The Implementation of PDP Framework in Developing Reading Practice Material for the Topic of Tourism and Hospitality

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ABSTRACT

Reading is a complex process of understanding main messages from a text. Reading is a receptive skill, where learners do not need to produce language to do it. They receive and understand it. These skills are sometimes known as passive skills. Reading skill competency can be improved by doing a lot of practices. As the learners learn in different ways, one theory of learning focuses on the way information is given to learners and refers to visual, auditory and kinesthetic learners. Regarding those theories, so it is believed that in order to support the learners in improving their reading ability, the learners need to use appropriate reading practice materials that related to their interest. In developing reading practice materials, one of the frameworks that can be applied is PDP (Pre-During-Post). This framework helps ensure students are motivated, engaged and active before, while and after in reading a text. This research was focused in developing reading practice materials for students of tourism and hospitality. The research design used in this study is research and development method. The result of this study is reading practice materials in PDP frameworks that have contents related to tourism and hospitality topics. The learners showed positive improvement in reading ability after they were given some practices of the developed materials.

Keywords : PDP framework; reading material; receptive skill; tourism and hotel theme

1. INTRODUCTION

Reading skill is receptive skill that is needed in various fields. Reading is used to understand the ideas messages that are written in texts or passages. All English for specific purpose themes have reading practices in their learning material, for examples; English for civil engineering, English for art, English for computing, English for business, English for

medicine, and so on. The quick development of the tourism and hospitality industry can straightly influence the English language which is the most widely used and spoken language in international tourism in the twenty-first century. English for tourism has a major role in the delivery of quality service. Employees who work in the tourism and hospitality industry are entirely and highly aware of its importance and they need to have a good command of English in their workplace (Zahedpisheh, B Abu Bakar and Saffari, 2017).

Reading is one of the main communication skills that must be mastered by everyone. Reading with intensive purposes is also known as reading comprehension. Reading comprehension is the ability to process written text, understand its meaning, and integrate it with what the reader already knows. Reading comprehension relies on two abilities that are connected to each other: word reading and language comprehension. Reading is one of the important skills to be mastered, because students will get a lot of information from various sources. (Larasaty and Sulastr, n.d.). English has become an international language and it is widely used in academic and professional contexts. The students need to attain comprehension skills in order to achieve better academic and professional prospects (Alghonaim, 2020). In order to get excellence result in comprehending the meaning of the text or reading passage, students need to do a lot of practice of reading comprehension.

There are some difficulties that faced by students in reading practice, those are related to the absence of extensive reading, lack of vocabulary, type of text, type of question, the absence of reading strategy used, and the uncertainty of students' reading levels. The material of reading is unfamiliar for them and grammatical complexity is also a reason why the students failed to comprehend the text correctly. The sentences in reading text too long or uses complicated sentences (Norhayati, 2022). Regarding to these, students need to be provided by reading text that can help them to practice their comprehension.

Reading materials that related to the background study of the students give positive impact for students. A research showed that there were significant relationships between knowledge acquisition practices of learners and their prior knowledge, vocabulary and knowledge acquisition practices of teachers versus vocabulary level of the learners (Tavera and Casinillo, 2020). Prior knowledge is previous knowledge that refers to all of the experience's readers have had throughout their lives, including information they have learned elsewhere. In this research, the prior knowledge is related to the topic of tourism and hospitality.

There are so many methods and technique that have been conducted by several researchers to improve students' skill in reading comprehension. A research has been conducted in order to improve students' reading comprehension through internet-sourced reading materials as English teaching media. The result of the research showed that internet-sourced reading materials for online English teaching could improve students' reading comprehension, and improve students reading comprehension significantly (Erwinda et al., 2021). This means that reading materials that are sourced from the internet give positive impact for students' learning achievement.

Another research was conducted to find out whether Listen-Read-Discuss (LRD) strategy improves students' reading comprehension or not. Where there result showed that by implementing LRD; the students more understand the indicators of reading: 1) the students can identify the main idea in paragraph. 2) The students can find detail information of the text. 3) The students can classify the implicit of the text. 4) The students can find antonym or synonym of the text. 5) The students can identify reference of the text (Tawali, 2021). LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing to increase their science inquiry strategies, comprehension rather than reading alone.

A research conducted in order to improve reading comprehension of EFL students by means of applying pre-related reading activities by Algohnaim. The result showed that; it is essential that the course content for EFL students should be enhanced to include related pre-reading activities in the home assignments and warm-up activities in the classroom, it is essential that language instructors use adequate reading strategies to keep the learners highly motivated and engaged as a means to increase the extent of comprehension in reading, it is also required that EFL educators take proactive measures to keep their students intrinsically motive to participate in pre-reading activities as it can lead towards better engagement levels among the students (Alghonaim, 2020).

One of the methods that can be implemented in developing reading text practice is by using PDP (Pre-During-Post) framework. PDP is a framework that can be used to teach the receptive skills; listening and reading. In regards to reading, it helps in building learners' reading skills as well as their reading comprehension.

