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DEVELOPING ENGLISH MATERIALS FOR FRONT OFFICE OF THE XII GRADE STUDENTS OF SMK N 2 SINGARAJA

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A B S T R A K

Proses pembelajaran dipengaruhi oleh berbagai factor. Salah satu factor penting adalah media belajar sebagai pendukung proses pembelajaran khususnya pembelajaran pada mata pelajaran ESP. Penelitian ini bertujuan untuk mengembangkan materi Bahasa Inggris untuk Front Office berdasarkan analisis kebutuhan siswa. Subjek penelitian ini adalah guru di SMK Negeri 2 Singaraja selaku kepala front office di sekolah tersebut, para siswa pada semester II kelas 12 AP2 SMK Negeri 2 Singaraja, dan staf front office yang bekerja di Hotel Kutabex. Instrumen penelitian ini menggunakan kuesioner dan cheklist. Metode penelitian ini menggunakan model Design and Development (D&D). Data telah dianalisis dengan penelitian kualitatif deskriptif. Hasil penelitian menunjukkan ada tiga temuan, (1) penelitian ini mengembangkan tiga topik yaitu penanganan group guest check-in, penanganan group guest check out, dan transaksi keuangan berdasarkan kebutuhan siswa, (2) Desain materi bahasa Inggris berisi input, content focus, language focus, dan tugas. Dalam design task berisi empat kemampuan dasar bahasa Inggris yaitu mendengarkan, berbicara, membaca dan menulis. (3) Kualitas produk termasuk kualitas yang sangat baik berdasarkan hasil dari penilaian dua juri ahli.

A B S T R A C T

The learning process is influenced by various factors. One of the important factors is the learning media as a supporter of the learning process, especially in learning ESP subjects. This study aimed to developed English materials for Front Office based on student's need analyses. The subjects of this research were one teacher at SMK Negeri 2 Singaraja as the head of the front office at the school, 35 students in the second semester in class 12 AP2 of SMK Negeri 2 Singaraja, and one of front office staff who worked at Kutabex Hotel. A questionnaire and a checklist used as the instrument to obtaining the data in this study. The method of this research used the Design and Development (D&D) model. The data has been analyzed with descriptive qualitative research. The result shows that the findings are (1) the study was developed three topics, namely: handling group guest check-in, handling group guest check out, and financial transaction based on the student's need. (2) The design of English materials contains input, content focus, language focus, and task. In the task, the design included four English basic skills, namely: listening, speaking, reading, and writing. (3) The quality of the product belongs to very good quality based on the result of two expert judges.

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1. Introduction

Bali as the one of favourite destinations in the world has many tourism objects that gain the visitor to come in. Every year, the visitor of Bali island come to holiday, pray, and having an adventure or honeymoon. In line with the number of visitors come to Bali, indirectly many hotels are builds for visitors who are on vacation. Then, many hotels make job opportunities for tourism schools. The competence, a workforce is needed in the tourism sector. Therefore, good preparation from the school is important for relied on in the tourism field. Through tourism schools the government expects are able to prepare human resources in the field of tourism and increasing the existence of Bali Island.

However, in the real implementation, the tourism students still lack sources of knowledge about the subject in tourism. Many schools in Singaraja have limitations in providing sources of knowledge like a limitation of learning modules and books. Based on preliminary observations to the teacher and students at SMK N 2 Singaraja through google form on July 1st, 2020, it was found the teachers mostly take material from the internet. The teachers only use a sheet and it does not contain pictures or examples of conversations that make students bored. Then, the teachers use common books or do not specific front office material for XII grade students. The studied material to focus on a field can be studied on ESP.

English for Specific Purposes (ESP) is teaching English that has the purpose to teach for the vocational and professional fields (Datu et al., 2020). According to Hutchinson & Waters, ESP is the approaching language teaching in which all material decisions or learning content are based on student needs (Paltridge & Starfield, 2016). Hutchinson & Waters also explain ESP is English that focuses on certain material like English for business, English for law, English for medical purposes, English for tourism, and English for other fields. ESP is different from general English although both of them are the same in learning English. The differences of ESP can be seen from the characteristics of the course.

