

## DEVELOPING ENGLISH LEARNING MATERIALS FOR FRONT OFFICE STUDENTS IN TOURISM FACULTY OF TRIATMA MULYA UNIVERSITY

Ni Putu Artila Dewi<sup>1</sup>, Ni Made Dita Sinta Dewi<sup>2</sup>,

Komang Meliawati<sup>3</sup>, Made Detri Suryantini<sup>4</sup>

Business and Social Humaniora Faculty of Triatma Mulya University

[artila.dewi@triatmamulya.ac.id](mailto:artila.dewi@triatmamulya.ac.id)

### *Abstract*

*Teaching English especially in front office department was less textbook and dominated by memorization of vocabularies. This research aims to develop English learning materials in the form of textbook for front office students in Tourism Faculty, Triatma Mulya University. The method of the current study is Design and Development. In developing the learning material, this research uses the DnD model by Richey and Klein. Some processes were carried out, namely identifying learning materials needed, developing learning materials in the form of books and evaluating the results of material development. The results of the study found that there are six types of material that need by front office students namely (1) front office department coordination to other departments, (2) telephone operator, (3) reservations, (4) reception, (5) porter/uniformed service, and (6) procedure handling complaint. The results of expert tests showed the score of the learning material developed belongs to good category.*

*Keywords: ESP, learning material, Front Office students*

### **Introduction**

Bali is one of the best destinations in the world which has unique culture and art. For Balinese, arts have become part of their daily life. Culture and art are always needed in every activity whether religious, social and cultural. Besides, the guest interested to look for carving and painting activities that have done by Balinese. Bali as a leading tourism destination is required to focus on planning the development and human resources. The uniqueness of Balinese culture and natural beauty can bring a change in the social life. One of them is the daily life in which Balinese people work in tourism industry (Mahadewi, Negarayana, Putra. Tirtawati, Dianasari, D.A.M Lily. 2016)

The world is well-known about Bali's culture both domestic and foreign countries. Bali is considered as one of the best tourist destination World which has become a tourist attraction (Wisnumurti, Oka. Rindeng, 2017). It has a unique, exotic, and wonderful panorama. Bali is awarded as a best tourist spot in the world. The unique culture and art of Bali change social life is in the community. One of the change social life is Balinese daily life in which Balinese people tend to work in tourism industry. However, development tourism industry is mostly dominated by foreign tourist who come from several countries. Therefore, it is very needed for providing the human resources who really have a good quality. Quality includes English competences and skill in tourism industry.

Specifically, one of tourism industry is hotel hospitality which important part, namely: front office department. It is because front office department deals directly with the guest. Front office staff requires professional competence of tourism. They must have ability to communicate English fluently and accurately.

Standardized and polite English must be mastered properly by front office staff (Astuti, Sri. Ginaya, Sadguna, Jaya. 2018).

The instructor should find appropriate books which useful, interesting, engaging, involving, important, and relevant to their environment. The instructor should provide English book which familiar and fun for the students. From preliminary observation, it is found that the quality of books which are used in the school. The analysis found that there are no examples about English function and English expression. From the findings there are some problems which are not appropriate with the expectation. One of the problems is the book is not inserted into critical thinking. Based on the problem, it was urgent to develop the English material for front office department. It was the way on how to integrate teaching of critical thinking building and English competency.

### Research Methods

In this study, the Richey and Klien model was implemented. In implementing Richey and Klein model, there are three processes namely Design, Development and Evaluation (Richey & Klein, 2014). In the design process, the needs analysis is conducted (Richey & Klein, 2007). In the development process, the result of the needs analysis was used as a principle to build the product. The evaluation process was conducted in order to judge the strengths and weaknesses of the product and making sure that the product developed meets the functionalities and requirements during the design and development phase (Ellis & Levy, 2010).

Instrument refers to tools to collect the data (Cresswell, 2012). In this study, to collect the data, checklist and interview guide were used. The development interview guide was based on theory of need analysis of ESP developed by Hutchinson and Waters (1987) and SKKNI-National Standard Working Competence.

The results of the document analysis will be analyzed descriptively to find materials that fit the needs of restaurant students. The results of the interview will be analyzed using an interactive analysis model by Miles, Huberman, and Saldana (2014) which includes data reduction, data display, conclusion drawing and verification.

### Result and Discussion

The research found out that there are six topics and the basic competencies developed in each topic. The needs analysis result is displayed in table 1 below.

