

DEVELOPING AN ENGLISH "FRONT OFFICE" SUPPLEMENTARY BOOK FOR HOSPITALITY MAJORS AT SMKN 3 KOTA BLITAR

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Abstract

The aim of this study was to develop a supplementary book "Front Office" in English for hospitality majors at SMKN 3 Kota Blitar. The reason behind the development of this product is that English is very important, especially for communicating with guests at the hotel's front office. What is learned in the existing departmental modules is in the form of rules for working in the front office, the application of communication in English that is presented is still limited. In addition, demonstrations conducted by teachers also have limitations. They can not be repeated to meet the needs of students in practice. This research is to develop a supplementary book using ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Data were collected through questionnaires and interviews. Questionnaires were distributed to 30 students majoring in hospitality at SMKN 3 Kota Blitar. Meanwhile, interviews were conducted with teachers and several major students. The findings show that students' evaluations on the results of the subject supplementary books received positive feedback and their responses were mostly "Very Good". They said that the material helped them understand certain conversations according to the front office role of the hospitality major (100%). There are suggestions about the balance of the questionnaire, namely about the appearance of products that are less attractive to students (66.7%) and the presentation of letter variants that still need to be improved (63.3%).

Keywords: Supplementary Book; Front Office; Materials Development

INTRODUCTION

The tourism enterprise has evolved swiftly in latest years. In Indonesia, in March 2022, there were 40,790 foreign tourists visiting (Kemenparekraf, 2022). With a large number of foreign tourists coming to visit, the Indonesian tourism industry must continue to maintain and improve the capacity and quality of all aspects of the tourism industry, including the hotel sector. Hospitality is an industry that provides accommodation, facilities and services that promote guest comfort (Insani, 2020). The friendliness and skill of hotel staff in serving customers are also services that hotels trade (Wachidyah, 2017). Within its organization, the hotel consists of several departments. One of the departments that guests encounter when entering the hotel is the front desk department (Septiarini et al. 2020). Front Office is a central element, functioning as the heart and center of all guest activities in the hotel, managing the check-in and check-out process, and is the principle of prior transactions (Vallen, 1985). Effective communication is key to productivity in the reception department as this department has the longest and most intensive customer interactions (Karman, 2019). The customer's first impression of the hotel's image depends a lot on the services provided by the reception department. As a pioneer in room sales, it is important to prepare human resources who are capable, good-looking, have a high work ethic, have good character, and have good communication skills (Pratama, 2021).

The components of communication are the sender, the message, the medium, the receiver, and the response. Interaction is the focal point of communication and everything revolves around communication (Brown, 2001). People send messages, others receive them, and those interpret the message in context. They negotiate meaning and cooperate to achieve certain goals. Today, in this globalized world, people often communicate with people outside their cultural group. Cross-cultural communication affects people in their personal and social lives, classrooms and workplaces. For example in the hotel industry, a lot of tourists come to Indonesia. They stay at a hotel, then eat at a restaurant, travel with a travel agency, and be guided by a guide. English is the language of communication in this field. Many students choose careers in the hospitality industry, where English is the primary language of international communication, in keeping with the booming hospitality industry and the availability of today's tourism industry. English for hospitality requires a lot of practice in everyday spoken English, both formal and informal (Master, 1998). In conclusion, at the hotel, especially the front desk, hotel staff must master communication skills and language functions relevant to their field. This is necessary because they deal directly with customers. They must also be fluent in English, as some guests are from other countries and can use English to communicate.

In the original research conducted by researcher with major teacher, one of the material that students will learn is the front office material. Front Office equipment includes a booking and information agent, telephone operations and a front desk/customer service staff. In this section, conversation management skills and the ability to welcome guests from different cultures and different countries are required (Basalamah, 2021). Therefore, it is important to learn foreign languages, especially English as an international language, to serve domestic and foreign potential customers to agree to book services. Through interviews conducted by researcher with the front office subject teacher at class XI, which aims to find out what learning problems are being faced. The results of the interviews show that this Front Office material does not yet have a special guidebook on communication with foreign guests. What is learned in the existing modules is in the form of procedures and rules for working in the Front Office, the application of communication in English presented is still limited. Whereas communication in English is very important in the Front Office. In addition, demonstrations conducted by teacher also have limitations. They can not be repeated to meet the needs of students in practice. Because individual reservation materials are procedural, intensive practice is needed so that students can master them. To enhance student capacity through intensive training, it is necessary to encourage the provision of new and diverse learning sources (Sari et al, 2021). It is aimed at increasing students motivation to practice. This learning resource can be the form of learning materials that can increase student motivation in practice, is interactive, user-friendly, and can be used anywhere and whenever. As a result, additional study guides with skills-supporting features in the form of supplementary book are not limited by distance and time.

