



DEVELOPING ENGLISH LEARNING MATERIALS FOR HOUSEKEEPING FOR ELEVENTH-GRADE STUDENTS IN FIRST SEMESTER AT SMKN 1 SINGARAJA

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ABSTRACT

The implementation of this research aims to develop a textbook for English for Housekeeping for grade XI semester 1, majoring in hospitality at SMKN 1 Singaraja, Buleleng. English subject used in schools is still general, did not specific based on each student's major yet, and there was no learning material in accordance with the Merdeka Curriculum. The research method used is Design and Development (D&D) by Richey and Klein (2009) in Sugiyono (2017), in which there are three stages, namely Planning, Production, and Evaluation. The data analysis technique in this study uses with qualitative and quantitative methods. Based on the data, it was found that teachers and students need specific English with the hospitality major and an interesting English textbooks for Housekeeping. There are three learning units developed using Hutchinson and Waters' (1987) theory, namely 1) Provision and Preparation for Housekeeping Services, 2) Public Area Section, and 3) Handling Lost and Found for Guests. The results of this study are the English Textbook for Housekeeping which was evaluated by the two previous experts using a checklist questionnaire by Litz (2005) on a Likert scale. From the results of the expert's evaluation, calculated using the percentage formula and the Mean by Suharto (2006), it was known that the quality of the textbook English for Housekeeping is in the very good category based on the range of assessments by Suharto (2006). Therefore, this textbook can be used by teachers and students to explore English material, especially for Housekeeping subjects.

***Keywords: Material Development, English Textbook, English Learning
Material, Housekeeping***



INTRODUCTION

Indonesia is a country that is often visited by tourists, both domestic and foreign (Wibawa, et al, 2021). Therefore, English is needed as an international language. The position of English is very important for the world of tourism besides the business world. The large number of job vacancies in the tourism sector shows that applicants are proficient in English, both spoken and written. This causes many students from elementary to high school to choose to take English courses to develop their abilities in the future. With the importance of English for vocational students, majors in vocational schools should be adjusted to the expertise of each student (Sholichah & Ristati, 2020). With the number of vocational schools majoring in tourism in Bali, in the future there will be many workers in the tourism sector. This requires vocational schools to provide appropriate English learning materials for students, especially those majoring in tourism.

It is necessary to have a more specific English, namely English for Specific Purposes (ESP). According to Hutchinson and Waters (1987) in Dewi (2021), one approach to learning

English that is based on the needs of students in the future, in the world of work is called English for Specific Purposes (ESP). English for Specific Purposes (ESP) is related to learning English as a foreign language and aims to use English in a certain scope (Fitria, 2019). The important point is that English for Specific Purposes (ESP) is integrated as an important field of subject matter for students later. Vocational students need to study ESP, therefore they can prepare themselves for their work later, such as tour guides, and others. To design English for Specific Purposes (ESP) materials, it is very necessary to have an ESP foundation in the form of analysis, and later will lead to courses that are in accordance with the skills of students in vocational schools (Dayu & Hauraf, 2016).

One of the majors included in the scope of the world of tourism contained in Vocational High Schools is Hospitality. One of the subjects that will be studied by students majoring in hospitality is Housekeeping. The facts found after observation, that the Housekeeping textbook at SMK N 1 Singaraja still does not contain English terms within the scope of Housekeeping. In this study, the researchers focused on developing English Housekeeping teaching materials for grade 11. Vocational high school students, especially hotel majors who have links with the world of tourism, of course, need to master English for their additional skills when they work later. This English module related to Housekeeping is really needed so that later SMK students, especially hotel majors, are ready to use English in their future jobs.

The researcher realized that the learning materials contained in the Merdeka Curriculum are already specific based on the needs of students majoring in



Hospitality, but still use Indonesian. English books at SMK N 1 Singaraja also still use general English, not specifically for each department. What is needed by the teachers of SMK N 1 Singaraja right now is learning material in the form of English learning modules for Housekeeping subjects. Therefore, this study on design and development is needed which aims to 1) find out students' needs regarding Housekeeping textbooks through need analysis, 2) design and develop English textbooks for class XI Housekeeping, and 3) evaluate the quality of textbooks English for Housekeeping through expert assessment.

