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DEVELOPING ENGLISH LEARNING MATERIAL OF FRONT OFFICE FOR 11TH GRADE STUDENTS VOCATIONAL HIGH SCHOOL OF TOURISM MAJOR AT SMKN 2 SINGARAJA

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ABSTRACT

This study aimed at developing English learning materials for the front office of 11th grade students. ESP-based goals in teaching English were mastery of English language skills specifically for students in the field of study following the program of study chosen by the students previously. This study employed the D&D model proposed by Richey and Klein (2014) with the ADDE steps. The subjects of this study were front office teachers and students of 11th grade, especially in class XI AP 5 conducted at SMKN 2 Singaraja and the object of this study was the English materials of the front office. Interviews with teachers, administering questionnaires, and document analysis were used to collect the data. The data were analyzed qualitatively and quantitatively. The results of the study showed that the English Learning Material of Front Office for 11th Grade Students Vocational High School of Tourism Major at SMKN 2 Singaraja was categorized as "very good" material. It was taken from the result of the expert judgment which was the expert 1 provided value "98" and the expert 2 "98". Based on the evaluation phase judged by two experts, the learning materials conducted was appropriate to be used by students.

Keywords: *Learning materials, English Learning Material, ESP-Based goals, front office material.*



INTRODUCTION

English as a second language is one of the foreign languages used to fulfill educational needs in Indonesia. Many students learn English for various purposes, including communicating various perceptions about a matter or work. In this case, the government and educational institutions must be able to provide easier access to English learning to develop students' language skills. There were numerous factors that become the measure of the success of the English learning process, learning materials were one of them. Teachers' learning materials in the learning process were expected to improve students' skills. As stated by Rokhayati, T. (2016), English learning materials are not only wrapped to meet the needs of students, but English materials are expected to have more characteristics such as the existence of several restrictions related to language methods, language functions, and social conditions. The development of English language materials also needs to be done in the program is in the form of English for Professionals (ESP). According to Sudipa, I. N., Aryati, K. F., Susanta, I. P. A. E., & Anggayana, I. W. A. (2020) that courses or lessons in English taught to students other than English in their studies. English specialized in ESP can support and guide students' knowledge of the field of science in their chosen program of study and can master the language as a means of sharing perceptions and communicating appropriately. Therefore, the government and the education office must think carefully about preparing and developing the syllabus and teaching materials in English specifically to suit the needs of students. As stated Widyantoro, A. (2017) that the Indonesian government through the Ministry of Education and Culture commissioned a curriculum center that realized the importance of textbooks, and the development of textbooks in meeting the needs of students to write with a large number of textbooks for each subject used at all levels of education (primary and secondary school levels) including English textbooks which the researchers discussed together. This showed that it is not only schools that use textbooks as a guide in learning but all secondary schools (junior high school, high school, and vocational school) are required to use textbooks developed by the curriculum center with all considerations as well as analysis in the field and the development of textbooks that function as main textbooks in teaching and learning process, especially in learning English.

As a follow-up, the preliminary study was done through interview with five English teachers, observation of the objective learning flow or *alur tujuan pembelajaran* (ATP), and teaching module. the development of this English learning material was expected to help meet the needs of every growing student, followed by an increasingly advanced era. Regarding the importance of developing English



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teaching materials in vocational schools, this research was conducted to develop the English teaching materials as a Module based on the students' needs using the D&D model proposed by Richey and Klein (2014). When teaching materials were inadequate for teachers and students in the learning process. To increase student motivation and learning time, students need to learn from various sources. Without quality teaching materials, teachers will find it difficult to meet the needs of students with only a handbook, especially on specific material that requires deep concentration. English teaching materials for vocational knowledge have become very scarce due to the lack of official sources issued from the government to schools. this study focused on developing teaching materials designed and developed based on the needs of students in vocational schools and oriented toward proficiency goals. Thus, teachers and students can use it in the learning process. This study focused on developing teaching materials for the Hospitality Academy (AP) majoring on front office. The research highlights the gap in teaching materials for vocational English education, specifically focusing on the front office in the Hospitality Academy. Due to the scarcity of official government-issued sources, teachers face the challenge of developing their own materials. The limited time available for instruction further complicates the task of balancing hands-on practice with theoretical knowledge. In contrast to general English education, vocational teachers lack resources for comprehensive skill development. Thus, the study aims to develop tailored teaching materials aligned with the needs of vocational students, emphasizing proficiency goals. The researcher acknowledges previous studies' efforts in developing learning materials and recognizes the need for continuous adaptation to meet students' changing need by developing English teaching materials for the front office at SMKN 2 Singaraja, considering the school's curriculum changes and the specific requirements of the tourism department. The study aims to address the lack of effective teaching materials by creating materials tailored to the students' interests and needs. The researcher adopts a development reference theory consisting of input, content-focused, language-focused, and task aspects for each unit. This research focuses on the design and development of English learning teaching materials for the front office in vocational schools. The limitations of the study include the materials being developed only for grade XI vocational students and based on the learning outcomes and objectives of SMK grade XI. The research questions revolve around the needs of eleventh-grade students in the front office subject, the design and development of English teaching materials, and the quality of these materials. The objectives include determining the students' learning material needs, designing and developing the teaching materials, and evaluating their quality. The researcher developed English teaching materials titled "English for Front Office" based on observations, interviews, questionnaires,

