

CHAPTER IV

RESULT

This chapter focuses on presenting 3 (three) main points, they are: (1) Presentation of Data; (2) Data Analysis; and (3) Revision of the Product.

4.1 Presentation of Data

In presentation of the data, the researcher presented the result of the research that has been conducted. In this case, the researcher used Modified Model of Research and Development (R&D) proposed by Sugiyono which was developed completely. The result of the research was described as follows.

4.1.1 Research Phase

4.1.1.1 Need Analysis

Need analysis was the first step in modifying the Model of Research and Development proposed by Sugiyono. It was used to collect information about learners' needs. Need analysis was truly important phase to provide an appropriate material based on the freelancing hotel drivers' needs, so that it could help them comprehending the materials based on their expertise.

In this step, the researcher has conducted structured interviews and giving questionnaires to the *freelancing* hotel drivers. The researcher has interviewed the drivers as the

informant, and they were automatically became the respondent who have been given the questionnaires. There were three kinds of questionnaire used in this research. The first questionnaire was used to conduct Need Analysis, and the second questionnaire was used to assess the product (English *booklet*) which in the form of Expert Validation Questionnaire and User Validation Questionnaire. The result of Need Analysis was presented below:

1. Interview

Interview was used to collect the data in the form of statements or utterances. It was useful for collecting information related to the learners and booklet. The researcher was conducted structured interview to the *freelancing* hotel drivers as the informants. It used the instrument called interview guide to help the researcher focused on the questions related to learning needs and target needs, and also to get closer to the informants.

Interview was aimed to dig information deeply and identify personal responses and views privately. The points which covered through interview were useful to develop the product. Those were about learners' learning objective in English, particular situation that usually be used by them in English communication, topic and activity

that they want in learning English speaking independently, the language that was suitable in English booklet for *freelancing* hotel drivers, and problems in English speaking.

The result of interview the *freelancing* hotel drivers was used by the researcher to develop the product. The result of interview was drawn in the form of table and explained descriptively below each table.

Table 5 : The Result of Structured Interview

1.	<p>The researcher found that the drivers have experienced in learning English in the school, English courses, and self-taught learning (autodidact).</p> <p>Most of them (4-drivers) had been learnt English in the English courses, however because of some reasons like their work time which was not fixed and fee of English courses was expensive. The rest explained that they had been learnt English when they were in the school and self-taught learning. It means that the emergence of English booklet for <i>freelancing</i> hotel drivers was needed by them.</p> <p>This was in line with the interview quotation below:</p>
Informant 1	<p><i>"Pernah Mbak waktu sekolah dan belajar sendiri dari buku-buku."</i></p> <p><i>(Yes, I do. I have ever learn English while in the school and through self-study by using books.)</i></p>
Informant 2	<p><i>"Pernah mbak dulu, sedikit dari buku anak saya."</i></p> <p><i>(Yes, I do. It was in the former and I have learnt from my child's book.)</i></p>
Informant 3	<p><i>"Pernah, tapi tidak lanjut karena kekurangan biaya. Soalnya kursus di sini mahal Mbak."</i></p> <p><i>(Yes, I do. But I was quit because of the shortage in the form of fee, because the fee of English course at here was expensive.)</i></p>

	Informant 4	<p><i>"Pernah, tapi tidak lanjut karena kekurangan biaya."</i></p> <p><i>(Yes, I do, but I was quit because of shortage in the form of fee.)</i></p>
	Informant 5	<p><i>"Pernah sebentar, tapi tidak lanjut karena terbentur jam kerja yang nggak tentu."</i></p> <p><i>(Yes, I do. It was in the short period, but unfortunately I had to quit because of the work's time was not fixed.)</i></p>
	Informant 6	<p><i>"Pernah, tapi tidak lanjut karena jam kerja saya tidak pasti."</i></p> <p><i>(Yes, I do. But I was quit because of the work's time was not fixed.)</i></p>
	Informant 7	<p><i>"Tidak pernah mbak. Hanya sampai sekolah dulu aja mbak."</i></p> <p><i>(No, I don't. It was just while I was in the school.)</i></p>

2.	<p>The researcher got information that the drivers' English ability in general was various. 3-drivers were enough but in the limit space, 3-drivers were less good, and 1-driver was poor. It means that the booklet should enrich the materials which suited to the particular situations where the drivers should use English to do communication.</p> <p>This was in line with the interview quotation below:</p>	
	Informant 1	<p><i>"Ya.. saya pikir kemampuan berbahasa Inggris saya kurang bagus Mbak."</i></p> <p><i>(Yes, I do. I think my English skill is not good enough.)</i></p>
	Informant 2	<p><i>"Bahasa Inggris saya kurang bagus Mbak. Untuk memperkenalkan diri saja bingung."</i></p> <p><i>(My English is not good even I am confused while I should introduce myself.)</i></p>
	Informant 3	<p><i>"Cukup Mbak, tapi ya nggak lancar banget."</i></p> <p><i>(I think my English is good enough, but it is not fluent.)</i></p>

Informant 4	<p><i>"Bahasa Inggris saya cukup Mbak kalau untuk perkenalan dan memberikan informasi pada tamu hotel."</i></p> <p><i>(My English skill is good enough I think if it is aimed to introduce and give information to the hotel guests.)</i></p>
Informant 5	<p><i>"Kurang bagus Mbak."</i></p> <p><i>(It is not good.)</i></p>
Informant 6	<p><i>"Bahasa Inggris saya cukup untuk memberi info pada tamu."</i></p> <p><i>(My English is enough to give informations to the hotel guests.)</i></p>
Informant 7	<p><i>"Saya sudah banyak yang lupa mbak. Bahasa Inggris saya kurang sekali."</i></p> <p><i>(I have forget about it so much. My English skill is bad.)</i></p>

3.	<p>The researcher got information that majority of the drivers' (5 people) ability in speaking were enough but in the limit space, and the last two of were poor. It could be described that the drivers need to improve their English to support their activity in the work place because English was used when they communicate with tourists/foreign hotel guests. In this case, they should be able to communicate in foreign hotel guests.</p> <p>This was in line with the interview quotation below:</p>
Informant 1	<p><i>"Kalau untuk memperkenalkan diri sih saya pikir ya lumayan."</i></p> <p><i>(It is not bad if it is proposed to intriduce oneself, I think.)</i></p>
Informant 2	<p><i>"Kurang bagus mbak."</i></p> <p><i>(It is not good.)</i></p>
Informant 3	<p><i>"Cukup Mbak, tapi ya nggak lancar banget."</i></p> <p><i>(It is enough, but not too fluent I think.)</i></p>
Informant 4	<p><i>"Cukup mbak, tapi ya nggak mahir banget."</i></p> <p><i>(It is enough, but not too fluent I think.)</i></p>
Informant 5	<p><i>"Kurang bagus Mbak. Wah pokoknya bahasa Inggris saya payah Mbak."</i></p> <p><i>(It is not good. Even My English skill is bad.)</i></p>

	Informant 6	<i>"Cukup Mbak."</i> <i>(It is enough.)</i>
	Informant 7	<i>"Bisa mbak sedikit-sedikit, ya sebatas untuk menyapa tamu mbak, memperkenalkan diri saya pada tamu dan menawarkan bantuan saja."</i> <i>(I can speak English but in the limit space. They are just to greet hotel guests, introduce oneself, and offering help.)</i>

4.	<p>The researcher found that the drivers need material that contain conversation or dialog and vocabulary which particularly used in communication with foreign hotel guests. Almost all of them need the conversations and vocabulary which commonly used while meet to foreign people. It could be described that the English booklet should contain the specific materials based on the drivers specific needs in the form of conversations and vocabularies which particularly used in their work place.</p> <p>This was in line with the interview quotation below:</p>	
	Informant 1	<i>"Materi-materi yang biasa digunakan untuk percakapan dengan turis Mbak, terutama agar berbicara lebih baik dengan turis."</i> <i>(The English materials which are used to do conversation with fereign hotel guests, especially in order to be able to speak English well.)</i>
	Informant 2	<i>"Semuanya Mbak, karena saya sangat tidak menguasai bahasa Inggris jadi semua materi saya mau."</i> <i>(I need all of the materials, because I am not mastered in English, I think. So that all of material given I need.)</i>
	Informant 3	<i>"Sepertinya percakapan umum yang biasa digunakan saat bertemu tamu asing dan kosakatanya."</i> <i>(I think I need the common conversations which usually be used while meet to foreign hotel guests, and vocabularies.)</i>
	Informant 4	<i>"Sepertinya fokus pada percakapan dan memperkaya kosakata umum dalam bisnis."</i> <i>(I think it is focused on conversation and enrich business conversation)</i>

	Informant 5	<i>“Materi percakapan dan kosakata yang umum digunakan saat bertemu turis.”</i> <i>(Material in the form of conversations and vocabularies which commonly used while meet the foreign people.)</i>
	Informant 6	<i>“Fokus pada percakapan.”</i> <i>(It is focused on conversations.)</i>
	Informant 7	<i>“Percakapan dan kosakata untuk berkomunikasi dengan turis sangat saya butuhkan mbak.”</i> <i>(I think conversations and vocabularies which aimed to communicate with foreign people are extremely needed.)</i>

5.	The researcher found that majority of the drivers (5-drivers) want both English and Indonesian as the input of the material, and the last two chose Indonesian. It meant that the instructional language be used in the English booklet should use bilingual (English and Indonesian) to help the drivers learn easily. This was in line with the interview quotation below:	
	Informant 1	<i>“Saya pikir bahasa Indonesia dicampur bahasa Inggris akan lebih baik Mbak.”</i> <i>(I think bothe Indonesin and English would be better.)</i>
	Informant 2	<i>“Lebih baik bahasa Indonesia.”</i> <i>(It is better Indonesian.)</i>
	Informant 3	<i>“Lebih baik bahasa Indonesia dan bahasa Inggris dijadikan dalam bahasa pengantar.”</i> <i>(It is better to use both indonesian and English as the language input.)</i>
	Informant 4	<i>“Sebaiknya bahasa Inggris dan Indonesia lebih baik Mbak.”</i> <i>(It should be Englishs and Indonesian.)</i>
	Informant 5	<i>“Bahasa Indonesia dan Inggris.”</i> <i>(Both Indonesian and English.)</i>

	Informant 6	<p><i>"Bahasa Indonesia dan Inggris sepertinya lebih baik. Karena kalau hanya bahasa Inggris saya sendiri tidak faham."</i></p> <p><i>(I think both English and Indonesian would be better. It is because if it just use English would make confused.)</i></p>
	Informant 7	<p><i>"Lebih baik bahasa Indonesia mbak."</i></p> <p><i>(Better use Indonesian.)</i></p>

6.	<p>The researcher found that majority of the drivers enjoy to study with friends or in the small group, and one of them was prefer to study individually rather than study with friends or in small group. It meant that the drivers could do learning independently. It was suited with one of the objective of developing th booklet, that was to help the drivers learn independently.</p> <p>This was in line with the interview quotation below:</p>	
	Informant 1	<p><i>"Belajar sendiri Mbak. Saya lebih suka belajar sendiri dari pada dengan kelompok yang banyak."</i></p> <p><i>Hmm... kalau materinya semua aja nggak apa-apa Mbak, tapi kalau belajarnya saya lebih suka tanpa teman."</i></p> <p><i>(I prefer do self-study rather than I should leant in the group. Hmm... I want all of the materials. But I prefer do self-study rather than with friends.)</i></p>
	Informant 2	<p><i>" dan kosakata dalam bahasa Inggris saya rasa penting untuk berkomunikasi dengan turis."</i></p> <p><i>(... and English vocabularies are important to communicate with foreign people, I think.)</i></p>
	Informant 3	<p><i>"Memperkenalkan diri dengan turis asing, percakapan dengan turis asing Mbak."</i></p> <p><i>(Introducing oneself to foreign people, conversation with foreign people.)</i></p>
	Informant 4	<p><i>"Melakukan percakapan bersama teman dalam kelompok sepertinya lebih menyenangkan."</i></p> <p><i>(Do converastion with friend in a group is more fun, I think.)</i></p>

