**DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS OF HOUSEKEEPING DEPARTMENT AT PPLP PANSOPHIA SINGARAJA**

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**ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan bahan pembelajaran Bahasa Inggris untuk Tata Graha yang dibutuhkan oleh mahasiswa Tata Graha di PPLP Pansophia Singaraja, mendeskripsikan bagaimana bahan pembelajaran dikembangkan dan menganalisa kualitas bahan pembelajaran yang telah dikembangkan. Penelitian ini menggunakan model penelitian dan pengembangan yang disarankan oleh Hannafin dan Peck (2014) yang terdiri dari analisis kebutuhan, rancangan, dan pengembangan atau pengimplementasian dimana pada setiap tahapnya diikuti dengan tahap evaluasi dan revisi. Instrumen yang digunakan berupa kuesioner, panduan wawancara, analisa dokumen dan daftar periksa. Hasil temuan dalam penelitian ini menunjukkan bahwa ada 12 topik yang perlu dikembangkan yaitu *menyambut dan menyapa tamu, memperkenalkan diri dan orang lain, menjelaskan fasilitas hotel dan jasa, menjelaskanfasilitas kamar hotel, berurusan dengan permintaan tamu, menawarkan jasa laundry, memberikan arah di dalam bangunan hotel, memberikan arah ke objek wisata, berkomunikasi melalui telepon, menangani keluhan tentang tata graha, membuat surat lamaran dan daftar riwayat hidup,* dan *berurusan dengan wawancara kerja.*Bahan pembelajaran yang dikembangkan mengikuti rancangan bahan *English for Specific Purposes* yang disarankan oleh Hutchinson dan Waters (2008) yang terdiri dari *input, content focus, language focus* dan *task*. Karena Bahasa Inggris untuk Tata Graha adalah bagian dari *English for Specific Purposes* yaitu Bahasa Inggris untuk tujuan pekerjaan, efektivitas bahan yang dikembangkan dievaluasi menggunakan kriteria bahan ESP baik yang disarankan oleh Litz (2005), Hutchinson dan Waters (2008), dan Tomlinson (2009).Tes validasi menunjukkan bahwa produk penelitian ini ada pada kategori **baik** yang berarti bahwa bahan pembelajaran tersebut dapat digunakan sebagai sumber utama untuk pembelajaran oleh calon staf tata graha di PPLP Pansophia Singaraja.

Kata kunci:Bahan Pembelajaran Bahasa Inggris, Tata Graha

**INTRODUCTION**

Bali Island has been known as one of the world’s premier tourist destinations with over one million foreign visitors flying directly to Bali every year. It is not surprising that tourism industry becomes the main economic sector in this island in which most of people work in Bali tourism industry. It cannot be denied that the development of human resources is very vital to make the industry grows better. According to Zahedpisheh, Bakar and Saffari (2017), employees who work in tourism and hospitality industry are entirely and highly aware of the importance language proficiency and they need to have good command of English in their workplace.

Tourism and hospitality industry usually recruit English tourism graduated who has good English proficiency. Tourism schools, therefore, focus on language skills in real situations which allow the students to use English in their future profession. The teaching of English for tourism is known as English for Specific Purposes (ESP). According to Hutchinson and Waters (2008), ESP is an approach to language teaching in which all decisions concerning contents and methods are based on the learner’s reason for learning In addition, Hans and Hans (2015) state that the term ‘specific’ in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them.

In Bali, there are many schools, courses, and training centers providing education for those who want to involve in tourism industry. PPLP Pansophia Singaraja is one of those institutions. It educates high school graduates to have competencies related to tourism industry in Bali. Housekeeping is one of the majors at PPLP Pansophia Singaraja which is included in Room and Division Department. In order to be able to conduct a good lesson, English instructors should equip themselves with syllabus which is based on the competencies assigned by Department of Employment through a national standard working competence called *SKKNI* which stands for *Standar Kompetensi Kerja Nasional Indonesia* and learning materials which meet students’ background, needs, and interests.

