innovative; (3) to ease teachers' role in allowing learners to be more active in the learning process (teacher is a facilitator); and (4) to provide flexibility for educators to develop 2013 Curriculum based on students' needs. According to the 2013 English Curriculum, senior high school students learn the whole English as their subject. There is no specification in skills that they have to master. Most of them learn the whole language skills and language components. However, vocational high school students need different subject matter. Actually, they do not have to learn the whole subjects like senior high school students do. They only need to learn about the demands and needs, which can support them in getting a job since most vocational students generally will be applying a job right after they graduate. In addition, this specification will help and enable them to get a job. Unfortunately, most vocational high school students are now taught General English. The materials they have are almost exactly similar to senior high school students have, based on the syllabus in 2013 Curriculum. There is no difference or material specification for vocational school learners. This seems less appropriate for applying General English to vocational high school students since the English materials they need should meet their needs and interests.

Based on the facts above, the researcher formulated two questions; they are (1) the content that should be included in the English materials based on the result of Needs Analysis in Tourism Program at SMKN 6 Surabaya and (2) the teacher's response toward the English materials that the researcher developed.

## **2. Literature Review**

### **2.1 Vocational Students**

Vocational high school students are a group of pupils who learn certain subject for particular purpose and they differ from senior high school learners in term of the subjects they learn. Senior high school students learn

general and broader materials. In addition, there are fewer programs in senior high school that students choose (Melati et al, 2014). In Indonesia, there are only three programs in senior high school: they are (1) natural science program; (2) social studies program; and (3) language program. In contrast, vocational high schools are able to focus on wider range of programs. There are plenty of programs that vocational high school students can take such as Culinary Arts, Automotive, Chemist Industry, Tourism, Hospitality, Nursing, Accounting, Business and Administration, and so forth.

## **2.2 Principles of 2013 National Curriculum**

Curriculum is one of the essential things, which determine whether an education will be successful or not (Fadillah, 2014:13). It can be defined as a lesson in an academic content, which consists of materials that students are expected to learn. In addition, curriculum consists of a set of learning objectives that students have to achieve. Sanjaya (2008) said that curriculum is a set of plan for learning process, which will be developed to gain the learning objectives. The 2013 Curriculum has been applied since academic year in 2013. This is the development from the previous one. Fadillah (2014) said that the 2013 Curriculum is developed and improved more in escalating soft skills and hard skills. Hence, learners are expected to have both soft skills and hard skills in balance to get their achievement through the implementation of 2013 Curriculum. There are some objectives of 2013 Curriculum according to Fadillah (2014), they are (1) to intensify and equalize both soft skills and hard skills; (2) to escalate human resources in order to be more productive, creative, and innovative; (3) to ease teachers' role in allowing learners to be more active in the learning process (teacher is a facilitator); and (4) to provide flexibility for educators to develop 2013 Curriculum based on students' needs.

The 2013 Curriculum consists of core competencies and basic competencies) which will be described more detail in Lesson Plan. There are four core competencies which learners have to achieve: they are (1) spiritual attitude; (2) social attitude; (3) knowledge; and (4) skills. Those four will be assessed by teacher through learning process. As stated before that teachers play minor role in the classroom due to the 2013 Curriculum carries out Scientific Approach which consists of observing, questioning, experimenting, associating, and communicating.

Fadillah (2014) described observing as seeing, monitoring, and comprehending the materials that are delivered by teachers before learners go on their follow-up activity. In this stage, teachers initially need to explain what learners are going to do dealing with the materials that they are going to do. Next, learners are led to the questioning stage where they will have their own hypothesis. Teachers will also need to help and lead learners to get the answer but not to tell them the answer. After having the answer, learners need to prove their hypothesis through experimenting. All learners do is to find out the answer of their hypothesis by looking for some information or sources through books, documents, and other resources. By collecting some data, learners are finally able to analyze and categorize the data they have collected before. The results can be presented through written, oral, diagrams, or pictures.

