



Developing English Vocabulary Application to Enhance Speaking Skills for Students of Hospitality Program

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Abstract. This is a report on a Research and Development project with the purpose of developing supplementary materials for building students' vocabulary in speaking in the hotel context for the tenth-grade students of the Hospitality Program at SMKN 3 Malang. The procedures were carried out in seven steps: (1) identifying the classroom problems, (2) reviewing recent theories of educational product development, (3) developing the educational products, (4) reviewing the product, (5) validating the products to experts and revised according to get quality assurance, (6) small scale try-out and revised based on the result of the try-out, and (7) publishing the final product. The students learn the vocabulary through three activities, namely watching the learning video (listening and repeating the dialog and knowing the vocabulary), doing the exercises, and reading the summary. The product provides six videos based on the basic competence of Introducing Oneself and Others, Congratulating and Complimenting Others, Expressing Intentions, Describing Tourism and Historical Places, and Giving Announcement. The context was adjusted to hospitality context. The validity result of this product is 95%, which means applicable and suitable.

Keywords: EVOC · hospitality program · contextual

1 Introduction

Vocational High Schools (SMK) has different instructional goals compared to those of Senior High Schools (SMA). The SMK curriculum for the special purpose of vocational secondary education is described in the 2006 edition of the SMK curriculum, Ministry of National Education, 2006: 6. The purpose of SMK is: (1) preparing students to become productive human beings, to be able to work independently, to fill job vacancies in the business world and the industrial world as mid-level workers according to the competence in the expertise program they choose; (2) preparing students to be able to choose careers, be resilient and persistent in competition, adapt to the work environment, and develop a professional attitude in their area of expertise; (3) facilitating students with science, technology, and art, so that they can develop themselves in the future both independently and through higher education; and (4) facilitating students with competencies required by the selected program [1]. The program learning outcome for the graduates of SMK

is having the competencies in their respective fields. Thus, they are ready to become workers and to face the industrial world.

According to the Decree of Director General of Primary and Secondary Education 2018, there are 146 programs available in SMK. One of the programs that has significant relation with English Language is the Hospitality Program, since it is a program with a work area related to the global community in which some hotel guests also come from other countries. Many people from all around the world visit Indonesia for business, travelling, political agenda, etc. The total number of foreign tourists stayed in star hotels in Indonesia reached 11.086.970 in 2015, 11.466.720 in 2016, 12.414.910 in 2017, 16.700.190 in 2018, and 11.307.430 in 2019 [2]. From 2015 to 2018, the total is consistently increasing. Based on the data, the demand of skilled staff in English communication in the hospitality field is high although due to the pandemic issue the total of foreign tourists in 2019 was decreasing. In this situation, to make the administration and services process in the hotel run well for foreign guests, the students need to be able to communicate in English.

However, some previous studies show that the English teaching-learning activities in SMK are on the contrary to the field needs and the goals of SMK. One of the goals of SMK is preparing students to fill job vacancies in the business and the industrial field as middle-level workers according to the competence in their chosen expertise program. In fact, English subject in hospitality program of SMK Sahid Surakarta was carried out using 'Get Along with English' book which contains topics that are not related to the output goals of SMK because the materials are not specific to the program [3]. English subject in hospitality program of SMKN 1 Panji Situbondo and SMKN 1 Tasikmalaya also conducted with acontextual materials. Findings show inconsistency between learning needs in enrichment students' English communicative competence and teaching-learning process. Therefore, the learners did not get opportunity and challenge to use English communicatively in real context of hospitality workplace discourse [4, 5]. However, teaching materials for vocational high school tend to be viewed as distinct and separate from general coursebook [6].

Based on an observation of this study in SMKN 3 Malang, the tenth-grade students of hospitality program also use 'Get Along with English' book for English Language subject. Two weaknesses of this book for hospitality program are the syllabus which are based on the themes but do not directly for specific purposes of vocational skills and some pictures provided in each chapter do not refer to the semiotic principle of the theme [3]. Pictures are used as semiotic signs to provide a better understanding in the target language [7]. Nevertheless, the pictures that are not related to the themes could not bring the optimum understanding to the students. On the other hand, based on teacher's interview in SMKN 3 Malang, due to the English subject materials do not focus on what students need in the hospitality program; the students do not put serious attention to the teaching-learning activities.

Furthermore, based on a classroom observation in a tenth grade of hospitality program at SMKN 3 Malang indicated that the materials were tough since they mostly do not have any specific relation to the hospitality field. The materials are organization, family, menu in restaurant, and road sign. However, the students need to master the materials about hospitality field because they need to practice it in industrial work practice (*Praktik*

Kerja Industri) in the fourth semester at eleventh grade. The fact that a subject about conversation in hotel was implemented by the school at the third semester of eleventh grade meant that the students could not learn effectively since they must learn many materials in a short time while preparing the administration for industrial work practice. Furthermore, the media of the subject that was used by the school is in a form of book and lack of variation. Consequently, it does not effectively gain the students' attention.

Some strategies were formed to make adolescence learners put attention to the teaching-learning activities. Some characteristics of adolescence learner (12–19 years old) are future orientations and motivated by desire for social acceptance [8]. The suitable teaching strategies for adolescence learners are the teacher should establish the authenticity of the materials, identify control focus, and make information meaningful to life. Based on the characteristics and teaching strategies that were stated by Bastable, the students will put more attention to the teaching-learning activities if the materials are contextual according to the program. English materials for students of SMK should be customized based on the students' need of using English in their field. However, English for Specific Purpose (ESP) concept was needed to make the materials more suitable for them. ESP is an approach to language teaching in which all decisions to content and method are based on the learner's reason for learning [9]. In addition, the idea that some effective teaching strategies for adolescence are using audiovisuals, role-play, contracts, and reading materials [8]. Similarly, the result of teachers' interview in this study indicated that the students prefer to learn using audio-visual media.