	Informant 5	<i>"Melakukan percakapan dengan teman."</i> <i>(Do conversation with friend.)</i>
	Informant 6	<i>"Berkelompok dan melakukan percakapan dengan teman."</i> <i>(Join in the group or do conversation with friend.)</i>
	Informant 7	<i>"Melakukan percakapan dengan teman dan memperkenalkan diri."</i> <i>(Do conversation with friend and intruducing oneself.)</i>

7.	<p>The researcher found that the drivers' goal in learning speaking was in order to be able to speak in English and/or to communicate with foreign people.</p> <p>This was in line with the interview quotation below:</p>	
	Informant 1	<i>"Untuk bisa speaking dan memperbanyak kosakata."</i> <i>(In order to be able to speak in English and enrich vocabulary.)</i>
	Informant 2	<i>"Agar saya bisa berkomunikasi dengan turis saat saya sedang bertugas."</i> <i>(In order to do communication with foreign people when I am in the work place.)</i>
	Informant 3	<i>"Supaya bisa berbahasa Inggris dengan baik."</i> <i>(In order to be able to speak English well.)</i>
	Informant 4	<i>"Supaya bisa bicara bahasa Inggris dengan turis-turis di sini Mbak."</i> <i>(In order to be able to speak English with foreign people.)</i>
	Informant 5	<i>"Agar bisa berbicara dengan turis Mbak."</i> <i>(In order to be able to speak English with foreign people.)</i>
	Informant 6	<i>"Agar saya bisa berkomunikasi dengan turis saat kelling tempat wisata."</i> <i>(In order to do communication with foreign people when I carrying out of them to the tourism spots.)</i>
	Informant 7	<i>"Supaya bisa berbicara dengan turis Mbak."</i> <i>(In order to be able to speak English with foreign people.)</i>

8.	<p>The researcher also got information that particular occasion which usually be used in conversation by the drivers were <i>greeting, introduction, thanksgiving, answering complaint, and offering help.</i></p> <p>It is interested to be observed because the drivers need the appropriate material in learning English. Most of general English learning materials could not be accepted by them because the material did not focus on improving their English. That was why, developing an appropriate booklet for <i>freelancing</i> hotel drivers was useful for them.</p> <p>This was in line with the interview quotation below:</p>	
	Informant 1	<p><i>"Biasanya waktu berkenalan dengan turis, menyapa, dan berterima kasih."</i></p> <p><i>(It is comonly while introducing with foreign people, greeting, and thanksgiving.)</i></p>
	Informant 2	<p><i>"Pada saat bertemu pertama kali dengan turis dan menyampaikan terima kasih."</i></p> <p><i>(When the first time meet to foreign peole and do thanksgiving.)</i></p>
	Informant 3	<p><i>"Biasanya saat memperkenalkan diri kepada turis asing dan mengantarkan mereka jalan-jalan. Ada juga biasanya turis-turis muda itu minta diantar ke diskotik."</i></p> <p><i>(It is when introduce oneself to foreign people and carry out them take to walk. Sometimes some of them who are young ask to be carried out to discotheque.)</i></p>
	Informant 4	<p><i>"Saat bertemu pertama kali dengan turis dan juga pada saat mengantarkan turis."</i></p> <p><i>(When the first meeting with foreign people and carry out them to take a walk.)</i></p>
	Informant 5	<p><i>"Pada saat mengantarkan turis ke tempat-tempat wisata atau diskotik."</i></p> <p><i>(When accompany foreign people to the tourism spots and discotheque.)</i></p>
	Informant 6	<p><i>"Pada saat mengantarkan turis keliling tempat wisata."</i></p> <p><i>(When carry out foreign people to the tourism spots.)</i></p>
	Informant 7	<p><i>"Pada saat menyapa tamu, memperkenalkan diri, menawarkan bantuan."</i></p> <p><i>(When greet foreign people, introduce oneself, and offer help.)</i></p>

9.	<p>The researcher found that the drivers need to increase their ability and knowledge in English speaking for some reasons. These was because of some consideration, they were: 1) <i>their job which made them keep in touch with foreign hotel guest or English was needed to support their job</i>; 2) <i>the cost of English courses was expensive</i>; and 3) <i>the awareness that English was a need</i>.</p> <p>It suited with the aim of the emergence this booklet. They should make some ‘expensive’ consideration if they have to take the English course. They were time consuming, cost that had to be paid, and material which not too suit with their need in work place. That was why, the emergence of the English booklet for <i>freelancing</i> hotel drivers was needed to help the drivers learn English independently. The booklet hopefully could help them improving their English speaking ability.</p> <p>This was in line with the interview quotation below:</p> <table border="1" data-bbox="379 958 1375 1912"> <tr> <td data-bbox="379 958 571 1137">Informant 1</td><td data-bbox="571 958 1375 1137"> <p><i>“Iya Mbak, ingin sekali. Karena kalau kursus di sini mahal dan terbentur waktu kerja.”</i></p> <p><i>(Yes, I do. Because English courses around here are expensive and I am working for hours that are not fixed.)</i></p> </td></tr> <tr> <td data-bbox="379 1137 571 1249">Informant 2</td><td data-bbox="571 1137 1375 1249"> <p><i>“Terima kasih banyak atas waktu dan bantuannya Pak.”</i></p> <p><i>(Thank you very much for your kindness, Sir.)</i></p> </td></tr> <tr> <td data-bbox="379 1249 571 1507">Informant 3</td><td data-bbox="571 1249 1375 1507"> <p><i>“Sudah pasti Mbak, karena para turis asing itu banyak sekali yang ngomong pakai bahasa Inggris. Hanya sedikit dari mereka yang bisa bahasa Indonesia sedikit-sedikit.”</i></p> <p><i>(Absolutely positive. Because foreign people arround here were speaking in English. Just a little who can speak Indonesian.)</i></p> </td></tr> <tr> <td data-bbox="379 1507 571 1697">Informant 4</td><td data-bbox="571 1507 1375 1697"> <p><i>“Tentu saja Mbak, karena banyak sekali di daerah sini turis-turis yang mengajak berbicara bahasa Inggris.”</i></p> <p><i>(Of course, because there are so many foreign people who speak English.)</i></p> </td></tr> <tr> <td data-bbox="379 1697 571 1809">Informant 5</td><td data-bbox="571 1697 1375 1809"> <p><i>“Ya Mbak, saya rasa penting sekali itu.”</i></p> <p><i>(Yes, I do. I think it is extremely important.)</i></p> </td></tr> <tr> <td data-bbox="379 1809 571 1912">Informant 6</td><td data-bbox="571 1809 1375 1912"> <p><i>“Ya, Mbak. Penting sekali itu.”</i></p> <p><i>(Yes, I do. It is really important.)</i></p> </td></tr> </table>	Informant 1	<p><i>“Iya Mbak, ingin sekali. Karena kalau kursus di sini mahal dan terbentur waktu kerja.”</i></p> <p><i>(Yes, I do. Because English courses around here are expensive and I am working for hours that are not fixed.)</i></p>	Informant 2	<p><i>“Terima kasih banyak atas waktu dan bantuannya Pak.”</i></p> <p><i>(Thank you very much for your kindness, Sir.)</i></p>	Informant 3	<p><i>“Sudah pasti Mbak, karena para turis asing itu banyak sekali yang ngomong pakai bahasa Inggris. Hanya sedikit dari mereka yang bisa bahasa Indonesia sedikit-sedikit.”</i></p> <p><i>(Absolutely positive. Because foreign people arround here were speaking in English. Just a little who can speak Indonesian.)</i></p>	Informant 4	<p><i>“Tentu saja Mbak, karena banyak sekali di daerah sini turis-turis yang mengajak berbicara bahasa Inggris.”</i></p> <p><i>(Of course, because there are so many foreign people who speak English.)</i></p>	Informant 5	<p><i>“Ya Mbak, saya rasa penting sekali itu.”</i></p> <p><i>(Yes, I do. I think it is extremely important.)</i></p>	Informant 6	<p><i>“Ya, Mbak. Penting sekali itu.”</i></p> <p><i>(Yes, I do. It is really important.)</i></p>
Informant 1	<p><i>“Iya Mbak, ingin sekali. Karena kalau kursus di sini mahal dan terbentur waktu kerja.”</i></p> <p><i>(Yes, I do. Because English courses around here are expensive and I am working for hours that are not fixed.)</i></p>												
Informant 2	<p><i>“Terima kasih banyak atas waktu dan bantuannya Pak.”</i></p> <p><i>(Thank you very much for your kindness, Sir.)</i></p>												
Informant 3	<p><i>“Sudah pasti Mbak, karena para turis asing itu banyak sekali yang ngomong pakai bahasa Inggris. Hanya sedikit dari mereka yang bisa bahasa Indonesia sedikit-sedikit.”</i></p> <p><i>(Absolutely positive. Because foreign people arround here were speaking in English. Just a little who can speak Indonesian.)</i></p>												
Informant 4	<p><i>“Tentu saja Mbak, karena banyak sekali di daerah sini turis-turis yang mengajak berbicara bahasa Inggris.”</i></p> <p><i>(Of course, because there are so many foreign people who speak English.)</i></p>												
Informant 5	<p><i>“Ya Mbak, saya rasa penting sekali itu.”</i></p> <p><i>(Yes, I do. I think it is extremely important.)</i></p>												
Informant 6	<p><i>“Ya, Mbak. Penting sekali itu.”</i></p> <p><i>(Yes, I do. It is really important.)</i></p>												

	Informant 7	<p><i>“Iya mbak, tapi sayangnya di Surabaya mahal tempat kursus selain itu waktunya juga tidak leluasa.”</i></p> <p><i>(Yes, I do. Unfortunately the fee of English courses in Surabaya are expensive and I work for hours which is not fixed.)</i></p>
--	-------------	---

2. Questionnaire

The complete result of Need Analysis Questionnaire was explained below:

a. Target Needs

The first question in the questionnaire was about Target Needs. It was about what knowledge and abilities the learner would require in order to be able to perform appropriately in the target situation which was extremely important to analyze. The following tables showed the result of questionnaire in the form of percentage and descriptively involved below each table. Target Needs included Goal, Necessities, Lack, and Wants.

Table 6: The Target Needs (Goal)

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Goal	I hope the English materials will help me for ...			
	Improving listening skill	7	0	0%
	Improving speaking skill	7	7	100%
	Improving reading skill	7	1	14.9%
	Improving writing skill	7	0	0%
	Improving vocabulary knowledge	7	5	71.5%

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Goal	Improving grammatically skill	7	1	14.9%
	Improving pronunciation skill	7	0	0%
	Others	7	0	0%

In the aspect of goal, those were *improving listening skill, improving speaking skill, improving reading skill, improving writing skill, improving vocabulary knowledge, improving grammatically skill, and improving pronunciation skill*. There were 7-drivers who wanted the English booklet could help them *improving speaking skill* (100%). It followed by 71.5% of them who wanted to *improve vocabulary knowledge*. Both *improving grammatical skill* and *improving reading skill* pointed out 14.9%. And no one who hoped to improve *listening skill, reading skill, and pronunciation*.

Majority of the drivers' main goal in learning English was to improve their speaking ability and enrich vocabulary. So that, the material developer should select material which could help them improving speaking ability and increasing vocabulary in the English booklet for *freelancing* hotel drivers.

Table 7 : The Target Needs (Necessities)

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Necessities	I usually use English in communication while...			
	When the first time meet to tourist	7	7	100%
	When carry out the tourist to the tourism spot	7	2	28.6%
	When the tourist asks for help	7	0	0%
	When the tourist explains something	7	0	0%
	When give thanks to the tourist	7	2	28.6%
	When give instruction to the tourist	7	0	0%
	When greet the tourist	7	2	28.6%
	When offer help to the tourist	7	2	28.6%
	When introduce oneself	7	3	42.9%
	When going to Discotheque	7	2	28.6%
	When going to Art Gallery	7	2	28.6%

In the part of Necessities, it directed into 5-questions. The first question was about *the particular situation when the freelancing hotel drivers used English in communication*. The second question was about *the input in learning English speaking that they like the most*. Then, the third question was about *the activity in learning English speaking that they want the most*. Followed by the fourth question was about *the appropriate topic according to their necessities*. And the last question was about *the language in the booklet that they need in giving instruction and explanation*.