## **2.3 English for Specific Purposes**

English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. The materials in ESP are more specific, depend on the subject matter that learners need (Hutchinson & Waters, 1987). ESP is specified for those who need particular subject in learning English. In addition, ESP provides some certain subjects that learners will be interested in during learning process because ESP is the English materials, which are designed to meet learners' needs, interests, and demands. Dudley-Evans and St. John (1998) said that there are some characteristics of ESP, they are (1) ESP

is designed for specific subject matter; (2) ESP is used in particular teaching situation; and (3) ESP is mostly designed for adult learners who have advanced skills in learning English. Learning materials which are used in ESP differs from GE. In ESP, Vocational High School (VHS) students will find certain materials which will be suitable for them in achieving the target needs. These materials provide what it takes to be needed by VHS students. Chen (2006) claimed that there are three possible ways of gaining materials for ESP programs: (1) using existing materials; (2) writing materials; and (3) adapting materials.

In a project for training tour guides, Lo & Sheu (2008) indicated that there were no suitable textbooks and thus ESP materials needed to be adapted from existing materials. In addition to gain ESP materials from vocational school learners, some information of how and what materials are needed, should be collected. This process is called needs analysis. In addition, after having the result of needs analysis, it will be more useful to have the target needs to completely meet learners' needs, interests, and demands. Needs analysis describes things that learners need in the target situation. Thus, it is divided into target needs and learning needs. Target needs are the things that learners should achieve at the end of the course. For instance, learners with Tourism major have to be able to communicate in English. They also need to learn how to behave well to respect the guests, use the language appropriately, be friendly to the guests, and how to make our guests feel as convenient as possible. However, those things will not go well if learners do not get the learning needs. Learning needs is how learners learn during learning process. How they learn will determine their target needs. The purpose of learning needs is to help them to get the target needs. For those who are in Tourism major, the target needs is to be able to communicate in English well, fluently, and accurately.

#### **2.4 Materials Development**

Designing material is the process of thinking of developing the materials due to the importance of ESP program, which focuses more on selecting suitable materials to meet learners needs (Ulfa, 2015). The fundamental purpose of designing materials is to meet what learners actually need in the classroom as their subject and in real life when they are supposed to be ready to work because sometimes what they have been learning is less appropriate and less suitable for their needs in real work. There are several principles in developing English learning materials proposed by Tomlinson (2012). First, using authentic materials can be taken into account in the process of designing the materials and the selection of authentic materials can be based on the results of needs analysis. Second, as learners learn specific materials from the authentic materials, they are expected to come up with their target needs. Third, providing learners with plenty of opportunities to the target language does matter to meet their goal. Fourth, giving feedbacks is essential to improve learners' ability provided by the teachers. Fifth, facilitating learners with correct answers is inevitable for teachers. In case learners need more explanation, teachers are ready to assist them. Lastly, stimulating learners emotionally, intellectually, and aesthetically will be good impacts for developing materials, which meet their learners' needs.

In designing materials, teachers should initially figure out learners' needs and interests. Needs and interests can build learners motivation in learning certain English subjects since what learners will learn relates to what they will need in their future work. Learners' factors include their preferred learning styles, needs, interests, and demands in learning English (Richards, 2005). Indeed, the most important thing in developing the materials is flexible and effective for their frameworks. In addition to design the materials, Pannen and Purwanto (2001) suggested three ways of developing learning materials: starting from scratch, information repackaging, and compilation. In addition, Hutchinson and Waters proposed four major elements to cover the process of developing

learning materials that cover language input, content focus, language focus, and task.

### **3. Research Method**

This study used qualitative approach by carrying out needs analysis through distributing semi-structured questionnaires and conducting interviews to tourism learners and the teacher. There were 72 learners of tourism program in tenth graders from two classes who were asked to fill out the questionnaires and 18 of them from were chosen to be interviewed. To obtain in-depth information towards the English learning materials in tourism program, a teacher in-charge as well as the book user and validator was also interviewed. The following step was to analyze the data from questionnaires and interviews and to develop the English learning materials for tourism program based on the results of needs analysis. There were only two chapters developed, which consisted of Description and Recount for tenth graders in first semester. Furthermore, after the English learning materials were developed, the teacher of tourism program reviewed the two chapters and was interviewed again to find out her response. The two chapters were only validated by the teacher of tourism program.