THEORETICAL FRAMEWORK

English Learning Material

According to Suliadi (2020), one of the determining factors for the success of learning activities is material. Therefore, the development of teaching materials according to the needs of students is very necessary. There are several previous studies that discuss the development of English learning materials in vocational schools. According to Tomlinson (2011), material is everything that can be used by teachers to teach language to students, which is not only in the form of textbooks, but can also be from CD-ROMs, videos, and newspapers. Teachers can also use other learning materials so that later students will not get bored in learning. In today's digital era, the internet can be a supporting tool for students to learn. There are several previous studies that discuss the development of English learning materials. First from the research conducted by Wibawa, et al (2021) which focused on developing English learning materials for vocational school students, especially in the Front Office. The results of the study stated that most of the teaching materials were in accordance with the material needs for students majoring in front office.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) or English for specific purposes is an approach in teaching and using English for specific fields and studies according to the needs of the fields

and professions that use English (Rizal, 2019). These fields of knowledge and professions include English for law, medicine, mechanical engineering, economics, maritime and so on. The significance of the English language these days isn't in that frame of mind of individuals who use it, however in what is the reason it utilizes. As a part of English Language Teaching and applied phonetics, English for Specific Purposes arose during the 1960s (Liu and Huc, 2021). English for Specific Purposes (ESP) alludes to the EFL noticeable showing field which works on the understudies' abilities in language and its application in their intrigued field (Laadem and Mallahi, 2019). It has two terms that we really want to consider, first is "purposes" and "explicitness" that have a place with a particular



scholarly field (Salmani-Nodoushan, 2020). There are numerous scholarly spaces as per the understudies' advantages. Thus, it has relied upon the understudies' necessities in the particular circumstance or prerequisites.

The improvement of ESP happens constantly equivalent to in the ESP calling (Widodo, 2016). All areas contain various settings for one another, so there are different quantities of explicit English. The focal point of this noticeable is acquiring the understudies' language authority who need to learn explicit English courses as per their livelihood by many projects (Laadem and Mallahi, 2019). In professional training like advanced education (e.g., polytechnic) and optional instruction (specialized school), there are numerous professional fields, for instance, bookkeeping, PC designing, lodging neighborliness, inn the board, and so on (Widodo, 2016). The understudies must have the option to work on themselves and become proficient in their field, particularly in language dominance. Once in a while, the understudies frequently face troubles in utilizing suitable jargon as per their business. Thus, this is one reason why ESP information is fundamental.

Developing English Learning Materials of English for Specific Purposes in Vocational School

The nature of learning is affected by the arrangement of powerful materials. As indicated by Islam et al., (2020) express that to foster materials to be more powerful there are a few phases completed like requirements investigation, laying out objectives and targets, arranging, readiness, pre-use evaluation, testing, creation, update and conclusion. As indicated by Tomlinson (2001) in Brow and Raza (2020) express that material improvement can be characterized as the method involved with planning, executing, and assessing showing materials or materials. Then again, the advancement of the elaboration material can allude to two things including the field of study and common sense (Harsono, 2007). Creating materials is definitely not a difficult undertaking as long as educators have the significant information and abilities to achieve it, so it is fundamental to prepare instructors and understudy educators to deal with the circumstances where they need to foster materials. The material should be grown appropriately so the educational experience can be accomplished as per the learning goals. In creating materials, instructors need to configuration showing materials appropriately with the goal that these materials can be conveyed to understudies. Accordingly, improvement of showing materials and showing helps is basic to the outcome of instructive exercises.

Material improvement actually should be thought of, particularly in the event that you need to foster learning materials in unique fields, for example, in professional schools. Professional schools are not the same as secondary schools. As per (Kusumawardani, 2019), it is expressed that understudies in professional secondary schools are understudies who concentrate on specific subjects and



have explicit objectives, while secondary school understudies concentrate on broad subjects and the material is extremely expansive. As per (Mulyah and Aminatun, 2020) states that professional secondary schools and secondary schools are accepted to appear as something else. The thing that matters is in educating English. Since showing English in professional secondary schools is remembered for English for a

particular reason (ESP). As indicated by Ulfa (2015) in Kusumawardani, 2019 states that to foster showing materials as a result of the significance of the ESP program, which is more particular or more centered around choosing materials that are appropriate for the necessities of understudies whose point is to change and meet what is required by understudies in the homeroom and, in actuality, when they are prepared to work. In a past report led by Rahayuningsih (2016) expressed that there are things that should be viewed as while creating learning materials for English for Specific Purposes, in particular the kind of showing materials required and variations connected with the showing materials utilized and afterward survey them on a continuous premise.

