

English Speaking Material Development for Hospitality Students at A Vocational High School in Palangka Raya

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Abstract

To meet the increasing demand for skilled human resources in the hospitality industry, English-speaking skills are essential for effective workplace communication. At SMK Negeri 3 Palangka Raya, a lack of English for Specific Purposes (ESP) materials tailored to the learning needs of eleventh-grade Hospitality Program students has led to difficulties in speaking proficiency. The study aimed to develop English-speaking materials specifically designed for the hospitality field. Using a Research and Development (R&D) approach guided by the ADDIE model and TPACK framework, data were collected through questionnaires, interviews, and document analysis. In addition, the materials were informed by relevant learning theories to address students' needs. The resulting handbook features thematic hospitality dialogues, peer discussion sections, lesson recaps, audio listening practice, vocabulary and pronunciation exercises, multiple-choice comprehension questions, and roleplay-based speaking activities. Expert validations rated the handbook as "Very Feasible," while student feedback indicated positive engagement, increased speaking confidence, and improved communicative competence. The findings suggest that the handbook bridges the gap between a general English textbook and the practical workplace needs, offering a more interactive and profession-oriented learning experience. Broader classroom application, long-term trials, and multimodal enhancements are recommended for further development.

Keywords: English Speaking Material; Hospitality Program; Vocational High School; Research & Development

INTRODUCTION

In the post-pandemic years, the hospitality industry has rapidly expanded, especially in non-English-speaking countries like Indonesia, where tourism is a key economic driver (UN Tourism, 2024; Savills, 2024). The recovery of international travel, including Meetings, Incentives, Conferences, and Exhibitions (MICE), highlights the growing demand for skilled workers who can communicate effectively in English, the global language of tourism and business (Astawa & Wijaya, 2024). English proficiency is crucial not only for delivering quality service but also for fostering guest satisfaction and loyalty (Zahedpisheh et al., 2017). Therefore, targeted English training is needed to equip hospitality staff with practical communication skills suited to real-world service contexts (Budhitama, 2021). However, many hospitality students still face language barriers, such as limited situational vocabulary, low confidence, and unfamiliarity with intercultural communication (Clarah et al., 2023; Albu, 2015). Indonesia's low ranking in the 2024 English Proficiency Index further reinforces the need for improved English instruction in vocational schools (EF Education First, 2024). Interviews with an English teacher and students at SMK Negeri 3 Palangka Raya revealed that existing materials are often irrelevant or unnatural for real hotel interactions, particularly for Front Office simulations. The absence of a suitable teacher's guidebook for English for hospitality purposes also hinders lesson preparation.

To address these challenges, this research developed an English-speaking handbook specifically for hospitality students at SMK Negeri 3 Palangka Raya. Designed for practical use, the handbook includes situational dialogues covering greetings, check-ins, taking orders, and handling complaints. It applies the ADDIE model (Branch, 2009) as the development framework, supported by Situated Learning (Lave & Wenger, 1991), Social Learning (Bandura, 1977), Multimodal Learning (Mayer, 2009), and Motivation Theory (Deci & Ryan, 2017) to ensure contextual, engaging, and effective instruction. Previous studies (Wicaksono, 2023; Sari et al., 2023; Pratama et al., 2024) have successfully developed similar English materials for vocational contexts. However, there remains a lack of hospitality-specific English resources tailored to the cultural and linguistic setting of Central Kalimantan. Therefore, this study aims to develop and evaluate an English-speaking handbook that is systematically designed to enhance students' speaking competence and to support effective vocational English learning at SMK Negeri 3 Palangka Raya.