The observer is made several questions through google form to asking the teacher about the obstacles that they found during using the learning material or books. It was found that the teachers only use teaching materials from online sources in the learning process. Then, the observer also shares a google form for the students to know what they need in the learning process. From the questions, the observer states several problems of the students during the learning process. The students bored with the monotonous material. The students need authentic material as their basic knowledge. Authentic materials are needed to provide good services to visitors, especially for the front office department when they get a job. The material given by the teacher cannot provide various activities, examples of conversations, and exercises, also illustrations.

The limitation of English materials in textbooks influenced the student's result score in front office subjects. That is because the students are lack in motivation to learn. The students feel bored because they learn with monotones materials. The teacher only gives them a bit of explanation about the front office, teach with limited online material without any examples. In fact, the students need more interesting material, especially in front office subject. The front office subject is the important material in the tourism sector. The front office has an important position in the hotel to reflect the hotel is good or not as the first guest impression (Asmin, 2014). It can make, the front office subject should be learning with seriously through interesting material in the textbook. Hopefully, the materials design in this stage will make students enjoy and make the students not feel stress during the learning process. The design should be covered by various examples, illustrated, and completed clear explanation.

According to Carney & Levin, the illustration from the book has advantages for students' namely conventional function (Gagatsis, 2021). There is decoration, representational, organizational, and interpretational that can improve student's ability. In addition, According to Sert & Seedhouse said that "we should also address the students' needs by also showing examples of scripted conversations that they would enjoy"(Sert & Seedhouse, 2011). When the textbook has many examples of conversations, students will have more time to practice their speaking, so they will have the opportunity to use their target language to communicate.

The problem that finds in the school leads the researcher to develop English material for the front office. The researchers will design the textbook in two terms which are online (e-book) and offline (printed). During the COVID-19 pandemic, e-books are also needed to make it easier for students to access subject matter anywhere and anytime without having to bring a printed book. The materials are design based on students' needs and oriented for proficiency objective. According to Hutchinson & Waters Robinson, said that by doing need analysis, teachers get two important pieces of information which are, students' current level of their knowledge also their motivation, and the students' needs (Lapele, 2019). Then, the proficiency objective use as the basis of English skills in design the textbook. According to Stern in Bastruknment, proficiency objective focuses on four basic skills: reading, writing, speaking and listening

(Supina, 2018). So, through the materials in the book, students are expected to have more expertise which is used as a tool for a job in the front office department in the future.

The design in developing textbook for the front office, the researcher use four important aspects will contain in each part of the textbook based on Hutchington & Water (Kurniadi et al., 2004). The theory state that developing material must be considered of four important aspects namely, input, content focus, language focus, and task. Input will present some activities that use to give students stimulus to learn like give conversations or pictures related to the material. The second is the content focus, which consisting of material that must be understood by students. The third is language focus, in this part serve several grammar reviews and vocabulary used to complete with how to pronounce those help students to learn. Fourth is a task, provided to measure students' abilities and used for comprehension exercises. In task consisting of four language skills such as listening, speaking, reading, and writing. Then, all of the aspects related to the material of the front office.

A similar study entitled An Analysis of Jargons Used by Receptionists in Front Office at Grand Istana Rama Hotel (Pridipta & I Gede Budasi, 2017). The study has three purposes, first to identify and analyze the linguistic forms of jargon in the front office department. Second, identify and analyze the meaning of each jargon used in the front office. Third, identify and describe the function of jargons in the front office. The study was conducted at Grand Istana Rama Hotel. Descriptive qualitative research was used in this study. This study focuses on discovery rather than statistical analysis. The finding showed 1) the jargons used in the front office department at Grand Istana Rama Hotel are abbreviation, acronym, affixation, lexical borrowing, coinage, word, and phrase formation. 2) the meaning of each linguistic form is based on its use. 3) the function of each jargon was: providing technical language and encouraging in-group solidarity (Praptono, 2020).

