DEVELOPING ENGLISH SPEAKING MATERIALS FOR XTH GRADE OF HOTEL ACCOMMODATION DEPARTMENT IN SMK PI AMBARUKMO 1 SLEMAN

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of the *SarjanaPendidikan*Degree in English Education

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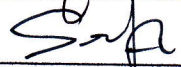
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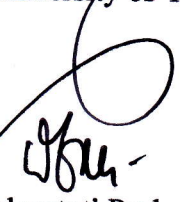
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Menyatakan dengan sesungguhnya bahwa skripsi ini adalah hasil karya saya sendiri dan sepanjang sepengetahuan saya tidak beisi materi yang ditulis atau dipublikasikan oleh orang lain kecali bagian-bagiab tertentu yang saya ambil sebagai acuan dengan mengikuti satu cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juli 2016

Penulis

Laela Febriatun

MOTTOS

Start where you are. Use what you have. Do what you can.

-Arthur Ashe-

Aim for the moon. If you miss, you may hunt a star.

–W. Clement Stone-

DEDICATIONS

I dedicate this thesis to:

1. My beloved parents. I express my sincere thanks for their love and support.

2. My brother, Wiwin Surajiono. I express my appreciation for his devotion and endless support.

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DEVELOPING ENGLISH SPEAKING MATERIALS FOR XTH GRADE OF HOTEL ACCOMMODATION DEPARTMENT IN SMK PI AMBARUKMO 1 SLEMAN

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ABSTRACT

The objectives of this study are: (1) to find the target and learning needs of Xth grade students of hotel accommodation department at SMKPI 1 Ambarukmo Sleman, Yogyakarta, and (2) to develop appropriate English speaking materials for X^{th} grade students of hotel accommodation department at SMK PI Ambarukmo 1 Sleman, Yogyakarta.

The type of this study is Research and Development (R&D). The subjects of the research were X grade students of hotel accommodation department at SMK PI Ambarukmo 1 Sleman, Yogyakarta, class X AP 1 and X AP 2. The instruments used in this research were the needs analysis questionnaire and expert evaluation questionnaire. The steps of the research were conducting the needs analysis, writing the course grid, developing the first draft of materials, consulting the first draft of materials to the experts, and revising and developing the final draft of materials. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the data obtained from the materials evaluation were analyzed through descriptive statistics.

The researcher found that, based on the needs analysis result, the target needs and learning needs of the students in speaking are : (1) the students needed English related to their future job, (2) the students lacked vocabularies and pronunciation, (3) the students wanted to have adult narrator as the listening input of speaking (4) the students wanted to have a dialog as an input of speaking with the length 2-3 minutes that contains around 150-200 word, (5) the students wanted to have games and information gap activities, (6) the students expected to match and translate the English words/phrases to Indonesian word/phrases, (7) the students expected to identify and correct some errors in a utterance/dialog as the grammar activities, (8) the students like to have speaking activities in class, (9) the students expected that the teacher motivated them in doing speaking activity, and (10) the students preferred to actively participate in every given activity. Considering the needs, this study developed three units which consist of introduction, main lesson, and reinforcement in each unit. Based on the experts' judgment result, the mean score of all aspects from those three units was 3.56, categorized as"Very Good". This suggests that the developed materials are appropriate to be used for X^{th} grade of Hotel Accommodation Program at SMK PI Ambarukmo 1 Sleman.

TABLE OF CONTENTS

LIST OF THE TABLES

LIST OF FIGURE

LIST OF APPENDICES

Appendix A   : The Instrument of the Needs Analysis

Appendix B   : The Result of the Needs Analysis

Appendix C   : Course Grid of Speaking English Materials

Appendix D   : The Questionnaire for Expert Judgment

Appendix E   : The First Draft of Speaking English Materials for Hotel Accommodation

Appendix F   : The Final Draft of Speaking English Materials for Hotel Accommodation

CHAPTER I

INTRODUCTION

A. Background of the study

Hotel Accommodation is one the departments in of vocational high schools departments which belong to the tourism program. This department aims to train students to able to (1) work in front office area such as receptionist, reservation telephone and porter (2) do housekeeping job area public attendant, room attendant, order taker, linen and uniform attendant, and laundry attendant. In addition, the graduates are expected to have good competence to compete in the global industry. One of the competences that should be mastered is English. This is also regulated in *Keputusan Menteri Tenaga Kerja dan Transmigrasi Republik Indonesia no.158 year 2010* about *SKKNI (Standard Kompetensi Kerja Nasional Indonesia) sektor pendidikan bahasa inggris* which states some English unit competencies that should be mastered by students, such as make short conversation by telephone and handling complain. From four prominent English skills; speaking, listening, reading and writing, speaking becomes the most urgent for Hotel Accommodation department. It is because, later on, Hotel Accommodation students will deal with some activities that need speaking ability such as serving local and foreign guests, telephoning, starting conversation with the guest, showing direction and many others.

Teaching speaking English for hotel accommodation is more specific. It belongs to the adaptive subject which, according to ministerial decree No.22 year

2006, has purposes to make students able to (a) achieve the English proficiency to support the achievement of professional program competency, (b) apply their competency and English skills orally and in written. Hence, it is clear that English teaching and learning process for hotel accommodation departments should be relevant to their specific program. Students should be supplied with specific speaking materials that related to their future professional context. In addition, speaking English teaching and learning in Hotel Accommodation department should be based on the curriculum used in the school.

Based on the observation and teaching for some days in SMK PI AMBARUKMO Sleman, the researcher found that the students have low proficiency in English. Most of the students have no idea about English, especially speaking which, as stated above, becomes the most urgent to be mastered by students. The researcher found that the students lack speaking activities. They do not have various activities that can build up their interest in learning speaking. The activities have not yet encouraged students to speak up and communicate with others. Moreover, students tend to feel shy when they speak English. It seems like they have no confidence to speak in front of people. In addition, students rarely have listening activities which become the input of speaking. The teacher is satisfied by only reading the dialog and asking students to listen it. Unfortunately, the teacher sometimes pronouncing the words incorrectly and the teacher does not realize it. This, indirectly, gives bad example for students. Thus, it will be better for students to have well prepared recording as their listening input.

Despite the high importance of speaking skill for hotel accommodation students, it rarely meets the target needs in the class ESP in SMK PI AMBARUKMO Sleman. Students in SMK PI AMBARUKMO Sleman use general English materials when they are learning English. They do not have special English materials that relevant to their department. Then, to support students' needs, teacher give additional materials from the internet. Unfortunately, the taken materials do not always represent the language use in the real life activities. Moreover, the materials given tend to focus only on reading and writing skill. Students have not got materials that cover students' need of speaking skill. The reason behind this is because teacher got difficulties in finding appropriate materials to teach speaking for specific purposes. Hence, it is necessary that speaking materials for hotel accommodation to be developed.

B. Identification of the Problem

As stated in the background of the study, speaking skill becomes a must for students of Hotel Accommodation. Unfortunately, in SMK PI AMBARUKMO1 Sleman students lack speaking activities that can develop their speaking skill. In additions, it is difficult to find appropriate speaking materials that cover students' needs. Thus, it is important to develop speaking materials for Hotel Accommodation department. In developing speaking materials for Hotel Accommodation department, learning needs and target needs are important.

Students of SMK PI AMBARUKMO 1 Sleman use general English worksheet (LKS) in learning English. They do not have a special textbook for

their program. The additional worksheets given by teachers, also, have no yet fulfilled the students' needs. Moreover, teachers rarely give variation of speaking activities. Teachers are always asking students to work in pairs and having short conversation. Looking to the characteristic students of Hotel Accommodation, this monotonous activity will make them less motivated in learning English. They need variation and fun and interesting activities in learning speaking. In additions, students of SMK PI AMBARUKOMO 1 Sleman tend to shy in speaking English. Thus, teachers should be able to choose activities that can encourage students in speaking English.

In addition, the students of this vocational high school lack real-life activities. It is because teachers do not have special text book for hotel accommodation. Of course, teachers could take some real life activities from internet or even design the activities, but limited time makes it difficult. Teachers finally use the available activities in the students' worksheets that sometimes do not bring real life activities.

Although SMK PI AMBARUKMO 1 Sleman has computers in the language laboratory, but the computers do not cover all the students in a class. Hence, students could not use the available computers media maximally. Because of this reason, students rarely have listening activity which becomes the input of speaking.

In conclusion, there are two problems identified related to the topic. The first is related to the lack and monotonous activities. The second is related to the absence of appropriate materials for Hotel Accommodation department in SMK

PI AMBARUKMO1 Sleman. In relation to that issue, the speaking English materials for Hotel Accommodation are urgent to be developed.

C. Delimitation of the problem

Based on the identification the problems above, there are two potential problems identified in SMK PI AMBARUKMO1 Sleman. One of them is related to the speaking materials. Students need speaking materials that is relevant to their social context and enable them to communicate well.

In this study, the researcher develops the speaking English Materials for X grade students of Hotel Accommodation department in SMK PI AMBARUKMO1 Sleman. As stated before, it is important to develop their speaking ability since it is the most skill used for hotel accommodation program. Moreover, students rarely get speaking activities in the English learning. The speaking materials will be developed based on the Standard of Competence and Basic of Competence of English from the school based curriculum.

D. Formulation of the Problems

Based on the background, identification and delimitation of the problem, the problems can be formulated as follows:

1. What are the target needs of students of SMK PI AMBARUKMO 1 Sleman?

2. What are the learning needs of students of SMK PI AMBARUKMO 1 Sleman?

3. What are the appropriate speaking materials for students of SMK PI AMBARUKMO 1 Sleman in learning English?

E.   Objectives of the Study

In line with the he formulation of the problem, the objectives of this research are:

1. To identify target needs of SMK PI AMBARUKMO 1 Sleman in learning English

2. To identify the learning needs of SMK PI AMBARUKMO 1 Sleman

3. To develop appropriate materials for students of SMK PI AMBARUKMO 1 Sleman in learning English.

F. Significance of the Research

The researcher expects the result of this study will give some advantages to the theoretical as well as practical use.

1. In theory, the researcher expects that the result of this research can be a reference and contribute to other researchers.

2. In practice, the researcher expects that the result of this research will be useful for:

    a. English teacher of Hotel Accommodation program

        The researcher expects that this result of the research will improve teaching learning materials for students of Hotel accommodation and inspire teacher to be more creative in facilitating

students with learning materials that is suitable to the students' department.

b. English Department

The researcher expects that this research will inspire other English students to do more investigations and references in materials development.

c. Students of Hotel Accommodation program

The result of the research is expected to help the students in learning English easier and improve their speaking ability.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL

FRAMEWORK

A. Literature Review

1. Speaking

a. Definition of Speaking

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

Brown (2007: 237) also states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar. Hence, it can be inferred that speaking is a way of communication and it uses words and produce the sounds to express ourselves either ideas, feelings and thought.

It stated long ago that successful oral communication involves several points as presented belowNunan (1989: 32).

1) The ability to articulate phonological features of the language comprehensibly.

2) Mastery of stress, rhythm, intonation patterns.

3) An acceptable degree of fluency.

4) Transactional and interpersonal skills.

5) Skills in taking short and long speaking turns.

6) Skills in the management of interaction.

7) Skills in negotiating meaning.

8) Conversational listening skills (successful conversations require good listeners as well as good speakers).

9) Skills in knowing about and negotiating purposes for conversations.

10) Using appropriate conversational formula and fillers

b. Macro-skills and Micro-skills of Speaking

Brown (2001: 142 – 143) divides language skills of speaking into macro-skills and micro-skills. The macro-skills of speaking deal with larger elements such as fluency, discourse, functions, style and cohesion nonverbal communication, and strategic options. Those macro-skills of speaking are:

1. Appropriately accomplishing communicative functions according to situations, participants, and goals appropriately,

2. Using appropriate styles, registers, implicature, pragmatic conventions, conversation rules, floor – keeping and – yielding, interrupting, another sociolinguistics features in face – to – face conversations,

3. Conveying links between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization and exemplifications,

4. Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal languages, and

5. The ability in developing and using speaking strategies.

Meanwhile, the micro-skills of speaking refer to producing the smaller chunks of languages such as phonemes, morphemes, words, collocations, and phrasal units. Those micro-skills are explained below:

1. Producing differences among English phonemes and allophonic variants,

2. Producing chunks of language of different lengths,

3. Producing English stress patterns,

4. Producing reduced forms of words and phrases.

5. Using an adequate number of lexical unit (words)

6. Producing fluent speech at different rates of delivery.

7. Monitoring one's own oral productions and uses various strategic devices,

8. Using grammatical word, systems, patterns, rules, and elliptical forms.

9. Producing speech at natural constituent,

10. Expressing a particular meaning in different grammatical forms,

11. Using cohesive devices in spoken discourse.

Macro-skills and micro-skills are the important things in oral communication to be considered. By considering those macro-skills and micro-skills students will be able to speak and express their feeling and thought. Not only that, students also will be able to join a conversation based on the context of situation by using an adequate number of lexical unit, grammatical forms, and cohesion devices. Those macro-skill and micro-skill of speaking are used to fulfill the students' needs in learning speaking. Hence, the speaking material for students should cover those relevant macro-skills and micro-skills of speaking.

c. **Types of Classroom Speaking Performance**

There are 6 categories of oral production that are expected from learners in the classroom. They are imitative, intensive, responsive, transactional, interpersonal and extensive (Brown, 2001:271). Each of them will be describe as below:

a. Imitative: students copy how to pronounce certain element of language form of the teacher or the tape recorder focusing on stress and intonation, not meaning.

b. Intensive: students can practice both phonological and grammatical form of language that can be done alone or in pairs, where they have to put a lot of efforts to study certain form of language.

c. Responsive: students give a short reply to comments or questions from the teacher or to the students.

d. Transactional (dialogue): students have a dialogue to express or exchange specific information. While in interpersonal (dialogue) students have dialogue to maintain social relationship.

e. Extensive (monologue): students perform oral monologue in the form of speeches, summaries, or reports. The monologue can be planned or impromptu.

d. Classroom Speaking Activities

There are several activities that can be used in classroom. Teacher can use these activities in teaching English to give variety in teaching. Harmer (2001:271-274) state 6 classroom speaking activities as explained below:

1. Acting from script: students perform the speaking activity based on the script/ scenario and the teacher play role as a director.

2. Communicative games: communicative games are games designed to demand to students to talk to their pairs or partners to solve the games.

3. Discussing: it can be planned or just happened in the middle of the lesson. Both kinds of discussion can be productive activity if the teacher can encourage the students to speak and give their opinion in front of their friends by giving them familiar topic/topic they master.

4. Prepared talks: students are given a period of time to prepare a script of presentation on a topic of their own performance. However when they perform, the better speak is from the note not from the script.

5. Questionnaire: students can make questionnaire on any topic. While students make it, teacher helps them by being resources. The result take from questionnaire can be prepared for discussion or talks.

6. Simulation and role play: students pretend to be in a certain situation, whether being themselves or to be someone else.

e. **Principles in Designing Speaking Techniques**

Brown (2001:275-276) proposes principles for designing speaking techniques as follows.

1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. Make sure that the tasks include

techniques designed to help students to perceive and use the building block. At the same time, do not make the students feel bored with repetitious drills. Teachers should make any drilling as meaningful as possible.

2) Provide intrinsically motivating techniques. Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that does sent students into ecstasy, help them to see how the activity benefits them. Inform the students why we ask them to do certain things; so they know how the activity benefits them.

3) Encourage the use of authentic language in meaningful context. It takes energy and creativity to design authentic contexts and meaningful interaction, but with the help of storehouse of teacher resource materials can be done. Even drilling can provide a sense of authenticity.

4) Provide appropriate feedback and correction. In most EFL situations, students are dependent on the teacher for useful linguistic feedback. Feedback can be found outside of the classroom but it is important to inject the kinds of corrective feedback that are appropriate for the moment.

5) Capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking skills include listening.

Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6) Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

7) Encourage the development of speaking strategies. The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Teachers should help their students develop strategic competence to accomplish oral communicative purposes.

f. **Speaking in the Hotel Accommodation Department**

English learning of vocational high schools have some characteristics according to *Standar Isi dan Standar Kompetensi Lulusan untuk Satuan Pendidikan Menengah SMK-MAK, 2006.* Those characteristics can be seen below:

1) The language has a central role in intellectual, social, and emotional development of the students and support success in learning all

subjects. Therefore, learning English is not only to communicate but also to develop the students so that they can be the people that have global competition.

2) Effective communication demands the use of language well i.e. the language that is appropriate with the rules of language and the demand of communicative context.

3) Real communication always happens in natural context. Because of it, learning English should be done by involving the students and their environment in the context of daily life. So, it should be authentic and natural.

4) The communication is a means to achieve the true goal i.e. to fulfill life need. Therefore, learning English is to develop the life skill, and not vice versa, use life skill to teach English.

5) English is a means of global communication. Mastering English is expected to help the students to understand and make strong local and national culture, also know and understand international culture. Therefore, learning English should be done by noticing all those three aspects.

6) Mastering English well can be the effective means to improve knowledge and technology so that it can improve the competition of Indonesia human resources.

From above, it is clear that English is not only as a subject to be learned in vocational high school but it is way to communicate and

improve students' skill to compete in the global world. For Hotel Accommodation students, they need special language use related to their professional context. It doubts for students to success in their field without having good skill in English, since they will deal with foreign guests. Considering that student of Hotel Accommodation will deal with some activities that need speaking skill better than other skill, it is important for them to have appropriate speaking materials that related to their professional context. In fact, they have not got materials to cover their needs yet.

The students of Hotel Accommodation department in vocational school are categorized into adolescent learners. According to Harmer (2001: 83 − 84), the characteristics of adolescent learners are still searching for their self-identity and need to feel good and be valued of their self − esteem. Moreover, most of the adolescent learners understand the need for learning and, with the right goals, can be responsible enough to do what is asked for them.

Looking at the characteristics of the vocational high school students, teachers should design speaking materials with topic that students can react to. In addition, the materials should be able to encourage students to speak up. Most students of the Hotel Accommodation department in SMK PI Ambarukmo 1 Sleman are less motivation in learning English. Hence, teacher should design fun and

interesting speaking materials to build up students' interest in learning English.

It can be concluded that developing speaking materials are important for the students of the Hotel Accommodation program for their need after graduating from the school. In addition, in developing materials, it is important to look at the characteristics of the students. Hence, the materials will be able to help them to communicate in their later profession.

2. English for Specific Purposes (ESP)

English for specific purposes is an approach to language teaching in which all decision about the content and method of instruction are based on the learner's needs (Hutchinson and Waters, 1987:19). In addition, Richard and Schmidt (2002), also state that ESP is a role of English in language course of program of instruction which the content and aims of the course are fixed by specific needs of a particular group of learners. It means that ESP is given to a specific program and the materials depend on the learners.

ESP deals with target needs and learning needs. Hutchison and Waters (1987) distinguish between target needs (i.e. what the learners need to do in target situation) and learning needs (i.e. what learner to do in order to learn). Target needs can be locked at in terms of necessities, lacks and wants. Necessities is the type of need determined by the demand of the

target situation, that is, what learners have to know in order to function effectively in the target situation. Wants is the type of need that comes from the learners, what the learners wants is learning English. On the other hand, lacks is the gap between the learners need alone, however, are not enough.

From the above definition, we can take a conclusion that a fundamental based of ESP is learners' needs. Hence, teachers should consider the learners and their purpose in learning English. This, also, becomes the most important difference between ESP (English for Specific Purpose) and ESL (English as a Second Language).

According to Hutchison and Waters (1987:16.) ESP can be classified based on the general nature of leaner's needs " ESP is divided into three broad categories : (a) English for Science and Technology (EST); (b) English for Business and Economics (EBE) and; (c) English for Social Science (ESS). Each categories is divided into two smaller categories which help to distinguish two situation, namely English for Occupation Purposes (EOP) and English for Academic Purposes (EAP)

English for Occupational Purposes (EOP) is taught in a situation in which learners need English as part of their work of profession. It is where the participants need English to perform part of all the duties in their occupational capacities. Meanwhile English for Academic Purposes (EAP) is taught generally within education institution to the learners who need

English in their study. The language may be based on particular discipline at higher levels of education.

Meanwhile, Dudley (2001:132) categorized ESP into two main categories: English for Academic Purpose (EAP) and English for Occupational Purpose (EOP). The biggest branch of EOP is business English. Further, two other commonly used abbreviation are EST (English for Science and Technology), which was widely used when most EAP teaching was for students of engineering and science. It is a branch of EAP. EVP (English for Vocational Purposes) is frequently used for teaching English for specific trades of vocations. This branch of EOP is often sub-divided into vocational English (concerning skills needed for applying for jobs and being interviewed). According to Dudley and Evans's classification, English learning in vocational high school is categorized to EPP (English for Professional Purpose), specifically to EBP (English for Business Purpose).

Robinson stated long ago (1991), about the categorization of ESP: EOP(English for Occupational Purpose) which consist of Pre-experience, simultaneous/in service, and post experience and EAP (English for Academic Purpose) which consist of English for study in a specific discipline and English as a school subject. In line with Robinson, English learning in X^{th} grade of Hotel Accommodation is belonging to EOP; pre-experience. So, teacher should give English for those students who do not

have experience in occupational work. Teachers should prepare students be able use English in their profession later on.

From those explanations, it is clear that English for X grade of Hotel Accommodation Program belongs to English for Occupational Purpose since students need to prepare their English for their future profession. They have no experience yet. They need to learn English to work in the future.

3. **Teachers' Role in ESP**

ESP teachers are different from general English Teacher. ESP teachers deal with the needs analysis, syllabus design, materials writing or adaption and evaluation (Hutchinson and Waters. 1987:157). In the ESP teaching and learning process, teachers' duty is as a language consultant and has an equal status with the learners who have their own expertise in the subject matter (Dudley and Evan, 1998:185).

Teaching ESP must be more specific since ESP students will achieve a certain goal. They need English not just because they are interested in general English, it is because they need English for their work purpose. Just like Robinson's statement many years ago (1992:2) that ESP is "ordinary goal directed". Moreover, ESP teachers also could provide materials by selecting, adapting the materials as it is necessary or supplementing it where it does not quite meet with the learners' needs.

4. Learners' Role in ESP

a. Standard of English for vocational school content

Based on the minister decree No.22 year 2006, there are three groups of specific lessons of vocational high school. Those three groups of specific lessons are normative group, adaptive group and productive group. English belongs to adaptive group. In addition, there are three levels for English lesson in vocational high school namely, novice level, elementary level and intermediate level. So English learning for X grade of Hotel Accommodation belongs to novice level.

In KTSP, the central government determines the standard competence for the graduates from each school level, the standard of curriculum content, and guidelines for developing the school level curriculum based on its right. In line with the national standard and its guidelines, every school, under the supervision of the local government, could design the curriculum for its own school. It means that schools have the authority to develop their curriculum based on their own needs and schools' characteristics.

Table 1.1 Standard Competences and Basic Competences

Standard of Competence	Basic competence
1. Able to communicate in English on the novice level	1.1. Comprehending basic expressions in the social interactions for the importance of life 1.2. Mentioning things, people, characteristics, times, days, months, and years

		1.3. Describing things, people, characteristics, times, days, months, and years
		1.4. Producing simple expression for basic functions
		1.5. Explaining ongoing activities
		1.6. Understanding memos and simple menus
		1.7. Understanding foreign words and simple sentence based on some patterns
		1.8. Writing simple invitation letters
2.	Communicating trough English in the elementary level	2.1. Understanding daily simple conversations in both professional and personal contexts with non-native speakers
		2.2. Taking notes of simple messages both in direct interaction and communication using devices
		2.3. Describing jobs and educational background both in spoken and in written languages
		2.4. Telling past jobs and planning for future jobs
		2.5. Expressing feelings
		2.6. Understanding simple instructions
		2.7. Making short messages, directions, and lists in acceptable dictions, spellings, and grammar
3.	Communicating trough English in the interaction level	3.1. Understanding monologs in certain jobs
		3.2. Understanding conversations with native speakers
		3.3. Presenting reports
		3.4. Understanding manual of devices
		3.5. Understanding simple business letters
		3.6. Understanding technical documents
		3.7. Writing simple business letters and reports

5. Material Development

a. The Nature of Materials Development

Nunan (1991:.208) argues that material is an important element within curriculum and often the most visible aspect of it. According to Tomlison (2010), materials mean anything which is used to facilitate the learning of a language.

It is suggested long ago by Hutchinson and Waters (1987:107) that good materials supposed to do are:

1. Materials provide a stimulus to learning. Good materials do not teach, they encourage learners to learn. In addition good materials will contain; interesting text, enjoyable activities, opportunities for learners to use their existing knowledge and skills.

2. Materials help to organize the teaching and learning process that provide clear and coherent unit structure which will guide teachers and learners through various activities in order to maximize the chances of learning.

3. Materials represent a view of the nature of language and learning. In addition, materials should reflect what the author think and feel about the learning process.

4. Materials reflect the nature of the learning task.

5. Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to a new technique

6. Materials provide models of correct and appropriate language use.

In addition, Tomlinson (1998:7-21) that good materials should have some of these following characteristics:

1. Material should achieve impact: through novelty, variety, attractive presentation, appealing content.

2. Material should help learners to feel at ease

3. Material should help learners to develop confidence

4. What is being taught should be perceived by learners as relevant and useful

5. Materials should require and facilitate learner self-investment

6. Learners must be ready to require the points being taught

7. Materials should expose the learners to language in authentic use

8. The learners' attention should be drawn to linguistics features of the input

9. Materials should provide the learners with opportunities to use the target language to achieve communicative purpose

10. Materials should take into account that the positive effects of instruction are usually delayed

11. Materials should take into account that learners different learning style

12. Materials should take account that learners differ in affective attitude

13. Material should permit silent period at the beginning of instruction

14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which is stimulate both right and left brain activities

15. Material should not rely too much on controlled practice

16. Material materials should provide opportunities for outcome feedback

b. **The role of Instructional Material**

Teachers use instructional material as primary teaching source. Instructional material provides the fundamental for the content of lesson, the balance of skills taught, and the kinds of language practice students take part in the classroom (Richards. 2001:252). The role of instructional materials in communicative methodology, Richard and Rodgers (1986:25) in Nunan (1991:213) propose three role as describe below,

1. Materials will focus on the communicative abilities of interpretation, expression, and negotiation

2. Materials will focus on understandable, relevant, and interesting exchanger of information, rather than on the presentation of grammatical form.

3. Materials will involve different kinds of text and different kind of media, which the learners can use to develop their competence through a variety of different activities and tasks.

c. The Purpose of Instructional Materials

There are four purposes of instructional material; (1) as a source of language, (2) as a learning support, (3) as a stimulation and motivation and (4) as a reference (Dudley-Evan and St, John 1998:170). Those parts will be described briefly as below:

1. As a Source of Language

   In some situation, where English is a foreign language not as a second language in which the ESP classroom may be almost the only source of English, materials play an important role in exposing learners to the language. The materials have to present the real language use and the full range that learners require.

2. As a Learning Support

   Materials need to be reliable, that is, to work, to be consistent and to have some recognizable pattern. To improve the quality of learning, materials have to involve learners' thinking about the use of language. The activities inside the materials should stimulate cognitive and mechanical processes.

3. As a Stimulation and Motivation

   The input in the materials must contain concept and/or knowledge that are familiar but also offering something new to the learner. The materials should be challenging yet achievable. The materials should offer a new ideas or information whilst being grounded in

the learners' experiences and knowledge. In addition, the materials should encourage fun and creativity.

4. As a Reference

As a reference purpose, the material have to be complete, well laid out and self-explanatory. The materials should give to the learner explanations, examples and practice activities that have answer and discussion keys.

d. Materials Model design

There are various different kinds of materials model suggest that the materials design should come at a later stage of the process (Tomlinson.1998, p. 247). A sequence material model design recommended by some experts could be illustrated in the Model below:

```
┌─────────────────────────┐
│      Need analysis      │
└─────────────────────────┘
            ▼
┌─────────────────────────┐
│   Goals and objectives  │
└─────────────────────────┘
            ▼
┌─────────────────────────┐
│     Syllabus design     │
└─────────────────────────┘
            ▼
┌─────────────────────────┐
│  Methodology/material   │
│            s            │
└─────────────────────────┘
            ▼
┌─────────────────────────┐
│  Testing and evaluation │
└─────────────────────────┘
```
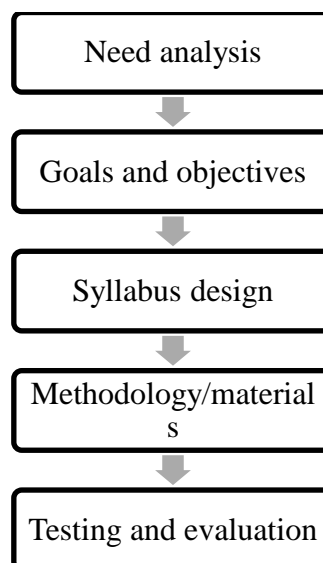
Figure 1Model X of a course design in (Tomlinson.1998:247).

This Model X displays how teaching context and learners' needs provide a framework for objectives, and then, the decisions about choosing the best methods and materials have to be made.

Hutchinson and Waters (1987:65) state "course design is the process by which the raw data about learning needs are interpreted in order to produce an integrated series of teaching-learning experience, whose ultimate aim is to lead the learners to a particular state of knowledge". Based on this statement, Hutchinson and Waters propose three main types of approaches to course design; language-centered, skills-centered and learning-centered.

Materials design consists of four elements; input, content focus, language focus, and task (Hutchinson and Waters, 1987:108-109). Each of the elements will be described below:

    a. Input

        Input could be a text, dialogue, video-recording, diagrams or any piece of communication data. Those are depending on the needs that have defined in the analysis. Input provides a number of things, such as stimulus materials for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use their information processing skill, and opportunities for learners to use their existing knowledge both of the language and the subject matter

b. Content

Language is not an end in itself, but a means of conveying information and feeling about something. Non-linguistics content should be exploited to generate meaningful communication in the classroom

c. Language

Good materials should involve the opportunities for the analysis and synthesis. In language focus, learners have the chance to take the language to pieces, study how it works and practice putting it back together again. It is unfair to give the learners communicative task and activities for which they do not enough of necessary language knowledge. So, if teachers have an aim to enable learners to use the language, teachers should give students language knowledge that they needs.

d. Task

The purpose of language learning is language use. Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

The combination of these four elements could be illustrated as follow:

```
                    ┌─────────────┐
                    │    INPUT    │
                    └─────────────┘
                       ↙       ↘
        ┌─────────────┐           ┌─────────────┐
        │   CONTENT   │           │  LANGUAGE   │
        └─────────────┘           └─────────────┘
                       ↘       ↙
                    ┌─────────────┐
                    │    TASK     │
                    └─────────────┘
```
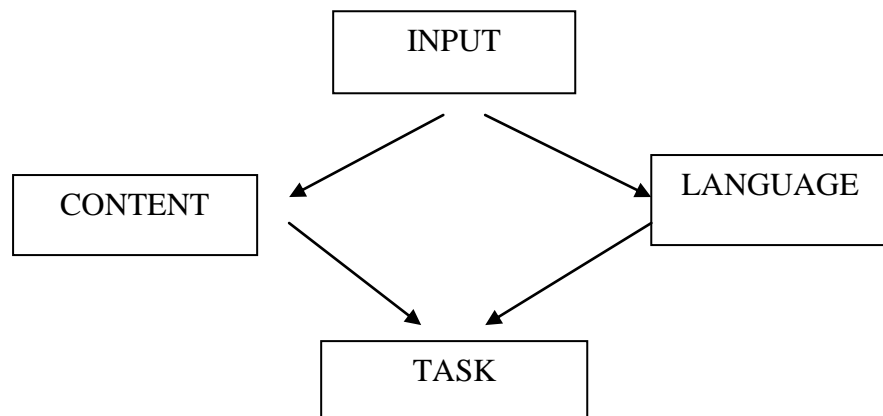
Figure 2 materials design model 1

The language and content are drawn from the input and are selected according to what learners will need in order to do the task. This model creates coherence in terms of both language and content throughout the unit. This provides the support for more complex activities by building up a fund of knowledge and skills.

e. **Materials Evaluation**

Hutchinson and Waters say that evaluation is basically a matching process; matching needs to available solution. So, evaluation is needed in the end of the course design to know if the materials design already fulfill the learners' needs or suitable for the learners. There are four evaluation process purposed by Hutchinson and Waters (1987:97) as follow:

```
┌─────────────────────────────┐
│ Define Criteria             │
│ On what bases will you judge│
│ materials?                  │
│ Which criteria will be more │
│ interesting?                │
└─────────────────────────────┘
```

```
┌─────────────────────────────┐
│ Subjective Analysis         │
│                             │
│ What realizations of the    │
│ criteria do you want in the │
│ course?                     │
└─────────────────────────────┘
```

```
┌─────────────────────────────┐
│ Objective Analysis          │
│                             │
│ How does the material being │
│ evaluated realize the criteria?│
└─────────────────────────────┘
```

```
┌─────────────────────────────┐
│ Matching                    │
│                             │
│ How far does the material   │
│ match your need?            │
└─────────────────────────────┘
```
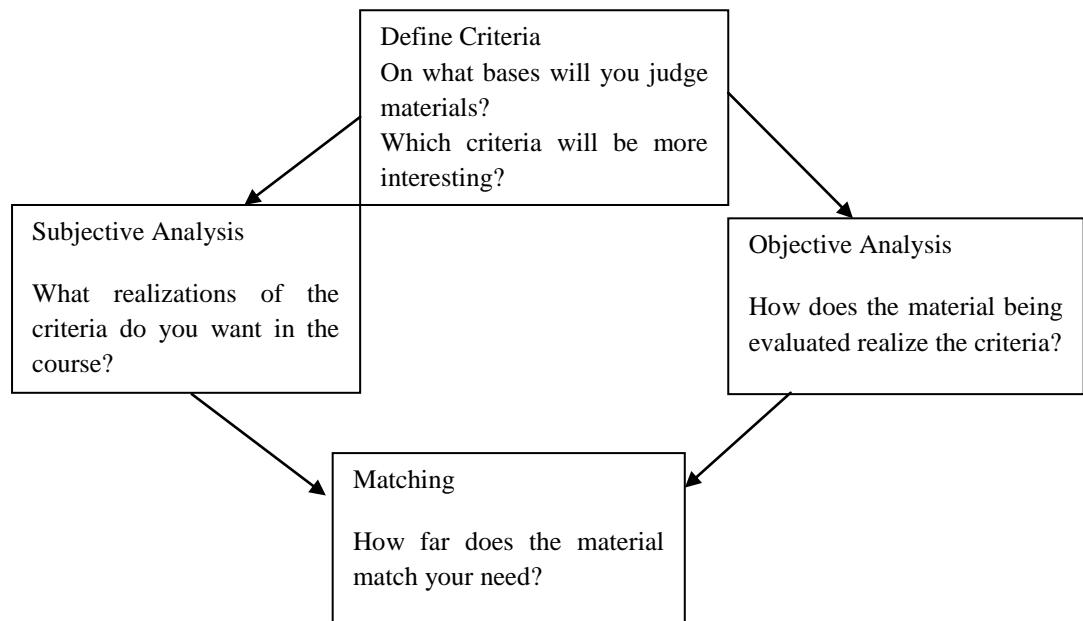
Figure 3 Material evaluation process purposed by Hutchinson and Waters(1987:97)

Meanwhile, Tomlinson (1998:227) argue that there are five steps in conducting an evaluation of a task. Those five steps can be seen below:

```
┌─────────────────────────────────────────────┐
│ STEP 1                                       │
│ Description of the task                      │
│ content (input, procedures, language activities)│
└─────────────────────────────────────────────┘
┌─────────────────────────────────────────────┐
│ STEP 2                                       │
│ Planning the evaluation (with reference to the│
│ dimension outlined)                          │
└─────────────────────────────────────────────┘
┌─────────────────────────────────────────────┐
│ STEP 3                                       │
│ collecting information                       │
└─────────────────────────────────────────────┘
┌─────────────────────────────────────────────┐
│ STEP 4                                       │
│ Analysis of the information collected        │
└─────────────────────────────────────────────┘
┌─────────────────────────────────────────────┐
│ STEP 5                                       │
│ Conclusion and recommendations               │
└─────────────────────────────────────────────┘
```
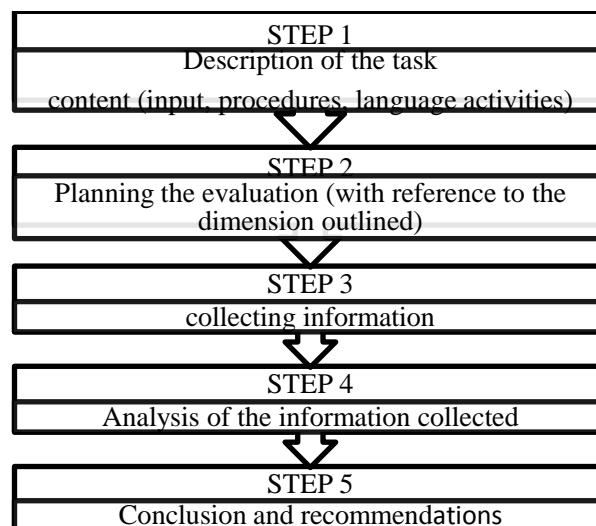
Figure 4 Steps in conducting an evaluation of task in Tomlinson (1998:227)

Step 1: Describing the task

The goal of evaluation is to match learners' needs to available solution. Evaluator should be able to know the objective of the task to be evaluated and specify the content of the task.