METHOD

This study employed a Research and Development (R&D) design using the ADDIE instructional model and the TPACK framework to develop an English-speaking handbook for eleventh-grade hospitality students at SMK Negeri 3 Palangka Raya. R&D provided a systematic process for designing, testing, and refining materials based on theoretical, instructional, and empirical foundations (Creswell & Creswell, 2018; Gall et al., 2006). The study involved 31 students from Class XI-PH as primary participants, representing the target users of the handbook, selected through purposive total sampling. Supplementary participants included one English teacher and three expert validators (material, media, and hospitality practitioners) who provided professional insights for content validity, instructional design, and practical relevance. The study also used multiple data collection techniques to ensure the handbook was pedagogically sound, engaging, and relevant to students' and industry needs. Qualitative data came from interviews with the English teacher and selected eleventh-grade hospitality students to explore challenges and preferences in English communication, especially during front office simulations. Document analysis of the Merdeka Curriculum (CP/ATP) ensured alignment with learning outcomes. Quantitative data were gathered through three questionnaires: a needs analysis survey, expert validation forms for material, media, and hospitality aspects, and a user response sheet evaluating engagement, usability, and learning effectiveness after implementation. Both qualitative and quantitative approaches were applied following Ikrimah (2024). Quantitative data measured students' needs and the handbook's feasibility and attractiveness, while qualitative interview data were thematically analyzed to enrich interpretation. The needs analysis used a 4-point Likert scale (*Strongly Agree–Strongly Disagree*) to elicit clear responses (Boone & Boone, 2012; Joshi et al., 2015), and results were tabulated using Microsoft Excel to calculate means and percentages. Feasibility evaluation was based on expert validations using a 4-point scale (*Very Good–Very Poor*) following Riduwan and Akdon's (2013) criteria, where 81%–100% indicates *Very Feasible* and below 21% *Not Feasible*. Student responses in the implementation phase were analyzed similarly to determine attractiveness, categorized as *Very Attractive* (81%–100%) to *Not Attractive* (<21%). These analyses ensured the handbook's pedagogical quality, learner engagement, and industry relevance.

RESULTS AND DISCUSSION

Results

The analysis phase of the ADDIE model plays a crucial role in identifying learners' needs and defining learning goals to ensure the effectiveness of instructional materials. Data were collected through a questionnaire, interview, and document analysis. For the needs analysis, a questionnaire was distributed online to eleventh-grade hospitality students at SMK Negeri 3 Palangka Raya on March 4th. It contained 20 multiple-choice items to assess students' learning needs, interests, and challenges in speaking English, as well as their expectations for the new materials. The following table summarizes students' responses to each item.

Table 1. Needs Analysis Questionnaire Statement and Percentage Result

Item No.	Questionnaire Statement	Percentage%			
		SD (1)	D (2)	A (3)	SA (4)
1	I feel confident when speaking English in class.	6.45%	38.71%	45.16%	9.68%
2	I find it difficult to speak English in hospitality-related activities.	6.45%	29.03%	51.61%	12.90%
3	I struggle with pronunciation when speaking English.	3.23%	16.13%	45.16%	35.48%
4	I struggle with vocabulary when speaking English.	6.45%	19.35%	61.29%	12.90%
5	I struggle with grammar when speaking English.	9.68%	25.81%	48.39%	16.13%
6	I struggle with fluency when speaking English.	9.68%	12.90%	45.16%	32.26%
7	I can express myself clearly in English when discussing Front Office, Food & Beverage, or Housekeeping topics.	9.68%	45.16%	32.26%	12.90%
8	Role-playing activities help me improve my English-speaking skills.	0.00%	12.90%	70.97%	16.13%
9	Practicing dialogues with classmates is effective for my learning.	0.00%	12.90%	61.29%	25.81%
10	I prefer learning with written materials like textbooks or handbooks.	6.45%	12.90%	48.39%	32.26%
11	The topics covered in my English class are relevant to real-life hospitality work.	3.23%	12.90%	48.39%	35.48%
12	I want more English materials that focus on Front Office communication.	6.45%	19.35%	48.39%	25.81%
13	I want more English materials that focus on Food & Beverage communication.	0.00%	6.45%	61.29%	32.26%
14	I want more English materials that focus on Housekeeping communication.	3.23%	9.68%	58.06%	29.03%
15	I find it helpful when English materials include dialogues related to hospitality situations.	3.23%	6.45%	51.61%	38.71%
16	Visual aids like pictures help me understand hospitality English better.	6.45%	16.13%	54.84%	22.58%
17	I would like more exercises that focus on real-life customer interactions.	3.23%	12.90%	45.16%	38.71%
18	A handbook with hospitality-related dialogues would help me improve my speaking skills.	3.23%	12.90%	61.29%	22.58%
19	I would use a handbook if it had practice exercises and role-play activities.	3.23%	9.68%	51.61%	35.48%