Challenges of Developing English Learning Materials in Vocational School Tourism Major

Creating learning materials can be overwhelming, particularly for an amateur (Kusumarasyati, 2014). There are numerous things that should be thought of, accordingly the learning materials arranged are as per the rules. As an educator, choosing learning materials will be provoking action items (Septiana, 2018). Besides, learning materials are the center instrument utilized by the educator to instruct in the homeroom, particularly in language instructing (Walsh and Cullen, 2021). Additionally, learning materials are a particularly fundamental piece of learning, so it should be planned and created as well as possible (Khalida and Refnaldi, 2020). All things considered will show up on the most proficient method to foster the material properly and as per the particular field required. English is as of now a critical language for some reasons (Afriandi and Fatimah, 2021). Whenever we need to foster materials for English for Specific Purpose, for example, in professional school, it should be proper for understudies' field needs (Rahayuningsih, 2016).

Professional school expects to get ready understudies to become talented laborers (Fadlia et al., 2020). There are a few rules that instructors ought to use as a kind of perspective while creating learning materials for English for Specific Purposes in professional school. English for Specific Purposes material is to be sure centered around giving learning in professional school since it is as per the necessities of understudies whose English learning is more focused on their particular majors (Septiana, 2018). Along these lines, there will be the difficulties looked by instructors, when they need to foster the specific material for explicit purposes as per understudies' need and furthermore material gave in English to



Specific Purposes can assist them with encouraging develop the abilities they acquire in professional schools. There are likewise a few things that educators should focus on while creating Englishfor Specific Purposes learning materials, in particular the rules of instructing, the specific prospectus of English for Specific Purposes, and the materials choice to show the program (Fadlia et al., 2020).

Housekeeping Department

Housekeeping is one of the subjects studied by students majoring in hospitality at SMK.Rumekso (2005) states that Housekeeping is an officer who arranges and makes the hotel arealook tidier, so that it will be pleasant for guests. Another definition from Yayuk Sri Perwani inRumekso (2005), Housekeeping is one of the departments in the hotel, whose job is to handlematters relating to the beauty, neatness, cleanliness and completeness of all rooms and other public areas so that guests feel comfortable. Based on all these definitions, the basic function of the Housekeeping department in hospitality is to serve guests with regard to cleanliness, tidiness and completeness in rooms and other public areas of the hotel to achieve the main goalof making guests feel comfortable and safe.

In Housekeeping department, of course there are several sections. Their main task is toorganize and maintain completeness, as well as tidiness in the rooms and other public areas of the hotel. They also need to be able to communicate with guests when explaining room facilities, explaining hotel facilities and services, offering laundry services, and also handling complaints from guests. Based on the explanation in the book "Housekeeping Hotel Floor Section" by Rumekso (2005), there are several job sections in Housekeeping department workers, as follows:

1. Room Section
2. Garden Section
3. Laundry Section
4. Flower Section
5. Public Area Section
6. Housekeeping Office Section

METHOD

This development research used the Design and Development (D&D) method by Richey and Klein (2009) in Sugiyono (2017), in which there are three phases, namely Planning,Production, and Evaluation. A total of 50 students and one Housekeeping teacher were involved as subjects in this study. The data



acquisition steps are carried out by knowing the needs of students using need analysis. Need analysis is carried out by giving questionnaires to students, interviewing Housekeeping teachers, and analyzing documents in the form of Learning Outcomes (CP), Learning Objectives Flow (ATP), and Housekeeping Textbook for Grade XI. In this study, the instruments used were students' questionnaires, questionnaires to test instruments, expert evaluation questionnaires, and teacher interviews. The results of the data that has been obtained, analyzed qualitatively and quantitatively. Then for the development of the English for Housekeeping textbook, it was developed using the theory from Hutchinson and Waters (1987), in which there are Input, Content Focus, Language Focus, and Task components in it.