The first question was about *the particular situation when the freelancing hotel drivers used English in communication*. There were *when the first time meet to tourist, when carry out the tourist to the tourism spot, when the tourist asks for help, when the tourist explains something, when give thanks to the tourist, when give instruction to the tourist, when greet the tourist, when offer help to the tourist, when introduce oneself, when going to Discotheque, and when going to Art Gallery*.

There were 7 respondents or 100% who used English *when the first time meet to tourist*, followed by 42.9% *when introduce oneself*. Continued by *When give thanks to the tourist, when greet the tourist, when offer help to the tourist, when going to Discotheque, and when going to Art Gallery* which each of them was rated 28.6%. The last three were *when the tourist asks for help, when the tourist explains something, and when give instruction to the tourist* which pointed out 0% or no one of them who chose the options.

According to the result of the first questionnaire that was about particular situations which usually used English in communication, it

pointed out that the drivers used English not in all situations. The result was very really useful to help the material designer to develop the booklet based on the topic or situation which usually be used by the drivers.

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Necessities	In learning English speaking, the input that I like the most is...			
	Written dialog model	7	2	28.6%
	Written monolog model	7	2	28.6%
	Written dialog model with picture	7	6	85.7%
	Written monolog model with picture	7	5	71.5%
	Others: Description about place	7	2	28.6%

The second question was about *the input in learning English speaking that they like the most*. There were *written dialog model*, *written dialog model*, *written dialog model*, *written dialog model with picture*, *written monolog model with picture*, and *description about place*. The most of the freelancing hotel drivers (85.7%) liked *written dialog model with picture*, followed by *written monolog model with picture* (71.5%), and the last three were *written dialog model*, *written monolog model*, and *description about place* which each of them was pointed 28.6%.

The second questionnaire above could represented the form of material in the booklet based on the drivers needs. It showed that most of them prefer to learn with both written text and picture or graphic. It means that most of the drivers were visual learners which could learn effectively by using pictures and colors to help them. It was the meaningful input for the material designer to add pictures and colors in the English booklet for freelancing hotel drivers.

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Necessities	In learning English speaking, activity that I want to do the most is ...			
	Comprehend the dialog model then answer the question.	7	1	14.9%
	Comprehend the dialog model and following the explanation of expressions that are used.	7	7	100%
	Comprehend the dialog model and practice in a guided manner.	7	1	14.9%
	Comprehend the dialog model and practice in a half guided manner.	7	2	28.6%
	Others	7	0	0%

The third question was about *the activity in learning English speaking that they want the most*. The choices were *comprehend the dialog model then*

answer the question, comprehend the dialog model and following the explanation of expressions that are used, comprehend the dialog model and practice in a guided manner, and comprehend the dialog model and practice in a half guided manner. The result of questionnaire pointed that all of them (100%) want to *comprehend the dialog model and following the explanation of expressions that are used*, followed by 28.6% who chose *comprehend the dialog model and practice in a half guided manner*, then 14.9% chose both *comprehend the dialog model then answer the question*, and *comprehend the dialog model and practice in a guided manner*.

The result of the third questionnaire above showed the drivers' preference in learning English using booklet or what kinds of activity that suit with their needs. It was because of their time to work that was not fixed so that they should learn independently in the spare time. The result was absolutely help the material developer to develop the learning material based on the drivers' request.

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Necessities	The appropriate topic according to my necessity is...			
	Tourism spot	7	7	100%
	Cafe/restaurant	7	0	0%
	Mall/shopping area	7	0	0%
	Central souvenirs shop	7	2	28.6%
	Public facilities	7	0	0%
	Art gallery	7	1	14.9%
	Discotheque	7	2	28.6%
	Theater exhibition	7	1	14.9%

The fourth question was about *the appropriate topic according to their necessities*. Those were *tourism spot, cafe/restaurant, mall/shopping area, central souvenirs shop, public facilities, art gallery, discotheque, and theater exhibition*. The 100% of the *freelancing hotel drivers* chose *tourism spot*. It followed by 28.6% of them who chose *central souvenirs shop* and *discotheque*. Both *Art gallery* and *Theater exhibition* pointed out 14.9%. And no one who chose (0%) of *cafe/ restaurant, mall/shopping area, and public facilities*.

The result indicated the topics which were requested by the drives. It was very helpful to develop material based on the particular situations which usually be used by the drivers to do communication in English.

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Necessities	According to me, the language that is appropriate in giving instruction and explanation in English booklet for <i>freelancing</i> hotel drivers is...			
	English	7	0	0%
	Indonesian	7	2	28.6%
	Both English and Indonesian	7	5	71.5%
	Others	7	0	0%

The fifth question was about *the language in the booklet that they need in giving instruction and explanation*. There were 71.5% of all drivers who chose *both English and Indonesian*. Then, 26.6% of them chose *Indonesian*. The last was *English* which pointed 0% or no one which chose the option.

The last question in identifying the learners' necessities was about language input provided in the booklet. Majority of them chose both English and Indonesian. It was because they would get difficulties if the booklet was pure English, and the booklet could not improve if the language input was only in Indonesian. So that, the English booklet should combine both English and Indonesia to help the drivers learn easily and understand the material.

Table 8 : The Target Needs (Lack)

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Lack	My English proficiency level is...			
	Basic	7	7	100%
	Intermediate	7	0	0%
	Advanced	7	0	0%
	Others	7	0	0%

There were 2-questions to identify the Lack (Target Needs) which the first question was about the *freelancing* hotel drivers' English proficiency level and the second was about the topic that was mastered by the *freelancing* hotel drivers. The first question provide some choices, they were *basic*, *intermediate*, *advanced*, and *other level*. Most of the drivers' proficiency level (100%) were *basic*. And no one of them (0%) who was in the level of *intermediate*, *advanced*, and *other*.

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Lack	I am good in the topic of...			
	Greeting	7	7	100%
	Introducing one-self	7	5	71.5%
	Introducing other	7	2	28.6%
	Giving information	7	2	28.6%
	Offering help	7	3	42.9%
	Giving instruction	7	0	0%
	Giving direction	7	0	0%
	Reminding	7	6	0%
	Giving suggestion	7	0	0%

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Lack	Comparing things	7	0	0%
	Complaining	7	0	0%
	Giving opinion	7	0	0%
	Conveying expectation	7	0	0%
	Congratulating other	7	0	0%
	Asking for apologize	7	3	42.9%
	Asking for condition	7	5	71.5%
	Responding complaint	7	0	0%
	Expressing satisfaction	7	0	0%
	Giving the warn	7	0	0%
	Others	7	0	0%

The second question was about the topic that was mastered by the *freelancing* hotel drivers. Most of the driver (5-drivers) assumed that they were good in *greeting*, and 2-drivers though that they were average in *greeting*. There were 4-drivers who felt that they were good *introducing one self*, and 2 others who were average. It followed by 3-drivers who were average in *introducing other*, and the last 3were lack in the same topic.

There were 2-drivers who were good in the topic of *thanksgiving*, and the other 4 were average in the same topic. Continued by 2-drivers who though that they were average in *asking for apologize*, and 3 of them were lack in the same topic. Then, 3-drivers

feel that they were average and 2-drivers who were lack while *asking for condition*.

The results above describe both characters of the subject and characters of the product which was needed by the subject. Characters of subjects were the important things because they were being the main factor of developing the booklet. Characters of the product that was needed by the subjects were also play the important role in constructing the good product.

Both characters should be considered by material developer, in order to decide how and why the character product which was developed and/or the steps of material which would be developed. Character of the subjects should be looked after carefully which the results were made the main character of the product. The character of the product took the important role which drew the request of the subject and also determined the quality of the product.

Table 9 : The Target Needs (Wants)

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Wants	The appropriate topic according to my necessity is...			
	Tourism spot	7	7	100%
	Cafe/restaurant	7	0	0%
	Mall/shopping area	7	0	0%
	Central souvenirs shop	7	2	28.6%
	Public facilities	7	0	0%
	Art gallery	7	1	14.3%
	Discotheque	7	2	28.6%
	Theater exhibition	7	1	14.3%

There were 2-questions in Target Needs to identify the *freelancing* hotel drivers' wants which the first question was about the appropriate topic according to their necessity as in the Target Needs (Necessities). The researcher addressed it into both Necessities and Wants because the question covered those areas (Necessities and Wants). The result of the first question of Wants was as same as in the fourth question in Necessities. The result was described as follows.

The first question was about *the appropriate topic according to their necessities*. Those were *tourism spot, cafe/restaurant, mall/shopping area, central souvenirs shop, public facilities, art gallery, discotheque, and theater exhibition*. The 100% of the *freelancing* hotel drivers chose *tourism spot*. It

followed by 28.6% of them who chose *central souvenirs shop* and *discotheque*. Both *Art gallery* and *Theater exhibition* pointed out 14.9%. And no one who chose (0%) of *cafe/ restaurant*, *mall/shopping area*, and *public facilities*.

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Wants	The language that I want in explaining the instructions in English booklet for <i>freelancing</i> hotel drivers is...			
	English	7	0	100%
	Indonesian	7	2	28.6%
	Both English and Indonesian	7	5	71.5%
	Others	7	0	0%

The second question was about *the language in the booklet that they need in giving instruction and explanation*. There were 71.5% of all drivers chose *both English and Indonesian*. Then, 26.6% of them chose *Indonesian*. The last was *English* which pointed 0% or no one which chose the option.

The results indicated both the topics and language input which were requested by the drives. It was very helpful to develop material based on the particular situations which usually be used by the drivers to do communication in English. Majority of the drivers chose both English and Indonesian. It was because they would get difficulties if the booklet was

pure English, and the booklet could not improve if the language input was only in Indonesian. So that, the English booklet should combine both English and Indonesia to help the drivers learn easily and understand the material.

b. Learning Needs

1) Speaking Input

Table 10 : Learning Needs (Speaking Input)

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Speaking Input	In learning English, the form of speaking input that I like is ...			
	Written dialog model	7	2	28.6%
	Written monolog model	7	2	28.6%
	Written dialog model with picture	7	6	86.7%
	Written monolog model with picture	7	5	71.5%
	Others: Description about place	7	2	28.6%

Based on the needs analysis's

questionnaire data, there were some kinds of input which can be used for *freelancing* hotel drivers in speaking. They were covered into 2-questions which the first question was about *the form of input that the freelancing hotel drivers' like*, and *the second was about speaking activity that they want to do*.

In the form of input that the freelancing hotel drivers' like, there were written dialog model, written monolog model, written dialog model with picture, written monolog model with picture and description about place. Most of the freelancing hotel drivers (85.7%) liked written dialog model with picture, followed by written monolog model with picture (71.5%), and the last three were written dialog model, written monolog model, and description about place which each of them was pointed 28.6%.

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Speaking Input	In learning English, speaking activity that I want to do is ...			
	Comprehend the dialog model then answer the question.	7	1	14.3%
	Comprehend the dialog model and following the explanation of expressions that are used.	7	7	100%
	Comprehend the dialog model and practice in a guided manner.	7	1	14.3%
	Comprehend the dialog model and practice in a half guided manner.	7	2	28.6%
	Others	7	0	0%

In the speaking activity, the result of questionnaire pointed that all of them (100%) want to comprehend the dialog model and follow

the explanation of expressions that are used, followed by 28.6% who chose comprehend the dialog model and practice in a half guided manner, then 14.9% chose both comprehend the dialog model then answer the question, and comprehend the dialog model and practice in a guided manner.

