DEVELOPING THEME-BASED SUPPLEMENTARY LISTENING MATERIALS FOR THE TENTH GRADERS OF TOURISM SKILLS PROGRAM OF VOCATIONAL HIGH SCHOOL

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Abstract

The main objectives of this research are: (1) to investigate the quality of the existing listening materials in the textbook "Mandiri-Practice Your English Competence untuk SMK/MAK" used by the tenth graders of tourism skill programs, and (2) to develop theme-based supplementary listening materials for the tenth graders of tourism skills program. In the exploration stage, the researchers investigated the quality of the existing materials by reading/checking the existing textbook, observing the class, interviewing the English teacher, and distributing questionnaire to 25 students. Besides, the researchers conducted need analysis by distributing questionnaire to the students, observing the class, and interviewing the head of the tourism skills program. In the developing stage, the prototype was developed. Three experts in materials development, English for Specific Purposes and Tourism filed were involved to give validation to the prototype before it was tried out to the class. The product has some differences from the existing listening materials. The main differences are: (1) the proposed product consists of listening materials for the tenth graders of tourism skills program while the existing book provided listening materials for general students in senior high school; (2) the product was developed based on theme-based approach while the existing materials was not developed by certain approach; (3) the objectives of the learning were provided in the beginning each unit; (4) there are various listening activities and materials. Hopefully, the final product namely Theme-Based Supplementary Listening Materials for the Tenth Graders of Tourism Skills Program can be useful for both the students and the English teacher in tourism skills program.

Keyword : listening, supplementary materials, theme-based approach, vocational high school, tourism skills program

1. INTRODUCTION (Times New Roman, 12, bold)

The Vocational High School scholars are seen as the ESP learners. It is also stated in Wahyudin (2008, p. 3) "vocational secondary school implements education programs according to the perceived present and future demands for employment types. Therefore, the English teachers in vocational school are demanded to develop or provide materials which meet the students' needs.

Based on the informal interview with one of the English teacher in SMK Sahid Surakarta, it was found that the tenth graders of tourism skills program use a textbook entitled " Mandiri-Practice Your English Competence untuk SMK/MAK". From the analysis of the content of the textbook, especially focusing on the listening materials, the researchers found some weaknesses.

The first weakness was the book did not provide various listening activities. In each unit, there were only 1-2 listening activities and almost all of those had the same activity that was short response listening activity. Related to the content of the listening materials, it was found that the vocabulary items in the book did not fulfill the students' demands as the tourism skills program students. Moreover, the listening materials cannot expose the learners to language in authentic use. Last, the topic in each unit was not specifically provided for students in tourism skills program. It was generally for the students in senior high school.

Seeing the conditions that have been explained in the previous paragraphs, the researchers considered the importance of developing supplementary materials which provide many activities and using theme-based approach.

The aims of the study are: (1) to investigate the quality of the existing listening materials in the textbook "Mandiri-Practice Your English Competence untuk SMK/MAK" used by the tenth graders of tourism skill programs, and (2) to identify the development and the quality of theme-based supplementary listening materials for the tenth graders of tourism skills program.

TEORETICAL REVIEW
English for Specific Purposes

Basturekmen (2006, p. 9) stated that ESP is based on ideas about the nature of language, learning, and teaching, while Hutchinson and Waters (1987, p. 2) stated that ESP, like any form of language teaching, is primarily concerned with learning which more focuses on the question of what people learn and has language centered in its approach. Another definition of ESP comes from Brunton (2009, p. 2) who stated that ESP is related to the learners' needs and wants which should be met wherever possible. In a nutshell, it can be said that ESP is an approach, not as a product nor a particular kind of language or methodology, to language teaching in which all decisions as to content and method are based on the learner's reason for teaching. According to Hutchinson and Waters (1987, p. 8), learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. Hutchinson and Waters (1987, p. 54) divided needs into target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn).

Materials Development

Materials act as one of the gists in the teaching learning process. Nunan (1991, p. 208) stated "as we shall see, materials are important element within the curriculum, and are often the most tangible and visible aspect of it". Stated by Tomlinson (2016, p. 2), materials development acts as a practical undergoing and field of academic study.