Item No.	Questionnaire Statement	Percentage%			
		SD (1)	D (2)	A (3)	SA (4)
20	I want a handbook that also includes audio recordings for listening practice.	3.23%	9.68%	61.29%	25.81%

The questionnaire results indicated that students face notable challenges in English speaking. Items 1 and 2 revealed moderate confidence levels and frequent difficulty speaking in hospitality contexts. About half of the students (45.16%) expressed confidence in speaking, while a similar proportion (38.71%) disagreed. Likewise, 64.51% admitted difficulty using English in hospitality situations, emphasizing the need for practical communication support. Items 3–6 identified pronunciation and fluency as the most problematic areas, with 80.64% and 77.42% respectively reporting difficulty. Vocabulary (74.19%) and grammar (64.52%) were also noted as areas requiring improvement. These results suggest that pronunciation and fluency practice should be prioritized in instructional design. Regarding preferred learning strategies, which were mentioned in items 8, 9, and 19, most students supported role-play (87.10%) and peer dialogue practice (87.10%) as effective methods to build speaking confidence. A majority (87.09%) also supported the development of a handbook featuring practice exercises and roleplay-based activities. Moreover, items no. 12 to 14, students further showed strong interest in hospitality-specific content, particularly in Food & Beverage (93.55%), Housekeeping (87.09%), and Front Office (74.20%) topics. The preference for contextual, workplace-based materials highlights their motivation to learn job-relevant communication. Additionally, in items 16 and 20, 77.42% favored visual aids and 87.10% requested audio recordings to support pronunciation practice the area of greatest difficulty. To complement the questionnaire, an interview with the English teacher of SMKN 3 Palangka Raya revealed that students often showed anxiety and low confidence in speaking English, as seen in their passivity during class discussions. The teacher noted that students struggled with vocabulary and expressions related to hospitality topics largely due to the absence of specialized English materials. Existing textbooks were too general, focusing on everyday themes rather than workplace communication, while many online sources were unreliable and poorly contextualized. The teacher emphasized the need for situated and context-based materials that reflect authentic hospitality interactions to make learning more meaningful and to prepare students for internships. He recommended integrating communicative techniques such as drilling, peer teaching, and role-play simulations (Parianson, 2023) to enhance engagement. He also supported developing a practical English-speaking handbook grounded in local contexts, complete with vocabulary tasks, realistic dialogues, and digital audio support for pronunciation practice. In addition, document analysis of the *Capaian Pembelajaran dan Alur Tujuan Pembelajaran* (CP/ATP) developed by the English teacher in alignment with the current national curriculum, confirmed the alignment of the intended materials with the curriculum’s speaking competencies, including greeting guests, handling reservations and complaints, promoting hotel facilities, and serving in restaurant contexts. These identified competencies became the foundation for the development of the English-speaking handbook tailored to hospitality students’ vocational needs.

Design

Based on the needs identified in the analysis phase, the design stage of the ADDIE model transformed these findings into a structured plan for developing English-speaking materials tailored to hospitality students. This stage involved setting learning objectives, selecting key language functions, designing dialogue-based content, and organizing communicative tasks that

reflect real hotel and restaurant contexts. Visual design was emphasized to ensure readability, usability, and engagement. A review of *Bahasa Inggris Tingkat Lanjut SMA Kelas XI* by Afrilyasanti (2021) served as a comparison. Unlike that general English textbook focusing on broad topics like environment and identity, the developed handbook emphasizes vocational themes such as greetings, reservations, and guest complaints. It prioritizes speaking through roleplays, dialogues, and listening tasks with QR-coded audio, supporting both classroom and independent learning.

Guided by the TPACK framework, the design integrated technological, pedagogical, and content knowledge. QR-linked audios provided mobile access to pronunciation and listening models, enabling multimodal learning through text, sound, and imagery. The content aligned with the school’s CP/ATP and localized ESP dialogues to mirror authentic communication in hospitality settings. The nine units covering topics from *Greetings and Introductions* to *Handling Bills & Check-Outs*, represent typical workplace situations. Local elements appeared through Dayak Ngaju-inspired hotel names and nearby attractions, strengthening cultural relevance. Pedagogically, the handbook applied Situated Learning, Social Learning, Motivational, and Multimodal theories. Each unit includes sample dialogues, grammar notes, comprehension tasks, and roleplays. Its soft blue color palette, clear layout, and professional visuals aim to foster focus, authenticity, and engagement.