### **4. Results**

#### **4.1 The Result of Needs Analysis**

The questionnaire had two major questions. The first five questions were about English in Tourism Program and the last seven questions were related to contents of English materials for vocational school learners in Tourism Program. The first five result of Needs Analysis showed that the tenth graders of vocational learners in Tourism Program at SMKN 6 Surabaya strongly need English for their major for several reasons, they are: (1) vocational learners of Tourism Program will definitely deal with foreigners who mostly speak English to communicate with each other; (2) English is an International language which is mostly spoken by not only English speaking country tourists, but also non-English speaking country tourists; (3) English enables vocational learners to get a job related to Tourism sometime in the future; and (4) English is simply needed by vocational learners in Tourism Program.

Indeed, the tenth graders of vocational learners in Tourism Program mostly agreed that Tourism Program, which closely relates to English, enables them to develop how to communicate with foreign tourists. Hence, the most important language skill that vocational school learners need to master is speaking because Tourism Program strongly demands the learners to speak a lot. Indeed, vocational learners of SMKN 6 Surabaya have a compulsory program for freshmen called Guiding. Guiding is an activity which is completed in a moving bus and done by vocational learners of SMKN 6 Surabaya by telling and describing places or buildings along the way. In addition to developing English materials for Tourism Program, vocational learners need to have English materials in particular to meet their needs, interests, and demands. The result corresponds to the theory of English for Specific Purposes (ESP) in which different major of learning will need different particular material. In addition, to support the learning process, a teacher of Tourism Program needs to provide well-applied media and appropriate books deal with the major.

The result of the last seven questions pointed out that the English contents should have is to develop vocational learners' language skills. Speaking becomes the major option skill to be developed. In addition to developing Speaking, the most chosen language component is Pronunciation. Furthermore, the teaching technique that vocational learners of Tourism Program necessarily demand is asking and giving questions. To support this technique, the use of media in teaching and learning process will be advantageous. Vocational learners of Tourism

Program need to have a video player as media to help them understand better the talks and expressions related to Tourism. Video is a good model for the learners to practice both speaking and pronunciation.

Most tenth graders of vocational learners in Tourism Program explicated that they have learnt kinds of texts (Descriptive, Narrative, and Recount), tenses (Present Tense, Past Tense, and Future Tense), language skills (Listening, Speaking, Reading, and Writing), and two of three language components (Vocabulary and Grammar/Structure) so far. The researcher asked randomly to the learners whether the source of the materials were solely from book or teacher got the materials on her own. The result signified that teacher simply referred to textbook from the education authorities based on the 2013 Curriculum.

According to the tenth graders of vocational learners in Tourism Program, the most demanding skill that they need to master best is speaking. The specific skill that they demand most is speaking and indeed need to have plenty of exposure into authentic and practical setting (Tally & Tu, 2014). During the interview, the researcher added questions about the strategies that learners usually do to improve their speaking ability. Those learners, on the average, admitted that they mostly practice and improve their speaking ability by watching English movies and listening to music when they are not in class and try to practice it with their classmates while in the class. However, as they stated, the strategy of practicing English in the class does not help much because only few learners can speak English. Furthermore, there are various motives for choosing Speaking as their most demanding ability, they are (1) Guiding Program requires speaking ability; (2) English is greatly needed when it is dealing with foreigners; and (3) English is exceptionally demanding in global era.

Most tenth graders of vocational learners in Tourism Program approved that Speaking ability will equip well with good pronunciation. Some learners revealed that they usually do pronunciation practice by listening to music and listening to teacher's talks. If tenth graders of vocational learners in Tourism Program are able to pronounce each word properly, those foreigners will understand what they are saying.

As stated in Chapter II, vocational learners need different and particular English materials in accordance with their major; the tenth graders of Tourism Program should have specific English materials as well. However, the result of interview noticed that the English materials are less specific and they are mostly referred from textbook. The tenth graders need materials, which should meet their needs, interests, and demands. Nevertheless, some agreed that the implementation has been quite good. As long as the materials are understandable, the learners will be able to come up with the learning process.

