

# GENRE-BASED COURSE BOOK FOR HOSPITALITY DEPARTMENTN IN SURAKARTA

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**Abstract :** This research is aimed at designing ESP Course book at SMK Sahid Surakarta that mainly focus: To investigate the quality of existing learning book used in English teaching and learning at SMK especially in hospitality department and to describe the design of Genre-based ESP course book for hospitality department of SMK. This research and development was carried out in SMK Sahid Surakarta in the academic year of 2015/2016. The number of population was three classes (that consisted of the eighth grade of APH1, APH2, APH3. The samples were 30 students of APH1. The product of this study is the genre-based course book for hospitality department with integrated skills, syllabus and course grid as the models for lesson plan. The course book consists of standard competence, topics, basic competence (core material), general aims or indicators, teaching and learning activities, methods and media, assessment, the allotted time and sources of the materials. The role and design of instructional materials are a key to help teacher and students being bale to use language in specific context. The proposed course book consists of 2 units and each unit has a topic which is developed to 19 activities. The teaching activities included in the course book are starting point, modeling, joint construction, and independent construction. Such features are added as vocabulary notes, grammar point, useful expression, and for your information to support the fourth stages of activities.

**Keywords:** Genre-based Course book, English for Specific Purposes (ESP), Hospitality Departmet

## INTRODUCTION

In recent academic years, there has been wide interest in the development and implementation of new school curriculum (2013 curriculum) introduced by Ministry of Education within the Teaching English as a Foreign Language (TEFL) context. The 2013 TEFL curriculum has gotten more and more attention from the stakeholders: parents, learners, principals, bureaucrats, staffs, researchers, and teachers. Although the ministry has provided a lot of training

about the 2013 curriculum both national as well as provincial level, there are still many unique selling points for the curriculum implementation in TEFL of the so-called debatable discussions. One of those issues is reduction of lesson time allocation for English subject at primary and high school levels. Helena (in Handoyo and Nugrahenny, 2014 :60) points out that at the primary school level, English lessons was banned, and at the high school level, class periods for English lessons have

been substantially reduced to two sessions a week, that is, half of what the previous curriculum allocated. It means that English in primary school is not officially embedded as part of national curriculum, but it is still as compulsory subject in high school.

On the contrary, it challenges the English teachers in high school to teach effectively with the time allocation or facilities provided by the curriculum. To support the teaching learning process, the government developed students' and teachers' course books on the basis of Scientific Approach (SA). The government imposes SA in the learning concept is basically to gain new knowledge through science-based learning cycles. Nonetheless, Helena (in Handoyo and Nugrahenny, 2014 :42) states that the 2013 curriculum adopts a Genre-Based approach (GBA), which aims to develop the ability to communicate in both spoken language and written language. She explains that in the teacher documents, GBA is still used as the main approach, and the SA elements are accommodated in the stages of GBA.

It is widely accepted that SA's target domains are distinct from GBA target domains. SA focuses on science skills whereas GBA focuses on communication skills. Since GBA and SA are aimed at two different target domains, they do not share the same way of scaffolding (Smidt, 2009; Vygotsky,1978). It makes the teacher difficult to apply the approach using the existing course books.

For the elements of the existing coursebook in the 2013 curriculum, characterizing "...at the senior secondary, the subject offering consist of required and elective subjects, whereas at the vocational schools, new vocational areas are introduced based

on the need spectrum, reducing adaptive and normative subjects and adding productive areas in line with the needs in industries". It can be inferred that the learning materials for vocational school should be different and more specific in line with the specific purpose.

The researcher has conducted resurvey in SMK Sahid Surakarta on September 30, 2014. The researcher asked to vice principal of school curriculum department, the teachers, and the students about the existing course book 'Get Along with English' using in hospitality department. The existing coursebook has been used to prepare the students face the national examination. The coursebooks is designed in topical-based syllabus.

However, some weakness of the existing coursebooks required more attention to be studied. Those weaknesses are : (1) the course books syllabus is based on topical-based but the themes are not directed towards specific purpose of vocational skill.(2) the course book does not give room to the teaching grammar.(3) up to the last chapter, the content is about expression and vocabularies, less text. The text types are not mentioned explicitly.(4) Most pictures provided in each chapter do not pointed at semiotic principle of the themes.

