

**DEVELOPING AN ENGLISH WORKBOOK FOR HOSPITALITY
STUDENTS IN VOCATIONAL SCHOOL**

A PAPER

Submitted to English Language Education Study Program
Faculty of Teacher Training and Educational Science, Pakuan University as a
Partial Fulfillment of Requirement for Sarjana Pendidikan Examination

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031122023



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
PAKUAN UNIVERSITY**

2026

ABSTRACT

This study aims to develop an English workbook for hospitality students, particularly for Front Office communication. The research employed a Research and Development (R&D) method using the ADDIE model, focusing on the Analysis, Design, Development, and Implementation stages. The subjects of this study were eleventh-grade students of the hospitality program at a vocational school in Bogor. Data were collected through interviews, questionnaires, expert validation sheets, and students' response questionnaires. The results of the needs analysis revealed that English plays a crucial role in the hospitality field, especially in the Front Office department. Speaking was identified as the most essential skill, while students still faced difficulties in pronunciation, vocabulary, and confidence in speaking. Based on these findings, an English workbook was developed focusing on communicative activities and real-life hotel situations. The results of expert validation indicated that the developed workbook is feasible, with the media aspect scoring 80% (feasible), the language aspect 98.5% (highly feasible), and the material aspect 100% (highly feasible). In addition, students' responses reached 86.30%, which is categorized as highly feasible. These findings suggest that the workbook is relevant, engaging, and appropriate for students' needs. In conclusion, the developed English workbook is considered feasible and relevant based on expert validation and students' responses. Therefore, it has the potential to be used as a supplementary learning material for supporting students' English communication in Front Office contexts.

Keywords: ESP, Workbook, Front Office, ADDIE

PREFACE

Alhamdulillah all praise and gratitude are devoted to Allah SWT, who has granted the researcher health, strength, patience, and guidance so that she is able to complete this paper entitled “Developing an English Workbook for Hospitality Students in Vocational School.”

This paper is written to fulfill one of the requirements for obtaining the *Sarjana Pendidikan* degree in the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The researcher realizes that this paper is still far from perfect. Therefore, constructive suggestions and criticism are highly appreciated for the improvement of this paper and for the researcher’s future academic development.

Bogor, June 2026

Anisya Nur Hidayah

ACKNOWLEDGMENT

All praises and gratitude are devoted to Allah SWT for His mercy, guidance, and blessings, which have enabled the completion of this thesis. She realizes that this thesis would not have been accomplished without the support, assistance, and encouragement of many individuals. Therefore, she would like to express sincere gratitude to all those who have contributed to its completion.

First, the researcher would like to express deepest appreciation for the strength, perseverance, and commitment in overcoming various challenges throughout the process of completing this thesis. The researcher would like to express sincere gratitude to Dr. Atti Herawati, M.Pd. and Leora Grahadila Andovita, M.Pd. as the supervisor for their guidance, valuable suggestions, patience, and continuous support. Gratitude is also extended to Dr. Eka Suhardi, M.Si. as the Dean of the Faculty of Teacher Training and Educational Sciences, Poppy Sofia Hidayati, M.Pd. as the academic counsellor, and all lecturers of the English Language Education Study Program for their knowledge and guidance. Appreciation is also extended to SMK Bhinneka Nusantara, especially the teachers and students of class XI-5 Hospitality, for their participation and assistance in data collection, as well as to the experts for their valuable feedback and suggestions.

Deepest gratitude is dedicated to the researcher's beloved family for their endless prayers, love, and support. Special appreciation is addressed to her late mother, Ibu Hj. Siti Mastoah, whose love, prayers, and sacrifices have been the greatest source of strength. Gratitude is also extended to her father, H. Sarip Hidayat, and siblings for their continuous support and encouragement.

The researcher would also like to express sincere gratitude to Alfauzi Rahmadani for his support, understanding, and encouragement throughout her journey. Appreciation is also extended to classmates of the English Education Study Program Class A (2022) for their support and togetherness. Finally, the researcher would like to thank all parties who have contributed, directly or indirectly, to the completion of this thesis.

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CHAPTER I INTRODUCTION

A. Background of the Study

English, as an international language, plays a crucial role in fulfilling educational and professional demands in Indonesia, particularly in the hospitality industry. In this sector, especially in front office services, English is essential for effective communication with international guests. Communication is at the core of all guest-related activities in a hotel, particularly in the reception department, which handles key tasks such as check-in and check-out. As the front-liner of guest interaction, this department represents the hotel's image and significantly contributes to guest satisfaction and hotel productivity (Prima, Hartono, & Riyanto, 2022).

The front office department is not only responsible for selling rooms but also for creating the first impression of the hotel. Therefore, it is crucial to prepare human resources who are professional, well-groomed, have strong work ethics, and possess excellent communication skills (Astawa et al., 2021). Recent studies emphasize that the front office serves as the central hub of hotel operations, handling the majority of guest transactions and playing a vital role in ensuring service quality and guest satisfaction (Sari & Yuliana, 2021; Anggraeni & Yuliana, 2023). Hospitality, as a service-oriented industry, demands both high service standards and effective communication skills (Insani, 2020).

However, based on the researcher's previous teaching experiences in SMK Bhinneka Nusantara, many students there still encounter challenges in using English in both real-life communication and front office contexts. One of the main causes of this problem is the lack of relevant and contextual English

learning materials. Most textbooks used in the classrooms are too general and do not focus on the specific language functions required in the hospitality industry (Ma'fiyah & Sumardiono, 2023).

This concern is supported by research showing that hospitality students need effective communication skills through situational dialogues commonly found in hotel settings. They are expected to be proficient not only in English theory but also in using the language appropriately in actual hotel operations. However, both teachers and students report that existing English for Specific Purposes (ESP) materials do not meet the specific language demands of the hospitality context. Students struggle with vocabulary, language structures, and pronunciation related to English for front office services (Ma'fiyah & Sumardiono, 2023).

To address this issue, it is necessary to develop English learning materials that are tailored to the specific needs of hospitality students; One effective solution is to create a workbook that contains a variety of practice exercises, summaries of learning materials and guidance that helps students understand complex ideas systematically (Utami, Aminatun, & Fatriana, 2020).

Mukhlisin (2024) defines a workbook as a learning medium specifically developed to meet learners' needs, integrating culturally relevant content and practical assignments to enhance English language proficiency. Therefore, this research is worthwhile because hospitality students currently receive only general English instruction, which does not address the specific communication skills required in front office roles. Developing materials focused on front office communication will better support their language development and prepare them for real world interactions in the hospitality industry.

B. Statement of the Problems

Based on the background of the study, the problems can be formulated in the following research questions: (1) What are the students' needs in learning English for front office communication?; (2) What English learning materials are suitable for hospitality students for front office communication?

C. Aim of the Research

The aim of this study is to develop an English workbook. The research objectives encompass: (1) To identify the needs of students related to English for front office communication; (2) To develop a front-office English workbook based on the ADDIE model.

D. Limitation of the Study

This study has two main limitations. First, the study develops only one chapter of the English workbook. Second, although the study applies a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), it does not include the final Evaluation phase, which measures the effectiveness of the developed workbook. These limitations are due to the scope of undergraduate research, in which a full effectiveness test is not mandatory.

E. Significance of the Study

This study has significance in several aspects, namely the material development, contributions for researchers, and benefits for vocational school. The following is a brief explanation of the significance of this study in each of these aspects:

1. English Material Development

This study is significant in terms of English material development as well as research contribution. The findings of this research can be used as a basis for

designing and improving English teaching materials that are aligned with students' needs, learning objectives, and the school context. The developed materials are expected to be appropriate, well-structured, and relevant, thereby supporting a more effective learning process and helping students achieve better learning outcomes.