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and analysis of ATP, CP, and textbooks. The materials consist of two units and incorporate the four essential aspects of input, content-focused, language-focused, and tasks. These materials aim to improve students' proficiency in the four basic English skills: speaking, reading, listening, and writing. The development aligns with the Merdeka curriculum implemented in grades X and XI at SMK Negeri 2 Singaraja, specifically for the front office concentration.

THEORETICAL FRAMEWORK

The provided text discusses the importance of developing teaching materials that meet the needs of students, particularly in the context of vocational schools. The material is identified as a critical component that influences the success of the teaching and learning process. Several studies mentioned in the text focus on the development of English learning materials in vocational schools, specifically for students majoring in tourism or the front office (Wibawa et al. 2021).

The study by Suliadi (2020) emphasizes the necessity of developing teaching materials that align with students' needs and highlights the material's role in motivating both students and teachers. Another study by Sipayung and Pangaribuan (2019) targets 11th-grade tourism students and develops teaching materials that guide them in practicing hotel room booking through roleplay. The researchers also create a syllabus and lesson plans based on the 2013 curriculum. The text further explores the concept of English for Specific Purposes (ESP) and its relevance in vocational education. ESP focuses on developing language skills and applying them to specific academic fields or professional contexts. The development of ESP materials requires considering the interests and needs of students and adapting to different domains (Widodo, 2016)

The challenges in developing teaching materials are also discussed, such as the need for knowledge, monitoring time, and selecting suitable media. The front office department in hospitality is highlighted as a significant area where English proficiency is crucial. Front office staff not only communicate with guests but also utilize technology and possess strong communication skills. as stated by Hai-yan, K. & Baum, T. (2006) that Employee skills are a vital operational tool as a service that determines the success of the hospitality industry especially in the front office, built on a combination of economic, political, cultural and other factors in the local economy.

A needs analysis is mentioned as an essential step in ESP course development, which helps define course content and method (Flowerdew, L. 2012). Gathering information through questionnaires is suggested as an effective way to understand students' needs and tailor the curriculum accordingly. The text



emphasizes the importance of teachers' active and creative role in meeting students' needs and addressing gaps in their learning.

The development of the curriculum in vocational high schools is also discussed, with the mention of the 2013 curriculum and the new Merdeka curriculum. The evolving curriculum aims to prioritize the learning goals of the younger generation and adapt to changing circumstances, such as the shift to online learning during challenging times.

The summarized text discusses eleven different studies that focused on the development of English learning materials for various educational contexts. Here are the key points from each study:

Study by Dewi et al. (2021): Developed English learning materials for front-office students in the tourism faculty of Triatma Mulya University. Used the Design and Development (DnD) model and identified six types of material needed by front office students. Study by Utami et al.: Developed English materials for food and beverage service for students of SMK SMSR Ubud. Used the DnD model and identified seven materials needed for food and beverage service. Study by Ariyanthi and Suarcaya (2020): Developed English learning materials for restaurant students at Apollonia hotel school. Used the DnD model and identified eight types of material needed by restaurant students. Study by Lestari et al. (2018): Developed learning media using Powtoon for thematic learning in elementary schools. Showed high quality in design and development of audio-visual based learning media. Study by Firmanda et al. (2021): Developed an English for Specific Purposes (ESP) supplementary book based on a project-based learning model for mechanical engineering students. Validated the book in terms of content, language, and media. Study by Maula (2021): Developed learning materials for culinary art programs using the Four-D model. Investigated the implementation and quality of the materials in terms of effectiveness, practicality, and readability. Study by Haryudin et al. (2020): Analyzed the development of English teaching materials at vocational schools in Cimahi. Found high student motivation but identified obstacles in learning English. Study by Erfiani et al. (2019): Developed supplementary reading materials for multimedia study program students. Focused on specific needs and used the Research and Development (R&D) design. Study by Syam (2020): Developed a writing module for fourth-semester English department learners. Used the ADDIE model and found the module practical for teaching writing. Study by Kurniasih and Rahmawati (2018): Developed writing materials based on the eclectic approach for Indonesian EFL learners. Used the R&D design and involved students' needs, levels, and expert feedback. Study by Sundari et al. (2018): Developed English writing materials for tenth-grade students based on project-based learning.