The learners said that the English materials have been concentrating more on the Guiding but they are still quite general and they barely meet their needs in Tourism Program. Besides referring to compulsory textbook, teacher can seek other sources which will encourage learners to be more active in the class and they have a lot of chance to speak. The learners need to master speaking skill from the very beginning so they are more accustomed to speak English earlier. Hence, the target needs can be best accomplished.

It can be inferred that the English materials which the tenth graders of Tourism Program at SMKN 6 Surabaya need are the materials that consist of more speaking and pronunciation practice. Others also demanded that the English materials should have better and broader bound since there are various activities in Tourism Program that learners need to do such as ticketing, planning, and guiding.

The tenth graders also expected that the English materials would enable and support their future job because it is highly recommended to equip oneself with English in global competition era. Moreover, some revealed that the English materials would help the learners to develop speaking skill to communicate with foreigners. Thus, the English materials should have a lot of speaking and pronunciation practice and the learners need to have some

activities, which encourage them to be more active and creative. The teacher of Tourism Program or Usaha Perjalanan Wisata (UPW) at SMKN 6 Surabaya. She handles two classes of tenth graders. She explained that the implementation of English has been well-applied and related to Tourism Program. Indeed, if there is a material, which is not correlated to Tourism Program, teacher will have to find another source to adjust the needs in Tourism. For instance, in City Tour activity where learners have to tell and explain the cultures, buildings, and the historical places, the teacher needs to collect some information and history about certain places that the activity takes place. The City Tour activity is mostly taken place in Surabaya followed by Guiding as well. Normally, Guiding will start at Juanda Airport to the hotel that the tourists will stay. During the journey to the hotel, the tourists will probably pass some certain places in Surabaya such as Surabaya Zoo, Bungkul Park, Joko Dolog Statue, Bamboo Runcing Monument, Surabaya Carnival, and many other amusement places and sites. In this matter, the learners will do their job both in Bahasa Indonesia and in English since the tourists are not only domestic ones, but also foreigner ones. In addition, the implementation of 2013 Curriculum in Tourism Program has been well applied since the teaching learning process is always referred to the syllabus of 2013 Curriculum. The teacher explained that she usually modifies the lesson plan instead of modifying the syllabus.

According to the theory of English for Specific Purposes (ESP), vocational learners need to have specific and narrower English materials. The teacher also said that actually vocational learners will work in accordance to their vocation or major at school. Thus, the specific English materials are strongly needed by them to assist and support their skill for their future job.

The proper English materials are needed by Tourism learners. However, sometimes, the materials stated in the syllabus do not match and fit to learners' need. The teachers recommended that the proper materials should be in good orders and match with what learners' seek in language learning. There are, also, some activities that support learners related to Tourism, they are (1) City Tour; (2) Guiding; and (3) Table Manner. To assist all these activities, teachers need broader sources and information about a number of places, which possibly become the next destination for City Tour and Guiding. Initially, the City Tour and Guiding activities could be done in broader places like in Yogyakarta and Bandung. Now, the teacher and learners only need to do the City Tour and Guiding in East Java due to the education authorities' policy. Therefore, it can be concluded that the English materials should consist of speaking practice and the other language skills and language components, which will complement each other since the 2013 Curriculum uses, integrated skills in improving human resources through education.

#### **4.2 Teacher's Response toward the English Material Development of English for Specific Purposes**

The teacher commented on the tasks which most of them are speaking. She said that by having a lot of presentations through speaking, learners are gradually encouraged to speak more and it also corresponds to Scientific Approach where learners choose the picture to discuss, find out more information, repack the information in a good order, and present their discussion result in front of the class. Overall, the materials are very excellent. However, she suggested that it is better if the tasks are rearranged from the easiest to the most difficult ones so learners will learn the materials well and gradually. Indeed, she added that the materials should be adjusted to the compulsory meetings as stated in the syllabus.