Step 2: Planning the evaluation

It is important to have a plan of how the task evaluation takes places. Making a plan a task evaluation will give advantages on the choices and the design of task.

Step 3: Collecting information

According to Tomlinson (1998:229), a task evaluation will need to consider collecting three types of information: (1) information about how the task was performed, (2) information about what learning took place as a result of performing the task and (3) information regarding the teachers' and learners' opinions about the task. In addition, Tomlinson says that information can be collected before the task is used, while the task is being used and on completion of the task.

Step 4: Analyzing the information collected

In this step, the evaluators should decide what kind of data analysis techniques that the evaluators going to use. In this step, the evaluators should choose whether they are going to use qualitative or quantitative data or both.

Step 5: Conclusion and recommendations

Conclusion relate to what has been discovered as a result of the analysis while recommendation concern the proposal for future teaching. Each recommendation should be supported by reverence to relevant conclusion.

6. CLT (Communicative Language Teaching)

Larsen and Freeman (2000:121) state that communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence of the goal of language teaching and by acknowledging the interdependence of language and communication. Other sources, Richard and Rodger (2002:17) explain that communication language learning is based on the view that language is a vehicle for the expression of functional meaning. It emphasize on the semantics and communicative dimension rather than merely on the grammatical characteristics of language. It focuses on communicative proficiency rather than on mere mastery of language structure.

Communicative Language Teaching makes use of real life situation that necessitates communication. The teacher set up situation that students are likely to encounter in the real life (Galloway: 1993). This statement is in line with Hariyanto's view in Sadtono (1997:113) that CLT enables the learners to use the language to communicate in social contexts, this is appropriate to the setting, topic, and participants of the course.

There are some differences between activities used in CLT that focus on fluency and those that focus on accuracy. Those Differences can be summarized as follows (Richard .2001: 14):

Activities focusing on fluency

      a. Reflect natural use of language

      b. Focus on achieving communication

      c. Require meaningful use of language

      d. Require the use of communication strategies

      e. Produce language that may not be predictable

      f. Seek to link language use to context

Activities focusing on accuracy

      a. Reflect classroom use of language

      b. Focus on the formation or correct example of language

      c. Practice language out of context

      d. Practice small samples of language

      e. Do not require meaningful communication

      f. Control choice of language

a. The Goal of CLT

Richard (2001:2) states that communicative Language Teaching sets as its goal the teaching of communicative competence. Then he also elaborates about the term of communicative competence.

Communicative competence includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purpose and functions

2. Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

3. Knowing how to produce and understand different types of texts (e.g. narrative, reports, interviews, conversation)

4. Knowing how to maintain communication despite having limitation in one's language knowledge (e.g. through using kinds of communications strategies)

On the other hand, Larsen and Freeman (2000:128) state that the goal of CLT is to enable the students to communicate in the target language. To do this, the students need the knowledge of linguistics forms, meaning and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of function.

b. The principle of CLT

Morrow in Johnson and Morrow (1991:60) mentions five principles of CLT : (1) knowing what one is doing, (2) the whole is

more than the sum of the part, (3) the process are as important as the form, (4) to learn it, to do it and (5) mistakes are not always mistakes.

The first principle is that knowing what one is doing, it means that the focus of every lesson or part of the lesson should be performing of some operation-learning of how to do something. The second principle is that the whole is more than the sum of the parts, it means that the communicative method operates stretches of language above the sentence level, either the real language in the real situation. The third principle is that the processes are important as the form. There are three processes which can be isolated and which can be incorporated either individually or together in teaching procedures, namely information gaps, choices and feedbacks. The forth principle is to learn it, to do it. Education must concern not just on teaching but also on learning. So, what happens in the classroom must involve the learners and must be judges in terms of its effects on them. The last principle is that mistakes not always mistakes, it means that students are learning from the mistakes that they made. Teacher cannot simply blame or punish students that made mistakes. Otherwise, teacher should make the mistake as a learning process for the students.

Meanwhile, Richard (2001: 13) summarized some principles of communicative language teaching as below:

1. Make real communications the focus of language learning.

2. Provide opportunities for learners to experiment and try out what they know.

3. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.

4. Provide opportunities for learners to develop both accuracy and fluency

5. Link the different skill such as speaking, reading, listening, together, since they usually occur so in the real world

6. Let students induce or discover grammar rules

c. **PPP (Presentation, practice, and production)**

An approach to CLT which has been widely used in language teaching materials is PPP (Presentation, practice, and production). Willis (1996:134) in www.educationbridge.com stated that normally PPP lesson proceeds like the following:

1. Presentation stage

   Teachers begin by presenting an item of language in a situation which helps to clarify its meaning. Presentation may consist of pattern sentences given by teachers, or short dialogues illustrating target items acted out by teachers, read from text book, or heard on recording

2. Practice stage

   Students repeat target items and practice sentences or the dialogues until they can say them correctly.

3. Production stage

   Students are expected to produce in a situation language items they have just learned

   In line with Willis, Richard (2006: 33) describes three stages in PPP as follow:

   a. Presentation: The new grammar structure is presented, often by means of a conversation or short text. The teachers explain the new structure and checks students' comprehension of it.

   b. Practice: students practice using the new structure in a controlled context through drill and substitution exercises

   c. Production: students practice using the new structure in different context, often using their own context or information, in order to develop fluency with the new pattern.

B. Relevant Study

This Research is about developing speaking materials for X^{th} grade of Hotel Accommodation department. Based on the research's knowledge there are some previous studies related to developing English speaking materials and for the Hotel Accommodation. Although those research studies are not completely same with this research, those research studies contribute much to this research.

The first relevant research study is Parwaka (2013) who developed English speaking materials for automotive engineering. The next is from Barilan Kristanto (2010) who developing effective learning materials for Hotel Accommodation department. The developed materials on that study cover all skills (reading, writing, listening, speaking). Hence, the researcher in this study is developing English speaking materials for hotel accommodation program.

C. Conceptual Framework

Developing speaking materials for X^{th} grade of Hotel Accommodation is the focus of this study. Material means anything which is used to facilitate the learning of a language (Tomlison, 2001). In developing materials, target needs and learner needs becomes important. Moreover, the materials should relevant to students' future professional context.

In SMK PI AMBARUKMO 1 Yogyakarta, the speaking English materials for Hotel Accommodation are limited. The English teaching and learning in this department is using general English text book. In addition, the students lack speaking activities. They are rarely practicing speaking which is becomes the most urgent for them.

Looking at the characteristics of the students of SMK PI AMBARUKMO, the students are less motivated in learning English They need fun and interesting speaking activities to improve their speaking ability. Hence, it is important to develop speaking materials for hotel accommodation department which contain some fun and interesting activities. In developing speaking materials, some steps are done. The steps are drawn in this following diagram of conceptual framework.

Figure 2.The diagram of conceptual framework

1. The needs of English
2. Students lack of speaking skill

1. The absence of special book for their department
2. Difficult to find appropriate speaking materials as students' needs

Unit 1

Unit 2

Unit 3

Speaking Materials

1. Introduction
2. Main lesson
3. Reinforceme

The Important to develop Speaking materials for Hotel Accommodation Program

Cover student's needs

Contain real-life activities

Fun activities (games, role

CHAPTER III

RESEARCH METHOD

A. Research Type

As the purpose of this study is to develop English speaking learning materials for the students of Hotel Accommodation department, hence this research study classified into Research and Development category (R&D). Gall, Borg and Gall (1983:772) defines R&D as a process that can be used to develop and validate the educational product, such as teaching method. Furthermore, Gay (1987:10) defines R&D as an effort to develop effective products that are used in educational program including objectives, teaching materials and so on.

B. Research Setting and Subject

This data were collected between August–October 2015 at SMK PI AMBARUKMO 1 Yogyakarta. This vocational high school is located in Jl. Cendrawasih 125 Mancasan Lor, Condong Catur, Depok, Sleman . This vocational high school focuses only on hotel accommodation department. The subjects of this study were class X AP 1 and X AP2 students of SMK PI AMBARUKMO.

C. Research Instrument

In this research, the instrument used to gain the data was questionnaire. There are two kinds of questionnaire in this research. Those are needs analysis questionnaire and expert judgment questionnaire. The aim of needs analysis questionnaire is to find out the data about the learners and the learners' needs. The organization of the first questionnaire is adapted from Hutchinson and Waters (1987) and Nunan (2004).

Table 2. The organization of need analysis instrument

No	Aspect	Item Number	Question Goal	Reference
1.	Students personal identity	1, 3	to find out personal information about the students	
Target Needs				
2.	Necessities	6, 7	to find out the students' needs in terms of target situation	Hutchinson and Waters (1987: 55) Brown (2007: 308, 328, 367, 399)
3.	Lacks	14	to find out the gap between students' current proficiency and the target proficiency	Hutchinson and Waters (1987: 55)

4.	Wants	17, 18	to find out the students' needs based on their point of view	Hutchinson and Waters (1987: 56)
Learning Needs				
5.	Goals	2	to find out the reason of learning English	Nunan (2004: 41)
6.	Input	4,5	to find out the input, the topic, and the length of the text which is ideal for them	Nunan (2004: 47)
7.	Procedures	8,9,10, 11, 12,13	to find out the activities that the students like most	Nunan (2004: 52)
8.	Setting	15,16	to find out the setting of doing tasks that the students like most	Nunan (2004: 70)
9.	Teacher's Role	19	to find the information about the role that the teacher should perform	Nunan (2004: 64)
10.	Learners' Role	20	to find the information about the role of the students	Nunan (2004: 64)

The aim of expert judgment questionnaire is to know options and suggestions the materials from the expert of speaking and materials. The questionnaire is adapted from BNSP *(Badan Standar Nasional Pendidikan)* as follow:

Table 3. The organization of expert judgment questionnaire

Topik Area	Source
Appropriateness of the material	BSNP
Input for the material	BSNP
Content of the material	BSNP
Layout of the material	BSNP

D. Data collection Techniques

As mentioned before, in this research the researcher use needs analysis and expert judgment questionnaire. Firstly, the need analysis questionnaire were distributed to analyze the learners' needs in learning speaking English. Secondly, expert judgment questionnaire were distributed to the speaking and materials expert. It is done to ask opinion and suggestion about the developed materials. Hence, it is done after designing the speaking materials.

E. Data Analysis Technique

1. The First Questionnaire (The Need analysis Questionnaire)

The data from the first questionnaire were analyzed by calculating the percentage of each answer on the questionnaire using this following formula:

$$P(\%) = \frac{f}{N} \ (100)$$

With   P : Precentage

f : Frequency

N : Total Number of Respondents

(100) : Fixed Number

The highest percentage of answers on each question is considered as the tendency of the students related to the condition.

2. The Second Questionnaire (Expert Judgment Questionnaire)

In this second questionnaire, the researcher used descriptive statistic to analyze the data. To obtain the data, the researcher used *Likert-Scale*. The data of this second questionnaire were obtained by central tendency measure that proposed by Suharto (2006: 52-53). The indicator to measure is mean (x). The mean were calculated as bellow:

$$Mean\ (x) = \frac{\Sigma fx}{n}$$

In order to make the quantitative data easier to read, the mean values can be put into category. Suharto (2006:52-53) states that the range with the objected categories as follows:

$$R = \frac{Xh - X1}{4}$$

With R = Range   Xl = the lowest score

Xh = the highest score   4 = the number of scale

Table 4. Quantitative Data Conversion

Scale	Category	Interval of Mean
4	Very Good	$3.25 \leq x \leq 4$
3	Good	$2.5 \leq x \leq 3.24$
2	Fair	$1.75 \leq x \leq 2.49$
1	Poor	$1 \leq x \leq 1.74$

F. Research procedure

The research procedure was adapted from Masuhara's model (in Tomlinson, 1998: 247) which proposed five steps in designing materials. Those steps are need analysis, goals and objectives, syllabus design, methodology or materials, and testing and evaluation. Then, the researcher modified the model as follow:

1. Conducting need analysis

   In this step, the researcher conducted need analysis in order to obtain the data related to the learners' need.

2. Writing the Course Grid

   After conducting the materials, the researcher designed the course grid. This course grade was designed based on the collected data from the first stage.

3. Designing materials or writing the first draft

     In this stage, the materials were designed based on the course grid that has been developed. Then the materials are called as first draft.

4. Getting the expert judgments

     After the first draft was designed, the materials were consulted to the speaking and materials expert before trying out the materials to the students. The designed materials which have been approve by the expert are called as second draft.

5. Revising and writing the final draft

     After getting the expert judgments, the researcher revised the part of designed materials which were not appropriate. If this step is done, the revised materials were called as the final draft.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Result of Needs analysis

In order to assess the target and learning needs of the students, a needs analysiswas conducted. The questionnaire was distributed to the students during August-October 2015.

a. Description of the students' Profile

There are two classes of tenth grade in this SMK namely X AP1 and X AP2 with 21 the students in each class.Unfortunately, when the first questionnaire was distributed, there were only17the students in the class XAP1 and 16 the students in the class XAP2The result of the first questionnaire about the students' profile is described below.

Table 5.The result of the students' profile

No	Topic of the Question	Options	Frequency	Percent
1	Length of time in learning English	From Elementary school	17	51.52
		From Junior High School	5	15.15
		never	1	3.03
		other option	4	12.12

2	The students' level in speaking English	cannot communicate using English at all	6	18.18
		can understand when people is speaking using English but cannot response	14	42.42
		Can speak English in any certain situation and topic but still make mistakes	8	24.24
		can communicate in any certain situation and topic correctly, but not fluent	4	12.12
		other option	3	9.09

Table 2 shows that 51.52 % of the studentshave already learned English from elementary school. The second highest experiment percentage of learning English is that the studentslearned English from Junior High School or SMP (Sekolah Menengah Pertama).

b. **Description of The students' Needs**

  a. **Target Needs**

  Target needsare defined as learners' view about the target situation(Hutchinson & Waters, 1987). They include necessities (the targeted objective ofthe study), lack (the recent gaps between the students' ability and the target needs)and wants (the students' views of the target needs according to their intention toleaning.

1. **Necessities**

Necessities are defined as a list of abilities that the students should posses in order to function properly in the target situation (Hutchinson and Waters 1987:5). The following table presents the view about the demand of target situation of X grade of Hotel Accommodation the students' in SMK PI AMBARUKMO 1 Sleman.

Table 6.The students' view of necessities

No	Topic of the Question	Options	Frequency	Percent
1	Topic needed in in learning English speaking	Topic related to daily life	10	**30.30**
		Topic related to Hotel	12	**36.36**
		Topic related to school	1	3.03
		Topic related to tourism	4	12.12
		Other option	7	**21.21**
2	After graduate, the students will use English speaking skill in….	in the workplace	14	**42.42**
		in the university	9	**27.27**
		Daily life	3	9.09
		other option	8	24.24

Necessities belong to what the learners have to know in order to functioneffectively in the target situation.In relation with this,

36.36% of the students needed topic related to the Hotel. It shows that the students have been aware about the importanceof materialstopic related to their departments. The relevant topic would help the students in later in their profession. It is in line with the research statement that the students should have topic related to their department. The second highest percentage of topic needed for the students is topic related to daily life. For next question, it was about place where the students will use English ability much. As many 42.42% of the students thought that they will use English very often in the work place. Hence, it is clear that they need appropriate materials which usually usedin their future workplace related to their department.

2. **Lacks**

The gap between the students' existing knowledge and agreed objectives they have to achieve refers to lack (Hutchinson & Waters, 1987). The students' view about their lacks is shown in the following table.

Table 7 .The students' view of the students lacks

No	Topic of the Question	Options	Frequency	Percent
1	Main difficulties when learning English speaking	Vocabularies	12	**36.36**
		Pronunciation	14	**42.**

				42
		Grammar	8	24.24
		Do not know how to use the proper expression in a certain situation	2	6.06
		other option	1	3.03

The table above shows about the main difficulties of learning English. Most of the students found that their main difficulty in learning English is about pronunciation. Then, 36.36% the students found that vocabulary becomes an obstacle in speaking English.

3. Wants

The students' view about their needs refers to wants (Hutchinson and Waters, 1987:56). The table below explains about the result ofthe students want in learning English speaking activity.

Table 8.Target needs (the students' wants)

No	Topic of the Question	Options	Frequency	Percent
1	Narrator that the students want for listening activities	children	0	0
		Adult	15	45.45
		mature	17	51.52
		other option	1	3.03
2	Accent that the	British	7	21.21

		American	10	30.30
	students want for listening activities	Australian	3	9.09
		Asian	13	39.39

The table tells us that 51.52% of the studentswant to have mature people in delivering the listening input. Meanwhile, 13 the students wanted to have Asian accent as the input of listening. In addition, 10 the studentswant to have American accent as the input of listening.

b. Learning Needs

Learning needs are the knowledge and abilities that learners will require in order to be able to perform to the required degree of competence in the target situation. Learning needsare related to input, procedures, setting, learner's role, and teacher's role.

1. Input

Input refers to what sources they have to get in learning English, so that they are able to learn English and to achieve the intended objectives. The table below is the result of speaking input that the students want in learning English speaking.

Table 9. Learning need (speaking input)

No	Topic of the Question	Options	Frequency	Percent

1	Materials that the students want to practice English speaking	Dialog	21	**63.64**
		Monolog	4	12.12
		Vocabularies list	9	27.27
		Picture	10	**30.30**
		Article	5	15.15
		story texts	19	**57.58**
2	the length of materials that the students want to practice English speaking	less than 150 words/less than 2 minutes minutes/less than 5 vocabularies list/less than 2 pictures	9	27.27
		150-200 words/2-3 minutes/ 5 vocabularies list/2-3 pictures	11	**33.33**
		200-300 words/3-4 minutes/5-10 vocabularies list/3-5pictures	6	18.18
		More than 300 words/more than 4 minutes/ more than 10 vocabularies/more than 5 pictures	8	**24.24**

The table shows that most of the students wanted dialog as the input of speaking materials. As many as 57.58% the studentsexpected to have story text as their most wanted speaking materials. Then, 10 the students or 30.30% the students chose pictures as the input of speaking materials. Meanwhile, the length of the materials that the students needed as the input of speaking materials is materials whose the length is around

150-200 words, 2-3 minutes recording, around 5 vocabularies, and around 2-3 pictures in every given input. It is proven by the result data that about 11student or 33.33% of the students choose that option. In addition, some other the students, 9 the students or 27.27% ofthe students, choose speaking input materials whose the length is less than 150 words, less than 2 minutes of recording, less than 5 vocabularies list and less than 2 pictures.

2. Goals

Goals are used to find out the students' reasons in learning English. They are related to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior. It can be concluded that besides providing a relation between the task and the curriculum, goals are also related to a range of general outcomes or related to the description of teachers or learners behavior. Based on the result of the needs analysis, it shows that the goal ofthe X grade the studentsof hotel accommodation' in SMK PIAMBARUKMO 1 Sleman in learning English to make the studentseasier in getting the job related to their department.

Table 10. Learning needs (Goals)

No	Topic of the Question	Options	Frequency	Percent
1	The students' goals in learning English	to pass the Nasional exam	0	0
		to make easier in finding a job related to the students' department	28	**84.85**
		to have a good mark in English	0	0
		other options	5	15.15

3. Procedures

Procedures refer to the type of activity and tasks the students of hotel accommodation are going to do to achieve particular goals on each developed unit (Nunan, 2004). Here is the result of the needs analysis in term of learning procedures.

Table 11. Learning need (learning procedures)

No	Topic of the Question	Options	Frequency	Percent
1	Activity that is good and match to the speaking materials	Role Play	5	15.15
		Information Gap	11	**33.33**
		Simulation	5	15.15

		Games	13	**39.39**
		Other option	0	0.00
2	Kinds of Role Play activities to improve the students' skill in speaking English	Role play with preparation (preparing the ground)	21	**63.64**
		Role Play with no preparation (off the cuff)	9	**27.27**
		Role play by using cards which have different information in each card	8	24.24
		Role play which improve the students' skill in doing discussion and argument	7	21.21
		Role play which has simulation activities	9	**27.27**
3	Kinds of games to improve the students' speaking skill	board games	3	9.09
		guessing games	22	**66.67**
		survey games	10	30.30
		matching games	15	**45.45**
		labeling games	1	3.03
		exchanging games	21	**63.64**
		card games	6	18.18
4	Kinds of vocabularies activities to improve	matching English vocabulary and phrase to Indonesian	12	36.36

	speaking skill	Translate English vocabulary and phrase to Indonesian	13	**39.39**
		Filling dialog or monolog with the suitable vocabulary or phrase	7	21.21
		Filling dialog or monolog with vocabulary or phrase	3	9.09
5	Kinds of pronunciation activities to improve speaking skill	repeating teachers' pronunciation about difficult words	21	**63.64**
		giving phonetic transcription in every difficult words	9	**27.27**
		the students looking for the difficult words by their self	2	6.06
6	kind of grammar activities to improve speaking	identifying and correcting utterance	11	**33.33**
		making utterance based on the learned pattern	5	15.15
		filling utterance by using correct grammar	3	9.09
		identifying and correcting monolog/dialog	15	**45.45**

In the first question about learning procedure,the table shows that 39.39% the studentslike to have games in the speaking activity. About 11 the students or 33.33% the students like to have information gap as the speaking activity. Then, 15.15% the students choose role play and simulation.

The second question is about the kind of role play that the students like to have. The highest percentage is 63.64% for the option of Role Play with preparation (preparing the ground).

The third question which is about kind of games activity, has the highest percentage is 66.67% of the studentsto choose guessing games. Further, 21 the students or 63.64% of the students like to have exchanging game for speaking activity. About 45.45% of the students choose matching the games and 10 the students like to have survey games. The smallest percentage is 3.03% for labeling games.

The forth question is about kinds of vocabulary activity. 39.39% of the students like to translate English vocabularies and phrases to Indonesian. Further, 36.36% of the students like to match the English vocabularies and phrases with Indonesian.

The next question is about kinds of pronunciation activity to improve the students speaking ability. The table shows that 63.64% of the students of 21 the students like to repeat teachers' pronunciation of some difficult words.

The last question is about kinds of grammar activity. Most of the students like to identify and correct grammar in the monolog/dialog. Then, 33.33% of the students like to identify and make correction in the miss utterance.

4. Settings

Settings refer to the classroom arrangements specified or implied in the task,and it also requires consideration of whether the task is to be carried out wholly orpartly outside in the classroom.

Table 12. Learning needs (setting)

No	Topic of the Question	Options	Frequency	Percent
1	prefer to do the learning activities in	Class	13	**39.39**
		Any places related to the activities (e.g. Hotel)	14	**42.42**
		Library	1	3.03
		other option	5	15.15
2	when doing the activities, I like to	do in individually	8	**24.24**
		do it in a pairs	7	21.21
		do it ina group	18	**54.55**

Based on the result of needs analysis, 42.42% of the students want to do the activities in any places related to the activities. Further, 39.39% of the students are likely to do the activities in the class. In addition, most of the students like to do the activities in a group.

5. **Teachers' role**

Teacher's role means the role of the teacher during the classroom activities (Nunan, 2004). Here is the result of the needs analysis about teachers' role in the class.

Table 13. The result of teachers'role

No	Topic of the Question	Options	Frequency	Percent
1	Teachers' role in the speaking learning	as controller in every activity	4	12.1
		as motivator for the students in doing every activity	14	**42.4**
		As activity giver for the students		0.0
		as deliverer in every activity	14	**42.4**

From the table we can see that there are 42.42% of the studentswho chose the second and third option. The students like to answer that the role of teacher in the class is a motivator for the students in every activity and a delivererin every activity.

6. **The students' Role**

Learner's role is the role of the learners when the teaching andlearning process is running (Nunan, 2004). Here is the result of the students' role.

Table 14. The result of the students' role

No	Topic of the Question	Options	Frequency	Percent

		listen and give attention to the teachers' explanation	5	15.15
1	The students' role in the speaking learning	do and participate in every given activity	16	**48.48**
		actively listen and participate in every given activity	12	**36.36**
		give suggestion in the speaking teaching and learning process		0.00

The table shows about48.48% of the students like to answer that the role of the students in theclass is to do and participate in every given activity.

2. Course Grid

The course grid is the guideline of the materials that are going to be developed. The course grid is designed by referring to the result of the questionnaire. It was developed based on the results of the needs analysis of X grade of Hotel Accommodation at SMK PI Ambarukmo 1, Sleman, Yogyakarta. The course grid has 7 items i.e. topics, titles, input texts, language functions, vocabulary, grammar and procedures. The guide lineof teaching English subject at Vocational High School has already been in the curriculum. In a curriculum, there is a syllabus which is used by the teacher as

a grid to teach English in their class. In the syllabus there are Standard Competence and Basic Competence (SK/KD) which are used to implement the English teaching and learning in the classroom. Each grade in vocational high school has different Standard Competence. At grade X semester 1, there are some standard Competences that should be implemented. The researcher developed three units which took threeBasic Competences. They are:

Basic Competence
Comprehending basic expressions in the social interactions for the importance of life
Mentioning things and people, characteristic, times, days, months, and years
Describing things, people, characteristics, times, days, months, and years

The second and third Basic Competences are combined in the unit two and three. The researcher combined them since it will be easier for the students to learn based on the same topic. In the unit two, the students will focus on mentioning and describing things characteristic. In the unit three, the students will focus on mentioning and describing people characteristics. In the end, the researcher expects by grouping the material in the same topic, the students will learn about the material in detail. The complete course grid of the designed materials for grade X semester 1the students of SMK PI Ambarukmo1 Sleman can be seen in the appendix.

After formulating the course grid, the researcher starts to design the units. Here is the unit design:

Figure 6.Unit design

3. Materials Design
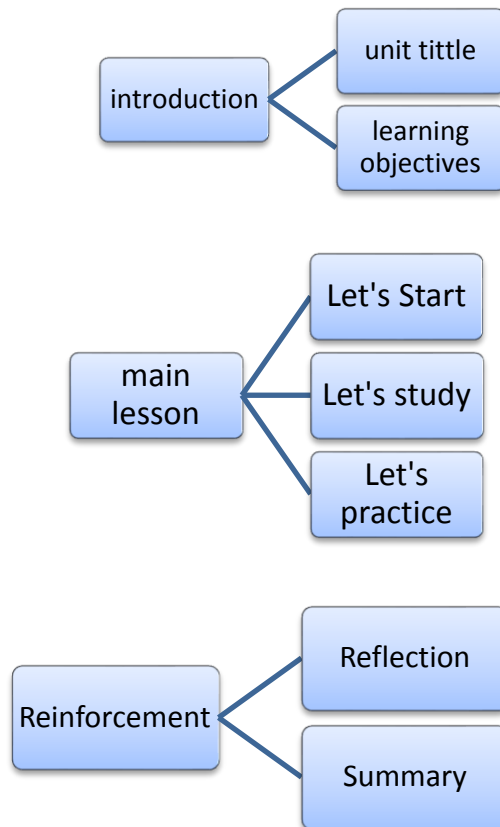
The designed material consists of three units. Each unit consists of three parts; Let's start, Let's study, Let's practice**,** reflection and summary. Let's Start section provides activities to build the students' motivation so that they could find the ideas about what they were going to learn. In this section, the students will have a video, recordings, pictures, short clues and questions

to lead them to the topic which is going to be learned. In Let's Study section, the students are given deeper information and tasks related to the topic. In the next section, Let'sPractice, the studentswill practice what they have learned. This section forces the students a lot to speak. After practicing, the students will have reflection section which content of some statement to measure the students' achievement in learning the topic. In the last there will be summary. In addition, in the last page of each unit, there will be "*do you know?*" section which gives the students' information related to hospitality.

a. Unit 1

The topic of the Unit 1 was d*aily life in Hotel*, it was taken from the most chosen topic by the students is topic related to Hotel. The title of this unit was *Welcome to Sheraton Hotel*, it was taken from the expression used in the unit. It emphasized the topic about some expression used in hotel, such as greeting guest, leave taking, introducing, and thanking. Therefore, the students were provided with the background knowledge before they do the task. The inputs in this unit were from video, pictures, dialog and recording. The pictures used in this unit are pictures of hotel activities such as people doing reservation, hotel staff, and people doing check in.The language functions discussed were about greeting, introducing, leave taking and thanking.

There were 22 activities in this unit. The activity one was started by giving the students a video related to the language feature that will be

discussed in this unit. . This video would raise the students' curiosity toward the language features that would be discussed in this unit. After watching a video, the students should answer five questions related to the video. In this activity, speak up column is added to simulate the students to be aware of the language features.

In activity two,the students should observe some rules in greeting. The students also required with picturesand sentences showing the rules in greeting.

In activity three, the students should have a look at the time and decide the correct greeting. There were five questions in this activity. Greeting (good morning, god afternoon, and good evening) is not a new material; they got this material since in junior high school. Hence this activity became a recall memory and anintroduction, later they will learn some specific greeting that can be used in hotel.

Activity four aimed to train the students' pronunciation and give useful vocabularies to help them in the next activity. The students should pronounce the word by repeating their teacher. There was phonetic transcript in each word.

Activity five was listening activity. In this part, the students would listen to a recording. The transcript was provided so that the students could pay attention on the way the speakers say. After that the students

should practice the dialog. By practicing the dialog, it will stimulate the students to speak up.

In activity six, the students were asked to guess some utterances in the dialog which show greeting, introducing, farewell and thanking expressions.

After guessing the expression, the students were asked to listen once again to the same recording and answer true/false questions. This activity is aimed to measure the students' comprehension of a dialog.

After listening to the dialog, the students were introduced to the intonation (rising and falling intonation) in the Let's Study section. The input was taken from the previous recording. It helped the students to learn and understand about the intonation easier.

After that, in the activity nine, the students were asked to give intonation sign; that they had learned in previous activity, to a conversation between a guest and a housekeeper.