Based on the gap between high expectation and the implementation of the curriculum, there arises the anxiety to the future that the students of vocational school (SMK) will compete with others in term of global communication, especially for the students of hospitality department. They are prepared as skillful graduates especially English as their media to communicate in job global business. Dealing with this case designing the ESP course book for hospitality

department is worth doing. The research tried to design learning materials which one based on Genre-Based Approach that can be used in SMK Sahid Surakarta. The aims of the research are to investigate the existing course book used in teaching & learning at SMK especially in Hospitality Department and to develop Genre-based ESP course book for Hospitality department of SMK.

### **Course Book**

It is widely accepted that the course book lies at the heart of any English language teaching situation (Sheldon, 1988; Hutchinson and Torres, 1994). They offer advantages for teachers and language students alike, and they constitute a useful resource for both teachers and learners (Richards, 1993). They are a convenient basis "on which to mold the unpredictable interaction which is necessary to classroom language learning" (O'Neill 1982: 104). According to Sheldon (1988) the following reasons justify the widespread use of course books in the teaching of English as a foreign or second language throughout the world. Firstly, course books are indispensable in ELT contexts because it is difficult for teachers themselves to create their own teaching material. In addition, course books lessen preparation time by providing ready-made teaching texts and learning tasks and. Finally, course books can serve both as a syllabus and as a framework of classroom progress, a measure by which teaching can be evaluated by external stakeholders. Course books usually serve multiple roles in ELT, such as (Cunningsworth, 1995):

- a. a resource for presentation material (spoken/written)
- b. a source of activities for learner

- c. a reference source
- d. a syllabus
- e. a resource for self-directed learning or self-access work.
- f. a support for less experienced teachers.
- g. The learning material is one of the crucial factors in most language instructions. Nunan (2003) states that teaching materials are often the most substantial and observable component of pedagogy. He adds that material development is basically dealing with selection, adaptation, and creation of teaching materials. In practice, it focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus). Dick et.al (2005: 241) claim that instructional material may contain the content-written, mediated, or facilitated by an instructor that students will use to achieve the objective.
- h. The materials used in the teaching-learning activities consist of teaching materials and learning materials. The teaching materials are used by teacher to teach subject to the
- i. students, while the learning materials are the ones used by students to learn the subject being taught to them. The teaching and learning materials are used to design and analyze the implementation of the teaching and learning process. Those can be in either written or unwritten forms which are

used by teacher / instructor and learners to carry out teaching and learning process in the classroom (National Centre for Competency Based Training). This is in line with Richards' statement (2001: 251) that instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. In short, materials are everything used by teacher or learners in the teaching and learning process that give students opportunities to practice the language and improve their language knowledge.

A brief review of the literature on materials evaluation reveals that most researchers distinguish between two types of materials evaluation: a) predictive evaluation, and b) retrospective evaluation (Cunnings worth, 1995; Ellis, 1997). Predictive evaluation refers to evaluation with the aim of deciding what materials to use. Teachers first take into consideration the materials available to them, and then they determine which are "best suited to their purposes" (Ellis, 1997: 36). There are two main ways through which teachers can conduct this kind of evaluation. First, they can depend on evaluations and assessment of teaching materials and course book conducted by experienced researchers and educators. For example, they can rely on evaluations published in scientific journals, in which the

reviewers describe the criteria they have used, and their general philosophy for evaluation. Second, teachers may decide that it is best for them not to rely on other people's evaluations (no matter how experienced they may be), but instead, they may wish to carry out their own evaluation. It is also possible that teachers can use both types of predictive evaluation. If they want to conduct their own evaluation, they will need to read and consult books and articles dealing with materials evaluation, which provide a set of criteria for evaluating teaching materials.

The term retrospective evaluation refers to evaluation designed to examine materials that have actually been used. The teacher does not carry out an evaluation with the ultimate aim of predicting whether a given course book is suitable for his/her teaching situation. Instead, the teacher makes a decision as to a course book s/he has used was worth using, if, in other words, was in accordance with the learners' needs, if the tasks and activities included in it motivated them, and helped them improve their language performance. In this way the teacher decides whether a specific course book is worth using again, or if a new one has to be used. There are two main ways through which retrospective evaluation can be conducted. The first, and the most commonly used way of conducting retrospective evaluation, is to

engage in what is known as "impressionistic evaluation". This involves teachers assessing, during the language course, which activities and materials were actually beneficial, so that at the end of the course they can make a summative judgement of the materials they have used (Ellis, 1997). The second way to carry out retrospective evaluation is to try to collect information in a more systematic manner, and conduct an empirical evaluation. This usually involves a "micro-evaluation", which requires an overall assessment of whether an entire set of materials has proved to be beneficial and suitable in a given teaching situation.