Development

The development phase involved the creation, validation, and revision of the English-speaking handbook titled *English Speaking for Hospitality: For the Eleventh-Grade Vocational High School Hotel Studies Program*. Building on the structured design, this phase focused on producing engaging, contextually relevant materials that align with educational goals. Validation was carried out by three experts, including Mr. Bu (material expert), Mrs. Mas (media expert), and Mr. Ri (hospitality professional), whose feedback helped refine the content, layout, and practicality of the handbook.

Material Expert Validation

Mr. Bu, an applied linguistics lecturer, validated the handbook’s content, task design, and instructional clarity on May 8, 2025. The material gained a total score of 68 out of 68 (100%), categorized as *Very Feasible*. He confirmed that the materials were accurate, communicative, and aligned with hospitality competencies. However, he suggested several refinements, such as using local hotel names, diversifying vocabulary exercises, adding sample dialogues, ensuring pronunciation accuracy, and expanding task variety. For instance, he recommended including 2–3 additional activities and encouraging students to explore related materials online. The validation consisted of 17 indicators grouped into three aspects as in this table below.

Table 2. Evaluation Indicators for Material Validation

Aspect	Indicator
Content of Materials	1. The content aligns with hospitality competencies.
	2. The dialogues use grammatically correct and appropriate English.
	3. The vocabulary and expressions suit hospitality communication.
	4. The language level matches students’ proficiency.
	5. The materials support pronunciation, fluency, and confidence.
	6. The dialogues reflect natural and polite English.
	7. The materials integrate relevant local content.
	8. The structure (dialogues, explanations, exercises) supports progressive learning.
	9. The materials are visually engaging for students.

	10. Supporting learning resources are accessible and easy to use.
Task Design	11. The tasks are appropriate for hospitality contexts. 12. The tasks match students' proficiency level. 13. The role-play exercises reflect real-life hotel situations. 14. The tasks encourage critical thinking and communication strategies. 15. The exercises provide opportunities for practice and feedback.
Instructional Clarity	16. The activity instructions are clear and appropriate. 17. The instructions are easy for students to understand.

Responding to the material expert suggestions, several improvements were added to the handbook's content, tasks, and instructions. First, while the expert recommended using local hotel names to strengthen contextual relevance, this suggestion was not applied due to copyright and brand-use concerns. Instead, fictional hotel names were retained, designed to sound realistic and culturally relevant by integrating local Dayak Ngaju expressions. Second, vocabulary exercises were added to each unit to provide focused practice on target words and word classes, replacing the initial version that only included a glossary. This addition was accompanied by varied vocabulary selections and a new pronunciation practice section featuring IPA transcriptions and audio guidance, helping students strengthen their listening and speaking accuracy.

Third, additional dialogues were created, particularly for housekeeping units that previously had limited interaction samples. New conversations were added on topics such as room service, lost and found, wet floors, and guest encounters, expanding students' exposure to real hotel situations. Fourth, several task instructions were revised to be clearer and more engaging, especially in the "Let's Discuss!", "Lesson Highlights," and "Ready, Action!" sections, where instructions were rephrased for better understanding and interaction. A new "Digital Resources" feature was also added, providing QR codes and online exploration prompts to encourage self-directed learning through external videos, quizzes, and articles. Lastly, to give students more opportunities for active speaking, two to three new speaking tasks were added in the "Ready, Action!" section across selected units, promoting creative roleplay in diverse service scenarios.

Media Expert Validation

Mrs. Mas, a multimedia designer from East Kalimantan, evaluated the media aspect on April 21, 2025, focusing on handbook size, cover design, and content design. The total score reached 48 out of 52 (92%), also rated *Very Feasible*. She praised the handbook's clear layout, professional tone, and portability but suggested visual refinements such as separating the author's name from the title, adding relevant hospitality imagery on the cover, and adjusting font size and spacing on page ii for better readability and visual consistency.