There are eleven topic materials that should be mastered by 10th-grade students of SMK [10]. Moreover, a survey and interview were conducted in this study on several hotel staffs to know the frequent topics of conversation and monologue in the hotel. The result shows that six out of eleven topics based on the government regulation are the frequent topics of conversation and monologue in the hotel. The topics are hotel check-in, greetings, hotel facility, tourism places, history, and announcement. These topics may be adjusted into the original topics from the government regulation. The topics were adjusted into self-introduction, congratulating, and complimenting others, expressing intention, describing tourism places and historical places, and giving announcements. These topics were needed to be mastered by the students, especially for speaking skill which is very important in hospitality field.

In relation to students' need of tourism vocational high school in learning English, in terms of language skills, they expect to improve their speaking ability, and listening ability. This makes sense because the two skills are closely interrelated [11]. In order to help the students to communicate English meaningfully, the teachers need a variety of teaching approaches, in which communicative language teaching can be covered to develop students' communicative competence.

The gap between government's goal, learning-teaching English in SMK, and students' needs brings an idea to develop a product to accommodate students to improve speaking skill in hospitality context. This paper presents a product namely EVOC. It is defined as an android application for developing speaking ability for students of hospitality program at SMKN 3 Malang by accommodating the content of the vocabulary in form of conversation that meet the need of students of hospitality program in professional competence. The content also can be associated with ESP (English for Specific Purpose)

due to the content based on specific context in hospitality field. This product can be used as an alternative of teaching and learning media for students of hospitality program of vocational high school, both for classroom activity and individually used. Specifically, this product can be useful for English teacher of hospitality program at SMKN 3 Malang to develop the students' vocabulary in speaking ability, since the content was carefully considered to meet the learners' needs. The product was completed by a manual book to help the user operates it.

2 Method

The method of this study is educational research and development (R&D) adapted from [12]. Figure 1 shows R&D cycle by Latief consisting of seven steps: (1) assessing the classroom problems, (2) studying recent theories of educational product development, (3) developing the educational products, (4) reviewing the product, (5) validating the products to expert and revised according to quality assurance, (6) small scale try-out and revised based on the result of the try-out, and (7) publishing the final product. This method was chosen because of its detail of each step.

Assessing the classroom problem was conducted for need analysis. Need analysis is defined as a set of procedures for specifying the parameters of course of study [13]. Assessing the classroom problem was conducted through four techniques: (1) classroom observation, (2) teacher's interview, (3) students' questionnaire, and (4) Hotel staffs' questionnaire. The purpose of classroom observation is to identify the teaching-learning process, teachers' method to deliver the material, students learning resources, and students' engagement in the class. Interviewing the teacher aims to know the information based on teacher's point of view. Then the purpose of students' questionnaire is to identify the problems based on students' point of view and to complete the information on classroom observation and teacher's interview result. The hotel staffs' questionnaire aims to know the frequent conversation needed in hotel.

Three research instruments were used to collect the data: (1) classroom observation sheet, (2) teacher's interview guide, (3) students' questionnaire, and (4) hotel staffs' questionnaire. Variables for observing the class are activity in the class, main resources, supporting resources, facilities, and students' behaviour. Variables for teacher's interview

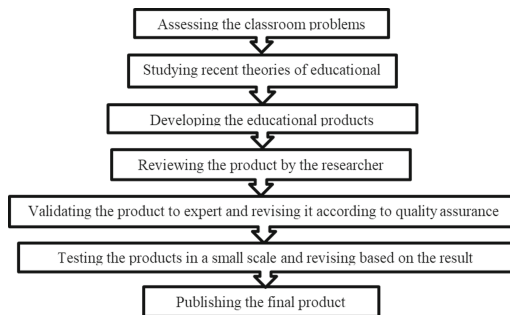


Fig. 1. Model of Research and Development Adapted from Latief (2014)

guide are teacher's general information, teacher's lesson plan, the differences between offline and online learning activity, teaching-learning applied in the class, student and teacher's problem, teacher's opinion about media used, and teacher's opinion about application/website. Variables for students' questionnaire are students' opinion about learning English, student's problem in learning English, student's opinion about media used, and student's opinion about application media for learning English vocabulary. Variables for hotel staffs' questionnaire are staff's general information, staffs' English communication, learning source, and topic in hospitality field.

Classroom observation was conducted in the tenth grade of Hospitality Program of SMK N 3 Malang. Due to the pandemic issue, the class was conducted online. First step to do for assessing the classroom problems is attending the online class and observing the teacher and students teaching-learning activity in WhatsApp group and Google classroom. While observing the students and teacher activity, the use of media was observed in teaching and learning process. After that, the students' questionnaire sheet was distributed to WhatsApp group and asked the students to fill it. The explanation about how to fill the questionnaire sheet was stated in the message. Students were allowed to ask if there is not understandable question. After all students submit the questionnaire sheet and the class ended, interview section was conducted with the English teacher of the class. Before doing activity in the school, questionnaire about English language use in hotel shared to hotel staffs of some hotels in several regions to know the field needs, then adjust it into the hospitality program materials.

The data from classroom observation and teacher's interview were analyzed qualitatively and the data from students' questionnaire and hotel staffs were analyzed both quantitatively and qualitatively because there was multiple choice questions and essay questions. Based on [14] the result from quantitative data was reported in a figure which was a summary of quantitative information and presented as a chart, graph, or picture. Figure 2 shows the formula used in this study:

Score of the item means the number percentage for each option in each question. This score can help to know the highest chosen answer until the lowest. The value means the total respondent of each option. The maximum score is the total respondent of all answer.

The second step of R&D method deals with studying recent theories of educational product development though reading journals, books, and government rules. Theories which needed to be studied are about research and development method, education government rules, English educational media, audio-visual media, vocabulary learning types, contextual materials, English for specific purposes, exercise types, and hospitality program.

