

Developing Tourism Digital Dictionary for Persada Husada Indonesia Vocational School in Bekasi

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Abstract

This research aims to design and develop a tourism digital dictionary for students in Persada Husada Indonesia Vocational School in Bekasi. Using Research and Development method, this research was conducted in five stages of ADDIE proposed by Branch (2009) including analysis, design, development, implementation, and evaluation stage. The instruments used are questionnaire, interview, observation, and documentation. The dictionary is developed referring to Jackson (2002) which covers macro (front matter, body, appendices) and micro (arrangement and type of information) structure. The dictionary was validated by two experts both in content and design with no revision which later was implemented in hotel department classes. The result of the implementation and evaluation from the teachers showed that the dictionary is beneficial not only for students during teaching and learning process but also during internship for self-learning media.

Keywords: Development; Digital Dictionary; Tourism; Vocational School

INTRODUCTION

For vocational school students majoring in tourism, mastering English is crucial considering that English is an international language that is mandatory in the future. Lutfiyanti and Romauli (2023) argue that this practical mastery cannot be separated from the mastery of vocabulary that supports all English skills, including reading, listening, speaking, and writing. It is in line with Astawa et. al. (2018) who mentioned the importance of practical mastery of English in the world of national and international tourism. In addition, Mantra et. al (2020) studied the importance of English for employees in tourism and hospitality of global economy. This research shows that mastery of English is indeed very required by employees in order to work professionally. Ginusti and Ariebowo (2023) analyzed the need of an air travel picture dictionary for air transportation management students. The result of this research is deliberating the aspects needed in a specific aviation dictionary. These two previous research showed a specific dictionary for tourism should be developed soon. The reality is, students Tourism Department students at SMK PHI Bekasi, who are likely to be directly involved in the tourism workforce, do not yet have a vocabulary the world of tourism work. Whereas according to Ezech et al (2022) the existence of a dictionary is very important because the dictionary is a learning resource in the field of tourism. Furthermore, the dictionary needed by the students of the tourism department at SMK PHI Bekasi is not a general dictionary but a specialized dictionary that contains various tourism terms, including terms related to tourism bureaus, transportation, accommodation, and tourism services. Therefore, this research is necessary to develop an efficient dictionary.

METHOD

Referring to the importance of digital dictionary development for the students in SMK PHI previously, the researchers conducted a research and development of ADDIE covering Analysis, Design, Development, Implementation, and Evaluation by Branch (2012)

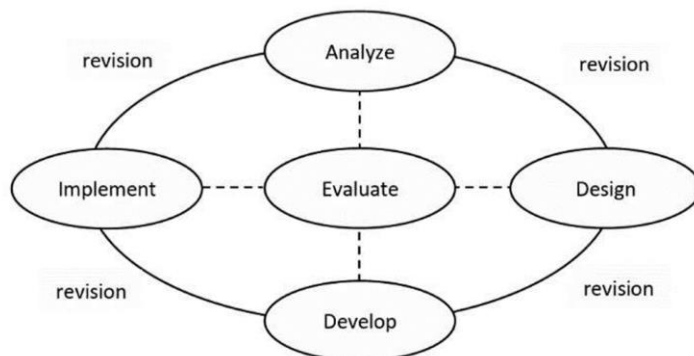


Figure 1. Research Procedure

At the analysis stage, researchers distributed questionnaires to students and interviewed teachers to obtain information on target needs (including current situation analysis, desire analysis, and obstacle analysis) which refers to Songhori (2007). In addition, through questionnaires and interviews, information on product needs were collected which includes macro structure (introduction, contents and attachments) and micro structure (organization and type of information) based on Jackson's theory (2002) regarding the composition of dictionaries. This information was collected by researchers who showed the needs of target users for the digital dictionary developed. The next stage is to design the framework of the dictionary both in terms of sections of the dictionary and a list of materials along with the terms included in the dictionary. At this stage the researchers held discussions with teachers regarding the English syllabus and tourism subjects. At the end of this stage, the researchers completed a detailed composition of the dictionary from beginning to end along with a list of vocabulary for each tourism topic. The third stage is development where the researchers created a digital dictionary using Canva Premium according to the design in the previous stage. Other applications, both online and offline, were needed to complete the development of this dictionary. The use of images or website links may be necessary if the context for explaining vocabulary is not sufficient using words in the dictionary. The dictionary that had been created was converted into PDF which can be accessed via electronic devices such as computers and smartphones. This digital dictionary was then validated by one expert validator on the content aspect and one expert validator on the design aspect. The validation process was coordinated by the researchers using a Likert scale from 1 to 5 which would then be calculated and assessed using validation criteria from Anggraini and Semara (2021). Once validated, the dictionary was implemented in several classes in the Tourism Department of PHI Bekasi Vocational School as a representative. With the teacher's consideration and adjustments to the school schedule, the implementation was carried out by the teacher and observed by the researchers. Observations included the physical, human, interaction and program parts with reference to Cohen et al (2018). At the end of this implementation stage, observation results were obtained regarding the use of the dictionary. The final stage in this research was evaluation where researchers conducted interviews with teachers and several students to find out opinions as well as obtain suggestions if they felt there was a need for improvement. The interview refers to the