### **Genre-based Approach**

Anthony (in Richard and Rodgers, 2011: 20) points out that approach refers to theories about the nature of language and language learning that serves as the source practice and principle in language teaching. At the level of approach, we are hence concerned with theoretical principles. With respect to language theory, we are concerned with a model of language competence and an account of basic features of linguistic organization and language use. With respect to learning theory, we are concerned with an account of the central processes of learning and account of the condition believed to promote successful language learning.

Partridge (2001: 11) states that genre describe types of activities such as personal letter, advertisement students essay and the term of text type represent group of text which are

similar in linguistic form such as procedure, anecdote, and description. Partridge (2001: 11) states that genre or types of the text is a staged, goal oriented, purposeful activity in which speakers engages as members of a culture. Moreover, Swales (1990: 58) identified a genre as "a class of communicative events, the members of which share some set of communicative purposes. His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose. Besides, Martin (cited in Kay and Evans, 1998: 309) presented these circumstances as examples of genres: buying fruits, telling a story, writing a diary, applying for a job interview, writing an invitation letter, and so on. Swales (in Kay and Evans, 1998: 309) shared an essential viewpoint that all genres control a set of communicative purposes within certain social situations and that each genre has its own structural quality according to those communicative purposes.

Genre-Based approach begins with the whole text as the unit in focus rather than the sentence. The preoccupation is thus the creation of meaning at the level of discourse and not the acquisition of syntactical forms: 'rather than dealing with discrete instances of language, there is recognition that meaning accumulates and evolves over a stretch of text (Derewianka, 2003 as cited in Benedict Lin, 2006). Here, a 'text' refers to 'a piece of language use', which is a 'harmonious collection of meanings appropriate to its context' and hence has 'unity of purpose' (Butt et al., 2001: 3). The rationale for adapting a Genre-Based framework is that it facilitates clear links to the students' purposes for writing beyond the writing classroom.

Thus, the primary factors in curricular selection are ensuring a balance of text types, to enable students to perform a broad language of social purposes for writing in English in future, and selection of specific genres based on the students' most immediate academic needs (Benedist Lin, 2006).

Genre teaching involves being explicit about how texts are grammatically patterned, but grammar is integrated into the exploration of texts and contexts rather than taught as a discrete component. This helps learners not only to see how grammar and vocabulary choices create meanings, but to understand how language itself works, acquiring a way to talk about language and its role in texts. Genre-Based pedagogies rest on the idea that ways of writing are community resources for creating social relationship, rather than solely the property of individual writers struggling with personal expression (Hyland, 2007: 9). Moreover, *The Routledge Encyclopedia of Language Teaching and Learning* has defined the genre approach as "a framework for language instruction" based on examples of a particular genre (Byram, 2004: 234). Therefore, the communicative purposes and the structural features should be identified when genres are used in ESP course book.

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Genre has been defined as the ways that we get things done through language the ways we change and knowledge and interact socially (Callaghan, at.al., 1993: 193). Genre refers to abstract, socially recognized ways of using language. It is based on the assumption that the features of a similar group of texts depend on the social context of their creation and use. Those features can be described in a way that relates a text to similar texts and to the choices and constraints acting on text procedures. Therefore, genre theorists place participant relationship at the heart of language use and assume that every successful text will display the writers' awareness of its context and the readers who form part of that context (Hyland, 2003:24). In practice, these principles may be expressed in very different ways as genre approaches do not represent a single set of techniques. The two most influential orientations in L2 classroom worldwide, Systemic Functional Linguistics and English for Specific Purposes, for example, have different views of genre and different pedagogies.