Tomlinson (1998, p. 97-98) proposed the process of materials development which has 6 steps. The procedures can be seen as follows:
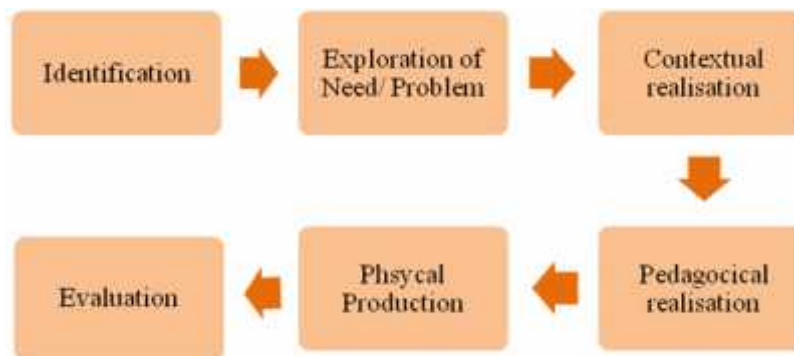
Figure 1 Procedures of Developing Materials (Tomlinson, 1998 p. 97-98)

Listening

Nunan (2003, p. 24) defined listening as an active, purposeful process of making sense of what we hear, while Underwood (1993, p. 1) called it as an activity of paying attention to and trying to get meaning from something we hear.In this study, the researchers will utilize four indicators based on some indicators proposed by the experts, such as: (1) identifying general information/ main idea; (2) finding detail information including implicit and explicit information; (3) responding to the utterance appropriately; (4) and drawing inference.

Theme-based Approach

Theme-based approach has the idea about integrating the teaching and learning activities under one theme with the intention of enabling students to acquire in-depth study of the content (Lathufirdaush, 2014, p. 9-10).Freire (1981) in Farines and Angotti (2004, p. 1) defines the thematic approach as learning activities which are developed around generative themes as a part of the students' cultural environment.A topic or theme based teaching is not the only way to organize teaching, yet it is a useful, helpful, practical and exciting way to teach (Scott and Ytreberg, 1994, p. 84). Also, Lathufirdaush (2014, p. 10) assumed that theme-based approach provides lots of linked activities that allow students who commonly have high enthusiasm to participate actively in the teaching and learning process.

2. RESEARCH METHOD

In this study, the researchers developed supplementary listening materials for tenth graders of tourism skills program of vocational high school. It was categorized as educational Research and Development (RnD). Based on Borg and Gall (2003, p. 569), RnD is defined as "an industry – based development model in which the findings of research are used to design new products and procedures".Based on the steps that were proposed by Borg and Gall, it can be constructed that the stages of RnD are as follows:
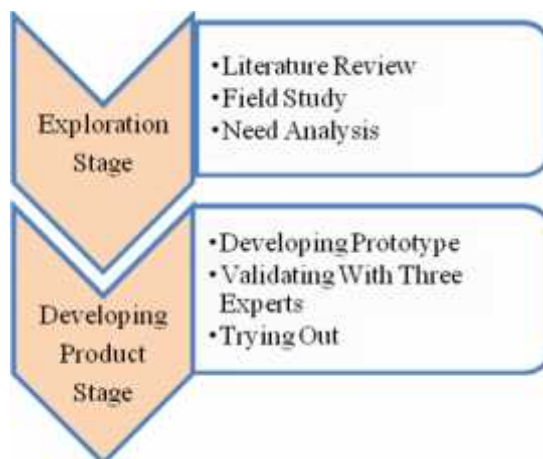
Figure 2 Stages in RnD