In addition, this study contributes to the development of research skills, particularly in conducting systematic educational research. Through this research, the researcher gains experience in designing, implementing, and analyzing a material development study. Furthermore, the results of this study can serve as a reference for future researchers who are interested in similar topics or who wish to conduct further research in the field of English education and learning material development.

2. English Learning

In terms of English learning, this study is expected to contribute to a more effective and meaningful learning process, particularly in the vocational school context. The developed ESP materials are designed to address students' specific vocational needs, enabling them to improve their English skills that are directly relevant to their fields of study. By providing contextual and practical learning materials, this study is expected to increase students' motivation, engagement, and confidence in using English for vocational purposes.

Furthermore, this research provides benefits for vocational school in the development and implementation of ESP (English for Specific Purposes) learning materials. The findings of this study can assist the school in identifying and utilizing English learning materials that are more appropriate to students'

specific fields and professional demands. The developed ESP materials can also support teachers in delivering English instruction that is more focused, relevant, and effective, thereby helping students enhance their ability to use English in real vocational and professional contexts and ultimately improving overall learning outcomes.

CHAPTER II THEORETICAL FOUNDATION

A. English for Specific Purposes (ESP)

1. Definition of English for Specific Purposes

English for Specific Purposes (ESP) is a branch of English language teaching that focuses on equipping learners with the language and communication skills necessary for specific academic or professional fields. ESP courses are designed to teach English tailored to particular disciplines or careers, such as medicine, business, or hospitality, emphasizing practical and authentic language use relevant to learners' needs (Daulay, 2021). Hutchinson and Waters (1987) define ESP as an approach where all decisions about content and methodology are based on learners' reasons for learning, focusing on language functions and vocabulary specific to their professional or academic contexts. According to Rafiq et al. (2021) and Warti (2020), ESP is a learner-centered approach that tailors language instruction to meet learners' specific needs in particular academic or professional contexts.

From the definitions above, it can be concluded that English for Specific Purposes (ESP) is a learner-centered and needs-based approach to language instruction. ESP focuses on equipping learners with practical and context-specific language skills that are directly relevant to their academic or

professional fields. Whether in business, hospitality, or medicine, ESP emphasizes the use of authentic materials, specialized vocabulary, and communicative functions aligned with the learners' goals. The core principle shared across the sources is that ESP is not a one-size-fits-all method, but tailored approach designed to fulfill specific communicative needs.

2. The Importance of Developing ESP Materials

Developing ESP materials is crucial because generic English textbooks often fail to address the specific linguistic and communicative demands of specialized fields. ESP materials must be authentic, contextually relevant, and aligned with learners' real-world tasks to enhance their professional competence (Daulay, 2021). Needs analysis is a fundamental component of English for Specific Purposes (ESP) material development, as it serves as the basis for identifying learners' language requirements in relation to their target situations (Muhammad & Utami, 2023). Through needs analysis, teachers and material developers are able to design instructional materials that are relevant, effective, and aligned with learners' academic or professional goals. Hutchinson and Waters (1987) propose that learners' needs in ESP can be categorized into three main components: necessities, lacks, and wants. These components provide a comprehensive framework for understanding not only what learners must learn to function effectively in the target situation, but also what they already know and what they personally expect from the learning process.

Necessities refer to the language knowledge and skills that learners must acquire in order to perform effectively in the target situation. According to

Hutchinson and Waters (1987), necessities are determined by the objective demands of the target context, such as academic study or workplace

communication. These may include the ability to read discipline-specific texts, write reports, understand technical instructions, or communicate appropriately in professional interactions.

Lacks represent the gap between learners' current language proficiency and the competencies required in the target situation. Hutchinson and Waters (1987) emphasize that analyzing learners' lacks is essential for identifying weaknesses in language skills, language components, or communicative abilities. Understanding learners' lacks allows educators to prioritize learning objectives and develop materials that directly address these deficiencies.

Wants, on the other hand, refer to learners' subjective perceptions of what they need or wish to learn. Hutchinson and Waters (1987) note that wants are influenced by learners' motivation, interests, learning experiences, and personal goals. Although learners' wants may not always correspond with the actual necessities of the target situation, they remain important because they significantly affect learners' engagement and motivation in the ESP learning process.

The following table presents a summary of the concepts of necessities, lacks, and wants in ESP needs analysis based on Hutchinson and Waters (1987).

Table 2.1 Components of ESP Need Analysis

Aspect	Definition	Focus Situation
Necessities	Language knowledge and skills required to function effectively in the target situation (Hutchinson & Waters, 1987).	Target situation demands.

Lacks	The gap between learners' current proficiency and required competencies (Hutchinson & Waters, 1987).	Learners' present level and weaknesses.
Wants	Learners' subjective perceptions of their learning needs (Hutchinson & Waters, 1987).	Learners' preferences and expectations.

As illustrated in Table 2.1, needs analysis in ESP encompasses three interrelated components: necessities, lacks, and wants. Necessities focus on the objective language requirements imposed by the target situation, while lacks identify the discrepancy between those requirements and learners' existing abilities. Meanwhile, wants reflect learners' personal expectations and preferences in learning English. The integration of these three aspects provides a solid foundation for developing ESP materials that are relevant, effective, and learner-centered, as emphasized by Hutchinson and Waters (1987).

Conducting a need analysis ensures that the content is grounded in learners' actual requirements and expectations, enabling materials to be more effective and meaningful. This foundational step aligns with Dudley-Evans and St. John's (1998) view, which emphasizes that ESP materials should be developed based on learners' specific academic or professional needs.

Tailored ESP materials help learners acquire not only linguistic skills but also discourse conventions and technical vocabulary necessary for their disciplines, ultimately improving their confidence and effectiveness in workplace communication.

In terms of creating effective instructional content, material development plays an important role in producing learning resources that truly support the language learning process. Tomlinson (2011) states that material

development involves the design, evaluation, adaptation, and production of learning resources that provide meaningful input, encourage learner engagement, and promote communicative language use. He emphasizes that good materials should offer rich and authentic language exposure, stimulate affective and cognitive engagement, and provide opportunities for real language use through tasks such as role-plays, simulations, and problemsolving activities. In addition, Tomlinson (2011) highlights the importance of relevance, impact, and flexibility, noting that learning materials must be relevant to learners' lives, visually appealing, and adaptable to different learning contexts. These principles are particularly relevant in the development of ESP learning materials, as they ensure that learning resources not only convey linguistic content but also create effective learning experiences tailored to learners' real communication needs.

B. English Workbook

1. Definition

According to Hu (2021), a workbook is defined as a task-based learning material that contains activities designed to develop students' English skills.

Workbook presents topics relevant to students' daily lives, making it easier to connect the materials with their real-world contexts, and includes exercises that support the development of practical communication abilities. Similarly, Mukhlisin (2024) defines a workbook as a learning medium specifically developed to meet learners' needs, integrating culturally relevant content and practical assignments to enhance English language proficiency. Taken together, these perspectives highlight that a workbook not only

facilitates systematic practice but also bridges classroom learning with authentic communication tasks.

A workbook possesses essential features that make it an effective learning medium. First, it provides a summary of learning materials, which offers a concise explanation of the concepts or topics being studied, thereby helping students focus on the core ideas. Second, it contains structured exercises that guide learners step by step, beginning with simple activities and gradually progressing to more complex tasks, allowing students to build their competence systematically. In addition, a workbook emphasizes taskbased activities such as role-plays, dialogues, and simulations that engage students in practical situations and strengthen the connection between classroom learning and real-world communication (Hu, 2021).