The result of some questions above showed characters of the material which was needed by the drivers. It took the important role which drew the request of the subject. It should be considered by the material developer in order to decide steps of developing the material and consider how and why the material was developed. Character of the product determined the quality of the product, whether it was good or moreover it was effective in trying out of the product and implementation in the next day.

2) Procedures

Table 11 : Learning Needs (Procedures)

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Procedures	In English booklet for <i>freelancing</i> hotel drivers, the language that I want in explaining the instructions is...			
	English	7	0	0%
	Indonesian	7	2	28.6%
	Both English and Indonesian	7	5	71.5%
	Others	7	0	0%

Based on the needs analysis's questionnaire data, there was procedure which can be used for English Booklet for *Freelancing* Hotel Drivers, those are; *booklet components*, *language that learners wanted in explaining the instructions*, and *language that was appropriate in giving instruction and explanation* according to the *freelancing* hotel drivers.

The first was language that learners wanted in explaining the instructions. Most of the drivers (71.5%) wanted the booklet instruction used *both English and Indonesian*. It followed by those who wanted the booklet instruction used both *Indonesian* (28.6%). The last was *English* which rated 0% or no one who wanted the booklet used English as the language instruction.

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Procedures	According to me, the language that is appropriate in giving instruction and explanation in English booklet for <i>freelancing</i> hotel drivers is...			
	English	7	0	0%
	Indonesian	7	2	28.6%
	Both English and Indonesian	7	5	71.5%
	Others	7	0	0%

The second was language that was appropriate in giving instruction and explanation. The majority of drivers thought that the booklet prefer used both *English and Indonesian* (71.5%). Then 28.6% from them thought that it was better to use *Indonesian*. The last was *English* only which rated 0%.

Majority of the drivers chose both English and Indonesian. It was because they would get difficulties if the booklet was pure English, and the booklet could not improve if the language input was only in Indonesian. So that, the English booklet should combine both English and Indonesia to help the drivers learn easily and understand the material.

3) Setting

Table 12 : Learning Needs (Setting)

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Setting	In learning English, I will enjoy doing English assignment ...			
	In pair	7	7	100%
	In group	7	2	28.6%
	Individually learning	7	2	28.6%

Most of the *freelancing* hotel drivers (100%) enjoyed doing the assignment *in pair*. The remaining were enjoying *in group and individually learning* which each of them was rated 14.3%. The result pointed out that majority of the drivers were able to learn independently. It was agreeable to the aim of the emergence of the booklet that was to help the drivers learn English independently.

4) Learner's Role

Table 13 : Learning Needs (Learners' Role)

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Learners' role	In learning English, the role that I want is ...			
	Understand the dialog model then answer the question.	7	1	14.3%
	Understand the dialog model and following the explanation of expressions that are used.	7	7	100%
	Understand the dialog model and practice in a guided manner.	7	1	14.3%
	Understand the dialog model and practice in a half guided manner.	7	2	28.6%
	Others	7	0	0%

There was the role that was wanted by the drivers. The majority of the drivers (100%) assumed they would *understand the dialog model and following the explanation of expressions that are used*. It followed by those (28.6%) who assumed that they would *understand the dialog model and practice in half guided manner*. Then, those who assumed that they would *understand the dialog model and then answer the question and understand the dialog model practice in a guided manner*, both were rated 28.6%.

5) Teacher's Role

Table 14 : Learning Needs (Teacher's Role)

Aspect	Learners' Needs	N	Total Answer Per Item	Percentage
Teacher's role	In learning English without teacher, I could learn together with friend(s).			
	Yes	7	6	100%
	No	7	1	0%

Based on the result of need analysis's questionnaire, it pointed out that most of the *freelancing* hotel drivers (92.9%) *could learn together with friend(s)*. The remaining (7.1%) were *could not*. The result showed the agreeable to the aim of the developing the English booklet for *freelancing* hotel drivers, that was to learn

independently or without teacher. It was valuable for the material developer because it suited with the aim of the emergence of the booklet.

3. Document Analysis

In need analysis there were three activities, those were conducting interviews, giving questionnaire, and document analysis. This step was the process to analyze document that was used in learning English. The researcher needed to find out much information in learning English. That was why, the researcher did the activity called document analysis.

The data in this phase was gained from paper, that were books and magazines. The conversations and vocabularies involved in the booklet were taken from these books and magazines. The complete result of document analysis was presented below:

a) Books

In analyzing book, the researcher analyzed General English book and Students' book supported by dictionary. Those book were used in learning English in Junior High School, Senior High School, and General English books. The conversations and vocabularies involved in the books taken from those

books. So, in this step, the topic of the books were listed by the researcher below:

Table 15 : Book's table of content entitled "*Tourism English: A Complete Introductory Course*"

Tourism English: A Complete Introductory Course	
Unit 1 : Arrivals, Introductions	<ul style="list-style-type: none"> – Greetings at the Airport – Meet My Friends – Nice to Meet You – Social Etiquet – Smiling is Important
Unit 2 : Traveling Troubles	<ul style="list-style-type: none"> – Jet Lag – Rapping Flight Attendant – Fear of Flying – Time Zones
Unit 3 : Getting Around	<ul style="list-style-type: none"> – Catching a Bus – Heaviest Limousine – How To Travel Cheaply – Places Visited
Unit 4 : Accomodation	<ul style="list-style-type: none"> – Stay In Paris – Vacation Talks – The Ice Hotel – Hotel Lutetia
Unit 5 : At The Hotel	<ul style="list-style-type: none"> – Checking In – Guest Services – Bed Bugs – Room Service
Unit 6 : "Still" at The Hotel	<ul style="list-style-type: none"> – Ice Rink! – Councierge – Another Ice Rink – Switchboard
Unit 7 : Telephoning	<ul style="list-style-type: none"> – Answering a Call – Messages – Structuring a Call – Returning the Call – What Makes a Good Call?
Unit 8 : Traveling Places	<ul style="list-style-type: none"> – The Big Apple – Fun at the Water Park – Road Trip – Scheduling Problems

Table 16 : Book's table of content entitled "*Look Ahead 1: An English Course for Senior High School Students Year X*"

Look Ahead 1: An English Course for Senior High School Students Year X	
Unit 1 : Tell Me What Happened	– Sharing Your Experience – Sharing What You Know
Unit 2 : Telling Stories (1)	– Sharing Stories – Sharing More Stories
Unit 3 : Following Instructions	– How to Make Things – Dealing with Recipes
Unit 4 : Telling Stories (2)	– Enjoying the Stories – Making Up Stories
Unit 5 : What Does It look Like?	– Describing Animals – Describing People
Unit 6 : What a Beautiful Place!	– Telling What You See – Describing Places
Unit 7 : Breaking News	– Getting in Touch with News – Understanding Expressions in Newspaper

Table 17 : Book's table of content entitled "*Look Ahead 2: An English Course for Senior High School Students Year XI*"

Look Ahead 2: An English Course for Senior High School Students Year XI	
Unit 1 : Tell Me About It	– Telling People About It – Sharing What You Know
Unit 2 : Telling Stories (1)	– Sharing Tales – Sharing Modern Stories
Unit 3 : Figuring Out a Conclusion	– Speaking Up Your Mind – Jotting Down Your Ideas
Unit 4 : Telling Stories (2)	– Sharing Folktales – Sharing Fables
Unit 5 : Telling Funny Stories	– Sharing Funny Experiences – Sharing Funny Stories
Unit 6 : It Should be Like This	– Sharing Suggestion – Sharing Opinions

Table 18 : Book's table of content entitled "*Smart Steps: An English Textbook for Junior High School Grade IX*"

Smart Steps: An English Textbook for Junior High School Grade IX	
Unit 1 : Are You Sure?	
Unit 2 : Tell Me More about It	

Unit 3 : What a Smart Boy
Unit 4 : What is a Tsunami?
Unit 5 : How Do You Make It?
Unit 6 : Would You Mind Singing Your Name, Please?
Unit 7: Guess What?
Unit 8 : That's Fantastic!
Unit 9 : Do You Love Stories?
Unit 10 : Months are Not Butterflies

Table 19 : Book's table of content entitled "*English 900: Basic Course One*"

English 900: Basic Course One	
Content	<ul style="list-style-type: none"> – Greetings – Classroom Expressions – Identifying Objects – Identifying People by Occupation – Introductions and Courtesies – Days and Months of the Calendar – Talking About Objects – Telling Time – Talking About Dates

Table 20 : Book's table of content entitled "*English 900: Basic Course Two*"

English 900: Basic Course Two	
Content	<ul style="list-style-type: none"> – Talking About Objects and People – Talking About Languages – Talking About Age – Talking About Activities – Talking About Daily Activities – Talking About Yesterday's Activities – Meeting A Friend – Talking About Year's Activities – Asking About Addresses – Asking Questions

Table 21 : Dictionary's table of content entitled "*Instant Vocabulary: Categorized and Picture Dictionary*"

Instant Vocabulary: Categorized and Picture Dictionary	
Content	Pengetahuan Dasar Bahasa Inggris
	Manusia dan Lingkungan
	Pengetahuan Ilmiah dan Akademik
	Pembelajaran Bahasa Inggris

b) Magazines

In analyzing magazine, the researcher analyzed magazine which related to tourism. Some pictures were taken from those magazines supported by Internet sources. So, in this step the rubric of those magazines were listed by the researcher in the tables below.

Table 22 : Magazine's table of content entitled "*GLOOB! 10th Edition, 2007*"

GLOOB! Edisi 10, 2007	
Content	<ul style="list-style-type: none"> – Sungai Citumang – Hoi An – Shwdagon Pagoda – Sukabumi – Gateway Ideas – Travel Gears – You Should to Try – Focus – Tune for Trip

Table 23 : Magazine's table of content entitled "*Pesona Magazine: Tourism, Lifestyle, Celebrity 1th Edition, 2015*"

Pesona Magazine: Tourism, Lifestyle, Celebrity Edisi 1, 2015	
Spoken Mind	Wisata Bahari Menjadi Urat Nadi Pariwisata.
Fashion Spread	Dream higher tahn sky and deeper than the ocean.
Wonderlust	Menikmati keindahan pariwisata Indonesia ala Jenifer Arnelita. Z
Travel Bite	Alternatif wisata kuliner dengan konsep wahana permanan air

It is Said	Jika kita kelola dengan baik wisata bahari diperkirakan akan menghasilkan sekitar US\$ 1.2 triliun per tahun.
Luxury Escape	AR+OTL; It's about being different, successful and proud of it
Indonesia Treasure	Cari tahu semua tentang keindahan budaya dan biota laut Buton.
Creativepreneur	Satu-satunya kelompok Circus Indonesia
Travel Addict	Fun dive seru di Pulau Menjangan
Tune In	Musik kami tidak hanya terpengaruh dari Amerika atau Eropa saja.
Travel Tips	Tips liburan di pantai
Find Us	Alamat Dinas Pariwisata seluruh Indonesia

4.1.2 Development Phase

The development phase had many steps which was done by the researcher through modified some steps, they were: 1) *Writing Draft*; 2) *Revising Draft*; 3) *Validating Draft*; 4) *Revising Draft*; 5) *Try Out of The Product*; 6) *Getting Expert Validation and User Validation*; 7) *Revising Draft*; and 8) *Writing Final Draft*. Those steps were explained as follows:

4.1.2.1 Writing Draft

The researcher constructed the content and blueprint of the booklet according to the result of need analysis. The developing of the English booklet for *freelancing* hotel drivers in Surabaya is based on some books and magazines supported by Internet sources. It was organized because there were not a previous books which bridged their specific needs. Many general English books were not suitable with the drivers' specific needs, and they should take some expensive

considerations if they had to take English courses in Surabaya. That was why, the researcher constructed the English booklet which was hoped it would help them learn independently and improve their English speaking skill when they were in the work place.