Exploration Stage

The aim of the exploration stage was to know the quality of the existing listening materials used by the English teacher in SMK Sahid Surakarta. The exploration stage took two places. First, for the library research, the researchers did it at SebelasMaret University. Second, the research was done at SMK SahidSurakarta. The English teacher, the head of the tourism skills program, and the tenth graders of tourism skill program of SMK Sahid Surakarta took the roles as the research subject of the exploration stage. The resources of the data were scientific journals which were related to listening materials, ESP students' needs and theme-based approach. Furthermore, the data were also gathered from the listening materials that were used in the class which are taken from the textbook "Mandiri-Practice Your English Competence untuk SMK/MAK". The techniques of data collection were library research, interview, questionnaire, and document analysis. To check the validity of the data, the researchers used triangulation method. To analyze the data, the researchers used interactive model. This analysis involved three steps that were data reduction, data display, and verification (Miles and Huberman, 1994, p. 12 in Punch and Oancea, 2014, p. 174). The following figure is the components of data analysis (interactive model):
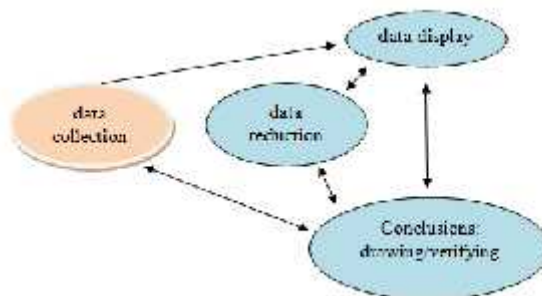

Figure 3 Components of Interactive Model

Development Stage

This developing stage involved two main phases namely prototype development and field try out. The aim of conducting prototype development was to produce the prototype of the supplementary listening materials using theme-based approach. There were some steps that must be done in the product development process. First, the researchers arranged prototype of the product based on the result of need analysis. After that, the product got validation from the experts. In this study, the researchers asked three experts to give judgments. Next, the prototype tried out in one of the classes in SMK Sahid Surakarta

(field try out I). After the try out, there were focus group discussion and the researchers did evaluation and revision.

The data in the development stage were analyzed by using Interactive Model. This process included reducing data, displaying data, and drawing conclusion (Miles and Huberman, 1994, p. 12 in Punch and Oancea, 2014, p. 174). For the quantitative data, the percentage descriptive technique was used. The data analysis is adapted based on approach and used to know the percentage only (Sudjana, 1990).

Formulation to analyze validation form and questionnaire:

$$P = \frac{X}{Xi} \times 100\%$$

Notes:

P = Percentage

X = Score Obtained

Xi = Maximum Score

100% = Constanta

To draw the conclusion of the result, the researchers used some criteria as follows;

Table 3.1 Percentage to Draw Conclusion

Percentage	Explanation
80% - 100%	Excellent/can be used
60% - 79%	Good/can be used
50% - 59%	Quite good/should be revised
< 50%	Bad/should be revised

The standard of evaluation (Table 3.1) refers to the classification by Maksum (2009).

3. RESULT AND DISCUSSION

Exploration Stage

This stage was done to explore the existing materials that were used to teach listening in the classroom. It consisted of describing the listening materials in each unit, the analysis of the materials based on some aspects, the result of interview with the English teacher, the result of questionnaire for the students, and the result of observation in the class.

As the researchers had conducted interview, observation, and distributing questionnaire, some findings can be drawn. First, the listening materials and activities from the MPYEC are monotonous. This course book did not provide various activities and materials which finally brought students into low motivation and boredom. Second, the listening materials were not prepared specifically for students in the tourism skills program. Consequently, the students could not be acquainted to vocabulary items which are used in tourism and exposed to their future work places. Third, the materials could not increase their confidence. Related to listening indicators, the materials were not effectively develop students' ability to identify main idea/ general information, find explicit and implicit information, response to the utterance appropriately and draw inference/ conclusion. Therefore, the researchers came to the conclusion that the tenth graders of tourism skills program of SMK Sahid Surakarta need specific listening materials.

Development Stage
This part presents the following steps that were done by the researchers after the findings of exploration stage had already gathered. It covers the result of need analysis, the description of the prototype, the result of expert judgments, the result of the try out, and the final product.

Students' Needs
Firstly, as the base of developing the prototype, the researchers need to analyze the students' needs. To complete this process, interviewing the head of the tourism program was done. Besides, the needs were also obtained by distributing questionnaire to the students and observation. The researchers focused on searching out the three important aspects namely goal, input, and procedure. The input covers the "what to learn" component while the procedure covers the "how to learn" component.

To know what actually the students 'goal of learning English is, the researchers distributed questionnaire. There are there main points that was tried to be answered namely the reason of learning English, the student's level of proficiency and the use of English related to their field of interest that is tourism.