2. Features of Workbook

A workbook is a type of learning material designed to provide learners with structured practice and reinforcement of language skills, particularly in ESP contexts. Effective workbooks have several key features that ensure learners can develop their language proficiency in a meaningful and organized way. Based on Tomlinson (2011) and Harmer (2007), the following features are typically found

in an ESP workbook:

a. Clear Learning Objectives

Each unit clearly states both general and specific learning goals. The general objectives often focus on improving learners' overall communicative competence in the target professional context, while specific objectives describe the concrete outcomes expected from completing the unit. For example, learners may be expected to use

appropriate expressions during guest check-in and maintain polite interaction with customers.

b. Warming-up Activities

Workbooks provide activities to activate prior knowledge and introduce key vocabulary or expressions. These can include short discussions, image-based prompts, or question-and-answer exercises, helping learners to engage with the topic before moving to more complex tasks

c. Language Focus Section

This section highlights grammatical structures, useful phrases, and discourse features those learners will apply in communicative tasks. It ensures that learners understand the language forms before using them in context.

d. Listening Practice

Authentic listening materials, such as dialogues between receptionists and guests, allow learners to observe real communicative patterns. This feature develops listening comprehension and prepares learners for interactive tasks.

e. Task-Based Activities

Tasks are structured following the TBLT sequence: pre-task, main task, and post-task. The pre-task introduces context and language, the main task requires learners to perform dialogues or role-plays, and the posttask involves reflection and teacher feedback.

f. Self-Assessment Opportunities

At the end of each unit, learners are encouraged to evaluate their own performance, reflect on their learning, and identify areas for improvement. This promotes autonomy and self-regulated learning.

g. **Relevance and Adaptability**

Workbook content is designed to be relevant to learners' academic or professional needs. Activities can often be adapted by teachers to suit different proficiency levels, class sizes, or instructional goals, making the material flexible and learner-centered.

C. English for Hospitality

1. The Teaching of English in Hospitality Vocational Schools

English language teaching in hospitality vocational schools must go beyond general English language skills and include specific communication tasks required in hotel and service environments. This orientation is in line with the principles of English for Specific Purposes (ESP), where teaching materials are developed to suit the professional context and workplace demands of learners.

According to Alhusna and Suparmi (2025), hospitality industry stakeholders prioritize both spoken and written English communication tasks, such as welcoming guests, handling complaints, managing reservations, and composing confirmation emails and service reports. This indicates that English language teaching for hospitality students must integrate authentic task-based materials that reflect real workplace expectations. This study shows that a shift from textbook-based content to a real-task-based teaching approach can improve vocational students' readiness to communicate professionally.

Supporting this, Firdaus et al. (2025) found through needs analysis that hospitality students in vocational schools expressed a specific need to improve their listening and speaking skills in front office, restaurant, and housekeeping situations. Students also reported a preference for task-based learning strategies such as role-playing, reinforcing the argument that English language materials should be designed to meet both student learning needs and industry requirements.

Overall, these studies show that English language teaching in vocational hospitality education must be context-specific, interactive, and based on authentic industry tasks in order to effectively prepare students to face communication challenges in a real work environment.

2. Front Office Communication

Front office communication is one of the most important skills for hospitality students, as the front office serves as the main point of contact between guests and hotel services. Effective communication in this field requires not only accurate linguistic knowledge, but also the ability to negotiate meaning, carry out procedural interactions (such as checkin/check-out), and resolve guest complaints in English.

Alhusna and Suparmi (2025) highlight that hospitality students need repeated practice with real communicative tasks, such as interactions with guests and professional email correspondence, to build functional proficiency relevant to hotel operations. This need highlights the importance of designing learning materials that simulate actual front office situations rather than relying on abstract or general English exercises.

Furthermore, Firdaus et al. (2025) report that students' English proficiency in front office scenarios often falls short of industry expectations,

particularly in listening and speaking. They recommend incorporating taskbased activities such as role-playing, simulations, and communication exercises into the curriculum to strengthen front-line communication skills and connect classroom learning with real-world workplace demands.

In summary, these findings indicate that communication materials in the front office must be authentic, task-oriented, and directly related to real professional contexts if they are to improve students' work readiness and confidence in using English in a hospitality environment.

D. Related Research

The study entitled "Developing an English 'Front Office' Supplementary Book for Hospitality Majors at SMKN 3 Kota Blitar" by Ayu Hartina Sari, Istina Atul Makrifah, and Tyas Alhim Mubarok (2023) aimed to develop a supplementary English book specifically designed for hospitality students at SMKN 3 Kota Blitar. This research was motivated by the limited English materials available in the existing curriculum, which mostly focus on front office operational procedures but lack practical and contextual English communication exercises. The teaching demonstrations by instructors were also limited and could not be repeated according to students' needs during practice sessions (Sari, Makrifah, & Mubarok, 2023).

The development process employed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), collecting data through questionnaires distributed to 30 students and interviews with teachers and several hospitality students. The results showed very positive responses from the students, with 100% stating that the supplementary book helped them understand dialogues relevant to front office roles. However, feedback indicated that the

book's design was somewhat unappealing (66.7%) and the font variations needed improvement (63.3%) (Sari et al., 2023).

Compared to the present study, the previous research differs in terms of learning media and target learners. While Sari et al. (2023) developed a printed supplementary book, the current study focuses on developing an English Front Office workbook for eleventh-grade hospitality students. In accordance with Hu (2021) and Mukhlisin (2024), a workbook serves as a task-based learning medium that emphasizes structured exercises and practical activities designed to develop students' English skills. Therefore, the workbook in the present study is designed to be more practice-oriented, providing guided tasks and exercises that enable Grade XI students to actively use vocabulary and expressions commonly applied in front office communication. Furthermore, unlike the previous study, which emphasized dialogue comprehension, the present workbook is intended to support regular classroom learning for Grade XI students. It includes contextual topics related to front office situations, clear instructions, and progressive exercises that help students develop their English communication skills step by step. By adopting the characteristics of an effective workbook, this study aims to facilitate systematic practice and strengthen students' ability to use English in front office interactions, thereby supporting their learning needs in vocational high school settings.

A second relevant study was conducted by Yani (2023), entitled "Developing English Learning Material of Front Office for 11th Grade Students Vocational High School of Tourism Major at SMKN 2 Singaraja." This research aimed to develop English learning materials specifically for front office courses targeting the same grade level as the present study. The development process

used the D&D model with ADDIE-like steps and involved front office teachers and students as research subjects. Data were collected through interviews, questionnaires, and document analysis, and the results showed that the developed English learning materials were categorized as “very good” based on expert judgment, indicating that they were suitable for use by students in the vocational tourism context.

In contrast to Yani’s research, which produced generalized front office learning materials evaluated primarily for quality, the present study specifically emphasizes workbook design as a task-based learning medium that supports systematic practice in everyday front office interactions. In accordance with Hu (2021) and Mukhlisin (2024), a workbook serves as a task-based learning medium that emphasizes structured exercises and practical activities designed to develop students’ English skills. Therefore, the workbook in the present study is designed to be more practice-oriented, providing guided tasks and exercises that enable Grade XI students to use English communicatively in contextual front office situations. This approach aims to support regular classroom learning by integrating contextual topics related to front office communication, clear instructions, and progressive exercises that help students develop their communicative competence step by step.

CHAPTER III RESEARCH METHOD

A. Research Method and Procedures

This study employs a Research and Development (R&D) methodology using the ADDIE model combined with a qualitative approach. The ADDIE model consists of five systematic phases: Analysis, Design, Development,

Implementation, and Evaluation, which guide the process of developing and validating the English booklet for front office communication in hospitality vocational schools. According to Nugroho et al. (2022), the ADDIE model is widely used in instructional design as it provides a clear, structured framework for creating effective learning materials that are tailored to learners' needs. The qualitative approach supports the collection of in-depth data through interviews and questionnaires to understand learners' needs and to gather feedback during the development and trial phases (Sari, 2023). To clarify the research procedure, the stages of the ADDIE model applied in this study are illustrated in Figure 3.1.