Systemic Functional Linguistics (SFL), known in the United States as the 'Sydney School', is perhaps most clearly articulated approach to genre both theoretically and pedagogically, with its basis in Hallidayan functional linguistics (Halliday, 1994: 265). These perspective are complementary in that both language and learning are seen as social phenomena embedded in specific cultural, historical, and institutional contexts. Genre in SFL

emphasizes the purposeful and sequential character of different genres and the systematic links between language and context (Martin, 1992:55). Because this conception of genre has emerged within a linguistic framework, genre tends to be characterized as broad rhetorical patterns such as narrative, recounts, arguments, and expositions. These are sometimes referred to as elemental genres which combine to form more complex everyday macro genres (Martin in Hyland, 2007:153). Thus, an elemental genre such as a procedure can be found in macro genres such as lab reports, instruction manuals, and recipes, while a macro genre like a newspaper editorial might be composed of several elemental genres such as an exposition, a discussion, and a rebuttal, even every young or elementary level learners can understand the social purposes of these genres, the ways they are staged, and their significant language features. By describing the typical stages and features of valued genres, teachers can provide students with clear options for writing so their texts seem well-formed and appropriate to readers. It also helps teachers to identify why weak texts seem incoherent and to suggest clear remedies to assist learners (Hyland, 2007:1153).

ESP differs significantly from SFL in the way that it conceptualizes genres and draws from more eclectic theoretical foundations. ESP teachers are concerned with the communicative needs of particular academic and professional groups and so genres are seen as the purposive actions routinely used by community members to achieve a particular purpose. Genres are therefore the property of the communities that use them rather than the wider culture, and ESP teachers

look to the specific practices of those groups and the names groups members have for those practices. While genres are seen more specifically as related to groups, they are also seen in the wider context of the activities that surround the use of texts. Thus, for Swales (1998: 20) genres orchestrate verbal life. These genres link the past and the present, and so balance forces for tradition and innovation. They structure the roles of individuals within wider frameworks and further assist those individuals with the actualization of their communicative plans and purposes.

Baawarshi and Reiff (2010:42) stated that there are several ways in which SFL and ESP genre approaches compare to and differ from one another. They both share the fundamental view that linguistic features are connected to social context and function. And they are both driven by the pedagogical imperative to make visible to students the connections between language and social function that genres embody such 'a visible pedagogy'. Both ESP and SFL genre approaches are also committed to the idea that this kind of explicit teaching of relevant genre provides access to the learners. As Hyland (in Baawarshi and Reiff, 2010:43) elaborates, "the teaching of key genres of power visible and attainable through explicit instruction, genre pedagogies seek to demystify the kinds of writing that will enhance learners' career opportunities and provide access to a greater range of live choices (Genre-based Pedagogies"24).

In genre analysis, Swales (in Baawarshi and Reiff, 2010:44) proposes six defining characteristics of discourse communities. First, 'a discourse community has a broadly agreed set of common public goals' which can either

be explicitly stated or tacitly understood. Second, in order to achieve and further its goals, a discourse community must have 'mechanisms of intercommunication among its members' such as meeting rooms or telecommunications technologies or newsletter, etc. Third, membership within a discourse community depends on individual using these mechanisms to participate in the life of the discourse community. Fourth, a discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims. These genre must be recognizable to and defined by members of a discourse community. Five, in addition to owning genres, a discourse community has acquired some specific lexis which can take the form of increasingly shared and specialized terminology such as abbreviations and acronyms. Finally, a discourse community has a threshold level of members with a suitable degree of relevant content and discourse expertise who can pass on knowledge of shared and further their goals; genres also help new members acquire and become initiated into a discourse community's shared goals, hence the value of genre as a teaching tool within ESP. Because it is communicative purpose (defined in relation to a discourse community's shared goals) that gives rise to and provides the rationale for a genre and shapes its internal structure, communicative purpose often serves as a starting point for ESP genre analysis. A typical ESP approach to genre analysis, for example, will begin by identifying a genre within a discourse community and defining the communicative purpose the genre is designed to achieve. From there, the analysis turns to an examination of the genre's

organization, its schematic structure, often characterized by the rhetorical 'moves' it undertakes, and then to an examination of the textual and linguistic features (style, tone, voice, grammar, syntax) that realize the rhetorical moves. The trajectory of the analysis thus proceeds from a genre's schematic structure to its lexico-grammatical features, all the while attending to the genre's communicative purpose and the discourse community which defines it. The process is by no means linear or static, but generally speaking, it has tended to move from context to text ( Flowerdew 91-92), with context providing knowledge of communicative purpose and discourse community members' genre identifications.

The concept of genre has been used in many fields, including folklore studies, linguistic anthropology, ethnography of speaking, conversational analysis, rhetoric, literary theory, sociology of language, and applied linguistics (Paltridge, 1997 cited in Emilia, 2005: 57). However, the concept of genre discussed here will be based on one of the views of genre used in applied linguistics, in ESP approach, in that genre is conformed to achieve communicative and specific purpose. Thus it can be summarized that Genre-based approach offers teachers a frame work for a coherent sequence of activities and learning. There will be a number of principles that underpin all Genre-based teaching. These principles include understanding about language, learning objectives, instructions strategies and procedures, and cross-cultural implication that can be transferred into syllabus model and its learning framework.