Table 1 The Result of Questionnaire (Goal)

Aspects	Indicators	Percentage	Findings
Goal	The reason of learning English	84%	To communicate effectively.
	The students' level proficiency	80%	Beginner
	The use of English	52%	to communicate with guests/customer
		56%	to access information related to tourism skills

For the reasons why the students learn English, the result showed that 21 out of 25 students learn English because they want to communicate effectively. They expected to use English effectively both in spoken or written form. Second, related to the students' level of proficiency, 20 out of 25 students (80%) stated that they were categorized in the beginner level, 4 out of 25 students (16%) stated that they were intermediate learners, and 1 out of 25 students (4%) claimed as an advanced learner. Next, the students were asked about the use of English for them in the future. The researchers found that English will be used to communicate with the guests, clients or customers as 13 out of 25 students (52%) stated it. Besides, 14 out of 25 students (56%) said that English will be used as they need to access information related to tourism.

To support the result of the questionnaire, the researchers conducted an interview to the head of tourism program. There were three questions asked to find out the goal of learning English. From the result of the interview, it can be said that the students of tourism skills program need to learn English because they will meet the tourist from around the world and they need to understand what the tourist said. He added, there will be a lot of technical term related to tourism skills program, so they have to comprehend it in the hope that the service given will be satisfying.

The second part is about exploring the input which needs to be learned by the students of tourism skills program. There are 4 indicators which were investigated such as the topics which are relevant to their program, the setting/ work places, types of listening materials, and the vocabulary items. The result can be seen as follows.

Table 2 The result of Questionnaire (Input)

Aspects	Indicators	Percentage	Findings
Input	Topics	48%	Hotel
		44%	restaurant
		56%	travel Agency
	Setting (Places of works)	64%	Hotel
		72%	travel Agency
		60%	restaurant
	Types of listening materials	64%	related to tourism
	Vocabularies	68%	related to tourism

The result shows that 12 out of 25 students (48%) stated that the topic which is related to tourism skills program is hotel, 11 out of 25 (44%) said restaurant, and 14 out of 25 students (56%) said travel agency. Next, the students were asked about the places where they will get a job, 16 out of 25 students (64%) said hotel, 18 out of 25 students (72%) said travel agency, and 15 out of 25 students (60%) said restaurant. Talking about the types of the listening materials, 16 out of 25 students (64%) said that they wanted to get materials which are related to tourism skills. Following this result, 17 out of 25 students said that they also wanted to be introduced to the vocabulary items related to tourism.

To get more accurate data on the input (what to learn) for the students, the researchers asked some questions to the head of the tourism skills program. The following is the quotation of the interview. The result of the interview shows that the students are expected to have competency which can be used when they have to do field experience program. The students are demanded to have skills in local guiding, transfer in/out guiding and onboard. Furthermore, as students in tourism skills program it is needed to know the details about hotel, restaurant, and also tourism objects.

The last element that was tried to be answered in the need analysis process is the procedure. The data was gathered from the questionnaire. The result can be seen as follows.

Table 3 The result of Questionnaire (Procedure)

Aspect	Indicators	Findings
Procedure	Types of listening activities	- listen to conversation (giving information, ordering and offering - listen to talk/ short talk related to tourism

From the table above, it can be said that the students wanted to have listening activities which emphasize on listening to the conversation. It can be in the form of giving information, ordering, and offering. Besides, the activities can be in the form of listening to talk or short talk related to tourism.

In conclusion, as the researchers analyzed the need of the students in the tourism skill program by distributing questionnaire and interview, the three main findings were obtained. First, students were categorized as beginner learner. They learn English in order to master this language so they can communicate effectively. They believed, in the future, that English will be useful as they had to communicate with both domestic and international guests/costumers. English took a very significant role in this situation. Moreover, as updating information is needed, they are demanded to master this language

as the base to access information from around the world. Second, some topics/setting which is suitable for them and future work place are hotel, restaurant, and travel agency. They wanted to be introduced to the listening materials and vocabulary items which have relevancy to tourism skills. Last, they were expected to have activities which highlighted in listening to conversation and talk/short talk.

Description of the Prototype

As the needs of the tenth graders of tourism skills program had been analyzed, the researchers developed a prototype. The result of need analysis was used as the framework of developing stage. The prototype was categorized as adapted materials. Instead of making the materials by herself, the researchers searched for the suitable materials. After that, the materials were processed by reducing, adding, omitting, and supplementing.