Activity ten was a follow up activity. The students were given listening section and the students should fill the blank with suitable expression in the bubble.

The following activity belonged to let's study section. In this activity the students learned about some introduction, greeting, farewell, and thanking expression which can be used in hotel. There were two kinds of

expression; formal and informal expression, both are given in this activity.

Inactivity thirteen, the students were asked to fill in the blank using correct expression. There were three dialogs related to greeting. This activity aimed to stimulate the students in practicing greeting expression in the dialog. Some expressions are given in the box to help the students filling the blank.

Activity fourteen was a follow up activity. The students should act the dialog in the activity thirteen.

In the activity fifteen, the students were asked to give proper greeting expressions based on some situations. This activity aimed to measure the students' understanding on the expressions that had been learnt, and it encouraged the students to speak English. In this activity, the students should decide about the proper greeting responses to each situation.

In activity sixteen,the students learned about personal pronoun and "be". Whenthe students are introducing, greeting, thanking and saying good bye, they will use both personal pronoun and "be", hence they need to learn about this.

Then, activity seventeen was about personal pronoun exercise. The students should fill in the blank in the conversation. This exercise also gave an example on how to use personal pronoun in speaking.

Activity eighteen is about "be" exercises. Highly related to activity seventeen, this activity aims to give some practical exercises about how to use "be" in the conversation.

The following section was let's practice section. This activity wouldencourage the studentsto speak and use all the materials that they have learned in this unit through a role play. In activity nineteen, the students should pick a picture to be introduced. In introducing, they should put greeting, thanking and farewell expressions. Examples are given to helpthe students.

Inactivity twenty, the students were given some words that would help them to do activity twenty one. They had to find the meaning and practice how to pronounce them.

Next,the students should comprehendsome job descriptions and choose the correct job in the suitable column. This activity would help the students in the next game activity.

After that, in activity twenty two, the students played a guessing game. Game was chosen from the most the students' wanted activity. Some flashcards were given, and the students should pick one of them. The students would work in pairs, one plays role A and another plays role B. Both should pick the same card number. Both the students should imagine the situationsin their card and predict some expressions they will use.

Last, the students had to practice the role. In this activity,the studentsshould use their speaking ability in greeting, introducing, thanking and leave taking to pass the activity.

In reflection section, there will be some statements showing the students' achievement about the materials in this unit.

In summary section, the students will have the summary of anything they learned in unit one.

b.   Unit 2

The topic of unit 2 is *hotel facilities*. It was related to the title of this unit *what kind of room do you want?* In this unit the students would learn how to mention and describe things (hotel facilities). As the writer stated previously, the basic competences were combinedin this unit two. This unit is started by matching some picture of hotel facilities. This activity aims to build the students' background knowledge about some hotel facilities.

The following activity was related to the previous activity. The students should mention some stuff which they could find in some hotel facilities such as swimming pool, saloon, lobby and some other.

In activity three, a picture of room was given to the students. It is aimed to build the students vocabularies. In addition, this task also trainedthe students' pronunciation. The students should label the picture

by using some appropriate words. After that, the students should practice the pronunciation of each word by repeating after their teacher. Hence, phonetic transcriptions were given.

Activity four waspronunciation activity. The students learned about some rules in deciding word stress to pronounce a word correctly. Then, the students should practice in pronouncing the word in activity 1 and activity 3 with correct word stresses.

The next activity was listening activities. It is to practice the students' listening skill and build vocabularies. In this activity, the students should write some facilities mentioned in the recording. The words mentioned are already learned in activity 1 to 4.

It was a follow up from activity five. In this activity, the students should write the correct name of some pictures of hotel facilities. The name of the facilities was found in the listening practice activity 5.

Next activity aimed to train the students' pronunciation. Pronunciation practice was given a lot since this is the most difficult aspect for the students. In this unit, thestudents should pronounce the words in the previous activity with correct word stress. Hence, they will recall what they have learned earlier about word stress.

Coming in *let's study*section,the studentsfirstly observed some expressions of asking for mentioning things. The students should observe a recording in listening practice activity 6. There is transcript showing the

expression. The explanation in this activity covers an introduction why the students should learned about asking for mentioning things and when will they use these expressions are.

Activity nine was listening activity. In this activity, the students should fill in the blank conversation with the correct expression of asking for mentioning things. Then the students should practice the dialog with friends. This activity will buildthe students' confidence to speak.

The next activity was playing a role of a guest and a hotel staff. This activity aimed to encourage thestudents in speaking practice. There were two kinds of dialogs and the students should practice them all with their partner. This dialog is about the use of asking for mentioning things expression. Hence, besides practicing their speaking, they also learneddeeply about the use of asking for mentioning expression.

Activity eleven wasa follow-up from activity ten. In this activity the students will practice their speaking just like in activity 10. The challenge was that the students should arrange the dialog in different situations. They could use different topics in asking for mentioning things.

Activity twelve was grammar activity. The students learned about the use of "*there is …/there are"*. It would be useful for the students when they were mentioning things. To stimulate the students about the use of there is/there are…., the students are given an example. They have to observe the dialog.

Following the previous activity, in this activity, the students would learnhow to use preposition. The activity about comprehended the sentence containing of some prepositions with picture to describe the preposition meaning in Indonesian.

The next was listening activity. The students were listening to a recording, thenwere asked to fill the blank with correct preposition and name of things.

In activity fifteen, some wordswere given to help the students in the next activity. Transcriptswere provided so that the students could train the correct pronunciation. Teacher should lead the students in pronouncing the words.

In activity sixteen, the studentsdealt with five true false questions. Some utterances in this recording were taken as an introduction to the next topic about adjective series.

In activity seventeen, the students started to learn how to describe things. In describing thing, adjective series were needed to give detailed description. Hence, they needed to learn about adjective series and how to use them by giving example.

The next was a follow- up activity from activity seventeen, the students were trainedto use the adjective series. There are bathroom and suite room picture in Pelham Hotel. The students should describe things in those two rooms using the correct adjective series.

Activity eighteen belonged to let's practice section. In this section, the students would produce speaking a lot. After describing the things in activity eighteen, the students should present the description in this activity.

Next, the students were asked to choose the correct picture based on what the students heard in a recording. The recording was about a hotel staff's explanation of a room. This recording was also as an example in doing the next activity.

In the last activity, the students should describe some rooms. In this activity, the students needed to combine what they had learned from the whole activities.The students should combine the used of "there is…/there are…." adjective series, and some vocabularies related to things in hotel.

After finishing all the activities, the students should reflect what they had got in this unit by putting a tick to some statements.

The last section was summary. The summary covered all the material in the unit 2.

c. Unit 3

The title of this unit was*what does he look like?* This title was related to the topic, people in hotel, and the theme that would be learned. They would learn about mentioning and describing people. Still using the same basic competences as in unit 2, this unit focused on mentioning and

describing people. This unit wasstarted by giving the students listening activity. This listening activitywas about a guest who is looking for someone. The listening input was an introduction to the topic.

Activity twowas a follow-up from activity one. This activity aimed to measure how deep the students comprehend the listening section in activity one. Three questions related to the listening activity were given. In addition, these questions could be used to explain what happened in the recording to thestudents.

The next activity belonged to let's study section. In this section,the students learned about some expressions used to ask someone'scharacteristics. There was a conversation as an example for the students to use the expressions in the dialog.

Activity four was a follow up activity. This activity helpedthe students to practice their understanding about expressions of asking someone's characteristics.

The next is pronunciation activity. The students should practice the previous dialog in activity four with correct falling and raising intonation they had learned in unit 1.

In mentioning and describing people, the students needed to have the information about someone's nationality, hence, in this activity the studentswould learn about some peoples' nationalities. It was also

important for the students of hotel accommodation since they would meet people from many countries.

Activity eight was listening activity. In this activity the students would listen to a recording about describing a missing girl. Then the students should answer five questions related to the recording. This recording also became an introduction about describing people and the use of simple present tense in activity nine.

Activity ten is grammar activity. It aims to measure the students' understanding about the use of simple present tense. There were some dialogs and the students should change some words in the dialog into the correct pattern based on the rules of simple present tense.

In the activity that followed, the students would have a job vacancy. They have to understand the content of the job vacancy and then answered some questions related to the job vacancy. This job vacancy also became an example to learn about adjectives.

Activity twelve aimed to give some vocabularies input for the studentsabout some adjectives to describe people. This activity was continued with filling blank using proper adjectives in activity thirteen. This activity helped thestudents to practice the use of adjective and learn some new vocabularies, since vocabulary is the second most difficult aspects for themin learning English.

In activity fourteen, thestudentshad some vocabularies to help them in the next listening activity. They had to find out the meaning and learn how to pronounce the words well. Phonetic transcription is given for each word, so thatthe students could pronounce the word.

Then, activity fifteen was about listening activity. In this activity the students should choose the correct person based on the description on the recording. Some clues words are already given in activity fourteen.

In activity sixteen, the students should answer some question related to the recording in activity fifteen. It aimed to measure how deep the students understand on the conversation was. The recording will be replaced in this activity.

In activity seventeen, thestudents would practice how to describe people. In this activity they had to describe some hotel staffs. A list of profiles was given (name, age, adjectives). They had to combine what they have learned about simple present tense, personal pronoun, adjectives and other things. An example was given in order to show how to do the activity.

After the students finished in describing the picture, they had to present the result. When they were presenting, their skill of speaking will be built. They should pronounce correctly. Moreover they have to build their confidence.

Activity nineteen was guessing game. Student should pick one picture without telling other friends. This game aimed to improve their ability in describing people. Moreover, this guessing game would make the students have fun and various activities.

After picking the picture, they have to describe the people. Some words are given to help them in describing the picture. Still, other friends should not know the description.

Activity twenty one was practicing the game activity. In this activity the students would present their description to other friends. Other friends would guest which picture the student meant. They should take turn in doing this game until all the pictures were taken.

In the Following section, the students would have a reflection to measure how deep they understand the unit by putting a tick on each statement.

The last section was summary. It covered all the material in the unit 3.

4. The Expert Judgment Result

The purpose of the expert judgment is to get the expert' opinion about first draft of the materials. The instrument of the expert judgment was a questionnaire. The items of the questionnaire were adapted from the standard of materials proposed by *BNSP*. According to BNSP, there are four aspects to determine the appropriateness of materials: content,

presentation, language and layout. Therefore, the questionnaire aimed to measure how far the materials had accomplished those standards.

The expert of the materials involved two materials expert. The results of the expert judgment questionnaire were analyzed using descriptive statistic. In this study, the central tendency applied is the mean, while in classifying the category; the mean was converted into frequencies of agreement. The summary of the result were presented as follows:

a. **The Result of Expert Judgment of Unit 1**

The tables below show the descriptive statistic of the material judgment related to the appropriate of Unit 1.

Table 15.The Appropriateness of the Content of Unit 1.

No	Evaluated Aspect	Items	Score
1		The developed materials are appropriate to the KTSP 2006.	3
2		The developedmaterials are appropriate to SK-SD (standard competence and Basic Competence) of grade x of SMK in the first semester.	3
3	Content	The developed materials are relevant to the designed course grid.	3
4		Materials (text, table, picture, attachment, etc) are relevant to the topic being discussed.	3
5		The materials contain texts or /and dialogs which are accordance to the students' needs	4

6		The developed materials contain of vocabulary, pronunciation, and grammar components which are accordance to the topic being discussed.	4
Mean			3.33

Table 15 shows that the content of the unit 1 is considered as "Very Good". It could be seen from the mean which is gained from six questions related to the content.

Table 16. The Appropriateness of The Presentation of Unit 1.

No	Evaluated Aspect	Items	Score
7		The developed activities encourage the students to perform oral communication.	4
8		The developed activities encourage the students to work independently or in groups.	4
9		The developed materials provided opening, main activity, evaluation and summary consistently.	3
10	presentation	The developed materials related to the students' program (hospitality)	4
11		The developed activity are well organized and systematically graded from guided activities to free guided activities.	3
12		The developed activities are interesting to the students.	4
Mean			3.67

Table 16 shows that the appropriateness of the presentation of unit 1 is "Very Good". It can be seen from the mean result which shows 3.67.

Table 17. The Appropriateness of the Language of unit 1

No	Evaluated Aspect	Items	Score
13		The language instructions are easily understoodby the students.	3
14		The materials are developed in grammatical English.	3
15	Language	The spellingsof the instructions used in the developed materials are in accordance with the English spelling principles.	3
16		The language used is relevant to the students' cognitive development.	3
17		The developed materials arelinked to the next materials.	3
Mean			3.00

Table 17 shows about the appropriateness of the language of unit 1. From the mean result, it shows that the appropriateness of the language of unit 1 is categorized to "Good".

Table 18. The Appropriateness of The Lay-out of Unit 1.

No	Evaluated Aspect	Items	Mean
1		The material is printed using standard ISO paper (A4, A5, or B5).	4
2		The font combination used are not too various.	4
3		The font size and color can be read well.	4
4	Lay-out	The font provided isnot too much	4
5		Variation of word (italic, bold, capital) is not too much.	4
6		The illustrations are relevant to the materials	3
7		The placements of the materials (title, illustration, goals etc) are consistent.	3
8		Sources are provided.	3
Mean			3.63

Table 18 shows that the layout of the unit 1 is belong to "Very Good". It can be seen from the result of the mean, 3.63, which categorized into good.

b. The result of expert judgment of unit 2

The tables below present the descriptive statistic of the material judgmentrelated to the appropriateness of Unit 2.

Table 19. The Appropriateness of TheContent of Unit 2.

No	Evaluated Aspect	Items	Score
1		The developed materials are appropriate to the KTSP 2006.	3
2		The developedmaterials are appropriate to SK-SD (standard competence and Basic Competence) of grade x of SMK in the first semester.	3
3	Content	The developed materials are relevant to the designed course grid.	3
4		Materials (text, table, picture, attachment, etc) are relevant to the topic being discussed.	3
5		The materials contain texts or /and dialogs which are accordance to the students' needs	4
6		The developed materials contain of vocabulary, pronunciation, and grammar components which are accordance to the topic being discussed.	4
Mean			3.33

Table 19 shows that the content of the unit 2 is considered as "Very Good". It could be seen from the mean result, 3.33, which is gained from six questions related to the content.

Table 20. The Appropriateness of The Presentation of Unit 2.

No	Evaluated Aspect	Items	Score
7	presentation	The developed activities encourage the students to perform oral communication.	4
8		The developed activities encourage the students to work independently or in groups.	4
9		The developed materials provided opening, main activity, evaluation and summary consistently.	3
10		The developed materials related to the students' program (hospitality)	4
11		The developed activity are well organized and systematically graded from guided activities to free guided activities.	4
12		The developed activities are interesting to the students.	4
Mean			3.83

Table 20 shows that the contents of the materials in Unit 2 are very good. It couldbe inferred from the mean of the general judgment of the content in Unit 2.Therefore, the content of the developed materials is categorized as "Very Good".

Table 21. The Appropriateness of TheLanguage of The Unit 2.

No	Evaluated Aspect	Items	Score
13		The language instruction are easily understoodby the students.	3
14		The materials are developed in grammatical English.	3
15	Language	The spelling instructions used in the developed materials are in accordance with the English spelling principles.	4
16		The language used is relevant to the students' cognitive development.	4
17		The developed materials arelinked to the next materials.	4
Mean			3.60

The Table 21shows that the material is good in terms of its languageaspect. It could be seen from the mean result which shows 3.60. Therefore, it can be inferred that the language in Unit 3 is categorized as "Very Good".

Table 22. The appropriateness of The Lay-out of The Unit 2

No	Evaluated Aspect	Items	Mean
1	Lay-out	The material is printed using standard ISO paper (A4, A5, or B5).	4

2		The font combination used are not too various.	4
3		The font size and color can be read well.	4
4		The font provided isnot too much	4
5		Variation of word (italic, bold, capital) is not too much.	4
6		The illustrations are relevant to the materials	4
7		The placements of the materials (title, illustration, goals etc) are consistent.	3
8		Sources are provided.	4
Mean			3.87

The table 22 shows that according to the expert, the layout of Unit 2 is very good. It canbe seen from the mean result. The mean is 3.87,which categorized the layout of Unit 2 as "Very Good".

c. **The Result of the Expert Judgment Of Unit 3**

The tables below present the descriptive statistic of the material judgment related to the appropriateness of Unit 3.

Table 23. The appropriateness of The Content of Unit 3

No	Evaluated Aspect	Items	Score
1	Content	The developed materials are appropriate to the KTSP 2006.	3
2		The developed materials are appropriate to SK-SD (standard competence and Basic Competence) of grade x of SMK in the first semester.	3
3		The developed materials are relevant to the designed course grid.	3
4		Materials (text, table, picture, attachment, etc) are relevant to the topic being discussed.	3
5		The materials contain texts or /and dialogs which are accordance to the students' needs	4
6		The developed materials contain of vocabulary, pronunciation, and grammar components which are accordance to the topic being discussed.	4
Mean			3.33

Table 23 shows that the contents of the materials in Unit 4 are "Very Good". It could be seen from the mean result of the content which is gained from six questions. Therefore, the content of the developed materials is categorized as good.

Table 24.The Appropriateness of the Presentation of Unit 3.

No	Evaluated Aspect	Items	Score

7	presentation	The developed activities encourage the students to perform oral communication.	4
8		The developed activities encourage the students to work independently or in groups.	4
9		The developed materials provided opening, main activity, evaluation and summary consistently.	4
10		The developed materials related to the students' program (hospitality)	4
11		The developed activity are well organized and systematically graded from guided activities to free guided activities.	4
12		The developed activities are interesting to the students.	4
Mean			4

Table 24shows that the presentation of Unit 3 is considered as "Very

Good". It could beseen from the mean result. The mean is 4,which

categorized the presentation of Unit 3 as "Very Good".

Table 25. The Appropriateness of The Language of Unit 3

No	Evaluated Aspect	Items	Score
13	Language	The language instructions are easily understoodby the students.	3
14		The materials are developed in grammatical English.	3
15		The spellings instruction used in the developed materials are in accordance with the English spelling	3

No		Items	
		principles.	
16		The language used is relevant to the students' cognitive development.	3
17		The developed materials arelinked to the next materials.	4
Mean			3.20

Table 25 shows that the material is "Good" in terms of its language aspect.It could be seen from the result of the Unit 3.Therefore, it can be inferred that the language in Unit 3 is categorized as fair.

Table 26. The Appropriateness of The Lay-out of Unit 3

No	Evaluated Aspect	Items	Mean
1		The material is printed using standard ISO paper (A4, A5, or B5).	4
2		The font combination used are not too various.	4
3	Lay-out	the font size and color can be read well.	4
4		The font provided isnot too much	4
5		Variation of words (italic, bold, capital) is not too much.	4

6		The illustrations are relevant to the materials	4
7		The placements of the materials (title, illustrations, goals etc) are consistent.	3
8		Sources are provided.	4
Mean			3.87

The table 26 shows that according to the expert, the layout of Unit 3 is "Very Good". It can be seen from the mean result. The mean is 3.87, which categorized the layout of Unit 3 as very good.

d. The Result of Expert Judgment of The Whole Materials

Table 27. The Appropriateness of the Whole Materials

No	Units	Mean
1.	**1. Unit 1**	
	a. Content	3.33
	b. Presentation	3.67
	c. Language	3.00
	d. Lay-out	3.67
	Average Score	**3.42**
2.	**2. Unit 2**	

	a. Content	3.33
	b. Presentation	3.83
	c. Language	3.60
	d. Lay-out	3.87
	Average Score	**3.66**
3.	**3. Unit 3**	
	a. Content	3.33
	b. Presentation	4
	c. Language	3.2
	d. Lay-out	3.87
	Average Score	**3.60**
	Final mean	**3.56**

Table 27 shows that the average score of each unit is 3.42, 3.66 and

3.60. So, the overall means or the final means is 3.56. Therefore, the

result of the expert judgment shows that the developed materials are

"Very Good" and feasible to apply.

5. **The Review of The First Draft Materials**

The expert was not only asked to give their evaluation about the

materials, but also to give their comments and suggestions about the

developed materials. Their comments were about the weaknesses of the

materials and the suggestions to improve the developed materials. The feedbacks from the expert were used to revise the first draft to be the final draft. The following table is the description of the expert' feedback.

Table 28. The Revision of Unit 1

Part of the Unit	Point of revise	Revision
Unit title	Spelling On the title of the unit "Welcome to Seraton Hotel"	Correcting the spelling. "Welcome to Sheraton Hotel"
Activity 1	No revision	No revision
Activity 2	Unclear relation to other activity	Write some example dialogs from video in activity 1. This is done to make red line between activity 1 and activity 2.
Activity 3	No Revision	No Revision
Activity 4	No Revision	No Revision
Activity 5	Grammar instruction	Correct grammar instruction
Activity 6	No Revision	No Revision
Activity 7	No Revision	No Revision
Activity 8	Lay out of dialog and note	Rearrange the lay out
Activity 9	No Revision	No Revision
Activity 10	Lay out	Rearrange the lay out, (put table and arrange the spacing of the words)

Activity 11	Grammar mistake "after filling the blanks….."	Correcting the grammar "after filling in the blanks…."
Activity 12	Lay-out of the book, bad spacing, and inappropriate picture.	Rearranged the lay-out and spacing. Put picture that is related to the dialog in the book.
Activity 13	Activity 13 is easier than activity 14 and 15	Switching activity 13 to 15
Activity 14	Rearrange the activity	Switching the activity 14 to 13
Activity 15	Rearrange the activity	Switching the activity 15 to 14
Activity 16	Lay-out, wrong word "to be" and bad spacing	Rearranged the lay-out, correcting the word used in the materials "be" and the spacing
Activity 17	Grammar instruction Fill the blank the dialog with suitable "pronoun" in the box	Correcting the grammar mistakes Fill **in** the blank the dialog with suitable "pronoun" in the box
Activity 18	Grammar mistakes and lack of pictures	Correcting the grammar mistakes and put some pictures related to the dialogs.
Activity 19	inappropriate bubble shape using in the dialog	Change the bubble into ⬭
Activity 20	No revision	No revision
Activity 21	No revision	No revision
Activity 22	No revision	No revision
Activity 23	No revision	No revision
Reflection	Column for checking list	Add one more colomn for "fair" check list.

Table 28 shows that the materials are good but the expert suggested to rearranged the lay-out and change the balloon shape, add pictures and find different symbol to the activities of study, speaking and listening. In addition, the expert also suggeststo put some fun spot in order to make student interest in reading the book.

Table 29. The Revision of Unit 2

| Part of the Unit	Point of revise	Revision
Unit Title	No revision	No revision
Activity 1	No revision	No revision
Activity 2	No revision	No revision
Activity 3	No revision	No revision
Activity 4	Spacing	Correcting the spacing
Activity 5	Lay-out is too boring	Rearrange the lay out
Activity 6	No revision	No revision
Activity 7	No revision	No revision
Activity 8	Lay-out, lack pictures	Rearrange the Lay-out, adding some pictures related to the topic in the activity

Activity 9	Lay-out is too boring	Rearrange the Lay-out,
Activity 10	Lay-out is too boring and lack of picture	Rearrange the layout and add picture related to the dialog in this activity
Activity 11	Grammar instruction	Correct the grammar instructions. Put "a" before the word hotel staff
Activity 12	Lay-out and spacing	Rearrange the lay-out and spacing
Activity 13	Not appropriate balloon shape	Change the balloon shape into
Activity 14	No revision	No revision
Activity 15	No revision	No revision
Activity 16	No revision	No revision
Activity 17	Lay out	Rearrange the lay-out
Activity 18	No revision	No revision
Activity 19	No revision	No revision
Activity 20	No revision	No revision
Activity 21	No revision	No revision
Activity 22	No revision	No revision
Reflection	Column for checking list	Add one more colomn for "fair" check list.

Table 29 shows that the materials are good. The expert suggestsfor rearranging the lay-out and changing the inappropriate balloon. In addition, some spellings also need to revise.

Table 30. The Revision of Unit 3

Part of the Unit	Point of revise	Revision
Unit title	What does he look like. The picture in the unit title is women so it should be "she" not "he"	What does she look like
Activity 1	No revision	No revision
Activity 2	No revision	No revision
Activity 3	Error spacing	Correction to spacing
Activity 4	No revision	No revision
Activity 5	No revision	No revision
Activity 6	No revision	No revision
Activity 7	The picture is not relevant to the dialog	Change the picture
Activity 8	Inappropriate balloon	Change the balloon shape
Activity 9	No revision	No revision

Activity10	No revision	No revision
Activity 11	No revision	No revision
Activity 12	No revision	No revision
Activity 13	Grammar Instruction	Correct the grammar of the instruction. Put "in". "after fill in ……."
Activity 14	No revision	No revision
Activity 15	Inappropriate balloon	Change the balloon
Activity 16	No revision	No revision
Activity 17	Inappropriate balloon shape	Change the balloon shape to the suggested one
Activity 18	No revision	No revision
Activity 19	The unclear instruction	Add more explanation to the instruction so that the students will understand what they have to do by picking up the picture. "……..The picture will be a person you need to describe. Observe the picture."
Activity 20	No revision	No revision
Activity 21	Inappropriate balloon	Change the balloon shape to the suggested one.
Reflection	Column for checking list	Add one more colomn for "fair" check list.

Table 30 shows that the materials are good. Yet, there are some suggestion and correction by the expert. Rearrange the lay-out becomes the essential suggestion from the expert. In addition some grammar mistakes also need to be revised.

6. The Final Draft of the Material

Based on the result of the expert judgment, the content, the language, the presentation, and the graphic design of the materials were revised and written into the final draft. The description of the final draft of each unit can be seen in the Appendix.

B. DISCUSSION

This part presents the discussion of the research findings. The result of this research is speaking materials for X grade of Hotel Accommodation program in SMK PI Ambarukmo 1, Sleman, Yogyakarta.

The materials were developed based onthe students' needs analysis, micro-skills and macro-skills of speaking and some theories from the expert. To make the students be able to speak and express their feeling, it is important to consider the micro-skills and macro-skills of speaking.

Table 31.macro-skill and micro-skills of speaking in the designed materials

Micro-skills and macro-skills	Types of activity	Example
Appropriately accomplishing communicate function according to situations, participants, and goal appropriately (macro-skills)	Greeting someone (friend, guest, colleague) based on appropriate language (formal or informal)	Activity 15 in unit 1
Conveying facial features, kinesis, body language, and other non verbal cues along with verbal language (macro-skills)	Role play and guessing games activities	Activity 22 in unit one
Conveying links between event and communicate such relation as focal and peripheral ideas, events, feelings, new and given information, generalization and exemplification (macro-skills)	Describing people based on given information	Activity 17 in unit three
Producing English stress pattern (micro-skills)	Studying and practicing about word stress	Activity 4 in unit 2
Using grammatical words, system, pattern, rules, and elliptical form (micro-skills)	Describing a picture based on the rules of adjective series	Activity 21 in unit 2,

In addition, the developed materials used CLT which took real life activity in the teaching and learning process. Hence, the developed activities in the unitswere using real life activities thatmotivate the students to communicate.

The needs analysis was collected between august-October 2015. The researcher collected the data through questionnaire. The questionnaire consisted

of 20 questions. It distributed to the class of XAP 1 and X AP 2. The questionnaire was developed according to the principles of needs analysis proposed by Hutchinson & Waters (1987) and Nunan (2004) that cover the target needs and the learning needs. In terms of target needs, the questionnaire was divided into three components including necessities, lacks, and wants. In term of learning needs, the questionnaire was divided into some parts including goals, input, procedures, setting teachers' role and learner's role.

The results from the needs analysis were analyzed by calculating the percentage of each answer on the questionnaire. The two highest score were considered as the data conclusion that will be used to develop the speaking materials.

Based on the result of the questionnaire, for the necessities, the students thought that they need speaking topic related to the Hotel and the daily life. In addition, the studentsexpected to have speaking materials that can be used in the workplace. Based on this result, the researcher decided to make a topic in each unit related to hotel and daily life in hotel. In the unit one, the title is "welcome to Sheraton Hotel" with the topic "Daily Life in Hotel".in the unit two the topic is about "Things around Hotel" and the unit three the topic is about "People in Hotel". The materials will cover also some language function used in their daily life as hotel staffs. Hence, they can use the learned materials in their later workplace. In terms of lacks, the studentsfelt that their main difficulties in learning speaking English are on vocabularies and pronunciation. Considering to

this result, the researcher put some vocabularies and phonetics transcription in each vocabulary. In can be seen on some activities, some of them are on activity2, 4, and 20,in the unit 1, activity 1, 3, 6, 14, and 16 on the unit 2, and activity 6, 12, 13, 14, and 19. In terms of wants, the students want to have adult people and mature people as the narrator with Asian or American accent. Hence, the researcher looked for some videos and recording containing mature and adult people with American or Asian accent. For some recordings, the researcher collected the materials and the people by herself. It is done because the researcher faced some difficulties in finding the appropriate listening input as the needs ofthe students of SMK PI Ambarukmo 1 Sleman, Yogyakarta. The students were novice levels. Hence, the researcher made the recordings that are designed as their needs.

The next part is Learning Needs. They covered some components as goals, input, procedure, setting, teachers' role and learners' role (Nunan 2004).The first component is goals. From the needs analysis result, the students' goal in learning English is to help the students in finding a later job. English and hotel accommodation are two things that cannot be separated. To work in hotel, the students need to have English speaking skill.The second component of learning needs is input.The students expected to have dialog and story text as the input material for learning speaking. The researcher developed the material that covered those inputs. Dialog becomes the most speaking input in each unit.

The second component is procedure. The needs analysis result showed that the studentspreferred to have information gap and games (guessing games and labeling games) as the speaking activities. These activities are appeared in the unit 1 on activity 5, 8, 15, 19, and 22, in the unit 2 on activity 9, 10, 11 and 21, in the unit 3 on activity, 1, 14, 16, and 18.The students also wanted to have role play activity with preparation (preparing the ground). Furthermore, for vocabulary activity, the students wanted to have translate and matching the English words/phrase to Indonesian word/phrase. In term of pronunciation activity, most of the students preferred to repeat every difficult words/phrases after their teacher. For grammar activity student wanted to identifying and correcting dialog/monolog and utterances.

The next component is setting whichdescribes as the way to carry out the works (Nunan 2004). Based on the needs analysis result, the students preferred to do activity in class and any places related to the activity. Considering the result, the activity, mostly, were done in the classroom.

The last component was teacher's role and learner's role. In terms of teachers' role, the students wanted the teacher acted as motivator and deliver in doing every activity. In terms of learners' role,the students are preferred to do and participate in each activity. It means that the teacher should motivate the students and bring the students to participate in learning process.

After conducting and analyzing the needs analysis, the next step was developing course grid. In was conducted to plan and organize the developed

speaking materials. The results of needs analysis were used as a basis to develop the course grid. It consisted of the course grid, the standard competence, the basic competence, the topic and title of the unit, the indicators, the language function used in the material in each unit, vocabularies, grammar, and sources.

The course grid was then used to develop the units as the first draft of the materials. The materials were developed based on the needs analysis result. Each unit in the materials consist around 20 activities. Each unit consists of three main part; introduction (unit title and learning objectives), main lesson (let's start, let's study, and let's practice), and reinforcement (reflection and summary). In the last page of each unit, there is "Do You Know" column giving unique information related to hospitality.

Let's start had purpose to call up the students' background knowledge about the materials they are going to learn. In Let's Start, student had picture, video or recording as the input. Then, in Let's Study, the students were given deeper information related to the topic. In this parts also contains of some exercise helping the students learned the topic. Next part is let's practice which motivate the students to speak and practice what they have learned. In reflection, there were some statements to measure the students' achievement in each unit. Summary part is given to summarize what thing the students have learned in each unit. In each unit also consists of fun column. It did not appear in every pages of the unit, but only in some corner. This is designed to give a break for the studentsand made them away for feeling bored when studying.

After the materials developed, the three units of the developed materials were considered as the first draft of the materials. The next step was conducting the materials evaluation. The materials were evaluated by an expert. The materials evaluation was done by distribute a questionnaire to an expert. The questionnaire was adapted from BSNP (Badan Standar Nasional Penilaian) covering four aspects, content appropriateness, language appropriateness, presentation appropriateness, and lay out appropriateness. Based on the result of the expert judgment, the developed materials were appropriate based on the needs of the students of speaking. However, there were some aspects should be revised. In general, those aspects were about the language by recommending some revisions on grammatical, spelling, and word choices. The detailed description of the first draft revision were available in table 29, table 30 and table 31.

After that, the materials are evaluated by the expert. The materialsevaluation is done by distributing a questionnaire. The items of the questionnaireare developed based on Badan Nasional Standar Penilaian (BNSP) that covers four main points of evaluation, i.e. the appropriateness of the content, theappropriateness of the language, the appropriateness of the presentation, and the appropriateness of the lay-out.

Based on the expert judgment result of Unit 1, the mean of the content appropriateness was 3.33. Inaddition, the presentation appropriateness was 3.67and the language appropriateness was 3.00. Then, the lay-out appropriateness

was 3.67. The mean of whole aspects was 3.42 categorized as "Very Good" with interval 3.25≤ x ≤4.

For unit 2, the mean of the content appropriateness was 3.33%. Then, the presentation appropriateness was 4. Then, it is 3.60for the language appropriateness and 3.87 for the lay-out appropriateness. For the whole aspects the mean was 3.66. It can be categorized as "Very Good".

In unit 3, the content appropriateness was 3.33. The presentation appropriateness was 4. For the language appropriateness was 3.20 and 3.87 for the lay-out appropriateness. All aspects had 3.60 which categorized as "very good".