FINDINGS AND DISCUSSION

English material for Housekeeping subject that are needed to be developed for eleventh grade students in first semester at SMK N 1 Singaraja

After conducting a need analysis, some data results were obtained which can be seen below

1. Results of document analysis.

From the analysis of documents in the form of Learning Outcomes (CP), Learning

Objectives Flow (ATP) that have been carried out, it is known that there are three units that need to be developed in one semester, namely 1) Provision and Preparation for Housekeeping Services, 2) Public Area Section, and 3) Handling Lost and Found for Guests. Then the results of the Housekeeping textbook analysis, there are several learning units that are related to Learning Outcomes and Learning Objectives Flow, which are used as additional references for developing English textbooks for Housekeeping grade XI semester 1.

2. Results of interviews with teacher

From interviews that were conducted with Housekeeping teacher used interview guideline from Miles and Huberman (1994), data was obtained that teachers still used the 2013 curriculum book as one of their references in teaching in class. The existence of an English teaching module for Housekeeping is also needed considering that the English language taught to students is still relatively general. The use of examples of conversations and pictures in books is quite a bit needed because in Housekeeping, English vocabulary is more dominant than conversation. Then the textbooks used in class already focus on Housekeeping, but still use Indonesian in it, therefore a special English module for Housekeeping



is needed to enrich students' knowledge later.

3. Results of students' questionnaire

This student questionnaire is based on the theory of Hutchinson and Waters (1987) and Nunan (1988). The questionnaire is with open answer options. From this student questionnaire, several important points were found such as the goals of students learning English after they graduated from school, the English materials students wanted, the forms of English material from speaking, listening, reading, writing, and vocabulary desired by students, and also the role of the teacher desired by students when teaching in class. From these findings, it can be concluded that students want English teaching modules that are better, more interesting than before, also presenting practice questions in them. Students learn English so that they will be able to communicate orally and in writing well after graduating and working in a new place later. Students also want interactive learning activities with their teachers at school.

The design of English Housekeeping learning material

The material design for English for Housekeeping was developed into a material blueprint using development theory by Hutchinson and Waters (1987), in which there are Input, Content Focus, Language Focus, and Task. The material development theory used is the development theory from Hutchinson and Waters (1987), which contains Input, Content Focus, Language Focus, and Task. Input can be in the form of pictures or examples of conversations which serves as an introduction to learning topics. This input is used as a warming up activity before entering the learning topic. Teachers can modify this warming up activity to make it more interesting for students before starting learning activities. Content focus on this textbook contains a summary of the material from the learning unit, which can be read by students and teachers. The language focus in this book contains several language expressions contained in the learning unit. The language expression can be in the form of grammar or vocabulary. Then this task contains several practice questions which aim to determine students' abilities from the learning activities that have been carried out. Teachers can modify or add practice questions according to student needs. The blueprint was developed based on the need analysis that had been carried out previously. Three units developed based on the blueprint of the material. The units are Provision and Preparation for Housekeeping Services, Public Area Section, and Handling Lost and Found for Guests.

The quality of English Housekeeping learning material

The quality of this textbook of English for Housekeeping was evaluated by two experts in the field of ESP. The evaluation was carried out using an assessment questionnaire by Litz (2005) which uses a Lickert scale of 1-4 from Suharto (2006). The following is a table of results from experts' evaluation of the



product.

Table 1.

The Quality of English for Housekeeping Textbook

| NO | Dimension | Quality of Product | Score (1-4) | |
|----|-------------------|--|-------------|-----------|
| | | | Expert I | Expert II |
| 1. | Layout and Design | The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit. (Litz, 2005) | 4 | 4 |
| | | The layout and design are appropriate and clear (Litz, 2005) | 3 | 4 |
| | | The textbook is organized effectively (Litz, 2005) | 4 | 4 |
| | | The textbook provides a vocabulary list (Litz, 2005) | 4 | 4 |
| | | The textbook provides a review section (Litz, 2005) | 4 | 4 |
| | | The textbook provides clear objectives (Litz, 2005) | 4 | 3 |
| 2. | Activities | The textbook provides a balance of activities (Litz, 2005) | 3 | 4 |
| | | The activities encourage sufficient communicative and meaningful practice (Litz, 2005) | 4 | 4 |
| | | The activities incorporate individual, pairs, and group work (Litz, 2005) | 4 | 4 |
| | | The grammar points and vocabulary items are introduced in motivating and realistic contexts (Litz, 2005) | 4 | 4 |
| | | The activities promote creative, original, and independent responses (Litz, 2005) | 4 | 4 |