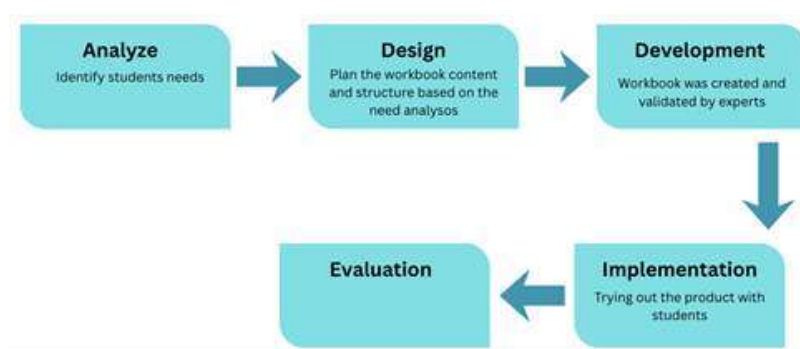


Figure 3.1 ADDIE MODEL

In the Analysis phase, the researcher identifies the specific needs of hospitality vocational students in mastering front office English communication, including the gaps in existing learning materials. The Design phase involves drafting the workbook content and layout based on the analysis results and relevant theories. During the Development phase, the workbook is created and refined with input from experts and potential users. The implementation phase includes field testing the workbook with actual students to observe its practicality and initial effectiveness. Due to research limitations, the Evaluation phase is not conducted as a separate stage; however, qualitative feedback is collected immediately after the implementation phase and used as the basis for

revising and improving the workbook. This process ensures that the developed workbook is practical and relevant in enhancing students’ communicative competence in front office English, aligned with the real needs of hospitality vocational education.

B. Research Site and Time

This research was conducted at one of vocational schools in Bogor, a vocational high school located in Cisarua, West Java, Indonesia. The school was selected as the research site because it offers a hospitality major that prepares students to enter the hotel industry, particularly in departments such as front office. The vocational setting of this school is highly relevant to the focus of study, which is the development of an English workbook specifically designed to support front office communication skills. The eleventh-grade hospitality students were chosen as the participants of this research. In addition to the students, an English teacher from the hospitality department was also involved in the study. The selection of this research site and its participants was based on the relevance of their background to the research objectives and the potential for meaningful input regarding the practicality, effectiveness, and relevance of the developed workbook in real vocational learning settings.

Table 3.1 Timeline Table

No	Research Stage	Timeline															
		January				February				March				April			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Need Analysis				✓												

2	Data Analysis					✓													
3	Product Design and Development					✓	✓	✓	✓										
4	Expert Validation									✓	✓	✓	✓						
5	Product Try-Out															✓			

C. Population, Sample and Subject of the study

1. Population

The population of this study consists of all 11th-grade students in the Hospitality program at SMK Bhineka Nusantara. This population was chosen because they are the main target users of the workbook for Front Office being developed.

2. Sample

The sample of this study was one eleventh-grade hospitality class at SMK Bhinneka Nusantara, selected using purposive sampling.

3. Subject of the Study

The subjects of this study were the English teacher of the Hospitality program and the students of class XI APH 5 at SMK Bhineka Nusantara. The English teacher participated in the interview to provide qualitative data on classroom practices and students' needs, while the students completed the questionnaire to provide quantitative data related to their English learning needs.

D. Data Collection Technique

To collect the necessary data in this study, qualitative instruments were used. During the analysis phase, data were collected through interviews with English teachers and questionnaires administered to students to identify their needs, challenges, and expectations regarding English communication in hospitality settings. The teacher interview guide was developed based on Hutchinson and Waters' (1987) framework of needs analysis, focusing on both target needs and learning needs. The interview guide was designed to obtain in-depth information about students' English needs for Front Office work and consisted of semistructured questions covering several aspects related to English use in hospitality contexts.:

- a. The importance of English for hospitality students, especially in the Front Office area.
- b. The specific English competencies and skills required for Front Office duties.
- c. Common communication situations students may face in Front Office contexts, such as greeting guests, answering phone calls, or handling complaints.
- d. Students' weaknesses and difficulties in using English for Front Office communication.
- e. Teaching activities currently used in English for Front Office classes.
- f. Effective learning activities to improve students' communication skills.
- g. Students' engagement and participation in English-speaking practices.
- h. Availability of learning resources and facilities in supporting English learning for Front Office.
- i. The teacher's expectations toward the development of an English workbook for Front Office.
- j. Suggestions for improving the overall quality of English learning in hospitality programs.

The student questionnaire aimed to gather data about students' learning needs, challenges, and goals in studying English for Front Office. It consisted of three main parts:

- a. Background information, which included students' perceptions about their English ability and their feelings toward learning English (using emoji-based responses).
- b. Target needs, which covered how important students think English is for their future work, what language skills are most relevant for Front Office tasks, and which aspects they find most difficult.
- c. Learning needs, which focused on their confidence in using English (e.g., speaking, listening, writing), sources of English learning outside school, and the types of learning activities or topics they prefer for Front Office lessons.

In the development and evaluation phases, expert validation sheets will be distributed to material development experts and English language educators to assess the content accuracy, relevance, and layout of the workbook. After the workbook is implemented in the classroom, student response questionnaires will be used to evaluate its usability and attractiveness in supporting English learning.

All instruments will be designed to align with the goals of the ADDIE model, ensuring that each phase is supported by relevant data. The data collected will help inform necessary revisions and ensure the workbook is suitable for real classroom use in vocational schools.

E. Research Instruments

Research instruments are tools used to collect data in order to answer the research questions and achieve the research objectives. In this study, three

instruments were employed: an interview guide, a questionnaire, and expert validation sheets.

The interview guide was used to obtain qualitative data from the English teacher to explore classroom practices, perceptions of students' needs, and challenges in teaching English. Interviews are considered an effective instrument in needs analysis studies because they allow participants to provide rich and detailed information that cannot be obtained through closed-ended instruments alone (Suparti, 2022).

The questionnaire was used to collect quantitative data from students to identify their needs related to English language learning. In needs analysis research, questionnaires are widely used to gather structured information regarding students' needs, learning difficulties, and expectations (Windianti & Proklamanto, 2025). In this study, the questionnaire consisted of different response formats depending on its purpose. Items related to students' feedback and attitudes toward English learning were designed using a four-point Likert scale: Strongly Disagree, Disagree, Agree, and Strongly Agree. Meanwhile, items related to needs analysis, such as learning necessities, lacks, and wants, employed alternative response options (e.g., level of importance or frequency) rather than agreement-based scales. This design was intended to obtain more accurate data regarding students' actual learning needs.

The expert validation sheets were used to evaluate the feasibility of the developed workbook in terms of media, language, and material aspects. The validation sheets were completed by experts to assess the appropriateness and quality of the product based on predetermined criteria. The results of this validation were used to revise and improve the developed workbook.

All instruments were developed based on the research objectives and relevant needs analysis studies in English learning contexts. Prior to data collection, the instruments were reviewed to ensure content clarity and relevance, thereby enhancing the accuracy and reliability of the data collected.

F. Data Analysis Technique

The data analysis in this study was conducted using both qualitative descriptive and quantitative methods. The data were obtained from interviews with English teachers, expert validation questionnaires (media, material, and language experts), and student responses after using the developed workbook in classroom activities.