The base colors of the cover are white and green. There are three pictures included such as airplane cabin with a passenger, fancy room in a hotel, and table set in a restaurant. The pictures represent each unit of the book which will be discussed in the following part. In the cover of the prototype, the researchers put a title "Listening Materials for the Tourism Skills Program – Grade X of Vocational High School" which represents clearly the content and the target of this book.

There are three units in the prototype. Unit 1 was developed focusing on travel agency, unit 2 is about hotel, and the last unit is about restaurant. The theme or the topics in each unit were chosen based on the results of the need analysis. The organization of the theme is based on the series of places that are usually visited when someone has a vacation. First, someone will go to the travel agency to book transportation or hotel, and then arrives in hotel and has meals in restaurants. In the beginning of the unit, there is a cover which consist of the indicators of each unit, title, and a picture which represents the content of the unit. The titles for each unit are *Have a Nice Vacation, Welcome, What Do You Want to Order?* The titles were chosen to represent the utterance that appears in the dialogue.

In each unit, there are 5 indicators included namely identifying general information/ main idea, finding explicit information, finding implicit information, responding to the utterance appropriately and drawing inference. Unit 1 was designed to introduce the students to the language use that may appear in travel agency. There are 7 activities which are provided. Some conversations were included and presented in the form of completing the dialogue, responding to the utterance and interviewing. Besides, there are also some short talks related to the travel agency and holiday activities. In the end of the unit, some vocabulary items which are related to airport are given.

Unit 2 focuses on introducing the tourism skills program students to the language use in hotels. The activities are almost the same as unit 1 in which the students are provided some conservations and short talks which may occur in that field. A monolog text is also presented to develop students' ability in drawing inference and enrich students' knowledge about hotels, motels, and resorts. In the last activity, students were exposed to some vocabulary items related to some objects in a hotel.

For the last unit, the book presents listening materials which take restaurant as the theme of the unit. The students are given some conversations and short talks which deal with welcoming a guest, ordering, giving information, and dealing with complain. In unit 3, a monolog talking about types of restaurants is also given. For the glossary, there are some words which are related to restaurant are given.

Expert Judgment

There were three experts that took a part, two experts in ELT and one expert in tourism field. The experts were asked to fill the questionnaire and give comment or suggestion to the prototype.As the base of the judgments, the experts were given some questions in the form of validation paper. There are some aspects which are covered namely objective (3 items), content (9 items), language (3 items) and design (3

items). In the end of the validation paper, the comment and suggestion columns are provided. The result of the judgments can be seen as follows.

Table 4 The Result of the expert judgments

Aspect	Expert 1	Expert 2	Expert 3
Objective	12	12	8
Content	31	36	25
Language	12	12	8
Design	11	12	7
Total Score	66	72	48
Percentage of Score	91.66 %	100%	66,67%
Mean of total score		**86.11 %**	

The percentage score given by the first expert is 91.66%. The product is considered very good and feasible to be used and given to the students. She gave 12 point for the aspect, 31 point for the content, 12 point for the language and 11 point for the design. The researchers came to the second expert more than once as the expert asked the researchers to do some revision to the product before she gave the result of the judgments. The second expert gave 12 point for the objective, 36 point for the content, 12 point for the language and 11 point for the design. The sum of the score is 72, means that the percentage of the score is 100% and the product is feasible to be used. The third expert gave 8 point for the objective, 25 point for the content, 8 point for the language and 7 point for the design. The percentage of the score is 66.67 % means that the product is good but it needs some revision. The result of the expert's judgments was summed up and the researchers found the mean of the score. Based on the calculation, the experts gave 186 out of 216 points. It means that the product is good and can be used.