After revising the first draft, the developed materials were considered as the final draft. The final draft is available in the appendices.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections, namely conclusions and suggestions. The conclusions section talks about the summary of the research findings related to the formulation of the problems and objectives of the research. The second one is suggestions of particular matters for other researchers. Each section is presented below.

A. Conclusion

Based on the findings and discussion, the result of the research can besummarized as follows.

1. The first objective of this research is to identify the learning needs of the studentsof Hotel Accommodation program. Based on the result of the questionnaire, the students' views about what they need are listed as follows.

   a. Most of the students need topic related to Hotel.

   b. Most of the students need speaking material that can be used in the workplace.

   c. Most of the studentsthink that pronunciation is the most difficulties for them when learning speaking.

   d. For listening input, most of the students want to have adult as the narrator.

   e. Most of the students want Asian English as the input accent in listening activity.

2. The second objective of this research is to identify and describe the target needsof the studentsof SMK PI AMBARUKMO 1 Sleman. Thefindings of the research reveal the target needs of the students of Hotel Accommodation program are:

a. Most of the studentsprefer dialog as the input materials in speaking.

b. The length of the materials need by the students is 150-200 words/2-3 minutes/around 5 vocabularies list, 2-3 pictures.

c. The goal of the students of SMK PI Ambarukmo 1 Sleman in learningEnglish speaking is to make them easier in finding job related to their department.

d. Game is the most wanted activity that the students want in speaking English.

e. Most of them prefer to have role play activity with preparation as the kinds of role play activity to improve their speaking.

f. Most of the students prefer to have guessing game as the game activity to improve their speaking.

g. For vocabulary activity, most of the students are prefer to translate the English vocabularies and phrases to Indonesian.

h. For pronunciation activity, most of the students want to learn some difficulties word by repeating after their teacher.

i. Most of the students are prefer to identify and correct miss monolog as grammar activity in learning speaking.

3. The third objective of this research is to develop appropriate English speakingmaterials for x grade of hotel accommodation program at SMK PI Ambarukmo 1 Sleman, Yogyakarta. In order to developappropriate English speaking materials for hotel accommodation program, the materials were develop by considering the theories and the analysis ofthe learning and target needs and were revised through the result of evaluations.The product is formulated into course grid, first draft of the materials and finaldraft of the materials. The materials consist of three units, the topic of the unit aredaily life in hotel, things around hotel and people in hotel. Thelanguage functions of each unit are greeting, introduction, leave taking, and thanking, asking for mentioning things and describing things, and asking for people characteristic and describing people. Based on the result of this research, the appropriate speaking materials for x grade of hotel accommodation program have the following characteristics as follows.

   a. The materials are relevant to thestudents' need of x grade of hotel accommodation program.

   b. The tasks in the units can make the students practice their speaking skills.

   c. The content, language, presentation and layout of the materials are appropriatefor the students of hotel accommodation program.

   The learning materials have the following components as follows.

1. The first part of the unit is the title of the unit. The title reflects the wholetopic of the unit. There is also a brief explanation about the objectives ofthe unit to give the students explanation about what they are going to learn.

2. The second part of the unit is Let's Start. The tasks in this partare designed to recall the students' background knowledge about the scopeof the unit.

3. The third part of the unit is Let's Study. In this section the students observe and study about the materials in each unit.

4. The forth part of the unit is let's practice. In this section the students practice their speaking skill a lot.

5. Next part of the unit is reinforcement (Reflection, Summary). The availability of the *reflection*is essential tocheck the students' understanding towards the materials. While theavailability of*summary* aims to simplifying the whole materials inthe unit.

6. The last part is glossary. This part serves the students with many vocabularies they found in the unit 1. Unit 2 and unit 3. Phonetic transcription and Indonesian meaning are given to help the students in understanding the list of the words.

B. Implication

Based on the result of the study, the implication that can be drawn below is that the English speaking materials x grade of hotel accommodation at

SMKPI Ambarukmo 1 Sleman, Yogyakarta were designed based on the needs analysis obtained from the needs analysis questionnaire. The final product was designed by considering the assessment from the experts' judgments. Moreover, the average score based on the assessment from the experts' judgments implies that the developed materials are good and feasible to be implemented for x grade of hotel accommodation program at SMK PI Ambarukmo 1 Sleman, Yogyakarta.

C. Suggestions

This research only focuses on developing English speaking materials for x grade the students of hotel accommodation program at SMK PI Ambarukmo1 Sleman, Yogyakarta. It is limited used only for x grade the students of hotel accommodation program in semester 1. It is possible that other gradesand program lack of English speaking materials which is very important for the students. Therefore, other researchers are expected to be able to develop English learningmaterials for other grades and programs which have the problems with theavailability of appropriate English learning materials. They are also expected tofind the other characteristics of appropriate speaking materials based on the needsof the students.

Due to limited of time, this research only develops three units of materials forthe students. Therefore, other researchers are expectedto be able to develop more appropriate English speaking materials for hotel accommodation program to cover all of language functions, language features, theme, topic andvocabulary needed by the Hotel accommodation the students. In addition,

the researcher found some difficulties in finding proper listening input for the students of SMK PI Ambarukmo 1. Sleman, Yogyakarta. Hence, for some listening inputs, the researcher designed by herself. It should be noted that the students were in novice level, it was difficult to find the listening materials which contained materials as their needs and covered their level. Hence, the researcher expected other researcher could find or developed better listening input for the students.

It is important for the students of hotel accommodation program to improve their confidence when learning English speaking. There will be never speaking or conversation practice when the students still afraid of making mistakes and do not have enough confidence in speaking. This is also teachers' job to motivate them in speaking English. Moreover the goals of these materials could be reached if teachers maximize their role in teaching and learning process.

Last but not least, it is important for teachers to provide their guidance and help to the learners during using this material in the classroom. The goal of this material will be reached if the teachers maximize their role as discussed in the previous chapter.

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Analisis Kebutuhan Belajar Berbicara Bahasa Inggris (Speaking) untuk Jurusan Akomodasi Perhotelan kelas X di SMK PI AMBARUKMO Yogyakarta

A. Pengantar

Angket ini bertujuan untuk mengetahui kebutuhan belajar *speaking* siswa jurusan Akomodasi Perhotelan kelas X sebagai pertimbangan dalam mengembangkan materi belajar *speaking*. Materi yang akan dikembangkan tersebut dimaksutkan sebagai bahan ajar dan bertujuan mengembangkan kemampuan berbicara bahasa Inggris sesuai kebutuhan siswa Jurusan Akomodasi Perhotelan. Jawaban teman-teman dalam mengisi angket ini tidak akan mempengaruhi nilai raport.

B. Data Responden

a. Nama : ………………………
b. No. induk : ……………………….
c. Kelas : ……………………….
d. Umur : ………………………
e. Jenis Kelamin : L/P

C. Petunjuk Pengisian

Berikut ini adalah beberapa pertanyaan yang menunjukan keadaan diri teman-teman. Berilah tanda silang (×) pada setiap pilihan jawaban yang sesuai dengan keadaan teman-teman selama mengikuti pelajaran Bahasa Inggris. Jawaban hendaknya diisi dengan sebenar-benarnya. Jika teman-teman memilih jawaban "lain-lain", tulislah jawaban tersebut dengan singkat dan jelas pada pilihan yang sudah disediakan.

1. Saya sudah belajar bahasa Inggris sejak…..
   a. Sekolah Dasar
   b. Sekolah Menengah Pertama
   c. Belum pernah sama sekali
   d. Lain-lain _____

2. Tujuan saya belajar bahasa Inggris adalah….
   a. Agar lulus ujian
   b. Agar mudah mendapatkan pekerjaan sesuai dengan pendidikan kejuruan yang saya tekuni
   c. Agar mendapat nilai baik
   d. Lain-lain _____

3. Menurut saya, kemampuan berbicara bahasa Inggris *(speaking)* saya saat ini adalah
   a. Saya sama sekali tidak bisa berkomunikasi menggunakan bahasa inggris
   b. Saya mampu memahami orang yang sedang berbicara menggunakan bahasa inggris namun tidak bisa menanggapi atau merespon
   c. Saya bisa berkomunikasi menggunakan bahsa inggris dengan topik dan situasi yang beragam walaupun masih terdapat kesalahan
   d. Saya bisa berkomunikasi dengan benar dalam berbagai situasi dan topik, namun masih terbata-bata
   e. Lain-lain _____

4. Input materi yang saya inginkan untuk melatih kemampuan berbicara bahasa Inggris *(speaking)* adalah (boleh memilih lebih dari satu) …
   a. Dialog
   b. Monolog
   c. Daftar kosakata
   d. Gambar
   e. Artikel
   f. Teks cerita

5. Panjang input materi yang saya inginkan untuk melatih kemampuan berbicara bahasa Inggris *(speaking)* adalah …
   a. Kurang dari 150 kata/ kurang dari 2 menit/kurang dari 5 daftar kosakata/kurang dari 2 gambar
   b. 150 – 200 kata/ 2-3 menit/5 daftar kosakata/2-3 gambar
   c. 200 – 300 kata/ 3-4 menit/5-10 daftar kosakata/3-5 gambar
   d. Lebih dari 300 kata/lebih dari 4 menit/ lebih dari 10 daftar kosakata/ lebih dari 5 gambar

6. Topik materi pembelajaran berbicara bahasa Inggris *(speaking)* yang butuhkan adalah…
   a. Topik yang berkaitan dengan kehidupan sehari – hari.
   b. Topik yang berkaitan dengan dunia perhotelan.
   c. Topik yang berkaitan dengan dunia sekolah.
   d. Topik yang berkaitan dengan bisnis pariwisata.
   e. Lain-lain _____

7. Setelah lulus nanti, saya akan sering menggunakan ketrampilan berbicara bahasa Inggris *(speaking)* di…
   a. Tempat kerja
   b. Jenjang pendidikan lanjutan
   c. Lingkungan sehari-hari
   d. Lain-lain _____

8. Menurut saya, kegiatan pembelajaran yang cocok untuk materi pembelajaran berbicara bahasa Inggris *(speaking)* adalah…
   a. Bermain peran (role play).
   b. Bertukar informasi (information gap).
   c. Memperagakan langkah – langkah kerja sederhana.
   d. Permainan (games)
   e. Lain-lain _____

9. Bentuk kegiatan bermain peran (*role – play*) yang saya perlukan untuk melatih kemampuan berbicara bahasa Inggris *(speaking)* adalah (boleh pilih lebih dari satu)
   a. Role-play dengan persiapan terebih dulu
   b. Role-play tanpa persiapan (spontan)
   c. Role-play menggunakan kartu yang memiliki informasi berbeda-beda untuk setiap murid
   d. Role-play yang mengasah kemampuan berdiskusi dan berpendapat
   e. Role-play yang berisi aktivitas untuk mengadaptasi atau meniru suatu kegiatan (simulasi)

10. Bentuk kegiatan permainan (*games*) yang ssaya perlukan untuk melatih kemampuan *berbicara* bahasa Inggris *(speaking)* adalah (boleh memilih lebih dari satu)…
    a. *board games*   (permainan menggunakan papan seperti ular tangga)
    b. *guessing games*   (permainan menebak kata atau gambar)
    c. *survey games*   (permainan mencermati sesuatu)
    d. *matching games*   (permainan memcocokan)
    e. *labeling games*   (permainan dengan memberikan label)
    f. *exchanging games* (permainan menukarkan nukarkan kata atau gambar)
    g. *card games*   (permainan menggunakan kartu seperti UNO)

11. Bentuk kegiatan mengenai kosakata *(vocabulary)* dan frasa *(phrase)* yang saya inginkan adalah ….
    a. Mencocokkan kosakata *(vocabulary)* dan frasa *(phrase)* bahasa Inggris dengan bahasa Indonesia
    b. Menerjemahkan kata bahasa Inggris kedalam bahasa Indonesia
    c. Melengkapi dialog atau monolog dengan kosakata *(vocabulary)* dan frasa *(phrase)* yang sudah disediakan
    d. Melengkapi dialog atau monolog dengan kosakata *(vocabulary)* dan frasa *(phrase)* sendiri
    e. Lain-lain _____

12. Bentuk kegiatan mengenai pengucapan *(pronounciation)* yang saya inginkan adalah …
    a. Mengulang ucapan guru tentang kata-kata yang dianggap sulit
    b. Diberi phonetic transcription pada setiap kata-kata sulit
    c. Mencari sendiri cara pengucapan kata-kata sulit
    d. Lain-lain _____

13. Bentuk kegiatan mengenai struktur kamilat *(grammar)* yang saya inginkan adalah….
    a. Mngindentifikasi dan memperbaiki kesalahan pada ujaran
    b. Membuat ujaran berdasarkan pola yang telah diajarkan
    c. Melengkapi ujaran menggunakan grammar yang tepat
    d. Mengidentifikasi dan memperbaiki kesalahan grammar pada monolog
    e. Lain-lain _____

14. Kesulitan utama saya dalam belajar berbicara bahasa Inggris *(speaking)* adalah …..
    a. Kosakata (*vocabulary*) yang masih terbatas.
    b. Pelafalan (*pronunciation*) yang masih belum tepat.
    c. Tata bahasa (*grammar*) yang masih belum benar.
    d. Tidak tahu penggunaan ekspresi atau ungkapan yang sesuai dengan situasi yang dihadapi
    e. Lain-lain _____

15. Dalam pelaksanaan kegiatan pembelajaran , saya lebih suka dilaksanakan di…
    a. Kelas.
    b. Ditempat yang berhubungan dengan kegiatan secara langsung (missal, hotel).
    c. Perpustakaan.
    d. Lain-lain _____

16. .Pada saat mengerjakan tugas – tugas, saya lebih suka …
    a. Mengerjakan tugas secara individu.
    b. Mengerjakan tugas secara berpasangan.
    c. Mengerjakan tugas secara berkelompok

17. Dalam kegiatan mendengarkan *(listening),* narator yang saya inginkan adalah
    a. Anak-anak (laki-laki/perempuan/gabungan)
    b. Remaja (pria/wanita/gabungan)
    c. Dewasa (pria/wanita/gabungan)
    d. Lain-lain _____

18. Dalam kegiatan mendengarkan *(listening),* aksen yang saya inginkan adalah
    a. British
    b. American
    c. Australian

d. Asian

e. Lain-lain _____

19. Menurut saya, peran guru dalam belajar berbicara bahasa Inggris (speaking) seharusnya sebagai ...

a. Pengontrol setiap kegiatan siswa.

b. Motivator bagi siswa dalam mengerjakan setiap kegiatan pembelajaran.

c. Pemberi tugas bagi setiap siswa.

d. Penjelas dalam setiap kegiatan pembelajaran

20. Menurut saya, peran saya dalam pembelajaran berbicara *(speaking)* adalah ….

a. Mendengarkan dan memperhatikan penjelasan guru saja

b. Melaksanakan dan berpartisipasi dalam setiap kegiatan yang diberikan oleh guru

c. Mendengarkan dan berpartisipasi secara aktif dalam setiap kegiatan yang ditugaskan

d. Memberikan masukan dalam kegiatan pembelajaran

TERIMA KASIH

ANGKET UJI AHLI MATERI PEMBELAJARAN *SPEAKING*

KELAS X SMK PI AMBARUKMO 1

(*Expert Judgement*)

Pengantar

Kuesioner ini merupakan instrument penilaian terhadap materi pembelajaran Bahasa Inggris (speaking) untuk siswa kelas X semester 1 jurusan perhotelan SMK PI Ambarukmo 1, Sleman, Yogyakarta. Saya sangat mengaharapkan kesediaan dan partisipasi Bapak/Ibu untuk memvalidasi materi yang disusun dengan mengisi kuesioner ini. Atas kesediaan dan partisipasinya, saya sampaikan banyak terimakasih.

Petunjuk Pengisisan.

Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan materi Bahasa Inggris (Speaking) yang telah disusun. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (✓) pada salah satu kolom SS, S, TS, atau STS pada tiap pertanyaan yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang telah disediakan.

Keterangan:

SS	= Sangat Setuju	S	= Setuju
STS	= Sangat Tidak Setuju	TS	= Tidak Setuju

LEMBAR EVALUASI MATERI BAHASA INGGRIS

UNIT 1: Welcome to Sheraton Hotel

1. KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	STS	TS
1.	Materi yang disusun sudah sesuai dengan kurikulum tingkat satuan pendidikan (KTSP) 2006.				
2.	Materi yang disusun sudah sesuai dengan SK - KD untuk siswa SMK kelas X semester 1.				
3.	Materi yang disusun sudah sesuai *course grid* yang telah disusun.				
4.	Materi (teks, table, gambar, lampiran, dll) yang disusun relevan dengan topik yang dibahas.				
5.	Materi mencakup teks-teks dan/atau percakapan yang relevan dengan kebutuhan siswa bekerja di hotel untuk mengembangkan keterampilan berbicara.				
6.	Materi yang disusun memuat komponen *vocabulary*, *pronunciation*, dan *grammar* yang sesuai dengan topik yang dibahas.				

2. KELAYAKAN PENYAJIAN

No.	Pernyataan	SS	S	STS	TS
7.	Kegiatan pembelajaran (activity) yang disusun mendukung siswa untuk berkomunikasi secara lisan.				
8.	Kegiatan pembelajaran (activity) yang disusun mendukung siswa untuk belajar bekerja mandiri				

No.	Pernyataan	SS	S	STS	TS
	maupun kelompok.				
9.	Kegiatan pembelajaran disusun secara sistematis, menyajikan bagian pembukaan, kegiatan inti, evaluasi (dalam bentuk praktik berbicara), refleksi dan rangkuman secara konsisten.				
10.	Materi yang disusun berkaitan erat dengan jurusan siswa (perhotelan).				
11.	Kegiatan pembelajaran (activity) disusun secara teratur dan berurutan diawali dengan *guided activities* dan diakhiri dengan *free guided activities*.				
12.	Kegiatan pembelajaran (activity) yang disusun menarik minat siswa untuk belajar.				

3. KELAYAKAN BAHASA

No.	Pernyataan	SS	S	STS	TS
13.	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.				
14.	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
15.	Bahasa Inggris yang digunakan menganut prisip ejaan yang benar (spelling).				
16.	Bahasa Inggris yang digunakan sesuai dengan perkembangan kognitif siswa.				
17.	Materi yang disajikan memiliki ketertautan dengan materi selanjutnya				

4. KEGRAFIKAAN

No.	Pernyataan	SS	S	STS	TS
18.	Materri dicetak dengan menggunakan kertas standar ISO (A4, A5, atau B5).				

19.	Materi yang disusun tidak menggunakan terlalu banyak kombinasi huruf.				
20.	Penggunaan ukuran font dan warna font dapat dibaca dengan baik.				
21.	Jenis huruf yang digunakan tidak berlebihan.				
22.	Penggunakan variasi huruf (bold, italic, capital) tidak berlebihan.				
23.	Penggunaan ilustrasi relevan dengan materi.				
24.	Penempatan unsur tata letak (judul, ilustrasi, tujuan, dll) seragam/konsisten.				
25.	Rujukan yang digunakan dicantumkan sumbernya.				

1. Apa tanggapan Bapak/Ibu secara umum mengenai Unit 1 pada materi yang saya kembangkan ini?

_____
_____
_____

2. Menurut Bapak/Ibu apakah kekurangan dari materi Unit 1 yang saya kembangkan ini?

_____
_____
_____

3. Apakah saran Bapak/Ibu apakah bagi Unit 1 ini?

_____
_____
_____

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 1 dengan judul "Welcome to Seraton Hotel" dinyatakan (***Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak***)***** untuk digunakan sebagai materi tambahan pembelajaran *Speaking* kelas X SMK 1 PI Ambarukmo.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

*coret salah satu

Yogyakarta,   Maret 2016

(Evaluator materi)

LEMBAR EVALUASI MATERI BAHASA INGGRIS

UNIT2: What kind of room do you want?

1. KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	STS	TS
1.	Materi yang disusun sudah sesuai dengan kurikulum tingkat satuan pendidikan (KTSP) 2006.				
2.	Materi yang disusun sudah sesuai dengan SK - KD untuk siswa SMK kelas X semester 1.				
3.	Materi yang disusun sudah sesuai *course grid* yang telah disusun.				
4.	Materi (teks, table, gambar, lampiran, dll) yang disusun relevan dengan topik yang dibahas.				
5.	Materi mencakup teks-teks dan/atau percakapan yang relevan dengan kebutuhan siswa bekerja di hotel untuk mengembangkan keterampilan berbicara.				
6.	Materi yang disusun memuat komponen *vocabulary*, *pronunciation*, dan *grammar* yang sesuai dengan topik yang dibahas.				

2. KELAYAKAN PENYAJIAN

No.	Pernyataan	SS	S	STS	TS
7.	Kegiatan pembelajaran (activity) yang disusun mendukung siswa untuk berkomunikasi secara lisan.				
8.	Kegiatan pembelajaran (activity) yang disusun mendukung siswa untuk belajar bekerja mandiri				

No.	Pernyataan			
	maupun kelompok.				
9.	Kegiatan pembelajaran disusun secara sistematis, menyajikan bagian pembukaan, kegiatan inti, evaluasi (dalam bentuk praktik berbicara), refleksi dan rangkuman secara konsisten.				
10.	Materi yang disusun berkaitan erat dengan jurusan siswa (perhotelan).				
11.	Kegiatan pembelajaran (activity) disusun secara teratur dan berurutan diawali dengan *guided activities* dan diakhiri dengan *free guided activities*.				
12.	Kegiatan pembelajaran (activity) yang disusun menarik minat siswa untuk belajar.				

3. KELAYAKAN BAHASA

No.	Pernyataan	SS	S	STS	TS
13.	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.				
14.	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
15.	Bahasa Inggris yang digunakan menganut prisip ejaan yang benar (spelling).				
16.	Bahasa Inggris yang digunakan sesuai dengan perkembangan kognitif siswa.				
17.	Materi yang disajikan memiliki ketertautan dengan materi selanjutnya				

4. KEGRAFIKAAN

No.	Pernyataan	SS	S	STS	TS
18.	Materri dicetak dengan menggunakan kertas standar ISO (A4, A5, atau B5).				

19.	Materi yang disusun tidak menggunakan terlalu banyak kombinasi huruf.				
20.	Penggunaan ukuran font dan warna font dapat dibaca dengan baik.				
21.	Jenis huruf yang digunakan tidak berlebihan.				
22.	Penggunakan variasi huruf (bold, italic, capital) tidak berlebihan.				
23.	Penggunaan ilustrasi relevan dengan materi.				
24.	Penempatan unsur tata letak (judul, ilustrasi, tujuan, dll) seragam/konsisten.				
25.	Rujukan yang digunakan dicantumkan sumbernya.				

1. Apa tanggapan Bapak/Ibu secara umum mengenai Unit 2 pada materi yang saya kembangkan ini?

_____
_____
_____

2. Menurut Bapak/Ibu apakah kekurangan dari materi Unit 2 yang saya kembangkan ini?

_____
_____
_____

3. Apakah saran Bapak/Ibu apakah bagi Unit 2 ini?

_____
_____
_____

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 2 dengan judul "what kind of room do you want?" dinyatakan (***Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak***)***** untuk digunakan sebagai materi tambahan pembelajaran *Speaking* kelas X SMK 1 PI Ambarukmo.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

*coret salah satu

Yogyakarta,   Maret 2016

(Evaluator materi)

LEMBAR EVALUASI MATERI BAHASA INGGRIS

<div style="border:1px solid black; padding:10px; text-align:center;">
UNIT 3: What does she look like?
</div>

1. KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	STS	TS
1.	Materi yang disusun sudah sesuai dengan kurikulum tingkat satuan pendidikan (KTSP) 2006.				
2.	Materi yang disusun sudah sesuai dengan SK - KD untuk siswa SMK kelas X semester 1.				
3.	Materi yang disusun sudah sesuai *course grid* yang telah disusun.				
4.	Materi (teks, table, gambar, lampiran, dll) yang disusun relevan dengan topik yang dibahas.				
5.	Materi mencakup teks-teks dan/atau percakapan yang relevan dengan kebutuhan siswa bekerja di hotel untuk mengembangkan keterampilan berbicara.				
6.	Materi yang disusun memuat komponen *vocabulary*, *pronunciation*, dan *grammar* yang sesuai dengan topik yang dibahas.				

2. KELAYAKAN PENYAJIAN

No.	Pernyataan	SS	S	STS	TS
7.	Kegiatan pembelajaran (activity) yang disusun mendukung siswa untuk berkomunikasi secara lisan.				
8.	Kegiatan pembelajaran (activity) yang disusun mendukung siswa untuk belajar bekerja mandiri				

No.	Pernyataan	SS	S	STS	TS
	maupun kelompok.				
9.	Kegiatan pembelajaran disusun secara sistematis, menyajikan bagian pembukaan, kegiatan inti, evaluasi (dalam bentuk praktik berbicara), refleksi dan rangkuman secara konsisten.				
10.	Materi yang disusun berkaitan erat dengan jurusan siswa (perhotelan).				
11.	Kegiatan pembelajaran (activity) disusun secara teratur dan berurutan diawali dengan *guided activities* dan diakhiri dengan *free guided activities*.				
12.	Kegiatan pembelajaran (activity) yang disusun menarik minat siswa untuk belajar.				

3. KELAYAKAN BAHASA

No.	Pernyataan	SS	S	STS	TS
13.	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.				
14.	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.				
15.	Bahasa Inggris yang digunakan menganut prisip ejaan yang benar (spelling).				
16.	Bahasa Inggris yang digunakan sesuai dengan perkembangan kognitif siswa.				
17.	Materi yang disajikan memiliki ketertautan dengan materi selanjutnya				

4. KEGRAFIKAAN

No.	Pernyataan	SS	S	STS	TS
18.	Materri dicetak dengan menggunakan kertas standar ISO (A4, A5, atau B5).				

19.	Materi yang disusun tidak menggunakan terlalu banyak kombinasi huruf.				
20.	Penggunaan ukuran font dan warna font dapat dibaca dengan baik.				
21.	Jenis huruf yang digunakan tidak berlebihan.				
22.	Penggunakan variasi huruf (bold, italic, capital) tidak berlebihan.				
23.	Penggunaan ilustrasi relevan dengan materi.				
24.	Penempatan unsur tata letak (judul, ilustrasi, tujuan, dll) seragam/konsisten.				
25.	Rujukan yang digunakan dicantumkan sumbernya.				

1. Apa tanggapan Bapak/Ibu secara umum mengenai Unit 3 pada materi yang saya kembangkan ini?

_____
_____
_____

2. Menurut Bapak/Ibu apakah kekurangan dari materi Unit 3 yang saya kembangkan ini?

_____
_____
_____

3. Apakah saran Bapak/Ibu apakah bagi Unit 3 ini?

_____
_____
_____

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 3 dengan judul "What does he look like?" dinyatakan (*Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak*)* untuk digunakan sebagai materi tambahan pembelajaran *Speaking* kelas X SMK 1 PI Ambarukmo.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

*coret salah satu

Yogyakarta,   Maret 2016

(Evaluator materi)

School : SMK PI AMBARUKMO 1 Sleman
Subject : English (speaking)
Grade/semester : X/I
Study program : Hotel Accommodation

COURSE GRID X GRADE OF HOTEL ACCOMMODATION DEPARTMENT									
Basic competence	Topic	Unit title	Input Text	Indicators	Language Function	Vocabulary	Grammar	Procedures	Sources
1.1. Comprehending basic expressions in the social interactions for the importance of life	Daily life in hotel	Welcome to Seraton Hotel	• Pictures • Dialogs • Recording • Video	• Students able to greet the guest and colleague or other people orally • Students able to express leave taking orally • Students able to introduce themselves and other people in a simple way orally • students able to use "to be" in the simple present tense orally • students able to express thanking • students are able to use personal pronoun orally	Expression of Greeting, leave taking, thanking and introduction Greeting • *Hello, hi,* • *good morning,* • *how are you?* • *I am fine.how about you?* Leave taking • *See you later* • *Good bye, have a nice day* Thanking • *Thank you very much* • *Thank you for your coming sir.* Introduction • *What is your name?* • *Where do you come from?* • *May I have your name*	• Reservation • Room • Fill out • Serve • Restaurant • Reception • Morning • Afternoon • Evening • Night • Manager • Baverage • Operator • Auditor • Housekeeper • Chef • Clerk • Executive • Sales • Bellman • Operator manager • Receptionist • Head chef • Night auditor	• The use of to be I➔ am They, we You➔ are He/she/it ➔ is • Personal pronoun **Her** name, **his** name. he is **my friend,** this is **his** friend	*Let's start* • Watching video and answering some questions related to the video. This videa as an introduction to the material. • Brainstorming students' background knowledge by giving some greeting rules trough pictures. • Filling the correct greeting based on certain time in situations. • Pronouncing some words related to the material.	• Hotel and Resort English by yada-yada English • Pictures from many sources • www.englishclub.com • www.youtube.com

					sir? • *I am Sheila, may I know your name?* • *This is our manger, Mr. Anton.*			• Listening to a dialog and practicing the dialog with friends. • Listening to a dialog and finding some expression showing greeting, introduction, thanking and saying good bye. • Listening to the previous dialog once more andn finding true and false statement. *Let's study* • Studying falling and raising intonation. • Putting correct intonation on dialog. • Filling the blank based on what students' heard. • Practicing previous dialog • Observing and	

								studying some expression of greeting, introducing, thanking and leave taking.	
								• Filling the blank based on suitable expressions.	
								• Responding to some situations with correct expression.	
								• Practicing the arranged conversation	
								• Observing and studying about personal pronoun.	
								• Filling the blank using correct "to be".	
								Let's practice	
								• Practicing introduction using picture.	
								• Pronouncing some words related to the next activity.	
								• Finding the	

								correct job based on the description.	
								• Playing role, in pairs, based on some situations.	
								• Practicing the role.	
								Reflection Summary	
1.2. Mentioning things and people, characteristics 1.3. Describing things and people characteristic	Hotel Facilities	What kind of room do you want?	• Pictures • Dialog • Recording • Flash card	• Students able to mention things around hotel. • Students able to orally ask about things characteristics (quality, size, color, materials.) • Students able to mention things with characteristics. • Students able to use there is…/there are…. • Students are ableto describe things characteristics in detail.	Asking and mentioning things • *What kind of room do you want sir?* • *What room size do you need?* • *Is there anything else I can do for you sir?* • *Is it a …?* • *Is there a…?* • *Are there (some)…?* • *There are….* • *There is…*	Parking area Swimming pool Lobby Meeting room Kitchen Restaurant Lounge Gymnasium Storehouse Desk Chair Bed Pillow Blanket Curtain Telephone Window Spacious Affordable Safe Preposition Above	• Existence➔ *there is/ there are* • Preposition : on, in, besides, in front of,etc • Adjective series	Let's start • Brainstorming student's background knowledge of hotel facilities by matching the picture to its name. • Mentioning some hotel's staff that will be founded at mentioned room in activity 1. • Labeling the name of things and finding where the things can be found (give phonetic) • Learning about word stress and	• Hotel and Resort English by yada-yada English • Pictures from many sources • Hotel vocabulary from internet sources

| | | | | | | After
Along
Behind
Below
Beside
Besides
Between | | practicing the pronounce of the things in the previous activity by repeating after the teacher
• Listening to the recording and mentioning some hotel facilities mentioned in the dialog.
• Labeling the correct name in some pictures based on the previous listening.
• Pronouncing some words from previous activity.

Let's study
• Studying the expression about asking and mentioning things
• Listening to a recording and filling the | |

								blank use the correct expressions.
								• Practicing some expression of asking for mentioning things by playing a role of a guest and a staff .
								• Playing a role as in previous activity besed on suitable situations.
								• Studying the used of there is/there are
								• Observing and studying about the use of preposition.
								• Listening to a recording and filling the blank based on what students heard in the recording.
								• Finding the meaning of

								some words and practicing. • Listening to a recording and answering some questions related to the recording. • Observing and studying about the use of adjective series to describe things. • Describing picture in a group using adjective series and there is/there are. *Let's practice* • Practicing the description in front of the class. • Listening to a recording and put a tick on the correct picture. • Describing some picture of hotel rooms.	

								Reflection Summary	
1.2 Mentioning things and people, characteristics 1.3 describing things and people characteristics	People in the hotel	What does he look like?	• Pictures • Dialog • Recording	• Students able to ask about someone' characteristics. • Students able to mention someone's characteristics around hotel • Students able to use simple present tense. • Students able to describe some characteristics.	Asking about people characteristics ➔ *is she tall? What does she look like? What is your nationality? Is she the most diligent staff in this month?* Mentioning people characteristics ➔ *Yes, she is tall She is cheerful, nice but big-headed person I am an Australian Yes, she is themost diligent staff in this month.*	Nationality Wear Cheerful Frank Neat Pointed Oval face Round face Square face Straight Curly Wavy Well-dressed Friendly Responsible Tall Average Short Discipline Dull Greedy Weird Moody Hard-working	Simple present tense ➔ **She wears** pink skirt **I am** a cheerful person **She is** a nice person **We are** the new staffs **She is** not that short	Let's start • Introducing the material by listening to recording abut describing someone. • In pairs, answering some questions related to the recording. *Let's study* • Observing and studying about expression of asking for someone's characteristics. • Studying about asking for someone's characteristic by underlining the expression in the dialog. • Practicing the previous dialog. • Matching some picture to the correct nationality. • Listening to the dialog and answering true and false	• Hotel and Resort English by yada-yada English • Pictures from many sources • www.myenglishpages.com

								question
								• Discussing about the use of simple persent tense.
								• Studying about simple present tense.
								• Changing the words in the bracket into correct form of simple present tense.
								• Observing job vacancy.
								• Observing and studying about some adjective represent to someone's characteristic.
								• Filling the blank using appropriate adjective.
								• Finding the meaning and repeating after the teacher.
								• Listening to a recording and finding the correct picture based on the recording.
								• Answering some questions

								related to previous recording.
								Let's practice
								• Describing people in the pictures.
								• Present the description.
								• Games-ppicking one of the picture without telling others.
								• Giving more description based on the pictures.
								• Playing the game.
								Reflection
								Summary

Based on KTSP Curriculum

LET'S SPEAK

ENGLISH FOR HOTEL ACCOMMODATION

Grade X

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Supervisor: Ella Wulandari, M.A

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Last but not least, I hope this book can give worthwhile contributions to help students of Hotel Accommodation of SMK 1 PI AMBARUKMO, Sleman, Yogyakarta in developing their English speaking skills. Finally, critical comments and suggestions are highly appreciated.