composition of the dictionary according to Jackson. At the end of this research stage, a digital dictionary product was obtained that has been tested and revised.

RESULTS AND DISCUSSION

Results

The analysis phase was carried out by interviewing teachers and distributed questionnaires to students majoring in Hospitality at SMK Persada Husada Indonesia. The analysis was carried out by referring to Songhori (2007) to obtain information on target needs (desires analysis, current situation analysis, and obstacle analysis) and referring to Jackson (2002) to obtain information on product needs (macro and micro structure). Based on the results of the interviews, from the list of sections that cover macro and micro, the teachers agreed to include instruction usage along with the phonetic transcript that will be used to detail the pronunciation of words. The teachers also hopes that the content of material related to hospitality will be grouped into productive subjects, namely front office, housekeeping, and food and beverage. From the list of types of information provided, the resource person expects the researcher to include spelling, pronunciation, inflection, word class, definition, and examples in sentences along with pictures that make it easier for students to understand concepts of vocabulary. As previously mentioned, the questionnaire was also distributed to students majoring in hospitality at Persada Husada Indonesia Vocational School via Google Form with the assistance of the teacher.

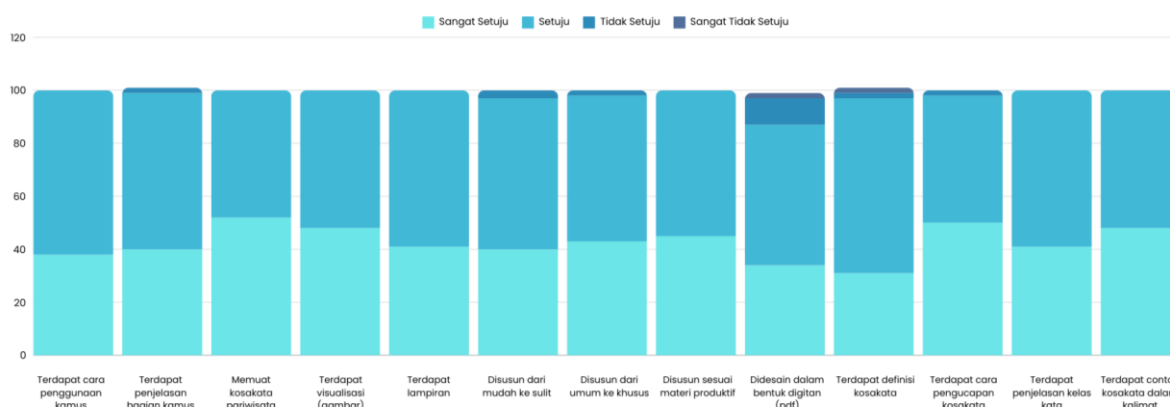


Figure 1. Result of Target Need Analysis

As shown in Figure 2, 62.1% of students expect that there will be a way to use the dictionary and 58.6% of students hope that there will be an explanation of the parts of the dictionary at the beginning of the dictionary. Meanwhile, in the content section, 51.7% of students strongly agreed with the development of a dictionary containing tourism vocabulary. The same percentage was also obtained for statements that hoped for visualization in the form of images to help students understand vocabulary. For the statement that there is a need for an appendix in the dictionary to provide the additional explanation needed, 58.6% of students agreed. Regarding product requirements according to microstructure, 56.9% expect vocabulary to be arranged from easy to difficult, 55.2% expect vocabulary to be arranged from general to specific, and 55.2% expect vocabulary to be arranged according to productive material. Apart from that, 53.4% of students agreed with the statement that it is hoped that the PDF tourism dictionary can be accessed easily. Researchers also need input from students about the extent and type of information they hope to include in the dictionary. Based on the results of the

questionnaire, it is known that students think there is a need for vocabulary definitions (65.5%), pronunciation methods (50%), word classes (58.6%), and examples of vocabulary use in sentences (51.7%).