Table 1  
Needs Analysis Result

Chapter	Topic	Basic Competencies	Material	Activities
1.	Front Office Department Coordination with other Department	Work effectively to customer and colleagues	Work effectively to customer and colleagues	Reading activity Fill the blank short dialogue Writing activity
2.	Telephone Operator	Do communication effectively and efficiency on the telephone	Knowledge and practice in doing communication effectively and efficiency on the	Reading activity Writing activity Speaking activity by answer the

			telephone	question on the card.
3.	Reservation	Receive and process a reservation via direct and telephone	Knowledge and practice in receiving and processing a reservation via direct and telephone	Reading Activity and answer Listen to an audio and complete the text. Writing activity and complete the text on dialogue.
4.	Reception	Provide accommodation services	Knowledge and practice in providing accommodation services	Speaking activity. Writing activity Listen to an audio and circle the correct sound.
5.	Porter/Uniformed Serviced	Provide Bellboy/porter services	Knowledge and practice in providing bellboy/porter services	Writing and speaking activity Listen to an audio and complete short conversation. Writing activity based on step given.
6.	Procedure of Handling Complaint	Adequate understanding the procedures of handling complaint	Knowledge and practice to adequate understanding the procedure of handling complaint	Reading Activity and answer Writing activity Speaking activity and make a dialogue in a group.

There were six chapter in this book, they are Front Office coordination with other department, Telephone Operator, Reservation, Reception, Porter / Uniformed Services and Procedure of handling complaint.

If the book is open deeper, it can be seen two steps of developing book processes. Both of those processes are illustrated on the figure below.

**Activity 1**

Read the following dialogue and find out the discussion about!



**Activity 2**

Explain why front office staff needs to make coordination to other department!



The result of the questionnaires was quantified and the mean score of the data was classified based on the following criteria that were adopted from [Nurkencana and Sunartana \(1992, as cited in Winasari, 2010:99\)](#).

MI =  $\frac{1}{2}$  (ideal maximum score + ideal minimum score)

SDI =  $\frac{1}{6}$  (ideal maximum score - ideal minimum score)

X = Mean score of the questionnaire

**Table 2**

The Classifications of the Result of the Questionnaire  
based on [Nurkencana and Sunartana \(1992, as cited in Winasari, 2010: 99\)](#)

No	Interval	Categorization
1	$MI + 1.5 SDI \leq X$	Very high
2	$MI + 0.5 SDI \leq X < MI + 1.5 SDI$	High
3	$MI - 0.5 SDI \leq X < MI + 0.5 SDI$	Average
4	$MI - 1.5 SDI \leq X < MI - 0.5 SDI$	Low
5	$X < MI - 1.5 SDI$	Very low

Based this calculation, the classification of the Result of the Questionnaire can be seen in the Table 3.

$$MI = \frac{1}{2} (5 + 1)$$

$$= 3$$

$$SDI = \frac{1}{6} (5 - 1)$$

$$= 0.67$$

**Table 3**

The Classifications of the Result of the Expert Judges

No	Interval	Categorization
1	$4.01 \leq X$	Very high
2	$3.34 \leq X < 4.01$	High
3	$2.66 \leq X < 3.34$	Average
4	$1.99 \leq X < 2.66$	Low
5	$X < 1.99$	Very low

## Discussion

There were six chapters in this product which each of the chapters were created to teach knowledge demanded by the industry. Not only the knowledge but also the practice must be taught to the front office students. The activities mentioned in this product was intended to make the students were able to practice their language. The activities were also used as evaluation for the students after reading or listening the reading text. The instruction should implement certain authentic assessment ([Ansyari et al., 2020](#); [Hu & Wu, 2020](#); [Phillips et al., 2018](#)). The activities included four language skills such as listening, reading, speaking and writing. Most of the readings were conducted by the teachers in order to ease the students to read and understand the meaning of the text. By reading aloud story, the students will have opportunity to listen and make sense of the language around them.

Based on the result of the expert judges, it was found that overall, the mean score was 4.8 which was categorized as "Very High". It means that the product had high quality and can be used

to teach students. However, some comments were delivered for the improvement of the product. One of the highlighted comments was about the insertion of activity which trigger the critical thinking and creativity of the students. It was considered important since the demand of today's education is not only about making the students to be able to master the English, but also making them to think critically to everything in their life. Besides that, creativity is considered one of the competences that should be mastered in today's life.

## Conclusion

The results of the research found that there are six materials that need to be mastered in the front office which include: Front Office Department Coordination with other Department, Telephone Operator, Reservation, Reception, Porter/Uniformed Serviced, and Procedure of Handling Complaint. The result evaluation from expert concluded that the quality of the book developed was very good material which develop into a book. The quality of the book developed is good according to the result of expert tests. Future research is expected to explore more deeply about this knowledge. In addition, to improve the quality of book developed in this research can also be used as study material for further research.