Table 3. Evaluation Indicators for Media Validation

Aspect	Indicator
Handbook Size	1. The handbook size is practical and easy to carry.
Cover Design	2. The cover layout is appropriate. 3. The cover reflects the content and purpose of the book. 4. The font used on the cover is clear and readable. 5. The font used on the cover is visually appealing.
Content Design	6. The font type and size are easy to read. 7. The variation of fonts is not excessive. 8. The spacing between letters is consistent. 9. The line spacing is properly arranged. 10. The images and illustrations are relevant and attractive.

11. The color used supports information clarity.
12. The typography layout is neatly organized.
13. The overall layout is visually appealing and easy to navigate.

The media expert focused on improving the handbook’s layout and visual presentation. The main revisions included repositioning the author’s name to avoid confusion with the title, enlarging and centralizing the title, and adding new visual elements such as photographs of SMKN 3 Palangka Raya students simulating front office service to reflect authentic hospitality practice. A dark blue theme and circular graphic accents were introduced to convey professionalism, while additional icons and consistent typography were applied to unify the interior design. The handbook size was also changed from 13 × 18 cm to A5 (14.8 × 21 cm) to improve readability and usability for both students and teachers.

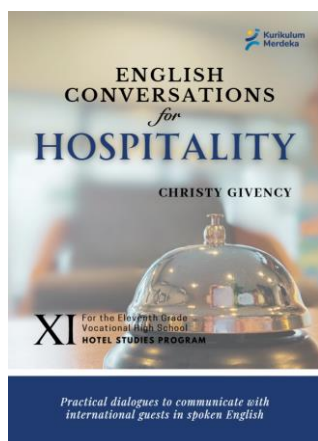


Figure 1. Before Revision of Front Cover Design

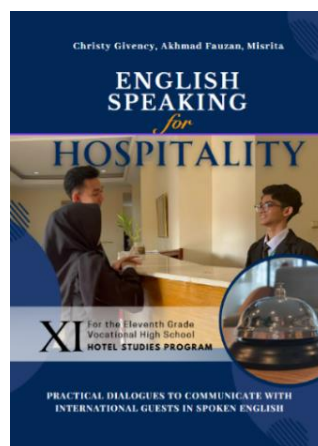


Figure 2. After Revision of Front Cover Design

For the content design, adjustments were made to font type, size, and spacing to enhance clarity and balance. The front matter (page ii) was revised by decreasing letter spacing and modifying line arrangement for a cleaner layout. Section titles were refined with reference icons and darker blue accents, and unnecessary graphics were removed to achieve a more professional and modern design consistent with the new cover.

Professional Expert Validation

Finally, Mr. Ri, a Front Office staff member at a four-star hotel in Palangka Raya, validated the handbook’s relevance to real hospitality communication on April 20, 2025. Scoring 44 out of 44 (100%), his evaluation classified the handbook as *Very Feasible*, without requiring additional revision. He found the dialogues, vocabulary, and expressions highly authentic, with appropriate politeness levels and strong inclusion of local culture, such as Central Kalimantan elements and realistic hotel service scenarios. Mr. Ri confirmed that the book effectively supports workplace communication and builds learners’ confidence, considering it a valuable and practical reference for hospitality students and professionals alike.

Table 4. Evaluation Indicators for Professional Validation

Aspect	Indicator
Handbook Size	1. The content aligns with communication skills required in hospitality.
	2. The dialogues reflect professional and natural interactions.
	3. The vocabulary and expressions are industry-appropriate.

	4. The level of formality and politeness meets hospitality standards.
	5. The book covers essential service scenarios (e.g., check-in, complaints, restaurant service).
	6. The inclusion of local cultural elements is appropriate.
	7. The book promotes intercultural awareness.
Cover Design	8. The book serves as a practical reference for professionals.
	9. The materials enhance effective workplace communication.
	10. The book builds students' speaking confidence.
	11. The book can be easily applied in real hotel contexts..