For the second question, the teacher strongly agrees that the materials development of Descriptive and Recount meet the Tourism learners' needs, interests, and demands in learning English. Even she said that these two materials are too complete and interesting. The pictures presented in the materials development are also

eye-catching.

The last question, the teacher admitted that the materials development of Description and Recount have reflected the vocational high school learners' needs in Tourism Program. Most of the materials development of each chapter strongly relate to Tourism Program. The materials development represents a lot about East Java and Indonesia in general which learners of Tourism Program need to know. In addition, she added, the videos in all chapters have reached the target needs.

Correspond to the theory of English for Specific Purposes (ESP) that vocational learners need specific and narrower materials (Hutchinson & Waters, 1987), the researcher developed the kind of materials based on the results of Needs Analysis. The results showed that the tenth graders of Tourism Program at SMKN 6 Surabaya agreed to learn English as a compulsory subject for developing the ability to speak English. Indeed, the specific skill that they demand most is speaking. The learners need to have specific English materials to meet their needs, interests, and demands in learning English. To do so, the teacher needs to provide the learners more sophisticated media, textbooks, and many other sources to support the learning process.

As the learners stated that English should be able to help learners to get a job in the future, they need to have more speaking and pronunciation practice to improve their ability in English. Also, one of the ways that learners need to have in the learning process is asking and giving questions. The interaction between learners and teacher will encourage learners to speak more. Asking and giving questions can be from a picture or the video that the teacher shows.

The learners demand the kind of materials because they mostly have general English materials from the teacher, which is less appropriate for vocational learners. They have learnt some texts such as Descriptive, Recount, Procedure, and some tenses as well so far. However, the texts are still general and they do not meet what they need as vocational learners of Tourism Program. Since there will be some activities in Tourism such as Guiding, City Tour and Table Manner, the learners need an activity that encourages them to speak in front of many people. Guiding, City Tour, and Table Manner exceptionally demand excellent ability in speaking. Hence, it is important for teacher to assist the learners such as media, textbooks, or other sources to support the activities.

In contrary, most Tourism learners in that school 6 Surabaya are taught General English that is clearly less appropriate with their major. The teacher mostly focuses on compulsory textbook that is recommended by the government. The English textbook itself is general. Thus, those who are in senior high schools and vocational schools will use the same English textbook. This, in fact, cannot meet the vocational learners' needs, demands, and interests in learning English. Therefore, if the material development for Tourism Program has met the learners' needs, demands, and interests, the target needs will be reached. Target needs are the situation where learners reach out what they have demanded and fulfilled their needs in learning (Hutchinson & Waters, 1987). The target needs of learning English in Tourism Program are to get a job in accordance to their major such as working in tour or travel agency and working abroad. The focus of the English materials development is from some wide range of places. Initially, the focus for guiding is only in Surabaya but it is also important to equip learners with some other Tourism knowledge from wider places in Indonesia and other countries.

The kind of English materials that the tenth graders need consist of speaking and pronunciation for skill and component; and videos and pictures for media. The teacher, moreover, admitted that the videos are very helpful to show (Harmer, 2007) and in fact, the use of video enables learners to learn in an authentic situation and gives them chance to use the video in long-term use since they are able to use the videos at any time Cakir (2006) and Berk (2009). Therefore, the researcher developed the English materials which have a lot of speaking activities to



encourage and enforce the learners to say more. In addition, the technique that the learners need to have is asking and giving questions. By providing more asking and giving questions, the learners will be encouraged to speak. The tasks of asking and giving questions are provided in half oral and half written in the materials development. Furthermore, the videos are adjusted to the learners' needs in Tourism. One of the videos is showing an archipelago in Indonesia which is narrated like a tour guide. It is expected that the learners notice and practice how the narrator describes the place for their guiding program.

Based on the 2013 Curriculum, learners have to be introduced to each topic discussion. In each chapter of the materials development, there is an explanation about the text. The texts that the researcher developed are Descriptive Text and Recount Text. Each chapter, also, shows the example of text that is followed by the structure of the text and the language features that are used to write the texts. To develop speaking ability, the English material development also equips pronunciation practices followed by the definition of each vocabulary. The vocabulary practice was taken from video and the dialog so learners will learn how to pronounce and understand the definition of each vocabulary spoken in the video and written in the text. In addition, in Recount Text, as the learners listen to the video, they need to complete the missing dialog stated in the video. The videos are not only the model for speaking practice, but they are also used to measure learners' comprehension as they listen. The videos tasks are in the form of True-False exercise and completion.