## **RESEARCH METHOD**

The design of this study is Research and Development (R&D) in the form of Genre-Based Course book for Vocational High School especially Hospitality Department. There are many research designs of research and development that can be used in a research and produce many different products based on the needs. In this research, the researcher used Borg and Gall's model (1989) . The model is adapted and modified based on the researcher's need .

Brog and Gall (1989) state that "R&D is a process used to develop and validate educational products that are ready for operational use in the schools". Gall, Gall and Borg (2003) point out the purpose of Research and Development as " ...do design new products and procedures, which then are systematically field tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard". It can be inferred that there are some stages that should be done : designing, field-testing, evaluating, and refining. In education field, R&D usually develops a learning product that relates to curriculum, syllabus, and learning materials. Therefore, a genre-based course book developed by considering the strengths and weakness of existing material and relevant principal theories in order to produce an appropriate learning material based on user context.

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## **RESEARCH RESULT AND DISCUSSION**

### **Course Book Analysis and Evaluation**

In English instructions, English for Specific Purposes (ESP) is much more necessary and appropriate for vocational students than General English Purposes (GEP) at their

specialized programs or workplace. The role and design of instructional materials are a key to help teacher and students being able to use language in specific context. Therefore, the course book used in teaching learning process should be in a goal-oriented and based on the learners' need. Based on the preliminary research conducted on September 30 2014, there was an English course book used in vocational schools. The book entitles 'Get Along with English'. The book is designed based on the content of standarisi 2006 of the KTSP Curriculum legalized by Indonesian National Education standard (BSNP). The book "Get Along" explained aim and instructional objectives to the teacher and learners. By the end of the course, the students are expected to be able to improve their skills in English, especially in a vocational context both in the school and the working world. For specific achievements or instructional objectives, students are expected to be able to have a good oral skill in order to be capable of communicating with people in schools, working areas, and when meeting foreigners.

Moreover, the goals covered such the three elements as (a) language content or specific matter to be included; (b) process or the manner in which language content is learned; (c) product or outcomes such as the language skills learners are expected to master. Attention to those three elements, of course, is absolutely vital. In this case, some weaknesses were found. Firstly, the writers only stated grammar and language-in-focus as content language elements. According to Farida and Elite (1994: 45) pointed out that language courses have included thematic and situational content as well. It will be better if language content covers structure,

grammar, vocabulary, and phonetic elements as well as the theme or interest topics are drawn on considerations of learners' age and social criteria. Secondly, in process dimension, the writers did not explain how the role teacher and learners take on during the learning process. Finally, the expected outcomes of a course of study had been defined indeed. But, it is less specific directly related to English for Specific Purpose (ESP). It can be said that the aim and learning objectives are less appropriate to the students' program, especially Hospitality Department and with the needs of the learners toward English for hotel.

After analyzing aim of the study, it is needed to know what the approach used by the writers of the book to organize language course is. The book 'Get Along' used skill-based approach. It is considered viewpoint around the distinct underlying abilities that are involved in using a language for purposes such as reading, writing, listening, and speaking. In selecting a syllabus framework, the book was organized based on Competency-based syllabus. Richard (2001:159) defined Competency-based syllabus is based on specification of the competencies learners are expected to master in relation to specific situation and activities. Competencies are a description of the essential skills, knowledge, and attitudes required for effective performance of particular tasks and activities. In this case, the syllabus framework and approach were shown in the content page. They are unit 1 daily activities, Unit 2 talking on the phone, unit 3 looking for a job, etc. To criticize the mentioned syllabus framework, it is not comprehensive because the content page did not give complete and detailed information

about basis for its instructional focus and content. The way out of it is by using an integrated syllabus. The researcher will use topical, functional, grammatical, lexical, and skill-based syllabus. Richard (2002: 164) states that an integrated syllabus is decision about a suitable syllabus framework for a course reflect different priorities in teaching rather than absolute choices.