The third is related to developing the product. Product development process was conducted based on data analysis and studied recent theories. The product development

$$N = \frac{x}{x1} \times 100\%$$

N	= the score of the item
X	= the value
X1	= the maximum score

Fig. 2. The Formula of Quantitative Data

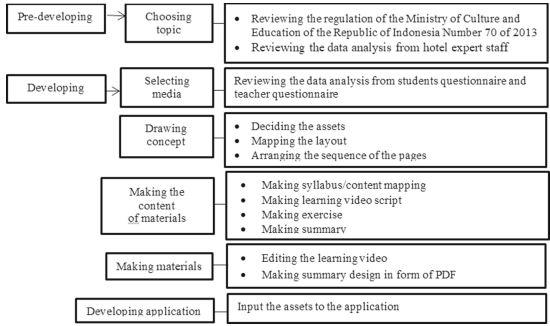


Fig. 3. Product development process

has two main steps and then divided become six steps. The two main steps are pre-developing and developing. The two steps for pre-developing are choosing topic and selecting media. The four steps for developing the product are drawing concept, making the content of materials, making materials, and developing application. Figure 3 captures the process of developing the product used in this study.

The fourth is reviewing the product by checking the product component. The checklists are about chosen media, syllabus, topic, materials, exercises, summary, and manual book. The additional comment was available to give detail information about each part of checklist. This activity helps the developing process more efficient to see what part was done and what part need to be done.

The fifth is validating the product to the experts of English language education and revised it according to quality assurance. The product was validated by two experts from English Department of State University of Malang. The first expert is concern in mobile application and the second expert concern in vocabulary and speaking acquisition. Aspects in the validation are content, language, design and layout, instruction, and pedagogy. Comment columns were provided to make details of the validation of each statement. Suggestion section was provided to the expert to write down any related suggestion. The expert validation was conducted by showing the application, manual book, user interface video tutorial, and giving the validation sheet to the experts to fill in. The result was analyzed quantitatively because in the form of score and the data will present in form of table. The comments and suggestions were interpreted and used it as the basis of revision. The first revision was conducted based on the data analysis, include the checklist points, comments, and suggestions. The validity standard percentage used is Arikunto’s standard of validation. The revised product was ready to try-out to know the effectiveness of the product as a media to learn English vocabulary for tenth grade of Hospitality Program in Vocational High School.

The sixth is product try-out in a small scale in form of 13 students and revised it based on the result of the try-out by giving the students experience to use the product to fill in the questionnaire about the quality of the product. The try-out was conducted via offline. At the beginning, general explanation and the procedure of how to operate the product was given to the students. The activities that must doing by the students are watching the video material in 10 min time allocation, work the exercises in 20 min time allocation,

and read the summary in 5 min time allocation. The students was divided into six based on the topic. When the students have already done with the try-out, questionnaire was given to fill by them.

Research instruments after doing product try-out are students' questionnaire and teacher's interview. The students' questionnaire was used to know the student's opinion about the product. The criteria are the content, language, design, and pedagogy. It consists of 15 statements and two open ended question about what students like and students' suggestion to make the application better. The score was used in in the questionnaire is based on level of agreement by [15]. One score means strongly disagree, two score means disagree, three score means neither agree nor disagree, four score means agree, and five score means strongly agree.

The teacher's interview was used to know the teacher's opinion about the application and manual book. The teacher's interview variables are teacher's general information, opinion about the application, and suggestion which all of them consists of 6 questions. The data was collected from students' questionnaire was analyzed in quantitatively for the optional questions and qualitatively for the comments and suggestions. The data from teacher's interview was analyzed qualitatively because it was in form of verbal statements and presented in form of description. All the data were interpreted, and then it used as the basis of revision II.

The last step of this method is publishing the product through accessible link consist of application and manual book. The final product is an EVOC application and a manual book. The application used as a media to learn English vocabulary for hospitality program. The product was published through accessible link.

3 Findings and Discussions

3.1 Product Description

EVOC stands for English for Vocational High School. It is an English learning application with android based. This application aims to help the students of hospitality program of Vocational High School to enhance their contextual speaking skills. EVOC was produced along with the manual book to help the students operate it.

The first page of EVOC's user interface shows the start button. After the user clicks the start button, then it delivers to the second page which shows the content mapping and topics. The content mapping explains the class, semester, time allocation, basic competencies, topics, indicators, and activities. The topics in this application are self-introduction, congratulating and complimenting others, expressing intentions, describing tourism places, describing historical places, and giving announcement. These topics are the six most appeared topics in the hotel based on this research's observation. When the user clicks one of the topics, it delivers to the next page which contains learning videos, exercises, and summaries. The learning video was made with interactive animation and audio. The video contains instructions that should be followed by the students like listening to the contextual dialog, repeating the dialog, and repeating the vocabulary. After the students are already done with that, the following activity is working on the exercises. There is two types of question in exercises, gap-fill and match the pictures. All of them are multiple-choice type. The score and answer key appear at the end of

each exercise when the students already completed all the questions. Then, the summary contains the contextual dialog and vocabulary list that was already learned in the whole activity.

The manual book was made as easy to understand as possible. It contains device specifications, installation procedures, and how to operate it. Step by step was explained along with the pictures of the user interface from the first page (start button) until downloading some files.

3.2 Assessing the Classroom Problems

The first step of assessing the classroom problems is analysing the syllabus to know what topics that should be mastered at first semester of tenth grade. Based on the regulation of the Ministry of education and culture of republic of Indonesia number 37, year 2018 about amendment to regulation of the minister of education and culture number 24 of 2016 concerning core competency and competence basic lessons in the 2013 curriculum in basic education and middle education, the total of basic competence should be mastered by first semester of tenth grade of students is five basic competencies. The Table 1 is the detail of basic competences and social function adopted by students' English language subject handbook by Ministry of Education and Culture of Republic Indonesia 2017 [16] (Table 1).