Based on the prior interview done to an ESP instructor of Housekeeping Department at PPLP Pansophia Singaraja, it was found that there was no ESP textbook for housekeeping. The instructor mostly picked random materials from the Internet and other resources. Limited material resources for housekeeping students at PPLP Pansophia inspired this research and development which aimed at1) determining the English materials for Housekeeping needed by housekeeping students of PPLP Pansophia Singaraja, 2) describing how the materials were developed, and 3) analyzing the quality of the developed materials.

**LITERATURE REVIEW**

This current study was underlined by some theories related to the developing of English learning materials. Besides underlining by theories, this was also grounded by some previous researches in ESP learning.

According to Hutchinson and Waters (2008), ESP is an approach rather than a product to language teaching in which all decisions as to content and method are based on learner’s reason for learning. In the process of learning, learners have different needs and interests, which influence their motivation to learn. Therefore, they affect the effectiveness of their learning. The clear relevance of the English course to their needs would increase the learners’ motivation and thereby, make learning better and faster.

Dudley-Evans and St. John (2008) state that ESP is designed to meet specific needs of the learners and makes use of the underlying methodology and activities of the disciplines it serves. It is also centered on the language, skills, discourse and genres appropriate to these activities.

In conducting an ESP lesson or developing a learning material, lecturers or teachers need to consider several things. Hutchinson and Waters (2008) argue in developing ESP materials, need analysis is the important thing to be done. It is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing and classroom teaching and evaluation. We need to ask a very wide range of questions: general and specific, theoretical and practical through need analysis.

In developing ESP materials, need analysis (hereafter NA) is used by the ESP researchers and educators to identify their target learners’ needs. Hutchinson and Waters (2008) differentiate between two types of needs. The first one is target needs, which refer to what students are required to do in the target situation. Target needs can be further divided into three classes. They are *necessities, lacks* and *wants*. *Necessities* are the type of need determined by the demands of the target situation, that is, what students have to experience to perform in the target situation. *Lacks* refer to the gap between what students already know and what is needed in the target situation. *Wants* relate to what students feel they need. The second type of needs proposed by Hutchinson and Waters (2008) is learning needs. This typically involves taking into consideration how learners learn. Furthermore, it includes information about learners, reasons for learning, language and the ESP course time and location. Various approaches can be identified to study need analysis. Many scholars suggest that Target Situation Analysis and Present Situation Analysis are the fundamental constituents for analyzing students’ language learning need.

The syllabus of housekeeping department at PPLP Pansophia Singarajais based on National Standard Working Competence for Housekeeping or *SKKNI* (*Standar Kompetensi Kerja Nasional).* It is a formulation of workability that includes the aspect of knowledge, skills, and work attitude of the learners or groups who have to communicate with the English speaking tourists which relates to the implementation of nationally applicable tourism. It was used as the basis in develop learning materials.

Hutchinson and Waters (2008) identify some principles in developing the materials: (a) provide a stimulus for learning. Good materials will, therefore, contain: interesting text, enjoyable activities which engage the learners’ thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with; (b) help to organize the teaching-learning process by providing a path through the complex mass of the language to be learned. Good materials should, therefore, provide clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning; (c) materials embody a view of the nature of language and learning. Materials should, therefore, truly reflect what you think and feel about the learning process; (d) materials reflect the nature of the learning task. Materials should try to create a balanced outlook which both reflects the complexity of the task, yet makes it appear manageable; (e) materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques; (f) materials provide models of correct and appropriate language use.

Meanwhile, according to Tomlinson (2009), there are sixteen principles of SLA relevant to the development of materials for the teaching of languages. They are (a) materials should achieve impact; (b) materials should help learners to feel at ease; (c) materials should help learners to develop confidence; (d) what is being taught should be perceived by learners as relevant and useful; (e) materials should require and facilitate learner self-investment; (f) learners must be ready to acquire the points being taught; (g) materials should expose the learners to language in authentic use; (h) the learners’ attention should be drawn to the linguistic features of the input; (i) materials should provide the learners with opportunities to use the target language to achieve communicative competence; (j) materials should take into account that the positive effects of instruction are usually delayed; (k) materials should take into account that learners differ in learning styles (l) materials should take into account that learners differ in affective attitudes; (m) materials should permit a silent period at the beginning of instruction; (n) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities; (o) materials should not rely too much on controlled practice; and (p) materials should provide opportunities for outcome feedback.