Majiid & Kristanto (2021) developed video learning materials for individual bookings specializing in class XI hospitality at SMKN 1 Jombang. There is no previous research that develops supplementary books for learning English in the hospitality department, especially communication with foreign guests. Looking at existing practices, the researcher intends to develop teaching materials for conversations between receptionists and hotel guests in English to improve the speaking skills of hospitality students, with the research title "Developing An English "Front Office" Supplementary Book For Hospitality Majors At SMKN 3 Kota Blitar."

METHOD

This study uses the Research and Development (R&D) methodology using the ADDIE model. The model consists of five phases: 1) analysis, 2) design, 3) development, 4) implementation,

and 5) evaluation. The participants in this study were 30 students of class XI and 1 teacher majoring in hospitality from SMKN 3 Blitar. The data collection here uses a structured questionnaire, observation, and semi-structured interviews. The structured questionnaire is in the form of expert assessment questionnaires, namely material experts and design experts, as well as student satisfaction questionnaires. This expert assessment questionnaire uses a Likert scale (1-4). Questionnaires for students were distributed after students used the developed product to assess student satisfaction. The student survey has two options (yes/no) that participants can answer for each question. Researcher conducted observations as well as interviews with teachers and students. Observations were made to analyze the module and curriculum, while interviews were used to support existing data.

Since this study applies to the ADDIE model, it consists of five steps: analysis, design, development, implementation, and evaluation. First, at the **analysis** stage, researcher conducted a needs analysis to identify the needs of hospitality majors. In the needs analysis, the researcher interviewed the department's teacher and several class XI students, examined the curriculum and learning modules, and determined the subjects to be provided as supplementary teaching materials developed for the department. Furthermore, at the **design** stage, materials are designed based on interview data, module analysis and basic competencies. The design of the supplementary book includes several aspects such as: course grid or basic competence of the department, the content of the material in the form of conversations between receptionists and hotel guests at the front office, as well as illustrations to support the topic. Third, at the **development** stage, supplementary books are developed after the topics are defined and assessed by experts. There are three main sources used in the development of supplementary books: online sources, printed books, and homemade materials. Online resources and printed books are customized with additions, deletions, or changes. In addition, at the **implementation** stage, the developed supplementary books were implemented to 30 students in grade XI. Finally, the **evaluation** was carried out by collecting information about the use of supplementary books produced through student satisfaction questionnaires. Briefly, the stages of conducting this research are shown in Figure 1.



Figure 1. Research Procedures

In addition, data collected from questionnaires and interviews were analyzed differently. Here, the data obtained from the questionnaire were analyzed quantitatively manually using the Likert Scale, while the data obtained from the interviews were described qualitatively.

RESULTS AND DISCUSSION

Results

This study reports on the development of a supplementary book using the ADDIE model. Therefore, the results will focus on how to develop materials using the model. The results are grouped by stage, including analysis, design, development, implementation and evaluation. At the **analysis** stage, where the needs analysis is carried out by interviewing a number of hospitality students and teachers and observation to analyzing the module and curriculum. The result can be said that learning English is generally equipped for them the skills and knowledge of how to use linguistic expressions and vocabulary to communicate orally in the world of work. The needs analysis is important because it is difficult to find textbooks that fully meet students'

needs, but teachers are required to continue to meet students' (Al Fraidan, 2012). Basically, there are many ways to meet the needs of students, one of which is to perform a needs analysis before developing the material. As such, what the student really needs can be defined and determined in advance. With this in mind, (Widhi, 2016) states that a needs analysis is the first step to take as it acts as a guide for material development.