Yogyakarta, March 2016

The writer

Unit	Skill	Functional English	Grammar	Pronunciation
Unit 1 Welcome to Seraton Hotel **Page 1**	• greet someone, • express leave taking, • say thank to other people, • introduce yourself and other people, • use "to be" and "personal pronoun".	• Saying and responding a greeting • Introducing yourself and other people • Saying goodbye and responding	• Personal Pronoun • To be (is, am , are)	• Word • Falling and rising intonation
Unit 2 What kind of room do you want? **Page 21**	• mention some hotel facilities, • mention hotel facilities with the characteristic, • use there is…./there are…., • ask information about things, • describe things characteristics. In detail (adjective series).	• Asking someone for mentioning things (hotel facilities) • How to mention thing/s • Describing things	• There is../there are…. • Adjective series	• Word • Word stress
Unit 3 What does he look like? **Page 40**	• asking someone's characteristics, • mention someone characteristics, • use simple presents tense, • describe someone's characteristics in detail (adjective series).	• Asking someone's characteristics • Mentioning someone characteristics • Describing people	• Simple present tense • Adjective series	• Word • Rising and falling information

Table of content

Language expression
Greeting expression
Introduction expression
Leave thanking expression
Thanking expression
Grammar
Personal pronoun
To be (is, am, are)
Reflection
Summary

Language expression
Asking for mentioning thing
Grammar
There is…/there are…..
Adjective series
Describing things
Reflection
Summary

Language expression
Asking for someone characteristic
Grammar
Simple present tense
Adjective series
Describing someone
Reflection
Summary

PREFACE

Let's Speak, English for Hotel Accommodation is designed based on the KTSP curriculum. This book is written to meet with the need of sources for teaching and learning English in vocational schools.

This book is intended for the first level (novice) of vocational school students to improve their oral performance. This book aims:

1. to practice and develop students' speaking skill,
2. to develop the knowledge, skill, and understanding required by students to become professional employees or entrepreneurs,
3. to meet students' need to communicate in English accurately, fluently, appropriately, and confidently in many useful situations in the work places as well as in society.

Let's Speak, English for Hotel Accommodation, contains:

1. a wide variety of listening activities which are intended to develop the listening skill, including listening for gist, listening for details, and inferring meaning from context,
2. a wide range of creative activities of speaking, starting from guided, semi guided to free dialogs
3. grammar exercises dealing with related functional and communicative need
4. phonetic transcriptions and pronunciation activities to develop students' speaking skill.

This book consists of 3 units and each unit is divided into sections. In each section, there are a lot of individual work, pair work, and group work activities which provide more personal practice of the new learning points and increase the opportunity for individual student practice.

The writers realize that this book is not perfect, therefore constructive criticism and suggestions are very welcome.

Welcome to Seraton Hotel

http://www.aston-international.com/aston-makasarhotel-galery-greeing-1.jpg

In the end of the lesson, you will be able to:

1. greet someone,
2. express leave taking,
3. say thank to other people,
4. introduce yourself and other people,
5. use "to be" and "personal pronoun".

Activity 1

We, everyday, greets, thank, and say good bye to people. Sometimes we also introduce ourselves. Watch a video and then answer these following questions.

1. How did Wanita greet her friends?

2. How did Al greet Wanita?

3. How did Al introduce Bob to Wanita?

4. What was Bob saying after Al introduced him to Wanita?

5. After keeping their order, what did Wanita say to them?

SPEAK UP

Do you have the same experience as the people in the video? Have you ever introduced your friend to another one? How's the story?

You might face the same case when you are working in hotel. As a hotel staff you have to build good impression to your guest. You have to greet your guest politely, saying good bye, and sometime, introduce yourself or other people. Hence, you need to know how to do all those things.

Activity 2

There are some rules in greeting people. Look at the pictures and discuss with your friends about the rules of greeting your guest.

Good morning

The guest will get a breakfast at 7.30 am

www.bigstock.com

Good afternoon

Mr. Josh is checking-out at 4 p.m

http://www.softwarethinktank.com//HIM-Choosing-best-Hotel-Internet-Marketing-600-300.jpg

Good evening

The guest is checking-in at 6 pm

http://www.allclasshotels.com/wp-content/uploads/2014/11/hotel31.jpg

Good afternoon

The reservations will be closed for 30 minutes starting from12.00 p.m.

https://grewallevymarketing.files.wordpress.com/2013/11/ae2jre.jpg

Note

⇨ To greet the guest you can use good morning, good afternoon and good evening as below:

Good morning **/gʊdmɔr-nɪŋ/** 00.00-12.00 pm
Good afternoon **/gʊdæf.tə-nun/** 12.01 pm -06.00 pm
Good evening **/gʊdiv.nɪŋ/** 06.01- 00.00pm

⇨ Have you ever heard about "**good night**"? When can you use that expression?

Activity 3

How to greet people in these situations? Look at the time and pretend that you have to greet people in these situations.

Situation

1. It's 8 am, when Mr. Amir is calling to book a room.

2. It's 1 p.m when Mr. Alex is introducing the new staff.

3. The guest can check in to the Luxary Hotel starting from 9 am.

4. Mr. Kamto has to check out from the Hotel at 4 pm.

5. The last reservation will be at 8 p.m.

Greeting

(   )

(   )

(   )

(   )

(   )

Activity 4

Find out the meaning of these words. Then, study how to pronounce them by repeating after your teacher. These words will help you in the next activity.

Reservation (n)	/rez.əveɪʃ ə n/	: _____
Room (n)	/rʊm/	: _____
Fill out (v)	/fɪlaʊt/	: _____
Serve (v)	/sɜ·v/	: _____
Restaurant (n)	/'res tə.rɑnt/	: _____
Reception (n)	/rɪsep.ʃ ə n/	: _____

Activity 5 — Listen to the dialog between a guest and a receptionist. Then practice the dialog, take turn to play the role between a guest and a friendly and helpful receptionist.

Receptionist : Good morning, Luxary Hotel. May I help you?

Guest : Good morning. I have a reservation in my name, Smith William

Receptionist : Ok. Let me check. Yes, A single room for 2 nights, bed and breakfast?'

Guest : That's correct.

Receptionist : Ok sir, could you please fill out this form with your details. Your name and address etc.

Guest : Yes sure.

---------------after 3 minutes)-----------

Receptionist : That looks fine. This is your key sir. For your information, Your room includes breakfast that will be served between 7.30 am and 10am in the restaurant in front of the reception. On the last morning of your stay you have to check out before 11am. Thank you.

Activity 6 — Listen to the dialog between Mr. Reno and a new staff in Luxury Hotel.Find out how Mr. Reno introducing himself and how does the new staff. Pay attention also to the way theygreet, say good bye and thank.

Greeting	
Introducing	
Thanking	
Saying good bye	

Listen to the dialog once again and try to answer these questions by writing true of false (T/F).

Questions	T/F
Mr. Reno is the new staff in the Luxury Hotel.	
Sheila is the guest service manager.	
The conversation happens in the morning.	
Mr Reno greets Sheila by saying "good morning".	
The conversation happens in the Luxary Hotel.	

Let's study

Activity 8

Listen once again and study the intonation that is used by the speakers. Look at the intonation sign, (/) for rising intonation, and (\ ) for falling intonation. Then, practice with your friend.

Woman　　　: Good \ morning, sir.

Man　　　　: Good \ morning. Are you / the new staff here?

Woman　　　: Yes I am sir. My name is \ Sheila Rahmanandia.

Man　　　　: Hai Sheila, I am \ Reno, guest service manager.

　　　　　　　Welcome to the Luxury Hotel.

Woman　　　: Yeah, / thank you Mr. Reno.

Man　　　　: sorry, I have to go. Nice to\ see you.

Woman　　　: \Yes, of \course, It's 'good to \see you.

- Usually, wh-question use falling

Example :　　'What is his\ name?

　　　　　　'How \are you?

- Yes no question use rising intonation

Example : Are you /sure?

- Statement use falling

Example : 'I am \ Spohia

My name is \ Sheila

- Exclamatory use falling intonation

Example : 'Good \ bye

Activity 9 — Put an intonation sign on the bold types and practice together with your partner.

Housekeeper : **Good morning**. Do you need anything for the room?

Guest : **Good morning**. Yes, I need more towels.

Housekeeper : Bath towels? Do you want 2?

Guest : Yes, that's fine.

Housekeeper : Here you are.

Guest : **Thank you for your help**

Housekeeper : My pleasure. Is there anything else you need?

Guest : No, that's great

Housekeeper : **My name is Farah**. Please let me know if there is anything else you need. **Have a good afternoon**.

Activity 10 — You will hear two conversations. Listen and fill the blank on these two conversations with suitable answers in the bubble.

Conversation 1. This is the second day for Sophia in the Seraton Hotel. She meets some new friends.

Shopia : Hi Daniel, _____?

Daniel : Everything is good. How about you?

Shopia : _____. It's my second day in this Hotel and I feel more excited.

Daniel : Happy to hear that. Welcome to the Seraton family then.

Shopia : Yeah thank you. _____

Daniel : Of course! I love your spirit.

a. Never better
b. How's everything
c. Let's work

Conversation 2.Mr. Putut is introducing the new staff to other staff.

Mr. Putut : Putri, this is our operator officer. Her name is Sophia.Sophia, _____she is our new staff here.

Sophia : HeloPutri,_____. Welcome to Adipati Hotel.

Putri :_____. Nice to meet you too.

Mr. PUtut : Ok putri, you will start working now, and you can finish your work in the afternoon at 5 and start from tomorrow please arrive in 7 morning.

Putri : Yes sir. I'll be on time.

Mr. Putut : Ok. I hope you can work well and welcome to Adipati Hotel. _____because I have a meeting.

Putri : _____

a. i have to go now
b. nice to meet you
c. please meet Putri
d. Sure
e. thank you

Activity 11 **Act it out.**

After filling all the blanks, listen again to the recording then act the dialogs out with your friends. Pay attention to the intonation.

Activity 12 **Observe and study.**

Observe these following examples of greeting expression greeting

Formal expressions
Good morning (sir/ma'am).
Good afternoon (sir/ma'am).
Welcome to (seraton Hotel).
Good evening (sir/ma'am).
How are you this morning
(afternoon, evening, today)?

Less formal expressions
Hello
Hi
What's up
How is it going?

Of course, after the greeting, the dialogue must be continued, and what is said then depends on the situation. When interacting with hotel usually talking about guest wants or needs. A couple of standards that can be used in the hotel are:

How can I help you today ma'am (sir)?
Can I be of assistance?
How may I assist you?
May I assist you with anything?
What can I do for you today?

Staff	: Good morning sir, welcome to Seraton Hotel.
Guest	: Thank you.
Staff	: How can I help you?
Guest	: I would like to book a room

Introducing

Formal expressions
Allow me to introduce myself.
I would like to introduce myself.
May I introduce myself. My name is ..(Nadia).It is a pleasure to meet you.
This is … (Mrs. Harris)
I would like to introduce… (my boss, Mr. Larson).
Please allow me to introduce ... (my friend John)

Less formal expressions
I am …(Bagas)
My name is ..(Sabrina)
Nice to meet you
She is Nadia.

Staff	: Hello, I'm Ms. Jandee.
Guest	: Hello, Ms. Jandee, I'm Susan Appleton.
Guest	: My name is John Grey.
Staff	: Nice to meet you Mr. Grey, I'm Mrs. Sukjoy.
Guest	: I'm George Franks. What's your name?
Staff	: My name is Sopida, Sopida Hakam. It's a pleasure to meet you Mr. Franks.
Guest	: Allow me to introduce myself. My name is Frank Jeffers.
Helen	: I delighted to meet you Mr. Jeffers. My name is Pornpan Orasa.

In some occasions, you may find yourself in a situation where you have to introduce one person to another. To introduce other people, you can use some expression as below:

Peter	: Sam Kellogg, I would like to introduce Miss Helen Cranston.
Sam	: Hello Miss Cranston, nice to meet you.
Helen	: Nice to meet you too Mr. Kellogg.
Bob	: Min Ju, this is my friend Betty Watson.
Min Ju	: Hi Ms. Watson, a pleasure to meet you.
Betty	: Same here.
Alice	: Harry, let me introduce my supervisor, Mr. Lee
Harry	: Mr. Lee, it's good to meet you.
Mr. Lee	: Good to meet you too. But please, call me Sammy

Leave taking (farewell)

Formal expressions	**Less formal expressions**
Thank you for coming. Have a pleasant day.	See you later (soon)
Goodbye, please come again.	So long
Goodbye, I hope to see you again	Good bye (bye)
	I have to run
	I have to be going now
	Catch you later
	See you again

Staff	: Thank you for coming sir, have a nice day.
Guest	: Good bye.
Norina	: it's already 5, I have to go. Catch you later.
Jovana	: Ok. Good bye.

Thanking

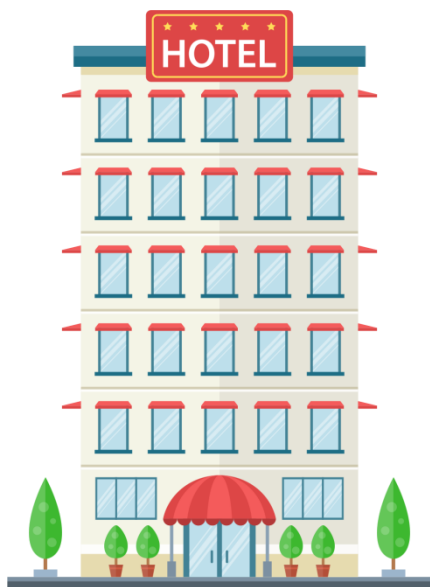| **Formal expressions**	**Less formal expressions**
Thank you for your coming to our hotel.	Thank you.
Thank you very much.	So much thanks.
I really appreciate your help sir. thank you.	

Activity 13 Based on the expressions you have learned, decide proper response for these situations in column A.

A
1. You greet the guest at 1 pm.
2. Diana meets the new staff.
3. You greet your friend in your work.
4. A guest thanking to the hotel housekeeper.
5. You introduce the new staff to your supervisor.
6. A receptionist greets a guest at 4 pm.
7. A receptionist saying good bye to the guest.
8. You are introducing yourself to all the staff.
9. You end a conversation with a friend.
10. A receptionist ends a conversation to the guest through a telephone.

Activity 14 Rearrange these conversations into a good sequence.

A   : Before we start our meeting, let me introduce **our** new marketing manager, Mr. Bagus

A   : Nice to meet you too.

B   :**Allow me introduce myself, I am** Bagus**, I am** so happy that I could join you all in Sunflower Hotel.

B   : Nice to meet you all.

B   : Good morning.

_____

_____

_____

_____

Hello Robin. I am Eric. Nice to meet you.

Anyway, I have an appointment at 4. So I have to go now. See you later.

Hello Eric. I would introduce my fried, Robin.

See you robin.

Hello Eric. Nice to meet you too.

_____

_____

_____

_____

_____

Activity 15 — Act it out.

After you rearranged the dialog, act the dialog out with your partner. When you are practicing the dialog, don't forget to use falling and rising intonation that you have learn in activity 8.

Activity 16 — Observe and study.

In the previous activity, you found these words (bold types):

The bold words are called as personal pronoun. Personal pronoun represents specific people or thing. We use personal pronouns in place of the person or people that we are talking about.

Our new marketing manager.

My name is Bagus.

He is **our** new operator officer.

Table of personal pronoun

Subject	Object	Possessive adjective	Possessive pronoun
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours
They	Them	Their	Theirs
He	Him	His	His
She	Her	Her	Hers
It	Its	Its	-
Sheila	Her	Her (Sheila's)	hers
John	His	His (John's)	His

In the previous dialog we also hear sentences as below:

I **am** so happy that I could join you all in Sunflower Hotel.

How **are** you?

I **am** fine, thank you.

She **is** the operator officer.

The bold types above are called as "to be". A sentence in English always requires a verb. The Construction is Subject + Verb. In case we talk about situation, existence, condition, identification, location, profession, and nationality or when there is no physical nor intellectual activity, we should use the verb TO BE.

Table of "to be"

Subject	To be
i	am
He/she/it	Is
They/we/you	Are

Fill in the blank the dialog with correct "pronoun".

1. **Mr. Handoko** : Good morning everyone, before we start our meeting today, I want you all to meet _____ new night manager, Mr. Weli.

   Mr. weli : Thank you Mr. Handiko. _____ am so happy to join this hotelgroup. I hope that _____ can cooperate together and become a new family.

2. **Riska** : Do you know _____?

   Rasha : _____ is _____ new Clerk, I know _____ quite well. _____ is my friend in senior high school.

   Riska : Emm is it ___ first time working in hotel?

   Rasha : It can be.

3. **Clerk** : Good morning, Seraton Hotel, may I help you?

   Guest : yes, ___ want to book a room for___ family and I.

   Clerk : May I know how many people?

   Guest : 4 people.

Fill in the blank the dialogs with correct "to be". Pay attention to the subject to decide the correct "to be".

Sarah : Everyone please welcome our new Sales Executive, Laela Hapsari.

Laela : Hello everyone, nice to meet you, I ____ Laela Hapsari. I will be your Sales Executive next week. It ____ an honor for me to be a team and family with you.

Guest : Excuse me, _____ you the receptionist?

Receptionist : Yes of course sir, I _____.

Guest : You don't look like a receptionist.

Receptionist : I will dress better sir. Can I help you sir?

Guest : Yes, I want to book a room.

Receptionist : Good morning, may I help you?

Guest : Yes, my husband _____ trying to cancel our reservation by telephone, but he cannot connect. _____ it possible for me to cancel since it _____ booked by my husband's name.

Receptionist : Yes of course, if you can show as the reservation number and your Husband ID.

Guest : Great you_____ amazing. Here is the ID.

Let's Practice

Activity 19

Look at the profile, pick one of them and pretend that the one is you. You are the new worker in a Hotel. Try to introduce yourself to others. Put also, greeting, thanking and leave taking expression.

Example:

Good morning, let me introduce myself. My name is Arkhan. I am a new chef. Nice to meet you.thank you.
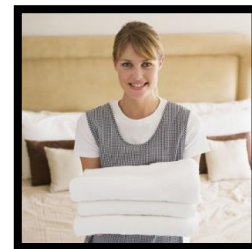
http://www.wangarattagateway.com.au/

http://www.caterer.com/

http://www.bqlive.co.uk

http://jdmsgroup.com

http://work.chron.com

http://cache3.asset-cache.net†

http://www.hotelcleaning.net

Activity 20 — **Here are some words that you will find in the next activity. Learn how to pronounce them by repeating after your teacher.**

Manager	/mæn.ɪ.dʒə /
Beverage	/bev.ər.ɪdʒ/
Operator	/ɑ.pə.reɪ.tɚ/
Receptionist	/rɪsep.ʃ ə n.ɪst/
Auditor	/ɑ.dɪ.tɚ/
Housekeeper	/haʊski.pə /
Chef	/ʃef/
Clerk	/klɝk/
Executive	/ɪgzek.jʊ.tɪv/

Activity 21 Look at the job descriptions below. Based on those description, chose the right job on the suitable options. The first has been done for you.

Description	Job
To control the cleaning and servicing process of all bedrooms, restaurants, function and public rooms in the hotel.	Head of housekeeper
To manage the operational area in such a manner that customer satisfaction and budgeted profit margins are achieved and that a good company image is projected, thus ensuring continued growth.	
To provide an efficient and effective cost of food service.	
To audit, balance and consolidate departmental ledger accounts, prepare various hotel operating reports and take over duties of Front Office Cashier.	
To greet guests and allocate rooms according to laid-down procedures.	
To assist management with the day-to-day compilation and completion of all financial.	
To ensure the luggage being delivered, stored accurately and promptly all the time.	
To promote the image and services of the company so that maximum growth occurs through gaining new clients and contracts.	
To supervise and control all catering outlets in a hotel to the required standards.	
To assume full control of all areas of the hotel from 23:00 to 07:00	

a. Operator manager
b. Receptionist
c. Sales executive
d. Night manager
e. Clerk

f. Head chef
g. Head of housekeeper
h. Bellman
i. Food and beverage manager
j. Night auditor

Activity 22

Now, look at the cards below and do this activity in pairs. Decide which one will be A and B. For those who are choosing A, look at page 15. For those who are choosing B look at page 16.

After you have chosen the role, you have to take the same number. There are number 1 to 5. Your partner and you should read the same number in page 15 and 16. Then, try to imagine the situation and what expression you should use based on the situation in your card. Make preparation around 5 minutes and then practice the role with your partner.

You are a new housekeeper in the Seraton Hotel. You just work for a week. Then, you meet your colleague. Greet him/her, and introduce yourself.

1

You are a Bell Captain in the Hadiningrat Hotel. You have a new worker. Please introduce him/her to others worker.

2

You are a front office manager in the Luxury Hotel. You have a new worker. Please introduce her/him to other worker. But then, you have to leave him/her soon because you have an important meeting.

3

You are a guest service agent in Sasha Hotel. You and your colleague are having lunch together. Then, you meet your friend. Please greet and introduce your friend to your colleague.

4

You meet a new night Auditor. Greet him/her and introduce yourself to him/her.

5

Pick the card

Pick this card for those who become B

You are a housekeeper who has been work for a year. You meet a new colleague. Greet and introduce yourself to him/her. Unfortunately, you could not take a long conversation with him/her because you have to go work.

1

You are a new Bellman. Today, is your first day to work. Please introduce yourself to your Bell Captain first before he will introduce you to others worker. Don't forget to say thank you to your bell captain for introducing you.

2

You are a receptionist. Your office manager is introducing a new worker. Please greet her/him and introduce yourself to him/her.

3

You and your colleague is having lunch together. Then you meet your colleague's friends, so please greet and introduce you to him/her.

4

You are a new night Auditor, someone is greeting you. Greet him/her back and introduce yourself to him/her. Then, there is a telephone ring, so you have to pick the phone up.

5

Activity 23   **Act it out.**

After you make a short dialog base based on the situation above, now act the dialog out in front of the class.

Reflection

How much do you learn from this unit? Put a tick (√) on the right column based on how much you have learnt.

Aspect	Very much	Much	Little
I can greet guests/people and response greeting.			
I can introduce my self.			
I can introduce other people.			
I can say and respond to thank.			
I can say and respond farewell.			
I can use personal pronoun orally.			
I can pronounce the learned words in this unit correctly.			
I understand the learned words in this unit (vocabulary).			

Summary

In this unit, you learn:

1. **How to greet people/guest.**

Formal	Greeting	Response
↓ Less formal	Good morning (sir/ma'am). Welcome to (name of hotel/restaurant.	Good morning.
	Good afternoon.	Good afternoon.
	Good evening.	Good evening.
	How are you?	I am fine, thank you.
	Nice to see you, Putri.	Nice to see you too.
	Hi	Hi
	How have you been?	Pretty good.
	What's happening?	Not much.

	How are you doing?	Not bad.

2. How to introduce yourself and other.

Formal	Introduce oneself	Response
↓	Let/allow me introduce myself, my name is Ratna.	Hello, my name Angga, please to meet you.
	May I introduce myself? My name is Sarah.	Hello Sarah,I am Putri, nice too see you.
	My name is Bagas.	Hi bagas, I am Ratna.
Less formal	I am bagas.	I am Angga.

Formal	Introduce others	Response
↓	Let me introduce Shopia.	Hello Shopia, glad to see you.
	May I introduce our new receptionist, Sarah.	Hello sarah, nice to see you.
	Please meet Putri.	Hi Putri, pleased to meet you.
	This is Nadia.	Good morning Nadia, nice to meet you.
Less formal	Have you meet Sophia?	No, I haven't.

3. How to say good bye.

Formal	Leave taking	Response
↓	Well I am afraid I have to go now, I have a meeting 15 minutes again.	Yes, of course.
	Nice to meet you, Mr. Santosa.	Nice to meet you too.
	Good bye, thank you for coming to our hotel.	I've enjoyed it.
	Good bye, have a pleasant day.	Thank you.
	Good bye, I hope see you again.	Good bye.
	Sorry, I really got to go.	Yes, sure.
	Have a nice day.	Thank you.
Less formal	Good bye /bye-bye.	Good bye/bye-bye.

	See you later.	See you .
	I'll talk you later.	Yeah, see you.

4. **How to thank.**

	Formal Thanking	Response
Formal	Thank you for your help miss Diana.	Welcome sir.
↓	Thank you for helping me choosing this fabulous room.	I am glad I could help.
	I really appreciate your help sir.	Don't mention it.
Less formal	Thank you.	Anytime.
	That's great, thank you.	Forget it.

5. **The use of Personal pronoun.**

Subject	Object	Possessive adjective	Possessive pronoun
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours
They	Them	Their	Theirs
He	Him	His	His
She	Her	Her	Hers
It	Its	Its	-
Sheila	Her	Her (Sheila's)	hers
John	His	His (John's)	His

DO YOU KNOW?

Thai Greeting

A common Thai greeting is to place your hands together in a prayer like position. All the greetings close to the mouth. The higher the hands the more respect. This gesture is accompanied by a slight bow and the greeting "Sawasdee" (pronounce "sawatdee").

http://www.virtualtourist/traditional-thai-greeting/bangkok/thilang/review/custom.htm

2

What kind of room do you want?

http://images.wisegeek.com/hotel-front-desk-employee.jpg

In the end the unit, you will be able to:

1. mention some hotel facilities,
2. mention hotel facilities with the characteristic,
3. use there is…./there are….,
4. ask information about things,
5. describe things characteristics. In detail (adjective series).

Activity 1

Have you ever observed a hotel? What kind rooms ofdoes the hotel have? Look at some rooms in Seraton Hotel below. Label each room use appropriate names provided below.

Pictures sources :http://nouvee.blogspot.co.id/2012/02/blog-post.html

a.	Parking area (n)	/pɑrkɪŋ/ /er.i .ə/	f.	Restaurant (n)	/restə.rɑnt/
b.	Swimming pool (n)	/swɪm.ɪŋ/ /pul/	g.	Lounge(n)	/laʊndʒ/
c.	Lobby (n)	/lɑ.bi/	h.	Gymnasium (n)	/dʒɪmneɪ.zi.əm/
d.	Meeting room (n)	/mit̬ɪŋ/ /rʊm/	i.	Storehouse (n)	/stɔrhaʊs/
e.	Kitchen (n)	/kɪtʃ. ə n/			

Activity 2

Think about five stuffs you will find in each mentioned room in activity one. Use dictionary to help you in finding difficult words.

Parking area	Swimming pool	Lobby	Meeting room	Kitchen	Restaurant	Lounge	Gymnasium	Storehouse

Activity 3

Observe this picture. This is a room atSeraton Hotel. Label the things in the picture by matching to suitable words in the available column.
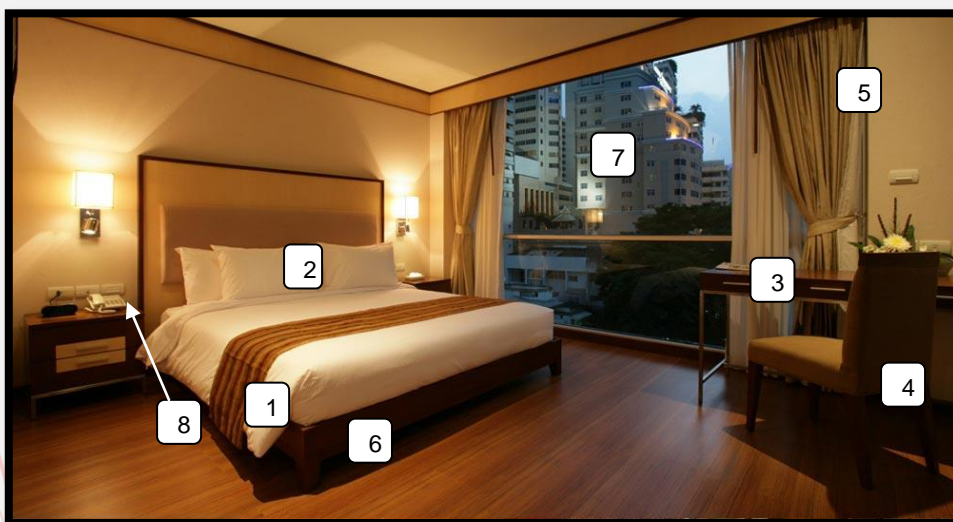
a. Desk (n)   /desk/

b. Chair (n)   /tʃer/

c. Bed (n)   /bed/

d. Pillow (n)   /pɪloʊ

e. Blanket (n) /blæŋ.kɪt/

f. Curtain (n)   /kɜ·.t̬ ə n/

g. Telephone

(n)/tel.ə.foʊn/

h. Window (n) /wɪn.doʊ/

http://www.adelphisuites.com/en/photo/home1.jpg

Listen to your teacher and learn how to pronounce the words mentioned in the activity 1 and 3 by repeating after him/her.

To pronounce two syllable nouns you can put stress in the first syllable.

Example : window- WINdow

Curtain- CURtain

For three and more syllable word, look at the ending (suffix).

1. Ending "er" and "ly", consonant, and "y" stress placed on the first syllable

Example :MAnager, GYMnasium

2. Ending with "ade", "ee", "ese", "eer", "que", "ette", or "oon" ⭢ stress placed on the suffix

Example :japanESE , afterNOON.

3. Ending with "ic, ""sion", "tion" stress placed on the second syllable from the end of the word

Example :televiTIon

Source: www.englishclub.com

Activity 5

Listen and pay attention to receptionist's explanation about hotel facilities and room facilities she offered to Mrs. Ryefield. Then, write down the facilities you heard in the table below.

Room	
Room facilities	1. 2. 3. 4. 5. 6. 7. 8. 9.
Hotel facilities	1. 2. 3. 4. 5. 6.

Look at the pictures below. Here are all the facilities mentioned in the activity 5. Find out what are the names of these facilities.

www.eramusu.com

www.shopping.indiatimes.com

www.orbitalock.company.weiku.com
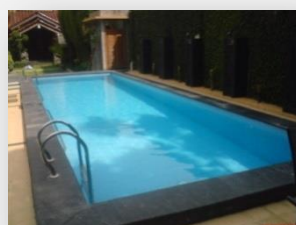

www.encrypted-tbn0.gstatic.com

www.tekgraph.co.uk-wardrobe-nexk.jpg

www.lamoro.com

www.saborsur.com

www.timspoolslld.com

www.monumental.net.work.com

Activity 7

Listen once again and pay attention how the speakers pronounce the words you found in the activity 5. Practice the pronunciation with correct word stress.

Let's study

Observe and study.

There are some expressions to ask someone for mentioning things. You can use the expressions to find out your guests' needs. Look at these following expressions'

Is there a (room with beautiful and romantic view?)

Are there ……?

What room (size do you want?)

Is there (anything else you need sir?)

What kind of(room do you want?)

Where is (your room sir?)

Where can we (... see a good live band)?

Which restaurant (…in the hotel has a Western menu)?

Yes there is
No there is not

Receptionist : What kind of room would you like, madam?

Guest   : Emm I don't have any idea yet. Is there a room with beautiful and romantic view? Since, I will celebrate our 3rd anniversary.

Receptionist : Wow congratulation. yes, there is. I ….

Guest   : Emmmm wait, is there a room under 800.00 rupiah?

Receptionist : Yes of course there is. I suggest you to have suite room.

Receptionist : What kind of room do you want sir?

Guest   : Is there a room with two double beds? We're a family of four.

Receptionist : Yes, there is. All of our rooms have two double beds. The rate for that weekend is $129 dollars a night.

Listen carefully to a conversation between a confused guest and a Hotel Staff. Fill the blank using appropriate expressing of asking for mentioning things. Then practice the dialog with your friend.

Staff	: Good evening sir, are you looking for something?
Guest	: Good evening, yes, we're looking for a good traditional spa ._____a traditional spa in this hotel?
Staff	: _____. That is RORO SPA. It is beside the indoor swimming poll over there.
Guest	: Thank you very much. We'll try it.
Staff	: With pleasure madam.
Guest	: Errrr sorry, could you help me, I just arrive in this Hotel, and I found that the bathroom smells bad. _____something you can do with that?
Staff	: We are sorry for that sir,_____, sir? I'll call the cleaning service to clean everything.
Guest	: Number 306. Ah good. Thank you.
Staff	: You're welcome

Activity 10

Work together in pairs and read the following dialogue, one student practicing the role of the guest and the other student practicing the role of the staff.

Dialog 1

Guest	: We're looking for a good restaurant for dinner?
Staff	: **What kind of food** are you interested in?
Guest	: Since we are in Thailand, we want to try Thai food. **Is there Thai food in this hotel?**
Staff	: **Yes, there is.** The Thai Thai Restaurant is always a good choice.
Guest	: Thank you very much. We'll try it.