Hutchinson and Waters (2008) propose a material design model which provides a coherent framework for the integration of various aspects of learning: *input, content focus, language focus,* and *task*.

1. *Input*: This maybe a text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs in the need analysis.
2. *Content focus*: Language is not an end itself, but a means of conveying information and feelings about something. This means that the aim for the learners is to be able to communicate orally or in written form in genuinely.
3. *Language focus*: Good materials should involve both opportunities for analysis and synthesis. Therefore, in *language focus*, learners have the chance to take language to pieces, study how it works and practice putting it back together again.
4. *Task*: Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

Furthermore, Litz (2005) states that ESP materials can be in form of a textbook that function as an aid in teaching English as for Specific Purposes and the criteria textbook evaluation are as follows: the textbook package, layout and design, activities and tasks, skills, language type and content, and subject and content.

Litz (2005), Hutchinson and Waters (2008), and Tomlinson’s theories (2009) were used as the foundation in developing the ESP materials as well as evaluating the developed materials by focusing on some criteria such as layout and design, activities and tasks, skills, language type and content and subject and content. The criteria were used to make an instrument namely expert judges material evaluation checklist.

Besides underlining by theories of ESP, this study was also based on the theories of housekeeping. According to Batinic (2015), housekeeping is a department in hotels that has a primary role to clean and maintenance of hotel units, rooms, and common areas.

There have been numerous researchers conducted a research related to ESP. One of them was Saragih (2014). He carried out research concerning on designing ESP materials for nursing students and design ESP materials for nurses based on need analysis. Fifty nursing students aged 19-26 at five nursing college in Indonesia, 5 ESP lecturers of different institutions and 2 Indonesian nurses working in English-speaking countries became participants in this study. The present study adapted the framework analysis proposed by Saragih (2014). It was used on the need analysis questionnaire. In Saragih’s study, the results were very significant for designers of ESP of various fields for they reflect the real needs of nursing students.

Kasumajaya, Padmadewi and Budasi (2015) carried out research in developing English materials for front office course for the students of hotel accommodation at PPLP Dhyna Pura. The study used research and development model proposed by Sugiyono (2013). In analyzing target and learning needs of English for Front Office Course, Hutchinson and Waters’ learning centered need analysis framework (1987) was used. Both of Kusumajaya’s study and the present study used ESP design materials of Hutchinson and Waters (2008) comprising *input, content focus, language focus,* and *tasks.* The findings of this study showed that there were 11 units of English for Front Office needed to be developed. The quality of the developed product was very good and had met the criteria of material evaluation checklist proposed by McDonough *et al.* (2013).

Meanwhile, in 2017, Lestari, Budasi and Putra conducted research in developing materials for teaching English for housekeeping students at Liberty International College. The study used research and development model proposed by Sugiyono (2010) and followed the model of ESP design proposed by Hutchinson and Waters (1987). The study was limited into the developing the product and expert judgment. The present study also followed the ESP material design suggested by Hutchinson and Waters (2008) and was also limited into the development and evaluation phase. This research found 8 units of English for Housekeeping materials needed to be developed. The quality of the developed materials in this study was good and had met the criteria material evaluation checklist suggested by McDonough *et al.* (2013).

The present study used ESP design materials of Hutchinson and Waters (2008) comprising *input, content focus, language focus,* and *tasks* which was relevant to the research conducted by Kasumajaya, Padmadewi and Budasi (2015). In addition, the present study was also limited into the development and evaluation phase which was relevant to the research conducted Lestari, Budasi and Putra (2017).

**RESEARCH METHOD**

This research was designed in the form of Research and Development (R and D) by following R&D model proposed by Hannafin and Peck (2014). It consists of 3 phases, comprising 1) need assessment, 2) design, and 3) development/implementation. Twenty housekeeping students were at the range of 18-21 years old, 1 ESP instructor and 3 housekeepers worked at housekeeping department were involved in this study. Meanwhile, the object of this study was the ESP materials in Housekeeping Department class for English subject at PPLP Pansophia Singaraja. The research instruments used in this study to collect the data were questionnaires, an interview guide, documents analysis, and checklist. Gained data were analyzed qualitatively and quantitatively. The effectiveness of the developed materials for students of Housekeeping Department at PPLP Pansophia Singaraja was evaluated using the criteria of good ESP materials suggested by Litz (2005), Hutchinson and Waters (2008), and Tomlinson (2009).