The *design* phase includes the syllabus and supplementary book design plans. According to (Graves, 2000), the tangible results of the material development process are courses and textbooks. As it is aimed at students majoring in hospitality,, the contents of this book include conversations between front desk staff and hotel guests in English, where useful sentences and terms are introduced and practiced. Contents are described in table 1.

Table 1. Contents of Material

No.	Topic
1.	Booking The Hotel 1 Booking The Hotel 2
2.	Calling To Get A Reservation 1 Calling To Get A Reservation 2 Calling To Get A Reservation 3
3.	Taking A Reservation By Phone 1 Taking A Reservation By Phone 2
4.	Revising A Reservation By Phone
5.	Calling To Cancel A Reservation 1 Calling To Cancel A Reservation 2 Calling To Cancel A Reservation 3
6.	Suggesting Alternative Accomodation
7.	Receptionist Welcomes Guest With Reservation
8.	Welcoming A Guest Without Reservation 1 Welcoming A Guest Without Reservation 2
9.	Making Reservation 1 Making Reservation 2
10.	Arriving At The Hotel 1 Arriving At The Hotel 2
11.	Checking In 1 Checking In 2 Checking In 3
12.	Asking For A Wake-Up Call 1 Asking For A Wake-Up Call 2 Asking For A Wake-Up Call 3 Asking For A Wake-Up Call 4
13.	Leaving The Hotel
14.	Checking Out 1 Checking Out 2 Checking Out 3 Cheeking Out 4

After designing the first draft of the document, the product is then validated by experts. The assessment is done by giving the questionnaire to two assessors, the materials expert and the design expert. The Likert-Scale was used as a measurement in the analysis of the expert judgment questionnaire responses. The results of the questionnaire were calculated using Suharto's suggested formula (Suharto, 2006). The quality of the produced items was assessed using the mean or average score from the questionnaire. The quality of the produced materials was then qualitatively assessed using the average score. The following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Note:

\bar{x} = Mean or average score

$\sum x$ = Total score

n = Number of questions

Table 2. Table of Quantitative Data to Descriptive Analysis Conversions

No.	Interval	Categories
1.	$3.25 < X \leq 4$	Very good
2.	$2.5 < X \leq 3.25$	Good
3.	$1.75 < X \leq 2.5$	Fair
4.	$1 < X \leq 1.75$	Poor

Source: (Suharto, 2006)

Result of Expert Judgement

Table 3. Appropriate of the Content

No.	Items	Score
1.	Materials developed in accordance with the Basic Competencies of Front Office subjects	3
2.	Learning materials include learning about conversations with hotel guests in the Front Office.	3
3.	Learning materials include learning about implementing telephone calls.	3
4.	Learning materials include learning about individual reservations.	3
5.	Learning materials include learning about group reservations.	3
6.	Learning materials include learning about renewal of reservations.	3
7.	Learning materials include learning about hotel check outs.	3
8.	The learning materials developed include activities that guide students to develop competence in verbal communication	3
9.	The learning materials include, among others, speaking components that are relevant to the demands of the curriculum.	3
10.	The texts presented in the conversation reflect a unified idea.	3
11.	The topic of learning materials is relevant to the context of the lives of students majoring in hospitality.	3
12.	The learning activities in the book encourage students to interact in English with hotel guests, and the wider environment.	3
13.	The material compiled is equipped with a translation that is in accordance with the material discussed.	3
Mean		3

(Source: Angket Validasi Ahli Materi, 2022)

Table 3 shows that the average value of the appropriateness of the content is 3.0. Based on the research results, the language used is categorized as "Good" because the average is in the interval $2.5 < X < 3.25$.

Table 4. Appropriate of the Language

No.	Items	Score
1.	The language used is in accordance with the development of students' language skills.	3
2.	The language of instruction used is easy for students to understand.	3
3.	The language used in the content of the material is easily understood by students.	3
4.	The material presented in a dialogue/conversation reflects the continuity of conveying meaning.	3
5.	The English used has accuracy in word selection.	3
Mean		3

(Source: Angket Validasi Ahli Materi, 2022)

Table 4 shows that the average value of the appropriateness of the language is 3.0. Based on the research results, the language used is categorized as "Good" because the average is in the interval $2.5 < X < 3.25$.