Implementation

The implementation phase examined the practical use of the developed handbook in class. A tryout using *Unit 5: Handling Reservations and Check-Ins* was selected for its relevance to students' learning progress. The focus was on one dialogue covering a standard hotel reservation scenario, which students analyzed and related to the Front Office SOPs. Conducted over two 180-minute sessions, the first meeting (22 April 2025) introduced the handbook, practiced dialogues, and guided roleplays, while the second (25 April 2025) involved speaking simulations at the school's training hotel (*Edotel*) with performance assessments and reflections. The tryout showed that the handbook was engaging, relevant, and effective for hospitality communication. Although conducted prior to expert-recommended revisions due to scheduling constraints, the professional validator confirmed its high feasibility, suggesting that future implementations of the revised version could yield even stronger outcomes.

Evaluation

After the handbook was developed and implemented, the ADDIE process entered its final phase, evaluation. This stage aimed to gather students' perceptions and feedback regarding the use of the handbook during classroom implementation. To assess its quality and effectiveness, a questionnaire was distributed to students following a speaking simulation activity. The instrument consisted of 18 items across five aspects, namely engagement and experience, usability and accessibility, learning effectiveness, content quality, and satisfaction and recommendation, rated on a 4-point Likert scale ranging from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*).

Results showed that engagement and experience scored 72.7%, indicating that students found the handbook attractive and motivating, with dialogues and multimedia elements relevant to real-life hospitality contexts. Usability and accessibility obtained 71.2%, suggesting that students found the layout, visuals, and instructions clear and easy to follow. Learning effectiveness achieved 73.8%, reflecting improved confidence, vocabulary, fluency, and pronunciation through role-play activities. Content quality received the highest rating of 76%, as students viewed the dialogues as realistic, contextually appropriate, and culturally familiar. Finally, satisfaction and recommendation scored 75%, showing that learners were generally pleased with the handbook and willing to recommend it to others.

Overall, the handbook obtained an attractiveness score of 73.7%, categorizing it as "*Attractive*." This result suggests that students viewed the handbook positively, particularly for its practicality, engaging activities, and contextual relevance.

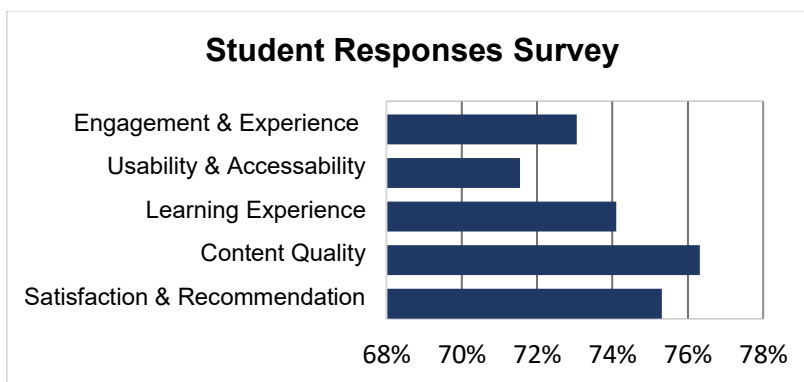


Figure 3. Histogram of Student Responses Survey Assessment

To complement the student data, an interview was conducted with the English teacher. The teacher emphasized that the handbook was highly beneficial for integrating English with the Front Office subject, providing practical materials aligned with workplace needs. He noted that the structure and variety of content, especially the “*Lesson Highlights*,” “*Ready, Action!*” and “*Listen & Learn*” sections made lessons more dynamic and student-centered. These features helped students actively engage in speaking practice while reinforcing key learning points. The teacher also observed a shift in students’ attitudes toward English learning. The handbook exposed them to authentic, situational use of the language, helping them see English as a valuable tool for professional communication rather than just an academic requirement. While acknowledging that students still needed improvement in their speaking skills, the teacher affirmed that the handbook successfully motivated them to practice more actively.

Discussion

The analysis phase revealed that students of the Hospitality Department at SMK Negeri 3 Palangka Raya faced recurring challenges in English speaking, particularly in pronunciation, vocabulary, and fluency. These weaknesses often reduced their confidence during roleplays and simulated front office interactions. Existing English materials were too general and did not reflect the communicative demands of the hospitality industry, such as handling check-ins or guest complaints. This supports Fitria’s (2020) argument that English for Specific Purposes (ESP) is essential for vocational learners to build linguistic and pragmatic competence. Both students and the teacher emphasized the need for authentic, situational materials integrated with their vocational context, consistent with Bandura’s (1977) Social Learning Theory and Lave and Wenger’s (1991) Situated Learning Theory, which stress learning through observation, interaction, and participation in meaningful contexts.