Dialog 2

Guest	: Could you recommend a place to take our kids? They're getting bored at the beach.
Staff	: **There's a movie theater** in Phuket Town at Central Festival they might enjoy.
Guest	: Well maybe. **Is there anything else more exciting?**
Staff	:**Yes, there is.** Lots of kids seem to have a great time at the Go-Cart track.

Guest	: No way. That's way too dangerous.
Staff	: Have they ever ridden an elephant?
Guest	: No, but is it safe?
Staff	: Oh, absolutely. The elephants are well trained and the trainer leads theelephant along the path. Riders are strapped into the seats with safetybelts, just like in a car. And to be truthful, the rides are not that long-30 minutes or so.
Guest	: That sounds OK.

Activity 11   **Role play as hotel staff and a guest like in activity 10.**

In pairs, play a role as a hotel staff and a guest. Use these places below in your conversation.

Example

Guest : We're looking for a good restaurant for dinner?
Staff   : What kind of food are you interested in?
Guest : I think Western food.Is there a good Western Restaurant here?
Staff   : Yes, there is. The Thai Thai Restaurant is always a good choice.
Guest : Thank you very much. We'll try it.

> • **A place for dinner- Thai and Western food**
> • An outdoor adventure
> • A movie
> • A tour to a nearby island
> • A night club
> • Clothes shopping
> • Souvenir shopping
> • Exercise
> • Massage

Observe the bold types below and study the use of there is…/there are….

When you are mentioning something you will use the words "there is…./there are…". Look at the example below:

Guest   : Good morning, **is there a clean towel?**I can't use it
Staff   : **Yes there is**. We'll change the towel to the clean one.

Guest   : Good afternoon. **Are there three free rooms for us?**
Receptionist : Let me check sir. is it for tonight?
Guest   : Yes it is.
Receptionist : I am sorry sir, **there are not.**We only have two free rooms.

The bold types show us about the rule of using "there is/there are". Look at the table below to see that rule.

There is(+singular noun)	There are(+ plural noun)
There is an outdoor swimming pool in our Hotel	There are **some** fabulous facilities we can offer to you sir
There is a cleaning serving who will come to your room sir.	There are **many** guest choosing this room . This is our best and recommended room for you.
There is a free room with mountain view	There are **a lot of** beautiful hotel in this town, but ours is the most unique with the most beautiful view of Merapi Mountain.
Is there a clean towel ?	Are there **three free rooms** for us?

There is ..../there are…. are used to express that something is exist or not. You can add not (isn't/aren't) to state that something doesn't exist.

> There + is + not + singular noun
>
> There + are + not + plural

To ask if something does exist or not you can use this pattern.

> Is + there + singular noun?
>
> Are + there + plural noun?

You can also put **preposition** to mention something in detail.
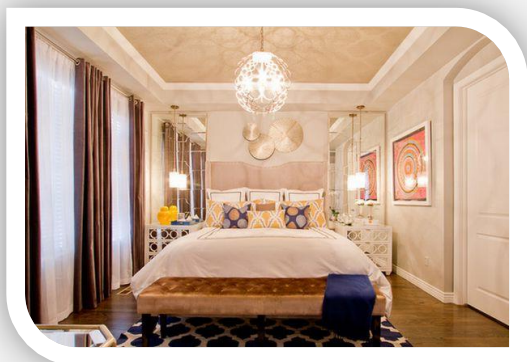
Example   : We usually put it **on** the bedroom.

Prepositions are words that introduce information to the reader. This information can include where something takes place (such as 'at' the room number 167), when or why something takes place (such as 'before' dinner), or general descriptive information (such as the room 'with' the lounge inside)
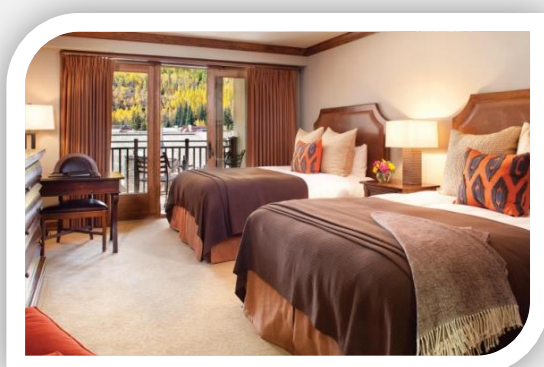
There are many prepositions you might use for mentioning things in detail. Observe these following pictures with some sentences containing of prepositions in the bold type and study about kinds of prepositions.

- There is a lamp hanging **over** a bed.
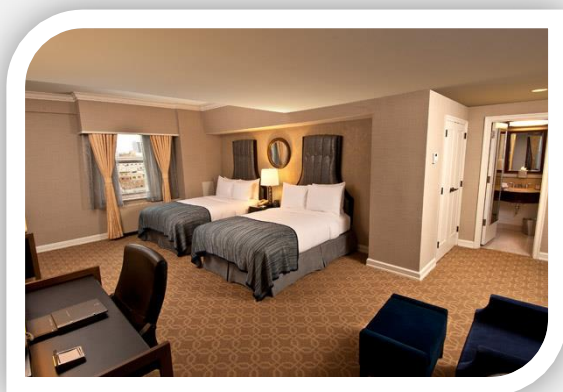
- There is a table lamp **between** two beds.
- There are some pillows **on** the bed.
- There are table and chair **in front of** the bed, near the window.
- There is a beautiful garden **outside** the window, and **beyond** that you can find fresh lake.

- There are some pillows **under** tree pictures.

- There is a window beside the bed.

- There are some clothes **in** the wardrobe.

Discuss

Can you mention some other prepositions you might use for mentioning things in detail?

Observe these two pictures below. Here are rooms in Safana Hotel. Listen to a recording and complete the blank based on what you heard. The missing words areabout hotel room facilities and prepositions.

http://www.allclasshotels.com/wp-content/uploads/2014/11/hotel31.jpg

Guest : Good morning, I need a room for two people. I will apreciate if you can give me a room with beautiful view.

Receptionist : We have a good room with wonderful view of beach. There are double _____ in this room, so it is precfectly perfect for you. _____ the bed, you have a _____ to put everythings you want with a table lamp _____ it. _____ the table, there is a set of _____so you can relax and have chit-chat together. The room also look more beautiful with some _____ on the wall, one of them is

_____ the sofa.

Guest : It looks nice. Emm does the room have a batroom?
Receptionist : Yes ,it is complited with a bathroom.
Guest : Ok, I'll take that room.

http://saborsur.com/wp-content/uploads/2014/11/bathroom2.jpg

Guest : Can I know the bathroom facilities in this room?
Receptionist : Alright sir, this is a clean and well organized_____. There is a window to let the sunlight in. It makes the room always fresh. _____ the window there is a bath tub and _____ it, there is a toilet. We also put a white vanity _____ the closet. _____that there is a big mirror. We also give you a clean towel when you are entering the room.

Guest : Good bathroom. I will take a room with that kind of bathroom.

Receptionist : Alright sir.

Activity 15 — **To help you in the next activity, find out the meaning of these words and learn how to pronounce them by repeating after your teacher.**

Spacious (adj)	/ˈspeɪ.ʃəs/
Affordable (adj)	/əˈfɔː r də.bl/
Look for (v)	/lʊk/ /fɔr/
Parisian (adj)	/pərɪzjən/
Japanese (adj)	/dʒæp.əniz/
Italian (adj)	/ɪtæl.iən/
Safe (adj)	/seɪf/

Activity 16 — **Now, listen to a recording between a clerk and a guest. Then, write true or false (T/F) to these statements based on the recording.**

1. The POP hotel has an expensive restaurant.
2. The guest booked standard room for two days.
3. POP hotel has a large gymnasium.
4. There is a saloon with Javanese style in POP hotel.
5. The guest booked a room number 203.

Activity 17 — **Observe and study.**

In the previous activity you heard these utterances:

"There is **a nice spacious gymnasium** beside the swimming pool. There are some **affordable Indonesian, Italian, Japanese and Korean restaurants**, **safe large parking area**, beauty spa, and **Parisian and traditional Javanese saloons.**"

Sometimes, when you are mentioning something in detail you need also to describe it by putting some adjective series. By putting some adjective series in your description, you can attract the guest better. Look at this table and learn about adjective series.

Opinion adjectives	Descriptive Adjectives						
	Size	Shape	Age	Color	Origin	Material	Noun
Nice	**Spacious**					**Wooden**	**Sleigh bed**
Affordable					**Japanese**		**Restaurant**
Safe	**Large**		**New**				**Parking area**

Note : **When you are mentioning something in detail, you have to make sure about the sequence of the adjective. You cannot change the sequence of the adjective series above**.

Activity 18

These are pictures of an exclusive bathroom and bedroom in Pelham Hotel. In a group, observe the picture and describe the pictures by adding adjective series.

http://saborsur.com/wp-content/uploads/2014/11/bathroom2.jpg

Example : "There is a nice brown vintage mirror over the vanity "

Bath up

Towel

Mirror

Lamp

Curtain

http://wwwhduquesadecardona.com/blog/luxury-hotel-room.jpg

Example : "There is cozy and nice round cream sofa near the window"

Blanket

Pillow

Table

chair

television

lamp

Activity 19 **Act it out.**

After you finished describing the picture in the previous activity, present it to your friends.
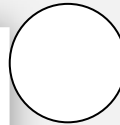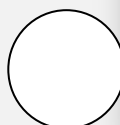
Activity 20 **Listen to Sanava hotel's staff explanation. She is describing a room to a guest. Pay attention to her description and find out which picture is correct based of the description. Put a tick on (√) the correct picture.**

www.telegraphindia.com

www.thepinnnaclelist.com

For more practice in describing hotel facilities, try to find out the differences between these similar pictures. describe these picture in detail by adding addjective series and preposition.

1. These are rooms at hotel Novotel Hotel. Describe the differences between these two rooms.

https://s-media-cache-ak0.pinimg.com/236x/90/8d/2e/908d2e251240730718afaf57cca6bc18.jpg

Room A   **Room B**

2. These are rooms at the Phoenix hotel. Describe the differences between these two rooms.

Room A

Room B

http://wisegeek.com/before-after-queen.png.jpg

3. These are rooms at The One hotel. Describe the differences between these two rooms.

Room A   *Room B*

Reflection

How much do you learn from this unit? Put a tick (√) on the right column   based on how much you have learnt.

Aspect	Very much	Much	Little
I can mention things related to hotel.			
I can ask for mentioning things.			
I can use "there is/there are" orally.			
I can describe things in detail (use adjective series).			
I can pronounce the learned words in this unit correctly.			
I understand the learned words in this unit (vocabulary).			

Summary

In this unit, you learn:

1. How to ask for mentioning things.

Asking for mentioning something	Response
Is there a (room with beautiful and romantic view?)	Yes there is/ there is not
Are there ……?	Yes there are/no there are not
What room (size do you want?)	I want the a medium room
Is there (anything else you need sir?)	Yes there is/no there is not
What kind of (room do you want?)	I need a small room with good view
Where is (your room sir?)	I am at number 167
Where can we (... see a good live band)?	In the Aunthentic Restaurant over there.
Which restaurant (…in the hotel has a Western menu)?	Sabrina restaurant is the best sir

Example :

Receptionist : What kind of room would you like, madam?
Guest : Emm I don't have any idea yet. Is there a room with beautiful and romantic view? Since, I will celebrate our 3rd anniversary.
Receptionist : Wow congratulation. yes, there is. I ….
Guest : Emmmm wait, is there a room under 800.00 rupiah?
Receptionist : Yes of course there is. I suggest you to have suite room.

2. The use of there is/ there are.

There is(+singular noun)	There are(+ plural noun)
There is **an** outdoor swimming pool in our Hotel	There are **some** fabulous facilities we can offer to you sir
There is **a** cleaning serving who will come to your room sir.	There are **many** guest choosing this room . This is our best and recommended room for you.
There is **a** free room with mountain view	There are **a lot of** beautiful hotel in this town, but ours is the most unique with the most beautiful view of Merapi Mountain.
Is there **a** clean towel ?	Are there **three free rooms** for us?

3. Adjective series.

Opinion adjectives	Descriptive Adjectives						
	Size	Shape	Age	Color	Origin	Material	Noun
Nice	**Spacious**					**Wooden**	**Sleigh bed**
Affordable					**Japanese**		**Restaurant**
Safe	**Large**		**New**				**Parking area**

4. How to describe hotel facilities.
Use adjective series to describe something in detail. In addition you can also put preposition to state a location of something.

DO YOU KNOW?

Kakslauttanen Igloo Village, Finland

There is a unique hotel in Finland,Kakslauttanen Igloo Village. If you are brave of cold try this hotel. The snow igloos give you a novel experience of sleeping in the snow, some guests leave saying that it is the most peaceful sleep they've slept. The glass igloos offer unparalleled sights of the northern lights and countless stars on the pristine skies from the warmth of your room. Surrounded by Lapland's exotic and stunning scenery, there's never enough time to soak in all that this paradise has to offer. And there a͟r͟e͟ ͟s͟n͟ow fights if you're bored enough. Interested?

Source: http://www.gypsycouple.com/10-of-uniquest-hotels-in-the-world.htm

In the end of the lesson, you will be able to:

1. asking someone's characteristics,
2. mention someone characteristics,
3. use simple presents tense,
4. describe someone's characteristics in detail (adjective series).

Let's Start

Activity 1 **Listen to a recording.**

When you are working at Hotel, you will be faced withvarious situations dealing with guest. One of those situations is on the recording that you will hear. Listen carefully and find out which one of these pictures which match thedescribepeople in the recording.
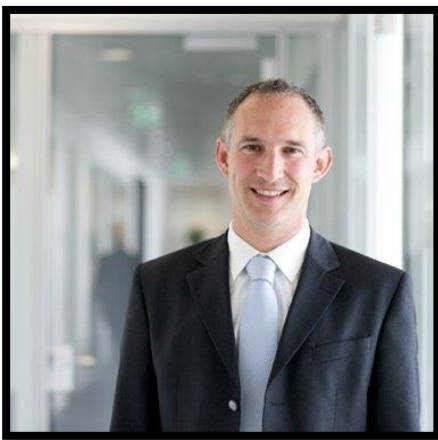
Robert William

Tanapob Leeratanakajorn

Thor Torrence

Activity 2 **Work in pairs and discuss this following question.**

1. If youfind the same situation in the activity, what will you do?
2. What things you should mention when someone is asking you about other people as in the recording?
3. What other similar situations might happen when you are working in Hotel? Missing children? Is it possible? What will you do to solve the problem?

Let's study

Activity 3 — Observe and study.

In the activity one, you heard some expressions you can use to ask someone's characteristic. Some of them are in the bold types below:

Clerk : Okay, **can you tell me what his name is?**
Guest : He is Tor.
Clerk : Let me check. There is no Tor name in this hotel. **Can you tell me his full name?**
Guest : Oh my god! I am forget, it's difficult to remember her full name. Tor is his nick name but his full name really different.
Clerk : So, **can you tell me what his nationality is?**
Guest : He is Philippine.

Those **bold** types are some ways to ask about someone characteristics. Look at other expressions below,

Asking someone's characteristic	Response
Can you tell me his nationality?	Yes, I can. He is Philippine.
What is (her nationality)?	She is Indonesian.
What does he look like?	He is tall. He wears black suit and bring luggage.
Is he tall?	Yes he is, around 180cm.
What do you think about her?	She is nice and friendly staff.

Activity 3 — Underline expressions of asking someone's characteristic in this dialog.

Guest : Excuse me did you see a man wearing black suit and luggage around here?

Receptionist : I saw some men with black suit and luggage madam. What does he look like? Canyou tell me in detail?

Guest : He is tall, has bond hair and I think he arrived in this hotel around 15 minutes ago.

Receptionist : What is his nationality? There many people with blond hair.

Guest : He is Hungarian.

Receptionist : Hungarian? Is he wearing black sun glasses and has blond ponytail?

Guest : Yes he is. Did you see?

Receptionist : Over there madam, he was standing round 30 minutes ago.

Guest : Thank you.

Receptionist : With pleasure madam.

Activity 4   **Practice the previous dialog with your friend. Take it turn to play the role. Pay attention to the intonation.**

Do you remember about rising and falling intonation? You have learned about that in the unit one. You can open the unit one to recall your memory.

Practice the dialog in activity 3 using the proper intonation when you are practicing that dialog.

Activity 5   **Here are some guests checking in Hermitage Hotel. Match these pictures with the correct nationality in the column.**

May I know your nationality Sir? Madam?

I come from **India.**
I am an **Indian.**

www.santika.com /header/hsbengk ulu-3.jpg

www.artikelhki.blogspot.com

www.beautiful-woman-pedia.com

www.irishexaminer.com

She comes from Denmark   .

She is _____.

She comes from Greece.

She is _____.

He comes from Korea.
He is _____.
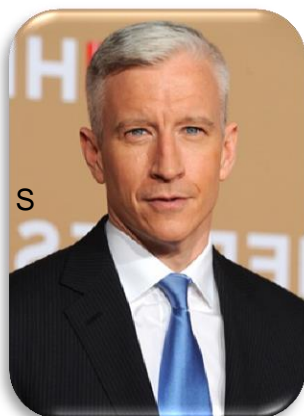
She comes from France.

She is _____.

He comes from Holland.

He is _____.

He comes from Thailand.

He is _____.

/Greecian ,greek,/,   /hollands, Dutch/, /Korea,Korean/, Thailand,Thai/, /france,French/, /Denmarks,Danish/.

Activity 6 — Listen to a conversation between a bellboy and a guest who is looking for her daughter. Write T if true and F if false.

	True	False
1. The missing girl is 5 years old.	☐	☐
2. She wears pink t-shirt and white skirt.	☐	☐
3. She brings a teddy bear pillow when she lost.	☐	☐
4. The missing girl's name is Caroline.	☐	☐
5. She comes from Japan.	☐	☐
6. Someone found the girl around the garden.	☐	☐

Activity 7 — Listen to a recording once again. Pay attention to the some following bold types.

Bellboy : Excuse me madam, what does your girl look like? I will write the information of your girl and inform it through the information room.

Guest : **She is 5 year old, wears white t-shirt and pink skirt, she has black hair, she brings a little teddy bear doll. Her name is Caroline.**

Bellboy : And… She is Japanese? Right?

Guest : **Yes she is Japanese.**

Bellboy : Ok. Please wait for a moment madam

Discuss

In those bold sentences, you will find the use of simple present tense. Have you ever heard about simple present tense?

Activity 8   **Observe and study.**

The principal use of the simple present is to refer to an **action or event that takes place habitually**, but with the verb "to be" the simple present tense also refers to **a present or general state, whether temporary, permanent or habitual**.The verb to be in the simple present can be also used to refer to something that is **true at the present moment**. Look at following example:

Linda : Hi Maria, can you tell me about our manager? I heard she is so rude.
Maria : no, she is not. **she is kind and friendly**. **She is so discipline, she doesn't like a lazy person and unprofessionalism person**. Linda, that is she.
Linda : which one?
Maria : **The tall woman with pink shirt near the door.**

Subject	To be
I	Am
They, we , you	Are
He, she, it	Is

Look at the pattern bellow to state in positive form :

They **wear** new uniform   She**wears**white t-shirt and pink skirt

We **clean** the room, every morning   He **cleans** the room every Sunday

Remember the verbs in the third person singular **(he,she and it)** always take an "s". For example, "he plays, she sings,it works..."

However, there are special rule for some spelling

Silent *e*	Vowel + *y*	Consonant + *y*	Verbs ending in *o*	Verbs ending in *s, z, sh, tch, ch*
close = close**s/kloʊzes/** eye = **/aɪs/**	play = play**s/pleɪs/** say = say**s/seɪs/**	study = stud**ies/stʌd.iz/** marry = marr**ies/ˈmeriz/**	go = go**es/goʊz/** do = do**es/dʌz/**	miss = miss**es/mɪses/** buzz = buzz**es/bʌzes/** hatch = hatch**es/hʌtʃes/** finish = finish**es/ˈfɪn.ɪʃes/** teach = teach**es/tɪtʃes/**

To state in negative form you can put **don't/doesn't**
Example: She **doesn't** wear proper uniform today.
    I **don't** come to the hotel punctually.

Remember that **he,she,it** are followed by **does**

To state in integrative form use this pattern:
Example : **Does** she wear proper uniform today?
    Do you know about the schedule?

source:
www.myenglishpages.com/grammar/lesson/thesimplepresenttensse.htm

Activity 9 | **Change the word in the bracket below with the correct verb based on the previous pattern you have learned.**

1. Rizka   : Who is she?
   Nanda   : Which one?
   Rizka   : That woman who (wear) pink blazer and blank skirt.
   Nanda   : She is Mrs.Handoko. She (be) so beautiful
   Rizka   : You are right

2. Receptionist   : Could you please give this wallet to that woman? She left it.
   Bellboy   : woman? Which one?
   Receptionist : The one who is standing near the Mango tree. She (bring) a black hand-bag and (wear) black dress over there.
   Bellboy   : Ok. I will give it

3. Siska   : Good morning, I (be) siska, new clerk
   Nadia   : Good morning, nice to meet you siska
   Sisaka   : What do you do every day as a clerk?
   Nadia   : (answer) the call and (make) note for the reservation
   Siska   : That sounds great.
   Nadia   : Yes of course, you will do the same thing

4. Hotel staff   : Thank you for staying in our Hotel. Hope you enjoy our service
   Guest   : Yes of course. I really (enjoys) staying in this Hotel
   Hotel staff   : nice to hear that sir. We always (gives) the best for our guest
   Guest   : I can feel it.

5. Hotel Staff   : Good Morning sir, may I help you?
   Guest   : May I know why I haven't get my breakfast?
   Hotel Staff   : We are apologize for that sir. Our staff usually (serve) the breakfast on time. We will bring it to your room as soon as possible sir.
   Guest   : Alright

Observe this following job vacancy.

Have you ever read a job vacancy in a newspaper, web or magazine?Observe the job vacancy and answer these following questions:

1. What is the job vacancy about?
2. What positions are needed by Grand Hotel?
3. What are the criteria needed?

Pic: www.bp-blogspot.com

JOB OPPORTUNITIES IN GRAND HOTEL

Applications are invited from qualified experienced, dynamic, result oriented & self motivated Nepalese citizens for the following positions:

1. Executive Asst. Manager
2. Chief Engineer
3. Sales Director/ Sales Manager
4. Receptionist
5. Waiters/ waitress

Post 1, 2 & 3 should have 5-7 years of experience in 4/5* hotel.

Remuneration: Will commensurate with qualification & experience.

Those who have attractive personality, good command in English, ability to deal with customers properly, ready to accept challenge & having positive attitude can apply for within 7 days of this publication mentioning the subject as JOB APPLICATION to:

Human Resources Manager
Grand Hotel, P. O. Box 12872
Tahachal, Kathmandu, Nepal
Email: hrm@grandhotelnepal.com

Activity 11 **Observe and study.**

In a job vacancy, usually you will find descriptions of requirement. The descriptions are including the people characteristic like personality and sometimes, appearanceas below:

*For those who have **attractive personality**,**good command** in English, ability to deal with the customers properly, readyto accept challenge and having **positive attitude**. Qualified experienced, **dynamic**,**result oriented** and **self motivated.***

Adding adjective are, sometimes, needed when you are describing people characteristics. Here are some adjectives you can used to describe someone personality and appearance:

Personality : **Cheerful** /ˈtʃɪr.f ə l/, '**friendly** /frend.li/, **exuberant**/ɪgˈzuː.b ə r. ə nt/
frank /fræŋk/, **dynamic**/d a ɪˈnæm.ɪk/, , **responsible**/rɪˈspɑːn*t*.sɪ.bl/

Appearance : **Neat** /niːt/, **well-dressed** /ˌwelˈdrest/, **clean** /kliːn/,**good-looking**/gʊdlʊk.ɪŋ/,
attractive/əˈtræk.tɪv/
Height : **Tall** /tɑl/, **short** /ʃort/, **average** /ˈæv. ər.ɪdʒ/
Hair : **Straight** /streɪt/, **curly**/ˈkɜː.li/, **wavy** /ˈweɪ.vi/

Nose : **Pointed**/ˈpɔɪn.tɪd/, **big** /bɪg/

Face : **Oval**/ˈoʊ v ə l/ , **round** /raʊnd/, **square** /skwer/

Weight : **Thin** /θɪn/, skinny /ˈskɪn.i/ ,**overweight**/ˌoʊ.vəˈweɪt/

Do you still remember about adjective series in unit 2? Use those adjective series to describe people.

Opinion adjectives	Descriptive Adjectives						
	Size	Shape	Age	Color	Origin	Material	Noun
Friendly	-	-	**young**	-	-	-	**Staff**
Nice	-				**Indonesian**		**Worker**

For example : He **is** a friendly staff

                 She has long straight hair

                 Andi, the bellboy, **is** a nice worker. He always **looks** neat and well-dressed

Activity 12   **Fill the blanks based on the suitable words in the box.**

Diana works as sales and marketing in Ritz-Carlton Hotel. Her manager is asking her to make a Job Vacancy with some characteristic criteria needed. Help Diana in making the job vacancy by choosing proper characteristic in the box.

Disciplined, haughty, dull, interesting obstinate, reliable, impudent, arrogant, good-natured, hostile, timid, self-confident, greedy, weird, moody, hard working, pushy, egoistical, presentable

JOB OPPORTUNITIES IN RITZ-CARLTON

One of leading international 5 star Hotel is looking for the following candidates in the below mentioned position. Interested candidates having at least 2 years of work experience in the related field are requested to address.

Required categories:
1. Front desk agent/clerk
2. Housekeeping
3. Food and baverage server/waiter and waitess
4. Food counter attendeant
5. Cook/ line cooks

If you are ………………, …………………, …………………, ……………., and …………, men or women, young and ………………, …………..in English language, having …………………………… can apply for within 4 days of this publication mentioned the subject as JOB APPLICATION to : ritzcarltonhotel@yahoo.com

Activity 13   **Here are some words you will hear in the next activity. Find out the meaning and learn how to pronounce it by repeating after your teacher.**

Bun (n)	/bʌn/
Uniform (n)	/juːnɪfɔrm/
Shawl (n)	/ʃɑːl/
Recognize (v)	/ˈrek.əg.naɪz/
Fire (v)	/faɪr/

Activity 14   **Listen to a recording explaining about some hotel staff's characteristic. Then, find out the correct picture based on the explanation.**

Who is she/he?

What does she/he look like?

Note : Put number 1 to the picture which matches to the first recording

Activity 15 **Listen once again and orally, answer these following questions.**

1. How long does Norina work?
2. What kind of person is she?
3. From those three people, who is the lazy worker?
4. Where does Nadhira work?
5. What does Sari look like?

Let's Practice

Activity 16 **Here are pictures of hotel staff insome hotels. Try to describe the people based on the words list. Add also the physical appearance based on what you see in the pictures.**

What does she/he look like?

Example

Vanesha, 22 years old
Internship as a clerk
Responsible
Discipline

The girl who wears red suit is Vanesha. She is an intern clerk. She is a responsible and discipline girl. She never comes late. She is also neat. She has nice smile and pointed nose. Her hair is long and wavy. She always does the best although she is an intern clerk.

Nadhira (27 years old)

Receptionist

Cheerful, careless, hard

Sari (35 year old)

Receptionist

Friendly, responsible, moody

http://cdn-2.tstatic.net/tribunnews/f20130709_hotel-bernuansa-islami-marak-di-makassar_1452.jpg

Andre (28 year old)

Bellboy

humble, cheerful, neat

http://2.bp.blogspot.com/FxlMeF-JJ30/s1600/header_renungan%5Bgeghans%5D.jpg

Angga (24 years old)

Front office manager

Discipline, affable, virtuoso

Shinta (25 years old)

Marketing director

Calm, responsible, presentable

Activity 17   **Act it out.**

Present your final description to your class. Pay attention to your pronunciation.

Activity 18   **Without telling your friends, pick one of these pictures on your mind.**

Naura

Akmal

Lucia

Sandra

Adam

Gomez

Jean

Sarah

English for Hotel Accommodation

Activity 19   **Give more description.**

Add some personality such as cheerful, kind etc. Imagine the personality based on your observation to the picture. Start to describe the picture. Don't let your friends know about your descriptions. Put appearance description in detail. You can use some of these words to help you in describing.

Vest   /**vest**/

Basket /ˈ**bæs.kɪt**/

Broom /**brʊm**/

Tray /**treɪ**/

Blonde /**blɑnd**/

Beard /**bɪrd**/

Shaving /ˈ**ʃeɪ.vɪŋ**/

Blazer /ˈ**bleɪ.zə** /

Activity 20   **Act it out and play.**

After having finished, orally present your description to your friend. Let your friend guess the correct person based on the pictures. Do it as many as possible until all the pictures are taken. You can add your own picture to make the variation. The one who give the most correct guessing will be the winner.

Reflection

How much do you learn from this unit? Put a tick (√) on the right column based on how much you have learnt.

Aspect	Very much	Much	Little
I can mention people characteristic of appearance.			
I can ask for someone's characteristic.			
I understand the use of simple present tense.			
I can describe people in detail (use adjective series).			
I learn some adjectives to describe people characteristics.			
I can pronounce the learned words in this unit correctly.			
I understand the learned words in this unit (vocabulary).			

Summary

In this unit you learn:

1. **How to ask someone's characteristics**

Asking someone's characteristic	Response
Can you tell me his nationality?	Yes, I can. He is Philippine.
What is (her nationality)?	She is Indonesian.
What does he look like?	He is tall. He wears black suit and bring luggage.
Is he tall?	Yes he is, around 180cm.
What do you think about her?	She is nice and friendly staff.

2. The use of simple present tense

To state in positive form

For She,He,It, put ending "s". except some words bellow:

Silent *e*	Vowel + *y*	Consonant + *y*	Verbs ending in *o*	Verbs ending in *s*, *z*, *sh*, *tch*, *ch*
close = closes/**kloʊzes/** eye = /**aɪs/**	play = plays/**pleɪs/** say = says/**seɪs/**	study = studies/**stʌd.iz/** marry = marries/ˈ**meriz/**	go = goes/**goʊz/** do = does/**dʌz/**	miss = misses/**mɪses/** buzz = buzzes/**bʌzes/** hatch = hatches/**hʌtʃes/** finish = finishes/ˈ**fɪn.ɪʃes/** teach = teaches/**titʃes/**

To statein negative form : put DON'T (I,they,we,you) and DOES'T (He,She, it)

To state in integrativeform , you can use this form
Does she clean the room?
Do you know about the schedule?

3. How to describe people

Do you know?

The oddest Job in Hospitality - Sleep Concierge

The Benjamin Hotel in New York is serious about its guests' sleep, so serious that they guaranteed a good night's sleep or your money back. Enter the sleep concierge. Anya Orlanska contacts guests prior to their arrival to give them the hotel's pillow menu. Yes, they have a pillow menu. Anya also speaks with the guests on arrival and talks them through getting a good night's sleep. Her advice includes suggestions such as no heavy meals before bed, no BlackBerries and no computers; she believes that the bedroom should be for sleeping. So what's her secret weapon? A peanut butter and jelly sandwich made with banana bread which, she claims, begins the production of sleep inducing chemicals in your body. We just might try that one tonight.

Source: http://www.facebook.com/have-you-ever-heard-the-oddest-jod-inhospatiality.htm

GLOSSARY

Affable (adj)	/æf.ə.bl/	: Sopan
Attractive (adj)	/əˈtræk.tɪv/	: Menarik
Basket (n)	/ˈbæs.kɪt/	: Keranjang
Broom (n)	/brʊm/	: Sapu
Budget (n)	/bʌdʒ.ɪt/	: Anggaran keuangan
Bun (n)	/bʌn/	: Sanggul
Cheerful (adj)	/ˈtʃɪr f ə l/	: Periang/ceria
Chit-chat	/ˈtʃɪt.tʃæt/	: Mengobrol
Dynamic (adj)	/d a ɪˈnæm.ɪk/	: Dinamis
Exuberant (adj)	/ɪg ˈzuː.bɚ r. ə nt/	: Bersemangat
Farewell (excl,n)	/ˌferˈwel/	: Selamat Tinggal
Fill out (v)	/fɪl aʊt/	: Melengkapi
Fire (v)	/faɪr/	: Pecat
Frank (adj)	/fræŋk/	: Jujur
Friendly (adj)	/ˈfrend.li/	: Ramah
Gain (v)	/geɪn/	: Memperoleh
Humble (adj)	/ˈhʌm.bl/	: Rendah hati
Job Vacancy (n)	/dʒɑːb/ /ˈveɪ.k ə n t .si/	: Iklan pekerjaan
Laid-down (v)	/leɪd/ /daʊn/	: Aturan
Moody (adj)	/ˈmuː.di/	: Sering murung
Nationality (n)	/ˌnæʃˈnæl ə.ti/	: Kebangasaan
Neat (adj)	/niːt/	: Rapi
Pillow (n)	/ˈpɪl.oʊ/	: Bantal
Pointed (adj)	/ˈpɔɪn.tɪd/	: Mancung
Presentable (adj)	/prɪˈzen.tə.bl/	:Rapi

Satisfaction (n)	/ˌsæt.ɪsˈfæk.ʃ ə n/	:	Kepuasan
Serve (v)	/sɚv/	:	Menyajikan
Shaving (adj)	/ˈʃeɪ.vɪŋ/	:	yang dicukur
Shawl (n)	/ʃɑːl/	:	Selendang /syal
Souvenir (n)	/ˌsuː vəˈnɪr/	:	Sovenir/tandamata/oleh-oleh
Towel (n)	/taʊəl/	:	Handuk
Tray (n)	/treɪ/	:	Baki
Uniform (n)	/ˈjuː.nɪ.fɔːrm/	:	Seragam
Vanity (n)	/ˈvæn ə.tɪ/	:	Meja rias
Vest (n)	/vest/	:	Rompi
Virtuoso (adj)	/ˌvɜː.tʃuˈoʊ.soʊ/	:	Sangat Ahli (memiliki skill yang baik)

ENGLISH EDUCATION STUDY PROGRAM
YOGYAKARTA STATE UNVERSITY
2016

Based on KTSP Curriculum

LET'S SPEAK
ENGLISH FOR HOTEL ACCOMMODATION

Grade X

By: Laela Febriatun
Supervisor: Ella Wulandari, M.A

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Last but not least, I hope this sample book can give worthwhile contributions to help students of Hotel Accommodation of SMK PI AMBARUKMO 1, Sleman, Yogyakarta in developing their English speaking skills. Finally, critical comments and suggestions would be highly appreciated.