After the blueprint of booklet had finished to be constructed, then the researcher started to construct the content of booklet. It was taken from various sources including in the form of print out and internet sources as stated in the previous paragraphs. There were so many materials which needed to be adapted at first before it could be put in the booklet. One of the reason was the context of situation that did not suit with the *freelancing* hotel drivers usually be used. That was why, the materials needed to be adapted.

The next phase after constructing the content materials, the researcher started designing the booklet by adding some pictures which related to the materials in order to make it to be more attractive and easier to be learnt. The pictures were taken from internet sources and the rest were taken from some e-books. There were some pictures which somewhat did not suit with the dialog in the booklet, so that the researcher do the editing of the content to make it to be match between the picture and dialog.

4.1.2.2 Revising Draft

Both the draft and the design of English booklet for *freelancing* hotel drivers was done. Then it should be checked again and revised if it needed. Some grammatically error found in the example which had been provided. It was mostly in the example of Present Continuous Tense and Simple Present Tense Nominal which often went around. It was known because of both of tenses used “**tobe**” in their structure, which in the Present Continuous Tense the “**tobe**” was followed by *Verb-ing* form, whereas in the Simple Present Tense Nominal the “**tobe**” was followed by *adverb, noun, and adjective*.

The booklet was named “*Express Your English*” by the researcher which was given the sub-title called “*The Conversation for Freelancing Hotel Driver*”. The last was used the font named “*amazing day everyday*” which was changed by the researcher because between the lowercase letter “e” and “o” were nearly the same. It could make the driver to be confused even though it was just in the part of sub-title. In order to avoid that possibility, the researcher changed it with another font named “*trendsetter*” which looked like hand writing. The consideration was based on some comments which were given by some people including a graphic designer

and a teacher who had ever done the research related to Research and Development.

Mistakes found in writing the draft was revised in this step. The researcher needed about 2 (two) days to done the revision of the product before it was ready to be printed and tried out. The revision was including the physical appearance of the booklet and also the content. The researcher also given additional vocabularies related to the material in the part of Describing Person and Place. The activity of revising the draft was done with the help of a friend which is a teacher in one of the Elementary School in Trenggalek.

4.1.2.3 Trying Out of the Product

In this phase, the draft which was in the form of printed out was tried out. The researcher printed out 12 (twelve) copies of booklet. The seven booklet was given along with user judgment questionnaire to the *freelancing* hotel drivers to be learnt and applied in the work place. The duration of try out of the product was 7 (seven) days or a week and it was held on April 21 – 27, 2018.

The product was tried out to the seven *freelancing* hotel drivers using the seven copies of the booklet which had been stated above. The content of booklet which be used in this phase were material the form of dialogue, description, and

picture which has been provided some explanation related to the particular context of situations.

4.1.2.4 Getting Expert Validation and User Validation

Getting expert validation was the crucial phase to make the product had good quality. The person who had the ability to validate the product, in this case the English booklet, was called the expert. They were three English teachers from some school in Trenggalek. Then, the activity related to the validity of the booklet by the expert was mentioned as expert validation. The instrument which was chosen by the researcher was *Expert Validation Questionnaire*. It covered 4 (four) main aspects, those were content, presentation, language, and graphic. The data presentation from expert validation were explained as follows:

- 1) The size (page) of the booklet should be thinner and the explanation should be briefer.
- 2) Between the title and sub title should be separated clearly, for instance in the next page. The illustrations were too prominent so that the arrangement of paragraph was not well-ordered.
- 3) Each paragraph should be begun with multi-spaced word.
- 4) The numbers were too close to the content of the book.

- 5) The table of content was not so clear, it should not use illustration.
- 6) The list of vocabulary was to be meaningless because the dialogs had been equipped by translation and illustration clearly.
- 7) Some vocabularies were influenced by ‘mother tongue’.

The researcher also asked the subject of this study to give feedback after trying out of the product, they were the *freelancing* hotel drivers, by distributing ***User Judgment Questionnaire***. The activity was done by the researcher to know their comment and to reach suggestion related to the booklet. There were 4 (four) main points of that had been evaluated, those were objective, main activity, and graphic. They were including comprehension related to the objective, comprehension related to the instruction, appropriateness of examples, comprehension related to the examples, adequacy of explanation, improvement in part of knowledge of the language (vocabulary, grammar, and expression), order or sequence, font selection, font size, and layout.

There were the comments and suggestions gained through distributing ***User Judgment Questionnaire*** to the *freelancing* hotel drivers. They were described under quotations below:

1) Objective

a) Comprehension related to the objective:

“Tujuannya mudah dipahami.”

(The goal is easy to be comprehended.)

“Iya.” (Yes, I can.)

“Ya, mudah.” (Yes, it is easy.)

“Saya paham karena bahasanya Indonesia.”

(I understand because it is in Indonesian.)

“Saya paham sekali soal itu.” (I understand it well.)

Based on the quotations above, it could be described that the goal of each unit could be comprehended well by the freelancing hotel drivers.

2) Main activities

b) Comprehension related to the instruction:

“Saya mengerti sekali karena bahasanya memakai bahasa Indonesia dan Inggris.”

(I understand it well because it uses Indonesian and English.)

“Iya begitu menurut saya.” (I think so.)

“Ya.” (Yes, I can.)

According to quotations written by the drivers above, the researcher could explained that the instructions in Main Activity could be comprehended well by the drivers.

c) Appropriateness of examples:

“Menurut saya cukup.” (It is enough, I think.)

“Sangat membantu karena penjelasannya luas.”

(It is so helpful because the explanation was large.)

The quotations above could represent that the examples of dialog in Main Activities were appropriate to the drivers' necessities.

d) Comprehension related to the examples:

"Penjabarannya sangat mendetail tapi diulang-ulang."

(The explanation is very detail, but it is repeated several time in explanation.)

"Penjelasannya kadang-kadang terlalu luas."

(The explanation sometimes is so much.)

"Saya sangat paham." (I understand it well.)

"Iya." (Yes, I could.)

"Pastinya saya suka." (Sure. I like it.)

Based on the opinions above, the researcher could stated that majority of examples of dialog in Main Activities could be comprehended by the researcher, but it was sometimes too detail or explained in more than one topic. In other words a particular topic was explained for several times in more than one unit. So that it needed to make it briefer.

e) Comprehension related to the explanation of examples:

"Penjelasannya detail sekali."

(The explanation is very detail.)

"Penjelasannya membantu sekali dalam bahasa Inggris saya."

(The explanation helped my English learning so much.)

The quotations above could represent that the drivers could comprehend the explanation in Main Activities. It was under some reasons that the materials were explained in detail, supported by the use of both Indonesian and English.

f) Adequacy of explanation:

“Bukunya sangat mudah dipahami karena sudah lengkap sekali dengan penjelasan beserta terjemahannya.”

(The booklet is very easy to be understood because it is completed by explanation and translation.)

According to the quotation above, the researcher could stated that the adequacy of explanation in Main Activities was reached. It was because the materials were explained completely supported by both English-Indonesian and Indonesian-English translation.

g) Improvement in part of knowledge of the language (vocabulary, grammar, and expression):

“Bukunya sangat membantu dalam meningkatkan kosakata bisnis dan ekspresi-ekspresi.”

(The booklet could help improving the business vocabulary and expressions.)

“Saya bisa meningkatkan kosakata saya, ekspresi, dan juga gremer.”

(It could improve my knowledge in vocabulary, expression, and grammar.)

“Saya tidak tau banyak soal grammar. Lebih suka belajar dialognya saja.”

(I do not know much about grammar. I prefer learn the dialog given.)

“Saya suka sekali belajar buku ini. Sangat membantu.”

(I am very happy when I learnt with this book. It is so helpful.)

“Saya payah soal grammar. Saya suka dialog dan vokeb di buku ini.”

(I do not know about grammar. I like dialog and vocabulary in this book.)

The quotations above could descibed that the activities in Main Activity could improve the drivers’ knowledge of language (vocabulary, grammar, and expression). Some of them would learn vocabulary and expression rather than grammar, while some other would learn the combination of them. Moreover, the booklet was also helpful for the drivers and they were overjoyed to learn English by using the booklet.

h) Order or sequence:

“Sangat membantu sekali. Salam tingting.”

(I think it is very helpful.)

“Iya. Itu membantu banget.” (Yes. It could help me.)

“Mbak mau donk kalo punya buku lagi. Pengen belajar banyak saya.”

(Please give me another book if you have. I want to learn more.)

“Saya suka banget buku ini. Membantu sekali untuk komunikasi dengan turis-turis.”

(I was really interesting with this book. It help me so much to communicate with tourist.)

Based on the quotations which were written by the freelancing hotel drivers above, it could be concluded that the activities in Main Activity were presented in well-ordered which make them learn easily. The booklet was very helpful for while doing communication with tourist and it could motivate them to learn more.

3) Graphic

i) Font size:

“Cukup jelas.” (It is clear enough.)

“Fontnya udah cukup kok.”

(The font is clear enough.)

“Iya. Menurut saya begitu. Dan alangkah bagus nya kalo ukuran fontnya diperjelas lagi.”

(Yes. I think so. And it will be better if the size was to be enlarged.)

According to the quotations above, it could be concluded that the font size is clear enough which mean that it could be read clearly, but it will be better if the font size was enlarged in order to make it easier to be read.

j) Font:

“Iyes.” (Yes, I do.)

“Ya. Nggak terlalu kecil, tapi juga nggak gede-gede amat.”

(Yes. It is not too small, but also not too big.)

“Saya suka fontnya Unit 3 yang di daftar isi. Bagus.”
(I like the font of Unit 3 in the Table of Content. It is nice.)

“Ya saya tau.” (Yes, I know.)

Based on the quotations which had been written by the drivers, it could be explained that the font which was used in the booklet had appropriated.

k) Layout:

“Sampulnya bagus. Tapi akan lebih bagus lagi kalau isinya juga cerah ceria penuh dengan warna seperti pelangi.”

(The cover is interesting enough. It should be more interesting if the contents are also colorful.)

“Saya suka gambarnya.” (I like the picture.)

“Saya suka sekali. Terima kasih mbak sudah dikirim bukunya.”

(I like it very much. Thank you for giving me this book.)

“Menarik.” (It is interesting.)

“Lebih bagus jika berwarna.” (Better if it is colorful.)

“Lebih bagus kalau berwarna keseluruhan isi bukunya.”

(It is interesting if all of the book were colorful.)

“Alangkah lebih indahnya kalau berwarna. Tolong saya dikirim lagi ya kalau dicetak ulang.”

(It is better colorful. Please send me again if you reprint out the book.)

“Bagusan. Beneran.” (I was interested. Really.)

Based on the quotations above, the researcher could be described that the layout of the booklet was well-arranged or well-organized. The drivers were very happy to get the booklet and they were interested in the booklet. According to the drivers' opinion, the booklet could be more attractive if the picture or illustration were colorful in the front and back sides and also in the content of the booklet itself.

The result of both *Expert Validation Questionnaire* and *User Judgment Questionnaire* would be used to revise the product. It was needed to make the product to be better and to be more suitable to the *freelancing* hotel drivers' needs. After the product was revised, so it was called as the final draft or product.

4.1.2.5 Revising Draft

This step was the last revision of the draft. The researcher revised the draft based on the feedback which was given through distributing both *Expert Validation Questionnaire* and *User Judgment Questionnaire*. Those contained the expert and the drivers' opinion and suggestion

about the English booklet. The result of both questionnaire were described by the researcher in the previous step.

4.1.2.6 Writing Final Draft

It was the last step in the development phase of modification model of Research and Development. In this step, the booklet was fixed by the researcher, so that it was better than before because the product had through some revision. The product was ready to be implemented in the large scale which meant other drivers in the hotel and tourism industry.