The expert not only gave score to each aspect of the product, but also added some suggestions and comments. The suggestions and comments were used by the researchers to revise some weaknesses that still occurred from the prototype.The first expert highlighted the title of each unit of the book. The titles, *Have a Nice Vacation, Welcome, What Do You Want to Order?* were believed to bring ambiguity as they cannot lead the students to the main point of what actually discussed by the units are. She suggested the title of each unit to be changed into the theme/topic of each unit. Later, the researchers changed the title into *at the travel Agency, At the Hotel, and At the Restaurant.*

The second expert proposed more suggestions and comments. Related to the content, she suggested that the materials which refer to newest technology should be brought. Next, students had to be introduced to their future work place by adding some related pictures. The pictures were also added to boost their motivation for example by adding the picture of the best hotel in the world and the set of table dining in a fancy restaurant. Some activities also had to be changed in order to activate the student's critical thinking. Talking about the design, the font had to be changed to make it more readable to the students. Last, she gave some comment related to the layout which later used as base of doing revision of the product.

The last expert emphasized on the activities of each unit. She said that the materials are monotonous and need some revision. To overcome these weaknesses, some games and more pictures should be added. Also, the activities which introduce to the intonation and pronunciation were added.

The result of the suggestions and comments from the three experts was utilized by the researchers to make the product better. Some revision were made by changing the title of each unit, providing games in each unit, adding more pictures, changing the font and the layout and giving the activities related to pronunciation and intonation.

Try Out

After doing expert judgments step, the product was revised to cut down its weaknesses during the try out. The try out was done three times which consists of three meetings at SMK Sahid Surakarta. The researchers played a role as the English teacher and used the product to teach listening class. In the end of each try out, the researchers conducted focus group discussion (FGD) with the English teacher and the students and distributed questionnaire in the end of the try out.

The first try out was done on 23rd February 2017 in which 25 students participated. In the first try out, the students were taught using the first unit of the product. The theme of the first unit is about travel agency. There are 7 activities in unit 1. In the end of try out 1, the researchers conducted focus group discussion. There were 4 participants who participated, those were the researchers, the English teacher, and two students. As the base of conducting FGD, the researchers asked 13 questions to find the quality and the weaknesses of the product.

After conducting try out 1, the researchers found some weaknesses of the product. First, in Activity 3, the students got difficulties in completing the questions with the suitable responses. These difficulties occurred due to the position of the responses provided in the workbook. Moreover, the recorded material for Activity 3 was considered too fast and some parts were not clear enough for the students. Second, in Activity 6, some students did not understand the instruction given. Last, the students get difficulties in dealing with new vocabulary items and demands further explanation about the word that was discussed.

Some preparation must be done before using the product. As a result, the time allotment was decreased. The researchers found difficulty to allocate the time for each activity. Consequently, some activities was done hurriedly. The preparation must be done perfectly to minimize the time consuming. The researchers also find difficulty in explaining some vocabulary items related to tourism skills program especially about the the technical term in tourism field, for example for the word "collection". To minimize misunderstanding and make the student understand the word easily, pictures were added.

The researchers made some revisions to make the product better and feasible. First, the listening materials for Activity 3 was re-recorded in the hope that the material is clear enough for the students. The position of the worksheet of Activity 3 was also revised. The table for questions is in the left side and the table for the responses is in the right side. Second, the researchers added a picture for Activity 6 to help the students got clear illustration about the conversation. The instruction and the worksheet were also revised. Third, for the Activity 7, picture was provided for each vocabulary item. This pictures were expected to help the students understand the word given better.

As some weaknesses still occurred in the first try out, the researchers made some revision toward the product and conducted the second try out. The second try out was carried out on 27stFebruary 2017. The second try out still used unit 1 of the product as the listening materials. There were 25 students participating and the researchers acted as the English teacher.

As the second try out had been done, it was discovered that some of the students felt bored during the listening activity as they were taught using the same materials. Besides, they continuously did each activity without any pause. The students needed a certain activity as the break of the activities in Unit 1.

Some revisions were done after the second try out. The researchers added a game in Unit 1 as the break point of all activities. This addition was made to omit the student's boredom. Moreover, there was also additional information in a column called "Did You Know?" This part consists of information related to travel agency. Those two additions are the follow up of the weaknesses of the second try out.

The third try out was done at 23rd March 2017. The researchers still used Unit 1 as the materials with some revision that was done following the result of the second try out. In the end of try out 3, the researchers distributed questionnaire and conducted focus group discussion. The focus group discussion engaged the researchers, the English teacher, and three students.

Some points can be concluded from the result of FGD. First, the content is suitable for the students in tourism skills program. The product provides conversations, short talks, talks and vocabulary items which focus in one of the area of tourism that is travel agency. Second, the product can facilitate the students to achieve the indicators of listening skills. Last, the product is interesting as some pictures, games, and video are included.