Furthermore, the approach should consider about micro and macro skills to be designed in framework syllabus. In arriving at a decision about which approach to syllabus planning to take, the course planners need to decide between macro level and micro level planning units in the course. For example, a reading course might first be planned in terms of reading skills (the macro level planning category) and then further planned in terms of text types, vocabulary, and grammar (the micro level planning category). A syllabus might be organized grammatically at the first level and then the grammar presented functionally. Or the first level of organization then the grammar might be functional with grammar items selected according to the grammatical demands of different functions

For hospitality Department, It would be better if the course book uses Genre-Based approach. Because Hospitality Department belongs to ESP class that concerns and emphasis on specific purposes and courses. As Paltridge (2000) argues that as genres reflect a communities in which the way of doing things, learners need not only to learn linguistic formula for constructing a genre, they also need to go beyond the next to an examination of the social and cultural context and reach an understanding of the community's purposes for the genre and the institutional values and

expectations placed on it. Helen ( 2006: 59) points out that Genre-Based teaching is thus often best suited for classes of ESP students with very similar needs who are all targeting similar workplaces, or the same profession or academic discipline.

### **The result of Need Analysis**

Researcher conducted need analysis on the sample students, which is the grade students of SMK Sahid Surakarta to get some information. This information was needed to support the designing process of the ESP materials. Need analysis refers to activities to collect the data related to previous condition in the field and the expected need to solve the problem. Related to Hospitality department as ESP Class, the researcher conducted interview, gave questionnaire, and observed in the classroom to investigate whether the stakeholders need the material developed by the researcher or not.

The language forms and features need related to students' need on learning vocabulary and pronunciation, grammar, expression, and text type related to Hotel circumstances. As Swales in Helen (2005: 135) noted that ESP teaching needed to do more than 'simply import into the ESP classroom examples and practice work that reflected the grammatical, lexical, rhetorical, and textual features of text type. Mrs. Retno as the English teacher of SMK Sahid Surakarta grade XI mentioned that: *"Buku Get Along ini berisi materi Bahasa Inggris umum untuk semua jurusan. Yaitu tadi mbak, untuk menghadapi ujian nasional. Jadisayamengajarkan yang umum-umum saja. Sehingga **vocabulary danekspression** siswa yang didapat dari buku masih sangat minim.*

Biasanya untuk mengkaitkan dengan jurusan APH, saya mencari dari internet, buku penunjang lain kadang mengarang sendiri. Kalau nanti membuat materi lebih bagus lengkapi aja dengan arti dan phonetic trascription kata-kata tertentu mbak. Contohnya dibuku ini kadang siswa tidak bisa membaca 'could', nah itumereka yang membacanya 'koud'.

Another comments was also mentioned from Mrs. Ester as the English teacher of SMK sahid Surakarta grade XII that :*"Perlu sekali mbak buku khusus perhotelan. Nah, kalau ada buku khusus perhotelankan mereka bisa belajar ekspresi, vocabulary, dan text yang sesuai dengan jurusan mereka. Masalahnya siswa kadang malas kalau disuruh membawa kamus bahasa Inggris kesekolah. Saat mau pkl, mereka Cuma dibekali contoh-contoh ekspresi atau percakapan simple."*

Based on the interview result above, it can be explained that the complete of language features and forms became important element to be considered in designing course book. To accommodate this need, students should be given to learn in situational context which comprises of field, tenor, and mode. Those can only be covered by using appropriate approach in the course book including Genre-Based Instruction. The procedures of the teaching learning of GBI in the course book will include:

- a. *Building Knowledge of the Field (BKOF)*: aiming at building students' knowledge about the genre being discussed generally.
- b. *Modeling*: Deconstructing the model of genre for scrutinizing its communicative purpose, staging's, and language features by demonstrating

them together through activities of semantics, grammar, lexicon, and phonology which are all known with top-down activities.

- c. *Joint Construction of the Text (JCOT)*: Reconstructing the communicative purpose, social norms, staging's, and language features of each text and starting to write the complete text in group.
- d. *Independent Construction of the Text (ICOT)*: Procedurally doing the same as that of joint construction but it is done individually. All the procedures above are realized in activities. So, the students are given business of solving activities given by the teacher. The order of activities starts from the less productive to the most productive.