Yogyakarta, March 2016

The writer

Table of content

PREFACE

Let's Speak, English for Hotel Accommodation is designed based on the KTSP curriculum. This book is written to meet the need of sources for teaching and learning English in vocational schools.

This sample book is intended for the first level (novice) of vocational school students to improve their oral performance. This sample book aims:

1. to practice and develop students' speaking skill,

2. to develop the knowledge, skill, and understanding required by students to become professional employees or entrepreneurs,

3. to meet students' need to communicate in English accurately, fluently, appropriately, and confidently in many useful situations in the work places as well as in society.

Let's Speak, English for Hotel Accommodation, contains:

1. a wide variety of listening activities which are intended to develop the listening skill, including listening for gist, listening for details, and inferring meaning from context,

2. a wide range of creative activities of speaking, starting from guided, semi guided to free dialogs

3. grammar exercises dealing with related functional and communicative need

4. phonetic transcriptions and pronunciation activities to develop students' speaking skill.

This sample book consists of 3 units following the stages of PPP approach and each unit is divided into sections (Let's Start, Let's Study and Let's Practice). In each section, there are a lot of individual work, pair work, and group work activities which provide more personal practice of the new learning points and increase the opportunity for individual student practice.

The writers realize that this sample book is not perfect, therefore constructive criticism and suggestions are very welcome.

Welcome to Sheraton Hotel

http://www.aston-international.com/aston-makasarhotel-galery-greeing-1.jpg

At the end of the unit, you will be able to:

1. greet someone,
2. express leave taking,
3. say thank you to other people,
4. introduce yourself and other people,

Activity 1

We, everyday, greet, thank, and say good bye to people. Sometimes we also introduce ourselves. Watch a video and then answer these following questions.

1. How did Juanita greet her friends?
2. How did Al respond to Juanita's greeting?
3. How did Al introduce Bob to Juanita?
4. What was Bob saying after Al introduced him to Juanita?
5. After keeping their order, what did Juanita say to Al and Bob?

SPEAK UP

Do you have the same experience as the people on the video? Have you ever introduced your friend to another one? How's the story?

©Melisende * illustrationsOf.com/96684

Activity 2

There are some rules in greeting people. Study these following rules of greeting your guest.

There are some greetings used in English that will be learned in this unit. One of them was on the video in activity 1 "Hi Al, How are you?" Before you learn further about greeting, study these following greeting rules.

Good morning sir, here is your breakfast.

Say good morning **/gʊdmɔr-nɪŋ/** When it is 00.00 am -12.00 pm.

Good afternoon sir, how can I help you?

Say good afternoon **/gʊdæf.tə-nun/** when it is 12.01 pm - 06.00 pm.

Good evening madam, thank you for staying at our hotel.

Say good evening **/gʊdiv.nɪŋ/** when it is 06.01 pm - 00.00pm

Activity 3

How do you greet people in these situations? Look at the time and express the appropriate greeting according to these situations.

Situation	Greeting
1. It's 8 am, when Mr. Amir is calling to book a room.	(Good morning Mr. Amir)
2. The breakfast will be served at 7 am.	( )
3. It's 1 pm when Mr. Alex is introducing the new staff.	( )
4. The guest can check in to the Luxury Hotel starting from 9 am.	( )
5. Mr. Kamto has to check out from the Hotel at 4 pm.	( )
6. The last reservation will be at 8 p.m.	( )

Activity 4	**Find out the meaning of these words. Then, study how to pronounce them by repeating after your teacher. These words will help you in the next activity.**

Reservation (n)	/rez.əveɪ.ʃ ə n/	: _____
Room (n)	/rʊm/	: _____
Fill out (v)	/fɪlaʊt/	: _____
Serve (v)	/sɝv/	: _____
Restaurant (n)	/ˈres tə.rɑnt/	: _____
Reception (n)	/rɪsep.ʃ ə n/	: _____

Activity 5	**Read along as you listen to the dialog between a guest and a receptionist. Then practice the dialog, take turn to play the role between a guest and a friendly and helpful receptionist.**

Receptionist	:	Good morning, Luxury Hotel. May I help you?
Guest	:	Good morning. I have a reservation in my name, Smith William.
Receptionist	:	Sure. Let me check. Yes, A single room for 2 nights bed and breakfast?
Guest	:	That's correct.
Receptionist	:	Ok sir, could you please fill out this form with your identity.
Guest	:	Yes sure.
Receptionist	:	That looks fine. Here is your key sir. For your information, Your room includes breakfast that will be served between 7.30 am and 10am in the restaurant in front of the reception. On the last morning of your stay you have to check out before 11am. Thank you.

www.Villa-May-Hotel-Luang-Prabang-Staff.jpg

Listen to the dialog between Mr. Reno and a new staff in Luxury Hotel. Pay attention on the way they greet, introduce, say thank you and good bye.

Greeting	Introducing

Thanking	Saying Good Bye

Activity 7

Listen to the dialog once again and try to answer these questions by writing true of false (T/F).

Questions	T / F
Mr. Reno is the new staff in the Luxury Hotel.	
Sheila is the guest service manager.	
The conversation happens in the morning.	
Mr. Reno greets Sheila by saying "good morning".	
The conversation happens in the Luxary Hotel.	

Activity 8

Listen once again and study the intonation used by the speakers. Look at the intonation sign, (/) for rising intonation, and (\ ) for falling intonation. Then, practice with your friend.

Woman	: Good \ morning, sir.
Man	: Good \ morning. Are you / the new staff here?
Woman	: Yes I am sir. My name is \ Sheila Rahmanandia.
Man	: Hi Sheila, I am \ Reno, guest service manager. Welcome to the Luxury Hotel.
Woman	: Yeah, / thank you Mr. Reno.
Man	: sorry, I have to go. Nice to\ see you.
Woman	: \Yes, of \course, It's 'good to \see you.

ಜಾಲ

Tips

- Usually, WH-questions use falling.
    'What is his\ name?
    'How \are you?
- Yes no question use rising intonation.
    'Are you /sure?
- Statement use falling.
    'I am \ Spohia
    'My name is \ Sheila
- Exclamatory use falling intonation.
    'Good \ bye

ಜಾಲ

www.sthockphotos.ro

Put an intonation sign on the bold types and practice together with your partner.

Housekeeper	: **Good morning**. Do you need anything for the room?
Guest	: **Good morning**. Yes, I need more towels.
Housekeeper	: Bath towels? Do you want 2?
Guest	: Yes, that's fine.
Housekeeper	: Here you are.
Guest	: **Thank you for your help**
Housekeeper	: My pleasure. Is there anything else you need?
Guest	: No, that's great
Housekeeper	: **My name is Farah**. Please let me know if there is anything else you need. **Have a good afternoon**.

Activity 10

You will hear two conversations. Listen and fill the blank on these two conversations with suitable answers.

Conversation 1. This is the second day for Sophia in the Sheraton Hotel. She meets some new friends.

Shopia	: Hi Daniel, _____?
Daniel	: Everything is good. How about you?
Shopia	: _____. It's my second day in this Hotel and I feel more excited.
Daniel	: Happy to hear that. Welcome to the Sheraton family then.
Shopia	: Yeah thank you. _____
Daniel	: Of course! I love your spirit.

a. Never better
b. How's everything
c. Let's work

Conversation2. Mr. Putut is introducing the new staff to other staff.

Mr. Putut	: Putri, this is our operator officer. Her name is Sophia. Sophia, _____, she is our new staff here.
Sophia	: Helo Putri,_____. Welcome to Adipati Hotel.
Putri	: _____Nice to meet you too.
Mr. PUtut	: Ok Putri, you will start working now, and you can finish your work in the afternoon at 5 and start from tomorrow, please arrive at 7 morning.
Putri	: Yes sir. I'll be on time.
Mr. Putut	: Ok. I hope you can work well and welcome to Adipati Hotel. _____because I have a meeting.
Putri	: _____

a. I have to go now
b. Nice to meet you
c. Please meet Putri
d. Sure
e. Thank you

Activity 11 **Act it out.**

After filling all the blanks, listen again to the recording then act the dialogs out with your friends. Pay attention to the intonation.

Activity 12 **Observe and study.**

As a hotel staff member you have to build good impression to your guest. You have to greet your guest politely, say good bye, and sometime, introduce yourself or other people. For this reason, you need to know how to do all these needs.

Greeting

Formal expressions
Good morning (sir/ma'am).
Good afternoon (sir/ma'am).
Welcome to (Sheraton Hotel).
Good evening (sir/ma'am)

Less formal expressions
Hello
Hi
What's up
How is it going?

Of course, after the greeting, the dialogue must be continued, and what is said then depends on the situation. When interacting with hotel, usually it is related to guest wants or needs. A couple of standards that can be used in the hotel are:

- ✓ How can I help you today ma'am (sir)?
- ✓ Can I be of assistance?
- ✓ How may I assist you?
- ✓ May I assist you with anything?
- ✓ What can I do for you today?

www.Villa-May-Hotel-Luang-Prabang-Staff.com

Staff	: Good morning madam, welcome to Sheraton Hotel.
Guest	: Thank you.
Staff	: How can I help you?
Guest	: I would like to book a room

Introducing

In some occasions, you may find yourself in a situation where you have to introduce yourself or one person to another.

Formal expressions
Allow me to introduce myself.
I would like to introduce myself.
May I introduce myself. My name is (Nadia). It is a pleasure to meet you.
This is … (Mrs. Harris)
I would like to introduce… (my boss, Mr. Larson).
Please allow me to introduce ... (my friend John)

Less formal expressions
I am …(Bagas)
My name is ..(Sabrina)
Nice to meet you
She is Nadia.

Staff	: Hello, I'm Jandee.
Guest	: Hello, Ms. Jandee, I'm Susan Appleton.

Bob	**:** Min Ju, this is my friend Betty Watson.
Min Ju	**:** Hi Ms. Watson, a pleasure to meet you.
Betty	**:** Same here.

Alice	**:** Harry, let me introduce my supervisor, Mr. Lee
Harry	**:** Mr. Lee, it's good to meet you.
Mr. Lee	**:** Good to meet you too. But please, call me Sammy

Leave taking (farewell)

There are numerous expressions that can be used when giving farewells. Some are more formal than others. Obviously the more formal expressions are more appropriate when interacting with guests.

Formal expressions
Goodbye, please come again.
Goodbye, I hope to see you again

Less formal expressions
See you later (soon).
So long.
Good bye (bye).
I have to run.
I have to be going now.
Catch you later.
See you again.

Norina	: it's already 5, I have to go. Catch you later.
Jovana	: Ok. Good bye.

Thanking

Formal expressions
Thank you for coming to our hotel.
Thank you very much.
I really appreciate your help sir. thank you.

Less formal expressions
Thank you.
So much thanks.

Staff	: Thank you for coming sir, have a nice day.
Guest	: Good bye.

Activity 13   **Fill in the blanks below using suitable expressions.**

Andre   : _____. Before we start our meeting, let me introduce our new marketing manager, Mr. Bagus.

Bagas   : _____, I am Bagus, I am so happy that I could join you all in Sunflower Hotel. _____.

Dialog 1

Andi   : Hello Eric. _____my friend, Robin.

Eric   : _____ Robin. I am Eric, nice to meet you.

Robin : Hello Eric, nice to meet you too. Anyway, I have an appointment at 4.So I have to go now. See you later.

Eric   : _____.

Dialog 2

- ✓ Welcome to Fave Hotel
- ✓ Good morning
- ✓ I would introduce
- ✓ Allow me to introduce my self
- ✓ Nice to meet you
- ✓ Hi
- ✓ Good evening
- ✓ See you
- ✓ Good bye
- ✓ How can I help you?

Staff   : Good evening madam, _____. May I help you?

Guest : _____. I have booked a room for Laura.

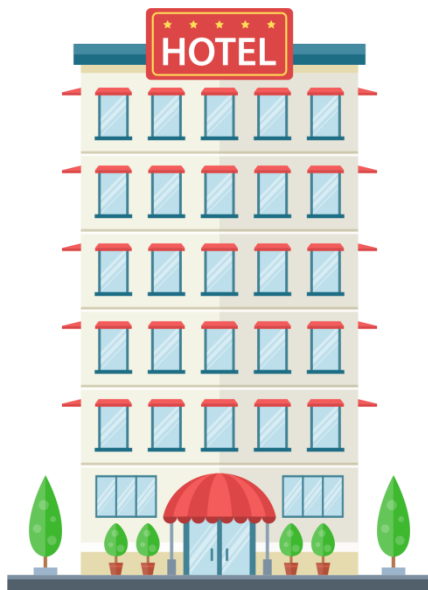Staff   : Sure. Let me check first madam.

Dialog 3

Act it out.

Practice the dialog above with your partner. When you are practicing the dialog, don't forget to use falling and rising intonation that you have learnt in activity 8.

Activity 15 **Based on the expressions you have learned, decide proper response for these situations in column A.**

A
1. You greet the guest at 1 pm.
2. Diana meets the new staff.
3. You greet your friend in your work.
4. A guest says thank to the hotel housekeeper.
5. You introduce the new staff to your supervisor.
6. A receptionist greets a guest at 4 pm.
7. A receptionist saying good bye to the guest.
8. You are introducing yourself to all the staff.
9. You end a conversation with a friend.
10. A receptionist ends a conversation to the guest through a telephone.

Activity 16 **Observe and study.**

In the previous activity, you found these words (bold types):

The bold words are called as personal pronoun. A personal pronoun represents specific people or things. We use personal pronouns in place of the person or people that we are talking about.
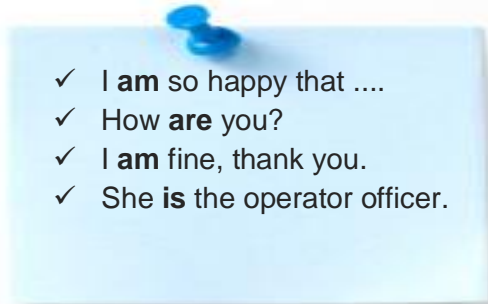
Our new marketing manager.

My name is Bagus.

He is **our** new operator .officer.

Table of personal pronoun

Subject	Object	Possessive adjective	Possessive pronoun
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours
They	Them	Their	Theirs
He	Him	His	His
She	Her	Her	Hers
It	Its	Its	-
Sheila	Her	Her (Sheila's)	hers
John	His	His (John's)	His

In the previous dialog we also hear sentences as below:

- ✓ I **am** so happy that ....
- ✓ How **are** you?
- ✓ I **am** fine, thank you.
- ✓ She **is** the operator officer.

The bold types above are called as "be". A sentence in English always requires a verb. The Construction is Subject + Verb. In case we talk about situations, existence, conditions, identification, locations, professions, and nationalities or when there is no physical nor intellectual activity, we should use the verbBE.

Table form of "be"

Subject	be
i	am
He/she/it	Is
They/we/you	Are

1. **Mr. Handoko** : Good morning everyone, before we start our meeting today, I want you all to meet _____ new night manager, Mr. Weli.

   Mr.wel : Thank you Mr. Handoko. _____ am so happy to join this Sheraton hotel group. I hope that _____ can cooperate together and become a new family.

2. **Riska** : Do you know _____?

   Rasha : Yes, I know her. _____ is a new Clerk, I know _____ quite well. _____ is my friend in senior high school.

   Riska : Emm is it _____ first time working in hotel?

   Rasha : It can be.

3. **Clerk** : Good morning, Sheraton Hotel, may I help you?

   Guest : Yes, _____ want to book a room for_____ family and i.

   Clerk : May I know how many people?

   Guest : 4 people.

I, her, our, she, her, I, my, she, her, you, we

Activity 18

Fill in the blanks in the dialogs with the correct form of "be". Pay attention to the subject to decide the correct form of"be".

Sarah : Everyone please welcome our new Sales Executive, Laela Hapsari.

Laela : Hello everyone, nice to meet you, I _____ Laela Hapsari. I will be your Sales Executive next week. It _____ an honor for me to be in a team and family with you.

www.hotelmanagementtutorial.com

Guest : Excuse me, _____ you the receptionist?

Receptionist : Yes of course sir, I ____.

Guest : You don't look like a receptionist.

Receptionist : I will dress better sir. Can I help you sir?

Guest : Yes, I want to book a room.

Receptionist : Good morning, may I help you?

Guest : Yes, my husband _____ trying to cancel our reservation by telephone, but he cannot connect. _____ it possible for me to cancel since it ____ booked by my husband's name.

Receptionist : Yes of course, if you can show as the reservation number and your Husband ID.

Guest : Great you_____ amazing. Here is the ID.

https://www.google.com/Villa-May-Hotel-Luang-Prabang-Staff.jpg

Let's Practice

Activity 19 **Look at the profile, pick one of them and pretend that the one is you. You are the new worker in a Hotel. Try to introduce yourself to others. Put also, greeting, thanking and leave taking expressions.**

Example:

http://www.wangarattagateway.com.au/

Good morning, let me introduce myself. My name is Arkhan. I am a new chef, nice to meet you. Thank you.

Activity 20   **Here are some words that you will find in the next activity. Learn how to pronounce them by repeating after your teacher.**

Manager	**/mæn.ɪ.dʒə /**
Beverage	**/bev.ər.ɪdʒ/**
Operator	**/ɑ.pə.reɪ.t̬ɚ/**
Receptionist	**/rɪsep.ʃ ə n.ɪst/**
Auditor	**/ɑ.dɪ.t̬ɚ/**
Housekeeper	**/haʊski.pə /**
Chef	**/ʃef/**
Clerk	**/klɝk/**
Executive	**/ɪgzek.jʊ.tɪv/**

Fun column

Q: What starts with the letter "t", is filled with "t" and ends in "t"?

A: A teapot!

English for Hotel Accommodation

Activity 21	**Look at the job descriptions below. Based on those description, chose the right job on the suitable options. The first has been done for you.**

Description	Job
1. To control the cleaning and servicing process of all bedrooms, restaurants, function and public rooms in the hotel.	**Head of housekeeper**
2. To improve the operational system, process and policies in support organization mission	
3. To provide an efficient and effective cost of food service.	
4. To audit and combine departmental accounts, prepare various hotel operating reports and take over duties of Front Office Cashier.	
5. To greet guests and allocate rooms according to laid-down procedures.	
6. To help management with the day-to-day compilation.	
7. To make sure the luggage being delivered, stored accurately and promptly all the time.	
8. To promote the image and services of the company so that maximum growth occurs through getting new clients and contracts.	
9. To control all catering outlets in a hotel to the required standards.	
10. To take full control of all areas of the hotel from 23:00 to 07:00	

a. Operator manager
b. Receptionist
c. Sales executive
d. Night manager
e. Clerk

f. Head chef
g. Head of housekeeper
h. Bellman
i. Food and beverage manager
j. Night auditor

Now, look at the cards below and do this activity in pairs. Decide which one will be A and B. For those who are choosing A look at page 18. For those who are choosing B look at page 19.

After you have chosen the role, you have to take the same number. There are numbers 1 to 5. Your partner and you should read the same number in page 15 and 16. Then, try to imagine the situation and what expression you should use based on the situation in your card. Make a preparation around 5 minutes and then practice the role with your partner.

You are a new housekeeper in the Sheraton Hotel. You just work for a week. Then, you meet your colleague. Greet him/her, and introduce yourse

1

You are a Bell Captain in the Hadiningrat Hotel. You have a new worker. Please introduce him/her to others worker.

2

You are a front office manager in the Luxury Hotel. You have a new worker. Please introduce her/him to other worker. But then, you have to leave him/her soon because you have an important meeting.

3

You are a guest service agent in Sasha Hotel. You and your colleague are having lunch together. Then, you meet your friend. Please greet and introduce your friend to your colleague.

4

You meet a new night Auditor. Greet him/her and introduce yourself to him/her.

5

Pick the card

Pick this card for those who become B

You are a housekeeper who has been work for a year. You meet a new colleague. Greet and introduce yourself to him/her. Unfortunately, you could not take a long conversation with him/her because you have to go work.

1

You are a new Bellman. Today, is your first day to work. Please introduce yourself to your Bell Captain first before he will introduce you to others worker. Don't forget to say thank you to your bell captain for introducing you.

2

You are a receptionist. Your office manager is introducing a new worker. Please greet her/him and introduce yourself to him/her.

3

You and your colleague are having lunch together. Then you meet your colleague's friends, so please greet and introduce you to him/her.

4

You are a new night Auditor, someone is greeting you. Greet him/her back and introduce yourself to him/her. Then, there is a telephone ring, so you have to pick the phone up.

5

Activity 23   **Act it out.**

After you make a short dialog base based on the situation above, now act the dialog out in front of the class.

Reflection

How much do you learn from this unit? Put a tick (√) on the right column based on how much you have learnt.

Aspect	Very much	Much	Fair	Little
I can greet guests/people and respond to expression of greeting.				
I can introduce myself.				
I can introduce other people.				
I can say and respond to expression of thanking.				
I can say and respond farewell.				
I can use personal pronoun orally.				
I can pronounce the learned words in this unit correctly.				
I understand the learned words in this unit (vocabulary).				

Summary

In this unit, you have learnt:

1. **How to greet people/guests.**

Greetings	Responses to greeting
Good morning (sir/ma'am).	Good morning.
Welcome to (name of hotel/restaurant.	
Good afternoon.	Good afternoon.
Good evening.	Good evening.
How are you?	I am fine, thank you.
Nice to see you, Putri.	Nice to see you too.
Hi	Hi
How have you been?	Pretty good.
What's happening?	Not much.

2. How to introduce yourself and others.

Introduce oneself	Responses to self introduction
Let/allow me introduce myself, my name is Ratna.	Hello, my name Angga, please to meet you.
May I introduce myself? My name is Sarah.	Hello Sarah,I am Putri, nice too see you.
My name is Bagas.	Hi bagas, I am Ratna.
I am bagas.	I am Angga.

Introduce others	Responses to introduction
Let me introduce Shopia.	Hello Shopia, glad to see you.
May I introduce our new receptionist, Sarah.	Hello sarah, nice to see you.
Please meet Putri.	Hi Putri, pleased to meet you.
This is Nadia.	Good morning Nadia, nice to meet you.
Have you meet Sophia?	No, I haven't.

3. How to say good bye.

Leave taking	Responses to leave taking
Well I am afraid I have to go now, I have a meeting 15 minutes again.	Yes, of course.
Nice to meet you, Mr. Santosa.	Nice to meet you too.
Good bye, thank you for coming to our hotel.	I've enjoyed it.
Good bye, have a pleasant day.	Thank you.
Good bye, I hope to see you again.	Good bye.
Sorry, I really got to go.	Yes, sure.
Have a nice day.	Thank you.
Good bye /bye-bye.	Good bye/bye-bye.

See you later.	See you.
I'll talk you later.	Yeah, see you.

4. How to thank.

Formal Thanking	Responses to thank
Thank you for your help miss Diana.	Welcome sir.
Thank you for helping me choosing this fabulous room.	I am glad I could help.
I really appreciate your help sir.	Don't mention it.
Thank you.	Anytime.
That's great. Thank you.	Forget it.

5. The use of Personal pronoun.

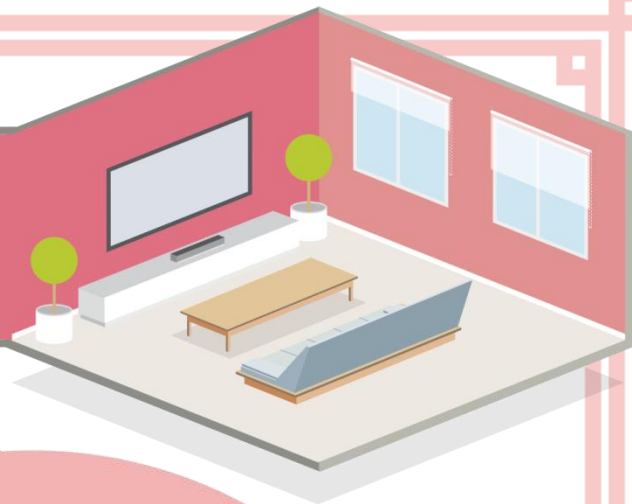| Subject	Object	Possessive adjective	Possessive pronoun
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours
They	Them	Their	Theirs
He	Him	His	His
She	Her	Her	Hers
It	Its	Its	-
Sheila	Her	Her (Sheila's)	hers
John	His	His (John's)	His

DO YOU KNOW?

Thai Greeting

A common Thai greeting is to place your hands together in a prayer like position. All the greetings close to the mouth. The higher the hands the more respect. This gesture is accompanied by a slight bow and the greeting "Sawasdee" (pronounce "sawatdee").

http://www.virtualtourist/traditional-thai-greeting/bangkok/thilang/review/custom.htm

What kind of room do you want?

At the end the unit, you will be able to:

1. ask someone for mentioning things,
2. mention some hotel facilities,
3. describe things characteristics (using adjective series).

Activity 1 | Have you ever observed a hotel? What kind of rooms does the hotel have? Look at some rooms in Sheraton Hotel below. Label each room using appropriate names provided below.

Pictures sources :http://nouvee.blogspot.co.id/2012/02/blog-post.html

---

a. Parking area (n)   /parkɪŋ/ /er.i .ə/
b. Swimming pool (n)   /swɪm.ɪŋ/ /pul/
c. Lobby (n)   /lɑ.bi/
d. Meeting room (n)   /mit̬ɪŋ/ /rʊm/
e. Kitchen (n)   /kɪtʃ. ə n/

f. Restaurant (n)   /restə.rɑnt/
g. Lounge(n)   /laʊndʒ/
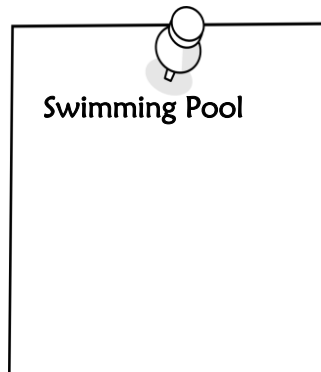h. Gymnasium (n)   /dʒɪmneɪ.zi.əm/
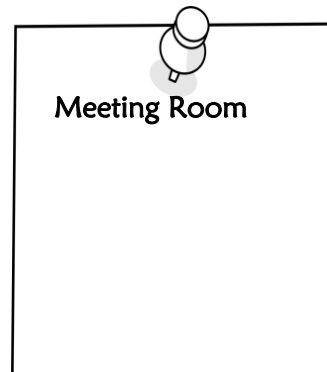i. Storehouse (n)   /stɔrhaʊs/

Activity 2

Think about five stuffs you will find in each mentioned room in activity one. Use a dictionary to help you in finding important words.
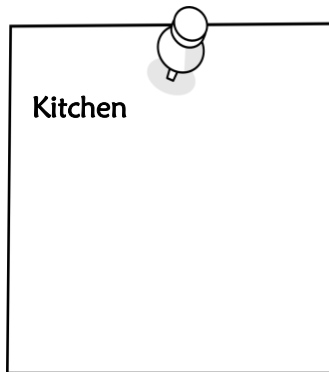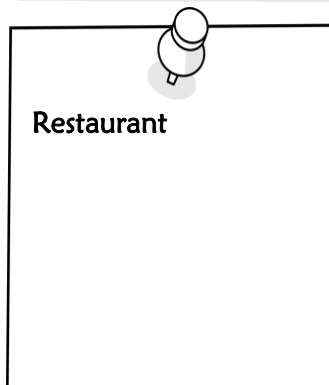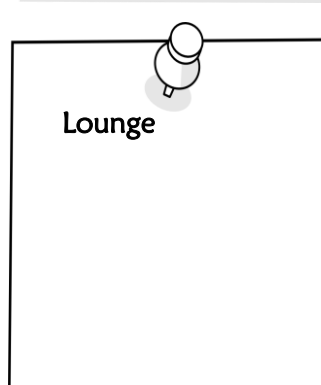
Kitchen

Swimming Pool

Meeting Room

Restaurant

Lounge
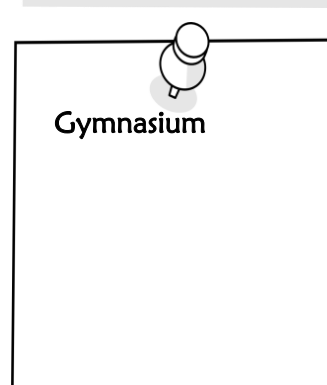
Gymnasium

Activity 3

Observe this picture. This is a room at Sheraton Hotel. Label the things in the picture by matching them to the suitable words in the box.

http://www.adelphisuites.com/en/photo/home1.jpg

a. Desk (n)   /desk/

b. Chair (n)   /tʃer/

c. Bed (n)   /bed/

d. Pillow (n)   /pɪloʊ/

e. Blanket (n) /blæŋ.kɪt/

f. Curtain (n)   /kɝ.tˌə n/

g. Telephone(n) /tel.ə.foʊn/

h. Window (n) /wɪn.doʊ/

Listen to your teacher and learn how to pronounce the words mentioned in the activity 1 and 3 by repeating after him/her.

1. To pronounce **two syllable** nouns you can put stress in the **first syllable.**
   ✓ *Example :*   *window- WINdow, Curtain- CURtain*

2. For **three and more syllable** words, look at the **ending (suffix).**
   • Ending "er" and "ly", consonant, and "y" stress placed on the first syllable
     ✓ *Example :*   *MAnager, GYMnasium*
   • Ending with "ade", "ee", "ese", "eer", "que", "ette", or "oon" ⬜ stress placed on the suffix
     ✓ *Example :*   *japanESE , afterNOON.*
   • Ending with "ic, ""sion", "tion" stress placed on the second syllable from the end of the word
     ✓ *Example :*   *televiTIon*

Source: www.englishclub.com

Activity 5

Listen to the explanation of a receptionist about hotel facilities and room facilities she offered to Mrs. Ryefield. Write down the facilities you heard in the table below.

Room Facilities

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Hotel Facilities

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Look at the pictures below. Here are all the facilities mentioned in the activity 5. Find out what the names of these facilities are.

www.eramusu.com

www.shopping.indiatimes.com

www.orbitalock.company.weiku.com
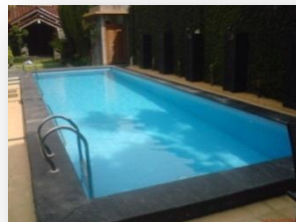

www.encrypted-tbn0.gstatic.com

www.tekgraph.co.uk-wardrobe-nexk.jpg
www.lamoro.com

www.saborsur.com

www.timspoolslld.com

www.monumental.net.work.com

Activity 7

Listen once again and pay attention to how the speakers pronounce the words you found in the activity 5. Practice the pronunciation with correct word stress.

Activity 8   **Observe and study.**

There are some expressions to ask someone for mentioning things. You can use the expressions to find out your guests' needs. Look at these following expressions'

- ✓ Is there a (room with beautiful and romantic view?)
- ✓ Are there ……? (yes, there is / no, there is no)
- ✓ What room (size do you want?)
- ✓ Is there (anything elseyou need sir?)
- ✓ What kind of(room do you want?)
- ✓ Where is (your room sir?)
- ✓ Where can we (... see a good live band)?
- ✓ Which restaurant (…in the hotel has a Western menu)?

Receptionist	: What kind of room would you like, madam?
Guest	: Err I don't have any idea yet. Is there a room with a beautiful and romantic view? Since, I will celebrate our 3rd anniversary.
Receptionist	: Wow congratulations. Yes, there is. I ….
Guest	: Err wait, is there a room under 800.00 rupiahs?
Receptionist	: Yes of course, there is. I suggest you have a suite room.

Receptionist	: What kind of room do you want sir?
Guest	: Is there a room with two double beds? We're a family of four.
Receptionist	: Yes, there is. All of our rooms have two double beds. The rate for the weekend is $129 dollars a night.

Activity 9

Listen carefully to a conversation between a confused guest and a Hotel Staff. Fill the blank using the appropriate expression of asking for mentioning things. Then practice the dialog with your friend.

Staff	: Good evening sir, are you looking for something?
Guest	: Good evening, yes, we're looking for a good traditional spa ._____a traditional spa in this hotel?
Staff	:_____. That is RORO SPA. It is beside the indoor swimming pool over there.
Guest	: Thank you very much. We'll try it.
Staff	: With pleasure madam.
Guest	: Errrr sorry, could you help me, I have just arrived in this Hotel, and I found that the bathroom smells bad. _____something you can do with that?
Staff	: We are sorry for that sir,_____, sir? I'll call the cleaning service to clean everything.
Guest	: Number 306. Ah good. Thank you.
Staff	: You're welcome

Activity 10

Work together in pairs and read the following dialog. One student practices the role as the guest and the other student practices the role as the staff.