3.2.1 Hotel Staffs' Questionnaire

The total respondents of hotel staffs' questionnaire is twenty people who have been working in hotel for three months until twenty three years. The hotels where they are employed are Regent's Park Hotel of Malang, Luminor Hotel, Mahkota Hotel of Banyuwangi, Four Points by Sheraton Batam, Kampi Hotel of Surabaya, Shangri-la Hotel of Surabaya, Sheraton Surabaya Hotel, Marriott Hotel of Yogyakarta, Atria Hotel of Malang, The Ritz Carlton of Bali, and W Hotel of Bali.

The variable that used in the instrument is staffs general information, staff English communication, learning source, and topic in hospitality field. 90% of the respondent stated that they are frequently had communication in English to the hotel's overseas guests. The variety of English learning source that they use to learn English language are 55% or 11 staffs used Google translate or other translation application, 15% or 3 staffs used movie/video, 5% or 1 staff used course, 5% or 1 staff used Duolingo, 5% or 1 staff used book, and 15% or 3 staffs stated unspecific learning source. Based on the respondents, the top three weaknesses of their media used are incorrect translation, lack of interaction, and the vocabulary are too general. The materials that they are expected in an English learning media are conversation in hotels, vocabulary in Hospitality field, and real practice. Topics that are frequently needed to communicate in English in the hotel are check-in, greetings, hotel facility, tourism places, history, and announcement.

The topics that can be adjusted into basic competences of first semester of ten grade of vocational high school are check-in adjusted into basic competence 3.1/4.1 Introducing Oneself and Others, greetings adjusted into 3.2/4.2 Congratulating and Complimenting others because greeting is too easy for ten grade level, hotel facility adjusted into basic competence 3.3/4/3 Expressing Intention, history and tourism places adjusted

into basic competence 3.4/4.4.1/4.4.2 Describing Tourism and Historical Places, and announcement adjusted into basic competence 3.5/4.5.1/4.5.2 Giving Announcement.

3.2.2 Classroom Observation

Classroom observation was conducted through Google classroom and WhatsApp group. The topic was delivered in observation day was sign direction. The memo and menu topic shared as two previous meetings in Google classroom and observed as a complement observation. The variables used in the instrument are activity in the class, main resource, supporting resource, facility, and students' behaviour. The result of activity in the class variable is teacher did greeting, teacher recalled the last material by asking to students and gave the feedback, teacher delivered a video material which downloaded from Youtube and a PPT made by the teacher in Google classroom, there was no exercise but the teacher gave an assignment, teacher delivered the instruction clearly both in Whatsapp group and Google classroom, and the section contains more about the structure rather than vocabulary. Most vocabulary must be noticed by the students themselves. The memo relates to organization and family, the menu relates to restaurant, and sign direction related to road sign. It means all the materials are not contextual based on hospitality program. The second variable is about main resource. It is a PPT made by the teacher to explain more about the video. The facility was used by the teacher are laptop and smartphone connected to wifi school and the facility used by the students is undetected because they are in their house. For students' behaviour variable results, 8/34 students answered the greetings before 15 min, and they participate in good attitude by writing polite response.

3.2.3 Students' Questionnaire

The variables used in students' questionnaire are students' opinion about learning English, student's problem in learning English, students' opinion about media that used by the teacher, and student's opinion about application/web-site media for learning English Vocabulary. The result of students' opinion about learning English are 6,7% very like to learn English, 66,7% like to learn English, 23,3% do not like to learn English, and 3,3% don't very like to learn English. The top three of students' difficulty to learn vocabulary are 33.3% about searching the meaning, 33.3% about pronunciation, and 23.3% in remembering. These results were used as the consideration to use technique of vocabulary translation and oral vocabulary repetition as part of learning activity in developing media.

The result of students' opinion about media used by the teacher are the most frequently media used by the teacher is video (60%) and followed by PPT (56,7%). 16,7% of students stated that the media used very help them to learn English, 50% of students stated that the media used helps them to learn English, 30% of students stated that the media doesn't help them to learn English, and 3,3% of students stated that the media used doesn't very help them to learn English. The top three media that they want to use to learn English are application (43,3%), website (23,3%), and book (13,3%). Due to the most chosen media is application and 93,3% students have smartphone, the media that will be developed is application smartphone based.

The most students' opinion about developing website/application for hospitality program is good idea because it is focused to help them learning English for hospitality program. In addition, they suggested an application that can help them to learn how to pronounce the vocabulary through an audio and using video, picture, and music to deliver the material.

3.2.4 Teacher's Interview

The teacher's interview as a part of classroom observation activity needed as a complement observation to complete classroom observation and students' questionnaire result. The variables used in teacher's interview are teacher's general information, teacher's lesson plan, teaching-learning applied in the class, student and teacher's Problem, teacher's opinion about media used, and teacher's opinion about website/application.

The English book that used in SMKN 3 Malang is handbook from the Ministry of Education and Culture 2017 namely *Get Along with English*. The material is general, and it is not contextual for hospitality program. The book is used for any major in SMKN 3 Malang. The basic competences that used at the first semester of tenth grade are 3.1/4.1, 3.2/4.2, 3.3/4/3, 3.4/4.4.1/4.4.2, and 3.5/4.5.1/4.5.2. The teacher stated that she used video from YouTube and the PPT made by herself as the media to teach the students. Due to the limited human resources, teacher couldn't use the specific video based on the lesson plan. The video explanation used from YouTube do not always match with the detail explanation of teacher expected. Then, the Power-point is used to explain further. The weaknesses of the teacher's media used are it doesn't provide the example of vocabulary pronunciation and quite complicated because the students have to learn from two sources with similar explanation. In addition, the teacher stated that the students like to learn using animation and listening to an audio with the following text. The teacher supported the idea to develop an application or website about English material for the tenth-grade students of hospitality program.