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Improved students' writing skills and focused on describing a person and a popular place.

Overall, these studies highlight the importance of developing targeted English learning materials that cater to specific contexts and student needs. The materials developed in these studies were generally found to be effective and suitable for teaching English.

In summary, the text emphasizes the significance of developing teaching materials that cater to students' needs, particularly in vocational schools. It discusses the development of English learning materials for vocational students in the tourism and front office departments, the concept of ESP, challenges in material development, the role of the front office in the hospitality industry, needs analysis, and the evolving curriculum in vocational education.

METHOD

This study was developmental research which known as design and development (D&D) design proposed by Richey and Klein (2014). The phase in this study was ADDE (analysis, design, development, and evaluation). Firstly, it started by doing need analysis, followed by designing the blueprint, developing the product, and evaluating the product quality. The subject in this study were english teachers and students of SMKN 2 Singaraja of 11th grade in XI AP 5. The setting of this study was a school in buleleng regency.

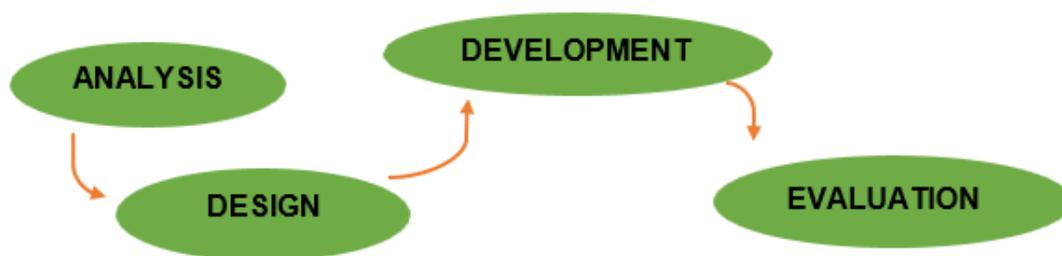


Figure 1. D&D Steps in Chart (Richey & Klein, 2014)

In analysis phase, the data were collected through interview, and questionnaire, and document analysis. The document analysis was done by analyzing the lesson plan and syllabus (CP and ATP) as the document study. Meanwhile, the interview was conducted by giving questions to the teacher about to obtain information about the teaching materials used by teachers when teaching in the classroom and the interest of students at SMKN 2 Singaraja, especially in



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class XI AP 5 towards the front office. In design phase, it followed by making blueprint which consisted by content, students achievement, and how to learn the material. In development phase, it followed by developing the material product before evaluating by the experts. It took four months in designing then evaluating the product. The research followed the Design and Development (D&D) model proposed by Richey and Klein (2014), which consists of four stages: analysis, design, development, and evaluation (ADDE). The analysis stage focused on identifying student needs and consulting with teachers to determine the topics to be developed. The design stage involved creating a blueprint that incorporated input, content-focused, language-focused, and task aspects. The development stage transformed the blueprint into a complete and high-quality product, which was then evaluated for validity by experts. Finally, the evaluation stage assessed the quality of the developed English teaching materials, using expert assessment sheets as a guideline. The aim of the research was to create effective teaching materials that could meet student needs and achieve learning objectives. The research was conducted at SMKN 2 Singaraja, a vocational school in Bali, with front office teachers and 11th-grade students as the subjects. The variables observed included the development of English teaching materials, their design, and their quality. Data collection methods included interviews, questionnaires, document analysis, and expert assessments. The data analysis techniques used were qualitative descriptive analysis for qualitative data and quantitative analysis using the Likert scale and mean calculation for quantitative data.

FINDINGS AND DISCUSSION

The research aimed to develop English learning materials specifically designed for the front office subject in the eleventh grade at SMK Negeri 2 Singaraja. The needs analysis conducted by the researcher identified the requirements of teachers and students in the teaching and learning process. The developed product was aligned with the Merdeka curriculum and addressed the specific needs of the students. The research utilized the needs analysis theory to ensure that the material content matched the learning objectives. Two units were developed: (1) Description of hotel facilities and services, and (2) handling reservations by telephone. The materials included vocabulary and pronunciation support, colorful illustrations to engage students, precise content length, and practice questions. The exercises provided opportunities for students to improve their reading, writing, speaking, and listening skills. The product was developed in both soft and hard copy formats. The soft copy allowed for easy access on mobile phones, tablets, and laptops, while the hard copy provided a focused reading



experience. The packaging of the book considered the advantages of both formats, as suggested by previous research.