The questionnaire was used to see the student's responses toward the use of Unit 1 of the product for listening class. The result of the questionnaire can be seen as follows:

Table 5 Result of the Questionnaire

Aspects	Items	Score	Max Score	Mean (%)
a. Materi *listening* yang diberikan beragam	1	90		
b. Aktivitas *listening* yang dilaksanakan di kelas beragam.	2	88		
c. Materi listening yang diberikan memotivasi saya untuk belajar Bahasa Inggris.	3	87		
d. Materi *listening* yang diberikan menarik	4	88		
e. Materi *listening* yang diberikan berkaitan dengan dunia pariwisata	5	87		
f. Materi *listening* yang diberikan mengandung kosakata yang berhubungan dengan dunia pariwisata.	6	89		
g. Materi *listening* yang diberikan akan membantu saya ketika memasuki dunia kerja yang berhubungan dengan dunia pariwisata	7	87		
h. Materi *listening* yang diberikan bisa membuat saya percaya diri dalam menggunakan Bahasa Inggris	8	86		
i. Materi *listening* yang diberikan bisa mengembangkan kemampuan saya dalam mengidentifikasi informasi umum/ ide pokok	9	90		
j. Materi *listening* yang diberikan bisa membantu mengembangkan kemampuan saya dalam menemukan detail informasi baik informasi yang bersifat implisit.	10	89		
k. Materi *listening* yang diberikan bisa membantu mengembangkan kemampuan saya dalam menemukan detail informasi baik informasi yang bersifat eksplisit.	11	87		
l. Materi *listening* yang diberikan bisa mengembangkan kemampuan saya dalam merespon ucapan secara tepat	12	89	100	88
m. Materi *listening* yang diberikan bisa mengembangkan kemampuan saya dalam membuat kesimpulan	13	87		

There were 13 items in the questionnaire in which the maximum score of each item is 100. The result of the questionnaire showed that the quality of the product is excellent as the mean score of all aspects of the questionnaire is 88%. It means that the product consisted of various listening materials and activities. Besides, it could increase students' motivation as the product gives interesting materials. Related to the tourism field, the product provides materials that are related to tourism. Also, there were

vocabulary items and materials which were believed to help them in their future work. Last, from the result of the questionnaire, it is believed that the product can help the students to achieve 5 indicators of listening.

In a nutshell, it can be stated that the students' responses toward the implementation of the product were positive. The try out was ended in the third try out as the result showed that the product was considered to met all the indicators of listening skills. The product could facilitate the students to identify general information/ main idea, find explicit and implicit information, respond to the utterance appropriately and draw conclusion. Furthermore, it was found that the materials and the activities were various. This condition will lead to the increasing of the students' motivation.

The Final Product

After conducting three try outs in the classroom, the final product of the theme-based supplementary listening materials was obtained. There was no significant change of the product, yet the researchers still made some addition to make the product better. The summary of the revision can be seen as follows:

Table 4.6 The Summary of The Product Development

• students got difficulties in completing the questions with the suitable responses	• the position of the worksheet of Activity 3 was revised
• the recorded material for Activity 3 was considered too fast and some part were not clear enough	• listening materials for Activity 3 was re-recorded
• in Activity 6, some students did not understand the instruction given	• the instruction and the worksheet was revised • adding a picture for Activity 6 to help the students got clear illustration about the conversation
• the students get difficulties in dealing with new vocabulary items	• picture was provided for each vocabulary item
• some of the students felt bored as they were taught using the same materials and continuously did each activity without any pause	• adding a game in Unit 1 as the break point • Giving additional information in a column called "Did You Know?"

Discussions

There are three main points which are discussed. The first point is how or why the supplementary listening materials are needed for the tenth graders of tourism skills program. By using supplementary listening materials, the students will get listening materials which is suitable with their program because the product was developed by considering the need of the students in tourism skills program. This condition leads the students to boost their confidence in using English in their future work place. It is in line with Tomlinson (2013, p. 28) who stated that materials should achieve impact, help learners to feel at ease, and require and facilitate learner self-investment. Besides, the students will be acquainted to vocabulary items which are used in tourism. Mastering vocabulary items is one of the provisions to communicate correctly and effectively using English. It is in line with August (2005, p. 50) Vocabulary knowledge is considered as an important source as it affects higher-level language processes which is very essential in communication. Furthermore, the students need the supplementary listening materials to help them develop five indicators of listening.