**FINDINGS AND DISCUSSION**

 This section presents the results of this study which are divided into 3. Those are related to the 3 research questions that were raised, 1) the learning material needed to be developed for housekeeping students, 2) the development process of the learning material, and 3) the quality of the developed material.

1. The learning materials needed to be developed for housekeeping students

The first finding is about the topics appeared in the learning material. There are 12 units in the textbook. Those are all related to the work of housekeeping. The 12 unit existed in the textbook are as follows.

1. Welcoming and greeting guests

The first unit was about ‘Welcoming and Greeting Guests’. In order to be able to welcome and greet the guests, the language expressions of welcoming and greeting guests were provided in *language focus.*

1. Introducing self and others

The second unit was about ‘Introducing Self and Others’. In order to be able to introduce self and others, the language expressions of introducing self and others were provided in *language focus.*

1. Explaining hotel facilities and services

The title of the third unit was ‘Explaining Hotel Facilities and Services’. Concerning to be able to explain the hotel facilities and services, this unit was provided with *language focus* of giving information about a hotel and the explanation of phrase *there is…* and *there are…*

1. Explaining room facilities

The title of the fourth unit was ‘Explaining Room Facilities’. In this unit, the students were expected to be able to explain the hotel room facilities. Thus, this unit offered *language focus* including imperative sentence.

1. Dealing with guests’ request

The fifth unit was about ‘Dealing with Guest’ Request’. The students were expected to be able to tell the language expression of dealing with guests’ request. Then, the *language focus* provided the language expression of it.

1. Offering laundry services

The sixth unit was ‘Offering Laundry Services’. In order to be able to offer the laundry services, there was some *language focuses* revealed including useful expressions of offering laundry services.

1. Giving direction inside a hotel building

The seventh unit was about ‘Giving Directions inside a Hotel Building’. In order to be able to give some directions to guests, there were some language expressions were provided namely asking and giving simple directions.

1. Giving direction to attracting places

The title of the eighth unit was ‘Giving Directions to Attracting Places’. In order to be able to ask and give directions to attracting places to the guests, there were some language expressions presented such as asking and giving directions.

1. Communicating by phone

The title of the ninth unit was ‘Communicating by Phone’. In order to be able to communicate in telephone, there was some language expressions were presented such as expressions of telephoning in English.

1. Handling Complaints about Housekeeping

The title of the tenth unit was ‘Handling Complaints about Housekeeping’. To be able to handle guests’ complaint, there were language expressions submitted such as expression of handling a complaint and responding to a complaint.

1. Writing a cover letter and resume

The eleventh unit was about ‘Writing a Cover Letter and Resume’. To be able to write a cover letter, there were language expressions submitted such as identifying structures of a cover letter and resume.

1. Dealing with job interviews

The twelfth unit was about ‘Dealing with Job Interviews’. To be able to answer the job interviews questions, there were language expressions provided including the common job interview questions and answers.

The topics in the developed materials were quite similar with the research that carried out by Wardhani and Sadtono (2014). However, in Wardhani and Sadtono’s study, the subjects of the study were the students of Tourism Department which had broader scopes. Meanwhile, in the present study, the subjects of study were more specific, namely housekeeping. The findings of the present study also supported the research findings of Kurniadi, Nitiasih and Batan (2018). They conducted a research about developing e-learning English for housekeeping material for the hotel accommodation department students. However, the concept of learning was contrasted with the present study, in which the previous study used e-learning as a system of learning due to the problems that found in the need analysis.

* 1. The development process of the learning material

The second finding is relating to the development of the learning material. It includes the appearance of the textbook. Each unit consists of a title, an input, a content focus, a language focus, a vocabulary focus, a vocabulary task, a listening task, speaking task, a reading task, a writing task, and a review section which can be elaborated as follows:

1. Title

This section shows the title of the unit or topic, basic competency to be achieved, and indicators of achievement.