The research focused on developing English learning materials for first-semester students in eleventh grade at SMK Negeri 2 Singaraja, specifically for the front office subject. The initial planning stage involved document analysis and needs analysis. Document analysis included studying books, modules, and other relevant materials related to front-office learning. The needs analysis consisted of interviews with front office teachers and distributing questionnaires to students in class XI AP 5 majoring in tourism. The results of the document analysis and needs analysis provided insights into the limitations of learning resources, teachers' difficulties in obtaining materials, the adequacy of materials and methods, the importance of handbooks, the suitability of existing materials, the presence of conversations/dialogues, the use of illustrations/pictures, the variety of questions and exercises, the success rate in learning front office subjects, and the focus of the materials in relation to the front office subject. The research aimed to address these findings and develop learning materials that better meet the needs of the students.

The document analysis revealed that SMKN 2 Singaraja implemented the Merdeka curriculum, specifically in the front office subject for the tenth and eleventh grades. Changes were made to the teaching guidelines, including learning objectives, competencies, and teaching modules. Based on the analysis, it was determined that two units needed to be developed: "Description of hotel facilities and services" and "Handling reservations by telephone." The researcher tested out documents to determine the units that had been developed, researchers interviewed front office teachers and analyzed the learning outcomes and flow of learning objectives. The matrix of learning outcomes indicated that these two units required development. The English learning materials for the front office should focus on information and explanation, language expression, and the four basic English skills: listening, speaking, reading, and writing.

The design and development of the English learning materials for the front office involved creating a blueprint that included unit topics, learning objectives, language-focused or language expression, and task activities. The development process included input, content-focused, language-focused, and task sections. The product was designed to meet the needs of students and improve their English skills through various activities. The quality of the developed materials was evaluated through expert judgment. Experts in the field of tourism and front office teaching assessed the layout and design, activities, and skills covered in the materials. The overall assessment indicated that the materials met the criteria for quality.

In conclusion, the document analysis led to the identification of two units that needed to be developed for the English learning materials in the front office

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subject. The materials were designed and developed with a focus on information, language expression, and the four basic English skills. The materials were evaluated and deemed to be of high quality. The materials were designed based on the results of interviews with front office teachers, questionnaires with students, and document analysis. Each unit followed the framework of input, content-focused, language-focused, and task, aligning with Hutchinson and Waters' theory. The goal was to unleash students' potential and ability to learn English for the front office. The developed materials were assessed through expert judgment by two expert judges, including English education lecturers and front office teachers. The products were rated as "excellent" due to their adaptation to students' and teachers' needs, creative planning, and inclusion of images, conversation dialogs, texts, and tasks to improve students' English skills. However, some areas for improvement were identified, such as the need for additional language expressions, deeper exploration of material information, and stronger content in each unit. The research implications of this study include the contribution of materials aligned with the Merdeka curriculum, which can address the specific needs of vocational school majors, particularly in the tourism department. The English for Front Office materials, available in printed and E-book formats, target students, front office teachers, curriculum developers, and researchers in related fields. The aim is to positively impact users by providing additional resources, motivation, and appropriate material mastery for students studying the front office subject.

CONCLUSION

The research aimed to develop English learning materials for front office students in vocational schools. The research design used Richey and Klein's design and development (D&D) model. The study focused on identifying students' needs for subjects related to their majors and future careers. Four topics were identified to provide adequate learning resources. The research found that front office teachers and students required extensive and specific learning resources. The development of English learning materials for front office began with a needs analysis and document study. The materials were designed to be relevant, practical, and engaging, with a focus on vocabulary, pronunciation, and colorful presentation. The product included two units: description of hotel facilities and services and handling reservations by telephone. The material development process involved expert judgment and feedback from teachers and students. The materials were packaged in both soft and hard copy formats to cater to different preferences and needs. Expert assessments categorized the developed product as excellent. The materials contained creative and innovative content, including images, conversations, texts,

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and tasks to enhance students' English skills. The developed materials were expected to improve learning quality and motivate students. Suggestions for improvements included providing more language expressions, in-depth information, and further content strengthening. The implications of the research were to meet the needs of students in vocational schools, support the Merdeka curriculum, and provide useful resources for front office students, teachers, curriculum developers, and researchers.

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