Helen (2006: 26) states that need analysis in ESP often focuses on the skills learners need to study or work effectively in their target environment. This means that the expansion of language skills will help students' to improve their ability in English. Based on the interview done by researcher, an English teacher Mrs. Retno stated that :*"Anak-anak yang paling lemah skill nya di listening mbak. Banyak alasan saat mendengarkan native speaker. Untuk kelas dua ini saya tidak memberikan materi listening. Di kelas satu mereka suda listening. Kalau untuk reading dan speaking mereka lumayan antusias. Yang penting itu mereka tidak disuruh mendengar dan ngomog dalam*

*bahasa inggris terus selama pembelajaran. Apalagi disuruh maju sendirian kedepan mereka ada yang malu dan takut. Tapi kalau mereka diajak berdiskusi atau disuruh mempraktek kan dialog berpasangan dan berbicara secara spontan mereka malah berani.”*

It can be stated that the students' need to be presented with tasks which are concerned with language skills as real communication in real time, in the classroom. Courses and materials need to be created to incorporate a variety of listening, speaking, reading, and writing activities. Here some results of the students' statement that had been analyzed: *“Dalam kegiatan listening saya lebih suka mencocokkan gambar dengan dialog yang didengar dari pada mengenali kata-kata yang didengarkan”* (St.07). In other researchers note: *“Dalam kegiatan speaking saya lebih suka dialog berpasangan dengan teman”* (St.16) It should be noted that the varied activities of skills in the course book is necessary to be considered in order that the students feel enthusiasm to learn.

Cross-cultural implications of course book used in teaching learning process is crucial to abundant the conceptual and cultural values. In effect, the students' attitude must change after studying the certain materials. It means that the material include in the course book should contain the non-native and native English culture. Because Fraida and Elite ( 1986 : 79) states that another fact of the cultural mismatch inherent in teaching/learning roles entails the learner's role. Mrs. Ester as the English teacher of SMK sahid Surakarta stated that :*“ya kadangkala ada materi yang gak nyambung dengan context perhotelan gitu. Jadiya guru*

*haruspintar-pintar mengenalkan siswa tentang informasi yang pas dengan jurusan mereka. Setelah lulus kan mereka akan bekerja dan di hotel atau kalau lanjut ke kapal pesiar itu kan perlu pengetahuan yang luas, internasional juga.”*

Another teacher, Mrs. Retno stated that :

*“Buku Get Along ini berisi materi Bahasa Inggris umum untuk semua jurusan. Kalau perjurusan gitukan biar lebih mudah guru dalam pemberian materi dan fokus. Di buku ini variasi contoh-contohnya itu masih sangat terbatas mbak.”*

Based on the data, it can be said that the consideration of integrating cultural values and the concept is necessary in order to get focus goal in teaching learning. Therefore, this research mainly focused to design ESP course book which contain cross-cultural implications in the procedures.

Expert validation conducted to get some advice and suggestion for the prototype improvement. That evaluation is very crucial as contribution to revise the draft. The consultation was done in several times. It started from October 15, 2015 for asking the agreement to be the experts enclosed with approval form. The next activity was to ask the expert to validate the draft concept. Then, the researcher will revise the draft based on the review from the expert. There are eleven aspects in the questionnaires; goal, course grid, students' proficiency level, material development, organization, of the materials, activity, teachers' role, setting, instruction and layout. the mean score gained from the two expert is 136. The percentage is categorized into excellent that is 86.35 /

85%. There were some revisions from materials expert related to the activity aspect. Some instructions have been revised and also picture have been changed based on the situation. Some spelling and grammar mistakes in the content are revised too. Therefore, the researcher did revision based on the researchers' suggestion.

### **Observation of Try Out**

The try out was done four times for one unit consisting of 19 activities. The first try out was for starting point and a half activities in modeling entitled 'Hotel department' the theme of all report texts. In 15 minutes, the researcher and the students could do the starting point for warming up. In activity 1, there are pictures of Hotel department such as Front office, security department, housekeeping, engineering, food and beverage, and accounting department. The students asked to guess their names and complete the words. This activities have been covered vocabulary and writing mastery. Then, the students were asked about their background knowledge about Hotel and its department. In this section, the students were enthusiastic about the topic and they were familiar about the topic. However, some of them found difficult to guess some unfamiliar words like 'provide', 'luggage', and 'beverage'. Therefore, the activity two that is to match the words and its definition was strongly helpful for the students although they might use electric dictionary to answer. Then, 20 minutes were to start modeling stage. Not all activities in this stage could be done in one meeting. The meeting only covered three activities. Because this section was provided with report texts and the dialogues. The students needed to learn deeply because this section was learn