The tenth-grade students don't have English for hospitality program subject, but the materials about English conversation in hotel given on the first semester of eleventh grade. However, the teacher stated that the time in the first semester of eleventh grade is not effective. It is because the students need the English communication skill in hospitality context on the second semester of eleventh grade in industrial work practice program. The students couldn't focus on the materials because they have to prepare for the administration to find intern place. The media used also in form of book and lack of variety.

3.3 Studying Recent Theories of Educational Product Development

3.3.1 English for Specific Purposes

English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning [9]. The meaning of the word 'special' in ESP more confirms the rule of ESP as an approach to language teaching in which content and method are applied based on the learner's need of learning [17] (Bland, 2015). According to the SMK goals and students' need

analysis, ESP is suitable material for the students of hospitality program because it is a context-based approach.

Learning by context is important to learn about language, especially vocabulary for speaking. Context is great importance for understanding of word meaning. Without context, there is no way to determine the very sense of the word that the speaker or writer intended to convey; whereas with context there is generally no danger of misinterpretation, for meaning lives in context and the context defines meaning [18]. The context is divided into three categories: linguistic context (the accompanying context within a text), situational context (some factors outside the text, including the relationship of participants, their communicative intention and the environment where the utterance occur), and cultural context (the speech community in which the speaker lives, including the custom and social culture) [19]. These three categories was included into the EVOC materials such as applied running text in the dialogue, environment visual design to show the relationship among people like hotel guest and receptionist, and showing the attitude and local pride.

3.3.2 Previous English Educational Media

The previous English for Hospitality Program supplementary material was developed by Rahmaningtyas for tenth graders of hotel management program at SMKN 1 Panji, Situbondo [20]. The supplementary material consists of the students' book and the teacher's book. The students' book consists of three chapters. Each chapter consists of two sections and there were eight activities in each section. The topics covered in the supplementary materials were self-introductory, giving compliment and congratulating others, and expressing intention and showing care. The product was developed based on the insufficiency of speaking exercises in the available coursebook which did not covered topics of hotel service. This previous study used as a source in other school case. The EVOC application was developed based on the classroom problems in SMKN 3 Malang and has more complex about the topic of the materials.

3.3.3 Research and Development Method

Educational research and development is a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc. The background reason for this R&D is the class problems related to educational products [12]. The steps of R&D by Latief are (1) assessing the classroom problems, (2) studying recent theories of educational product development, (3) developing the educational products, (4) reviewing the product, (5) validating the products to expert and revised according to get quality assurance, (6) small scale try-out and revised based on the result of the try-out, and (7) publishing the final product. Material is the essential element in developing educational product. Arranging the material in this study were done by evaluating learning materials provided, adapting, supplementing, and creating own material [21].

3.3.4 MALL (Mobile Assisted Language Learning)

Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. In fact, MALL can be considered as an ideal solution to language learning barriers in terms of time and place [22]. Due to the focus of the EVOC application is vocabulary to improve the speaking ability, the video material provides the pronunciation part. Assisted Language Learning (MALL) is one of the teaching media that can be used in teaching pronunciation. It entails language teaching methodology which can effectively integrate listening, reading, and speaking activities. It can also develop academic study, critical thinking, and research skills [23].

Three cycle action research was conducted to investigate the effect of using MALL on students' speaking ability [24]. The study shows that Mobile Assisted Language Learning (MALL) significantly helped the students improve their ability to speak English. It was indicated by the improvement of the scores in each cycle, from 53,20 in the first cycle, 61,20 in the second cycle, and 80,00 in the third cycle. The students who were experiencing the Mobile Assisted Language Learning (MALL) had better scores than their peers who have not [25].

3.3.5 Video

Video is currently popular media in education. By using the appropriate video material the teachers can improve and ensure student-centeredness, have their students' interested and engaged in activities, be more active, motivated and confident in their communicative language competence. Videos can provide much more information for listeners and can keep them attention focused on the aural material. In addition, it has high motivation and an enjoyable learning environment [26].

Audio-Visual media like video has high effect to help students recall the materials. Students can recall 90% of the materials through participation, 80% through visual and verbal presentation, 72% through written presentation, and 25% through spoken lecture presentation after three hours. It also has consistent order after three days [27]. The EVOC application use the video animation as the main media to deliver the material include the students' participation activity through dialogue repetition and oral vocabulary repetition.

3.3.6 Code Mixing and Switching

Code switching as a phenomenon of switching from one language to another in the same discourse [28]. The similar meaning that code switching is the use of more than one language in the course of a single communicative episode [29]. Code switching in language learning and teaching has many pros and cons among researchers. However, too much mother tongue (MT) in the foreign language (FL) classroom can be a dangerous thing [30]. No MT in FL teaching can also be dangerous for learners. There are some limitations for applying code mixing in language learning and teaching. Specific constraints for teachers' use of L1 or code mixing in the language classroom: introducing concepts; reviewing a previous lesson; capturing learners' attention; and praising them

[31]. When teaching explicit grammar points, explaining abstract concepts, giving feedback on student performance, or giving instructions for an activity, CM is particularly useful to language teachers [31, 32]. Teachers may code-mix or switch to L1 to repeat what they previously said in L2 [33]. Code mixing in EVOG video material applying on introducing concept, capturing learners' attention, giving instruction, and some part that need to be deliver in L1.

3.3.7 Vocabulary Learning Type

The vocabulary learning type used in the EVOG application is contextual learning, dialogues repetition, vocabulary translation, and oral vocabulary repetition. Those learning type was chosen to complete each other. Word repetition (WR) is the language process which consists of immediately saying a word after hearing it [34]. This skill plays a crucial role in language development by enabling the learning of new words. What Gasser and Duffau mean on WR is similar to oral repetition because it is in form of verbal practice. In addition, verbal repetition and imitation-based practice has been widely used as one of the major methods to improve speech fluency in second language (L2) learning [35].