In writing the dialogs, the researcher did not either adapt or adopt from any sources. Instead, she combined between her experiences, the ideas, and the fact found in the field. The researcher, in developing the materials, uses the theory of Information Repackaging where an author can combine his ideas and put other existing materials by simplifying and adjusting to the learners' needs (Pannen & Purwanto, 2001).

In both Descriptive and Recount Texts, there are reading section and the questions that follow. It is necessary to have reading comprehension as examples for the learners to write as their last project for each chapter. The reading comprehension texts were all adapted to meet learners' level of knowledge of tenth graders. Also, grammar corners are important to show the pattern of the tenses used in each text such as Present Tense and Past Tense and followed by the questions so learners are able to directly apply the use of tenses. Furthermore, the researcher also added crossing culture to provide learners' new knowledge. As suggested, the researcher put Table Manner from Indonesia and United States in Descriptive Text. Similarly, in Recount Text, the researcher put the Crossing Culture called British-American English because the previous task showed the video of two people talking in different English accents. Therefore, it is better to show the explanation of those accents.

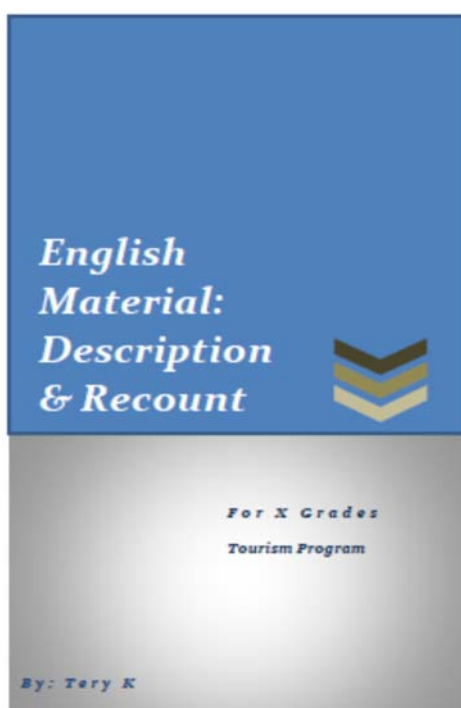
Pictures, according to the result of Needs Analysis, are also demanded by the vocational learners of Tourism Program at SMKN 6 Surabaya. In Descriptive Text, there are some pictures to describe. The pictures are about places, people, and things. By providing the pictures, it is expected that learners guess, describe the pictures well, and retell them so the learners can reach the target needs.

For the last session of each chapter, there are the last writing project that learners need to do as stated in the syllabus of the 2013 Curriculum and a quiz of reading comprehension to measure learners' ability in reading. In quiz, the researcher needed to simplify the text because the original one had some unfamiliar words and they needed to be changed and simplified to the learners' knowledge. Nevertheless, the researcher also still maintained the essential purpose of the texts. Indeed, the task of quiz is in the form of multiple choices. There were several reasons the researcher developed and adapted the English materials for Tourism Program at SMKN 6 Surabaya. The English textbook that is being used now seems less appropriate with the Tourism Program learners. Based on the result of Needs Analysis, the Tourism Program learners need to have lots of speaking activities that help them