about the explanation of the purpose and generic structure of the text. In addition, the students must practice situational dialogue in speaking section. This activity made the students difficult to express and come forward in the classroom because they did not know the way to arrange sentence and they had limited vocabularies. This was important for researcher then to explain the formula of present tense in the first section before asking the students to practice the dialogue. In conclusion, the try out was done unstructuredly based on the sequence of the activities or units. Then, the rest minutes are used to give the students ice breaking in order to make them happy and to motivate them to study more. In this try out, the researcher asked the teacher of SMK Sahid Surakarta, Buretno, to evaluate the meeting. The researcher noted all suggestions and evaluation in appendix. The teacher, Buretno, highlighted the meeting with the comment " *Kalau siswa-siswa sini begitu mbak, mereka mau saja maju kedepan dan speaking tetapi sebagian kesulitan vocabulary dan pronunciation itu*". It can be concluded that this course book in starting point activities strongly helped them to improve their vocabulary so that they were easy to practice speaking or another activities in modeling.

The second try out still continued the modeling stage. Here, the students still do activities related to learn about generic structure of report text and simple present tense. The students were asked to decide whether the statement is true or false related to the text. In this activity, the students feel little bored because they did not enthusiastically in reading the text. In this section, the researcher had an idea to ask the students to read the text

randomly. This section of the course book mainly could be used to get the students' reading score. But in fact, the students are not too enthusiastic if they begin the instruction by reading. From the this try out, the teacher also gave suggestion about the course book, as buretno said *'Sebenarnya sudah bagus mbak activity nya ini, temanya sudah tentang perhotelan. Tetapi siswa tu kalau reading memang harus dipaksa. Mereka diberi contoh terlebih dahulu baru membaca sendiri'*. It could be noted that the implementation of using course book is depended on the students' situation. Thus, this activity of modeling should be applied by creative teacher in order that the objective learning could be achieved.

The third try out was to apply joint construction. The students were provided about housekeeping text of report. The activities were to do same activities as modeling but they did in groups. The students were more interesting in this meeting. They were also asked to make a dialogue with their partner. Although they asked many times to researcher to create the sentences. In this section, the teacher should be patient in handling the activities of joint construction. Because the students need to be guided in doing the activities. In this meeting, the material about comparative and superlative did not get time to be presented because the students need more time to discuss what they should do in this section. However, the researcher only asked the students to read the material and to study more at home. In this case, the teacher ,buRetno, advised that *'Iya begitu mbak, saya menggunakan buku dari sekolah ini pun tidak bisa diajarkan semua. Tergantung kondisi siswa dan kelas, jadi unit ini sudah bagus ada joint construction. Karena mereka*

*lebih percaya diri kalau mengerjakan tugas dengan berkelompok'*. It could be concluded that the activities in joint construction should be eliminated or decreased because the time for doing many activities in group would not be appropriate with the activities.

The last try out was for individual construction. In this unit, the students are asked to write the decided text about food and beverage. The text was structurally in report as the students learnt in modeling and joint construction. In this section, the students are also provided with some activities such as composing the generic structure, matching the expression, and making the dialogue individually. The students were then asked to do self reflection to ensure their mastery in the unit by giving checklist in the provided column. From this meeting, the researcher could note that unit was meaningful and valuable to help students in learning English. In the last meeting, the researcher did focus group discussion with some students and teacher to have some suggestion and response.

### **Final Draft**

After getting feedback from the experts in expert judgment and the result of try out then was called as the final draft. The last step of this procedure was developing the final draft. The result of the previous step which was revising the first draft was the final draft. This final draft was given in Appendix E. Based on the data which had been collected, the reading learning materials could be said that it was well developed. The expert judgment score 3.9 which is very good. Furthermore, the conclusion of the expert judgment questionnaire showed that this learning material could be tested by the

students. Hence, the materials did not need much revision in this step.

## CONCLUSION

Based on the research findings, A questionnaire was set up for finding the needs. The questionnaire aimed at getting the information about students' background, needs and learning target. Based on the research findings, the students needed the input of the topic about hotel industry. The students need preferred a short input text completed with pictures or diagrams. The activities that most of the student need chose are finding the main idea of a text. The students choose varied activities as evaluation input. The students thought that it will be better working in groups. The expert suggested that it is very important to add cultural values to the materials. This course book developed based on Genre-based approach. The materials consist of 2 units. Each unit design has such components as Unit Title, starting point, modeling, joint construction, individual construction, self-reflection, references, vocabulary notes, and for your information.

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