4.2 Data Analysis

In this step, the whole data which covered the beginning of the research until the last part were analyzed. It was the kinds of data which taken from Need Analysis until the last part that was getting both Expert Validation and User Judgment which resulted from Research and Development. In this case, the data were focused on word, utterances or statement, and documentation. The analysis of data in the beginning of the research was completely described as follows:

4.2.1 Research Phase

4.2.1.1 Need Analysis

In the data analysis exactly in the part of need analysis, the researcher analyzed the data that were presented in *Presentation of Data*. The researcher analyzed the data which

were resulted from interview, questionnaire, and document analysis which the result was described below:

1. Interview

Interview was used to dig much more information and identify personal responses and views privately. The researcher did interview to the *freelancing* hotel drivers. The points which were covered through interview were about learners' learning objective in English, particular situation that usually be used by them in English communication, topic and activity that they want in learning English speaking independently, the language that was suitable in English booklet for *freelancing* hotel drivers, and problems in English speaking. Those points were useful to develop the product and they were absolutely help the material developer to develop the learning material based on the drivers' request.

The researcher found that the drivers have experienced in learning English in the school, English courses, and self-taught learning (autodidact). Most of them (4-drivers) had been learnt English in the English courses, however because of some reasons like their work time which was not fixed and fee of English courses was expensive. The rest explained that they had been learnt

English when they were in the school and self-taught learning. It means that the emergence of English booklet for *freelancing* hotel drivers was needed by them. The statements or quotations were able to be looked at in the ***Presentation of Data.***

Then, the researcher also got information that the drivers' English ability in general was various. 3-drivers were enough but in the limit space, 3-drivers were less good, and 1-driver was poor. It means that the booklet should enrich the materials which suited to the particular situations where the drivers should use English to do communication.

In the part of speaking ability, the researcher reached information that majority of the drivers' (5 people) ability in speaking were enough but in the limit space, and the last two of were poor. It could be described that the drivers need to improve their English to support their activity in the work place because English was used when they communicate with tourists/foreign hotel guests. In this case, they should be able to communicate in foreign hotel guests.

The researcher also found that the drivers need material that contain conversation or dialog and

vocabulary which particularly used in communication with foreign hotel guests. Almost all of them need the conversations and vocabulary which commonly used while meet to foreign people. It could be described that the English booklet should contain the specific materials based on the drivers specific needs in the form of conversations and vocabularies which particularly used in their work place.

The language input which was desired by the drivers was both English and Indonesian. The researcher found that majority of the drivers (5-drivers) want both English and Indonesian as the input of the material, and the last two chose Indonesian. It meant that the instructional language be used in the English booklet should use bilingual (English and Indonesian) to help the drivers learn easily.

The researcher found that majority of the drivers enjoy to study with friends or in the small group, and one of them was prefer to study individually rather than study with friends or in small group. It meant that the drivers could do learning independently. It was suited with one of the objective of developing the booklet, that was to help the drivers learn independently.

While in the part of learners' learning goal, the researcher got information that the drivers' goal in learning speaking was in order to be able to speak in English and/or to communicate with foreign people. This was in line with the interview quotation below:

“Untuk bisa speaking dan memperbanyak kosakata.” (In order to be able to speak in English and enrich vocabulary.) (The 1st Informant)

“Agar saya bisa berkomunikasi dengan turis saat saya sedang bertugas.” (In order to do communication with foreign people when I am in the work place.) (The 2nd Informant)

“Supaya bisa berbahasa Inggris dengan baik.” (In order to be able to speak English well.) (The 3rd Informant)

Supaya bisa bicara bahasa Inggris dengan turis-turis di sini Mbak.” (In order to be able to speak English with foreign people.) (The 4th Informant)

“Agar bisa berbicara dengan turis Mbak.” (In order to be able to speak English with foreign people.) (The 5th Informant)

“Agar saya bisa berkomunikasi dengan turis saat kelling tempat wisata.” (In order to do communication with foreign people when I carrying out of them to the tourism spots.) (The 6th Informant)

“Supaya bisa berbicara dengan turis Mbak.” (In order to be able to speak English with foreign people.) (The 7th Informant)

In the part of particular occasion which usually be used by the drivers in speaking, the researcher got information that those were *greeting, introduction,*

thanksgiving, answering complaint, and offering help. It is interested to be observed because the drivers need the appropriate material in learning English. Most of general English learning materials could not be accepted by them because the material did not focus on improving their English. That was why, developing an appropriate booklet for *freelancing* hotel drivers was useful for them.

The researcher also found that the drivers need to increase their ability and knowledge in English speaking for some reasons. These was because of some consideration, they were: 1) *their job which made them keep in touch with foreign hotel guest or English was needed to support their job*; 2) *the cost of English courses was expensive*; and 3) *the awareness that English was a need*. It suited with the aim of the emergence this booklet. They should make some ‘expensive’ consideration if they have to take the English course. They were time consuming, cost that had to be paid, and material which not too suit with their need in work place. That was why, the emergence of the English booklet for *freelancing* hotel drivers was needed to help the drivers learn English independently. The booklet hopefully could help them improving their English speaking ability.

Based on the result of interview above, the researcher developed the English booklet for freelancing hotel driver. The booklet was entitled “**Express Your English: Conversation for Freelancing Hotel Driver**”. For the complete result of the interview which loaded the quotations, it could be looked at in the *Presentation of Data* and/or *Appendices*.

2. Questionnaire

In giving questionnaire, the researcher was giving it to the drivers as the respondent. The researcher characterized target needs or the learners’ existing knowledge and abilities in order to be able to perform appropriately in the target situation. It is divided into three points, those are necessities, lacks, and wants.

a. Target Needs

The first question in the questionnaire was about Target Need which included Goal, Necessities, Lack, and Wants.

Majority of the drivers’ main goal in learning English was to improve their speaking ability and enrich vocabulary. So that, the material developer

should select material which could help them improving speaking ability and increasing vocabulary in the English booklet for *freelancing* hotel drivers.

In the part of particular situations which usually used English in communication The researcher found that the drivers used English not in all situations. They mainly used English in *greeting, introduction, saying thanks, offering help, accompanying to Discotheque and Art Gallery*. The result was very really useful to help the material designer to develop the booklet based on the topic or situation which usually be used by the drivers.

The following was the form of material in the booklet based on the drivers needs. Based o the need analysis questionnaire, it showed that most of them prefer to learn with both written text and picture or graphic. It means that most of the drivers were visual learners which could learn effectively by using pictures and colors to help them. It was the meaningful input for the material designer to add pictures and colors in the English booklet for *freelancing* hotel drivers.

In the part of activity in learning English speaking that the drivers wanted the most. The result of questionnaire pointed that the drivers wanted to *comprehend the dialog model and following the explanation of expressions that are used*. It showed the drivers' preference in learning English using booklet or what kinds of activity that suit with their needs. It was because of their time to work that was not fixed so that they should learn independently in the spare time. The result was absolutely help the material developer to develop the learning material based on the drivers' request.

The topics (situations) which were requested by the drives based on the data taken from need analysis questionnaire were *tourism spot, central souvenir shoop, art gallery, and theatre exhibition*. It was very helpful to develop material based on the particular situations which usually be used by the drivers to do communication in English.

The following was the language in the booklet that they need in giving instruction and explanation. The researcher found that majority of the drivers chose both English and Indonesian. It was because

they would get difficulties if the booklet was pure in English, and the booklet could not improve their ability if the language input was only in Indonesian. So that, the English booklet should combine both English and Indonesia to help the drivers learn easily and understand the material. The result of questionnaire also showed that the most of the drivers' proficiency level were in *basic level*.

The next was about the topics that were mastered by the *freelancing* hotel drivers. Most of the driver (5-drivers) assumed that they were good in *greeting*, and 2-drivers though that they were average in *greeting*. There were 4-drivers who felt that they were good *introducing one self*, and 2 others who were average. It followed by 3-drivers who were average in *introducing other*, and the last 3 were lack in the same topic.

There were 2-drivers who were good in the topic of *thanksgiving*, and the other 4 were average in the same topic. Continued by 2-drivers who though that they were average in *asking for apologize*, and 3 of them were lack in the same topic. Then, 3-drivers

feel that they were average and 2-drivers who were lack while *asking for condition*.

The results above describe both characters of the subject and characters of the product which was needed by the subject. Characters of subjects were the important things because they were being the main factor of developing the booklet. Characters of the product that was needed by the subjects were also play the important role in constructing the good product.

Both characters should be considered by material developer, in order to decide how and why the character product which was developed and/or the steps of material which would be developed. Character of the subjects should be looked after carefully which the results were made the main character of the product. The character of the product took the important role which drew the request of the subject and also determined the quality of the product.

There was the same questions in Target Needs to identify the *freelancing* hotel drivers' wants which was also be put on the necessities. The question was about the appropriate topic according to their

necessity. The researcher addressed the question into both Necessities and Wants because the question covered those areas (Necessities and Wants). The result of the first question of Wants was as same as in the fourth question in Necessities. The complete results of Target Needs Questionnaire were described in *Presentation of Data → Research Phase → Need Analysis → Questionnaire → Target Needs*.

b. Learning Needs

The second part in the questionnaire was about Learning Needs. It was divided into 5 (five) parts, those were Speaking Input, Procedures, Setting, Learners' Role, and Teacher's Role.

Most of the *freelancing* hotel drivers liked *written dialog model with picture*, and they wanted to *comprehend the dialog model and follow the explanation of expressions that are used*. Based on the result above, it showed characters of the material which was needed by the drivers. It took the important role which drew the request of the subject. It should be considered by the material developer in order to decide steps of developing the material and consider

how and why the material was developed. Character of the product determined the quality of the product, whether it was good or moreover it was effective in trying out of the product and implementation in the next day.

The researcher also found that the majority of the drivers were able to learn independently. It was agreeable to the aim of the emergence of the booklet that was to help the drivers learn English independently. The result of need analysis's questionnaire also pointed out that most of the *freelancing* hotel drivers *could learn together with friends* and the rest could learn autodidactic. The result showed the agreeable to the aim of the developing the English booklet for *freelancing* hotel drivers, that was to learn independently or without teacher. It was valuable for the material developer because it suited with the aim of the emergence of the booklet. The results of Learning Needs Questionnaire were explained largely in ***Presentation of Data → Research Phase → Need Analysis → Questionnaire → Learning Needs.***

3. Document Analysis

In need analysis, exactly in the part of document analysis, the researcher analyzed some documents which were in both English and Indonesian. Those were in the form of book and magazine. The books were learning English book which loaded mainly General English book and the another was English for Specific Purposes book. The GE books were students books and the ESP book was English book for tourism. Whereas the magazines were Indonesian tourism magazines.

The researcher analyzed many books and magazines because there was not the English book for the *freelancing* hotel drivers which was printed or published by the other people or publishers. So that, the researcher took materials from those books and magazines, then they were adapted by the researcher before it was taken in the draft of the booklet. Material adaptation took the very important role in this phase, because the materials found in the document were not always matched with the topics and situations which was arranged in the “**Content of the Booklet**” or “**Syllabus**”. The researcher named the syllabus as the content of the booklet because it was typed directly in the form of table which drawn the content of

the book directly and in order to make it to be easier to be understood.

c. Book

In analysis the book, the researcher analyzed 6 (six) books and 1 (one) dictionary as the reference. One book was ESP book and the rest were GE books. Those books entitled: 1) *Tourism English: A Complete Introductory Course*; 2) *Look Ahead 1: An English Course for Senior High School Students Year X*; 3) *Look Ahead 2: An English Course for Senior High School Students Year XI*; 4) *Smart Steps: An English Textbook for Junior High School Grade IX*; 5) *English 900: Basic Course One*; 6) *English 900: Basic Course Two*; 7) *Instant Vocabulary: Categorized and Picture Dictionary*. The result of document analysis were explained as follows:

Tourism English: A Complete Introductory Course	
Unit 1 : Arrivals, Introductions	<ul style="list-style-type: none"> – Greetings at the Airport – Meet My Friends – Nice to Meet You – Social Ettiquet – Smiling is Important
Unit 2 : Traveling Troubles	<ul style="list-style-type: none"> – Jet Lag – Rapping Flight Attendant – Fear of Flying – Time Zones

Unit 3 : Getting Around	<ul style="list-style-type: none"> – Catching a Bus – Heaviest Limousine – How To Travel Cheaply – Places Visited
Unit 4 : Accomodation	<ul style="list-style-type: none"> – Stay In Paris – Vacation Talks – The Ice Hotel – Hotel Lutetia
Unit 5 : At The Hotel	<ul style="list-style-type: none"> – Checking In – Guest Services – Bed Bugs – Room Service
Unit 6 : “Still” at The Hotel	<ul style="list-style-type: none"> – Ice Rink! – Councierge – Another Ice Rink – Switchboard
Unit 7 : Telephoning	<ul style="list-style-type: none"> – Answering a Call – Messages – Structuring a Call – Returning the Call – What Makes a Good Call?
Unit 8 : Traveling Places	<ul style="list-style-type: none"> – The Big Apple – Fun at the Water Park – Road Trip – Scheduling Problems

The complete result of document analysis (books) could be looked at in the part of ***Presentation of Data → Research hase → Need Analysis → Document Analysis.***

d. Magazine

In analysis the magazine, the researcher analyzed 2 (two) magazines as the reference. Those were tourism magazines which were in Indonesian.