Regarding to the related research above, it can be concluded that in order to improve students' skill in reading comprehension, a good strategy is needed in reading process itself. Another factor that also will influence the result of the practices is the reading material that should be related to the students' background.

Good reading materials or reading text can attract students' motivation in improving their reading comprehension practices. In terms of reading preferences, many students were found to prefer light reading materials such as comics, story books and magazines, followed by other reading resources. In affirming their motives to read, the students responded that mainly, they read to gain information and knowledge though many ranked reading as a hobby as their last choice. (Johari et al., 2013).

This research was purposed to develop reading practice material by implementing PDP framework. The reading material is related to the tourism and hospitality topic.

2. METHODS

The research method of this study was research and development (R & D). In curriculum and Instruction field, research and development has been used for creating many innovations for increase students learning, teaching quality. Most of research topics that conduct by R&D methodology are about developing curriculum, developing teaching methods, developing teaching models, or developing assessment models. Research and Development (R&D) is the research methodology that combines two approaches such as 1) research and 2) development for create some innovative curriculum and learning. These approaches are also applicable for creating learning materials.

The data in this research were collected by analyzing the curriculum of English for students of Tourism and Hospitality Department. The additional data related to the students need in learning English were also taken from the students. The data that had been collected were analyzed by grouping them into certain criteria. Then based on the grouped criteria, the data was transforming into reading materials by using PDP framework.

3. RESULTS AND DISCUSSION

3.1 First finding: Students Needs of Reading Material of Tourism and Hospitality Topic

Considering the international tourism and hospitality, English will give a smooth path to aid the tourism employees to meet up with their professional linguistic requirements in a satisfactory manner and finally to improve the quality service in international tourism. Mastering English for tourism purposes provide the individuals with the linguistic tools needed for travelling or for working in a variety of chosen professions in tourism and hospitality sectors (Zahedpisheh, B Abu Bakar and Saffari, 2017) .

Based on the analysis of the common curriculum of English of Tourism and Hospitality, students need to meet the requirements; 1) Students need to be provided with text that related and consistent to the subject matters. 2) Students need to be given various reading strategies that can be realized through the receptive activity, e.g. skimming, scanning, with or without translation, and informative. 3) Students need to be given productive activities in order to identify how the learners understand the given topic; summarization of the lessons should be done by the students. 4) Students need to be given evaluation in order to find out the progress that has been made by the students.

3.2 Second finding: PDP Framework for of Reading Material of Tourism and Hospitality Topic

PDP is a framework that can be used to teach the receptive skills; listening and reading. The first "P" in PDP refers to the "PRE" reading or listening stage in a lesson. This is the stage of the lesson before (i.e.: "PRE") the learners read or listen to the text. Activities in this stage include such things as: activating schema, assessing students' background knowledge, pre-learning the new and necessary vocabulary to understand the text, and generating students' interest in the topic. The purpose of doing these kinds of pre-reading or listening activities is to help set the learners up for a successful reading or listening.

The "D" in PDP stands for the "DURING" reading or listening stage in a lesson. This is the stage of the lesson that happens while (i.e.: "DURING") the learners actually interact with (read or listen) the text. In this stage, learners are provided with several activities that allow them to have multiple exposures to the text. The activities are given to the learners before they read or listen. These activities should incorporate different reading or listening techniques. The purpose of providing learners with many chances to read or listen to the text with a variety of different activities is to improve their reading or listening skills and help them to comprehend the text (as this is the main purpose or objective of reading or listening). Activities in this stage are sequenced and scaffold in such a manner that learners are provided

with the support they need to fully understand a given text. Activities and tasks should be staged in a step-by-step manner from general to specific, easy to difficult, and concrete to abstract. By the end of this stage, students should be able to fully comprehend the text. Therefore, the last activity of this stage should be one in which students show a comprehensive understanding of the text.

The second "P" in PDP relates to the "POST" reading or listening stage in a lesson. This stage happens after (i.e.: "POST") the learners have read or listened to the text and have shown comprehension of it. The POST stage is not a necessary stage in a receptive skill lesson, i.e., the student learning objective is achieved at the end of the DURING. Thus, it is an extra stage – the "icing on the cake" so to speak. Activities in this stage focus on building or integrating other skills by using and expanding on the content or theme or topic of the text. POST stage activities also help the learners make sense of what they have learned. POST activities usually encourage learners to connect or apply the content or theme or topic to their lives and to personalize the content or theme or topic by allowing the learners to creatively use what they know or have learned.