Table 5. Appropriate of the Presentation

No.	Items	Score
1.	The learning activities in the book are in accordance with the learning steps based on the student centered approach.	3
2.	Learning activities (dialogues/conversations) are arranged systematically, sequentially from the easiest to the most difficult.	3
3.	There are opening, core, and closing sections on the material (dialogue/conversation) that have been prepared.	3
4.	Each unit of material (dialogue/conversation) is equipped with an appropriate title.	3
5.	Each material unit (dialogue/conversation) is equipped with a translation.	3
Mean		3

(Source: Angket Validasi Ahli Materi, 2022)

Table 5 shows that the average value of the appropriateness of the presentation is 3.0. Based on the results of the study, the language used was categorized as "Good" because the average was in the interval $2.5 < X < 3.25$.

Table 6. Appropriate of the Layout

No.	Items	Score
1.	The appearance of the cover and design of this product is attractive.	4
2.	The learning materials developed are printed on ISO standard size paper (A4, A5, B5)	3
3.	Placement of titles and subtitles in the proportional print area.	4
4.	Placement of conversational text on the proportional print field.	4
5.	Placement of page numbers in the proportional print area.	4
6.	Illustrations in learning materials are aesthetic and functional.	4
7.	Illustrations in learning materials help clarify the presentation of the material.	3
8.	Learning materials do not use too many types of letters.	3
9.	The use of variations (bold, italic, underline, capitalization) is not excessive.	3
10.	The choice of font size in presenting the material is not too big or small.	4
11.	The choice of color in the material supports the delivery of the material.	4
12.	Normal text array width	4
13.	Spacing between lines of normal text arrangement	4
14.	Normal letter spacing	3
15.	Overall visual design of the material is attractive	3
Mean		3.6

(Source: Angket Validasi Ahli Desain, 2022)

Table 6 shows that the mean value of the appropriateness of the layout is 3.6. Based on these results, the language used is categorized as "Very Good" because the average is in the interval $3.25 < X < 4.00$.

Based on the results of the expert's assessment, there are several aspects that need to be improved before the product can be tested. This is in the product *development* stage. The material expert said that the supplementary book developed already had a variety of conversation topics and relevant language arrangements. However, the greeting section in the conversation is considered less in accordance with the hotel standard operating procedures (SOP). Design experts provide input on the cover regarding the writing of the author's name that contrasts with the cover image, besides that the design expert also considers this supplementary book to lack some illustrations or images to support the topic of conversation in the product content, so that it will be more attractive to readers. The importance of images is also confirmed by (Romney

& Bell, 2012) who show that the role of images is decorative or instructional. Decorative refers to the aesthetic value that might arouse students' interest in using textbooks, while instructional refers to the function of textbooks that contain sets of instructions for carrying out activities or tasks.

In the **implementation** phase, researcher conducted product trials on September 6th, 2022 in class XI hospitality at SMKN 3 Kota Blitar. There were 30 students as participants in the trial. Materials are distributed in the form of books. Due to time constraints, the researcher conducted a trial by taking one conversation in each topic. In practice, students conducted a test which was divided into 5 groups, one group gave representatives of two children to have a pair conversation in front of the class. Activities focused on speaking training in conversation with foreign guests at the front office hotel service. The researcher distributed a student questionnaire as an **evaluation** at the conclusion of the activity. The data from the student response questionnaire was examined using frequencies and percentages. It refers to assessing student satisfaction with generated material and learning outcomes. The formula is as follow:

$$\text{Percentages \%} = \frac{f}{N} \times 100\%$$

Note:

f = Frequency
 N = Total respondent
 100% = Fixed number

Table 7. Description Score Range

No.	Achievement (%)	Qualification	Information
1	81-100%	Very good	Very interesting, very useful and easy to understand
2	61-80%	Well	Interesting, useful and easy to understand
3	41-60%	Pretty good	Quite interesting and quite easy to understand
4	21-40%	Not enough	Less interesting and a bit difficult to understand
5	0-20%	Very less	Unattractive and difficult to understand