The dictionary was then designed and developed with based on the result of the interview and questionnaire. After the cover, in the front part, the researchers mentioned the parts of each heading and described how to use the dictionary. The content consists of six chapters including tourism objects, transportation, general hotel terms, front office, housekeeping, along with food and beverage.

conciierge n /ka:nsiɜ:z/ *pelayan tamu*
(seorang profesional yang bertugas memberikan pelayanan dan informasi kepada tamu, terutama di lingkungan hotel atau properti mewah lainnya)
We asked a conciierge for directions to the nearest metro station.



Source : localistorici.it

duvet n /du:'vei/ *selimut tebal*
(selimut yang biasanya diisi dengan bahan isolasi seperti bulu angsa atau microfiber)
The duvet cover was soft and cozy, perfect for a winter's night.



Source : tokopedia.com

Figure 2. Example of Headings in the Dictionary

Every heading mentioned a word, its word class, phonetic transcription, translation in Bahasa Indonesia, description in Bahasa Indonesia, a sentence, and a picture (if necessary).

The dictionary developed was then validated by content and design validators using the standard of the dictionary by Jackson (2002) covering macro (front matter, body, and appendices) and micro structure (arrangement and information) then was concluded by using the criteria of validation from Anggraini and Semara (2020) . The result of the expert validators were calculated in the form of percentages. As shown from the result below, there was no revision needed, therefore the implementation was conducted.

Table 1. Result of Expert Validation

No	Aspect	Score	Category
1	Front matter	95%	It does not need revision
2	Body	96.67%	It does not need revision
3	Appendices	90%	It does not need revision
4	Arrangement	90%	It does not need revision
5	Scope and type of information	90%	It does not need revision

The dictionary was applied in odd semester of academic year 2024/2025 in Hotel Department of SMK Persada Husada Indonesia Bekasi. There were 21 students from tenth grade, 20 students from eleventh grade, and 18 students from twelfth grade. The dictionary was used as media for the students in pdf format which can be accessed by using their smartphones. The students were allowed to find the term related to the topic in the dictionary during teaching and learning process. The implementation showed that the dictionary was helpful for both teachers and students. The students could find not only the meaning in Bahasa Indonesia but also were able to discover the description of the word.

In the end of the implementation, the researchers questioned the teachers for evaluation. The teachers argued the dictionary help them a lot in teaching. The teachers mentioned how it was more practical to explain the terms to the students so that the teachers did not have to spend more time in explaining every English word. They also stated this dictionary would be beneficial for students' self learning as well, especially for the students who were in internship program in hotels.

Discussion

The dictionary of tourism has a crucial role in helping both teachers and students in learning English more efficiently. In teaching and learning process, vocabulary plays a great role to help students comprehend the meaning of the words mentioned by teachers or written in books. As there are a lot of terms related to tourism and hotel, further explanation commonly took a long time during teaching and learning process. Once the students find the meaning in the dictionary that can be easily accessed with detailed information about the words in a specific dictionary they mostly use, the teaching and learning process runs well and effectively. In addition, when the students are asked to use the terms related to their department in making English sentences, the example of the sentence provides in the dictionary can help the students to understand the context and create appropriate and correct sentences.

CONCLUSION

In the end of the research, it is concluded that dictionary is necessary for the users, the teachers and students of hotel department of SMK Persada Husada Indonesia Bekasi. Referring to Jackson (2002), the researchers designed the front matter, body, appendices, arrangement, and type of information of the dictionary. A dictionary was then developed consists of the English word completed with its word class, phonetic transcription, meaning, description, sentence, and picture if it is needed. The English terms include in this dictionary are tourism object, transportation, general hotel terms, front office, housekeeping, along with food and beverage as expected by the users who later agreed that the dictionary facilitates them during teaching and learning process.

ACKNOWLEDGMENTS

The researchers prepared the article referring to the report of the reserach funded by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi in 2024. We extend the gratitude to the government and the ministry as well as the teachers and students of Hotel Department in SMK Persada Husada Indonesia, and validators participating in this development of tourism dictionary.

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