2. Method

This study belongs to descriptive qualitative research with used Design and Development model by Richey and Klein (2007). The model consists of three processes, there are design, development, and evaluation (Ndongfack, 2015).
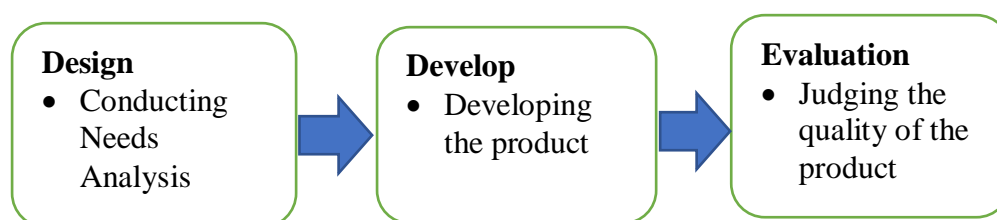

Figure 3. 1 Richey & Klein Model

The design has two steps, namely: document analysis, and needs analysis. The document analysis has been done by checking the existing book and syllabus used in teaching English for Front Office. In the need analysis step, the questionnaire shared for students, teachers, and front office staff. The questionnaire is providing for students at the Front Office department to know about what they obstacle in learning material. In developing materials, the researchers design the content of the textbook based on theory Hutcington & Waters that use 4 important aspects in present a book for each unit, namely input, content focus, language focus, and tasks (Astini et al., 2018). The last step is evaluation, in which in this step the researcher evaluates the quality of the product to be developed with the judge about good or bad based on Litz (2005).

The subjects of this study were the teacher at SMK Negeri 2 Singaraja named Luh Sutiari, S.Pd. She chosen becomes the subject because she is the head of the front office at the school. Then, the subjects also used the students in the second semester in class 12 AP2 of SMK Negeri 2 Singaraja that belong to the department front office. The last subject of this study is the front office staff named I Gede Eva Krisnanto who worked at Kutabex Hotel.

The process of collecting data used two kinds of instruments namely need analysis questionnaire, and checklist. In this study, the researchers use the questionnaire in google form for teachers and students to observe their needs. After the researcher knows about what students and teachers needed, the researcher used an additional questionnaire about the language function that they need. The questionnaire is for the teacher and staff front office. Then, the checklist is used for student's needs, and expert judges evaluate the product. The checklist was adapted theory from Litz (2005).

3. Finding and Discussion

This study found there were three results from the data analysis. Three main points that were discussed below.

Developing materials based on student's need analysis

a. The Result of Syllabus Analysis

The result of syllabus analysis was found three topics needed to be develop for twelve grade students in the second semester. Those topics were (1) Handling group guest check-in, (2) handling group guest check-out, (3) Financial transaction. From those topics, there were some learning objectives that should achieve by the students.

b. The Result of observation form

The questionnaires were shared by the researcher to know the content that needs material included in the product. The questionnaire was given to the students and the teacher through a google form. From the questionnaire, the researcher found most students are interested in books that contain many examples of conversation, present more pictures, and various tasks like the task contain listening, speaking, reading, writing as the basic English skill. Then, the result from the questionnaire, the researcher finds the teacher needs a material that provides various exercise, add some dialogue, and pictures related to the topic.

c. The Result of Student's Checklist

The result of the student's checklist needs analysis is from 35 students' class XII AP2. Then, in the checklist, there is no more addition of language function either from teachers or from the front office staff. The result of the student's checklist can be seen in Table 1 below.