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| 3. | Skills | The materials include and focus on the skills that students need to practice (Litz, 2005) | 4 | 4 |
|----|---------------------------|--|-------------|-----------|
| | | The material provide practice inlistening and speaking skills (Litz, 2005) | 4 | 4 |
| NO | Dimension | Quality of Product | Score (1-4) | |
| | | | Expert I | Expert II |
| | | The textbook helps students to practice speaking (Litz, 2005) | 3 | 4 |
| | | The practice of individual skills in integrated into the practice of other skills (Litz, 2005) | 4 | 4 |
| 4. | Language type and Context | The language used in the textbook is authentic, that is like real-life English (Litz, 2005) | 4 | 4 |
| | | The language used is at the right level for students' current English ability (Litz, 2005) | 4 | 4 |
| | | The progression of grammar points and vocabulary items is appropriate (Litz, 2005) | 4 | 4 |
| | | The grammar points are presented with brief and easy examples and explanations (Litz, 2005) | 4 | 3 |
| | | The language functions exemplifyEnglish that the students will be likely to use in the future (Litz, 2005) | 3 | 4 |
| 5. | Subject and the content | The subject and contents of the bookare relevant to students' needs as an English language learners (Litz, 2005) | 4 | 4 |
| | | The subject and contents of the textbook are generally realistic (Litz, 2005) | 4 | 4 |



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| | | | |
|--|--|-----------|-----------|
| | The subject and contents of the textbook are interesting, challenging, and motivating (Litz, 2005) | 4 | 4 |
| | There are sufficient varieties in the subject and contents of the textbook (Litz, 2005) | 4 | 4 |
| | The materials are not culturally biased and do not portray negative stereotypes (Litz, 2005) | 4 | 4 |
| | SUM | 96 | 98 |

Based on the results of the calculation of the validity percentage from Suharto (2006), from expert 1 the percentage and mean were 96% and 3.84. Then from expert 2 the percentage and mean were 98% and 3.92. From this percentage, it is converted to a scale of 4 which shows that the validity level of the English textbook for Housekeeping is at a very good level.

CONCLUSION

Design and development (D&D) method from Richey and Klein (2009) was used in this study, which aimed to develop the English learning material for Housekeeping subject for grade XI at SMKN 1 Singaraja. This study was identifying about: 1) English material is needed by grade XI students at SMK N 1 Singaraja in Housekeeping, 2) the design of English Housekeeping learning material for eleventh grade students in SMK N 1 Singaraja, and 3) the quality of the English "Housekeeping" learning material developed for eleventh grade students in SMK N 1 Singaraja.

Based on the need analysis which have been conducted previously, there are three units need to be developed in the textbook. The units are, 1) Provision and Preparation for Housekeeping Services, 2) Public Area Section, and 3) Handling Lost and Found. The units are Housekeeping learning materials for grade XI in semester 1. Therefore, the material development was limited to 3 units. The, the textbook for English Housekeeping was developed using the theory of material development from Hutchinson and Waters (1987), which contains Input, Content Focus, Language Focus, and Task. The English for Housekeeping textbook was developed using the Merdeka Curriculum teaching module format which is currently used as a teaching guide at SMKN 1 Singaraja. This English for Housekeeping textbook was evaluated by two experts using a questionnaire with a Lickert scale (1-4). From the results of the product evaluation, the percentage of expert 1 was 96.8% and expert 2 was 98%, which in the very good category. With the existence of an English textbook for Housekeeping as a result of this research, teachers can use it as a guide for providing special English



material for Housekeepinglater. Teachers can develop learning activities that are already contained in the textbook if deemed necessary.

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