Source: (Akbar, 2017) with researcher modification

Results of Student Satisfaction

Table 8. Students Satisfaction

No.	Items	Yes	No
1.	This book helped me understand certain conversations according to Front Office courses majoring in hospitality.	100%	0%
2.	This book has an attractive appearance.	66,7%	33,3%
3.	This book can train me to learn independently.	100%	0%
4.	This book presents visuals that are relevant to Front Office subjects majoring in hospitality.	100%	0%
5.	This book contains material relevant to Front Office subjects majoring in hospitality.	100%	0%
6.	The language in this book is simple to understand..	100%	0%
7.	This book provides a translation that fits the context of the discussion.	100%	0%
8.	There are illustrations/pictures to support this book.	100%	0%
9.	This book supports the learning of students majoring in hospitality in practicing speaking with hotel guests.	100%	0%
10.	This book supports active students in learning.	100%	0%
11.	This book can train students' cooperation.	100%	0%

12.	This book can improve students' speaking ability in English.	100%	0%
13.	This book can be used as a support/complement to the main study book.	100%	0%
14.	This book presents material (dialogue/conversation) related to Front Office.	100%	0%
15.	This book presents not too many variants of letters.	63,3%	36,7%

(Source: Angket Kepuasan Siswa, 2022)

In general, Table 6 shows that students' ratings for supplementary book results received positive feedback and their responses were mostly "Very Good". They said the product helped them understand some of the conversations based on the front office lead role (100%). Suggested comments relate to the balance of the questionnaire, especially the appearance of products that are less attractive to students (66.7%) and the presentation of letter variations on the product still needs to be improved (63.3%). The data also shows that students use complex supplementary book because they allow them to acquire language skills and aspects related to their field. As shown in Table 6, students developed a positive attitude towards English. They also believe that the book can train students to learn independently, practice cooperation and help them speak actively in the hotel front office.

Discussion

Some data involving students' reactions and teacher evaluations of front office English supplementary book learning will be explained based on the findings mentioned above. The first is the fact that the contents of the supplementary book were developed to help students understand conversations according to the front office area. Students also mentioned that the book developed was easy to reach because it provided a translation of every sentence of the conversation. This encourages students to use books and practice them outside the classroom. They stated that the product developed by the researcher could train students' speaking skills in mastering English as a mandatory criterion for a hotel receptionist.

Regarding the visuals, some students commented that the supplementary books were less attractive because the cover was printed with plastic mica. In addition, the variants of the letters presented need to be determined. As a result, it is difficult to draw the attention of students to the visual representation of the supplementary books that have been created. (Tomlinson, 2011) highlights a number of critical factors in the assessment of textbooks in this situation, including, among other things, the books' capacity to stimulate students' attention and drive them to use them as a learning tool. (Romney & Bell, 2012) further underline the significance of images by demonstrating that they can have either a purely aesthetic or educational purpose. While instructional refers to the role of textbooks that serve as a source of information, decorative refers to the visual value that might pique students' interest in utilizing them.

Teacher of front office subject for hospitality majors were questioned for a second review. The major goal of interviews is to gather helpful feedback and suggestions so that future supplementary books may be correctly written, which helps to prevent errors that may occur because the researcher is also the one who develops the material. Regarding the linguistic aspect, especially the sentences in the conversation, the teacher commented that although each conversation provided a translation that was very helpful for students, there was still a lack of information on English pronunciation used in practice such as how to read numbers, spelling names and certain codes in hotels. According to (Laufer B, 2001), in order to successfully master a vocabulary set, students must locate and utilize it regularly. In other words, the exercises or texts included in textbooks must include terminology that is useful in multiple contexts.

CONCLUSION

The development of supplementary books using the ADDIE model has resulted in a product that is named English for Front Office. The development of this supplementary book went through five steps, namely analysis, design, development, implementation, and evaluation. In the process of adopting the ADDIE model, researcher obtained data from teacher (departments) and supplementary book users which were carried out at the initial stage (analysis) and the final stage (evaluation). The design and development of supplementary books is strongly influenced by needs analysis, from which to be taught through pre-determined supplementary books. Students indicated that the developed supplementary books paid less attention to visual elements. Visual representations can to some extent stimulate students' interest in using supplementary books as a support for language learning. So, this is an improvement from the developed supplementary book, enhanced with better visuals.

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