Dialog 1

Guest	: We're looking for a good restaurant for dinner?
Staff	: **What kind of food** are you interested in?
Guest	: Since we are in Thailand, we want to try Thai food. **Is there Thai food in this hotel?**
Staff	: **Yes, there is.** The Thai Thai Restaurant is always a good choice.
Guest	: Thank you very much. We'll try it.

www.fotosearch.com

Dialog 2

Guest	: Could you recommend a place to take our kids? They're getting bored at the beach.
Staff	: **There's a movie theater** in Phuket Town at Central Festival they might enjoy.
Guest	: Well maybe. **Is there anything else more exciting?**
Staff	: **Yes, there is.** Lots of kids seem to have a great time at the Go-Cart track.

Guest	: No way. That's way too dangerous.
Staff	: Have they ever ridden an elephant?
Guest	: No, but is it safe?
Staff	: Oh, absolutely. The elephants are well trained. Riders are strapped into the seats with safety belts, just like in a car.
Guest	: That sounds OK.

Activity 11   **Roles play as a hotel staff and a guest like in activity 10.**

In pairs, play a role as a hotel staff and a guest. Use these places below in your conversation.

Example

Guest : We're looking for a good restaurant for dinner?

Staff : What kind of food are you interested in?

Guest : I think Western food.Is there a good Western restaurant here?

Staff : Yes, there is. The Thai Thai Restaurant is always a good choice.

Guest : Thank you very much. We'll try it.

• **A place for dinner- Thai and Western food**
• An outdoor adventure
• A movie
• A tour to a nearby island
• A night club
• Clothes shopping
• Souvenir shopping
• Exercise
• Massage

Observe and study the use of there is…/there are…..

When you are mentioning something you will use the words **"there is…./there are…"**. Look at the example below:

There is (+singular noun)

✓ There **is** an outdoor **swimming pool** in our Hotel.
✓ There is a cleaning serving who will come to your room sir.
✓ There is a free room with a mountain view.

There are (+ plural noun)

✓ There **are** some fabulous **facilities** we can offer to you sir.
✓ There are many guests choosing this room. This is our best and recommended room for you.
✓ Are there three free rooms for us? Is there a clean towel?

Guest : Good morning**, is there a clean towel?** I can't use it

Staff : **Yes there is**. We'll change the towel to a clean one.

Guest   : Good afternoon. **Are there three free rooms for us?**

Receptionist : Let me check sir. Is it for tonight?

Guest   : Yes it is.

Receptionist : I am sorry sir, **there are not**. We only have two free rooms.

You can also put **preposition** to mention something in detail.

Example   : We usually put it on the bedroom.

Prepositions are words that introduce information to the reader. This information can include where something takes place (such as 'at' the room number 167), when or why something takes place (such as 'before' dinner), or general descriptive information (such as the room 'with' the lounge inside)

There is …./there are…. are used to express that something is exist or not.

• You can add "not" (isn't/aren't) to state that something doesn't exist.

There + is + not + singular noun

There + are + not + plural

• To ask if something does exist or not, you can use this pattern.

Is + there + singular noun?

Are + there + plural noun?

There are many prepositions you might use for mentioning things in detail. Observe these following pictures with some sentences containing of prepositions in the bold type and study about kinds of prepositions.

www.homedit.com/hanging-lamps-above-nightstands.jpg

- There is a lamp hanging **over** a bed.
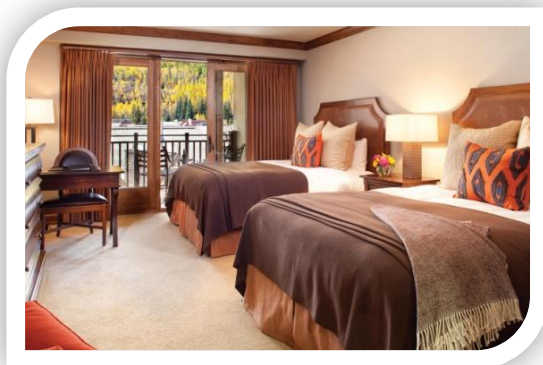
www.sheraton-mavi.com

- There is a table lamp **between** two beds.
- There are some pillows **on** the bed.
- There are table and chair **in front of** the bed, near the window.
- There is a beautiful garden **outside** the window, and **beyond** that you can find fresh lake.

www.erereshodge.com/26.jpg

- There are some pillows **under** tree pictures.
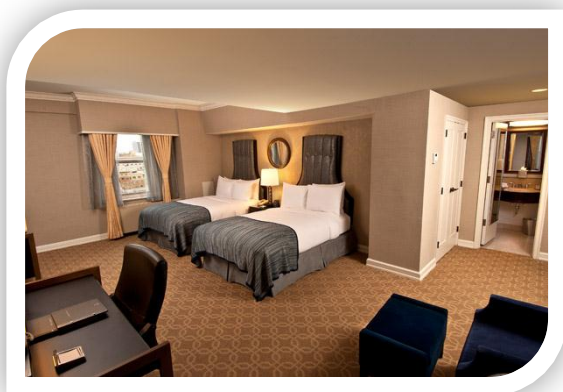
- There is a window beside the bed.

- There are some clothes **in** the wardrobe.

Discuss

Can you mention some other prepositions you might use for mentioning things in detail?

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Fun Column

Q   : What is the longest word in the dictionary?

A   : Smiles, because there is a mile between each 's'

Observe these two pictures below. Here are rooms in Safana Hotel. Listen to a recording and complete the blank based on what you heard. The missing words are about hotel room facilities and prepositions.

Guest : Good morning, I need a room for two people. I will apreciate if you can give me a room with a beautiful view.

Receptionist : We have a good room with wonderful view of beach. There are double _____ in this room, so it is precfectly perfect for you. _____ the bed, you have a _____ to put everything you want with a table lamp _____ it. _____ the table, there is a set of _____so you can relax and have chit-chat together. The room also look more beautiful with some _____ on the wall, one of them is _____ the sofa.

Guest : It looks nice. Emm does the room have a bathroom?

Receptionist : Yes ,it is complited with a bathroom.

Guest : Ok, I'll take that room.

Guest : Can I know the bathroom facilities in this room?

Receptionist : Alright sir, this is a clean and well organized_____. There is a window to let the sunlight in. It makes the room always fresh. _____ the window there is a bath tub and _____ it, there is a toilet. We also put a white vanity _____ the closet. _____that there is a big mirror. We also give you a clean towel when you are entering the room.

Guest : Good bathroom. I will take a room with that kind of bathroom.

Receptionist : Alright sir.

Activity 15 — **To help you in the next activity, find out the meaning of these words and learn how to pronounce them by repeating after your teacher.**

Spacious (adj)	**/speɪ.ʃəs/**
Affordable (adj)	**/əfɔː r də.bl /**
Look for (v)	**/lʊk/ /fɔr/**
Parisian (adj)	**/pərɪzjən/**
Japanese (adj)	**/dʒæp.əniz/**
Italian (adj)	**/ɪtæl.iən/**
Safe (adj)	**/seɪf/**

Activity 16 — **Now, listen to a recording between a clerk and a guest. Then, write true or false (T/F) to these statements based on the recording.**

1. The POP hotel has an expensive restaurant.
2. The guest booked standard room for two days.
3. POP hotel has a large gymnasium.
4. There is a saloon with Javanese style in POP hotel.
5. The guest booked a room number 203.

http://www.chateaugranville.com/d/chateaugranville/media/Lobby/Hotel_reception_-_WITH_PEOPLE..jpg

Activity 17 — **Observe and study.**

Adjective series are needed to help you in describing an object. Look at the following example:

"There is **a nice spacious gymnasium** beside the swimming pool. There are some **affordable Indonesian, Italian, Japanese and Korean restaurants**, **safe large parking area**, beauty spa, and **Parisian and traditional Javanese saloons.**"

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Opinion adjectives	Descriptive Adjectives						
	Size	Shape	Age	Color	Origin	Material	Noun
Nice	**Spacious**		**old**	**black**		**Wooden**	**Sleigh bed**
Affordable					**Japanese**		**Restaurant**
Safe	**Large**		**New**				**Parking area**

Note : When you are describing something in detail, you have to make sure about the sequence of the adjective. You cannot change the sequence of the adjective series above.

Activity 18

These are pictures of an exclusive bathroom and bedroom in Pelham Hotel. In a group, observe the pictures and describe the pictures by adding adjective series.

Example: *"There is a nice brown vintage mirror over the vanity "*

Bath up :

Towel :

Mirror :

Lamp :

Curtain :

Example: "There is a cozy and nice round cream sofa near the window"

Blanket :

Pillow :

Table :

Chair :

Television :

Lamp :

English for Hotel Accommodation

Let's Practice

Activity 19 **Act it out.**

Since you have finished describing the pictures in the previous activity, present it to your friends.

Activity 20 **Listen to the Savana hotel's staff explanation. She is describing a room to a guest. Pay attention to her description and find out which picture is correct based on the description. Put a tick (√) on the correct picture.**

www.telegraphindia.com

www.thepinnnaclelist.com

Activity 21 | **For more practices in describing hotel facilities, try to find out the differences between these similar pictures. Describe these pictures in detail by adding adjective series and prepositions.**

1. These are rooms at Novotel Hotel. Describe the differences between these two rooms.

https://s-media-cache-ak0.pinimg.com/236x/90/8d/2e/908d2e251240730718afaf57cca6bc18.jpg

Room A   *Room B*

2. These are rooms at the Phoenix hotel. Describe the differences between these two rooms.

Room A

Room B

http://wisegeek.com/before-after-queen.png.jpg
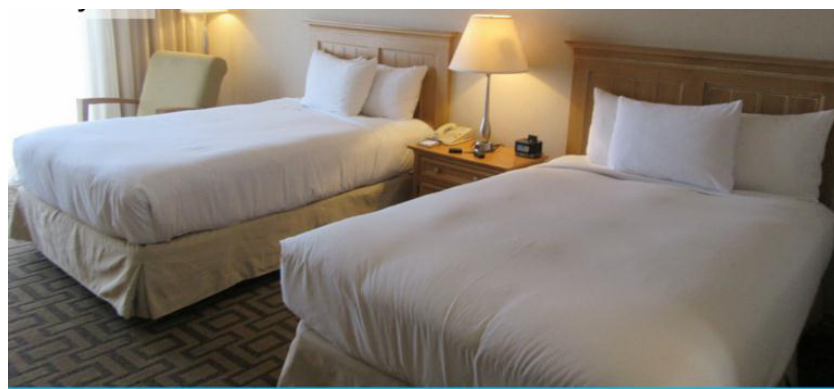
3. These are rooms at The One hotel. Describe the differences between these two rooms.

Room A   **Room B**

Activity 22 | **Act it out.**

After having finished, present your findings to your friends.

Fun Column

Q: What goes up a chimney down but can't come down a chimney up?
A: An umbrella.

Reflection

How much have you learnt from this unit? Put a tick (√) on the right column based on how much you have learnt.

Aspect	Very much	Much	Fair	Little
I can mention things related to a hotel.				
I can ask for mentioning things.				
I can use "there is/there are" orally.				
I can describe things in detail (use adjective series).				
I can pronounce the learned words in this unit correctly.				
I understand the learned words in this unit (vocabulary).				

Summary

In this unit, you have learnt:

1. How to ask for mentioning things.

Asking for mentioning something	Responses for mentioning thing
Is there a (room with beautiful and romantic view?) Are there ……?	Yes there is/ there is not Yes there are/no there are not
What room (size do you want?)	I want the a medium room
Is there (anything else you need sir?)	Yes there is/no there is not
What kind of (room do you want?)	I need a small room with good view
Where is (your room sir?)	I am at number 167
Where can we (... see a good live band)? Which restaurant (…in the hotel has a Western menu?)	In the Aunthentic Restaurant over there. Sabrina restaurant is the best sir

Example :

Receptionist : What kind of room would you like, madam?

Guest : Emm I don't have any idea yet. Is there a room with a beautiful and romantic view? Since, I will celebrate our 3rd anniversary.

Receptionist : Wow congratulation. yes, there is. I ….

Guest : Emmmm wait, is there a room under 800.00 rupiah?

Receptionist : Yes of course there is. I suggest you to have a suite room.

2. The use of there is/ there are.

There is **(+singular noun)**	There are **(+ plural noun)**
There is **an** outdoor swimming pool in our Hotel.	There are **some** fabulous facilities we can offer to you, sir.
There is **a** cleaning servce who will come to your room sir.	There are **many** guests choosing this room . This is our best and recommended room for you.
There is **a** free room with mountain view.	There are **a lot of** beautiful hotels in this town, but ours is the most unique with the most beautiful view of Merapi Mountain.
Is there **a** clean towel ?	Are there **three free rooms** for us?

3. Adjective series.

Opinion adjectives	Descriptive Adjectives						
	Size	Shape	Age	Color	Origin	Material	Noun
Nice	**Spacious**					**Wooden**	**Sleigh bed**
Affordable					**Japanese**		**Restaurant**
Safe	**Large**		**New**				**Parking area**

4. How to describe hotel facilities.

Use adjective series to describe something in detail. In addition you can also put apreposition to state a location of something.

Kakslauttanen Igloo Village, Finland

There is a unique hotel in Finland, Kakslauttanen Igloo Village. If you are brave of cold, try this hotel. The snow igloos give you a novel experience of sleeping in the sno, some guests say that it is the most peaceful sleep they've slept. The glass igloos offer unparalleled sights of the northern lights and countless stars on the pristine skies from the warmth of your room. Surrounded by Lapland's exotic and stunning scenery, there's never enough time to soak in all that this paradise has to offer. And there are always snow fights if you're bored enough. Interested?

Source: http://www.gypsycouple.com/10-of-uniquest-hotels-in-the-world.htm

http://2-bp.blogspot.com/Thailand-hotel-staff.jpg

At the end of the unit, you will be able to:

1. ask someone's characteristics,
2. mention someone characteristics,
3. describe someone's characteristics in detail (using adjective series).

Let's Start

Activity 1 **Listen to a recording.**

When you are working in the hotel, you will be faced with various situations dealing with guests. One of the situations is on the recording that you will hear. Listen carefully and find out which one of these pictures which match to the described people in the recording.

http://www.adveq.com/sites/default/files/xPhilippe_Bucher.jpg
Robert William

http://2.bp.blogspot.com/ Cuteawesome002.jpg
Tanapob Leeratanakajorn

http://hungarianculturedays.com.NorbertD150x150.jpg
Thor Torrence

Activity 2 **Work in pairs and discuss these following questions.**

1. If you find the same situation in the activity, what will you do?
2. What things should you mention when someone is asking you about other people as in the recording?
3. What other similar situations might happen when you are working in the hotel? Missing children? Is it possible? What will you do to solve the problem?

Let's study

Activity 3 **Observe and study.**

In the activity one, you heard some expressions you can use to ask someone's characteristics. Some of them are in the bold types below:

Clerk	: Okay, **can you tell me what his name is?**
Guest	: He is Tor.
Clerk	: Let me check. There is no Tor name in this hotel. **Can you tell me his full name?**
Guest	: Oh my god! I forget. It's difficult to remember her full name. Tor is his nick name but his full name is really different.
Clerk	: So, **can you tell me what his nationality is?**
Guest	: He is Philippine.

Those **bold** types are some ways to ask about someone characteristics. Look at other expressions below,

Asking someone's characteristic	Response
Can you tell me his nationality?	Yes, I can. He is Philippine.
What is (her nationality)?	She is Indonesian.
What does he look like?	He is tall. He wears black suit and bring luggage.
Is he tall?	Yes he is, around 180cm.
What do you think about her?	She is a nice and friendly staff.

Activity 4 **Underline the expressions of asking someone's characteristic in this dialog.**

Guest	: Excuse me did you see a man wearing a black suit and a luggage around here?
Receptionist	: I saw some men with a black suit and a luggage madam. What does he look like? Can you tell me in detail?
Guest	: He is tall, has bond hair and I think he arrived in this hotel around 15 minutes ago.
Receptionist	: What is his nationality? There are many people with blond hair.
Guest	: He is a Hungarian.
Receptionist	: Hungarian? Is he wearing black sun glasses and has blond ponytail?
Guest	: Yes he is. Did you see?
Receptionist	: Over there madam, he was standing round 30 minutes ago.
Guest	: Thank you.
Receptionist	: With pleasure madam.

Practice the previous dialog with your friend. Take it turn to play the role. Pay attention to the intonation.

Do you remember about the rising and falling intonation? You have learned about that in unit one. You can open unit one to recall your memory.

Practice the dialog in activity 3 using the proper intonation when you are practicing that dialog.

Activity 6

Here are some guests checking in Hermitage Hotel. Match these pictures with the correct nationality in the column.

May I know your nationality sir? Madam?

I come from **India.**
I am an **Indian.**

www.santika.com /header/hsbengk ulu-3.jpg

www.artikelhki.blogspot.com

www.beautiful-woman-pedia.com

She comes from Denmark.

She is _____.

www.irishexaminer.com

She comes from Greece.

She is _____.

He comes from Korea.
He is _____.

She comes from France.

She is _____.

He comes from Holland.

He is _____.

He comes from Thailand.

He is _____.

Hollands / Dutch

Korea / Korean

Thailand / Thai

France / French

Denmark / Danish

Greecian /greek

Fun Column

Q: What has one eye but cannot see?

A: A needle.

Listen to a conversation between a bellboy and a guest who is looking for her daughter. Write T if it is true and F if it is false.

True   False

1. The missing girl is 5 years old.

2. She wears a pink t-shirt and a white skirt.

3. She brings a teddy bear pillow when she lost.

4. The missing girl's name is Caroline.

5. She comes from Japan.

6. Someone found the girl around the garden.

Activity 8 **Listen to the recording once again. Pay attention to some following bold types.**

Bellboy	: Excuse me madam, what does your girl look like? I will write the information of your girl and inform it through the information room.
Guest	: **She is 5 years old, wears white t-shirt and pink skirt, she has black hair, she brings a little teddy bear doll. Her name is Caroline.**
Bellboy	: And… She is a Japanese? Right?
Guest	: **Yes she is a Japanese.**
Bellboy	: Ok. Please wait for a moment, madam.

Discuss

In those bold sentences, you will find the use of simple present tense. Have you ever heard about simple present tense?

Observe and study.

The principal use of the simple present is to refer to an **action or event that takes place habitually**, but with the verb "to be" the simple present tense also refers to **a present or general state, whether temporary, permanent or habitual**.The verb to be in the simple present can be also used to refer to something that is **true at the present moment**. Look at the following example:

Linda   : Hi Maria, can you tell me about our manager? I heard she is so rude.

Maria   : No, she is not. **she is kind and friendly**. **She is so discipline, she doesn't like a lazy person and unprofessionalism person**. Linda, that is she.

Linda   : Which one?

Maria   : **The tall woman with pink shirt near the door.**

Subject	To be
I	Am
They, we , you	Are
He, she, it	Is

Look at the pattern bellow to state in positive form:

They **wear a** new uniform   She **wears a** white t-shirt and a pink skirt

We **clean** the room, every morning   He **cleans** the room every Sunday

Remember the verbs in the third person singular **(he,she and it)** always take an "s" or "es". For example, "he plays, she sings, it works..."

However, there are special rule for some spelling,

Silent *e*	Vowel + *y*	Consonant + *y*	Verbs ending in *o*	Verbs ending in *s, z, sh, tch, ch*
close = closes**/kloʊzes/** eye = **/aɪs/**	play = plays**/pleɪs/** say = says**/seɪs/**	study = studies**/stʌd.iz/** marry = marries**/ˈmeriz/**	go = goes**/goʊz/** do = does**/dʌz/**	miss = misses**/mɪses/** buzz = buzzes**/bʌzes/** hatch = hatches**/hʌtʃes/** finish = finishes**/ˈfɪn.ɪʃes/** teach = teaches**/titʃes/**

To state in negative form you can put **don't/doesn't**

Example: She **doesn't** wear proper uniform today.

I **don't** come to the hotel punctually.

Remember that **he, she, it** are followed by **does**

To state in interrogative form use this pattern:

Example :**Does** she wear proper uniform today?

Do you know about the schedule?

Activity 10 **Change the word in the bracket below with the correct verb based on the previous pattern you have learned.**

1

Rizka	: Who is she?
Nanda	: Which one?
Rizka	: That woman who (wear) pink blazer and blank skirt.
Nanda	: She is Mrs. Handoko. She (be) so beautiful.
Rizka	: You are right.

2

Receptionist	: Could you please give this wallet to that woman? She left it.
Bellboy	: Woman? Which one?
Receptionist	: The one who is standing near the Mango tree. She (bring) a black hand-bag and (wear) black dress over there.
Bellboy	: Ok. I will give it

3

Siska	: Good morning, I (be) siska, new clerk.
Nadia	: Good morning, nice to meet you Siska.
Sisaka	: What do you do every day as a clerk?
Nadia	: (answer) the call and (make) note for the reservation
Siska	: That sounds great.
Nadia	: Yes of course, you will do the same thing.

4

Hotel staff	: Thank you for staying in our Hotel. Hope you enjoy our service.
Guest	: Yes of course. I really (enjoys) staying in this Hotel.
Hotel staff	: Nice to hear that sir. We always (gives) the best for our guest.
Guest	: I can feel it.

5

Hotel Staff	: Good Morning sir, may I help you?
Guest	: May I know why I haven't got my breakfast?
Hotel Staff	: We apologize for that sir. Our staff usually (serve) the breakfast on time. We will bring it to your room as soon as possible sir.
Guest	: Alright.

Activity 11   **Observe this following job vacancy and answer some following questions related to it.**

Have you ever read a job vacancy in a newspaper, web or magazine? Observe the job vacancy and answer these following questions:

1. What positions are needed by Grand Hotel?
2. What are the criteria needed?
3. Where should people apply the job application?

JOB OPPORTUNITIES IN GRAND HOTEL

Applications are invited from qualified experienced, dynamic, result oriented & self motivated Nepalese citizens for the following positions:

1. Executive Asst. Manager
2. Chief Engineer
3. Sales Director/ Sales Manager
4. Receptionist
5. Waiters/ waitress

Post 1, 2 & 3 should have 5-7 years of experience in 4/5* hotel.

Remuneration: Will commensurate with qualification & experience.

Those who have attractive personality, good command in English, ability to deal with customers properly, ready to accept challenge & having positive attitude can apply for within 7 days of this publication mentioning the subject as JOB APPLICATION to:

Human Resources Manager
Grand Hotel, P. O. Box 12872
Tahachal, Kathmandu, Nepal
Email: hrm@grandhotelnepal.com

Pic: www.bp-blogspot.com

Activity 12   **Observe and study.**

In a job vacancy, usually you will find descriptions of the requirement. The descriptions are including the people characteristic like personality and sometimes, appearances as below:

> *For those who have **attractive personality**, **good command** in English, ability to deal with the customers properly, ready to accept challenge and have **positive attitude**. Qualified experienced, **dynamic, result oriented** and **self motivated.***

Adding adjective are, sometimes, needed when you are describing people characteristics. Here are some adjectives you can use to describe someone personality and appearance:

Personality   : **Cheerful** /ˈtʃɪr.f ə l/, '**friendly** /frend.li/, **exuberant**/ɪɡˈzuː.b ə r. ə nt/ **frank** /fræŋk/, **dynamic**/d a ɪˈnæm.ɪk/, , **responsible**/rɪˈspɑːnt.sɪ.bl/

Appearance   : **Neat** /niːt/, **well-dressed** /ˌwelˈdrest/, **clean** /kliːn/,**good-looking**/ɡʊdlʊk.ɪŋ/, **attractive**/əˈtræk.tɪv/
Height   : **Tall** /tɑl/, **short** /ʃɔrt/, **average** /ˈæv. ər.ɪdʒ/
Hair   : **Straight** /streɪt/, **curly**/ˈkɜː.li/, **wavy** /ˈweɪ.vi/
Nose   : **Pointed**/ˈpɔɪn.tɪd/, **big** /bɪg/
Face   : **Oval**/ˈoʊ v ə l/ , **round** /raʊnd/, **square** /skwer/
Weight   : **Thin** /θɪn/, skinny /ˈskɪn.i/ ,**overweight**/ˌoʊ.vɚˈweɪt/

Do you still remember about adjective series in unit 2? Use those adjective series to describe people.

Opinion adjectives	Descriptive Adjectives						
	Size	Shape	Age	Color	Origin	Material	Noun
Friendly	-	-	**young**	-	-	-	**Staff**
Nice	-				**Indonesian**		**Worker**

For example : He **is** a friendly staff
She has long straight hair
Andi, the bellboy, **is** a nice worker. He always **looks** neat and well-dressed

Activity 13   **Fill the blanks with the suitable words in the box.**

Diana works as sales and marketing in Ritz-Carlton Hotel. Her manager is asking her to make a Job Vacancy with some characteristic criteria needed. Help Diana in making the job vacancy by choosing proper characteristic in the box.

Disciplined, haughty, dull, , reliable, impudent, arrogant, good command, hostile, timid, self-confident, greedy, weird, moody, hard working, pushy, egoistical, presentable

JOB OPPORTUNITIES IN RITZ-CARLTON
One of leading international 5 star Hotel is looking for the following candidates in the below mentioned position. Interested candidates having at least 2 years of work experience in the related field are requested to address.
Required categories:
1. Front desk agent/clerk
2. Housekeeping
3. Food and baverage server/waiter and waitess
4. Food counter attendeant
5. Cook/ line cooks

If you are …………………., …………………., …………….., and ………… men or women, young and ………………, and …………..in English, can apply for within 4 days of this publication Mentioned the subject as JOB APPLICATION to: ritzcarltonhotel@yahoo.com

Here are some words you will hear in the next activity. Find out the meaning and learn how to pronounce it by repeating after your teacher.

HOTEL

Bun (n)	/bʌn/
Uniform (n)	/juː.nɪ.fɔrm/
Shawl (n)	/ʃɑːl/
Recognize (v)	/ˈrek.əg.naɪz/
Fire (v)	/faɪr/

Activity 15

Listen to a recording explaining about some hotel staff's characteristics. Then, find out the correct picture based on the explanation.

Who is she/he?

What does she/he look like?

Note : Put number 1 to the picture which matches to the first recording

http://www.basic-counseling-skill.com/images/asking/questin.jpg

http://1.bp.blogspot.com/co-housekeeping.jpg staff-jpg

www.kaampayena.com

http://static.independent.co.uk//hotel-staff.jpg

Listen once again and orally, answer the following questions.

1. How long does Norina work?
2. What kind of person is Norina?
3. From those three people, who is the laziest worker?
4. Where does Nadhira work?
5. What does Sari look like?

Let's Practice

Activity 17

Here are pictures of hotel staff in some hotels. Try to describe the people based on the words list. Add also the physical appearance based on what you see in the pictures.

What does she/he look like?

Example

Vanesha, 22 years old
Internship as a clerk
Responsible
Discipline

The girl who wears red suit is Vanesha. She is an intern clerk. She is a responsible and discipline girl. She never comes late. She is also neat. She has a nice smile and a pointed nose. Her hair is long and wavy. She always does the best although she is an intern clerk.

Nadhira (27 years old)

Receptionist

Cheerful, careless, hard working

Sari (35 year old)

Receptionist

Friendly, responsible, moody

Andre (28 year old)

Bellboy

humble, cheerful, neat

Angga (24 years old)

Front office manager

Discipline, affable, virtuoso

Shinta (25 years old)

Marketing director

Calm, responsible, presentable

http://www.duajurai.com/wp-content/uploads/2015/02/1327347hotel-syariah780x390.jpg

Activity 18   **Act it out.**

Present your final description to your class. Pay attention to your pronunciation.

Activity 19   **Without telling your friends, pick one of these pictures on your mind. The picture will be a person you need to describe. Observe the picture.**

Naura

Akmal

Lucia

Sandra

Adam

Gomez

Jean

Sarah

http://worker.com/hotel-employees.jpg

Activity 20

Give more description.

Add some personalities such as cheerful, kind and discipline. Imagine the personality based on your observation to the picture. Start to describe the picture. Don't let your friends know about your descriptions. Put the appearance description in detail. You can use some of these words to help you in describing.

Vest   /**vest**/

Basket /ˈ**bæs.kɪt**/

Broom /**brʊm**/

Tray /**treɪ**/

Blonde /**blɑnd**/

Beard /**bɪrd**/

Shaving /ˈ**ʃeɪ.vɪŋ**/

Blazer /ˈ**bleɪ.zə** /

Activity 21

.**Act it out and play.**

After having finished, orally present your description to your friend. Let your friend guess the correct person based on the pictures. Do it as many as possible until all the pictures are taken. You can add your own picture to make the variation. The one who gives the most correct guessing will be the winner.

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How much heve you learnt from this unit? Put a tick (√) on the right column   based on how much you have learnt.

Aspect	Very much	Much	fair	Little
I can mention people's characteristic of appearance.				
I can ask for someone's characteristic.				
I understand the use of simple present tense.				
I can describe people in detail (use adjective series).				
I learn some adjectives to describe people characteristics.				
I can pronounce the learned words in this unit correctly.				
I understand the learned words in this unit (vocabulary).				

Summary

In this unit you have learnt:

1. How to ask someone's characteristics

Asking someone's characteristics	Responses to ask someone's characteristics
Can you tell me his nationality?	Yes, I can. He is Philippine.
What is (her nationality)?	She is Indonesian.
What does he look like?	He is tall. He wears black suit and bring luggage.
Is he tall?	Yes he is, around 180cm.
What do you think about her?	She is nice and friendly staff.

2. The use of simple present tense

To state in positive form

For She, He, It, put ending "s". Except some words bellow:

Silent *e*	Vowel + *y*	Consonant + *y*	Verbs ending in *o*	Verbs ending in *s, z, sh, tch, ch*
close = closes/**kloʊzes/** eye = /**aɪs/**	play = plays/**pleɪs/** say = says/**seɪs/**	study = studies/**stʌd.iz/** marry = marries/ˈ**meriz/**	go = goes/**goʊz/** do = does/**dʌz/**	miss = misses/**mɪses/** buzz = buzzes/**bʌzes/** hatch = hatches/**hʌtʃes/** finish = finishes/ˈ**fɪn.ɪʃes/** teach = teaches/**titʃes/**

✓ To state in negative form: put DON'T (I, they, we, you) and DOES'T (He, She, it)

✓ To state in integrative form , you can use this form
    Does she clean the room?
    Do you know about the schedule?

3. How to describe people

You can add some adjective to describe someone characteristic or physical appearance. When you are using adjective series, don't forget about the rules of adjective series.

The oddest Job in Hospitality - Sleep Concierge

The Benjamin Hotel in New York is serious about its guests' sleep, so serious that they guaranteed a good night's sleep or your money back. Enter the sleep concierge. Anya Orlanska contacts guests prior to their arrival to give them the hotel's pillow menu. Yes, they have a pillow menu. Anya also speaks with the guests on arrival and talks them through getting a good night's sleep. Her advice includes suggestions such as no heavy meals before bed, no BlackBerries and no computers; she believes that the bedroom should be for sleeping. So what's her secret weapon? A peanut butter and jelly sandwich made with banana bread which, she claims, begins the production of sleep inducing chemicals in your body. We just might try that one tonight.

Source: http://www.facebook.com/have-you-ever-heard-the-oddest-jod-inhospatiality.htm

GLOSSARY

Affable (adj)	/ˈæf.ə.bl̩/	: Sopan
Attractive (adj)	/əˈtræk.tɪv/	: Menarik
Basket (n)	/ˈbæs.kɪt/	: Keranjang
Broom (n)	/brʊm/	: Sapu
Budget (n)	/bʌdʒ.ɪt/	: Anggaran keuangan
Bun (n)	/bʌn/	: Sanggul
Cheerful (adj)	/ˈtʃɪr f ə l/	: Periang/ceria
Chit-chat	/ˈtʃɪt.tʃæt/	: Mengobrol
Dynamic (adj)	/d a ɪˈnæm.ɪk/	: Dinamis
Exuberant (adj)	/ɪg ˈzuː.bɚ. r. ə nt/	: Bersemangat
Farewell (excl,n)	/ˌferˈwel/	: Selamat Tinggal
Fill out (v)	/fɪl aʊt/	: Melengkapi
Fire (v)	/faɪr/	: Pecat
Frank (adj)	/fræŋk/	: Jujur
Friendly (adj)	/ˈfrend.li/	: Ramah
Gain (v)	/geɪn/	: Memperoleh
Humble (adj)	/ˈhʌm.bl̩/	: Rendah hati
Job Vacancy (n)	/dʒɑːb/ /ˈveɪ.k ə n t .si/	: Iklan pekerjaan
Laid-down (v)	/leɪd/ /daʊn/	: Aturan
Moody (adj)	/ˈmuː.di/	: Sering murung
Nationality (n)	/ˌnæʃˈnæl ə.ti/	: Kebangasaan
Neat (adj)	/niːt/	: Rapi
Pillow (n)	/ˈpɪl.oʊ/	: Bantal
Pointed (adj)	/ˈpɔɪn.tɪd/	: Mancung
Presentable (adj)	/prɪˈzen.tə.bl̩/	:Rapi

Satisfaction (n)	/ˌsæt.ɪsˈfæk.ʃ ə n/	: Kepuasan
Serve (v)	/sɝv/	: Menyajikan
Shaving (adj)	/ˈʃeɪ.vɪŋ/	: yang dicukur
Shawl (n)	/ʃɑːl/	: Selendang /syal
Souvenir (n)	/ˌsuː vəˈnɪr/	: Sovenir/tandamata/oleh-oleh
Towel (n)	/taʊəl/	: Handuk
Tray (n)	/treɪ/	: Baki
Uniform (n)	/ˈjuː.nɪ.fɔːrm/	: Seragam
Vanity (n)	/ˈvæn ə.tِj/	: Meja rias
Vest (n)	/vest/	: Rompi
Virtuoso (adj) baik)	/ˌvɝː.tʃuˈoʊ.soʊ/	: Sangat Ahli (memiliki skill yang

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