Table 1. The Result of Student's Checklist

No.	Material	Language Function	Need	Not Need
1.	Handling group guest check-in	• Explaining the completeness of work for handling group guest check-in.	100%	-
		• Explaining technique and procedure of handling group guest check-in.	94%	6%
		• Determining work completeness of receptionist for handling group guest check-in.	94%	6%
2.	Handling group guest check-out	• Explaining the completeness of work for handling group guest check-out.	97%	3%
		• Explaining technique and procedure of handling group guest check-out.	94%	6%
		• Determining work completeness of receptionist for handling group guest check-out.	97%	3%
3.	Financial transactions	• Explain the scope of financial transactions.	97%	3%
		• Explaining the function of financial transactions.	91%	9%
		• Explaining the completeness of work for handling financial	97%	3%

No.	Material	Language Function	Need	Not Need
		transactions.		
		• Explaining financial transaction in handling techniques and procedures.	97%	3%
		• Determining the completeness of work for handling financial transactions.	97%	3%
	Average		96%	4%

The result of students' responses above show that most of students agree with the statements of the checklist with the average obtained for the agreed response was 96% and 4 % for disagreed response. The questionnaire not only handed for the students, but for the teacher who teach front office lesson and front office staff. The checklist used to find out if there were additional language functions or not to be added in the product. Then, the result shows the students mostly agreed with those materials was needed.

Need analysis theory was used to find out the appropriate English material which are relevant with the student's need. According to Richards, need analysis has three points purposes the following are: first, need analysis provide a way to get input. Second, need analysis used in developing goals objectives, and content (Surbakti, 2002). The last need analysis uses to evaluate the product.

This study supported by Ahmed, that study was aimed to gives overview about authentic material and significant in the English as a foreign language (Ahmed, 2017). The result of the study shows the authentic and culturally appropriate materials play a vital role in teaching for foreign language. In this study also enrich the traditional lessons can be very interesting to the learners. The packages of effective content learning for the students should package with attractively and easy to use. One of the packaging in the form of e-books. There are several benefits of using e-books that are, easy to bring everywhere, cheaper, and unlimited stock. This study supported by Hibbard, the study was aimed to determine the effectiveness of supplying e-books to students attending online school (Hibbard & Hibbard, 2014). The result of the study is the students enjoyed browsing e-books from their school-provided desktop computers, reading e-books to completion was difficult to enjoy without a portable, digital reading device.

The Design of English Materials for Front Office Department

Product design is developed from a blueprint created. Blueprints are created based on questionnaires, analysis syllabus, and teaching materials used by teachers. Blueprint consists of input, content focus, language focus, and task. After creating a blueprint, the product is developed from product design. There are three units developed in the product. This product focuses on four basic English skills, the task is designed based on four basic skills related to the front office department material. The design of material was adopted from Hutchinson & Waters which consists of input, content focus, language focus, and task (Astini et al., 2018).

The input consists of conversation, pictures, and video learning related to the material that is discussed. The content focus provides the material or information about the topic that helps students in learning materials. Then in a language focus, students learn language patterns in the form of grammar reviews, expression, and vocabulary use with how to pronounce it. The last is tasks, the task is presently based on four basic English skills (listening, speaking, reading, writing) to check student's understanding of the material.

The related study about the D&D model also studied by Tracey, the study was aimed to report one case of a design and development study implementing approaches that attempted to validate the multiple intelligence (Tracey, 2009). The study focuses on measured model use, learner achievement, and program implementation and is an example of design and development research in practice. The result showed the impact of the product validation on how the instruction created with the overlay model influenced learner confidence, attitude, and post-test

The Quality of the Product English Material for Front Office

The result of the data from the media expert judges is the product belongs to very good categories. The product draft that has been reviewed by the first expert obtained a total score is 120 and for the second expert obtained a score is 121, while the ideal maximum score is 125. The result is shown in Table 2 below.

Table 2. The Result of Checklist for Expert Judges

No.	Dimension	Quality of product	Relevant	Irrelevant	Score (1-5)	
					Judge 1	Judge 2
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	5
		The layout and design are appropriate and clear (Litz, 2005).	√		4	4
		The textbook is organized effectively (Litz, 2005).	√		5	5
		The textbook provides a vocabulary list (Litz, 2005).	√		5	5
		The textbook provides review section (Litz, 2005).	√		4	4
		The textbook provides clear objectives (Litz, 2005).	√		5	5
2.	Activities	The textbook provides a balance of activities (Litz, 2005).	√		5	5
		The activities encourage sufficient communicative and meaningful practice (Litz, 2005).	√		5	5
		The activities incorporate an individual, pairs and group work (Litz, 2005).	√		5	5
		The grammar points and vocabulary items are introduced in motivating and realistic contexts (Litz, 2005).	√		4	5
		The activities promote creative, original and independent responses (Litz, 2005).	√		5	5
3.	Skills	The materials include and focus on the skills that students need to practice (Litz, 2005).	√		5	5
		The materials provide practice of listening and speaking skills (Litz,	√		5	5