The qualitative data, including teacher interviews and open-ended feedback from experts and students, were analyzed using content analysis. In this process, the responses were grouped into key themes such as clarity of content, layout and design, practicality, language use, and relevance to students' real-world communication needs in hospitality settings. This analysis was used to identify the strengths and weaknesses of the workbook and to guide the revision process in the final stage of the ADDIE model.

Meanwhile, the quantitative data obtained from the expert validation questionnaires were analyzed using a percentage formula adapted from Sugiyono (2008) to determine the feasibility level of the developed workbook. The formula used is as follows:

$$P = \frac{\sum x}{\sum x_i} \times 100 \%$$

Where:

P = Feasibility percentage

Σx = Total score obtained (real score)

Σx_i = Maximum expected score

The resulting percentage scores were then interpreted using the feasibility criteria adapted from Sugiyono (2008), as presented in Table 3.2.

Table 3.2 Feasibility Analysis of Learning Media

Category	Percentage	Qualification	Follow-Up
4	86 % - 100 %	Highly Feasible	Implement
3	76 % - 85 %	Feasible	Implement
2	56 % - 75 %	Fairly Feasible	Revise
1	< 55 %	Not Feasible	Revise

(Sugiyono, 2008)

This categorization was used to determine whether the developed workbook was highly feasible, feasible, fairly feasible, or not feasible, and whether it required revision or could be implemented.

CHAPTER IV DEVELOPMENT RESULT AND DISCUSSION

A. Research Findings

This section presents the findings of the research obtained from a needs analysis conducted with 24 eleventh-grade students of the hospitality program. The data were collected through questionnaires distributed to the students and interviews with the English teacher. The purpose of the needs analysis was to

identify the students' target needs and learning needs related to the use of English in the hospitality field, particularly for Front Office work. The research findings are organized into two main parts: students' target needs and students' learning needs. The results are presented in the form of tables and supported by explanations based on the questionnaire results and interview data

1. Result of Need Analysis

The needs analysis in this study is based on three main components, namely necessities, lacks, and wants from Hutchinson and Waters (1987). These components were used to identify the English skills and knowledge required by students in the hospitality field, the areas in which the students still face difficulties, and the learning preferences expected by the students. The results of the needs analysis are presented in the following subsections, beginning with students' target needs and followed by students' learning needs.

a. Students' Target Needs

Table 4.1 Students' Perception of the Importance of English for Front Office

Category	Number of Students	Percentage
Very important	21	87.5%
Important	3	12.5%
Total	24	100%

Table 4.1 shows that most students (87.5%) considered English very important for working in the Front Office department and 12.5% stated that it was important. This finding indicates that students are aware of the crucial role of English in hospitality-related jobs.

Table 4.2 Hotel Department that Requires English the Most

Hotel Department	Number of Students	Percentage
Front Office	21	87.5%
Housekeeping	2	8.3%
Food and Beverage	1	4.2%
Total	24	100%

Table 4.2 indicates that most students (87.5%) perceived the Front Office department as the hotel division that requires English the most. In contrast, only a small number of students chose Housekeeping (8.3%) and Food and Beverage (4.2%). This finding suggests that students associate English use primarily with front-line services, where communication with foreign guests occurs frequently.

Table 4.3 English Skills Needed in Hotel Jobs

Skill	Number of Students	Percentage
Speaking	22	91.7%
Listening	1	4.2%

Writing	1	4.2%
Total	24	100%

As presented in Table 4.3, speaking was identified as the most needed English skill in hotel jobs, with 91.7% of students selecting this option. Listening and writing were considered less essential, each chosen by only 4.2% of students. This result highlights the importance of oral communication skills in hospitality contexts, particularly for Front Office staff who interact directly with guests.

Table 4.4 Students' Difficulties in Learning English for Hospitality

Difficulty	Number of Students	Percentage
Pronunciation	10	41.7%
Listening to guests' conversations	5	20.8%
Grammar	4	16.7%
Hospitality vocabulary	4	16.7%

Front Office Service Expressions	1	4.2%
Total	24	100%

Table 4.4 shows that pronunciation was the most challenging aspect of learning English for hospitality, reported by 41.7% of students. This was followed by difficulties in listening to guests' conversations (20.8%). Grammar and hospitality vocabulary were considered difficult by an equal percentage of students (16.7%), while service expressions were identified as the least difficult (4.2%). These findings indicate that students struggle mainly with spoken English, especially accurate pronunciation and understanding spoken language

b. Students' Learning Needs

Table 4.5 English Topic Needed for Front Office

Topic	Number of Students	Percentage
Check-in / Check-out	10	41.7%
Room reservation	6	25.0%
Giving information	5	20.8%
Handling guests	3	12.5%

Total	24	100%
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According to Table 4.5, the most needed English topic for Front Office purpose was check-in and check-out procedures (41.7%). This was followed by room reservation (25.0%), giving information (20.8%), and handling guests (12.5%). The results suggest that students prioritize practical topics related to daily Front Office tasks that require direct communication with hotel guests

Table 4.6 Preferred Learning Activities

Learning Activity	Response Tendency
Role play or hotel situation simulation	Highly preferred
Listening practice using guest conversations	Preferred
Speaking practice with classmates	Moderately preferred

Note: This question allowed multiple answers; therefore, percentages are not presented.

Table 4.6 presents students' preferred learning activities in learning English for hospitality. Role play or hotel situation simulations were highly preferred by students, followed by listening practice using guest conversations. Speaking practice with classmates was moderately preferred. Since this question allowed multiple responses, percentages were not calculated. The findings indicate that students favor interactive and practice-based learning activities that simulate real hotel situations.

c. Teacher's Interview Result

The interview was conducted to obtain deeper information about students' needs in learning English for the front office department. The analysis of the interview data is based on Hutchinson and Waters' (1987) framework, which divides needs into target needs and learning needs.

1) Student Target Needs

Target needs refer to what students need to know in order to function effectively in their future workplace. According to Hutchinson and Waters (1987), target needs consist of necessities, lacks, and wants.

a) Necessities

Necessities refer to the language skills required in the target situation. Based on the interview, English plays a crucial role in the hospitality field, especially in the front office department. The teacher explained that front office staff are the first personnel who interact directly with guests. Therefore, they represent the image of the hotel and must communicate professionally.

In the hospitality field, especially in the Front Office department, speaking and listening were identified as the most essential skills. These skills are required to handle guest arrivals, check-in and check-out processes, reservations, and providing accurate information. Clear communication is necessary to avoid misunderstandings and ensure good service quality. Thus, communicative competence in real

hotel contexts is a fundamental requirement for hospitality students.

b) Lacks

Lacks refer to the gap between the required skills and the students' current abilities. The interview revealed that students' main weakness lies in speaking ability. Although they are able to understand spoken English, they often struggle to express themselves orally.

The teacher mentioned that students lack selfconfidence when speaking English. In addition, limited vocabulary and inadequate pronunciation were identified as major problems. These weaknesses affect students' performance during classroom activities and workplace

practice.

The English textbook currently used in the school is still general for vocational students and not specifically designed for hospitality contexts. As a result, students are not sufficiently exposed to front office communication materials. These findings indicate a gap between workplace demands and students' current language proficiency.

c) Wants

Wants refer to what learners or stakeholders feel is necessary to improve learning. The teacher emphasized the need for more specific English materials focusing on hospitality, particularly front office communication. She suggested that

English instruction should be more contextualized and relevant to real hotel situations. Therefore, specific and practical learning materials are needed to better prepare students for their future careers.

2) Students' Learning Needs

Learning needs refer to what students need during the learning process in order to achieve the target needs. Based on the interview, simulation-based activities were considered the most effective method to improve students' communication skills.

Through simulation, students can directly practice real-life situations such as welcoming guests and handling check-in and check-out procedures.