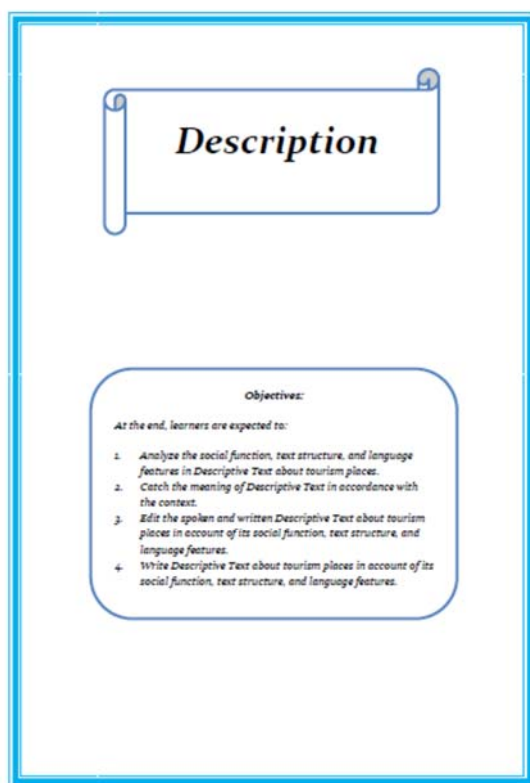
to communicate well. The source of speaking practices can be sourced from videos or pictures. Hence, the researcher put lots of speaking activities in many exercises in the English materials. It is expected that through the result of Needs Analysis, the English materials development meet the learners' needs, interests, and demands in Tourism Program.

The teacher's response toward the material development is overall good. After reviewing the material, the teacher commented on some precludes, tasks, reading comprehension, videos, dialogs, pictures, grammar corners, and quizzes. She explained that since the most demanded skill is speaking, it is good to start encouraging the learners with such pictures to describe and the example of the dialog. By guessing the pictures and reading the dialog, learners will later be introduced to the texts that they will learn. Indeed, by providing the explanation in the following page, the learners then learn the texts and their definition, purpose, structure, and language features. The tasks are also good to make learners speak a lot. The reading comprehension texts are interesting and they can be good examples for learners to write as their last project. The teacher admitted that the videos are very helpful to show. The talks are not difficult to understand and are very clear. The teacher knew that the dialogs were not taken from sources but from the researcher's experiences and ideas. The dialogs meet the target needs because the vocabulary is mostly familiar and learners will not find any difficulty to read and understand the meaning. The pictures in both chapters are eye-catching from the very beginning so they will attract the learners. Grammar corners are very helpful for learners to understand the usage of tenses of each text. Lastly, for the quizzes, the teacher said that the texts for reading are good but a little bit too long.

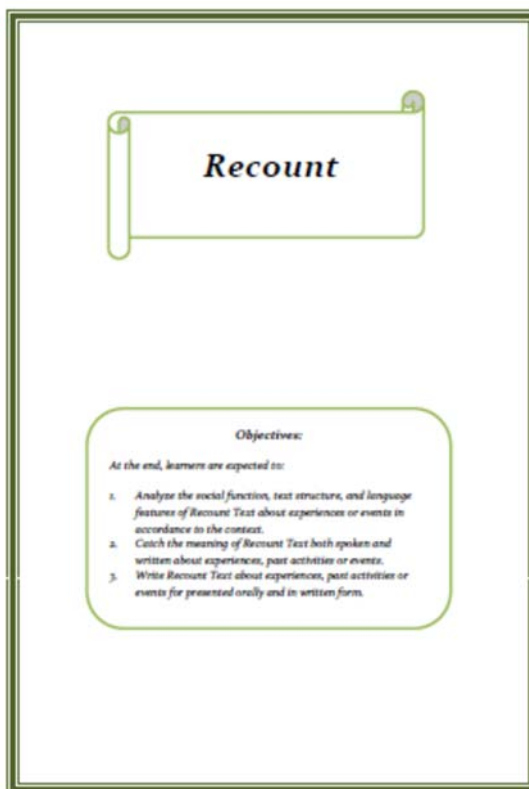
Overall, the teacher said that the material development of Descriptive and Recount Text is over complete. The materials meet the learners' needs, interests, and demands. Besides, all the materials closely relate to the needs of vocational learners in Tourism Program. However, it is better to rearrange the tasks from the easiest to the most difficult ones. To conclude, the materials have met the learners' needs, interests, and demands in Tourism.



**Picture 1 The Cover**



Picture 2 Chapter "Description"



Picture 3 Chapter "Recount"

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