Those magazines entitled: 1) *GLOOB! 10th Edition, 2007*; and 2) *Pesona Magazine: Tourism, Lifestyle, Celebrity 1th Edition, 2015*. The result of document analysis (magazine) were presented below:

GLOOB! Edisi 10, 2007	
Content	<ul style="list-style-type: none"> – Sungai Citumang – Hoi An – Shwdagon Pagoda – Sukabumi – Gateway Ideas – Travel Gears – You Should to Try – Focus – Tune for Trip

Pesona Magazine: Tourism, Lifestyle, Celebrity Edisi 1, 2015	
Spoken Mind	Wisata Bahari Menjadi Urat Nadi Pariwisata.
Fashion Spread	Dream higher tahn sky and deeper than the ocean.
Wonderlust	Menikmati keindahan pariwisata Indonesia ala Jenifer Arnelita. Z
Travel Bite	Alternatif wisata kuliner dengan konsep wahana permanan air
It is Said	Jika kita kelola dengan baik wisata bahari diperkirakan akan menghasilkan sekitar US\$ 1.2 triliun per tahun.
Luxury Escape	AR+OTL; It's about being different, successful and proud of it
Indonesia Treasure	Cari tahu semua tentang keindahan budaya dan biota laut Buton.
Creativepreneur	Satu-satunya kelompok Circus Indonesia
Travel Addict	Fun dive seru di Pulau Menjangan
Tune In	Musik kami tidak hanya terpengaruh dari Amerika atau Eropa saja.
Travel Tips	Tips liburan di pantai
Find Us	Alamat Dinas Pariwisata seluruh Indonesia

4.2.2 Development Phase

In the development phase, the researcher did 6 (six) steps, those were *writing draft, revising draft, trying out of the draft, getting expert validation and user judgment, revising the draft, and writing final draft*. Those steps were presented briefly below:

4.2.2.1 Writing Draft

There were many typographically and grammatically errors which were made by the researcher in writing the first draft and somewhat the sentences were influenced by mother tongue. Those were explained below:

- 1) **In Unit 1 (Topic: Greeting, Dialog 1)**, the researcher wrote “*Seruni Regency*” to mention “**hotel**” which could make misunderstanding because the word “regency” could be interpreted as “**kabupaten**”, so that the researcher replaced into “*Seruni Hotel*”.
- 2) **In Unit 1 (Topic: Greeting, Dialog 2)**, the researcher wrote “*Lamongan Tourism Marine*” to mention “*Wisata Bahari Lamongan*” which was suggested by the expert to do not translate it into English if it was used to point out the tourism spot. That was why, the researcher changed into “*Wisata Bahari Lamongan*”.
- 3) **In Unit 1 (Topic: Introduction, Dialog 1)**, the researcher wrote in the introductory paragraph “*Beatrice is a tourist*

and Mr. Andi is Ms. Tris' driver." The sentence was confusing because Beatrice was not introduced as Tris in the introductory. That was why, the researcher changed it into *"Beatrice is a tourist and Mr. Andi is her driver."*

- 4) **In Unit 1 (Topic: Introduction, Dialog 2)**, the researcher wrote *"In Pandawa Beach, Mr. Ahmad and Percy meet Annabeth who is Mr. Ahmad's friend."* The sentence was somewhat confusing, so that the researcher replaced into the sentence *"In Pandawa Beach, Mr. Ahmad and Percy meet Mr. Ahmad's friend. Her name is Annabeth."*
- 5) **In Unit 1 (Asking somebody else)**, the researcher wrote an example in the form of the conversation between Kamto and Desta. Desta said, *"My full name is Desta Sinara Widhi."* Then Kamto asked him, *"What is your nick name?"* After that, Desta answered, *"My nick name is Desta."* The three sentences were somewhat influenced by mother tongue, so that the researcher removed and changed them into a sentence, *"My full name is Desta Sinara Widhi. You can call me Desta."*
- 6) **In Unit 2 (Topic: Giving Information, Dialog 1)**, the researcher wrote *"Is the place is in the village?"* stated by Steve which the sentence had **multiple tobe (is)**. The second tobe (is) should be removed because the sentence

was interrogative which put to be in the beginning. So that the researcher changed the sentence into ***“Is the place in the villages?”***

- 7) **In Unit 2 (Topic: Giving Information, Dialog 1)**, the researcher wrote ***“Could you accompany me to go there when they are open?”*** stated by Mr. Budi and the sentence ***“Of course, I will. With my pleasure.”*** stated by Steve. Both sentences were somewhat influenced by mother tongue, so that the researcher changed it into, ***“Could you accompany me to go there?”*** and ***“Of course. It’s my pleasure.”***
- 8) **In Unit 2 (Topic: Giving Information, Dialog 2)**, The researcher wrote ***“Madurish Batik’s Center”*** which was changed by the researcher into ***“Pusat Batik Madura”***. The reason was as same as the number 2 (two).
- 9) **In Unit 2 (Topic: Giving Information, Dialog 2)**, the researcher wrote ***“It’s so far from here, right?”*** stated by Ms. Kate which the sentence was misplaced between ***“it (Subject)”*** and ***“is (Tobe)”*** because it was in the form of interrogative sentence. In order to fix it, the researcher changed the sentence into ***“Is it so far from here, right?”***
- 10) **In Unit 2 (Topic: Giving Information, Dialog 3)**, the researcher wrote ***“Why is Pamekasan is very interesting?”***

stated by Mr. Adam which the sentence had **double tobe (is)**. The first tobe (is) should be removed because the sentence was interrogative which in the form of WH Question. So that the researcher changed the sentence into ***“Why Pamekasan is very interesting?”*** In the same dialog (Dialog 3), the researcher also did typographical error in the term ***“naturel”*** which was changed into the word ***“natural”***.

- 11) **In Unit 2 (Topic: Saying Thank, Dialog 1)**, the researcher wrote in the introductory paragraph ***“Danial is very happy and he wants to say thanks to express his happiness to Mr. Paijo.”*** It was somewhat confused so that the researcher removed some words and the sentence was changed into ***“Danial is very happy and he wants to say thanks to Mr. Paijo.”***
- 12) **In Unit 3 (Topic: Offering Help, Dialog 2)**, the researcher wrote in the introductory paragraph ***“Mr. Nizar offers to bring his client’s bag named Mrs. Leone.”*** It was somewhat confused so that the researcher removed some words and the sentence was changed into ***“Mr. Nizar offers to bring Mrs. Leone’s bag.”***
- 13) **In Unit 3 (Topic: Describing Place and Person, Dialog 1)**, the researcher wrote ***“Do you know where I can watch***

theatre exhibition here?” stated by Jane which answered by Mr. Dayat with the sentence, *“Yes, I know.”* The sentence stated by Mr. Dayat was somewhat incorrect and it was replaced into *“Yes, I do.”*

14) In Unit 3 (Topic: Describing Place and Person, Dialog

1), the researcher wrote *“Is it ancient art just like traditional theatre exhibition as usual?”* stated by Jane which somewhat influenced by mother tongue, so that the researcher removed some words and it changed into, *“Is it an ancient art just like traditional theatre exhibition?”* In the same dialog (Dialog 3), the researcher also did typographical error in the term *“accompany”* which was mistyped by the word *“accomapni”*.

15) In Unit 4 (Topic: Responding Complaint, Dialog 1), the

researcher wrote in the introductory paragraph *“Mr. Weasley have an allergic with alcohol.”* The sentence was somewhat incorrect because Mr. Weasley was the third person subject so that the Verb **“have”** it should be changed into **“has”**, and the article **“an”** should be removed. Then the sentence was replaced into *“Mr. Weasley has allergic with alcohol.”* In the same dialog (Dialog 1), the researcher also did typographical error in the term **“too”** which was mistyped by the word **“to”**.

- 16) In general, the researcher made explanation in each dialog in order to make it to be briefer.

4.2.2.2 Revising Draft

In revising the draft, the researcher revised the first draft based on the expert opinions and suggestions. It was also based on the typographically and grammatically errors which were made by the researcher in writing the first draft and somewhat the sentences were influenced by mother tongue as described in the previous phase. The opinions and suggestions from the expert were in line with quotation below:

- 8) *“Untuk ukuran buku saku lebih tipis dan isi/penjelasan lebih singkat.”* (The size (page) of the booklet should be thinner and the explanation should be briefer.)

- 9) *“Seharusnya judul dan sub judul ada pemisah yang jelas, misal pada lembar berikutnya. Gambar ilustrasi terlalu menonjol sehingga susunan paragraf tidak teratur.”*

(Between the title and sub title should be separated clearly, for instance in the next page. The illustrations were too prominent so that the arrangement of paragraph was not well-ordered.)

- 10) *“Setiap paragraf seharusnya diawali dengan kata menjorok atau jaraknya paling tidak multi spasi.”* (Each paragraph should be begun with multi-spaced word.)
- 11) *“Nomor terlalu dekat dengan isi buku.”* (The numbers were too close to the content of the book.)
- 12) *“Daftar isi tidak begitu jelas, seharusnya tidak usah menggunakan gambar ilustrasi.”* (The table of content was not so clear, it should not use illustration.)
- 13) *“Vocabulary list menjadi mubazir karena dialog sudah dilengkapi dengan terjemahan dan ilustrasi yang detail.”*
(The list of vocabulary was to be meaningless because the dialogs had been equipped by translation and illustration clearly.)
- 14) *“Beberapa kosa taka masih terpengaruh ‘mother tongue’.”*
(Some vocabularies were influenced by ‘mother tongue’.

The revision of the draft was explained in detail in the previous part.

4.2.2.3 Trying Out of the Product

In this phase, the booklet was tried out in the small scale which consist of 7 (seven) drivers in a week. It started from April 19-25, 2018. The booklet was printed out and then shared to the drivers. The booklet which used in try out steps

needed to revise again. Then, after the booklet was revised it could be called as the final product.

The booklet which tried out consist of conversations in particular topics and situations which usually be used by the *freelancing* hotel drivers. It was choosen based on the need analysis result on. the booklet was consist of 4 (four) units which each unit covered two topics. Whereas each topic consisted of three dialogs with the explanation. In the last part of the booklet, the researcher completed the booklet by vocabulary list and grammatical structure. The list of vocabulary was categorized into *n (noun)*, *adj (adjective)*, *adv (adverb)*, *v (verb)*, and *np (noun phrase)*. The categorizaton was addressed to completed the subdivision of grammatical structure and in order to make it easier to identify vocabuaries and its categories in each unit. That was why, the list of vocabulary was meaningful in this booklet.