3.3.8 Exercise Type

Exercise was used in the EVOG application is gap-fill and picture match in form of multiple choice. The advantages of multiple choices type are easy to mark and minimize guess work by having multiple distracters. In the gap-fill format, learners are provided with sentences that have gaps [36]. The candidate fills the gap to complete the sentence. Gap-fills can be used to test a variety of areas such as vocabulary, grammar and are very effective at testing listening for specific words [37] (Frost, n.d.). In picture match form, learners are provided with a picture for each question and they have to choose one word which match with the picture.

3.4 Developing the Educational Products

3.4.1 Pre-developing Stage

Pre-developing activities are choosing topic and selecting media. Based on the result of reviewing the course-book, the regulation of the Ministry of Cultural and Education of the Republic of Indonesia Number 70 of 2013, and classroom problems, the product was arranged for students to learn six basic competences on the first semester of tenth grade. The competences are of 3.1/4.1 (Self Introduction), 3.2/4.2 (Congratulating and Complimenting Others), 3.3/4.3 (Expressing intentions), 3.4/4.4.1/4.4.2 (Describing tourism and historical places), and 3.5/4.5 (Giving announcement). The topic in competences were adjusted to hospitality context. The contexts are conversation between a receptionist and a guest when check-in for introducing oneself topic, conversation between a receptionist and a guest when introducing a tour guide to the guest contexts for introducing others topic, conversation among the hotel staffs about achievement for congratulating and complimenting others topic, conversation between a receptionist and a guest about

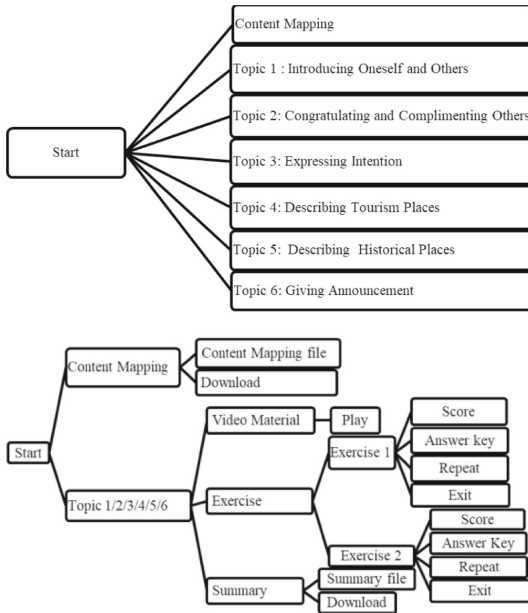


Fig. 4. Sequence of the user inter-face pages

guest trip plan context for expressing intentions topic, conversation between a receptionist and a guest about describing nature and historical places in front office for describing tourism and historical places topic, and a staff hotel monologue about an announcement about special facility and offers context for giving announcement topic. The product was developed in mobile application based according to the result of students need analysis.

3.4.2 Developing the Product

The activities in the developing the products are drawing concept, making the content of materials, making materials, and developing application. Drawing concept helps to decide the assets, arrange the layout, and arrange sequence of the pages as shown in Fig. 4. The assets that needed to develop EVOC application are EVOC logo, button design for each topic, instructional button, video learning animation, exercise, answer key, and summary. The layout concept was arranged manually using scratch tool and the sequence of the pages was arranged using SmartArt on PowerPoint.

Making the content material was conducted through making the video script, question and answer for exercises, and the summary. This part is the step which much of the process about making the content material to be delivered to the students. After all the content material was done, the next step is making materials. The characters in the learning video are teachers, hotel staffs, guests, and tour-guide. The script for them was recorded using audio recorder. Then, the audio was animated using adobe premiere pro into video animation. The summary was developed using Canva and extracted into PDF form. After all the assets was done, the next step is developing application. The application was developed using application developer namely Kodular.

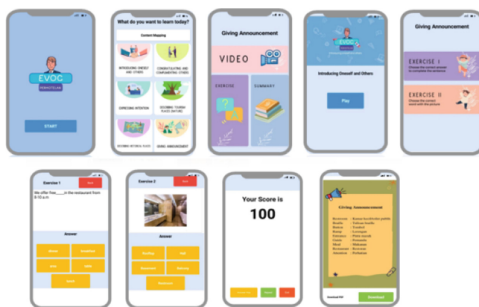


Fig. 5. User Interface of EVOC Application

The students learn the vocabulary to enhance their speaking skills through three activities: (1) watching the learning video and following the instructions (listening contextual dialog, dialog repetition, and vocabulary repetition), (2) working the exercises, and (3) reading the summary. The first activity is watching the learning video. The video material contains introduction to the hospitality context based on the topic, listening to a conversation, dialogues repetition, and oral vocabulary repetition. After watching the learning video, students do the exercise one and two. The exercise one consists of ten questions and exercise two consists of five questions. The questions in exercise one in form of gap-fill with multiple choice type. The students complete it by choosing one of six answer options. The questions in exercise two are in form of picture-match. The students have to choose one of six options which suitable with the picture. The last activity is reading the summary. Students can download the summary in the form of PDF to facilitate them open it in various device and may to share it. The summary contains dialogue and vocabulary list that was designed attractively and simply. This facility helps students to relearn the vocabulary effectively without play back the learning video. All the application facilities as shown in Fig. 5 on the user interface of EVOC application can be accessed without internet connection, except playing the video materials.

3.5 Reviewing the Product

The product was reviewed according to the indicators that have been presented in the validation sheet to carry out a checklist of conformity with application quality targets. Once this step was completed, the product will be validated to the expert.