Role plays and vocabulary exercises are also implemented in the classroom. However, students still require more intensive speaking practice to build confidence and improve pronunciation. Therefore, learning activities should emphasize communicative practice, real-life simulation, and contextual vocabulary related to front office situations.

d. Summary of Needs Analysis Result

The needs analysis was conducted through questionnaires distributed to 24 eleventh-grade hospitality students and an interview with the English teacher. The analysis was based on the framework proposed by Hutchinson and Waters, which classifies needs into target needs (necessities, lacks, and wants) and learning needs.

Overall, the findings indicate that English plays a crucial role in the hospitality field, particularly in the Front Office department. Based on the questionnaire results, most students (87.5%) considered

English very important for Front Office work. They also identified the Front Office as the hotel department that requires English the most. Speaking was perceived as the most essential skill (91.7%), highlighting the importance of oral communication in handling guest interactions such as check-in, check-out, reservations, and giving information.

However, the findings also reveal gaps between workplace demands and students' current abilities. From the questionnaire, pronunciation was identified as the main difficulty, followed by listening comprehension. Grammar and hospitality-related vocabulary were also reported as challenging. These results are supported by the teacher's interview, which indicated that students often lack confidence in speaking, have limited vocabulary, and experience problems with pronunciation. In addition, the current textbook used in the school is still general and not specifically designed for hospitality contexts, limiting students' exposure to authentic Front Office communication.

Regarding students' wants, both the questionnaire and interview results show that students need more practical and contextualized English materials related to Front Office duties. The most needed topics include check-in and check-out procedures, room reservations, and giving information. Students also expressed a strong preference for interactive learning activities, particularly role plays and hotel situation simulations. Listening practice using guest conversations was also highly preferred.

In terms of learning needs, simulation-based activities were identified as the most effective approach to improve students' communicative competence. The teacher emphasized that real-life practice through role plays and contextual vocabulary exercises can help students build confidence and improve pronunciation. Therefore, English teaching materials should focus on communicative practice, real hotel situations, and speaking-oriented tasks to bridge the gap between students' current proficiency and workplace requirements. In conclusion, the needs analysis results clearly indicate that hospitality students require practical, speaking-focused, and contextbased English materials specifically designed for Front Office communication to support their future professional performance.

3. Description of Expert Validation

This section presents the results of the expert validation conducted to evaluate the feasibility and quality of the developed workbook. The validation process aimed to ensure that the product is appropriate and suitable for use in teaching English for hospitality students. Through this process, the strengths and weaknesses of the workbook were identified and used as the basis for revision and improvement.

The validation was conducted by three experts: a media expert, a material expert, and a language expert. Each expert evaluated the workbook based on specific aspects according to their area of expertise. The detailed results of each expert's evaluation are described in the following subsections.

The results of the validation were interpreted using the assessment criteria adapted from Sugiyono (2008), as presented in Table 4.7.

Table 4.7 Data Analysis Criteria

Category	Percentage	Qualification	Follow-Up
4	86 % - 100 %	Highly Feasible	Implement
3	76 % - 85 %	Feasible	Implement
2	56 % - 75 %	Fairly Feasible	Revise
1	< 55 %	Not Feasible	Revise

a. Media Expert

The media expert validation was conducted to evaluate the visual and technical aspects of the developed workbook. The evaluation covered several components, including layout design, typography, illustration quality, color selection, formatting consistency, and overall visual appearance. The results of the media expert's assessment are presented in Table 4.8 below.

Table 4.8 Media Expert

Aspect Assessed	Validator
Score Result	16
Maximum Score	20
Percentage	80%
Overall Score	$\frac{16}{20} \times 100\% = 80\%$

Criteria	76 % - 85 % Feasible (Ready to be Implemented)
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Based on the results of expert validation, it was found that the media aspect falls into the feasible category because the percentage score is within the range of 76%–85%. The overall score obtained from the media expert is 16 out of the maximum score of 20, resulting in a percentage of 80%. Therefore, the developed workbook is considered feasible in terms of media aspects.

b. Language Used Expert

Table 4.9 Language Used Expert

Aspect Assessed	Validator
Score Result	67
Maximum Score	68
Percentage	98.5%
Overall Score	$\frac{67}{68} \times 100\% = 98.5\%$
Criteria	86 % - 100 % Highly Feasible (Highly Recommended for Implementation)

The result of the language expert validation indicates that the product obtained a score of 55 out of a maximum score of 56. This result is equivalent to 98.5%, which falls into the “Highly Feasible” category based on the predetermined criteria. According to the interpretation scale, a score within the range of 86%–100% is classified as highly feasible, meaning that the product is highly recommended for

implementation. Therefore, it can be concluded that the language used in the developed material is appropriate, clear, and suitable for the students, with little to no revision required.

In addition, the expert suggested that the explanation of comparative forms should not be limited to the classification of short and long adjectives, as some short adjectives can also use “more” and “most” instead of the “-er/-est” forms. Therefore, it is recommended to revise the explanation to make it more accurate and comprehensive.

c. Material Expert

Table 4.10 Material Expert

Aspect Assessed	Validator
Score Result	36
Maximum Score	36
Percentage	100%
Overall Score	$\frac{36}{36} \times 100\% = 100\%$
Criteria	86 % - 100 % Highly Feasible (Highly Recommended for Implementation)

Table 4.10 presents the results of the material expert validation of the developed product. Based on the table, the score obtained is 36 out of a maximum score of 36, resulting in a percentage of 100%. This indicates that all assessed aspects have fully met the evaluation

criteria. Therefore, the developed product is categorized as Highly Feasible.

Although the product achieved an excellent result, the material expert still provided several suggestions and feedback for further improvement. These suggestions were used to refine and enhance the quality of the material so that it becomes more effective and better aligned with students' learning needs.

4. Revision of the Workbook Based on Expert Validation

After conducting expert validation, several suggestions and feedback were obtained to improve the quality of the developed workbook. The expert provided comments related to language clarity, content relevance, design, and learning activities. These suggestions were used as the basis for revising the product. The revisions were carried out to ensure that the workbook is appropriate, understandable, and relevant to students' needs, particularly in the hospitality context. The details of the revisions based on expert validation are presented in Table 4.10 below.

Table 4.11 Revisions of the Workbook Based on Expert Validation

No	Aspect	Expert Comment	Before	After
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1	Media	The layout size of the workbook is not appropriate and needs to be adjusted to the standard printing format		
		The page numbering system is not appropriate and should be differentiated between preliminary pages and main content		
		The images used in the workbook do not include sources; therefore, it is necessary to provide proper source references for each image		

No	Aspect	Expert Comment	Before	After
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2	Language	The explanation of comparative forms on page 8 is incomplete, as it only classifies adjectives into short and long forms, whereas some short adjectives also use “more/most”		
3	Content	The workbook needs additional images and illustrations to support students' understanding and make the material more engaging		
No	Aspect	Expert Comment	Before	After

	More variations of exercises should be added to enhance students' practice and engagement in learning activities		
	It is recommended to add case examples, such as handling guest, to make the material more contextual and relevant to real hotel situations		

5. Description of students' Responses

Table 4.12 Students' Response Questionnaire

Aspect Assessed	Result
Score Result	787
Maximum Score	912 = 38 Students X 6 Item X 4 Highest Score
Percentage	86.30%
Overall Score	$\frac{787}{912} \times 100\% = 86.30\%$

Criteria	86 % - 100 % Highly Feasible
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The students' responses toward the developed workbook were analyzed using a percentage formula proposed by Sugiyono(2008). Based on the data, the total score obtained from all questionnaire items was 787 out of the maximum possible score of 912. The result shows that the percentage of students' responses reached 86.30%.