1. Input

The *input* in each sub-topic provided pictures which were taken from Shutterstock.com and Dreamstime.com. It also provided several questions as stimulus for activities which helped the students to generate ideas related to the topic.

1. Content focus

 In this section, the students will convey some information related to the topic. It helped the students to generate meaningful communication. The *content focus* in the developed material was represented as reading passages.

1. Language focus

 The developed material also provided the language focus to enable the students to use language. In *language focus*, the students have the chance to take the language to pieces, study how it works and practice putting it together again.

1. Vocabulary focus

 This section presented a list of vocabulary that will be taught in the unit. The vocabulary in each sub-topic consisted of vocabulary, part of speech and pronunciation. The vocabularies and their pronunciation were taken from www.oxforddictionaries.com.

1. Vocabulary Task

After the students learn about the vocabulary related to the topic in vocabulary focus, the students also will do the vocabulary tasks. There were several types of vocabulary tasks in the developed material including crossword puzzle, word search activity, matching activity, and write some items to go in each category beginning with the set letter.

1. Listening Task

Each sub-topic in the listening task was equipped with audio. In developing listening audios, the researcher adapted some conversations from textbooks related English for housekeeping and used a Natural Reader 14 application to record them. Then, the audios were burned in a CD (Compact Disk). The listening scripts were also provided at the end of the developed material.

1. Speaking Task

 There were several types of speaking activities in the developed material such as role-play scenarios, role play cards, practice a conversation in pairs, put the conversation in a correct order, choose the correct words in italics and practice the conversation, and completing a conversation with the words in the box.

1. Reading Task

 After the students read a reading passage in the content focus, there were also reading activities that had to be done. There were some types of reading activities in the developed material such as true or false, answer some questions, list some vocabulary and put the sentence into the correct order.

1. Writing Task

 Writing activities in the developed material vary. It could be done by the students individually, in pairs or even group work. In writing section, the students were given some activities such as filling in the blanks, answering the questions, changing the verb in a sentence, writing a conversation with some sentences provided, completing a conversation with some sentences in the box.

1. Review Section

 The review section in the developed book was provided at the end of the unit. The students will evaluate and summarize of the ideas about the information they have learned in the unit.

The development of the product meets the material design model of Hutchinson and Waters (2008) consisting of various aspects of learning namely *input, content focus, language focus,* and *task*. The *input* maybe a text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs in the need analysis. Thus, the present *input* of the material used some pictures and brainstorming questions. Meanwhile, the *content focus* was presented as reading passages. The language expressions and language grammar were presented as *language focus*. Moreover, the *task* covered four language skills including listening, speaking, reading, and writing. Hutchinson and Waters (2008) state that materials reflect the nature of the learning task. Materials should try to create a balanced outlook which both reflects the complexity of the task.

* 1. The quality of developed material

The last finding is regarding to the quality of the textbook developed in the study. There were two experts and one practitioner who judged the developed material. It was evaluated by experts who are experts in English for Specific Purposes teaching materials.

To determine the quality of the developed material, the checklists were handout to the experts. The evaluation of the materials on the checklist was based on the criteria of textbook material evaluation by Litz (2005). After gaining the scores from the expert judges, the data then was calculated by using the formula proposed by Nurkancana and Sunartana (2011). The quality was measured by using the Ideal Mean (M*i*) and Ideal Standard Deviation (SD*i*). Based on the expert judgments scores, the developed textbook was categorized as good product since the total score was 336.

Although the material was considered as good material, there were still some revisions needed in order to make it more effective for teaching in English for Housekeeping.

**CONCLUSION**

From the previous explanation, it can be concluded that the learning material needed by housekeeping students is a learning material that cover their English needs as a housekeeper. Then the learning material consists of 12 units. In each unit, there are basic competencies, indicators of achievements, *input, content focus, language focus*, and *tasks*. The material developed was judged by experts in ESP learning. Based on the expert judgment, the material developed is considered as good and it is relevant to be used in learning process.

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