Table 1. Pre-During-Post Framework for Reading Skill

Phase	Goal	Activities Types	Time
Pre	1. prepare student for listening/reading by contextualizing and/or personalizing to both make it more accessible and more realistic as it is less common to find oneself listening/reading to something totally out of context 2. involve students in specific topic 3. activate prior knowledge 4. provide purpose for reading	1. discussion of what they see in the visual or the task 2. prediction questions to discuss what they can expect to hear 3. questions to activate prior/background/own knowledge of topic 4. introduce or elicit general topic through key vocabulary introduction/activation 5. adding own known related vocabulary 6. discussing own relationship with vocabulary items 7. finding items in a visual or graphic organizer (for example the K & W sections of a K/W/L Chart 8. fill-in-the-blanks with vocabulary words 9. answering questions using vocabulary	15 mins

Phase	Goal	Activities Types	Time
		10. Matching questions and responses (e.g. formulaic language, such as greetings, telephone language, talking about opinions, etc.) 11. ordering, ranking or sequencing 12. write sentences about visual or own information or using given vocabulary words 13. finding or producing antonyms/synonyms 14. making inferences/deductions from picture to sue vocabulary 15. interact personally with the new/activated vocabulary 16. completing a chart or table 17. choosing what applies to you from a list and then discussing it 18. listing/brainstorming words that apply to given categories 19. discussion questions	
During	To comprehend the text through multiple exposures; from general to specific information, easy to difficult tasks and concrete to abstract concepts in order to: - complete a task - get new information - learn something about themselves - further develop language skills (especially lexis, but also pronunciation and grammar awareness) develop strategies for reading more effectively	1. Summary and/or Retelling 2. Sequencing sentences to complete a summary 3. Sequencing pictures 4. Using pictures to retell the text 5. Synthesis such as making inferences, drawing conclusion or reading/listening between the lines 6. Application of new knowledge; e.g. using what they have learned to identify the technique being used 7. Detailed Questions, Detailed questions cover the "who," "what," "where," "when," "why" and "how" of the story or text. 8. Discussion and/or Debate	50 mins
Post	1. to personalize the Topic/Theme; to expand on the content of reading text	1. discussion or writing on the topic or the ideas (e.g. agreeing or disagreeing, comparing, reacting) 2. perform a role-play (e.g. the author of the text and talk show host, a character or person in the text and	45 mins

Phase	Goal	Activities Types	Time
	through practical use 2. to develop language by integrating reading with other skills	student in the class, made up characters related to the topic but not found in the text 3. writing with attention to form and function (e.g. copy the genre of the reading using another topic, revise the text with a different point-of-view, create a different ending or write an expansion of the text, write a letter related to the text, create a move/book or product related to the text. 4. listening to a song or watching a video clip that relate to the text and making comparisons in speaking or writing. 5. making a poster 6. doing any of the above with attention on the lexis and grammar introduced in the text, and with attention to pronunciation if speaking.	

3.3 Third finding: Topics of Reading Material for Tourism and Hospitality Field

There are so many topics that could be used for reading text for tourism and hospitality. In selecting the topics, the most important thing to be considered is the relevancy and the consistency of the topics itself. Here are some reading topics that are used in this research;

Table 2. Scheme of reading topic for tourism and hospitality

Topic	Reading Theme	Grammar	Vocabulary
Working in a restaurant	A biography: Ricard Camarena	• Present Simple • Present Continuous • Adverbs of frequency • Prepositions of time	• The restaurant: map, sections • Jobs in a restaurant • Specific Verbs • The workplace
Hotel and restaurant facilities	What's in restaurant kitchen?	• Past Simple • Past Continuous	• Characteristics of a Hotel

Topic	Reading Theme	Grammar	Vocabulary
		• There was / There were • Prepositions of place • Irregular verbs	• Parts of a hotel and facilities • Accommodation • Methods of payment • Specific Vocabulary
Hotel reservation	Are you a Tourist or a Traveller?	• Questions • Wh- questions • Asking for and giving information	• Jobs in a hotel • Dealing with guests
Tour Operators	Recommend a place of interest	• Future tenses • Adjective order	• Flights and accommodation • Different types of tourism • Sightseeing • Means of transport

3.4 Discussion

In implementing PDP framework for developing reading practice materials, there are several important things that need to be concerned, they are; 1) topics that must be related and consistent to background of the students, 2) pre-activities that can activate students' prior knowledge, 3) during-activities that can make student comprehend the text through multiple exposures 4) post-activities that can expand students' comprehension to other related topics or themes. In the phase of post activities, students also required to develop language by integrating reading with other skills. As commonly know that the four skills in communication, listening speaking reading and writing, should be learned in a complete package. It should be done so the leaning objectives can be achieved perfectly.

4. CONCLUSIONS

In developing reading materials, the students' need become the first priority. The followings are the students' need that must be fulfilled after finishing reading practices: 1) Students need to be provided with text that related and consistent to

the subject matters. 2) Students need to be given various reading strategies that can be realized through the receptive activity, e.g. skimming, scanning, with or without translation, and informative. 3) Students need to be given productive activities in order to identify how the learners understand the given topic; summarization of the lessons should be done by the students. 4) Students need to be given evaluation in order to find out the progress that has been made by the students.

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It is suggested for the further development that; the communication skill can be integrated to other skill. For example, receptive skills such listening and reading can be combined with productive skills such as speaking and writing. These combinations will make students engage more in language learning environment.

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