Second, the researchers discuss how or why the product overcomes the weaknesses of the existing listening materials. To overcome the first problem, in which the existing materials are considered

to have materials for students in general senior high school rather than for students in tourism skills program, the researchers conducted need analysis to explore the specific needs of the students in tourism skills program. It is in line with Brunton (2009, p. 2) who stated that learners' needs and wants should be met wherever possible. Hutchinson and Waters (1987, p. 8) added that learners were seen to have different needs and interest, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. The result of the need analysis was used as the framework in developing the product. It means that the product contains materials which are suitable to their skills program. This condition is expected to enhance the students' motivation as the materials are developed based on what they want.

The following step to overcome the weaknesses is the topics in the proposed product are developed based on the result of the need analysis. The topics in the product were chosen considering the needs of the students in tourism skills program. Besides, the researchers used theme-based approach to develop the product. The use of theme-based approach helps the students to relate and learn the language in the future work place. It is in line with Tessier and Tessier in their work in 2015 (p. 2) who stated that some scholars have articulated the rationale for using a theme-based approach as a "meaningful" way to personally engage students in the learning process and connect to students' life experiences, interests, and existing knowledge.

Furthermore, in order to enrich the vocabulary items, each unit of the product presents some words related to the tourism. There are also pictures which are attached to give the students the illustration of the word. Besides, the pictures take role as the visual aspect to boost the students' motivation during the learning activity.

The product presents authentic materials related to tourism. There are conversations, short talks, talks, and interview which are provided. Some videos related to tourism are presented in the beginning of each unit. The videos are about booking ticket, arranging a trip, reserving room, ordering in a restaurant, etc. Providing authentic materials gives the students chances to know the language use in their future work place. It is in line with Zoghi, Zardak, and Kazemi (2014, p.155) who stated that using authentic materials can bridge the gap between classroom knowledge and students' capability to join in the real-world activities.

Third, the researchers discusses how the product could facilitate the students to develop five indicators of listening such as: (1) identifying general information/ main idea; (2) finding implicit information; (3) finding explicit information; (4) responding to the utterance appropriately; (5) and drawing inference. To develop those indicators, the product provides various listening materials and activities. It is in line with Richards (1990, p. 58-64) who stated that the kinds of exercises and listening activities used in teaching listening comprehension should reflect the different processes and purposes involved in listening. It is different from the existing materials in which most of the activities are categorized as short-response activity. It means that the existing materials only develop one of the five indicators in listening that is *responding to the utterance*.

One of the activities in the product is listening to the short talks or conversations and later asking the students to identify the main idea or general information. Moreover, after listening to the conversations or talks, some activities in the product demands the students to go deeper to find the explicit and implicit information in the conversations or talks. Some activities present incomplete conversations and ask the students to give appropriate response to the utterances or match the question that they heard with the responses in the worksheet. Last, the product also offers activities in which the students are demanded to make conclusion of the conversations or the talks.

4. CONCLUSION

From the result of the research, it can be concluded that the quality of the existing listening materials was not satisfying, objective was not provided, and each topic in the books was not

made specifically for the students in the tourism skills program rather for general students in senior high school. Furthermore, the materials were monotonous as the book only provided one kind of activity, the book could not motivate the students to learn English, and it could not expose the students to the language in the authentic use and increase students' enthusiasm during the class.

Moreover, it can be concluded that the proposed product can be utilized as the source of materials to teach listening in the tenth grade of tourism skills program. The product has some differences from the existing listening materials. The main differences are: (1) the proposed product consists of listening materials for the tenth graders of tourism skills program while the existing book provided listening materials for general students in senior high school; (2) the product was developed based on theme-based approach; (3) the objectives of the learning were provided; and (4) there are various listening activities and materials. All in all, the final product namely Theme-Based Supplementary Listening Materials for the Tenth Graders of Tourism Skills Program of SMK Sahid Surakarta is feasible to be used as the supplementary listening materials.

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