4.2.2.4 Getting Expert Validation and User Judgment

The data which were gotten from both expert validation and user judgment were calculated by using formula proposed by Suharto (2006) which named *Likert-scale*. It was used as the measurement to analyze the data which taken from expert validation and user judgment. In order to make both of data

easier to be read, those were converted into interval of mean values on scale of 1 to 4 using a range of factual score. Each value had descriptive category which **Scale 1 = “*Very good*”**, **Scale 2 = “*Good*”**, **Scale 3 = “*Fair*”**, **Scale 4 = “*Poor*”**. The complete of the organization of descriptive analysis was explained in the table below:

Scales	Interval	Descriptive Categories
1	$3.24 < X \leq 4$	Very good
2	$2.5 < X \leq 3.24$	Good
3	$1.75 < X \leq 2.24$	Fair
4	$1 < X \leq 2.24$	Poor

1) Expert Validation

Expert validation was needed to validate the product which was developed by the researcher. The activity was conducted through distributing expert judgment questionnaire in the form of checklist which completed by the blank column (open-ended). The booklet was checked by 4 (four) experts in English field. The questionnaire was adapted from BSNP (2007) and the questionnaire could be seen in Appendix 4. It expert validation questionnaire (checklist) consisted of 15 statements which was given 4 (four) options for each statement. Those options were *very good*, *good*, *fair*, and *poor* as stated above, and the expert should give feedback if it was needed.

The validation of the booklet was derived from the descriptive statistics analysis of expert validation questionnaire (checklist) data which the results were in the form of number. The table of descriptive statistics could be seen in the table below:

Table 24 : The Result of Expert Validation Questionnaire

No	Component	N	Mean	%	Descriptive Categories	Comment
A. The appropriateness of the content						
1.	The materials are appropriate with Standard of Competence and Basic Competence	4	3,75	93.75%	Very good	–
2.	The materials are appropriate with Syllabus	4	3,75	93.75%	Very good	–
3.	The materials contain interpersonal text about the activity of the <i>freelancing</i> hotel drivers in the work place	4	3,75	93.75%	Very good	–
4.	The materials contain the dialog about the activity of the <i>freelancing</i> hotel drivers in the work place	4	3,75	93.75%	Very good	–
5.	The content of the materials are relevant and explore the <i>freelancing</i> hotel drivers' daily life	4	3,75	93.75%	Very good	–

No	Component	N	Mean	%	Descriptive Categories	Comment
B. The appropriateness of the presentation						
6.	The materials are conveyed in the form of communicative dialog which completed with illustrated/picture in order to be easier to be understood	4	3,25	81.25%	Very good	The list of vocabulary was to be meaningless because the dialogs had been equipped by translation and illustration clearly.
7.	The materials consist of guidance in order to help the freelancing hotel drivers could learn independently by learning the explanation of each dialog given	4	3,75	93.75%	Very good	–
8.	The materials consist of dialog which encourage the interaction between the <i>freelancing</i> hotel drivers and the tourist by using English in communication	4	3,75	93.75%	Very good	–

No	Component	N	Mean	%	Descriptive Categories	Comment
C. The appropriateness of the language						
9.	The language which was used in explanation and instruction was easy to be understood	4	3,5	87.5%	Very good	Some vocabularies were influenced by ‘mother tongue’.

No	Component	N	Mean	%	Descriptive Categories	Comment
10.	The messages which conveyed along with the materials are clear and easy to be learnt	4	3,75	93.75%	Very good	–

No	Component	N	Mean	%	Descriptive Categories	Comment
D. The appropriateness of the graphic						
11.	The size of the booklet is appropriate with the available booklet's standard	4	2,5	62.5%	Good	The size (page) of the booklet should be thinner and the explanation should be briefer.
12.	The layout is consistent (title, sub-title, material, and illustration)	4	2,5	62.5%	Good	Between the title and sub title should be separated clearly, for instance in the next page. The illustrations were too prominent so that the arrangement of paragraph was not well-ordered.
13.	The distance between paragraph is clear	4	3,25	81.25%	Very good	Each paragraph should be begun with multi-spaced word.
14.	The printing field and margin are ideal	4	3,25	81.25%	Very good	The numbers were too close to the content of the book.
15.	The setting of the title/unit is equal and those which equivalent (preface, the table of content, etc)	4	3,25	81.25%	Very good	The table of content was not so clear, it should not use illustration.

2) User Judgment

User judgment was aimed to get known about the user opinions and also suggestions related to the booklet or material that had been developed by the researcher. In this case, the user were the *freelancing* hotel drivers. The data resulted from the user judgment questionnaire were used to do revision and write the write the final draft/product.

The booklet was tried out to the 7 (seven) freelancing hotel drivers in 7 (seven) days or a week. As the expert validation questionnaire, the user judgment questionnaire was also adapted from BSNP (2007) and the questionnaire could be seen in Appendix 5. It consist of 11 (eleven) statements which was also given four options (*very good*, *good*, *fair*, and *poor*), and it had been completed by the blank space if the drivers wanted to write down their feedback, opinion, and/or suggestion.

The complete result of user judgment questionnaire was described in the table below:

Table 25 : The Result of User Judgment Questionnaire

No.	Component	N	Mean	%	Descriptive Categories	Comment
A.	Objective					
1.	I could comprehend the goal of each unit in this booklet well	7	4	100%	Very good	<ul style="list-style-type: none"> – The goal was easy to be comprehended. – Yes, I could. – Yes, it was easy. – I understood because it was in Indonesian. – I know it well.

No.	Component	N	Mean	%	Descriptive Categories	Comment
B.	Main Activity					
2.	I could comprehend the instructions in Main Activity well	7	4	100%	Very good	<ul style="list-style-type: none"> – I understood it well because it used Indonesian and English. – I think so. – Yes, I could.
3.	The examples of dialog in Main Activities were appropriate to my necessities	7	4	100%	Very good	<ul style="list-style-type: none"> – It was enough, I think. – It was so helpful because the explanation was large.

No.	Component	N	Mean	%	Descriptive Categories	Comment
4.	I could comprehend the examples of dialog in Main Activities	7	3,7	92%	Very good	<ul style="list-style-type: none"> – The explanation was very detail, but it was repeated several time in explanation. – The explanation sometimes too much. – I understand it well. – Yes, I can. – Sure. I like it.
5.	I could comprehend the explanation in Main Activities	7	4	100%	Very good	<ul style="list-style-type: none"> – The explanation was very detail. – The explanation helped my English.
6.	The explanation in Main Activities were adequate	7	4	100%	Very good	<ul style="list-style-type: none"> – The booklet was easy to be understood because it was completed by explanation and translation.

No.	Component	N	Mean	%	Descriptive Categories	Comment
7.	The activities in Main Activity could improve the knowledge of language (vocabulary, grammar, and expression)	7	3,7	92%	Very good	<ul style="list-style-type: none"> – The booklet could help improving the business vocabulary and expression. – It could improve my knowledge in vocabulary, expression, and grammar. – I do not know much about grammar. I prefer learn dialog given. – I was very happy when I learnt with this book. – I did not know about grammar. I like dialog and vocabulary in this book.
8.	The activities in Main Activity were presented in well-ordered which make me learn easily	7	3,2	80%	Very good	<ul style="list-style-type: none"> – I think it was very helpful. – Yes. It could help me. – Please gave me another book if you have. I want to learn more. – I was really interesting with this book. It help me so much to communicate with tourist.

No.	Component	N	Mean	%	Descriptive Categories	Comment
C.	Graphic					
9.	The font size could be read clearly	7	3,5	87.5%	Very good	<ul style="list-style-type: none"> – It was clear enough. – The font was enough. – Yes. I think so. And it will be better if the size was to be enlarged.
10.	The font which was used is appropriate for the booklet	7	4	100%	Very good	<ul style="list-style-type: none"> – Yes, I did. – Yes. It was not too small, but also not too big. – I like the font of Unit 3 in the Table of Content. – Yes, I knew.
11.	The layout of the booklet was well-arranged	7	3,7	92%	Very good	<ul style="list-style-type: none"> – The cover is interesting enough. It should be more interesting if the contents were also colorful. – I like the picture. – I like it very much. Thank you for giving me this book. – It is interesting. – Better if colorful. – It is interesting if all of the book were colorful. – It is better colorful. Please send me again if you reprint out the book. – I was interested. Really.

4.2.2.5 Revising Draft

This step was the last revising activity in the development phase. The researcher revised the draft based on the teachers' and users' opinion and suggestion. The complete result of both teachers' and users' (the *freelancing* hotel drivers) opinion and suggestion could be seen in the table above. After the draft had been revised, then it was ready to be write into the second draft. The step was done before the draft was rewrite and called as the final product/draft.

4.2.2.6 Writing Final Draft

Writing final product was the last step in the development phase. This step was done after the first draft had been tried out, then it had got both expert validation and user judgment, and had been revised. It meant that the booklet had through many revisions and had been tried out so that it was be better than the previous draft.

The development phase above was completed by the researcher. It this phase, the booklet had been tried out in the small scale which engaged the *freelancing* hotel drivers. In this case 7 (seven) drivers. The product which had been written in this step (writing final product draft) was ready to be applied in the large scale.

4.3 Revision of the Product

Based on the basis of the data analysis, the booklet or the final product of this research was revised as follows:

1) Grammatically error

In the content of the first draft of the booklet, there were so many grammatically errors which made by the researcher. Those were multiple “tobe” in one sentence and the use of incorrect Auxiliary Verb. So that the researcher rechecked and revised the draft including give additional and/or removed/replaced the words.

2) Typographically error

The researcher did recheck the content of the booklet and found some typographical error in the first drafting especially in writing the English words. For example, the word (noun) “*natural*” which had been written “*naturel*”, “*too*” (adverb) which had been mistyped by “*to*”, and the word (verb) “*accompany*” which had been written “*accomapni*”. The researcher did revision of the error typing directly along the process of recheck the content of the booklet.

3) Words and/or sentence which were influenced by mother tongue

In the first drafting, there were some words and/or sentences which were influenced by mother tongue. For example, in Unit 1 (Asking somebody else), the researcher wrote an example in the form of the conversation between Kamto and Desta. Desta said, “*My full name is Desta Sinara Widhi.*” Then Kamto asked him, “*What is your nick name?*” After that, Desta answered, “*My nick name is Desta.*” The three sentences were somewhat influenced by

mother tongue, so that the researcher removed and changed them into a sentence,

“My full name is Desta Sinara Widhi. You can call me Desta.”

4) Confusing words and/or sentence

Some words and/or sentence which could make confused were written by the writer in the first drafting. It was because the particular word had not been explained in the introductory paragraph, but the researcher put another detail of the word in the beginning. For example, in Unit 1 (Topic: Introduction, Dialog 1), the researcher wrote in the introductory paragraph *“Beatrice is a tourist and Mr. Andi is Ms. Tris’ driver.”* The sentence was confusing because Beatrice was not introduced as Tris in the introductory. That was why, the researcher removed the word *Tris’* and changed it into *her*, so that the sentence was *“Beatrice is a tourist and Mr. Andi is her driver.”*

5) The table of content

The researcher also edited the layout of the table of content. In the first drafting, the table of content was mainly added illustration which made the appearance did not clear. That was why, the researcher edited the font size and removed almost all illustration in the table of content.

6) The content of the booklet

The content of the booklet was too much. The size (page) of the booklet should be thinner and the explanation should make to be briefer. So that the researcher removed almost all Indonesian translation in the explanation of each dialog, because it had been translated in each dialog itself.

The researcher also removed explanation which did not focus on the main topic. For example, in Unit 1 (Topic: Introduction, Dialog 3) which was focused on *Introduction*, but the dialog was also added by the topic of *Greeting (and Parting)*. In the first draft, the researcher described almost all of the topic which appeared in each unit and did not focus in the main topic. It made the booklet easier to be learnt, but the explanation was went around. Furthermore, it thickened the booklet size.

7) Multiple meaning word

There was a noun phrase (Seruni Regency) which referred to “Seruni Hotel”, but the term “regency” was possibly could make misunderstanding and it was suggested by the expert to be removed and replaced. It was because the word “regency” itself had multiple meaning. Then the researcher revised the word and changed it into the word “hotel” so that it was to be “Seruni Hotel”.