No.	Dimension	Quality of product	Relevant	Irrelevant	Score (1-5)	
					Judge 1	**Judge 2**
		2005).				
		The textbook helps students to practice speaking (Litz, 2005).	√		5	5
		The practice of individual skill is integrated into practice of other skills (Litz, 2005).	√		4	5
4.	Language type and content	The language used in the textbook is authentic, that is, like real-life English (Litz, 2005).	√		5	4
		The language used is at the right level for students' current English ability (Litz, 2005).	√		5	5
		The progression of grammar points and vocabulary items is appropriate (Litz, 2005).	√		5	4
		The grammar points are presented with brief and easy examples and explanations (Litz, 2005).	√		5	5
		The language functions exemplify English that I/my students will be likely to use in the future (Litz, 2005).	√		5	5
5.	Subject and Contents	The subject and contents of the book are relevant to student's need as an English language learner (s) (Litz, 2005).	√		5	5
		The subject and contents of the textbook are generally realistic (Litz, 2005).	√		5	5
		The subject and contents of the textbook are interesting, challenging and motivating (Litz, 2005).	√		5	5
		There are sufficient varieties in the subject and contents of the textbook (Litz, 2005).	√		5	5
		The materials are not culturally biased and they do not portray any negative stereotypes (Litz, 2005).	√		5	5

No.	Dimension	Quality of product	Relevant	Irrelevant	Score (1-5)	
					Judge 1	Judge 2
Sum					120	121
Sum average from two rates					120,5	

Based on the result, the calculation obtained the percentage level of product validity achievement from the learning media aspects of both expert judges are 96 % and 96.8 %. The percentage figure is converted into a scale of 5, then the level of validity of the front office learning book draft is very good. This means that the product developed only needs to be slightly revised by expert judges in accordance with the advice of media experts. Learning media experts provide some suggestions and comments on improving the draft of this book.

Based on the analysis of data that has been obtained that the product is a very good category because it is in accordance with the need analysis of students who need the presentation of innovative materials such as the addition of examples of conversations, images, examples of how to solve the exercise, and tasks guided by four basic skills in English. A similar study was done by Sadiku, the study was aimed to know the importance of usage of all skills during a lesson hour (Sadiku, 2015). The study focuses on how Four skills activities in the language classroom serve many valuable purposes. The benefits of using four skills in the classroom are given learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning), and, most importantly, confidence.

However, based on the results of the data analysis has been obtained some weaknesses of this product such as used irregularly grammar, the layout is not attractive, lack of varied sources in creating the product, some images use watermarks, the link of images and dialog need to be shortened, and need specific instructions.

4. Conclusion

The conclusion of this research has three points. First, the study developed 3 topics based on the result of student's need questionnaire. Those topics are handling group guest check-in, handling group-guest check-out, and financial transaction. The topics only develop three unit because the researcher conducted the study only for twelve grade students in second semester. Then, the topics are decided based on document analysis. There is several the topics in twelve grade students did not developed because the topics conducted in English practical. Second, English material for front office developed based on theory Hucington and Waters (1987) with every unit contained of input, content focus, language focus, and tasks. The researcher used the theory because the students need varieties, attractive, and authentic materials based on data has been collected. In collecting data, the researcher conducted document analysis and share need analysis questionnaires. The last, is the result of the expert judgment was the developed material categorized as very good material. The analysis of data used Gregory formula and analyze with qualitative descriptive analysis. The total score from the expert judge I was 96% and the total score from the expert judge II was 96,8%. The score was done after the researcher revise the product based on the suggestions of supervisor.

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