The handbook development followed the ADDIE model (Branch, 2009) and TPACK framework (Mishra & Koehler, 2006). ADDIE provided a structured approach to analyze needs, design, develop, implement, and evaluate materials, while TPACK ensured the balance between pedagogical, technological, and content knowledge. The handbook incorporated multimodal elements, such as QR-coded audio for pronunciation, visual illustrations, and roleplay-based tasks, reflecting Mayer’s (2009) Multimodal Learning Theory, which highlights the value of presenting information through both visual and auditory channels. These features supported students’ comprehension, retention, and speaking fluency through varied learning modes.

Local relevance and authenticity were also prioritized. Although written in English, the dialogues reflected Palangka Raya’s hospitality context, making the material culturally familiar and meaningful. This approach aligns with Widodo’s (2018) call for localized ELT materials that promote identity, engagement, and cultural awareness. Integrating local settings with professional hospitality expressions made the handbook both practical and motivational.

The expert validation results further supported the handbook's feasibility and quality. Three experts, specializing in material development, media design, and hospitality practice, evaluated the product using a 4-point Likert scale, with scores ranging from 92% to 100%, indicating the handbook was in the "Very Feasible" category. Their suggestions focused on enhancing visual layout consistency, expanding vocabulary exercises, improving pronunciation instructions, and adding additional communicative tasks to provide more variety. Revisions were made selectively, prioritizing pedagogical and practical enhancements while avoiding elements with potential copyright or institutional constraints, such as using real hotel names. These revisions reflect the iterative nature of the ADDIE development process, where continuous improvement is guided by expert feedback and formative evaluation.

During implementation at Edotel, students used the handbook in classroom and practical sessions. Evaluation results showed a 73.7% attractiveness score ("Attractive"), indicating strong engagement and perceived usefulness. Students appreciated the realistic dialogues and communicative tasks that mirrored authentic hospitality interactions. These results align with Deci and Ryan's (1985) Self-Determination Theory, emphasizing that materials fostering autonomy, competence, and relevance enhance motivation. Students reported increased willingness to speak, better pronunciation accuracy, and higher confidence. Likewise, the teacher reported that classroom participation increased and that the handbook reduced preparation time since it provided complete, ready-to-use lesson structures.

Overall, the handbook effectively addressed students' needs by integrating pedagogy, technology, and vocational relevance. Its feasibility and attractiveness demonstrate that it meets educational and industry standards while remaining accessible and engaging. These results are consistent with previous R&D studies by Sari et al. (2023), Nurhalimah and Jannah (2022), and Wicaksono (2023), which found that localized, task-based materials enhance students' communicative competence and motivation.

The gap between expert validation ($\geq 92\%$) and student response (73.7%) likely stems from the limited scope of the tryout, where only one unit was tested, and post-revision materials that were not yet implemented. This supports Branch's (2009) view that instructional products require multiple feedback cycles for optimal results. Despite these constraints, the findings confirm the handbook's strong potential for wider classroom use. Guided by ADDIE, TPACK, and multimodal learning, this development demonstrates how systematic design can produce an innovative and sustainable English resource for hospitality education.

CONCLUSION

This research developed English-speaking material for students of SMK Negeri 3 Palangka Raya to meet the need for hospitality-focused resources. Grounded in Situated, Social, Motivational, and Multimodal Learning theories within the TPACK framework and developed through the ADDIE model, the handbook equips students with practical communication skills for real-world hospitality contexts. Its portable design supports classroom learning and workplace simulations, including internship preparation. Localized content featuring Dayak Ngaju language and Palangka Raya attractions increases cultural relevance, while QR-linked audio and interactive tasks enhance pronunciation, fluency, and vocabulary.

Based on the findings, teachers are encouraged to use vocational-based speaking materials with role-play and interactive activities to strengthen students' confidence and practical skills. Future research may apply the handbook over a full semester with pre- and post-tests to measure effectiveness and explore digital or mobile learning extensions. Overall, the material effectively meets students' needs, promotes vocationally relevant English learning, and contributes to English for Specific Purposes (ESP) in vocational education.

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