According to the classification criteria, a percentage within the range of 86%–100% is categorized as “Highly Feasible.” This indicates that the developed workbook received very positive responses from the students. They generally agreed that the workbook is easy to use, interesting, and helpful in understanding Front Office materials. In addition, the language used in the workbook was considered clear and understandable, and the content was relevant to the students' needs.

Overall, the findings suggest that the workbook is highly feasible to be used as a learning material for hospitality students, particularly in supporting English learning for Front Office contexts

B. Discussion

The discussion section interprets the findings of the research and relates them to relevant theories. This study aims to develop an English workbook for hospitality students based on their needs, particularly for Front Office communication.

Based on the results of the needs analysis, it was found that English plays a very important role in the hospitality field. Most students (87.5%) considered English very important and identified the Front Office as the department that requires English the most. This indicates that students are

aware of the importance of English for their future careers. This finding is in line with Hutchinson and Waters (1987), who state that learning materials should be developed based on learners' target needs.

In terms of language skills, speaking was identified as the most essential skill needed in hotel jobs (91.7%). This shows that communication skills are crucial in hospitality contexts, especially in handling guest interactions such as check-in, check-out, and giving information. Therefore, English learning materials should focus on communicative competence and practical usage.

However, the findings also revealed several gaps between students' needs and their current abilities. Pronunciation was identified as the main difficulty, followed by listening comprehension. In addition, students were found to lack confidence in speaking and had limited vocabulary. These findings reflect the concept of lacks, which refers to the gap between learners' current abilities and the required skills in the target situation.

Regarding students' wants, the results showed that students need more practical and contextual learning materials related to Front Office activities. Topics such as check-in and check-out procedures, room reservations, and giving information were highly preferred. Students also favored interactive learning activities, especially role play and real-life simulations. This indicates that students prefer learning through practice rather than theory.

Based on these findings, the developed workbook was designed to provide communicative and practice-based activities. The materials focus on real-life hotel situations and emphasize speaking practice to help students improve their communication skills.

The results of expert validation also support the feasibility of the developed workbook. The media expert categorized the product as “Feasible” with a score of 80%, while the language expert and material expert categorized it as “Highly Feasible,” with scores of 98.5% and 100%, respectively. These results indicate that the workbook is appropriate in terms of design, language, and content.

In addition, the students’ responses showed a positive evaluation of the developed workbook, with a percentage of 86.30%, categorized as “Highly Feasible.” This indicates that the workbook is not only appropriate but also engaging and relevant for students. The use of roleplay and simulation activities helps students to actively participate in the learning process and improves their confidence in using English.

Overall, the findings of this study indicate that the developed workbook is suitable for hospitality students and can support the improvement of their English communication skills, particularly in Front Office contexts. The integration of needs analysis, communicative activities, and expert validation ensures that the product is both relevant and effective for learning. This finding also implies that needs-based material development is essential in vocational education to ensure the relevance between learning and workplace demands.

CHAPTER V CONCLUSION AND SIGGESTION

A. Conclusion

Based on the results of the research, it can be concluded that the development of an English workbook for hospitality students, particularly for

Front Office purposes, is necessary and relevant to students' needs. The needs analysis revealed that English plays a crucial role in the hospitality field, especially in the Front Office department, where speaking is the most essential skill for handling guest interactions.

However, the findings also indicated gaps between students' needs and their current abilities. Students still face difficulties in pronunciation, listening comprehension, and vocabulary, and they tend to lack confidence in speaking. These problems are influenced by limited exposure to practical and contextual English materials related to hospitality.

Based on these findings, an English workbook was developed focusing on communicative activities and real-life hotel situations. The workbook is designed to improve students' speaking skills, vocabulary, and confidence in using English in Front Office contexts.

The results of expert validation showed that the developed workbook is feasible and appropriate for use, while students' responses indicated a highly positive evaluation, with a percentage of 86.30%. This shows that the workbook is not only suitable but also engaging and helpful for the students.

Therefore, it can be concluded that the developed workbook is appropriate and potentially effective in supporting students' English communication skills, particularly for Front Office purposes, and can help them prepare for their future careers in the hospitality industry.

B. Suggestion

Based on the research findings, several recommendations can be proposed. Firstly, considering the importance of English communication skills in the hospitality field, particularly in Front Office contexts. The use of specific and contextual learning materials such as the developed workbook is highly

recommended. The integration of communicative activities, such as role plays and real-life hotel simulations, can enhance students' speaking ability and confidence in handling guest interactions. Therefore, the implementation of such materials is expected not only to improve classroom learning but also to better prepare students for real workplace situations in the hospitality industry.

Secondly, this study focuses on the development stage of the product and does not include a comprehensive evaluation of its effectiveness in improving students' English skills. Therefore, future researchers are encouraged to conduct further studies using experimental or quasi-experimental designs to measure the effectiveness of the developed workbook. Such studies are important to provide empirical evidence regarding the impact of the workbook on students' learning outcomes, particularly in improving their speaking skills in hospitality contexts.

In addition, this study only develops one chapter of the workbook. Therefore, future researchers are recommended to continue developing the remaining chapters in order to produce a more comprehensive and systematic set of materials. By expanding the content, the workbook can cover a wider range of Front Office communication tasks and better support students' learning needs in the hospitality field.

Finally, the developed workbook can serve as an alternative teaching material for English teachers in vocational schools, particularly in hospitality programs. The teachers are encouraged to adapt and expand the materials based on students' needs and classroom conditions. Although this study has shown positive results through experts' validation and students' responses, further development and wider implementation are still needed to maximize its effectiveness in English learning.

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APPENDICES

A. Appendix 1: Teacher Interview Guide

No	Kategori Need Analysis	Indikator	Pertanyaan Wawancara
1	Necessities	<i>Pentingnya Bahasa Inggris dalam tuntutan kerja Front Office</i>	<i>Menurut Ibu, seberapa penting kemampuan Bahasa Inggris bagi siswa jurusan Perhotelan, terutama di bagian Front Office?</i>
2	Necessities	<i>Fungsi bahasa, ungkapan, dan keterampilan komunikasi yang diperluka</i>	<i>Kompetensi atau keterampilan Bahasa Inggris apa yang paling dibutuhkan siswa untuk bekerja di bagian Front Office hotel?</i>

3	Necessities	<i>Situasi komunikasi target yang harus mampu dikuasai siswa</i>	<i>Jenis situasi komunikasi apa yang paling sering dihadapi siswa ketika bekerja di hotel (misalnya menyambut tamu, menerima telepon, menangani keluhan)?</i>
4	Lacks	<i>Kesulitan siswa dan aspek keterampilan yang kurang</i>	<i>Kemampuan Bahasa Inggris apa yang menurut Ibu masih lemah pada siswa (misalnya berbicara, mendengarkan, memahami ungkapan tertentu)?</i>
5	Lacks	<i>Partisipasi siswa dan kesenjangan performa</i>	<i>Bagaimana tingkat keaktifan siswa dalam kegiatan berbicara dan praktik di kelas?</i>
6	Lacks	<i>Kesenjangan antara materi yang ada dan kebutuhan komunikasi siswa</i>	<i>Sejauh mana buku paket atau sumber belajar yang tersedia telah memenuhi kebutuhan siswa dalam pembelajaran Bahasa Inggris Front Office?</i>
7	Wants	<i>Aktivitas pembelajaran yang biasa digunakan atau disukai</i>	<i>Aktivitas apa yang biasanya diterapkan dalam pembelajaran Bahasa Inggris Front Office di kelas?</i>
8	Wants	<i>Preferensi dan harapan terhadap aktivitas yang efektif</i>	<i>Menurut Ibu, aktivitas seperti apa yang paling efektif untuk membantu siswa berkomunikasi dalam konteks hotel (role play, simulasi, dialog, proyek, dsb.)?</i>