## References

- Adorjan, Maria. 2013. *"Developing a Syllabus for Tourism English"*. Diakses pada 29 Oktober 2018 dari <http://www.eduscience.hu/2408AdorjanMaria.pdf>
- Agustina, L. Harahap, A. Syahril. n.d. Developing reading material based-on local culture for junior high school in kabupaten rejang lebong. Diakses pada 27 April 2019 dari <https://media.neliti.com/media/publications/268040-developing-reading-material-based-on-loc-6cf331c0.pdf>
- Ansyari, M. F., Groot, W., & De Witte, K. (2020). Tracking the process of data use professional development interventions for instructional improvement: A systematic literature review. *Educational Research Review*, 31(November 2019), 100362. <https://doi.org/10.1016/j.edurev.2020.100362>.
- Astuti, Ni Nyoman Sri. Ginaya, Gede. Sadguna, I Gede Agus Jaya. 2018. A Hotel Front Desk Receptionist and Catur Paramita Values: a study of implementing local wisdom in hospitality industry. *Advances in Social Science, Education and Humanities Research*, volume 226 1st International Conference on Social Sciences (ICSS 2018).
- Dharma, Y.P. Aristo, T.J.V. 2018. An analysis of English Textbook relevance to the 2013 English Curriculum. *Journal of English Educational Study* Volume 1 Issue1 May 2018 Page 24-33. <https://media.neliti.com/media/publications/276570-an-analysis-of-english-textbook-relevanc-ac9a3376.pdf>. Diakses pada 27 April 2019.
- Handyaningrum, Nuraeni. Setiawan, Budi. *"Investigating The English Syllabus of Room Division Department Related to the Needs of the Hotel Industries: A Case Study at One Tourism Institute in Bandung"*. Diakses pada 29 Oktober 2018 dari <https://media.neliti.com/media/publications/118557-EN-investigating-the-english-syllabus-of-ro>
- Mahadewi, Ni Made Eka. Negarayana, I.B Putra. Tirtawati, Ni Made. Dianasari, D.A.M Lily. 2016. *Persepsi Wisatawan Terhadap Bali sebagai Smart Tourism Destination*. Diakses pada 18 Juni 2019 dari [https://www.researchgate.net/publication/323244986\\_persepsi\\_wisatawan\\_terhadap\\_bali\\_sebagai\\_smart\\_tourism\\_destination\\_ni\\_made\\_eka\\_mahadewi\\_IB\\_Putra\\_Negarayana\\_Ni\\_Made\\_Tirtawati](https://www.researchgate.net/publication/323244986_persepsi_wisatawan_terhadap_bali_sebagai_smart_tourism_destination_ni_made_eka_mahadewi_IB_Putra_Negarayana_Ni_Made_Tirtawati)
- Maiziva, Drie Rona. 2017. Peranan receptionist pada front office department hotel grand zuri pekanbaru. *Tourism department Faculty of social and political science*

- University of Riau. Diakses pada 25 Juni 2019 dari <https://media.neliti.com/media/publications/209019-none.pdf>
- Martes, Hulyo. 2011. Department of a Hotel. Diakses pada 24 Desember 2021 dari [http://rubzkie04.blogspot.com/2011/07/front-office-department\\_05.html](http://rubzkie04.blogspot.com/2011/07/front-office-department_05.html)
- Medrea, Nicolette. "Challenges in teaching ESP: teaching resources and students' needs". <https://mail.google.com/mail/u/0/#inbox?projector=1> Diakses pada 29 Oktober 2018
- Putrawan, I. 2013. Developing English Materials for Eleventh Grade Students of SMK Triatmajaya Singaraja with the Insertion of the Values of Nation Character. e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris (Volume 1 Tahun 2013). Diakses pada 22 Mei 2019 dari <https://mail.google.com/mail/u/0/#inbox?projector=1>
- Rahman, E.A. 2015. Pelaksanaan tugas bellboy pada front office department di Grand centra hotel pekanbaru. Jom FISIP Vol. 2 No. Oktober 2015. Diakses pada 27 April 2019 dari <https://media.neliti.com/media/publications/32452-ID-pelaksanaan-tugas-bellboy-pada-front-office-department-di-grand-central-hotel-pe.pdf>
- Suardana, I Made. n.d. Developing character based English materials for the ninth grade students of junior high school in SMP Negeri 1 Petang. Diakses pada 25 Juni 2019 dari <https://media.neliti.com/media/publications/206961-none.pdf>
- Ulfa, Kurnia. 2015. "Designing ESP Materials for Tourism Students of Akademi Pariwisata Medan". Diakses pada 29 Oktober 2018 dari [https://www.researchgate.net/publication/320558697\\_Designing\\_ESP\\_Material\\_For\\_Tourism\\_Students\\_of\\_Akademi\\_Pariwisata\\_Medan](https://www.researchgate.net/publication/320558697_Designing_ESP_Material_For_Tourism_Students_of_Akademi_Pariwisata_Medan)
- Wisnumurti, A.A. Gede Oka. Rindeng, I Wayan. 2017. The development of Bali tourism through cultural and local wisdom of pakraman village. Journal of Tourismology, Vol.3, No.2. <https://dergipark.org.tr/download/article-file/455216>. Diakses pada 19 Juni 2019.