3.6 Expert Validation and Revision

The product was validated by two experts from English Department of State University of Malang. The first expert concerns in mobile application and the second expert concerns in vocabulary and speaking acquisition. The experts were given a validation sheet, the product, UI video, and a manual book. The aspects were presented in the validation sheet include content, language, user interface, instructions, and pedagogy which all divided into thirty-seven indicators. Table 2 shows the results of expert validation show that there are twenty-six indicators got excellent score, eight indicators got good score,

Table 1. Basic Competence and Social Function of Ten Grade English Subject of Vocational High School

Basic Competence	Social Function
3.1/4.1	Introducing and mentioning identity to develop interactional communication with others
3.2/4.2	Congratulating and complimenting to develop interactional communication with others
3.3/4/3	Telling and asking about intentions of doing something to develop interactional communication with others
3.4/4.4.1/4.4.2	Describing or presenting information about a particular place and a historical building
3.5/4.5.1/4.5.2	Giving information to public

and three indicators got fair score. The content score is 3.3 out of 4, language score is 3.3 out of 4, design and layout score are 3.7 out of 4, instruction and control score are 3,6 out of 4, and pedagogy score is 3.25 out of 4. It indicates all the aspects remark is excellent. The final result of this validation percentage is 85% which means applicable and suitable with need a little revision according to the standard table validation [38]. The average score for expert validation is presented in Fig. 5. The fair mark indicator was revised based on the experts' feedbacks, that were adding variations to the questions in the exercise section, revising the grammar used in the topic 6 on exercise I. no.3, and adding expression sentences in the summary section (Fig. 6).

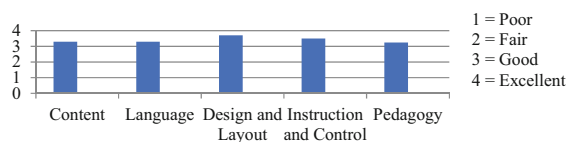
3.7 Testing the Products in Small Scale and Revised Based on the Result of the Try-Out

The product was tried out to thirteen students of hospitality program in SMKN 3 Malang. Three students worked for topic one (introducing oneself and others), three students worked for topic two (congratulating and complimenting others), two students worked for topic three (expressing intention), two students worked for topic four (describing tourism places), two students worked for topic five (describing historical places), and two students worked for topic six (giving announcement). The maximum score on each number is ten for exercise one and twenty for exercise two.

The result of students' questionnaire based on students' experience using EVOC application shows that the average score of each criterion got strongly agree remark. The lowest score of all criteria is 3.5 out of 4. That score belongs to five criteria. The criteria are the topics presented are in accordance with the hospitality expertise program, the material presented is easy to understand, the dialogues are presented contextually according to the hospitality expertise program, the vocabulary pronunciation is clear, and the design and animation are interesting and relevant. The highest score of all criteria is 3.8 out of 4. Five criteria have the highest score. The criteria are the page layout makes it easy to operate the app, easy-to-understand instruction buttons, applications are easy to open and close, the content in the application can motivate students to learn, and the

Table 2. The results of expert validators

No	Criteria	Average Score	Remark
	Content		
1.	The topics presented are in accordance with the hospitality expertise program	3,5	Strongly agree
2.	The material presented is easy to understand	3,5	Strongly agree
3.	The activities offered are varied	3,6	Strongly agree
4.	Difficulty level according to ability	3,6	Strongly agree
	Language		
5.	The dialogues are presented contextually according to the hospitality expertise program	3,5	Strongly agree
6.	The dialogues are clear and easy to understand	3,7	Strongly agree
7.	The vocabulary presented is relevant to the hospitality skills program	3,7	Strongly agree
8.	Vocabulary pronunciation is clear	3,5	Strongly agree
	Design and Layout		
9.	Interesting and relevant design and animation	3,5	Strongly agree
10.	Page layout makes it easy to operate the app	3,8	Strongly agree
	Instruction and Control		
11.	Easy-to-understand instruction buttons	3,8	Strongly agree
12.	Commands for doing practice questions are easy to understand	3,7	Strongly agree
13.	Applications are easy to open and close	3,8	Strongly agree
	Pedagogy		
14.	The content in the application can motivate students to learn	3,8	Strongly agree
15.	Useful applications to broaden students' knowledge to support speaking skills in the hospitality sector	3,8	Strongly agree

**Fig. 6.** Average score of the expert validation

application is useful to broaden students' knowledge to support speaking skills in the hospitality sector. The percentage of the students' questionnaire result as presented in Fig. 7 is 95% which means applicable and suitable.

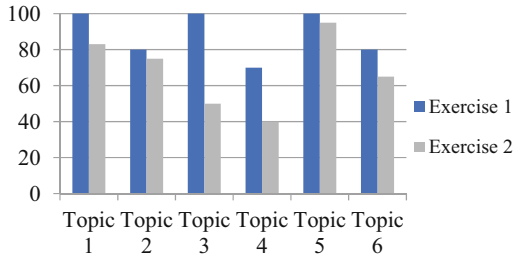


Fig. 7. Average exercise score of each topic

The average result of exercise section indicates that the highest average score for exercise one is 100. It goes to topic one, topic three, and topic five. The lowest average score for exercise one is 70. It goes to topic four. The highest average score for exercise two is 95. It goes to topic five. The lowest average score for exercise two is 40. It goes to topic four. The minimum completion criteria in SMKN 3 Malang is 76. The score results of exercise one indicates that 85% or 11 students have reached the minimum completion criteria and 25% or 2 students have not reached the minimum completion criteria. The score results of exercise two indicates that 38% or 5 students have reached the minimum completion criteria and 62% or 8 students have not reached the minimum completion criteria. It showed that gap-filling question on exercise one is easier for them than picture-match on exercise two.

The students' questionnaire result about students' opinion of the product shows that the students like the application because it is easy to operate it, easy to understand the materials because it has interesting animation, increase their motivation, increase their knowledge about vocabulary for hospitality field, and it provides exercises. The students' suggestion for EVOC application is adding more exercise, increasing the video volume, little increasing the amount of animation, make it available on app store, and do not using video from YouTube.

The teacher who was interviewed is an English teacher in SMKN 3 Malang. She has been teaching for eighteen years. The teacher's opinion about EVOC application is good and the students seem enthusiastic. It helps both for teacher and students to conduct online or offline learning activity. The advantages of using the application is it can be operated without internet connection, except the learning video section and downloading some files. It is also flexible because the students and teacher can use it without place and time barrier. Based on the teacher observation and informal interview to the students, the product may increase the students' motivation to learn English for hospitality program. The application was completed with a manual book. The manual book is easy to be understood, so it helps the students to operate it from install process until use it as learning source.

The second revision was considered based on student's questionnaire and teacher's interview. The students suggest adding exercise and the teacher suggests adding a game or role-play. However, based on the average score of the activities offered are varied statement got score 4.6 out of 4 with strongly agree remark, that suggestion was not be the revision on the second revision step.

3.8 Publishing the Final Product

The final product is EVOC application and a manual book. The products were published in form of a Google drive link and changed it into bit.ly form to make it easy to type the code link. It is ready to be used and distributed to all hospitality program class in SMKN 3 Malang and another hospitality program which need it.

4 Discussion

The findings revealed that most of the students had difficulties to learn vocabulary in searching the meaning, pronouncing, and memorizing. Besides, the material used is not contextual based on hospitality field. It was stated by the teacher that the English material is general and same with what the teachers give to the other majors. In addition, the weaknesses of the teacher's media used are it doesn't provide the example of vocabulary pronunciation and quite complicated because the students have to learn from two sources with similar explanation. A suggestion from hotel staffs (respondent 4 and 16) as professionals who experienced in the hospitality field about developing learning media, clearly implied that it should be focused on vocabulary and conversation in hotel.

EVOC was developed to cover the students' difficulties and the insufficient material through providing contextual materials, dialog repetition, vocabulary translation, and oral vocabulary repetition. Verbal repetition and imitation-based practice has been widely used as one of the major methods to improve speech fluency in second language (L2) learning [35]. This practice is one of the important activities in EVOC application. The contextual learning on listening to the dialogue helps the students to know the situation and chosen words, the dialog repetition in EVOC application focused on practice, vocabulary translation focused to help students about the meaning, and oral vocabulary repetition focused on students' pronunciation. The provided vocabulary on repetition was focused on the keyword for each topic. The video animation which provided in EVOC was developed based on the students' questionnaire result (students' preferred media). The students like to learn using learning video animation with the following text. This statement is consistent with the teachers' interview result.

EVOC application focused on a design as a digital learning media to enhance students' speaking skill on hospitality context. The previous study, Ratnaningtyas developed a textbook to enhance speaking skills for students of hospitality program, but in form of text [4]. Based on the students' needs of SMKN 3 Malang and the analyzed previous study, EVOC was developed with upgraded materials and theory. EVOC has contextual dialog video, vocabulary drilling, vocabulary translation, and more topics. All these items were included in the application. Video was chosen because the students prefer to learn the material using audio and visual media and it was supported by [26] which audio-visual media has high motivation and an enjoyable learning environment.

The result of students' questionnaire after the try-out session shows that the application 95% applicable and suitable. Students highlighted that they were comfortable with application lay-out because it makes them easy to operate it. The content also can improve their learning motivation and useful to broaden students' knowledge to support speaking skills in the hospitality sector. These results in line with [39] in an experimental study likewise discovered that language learners possessed higher motivation levels with

the use of authentic contexts because learners were able to connect learning materials to real life situations. Most of the students stated that they like EVOG application because it is easy to understand the materials. Student A clearly stated that it is because the interesting animation. This result is in line with [26] which stated that the audio-visual material has high motivation and an enjoyable learning environment.

The students pointed out their dissatisfaction related to the video in technical. There are some suggestions from the students. For the suggestion to increase the video volume, the fact is the video volume can set individually by the students' phone and it suggested using earphone because they did the try out in a classroom, it was not in a language lab. The students who suggested to increase the volume was not using the earphone when doing the try out. For suggestion to not using video from YouTube, due to decreasing the memory needed to install the product, the EVOG videos was uploaded to YouTube first and adjust it into the application. It only needs 17 MB memory to install the application through this technique. If the video were directly adjusted into the application, the memory needed will be more than 3.5 GB.

5 Conclusion and Suggestions

The expert validation results of EVOG application is 85% which means applicable and suitable with little revision. After it was tested in small try-out, the result of students' questionnaire to the product try-out is 95% which means applicable and suitable too. The final product provides six topics based on the basic competence of 3.1/4.1 (Self Introduction), 3.2/4.2 (Congratulating and Complimenting Others), 3.3/4.3 (Expressing Intentions), 3.4/4.4.1/4.4.2 (Describing Tourism and Historical Places), and 3.5/4.5 (Giving Announcement). The context was adjusted to hospitality context. The facility on the application is content mapping, video materials, exercises, and summary. The method used on video material is code-mixing, contextual dialogues, dialogue repetition, and oral vocabulary repetition. The exercise one in form of gap-filling question and exercise two in form of picture-match. The content mapping and summary can be downloaded in form of PDF. The final product is ready to use and distribute to all class of hospitality program in SMKN 3 Malang and relevant study.

As a matter of fact, considering that this R&D for the application development has some limitations, a recommendation is addressed to researcher to make the product more comprehensive. The product should be implemented to many users in big scale to know more about students respond and result about the product. The practitioners are recommended to make additional exercise to increase the variety activity through online and offline meetings. This study only provides a product based on need analysis of tenth grade students of hospitality program of SMKN 3 Malang, so it can be reference for researchers who want to develop similar product especially about English for Specific Purpose for Vocational High School in other students' level and programs.

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