B. Appendix 2: Students' Need Analysis Questionnaire

1. Need Analysis Questionnaire Blue Print

No	Kategori Need Analysis	Indikator	Pertanyaan Wawancara
----	------------------------	-----------	----------------------

1	Necessities		<i>Seberapa penting menurutmu kemampuan Bahasa Inggris untuk bekerja di bagian Front Office hotel?</i>
2	Necessities	<i>Pentingnya Bahasa Inggris dalam tuntutan kerja Front Office</i>	<i>Menurutmu, seberapa penting Bahasa Inggris dalam dunia kerja perhotelan?</i>
3	Necessities		<i>Bagian pekerjaan hotel mana yang paling membutuhkan kemampuan Bahasa Inggris?</i>
4	Necessities	<i>Fungsi bahasa, ungkapan, dan keterampilan komunikasi yang diperlukan</i>	<i>Keterampilan Bahasa Inggris apa yang paling dibutuhkan dalam pekerjaan hotel?</i>
5	Necessities		<i>Dalam pekerjaan hotel, situasi apa yang paling sering menggunakan Bahasa Inggris?</i>
6	Necessities	<i>Situasi komunikasi target yang harus mampu dikuasai siswa</i>	<i>Topik apa yang paling kamu butuhkan dalam Bahasa Inggris untuk Front Office?</i>
7	Lacks	<i>Kesulitan siswa dan aspek keterampilan yang kurang</i>	<i>Bagaimana perasaanmu terhadap kemampuan Bahasa Inggrismu saat ini?</i>
8	Lacks		<i>Bagian dari Bahasa Inggris mana yang menurutmu paling sulit?</i>
9	Lacks		<i>Apa kesulitan terbesar yang kamu hadapi saat belajar Bahasa Inggris untuk perhotelan?</i>

10	Lacks	<i>Kesulitan siswa dan aspek keterampilan yang kurang</i>	<i>Seberapa baik kamu memahami istilah dan ungkapan umum di Front Office?</i>
11	Lacks		<i>Dalam aspek apa kamu paling percaya diri?</i>
12	Wants	<i>Preferensi dan harapan terhadap aktivitas yang efektif</i>	<i>Biasanya kamu belajar atau berlatih Bahasa Inggris dari mana selain di sekolah?</i>
13	Wants		<i>Bagaimana kamu biasanya belajar Bahasa Inggris di kelas?</i>
14	Wants		<i>Seperti apa pembelajaran Bahasa Inggris yang bisa membantu kamu menghadapi tamu asing dengan lebih percaya diri?</i>
15	Wants		<i>Jenis kegiatan belajar seperti apa yang paling membantu?</i>

2. Students' Need Analysis Questionnaire

Nama: _____

Kelas: _____

Kuesioner ini bertujuan untuk mengetahui kebutuhan siswa dalam pembelajaran Bahasa Inggris untuk konteks Front Office di bidang perhotelan. Data yang diperoleh akan digunakan untuk mengembangkan workbook Bahasa Inggris yang sesuai dengan kebutuhan siswa dan situasi kerja nyata di hotel.

Petunjuk Pengisian: Bacalah setiap pertanyaan dengan cermat dan berilah tanda (☑) pada jawaban yang paling sesuai dengan pendapatmu. Untuk pertanyaan terbuka, tulislah jawabanmu pada tempat yang disediakan.

1. Seberapa penting menurutmu kemampuan Bahasa Inggris untuk bekerja di bagian Front Office hotel?

- ☐ Sangat penting
- ☐ Penting
- ☐ Tidak penting
- ☐ Sangat Tidak penting

2. Bagaimana perasaanmu terhadap kemampuan Bahasa Inggrismu saat ini?

- ☐ 😊 Sangat baik
- ☐ 😊 Cukup baik
- ☐ 😊 Biasa saja
- ☐ 😊 Kurang
- ☐ 😊 Tidak percaya diri

3. Dalam aspek apa kamu paling percaya diri dalam menggunakan Bahasa Inggris? (Boleh pilih lebih dari satu)

- ☐ Speaking (berbicara)
- ☐ Listening (mendengarkan)
- ☐ Reading (membaca)
- ☐ Writing (menulis)
- ☐ Vocabulary (kosakata)
- ☐ Grammar (tata bahasa)

4. Biasanya kamu belajar atau berlatih Bahasa Inggris dari mana selain di sekolah? (Boleh pilih lebih dari satu)

- ☐ Media sosial (YouTube, TikTok, Instagram)
- ☐ Film, lagu, atau podcast
- ☐ Aplikasi belajar (Duolingo, Cake, dll.)
- ☐ Teman atau keluarga
- ☐ Tidak belajar di luar sekolah

5. Menurutmu, seberapa penting Bahasa Inggris dalam dunia kerja perhotelan?

- ☐ Sangat penting
- ☐ Penting
- ☐ Cukup penting
- ☐ Tidak penting

6. Bagian pekerjaan hotel mana yang paling membutuhkan kemampuan Bahasa Inggris?

- ☐ Front Office
- ☐ Housekeeping
- ☐ Food & Beverage
- ☐ Lainnya: _____

7. Keterampilan Bahasa Inggris apa yang paling dibutuhkan dalam pekerjaan hotel?

- ☐ Speaking
- ☐ Listening
- ☐ Reading
- ☐ Writing

1. Dalam pekerjaan hotel, situasi apa yang paling sering menggunakan Bahasa Inggris? (boleh pilih lebih dari satu):

- ☐ Menyambut tamu (check-in/check-out)
- ☐ Menangani keluhan tamu
- ☐ Memberikan informasi wisata
- ☐ Melayani pemesanan kamar
- ☐ Lainnya: _____

8. Bagian dari Bahasa Inggris mana yang menurutmu paling sulit?

- ☐ Kosakata perhotelan (Vocabulary)
- ☐ Ungkapan bahasa Inggris untuk pelayanan tamu (Expression)
- ☐ Tata bahasa (Grammar)
- ☐ Pengucapan (Pronunciation)
- ☐ Mendengarkan percakapan tamu (Listening)

9. Seberapa baik kamu memahami istilah dan ungkapan umum bahasa Inggris di Front Office?

- ☐ Sangat baik
- ☐ Cukup baik
- ☐ Kurang
- ☐ Tidak tahu sama sekali

10. Topik apa yang paling kamu butuhkan dalam Bahasa Inggris untuk Front Office?

- ☐ Check-in/check-out
- ☐ Handling guest
- ☐ Room reservation
- ☐ Giving information

☐ Lainnya: _____

11. Jenis kegiatan belajar seperti apa yang menurutmu paling membantu ?

☐ Role play atau simulasi situasi hotel

☐ Latihan percakapan dengan teman

☐ Latihan menulis formulir hotel atau email

☐ Diskusi kelompok

☐ Latihan mendengarkan percakapan tamu

12. Bagaimana kamu biasanya belajar Bahasa Inggris di kelas?

☐ Membaca teks dan menjawab pertanyaan

☐ Berlatih percakapan

☐ Menulis laporan atau deskripsi

☐ Mendengarkan dialog dan menirukannya

13. Menurutmu, seperti apa pembelajaran Bahasa Inggris yang bisa membantu kamu menghadapi tamu asing dengan lebih percaya diri?

14. Apa kesulitan terbesar yang kamu hadapi saat belajar Bahasa Inggris untuk perhotelan?

C. Appendix 3: Media Expert Validation Sheet

LEMBAR VALIDASI AHLI

Judul Produk : English For Hospitality
Peneliti : Anisya Nur Hidayah
Institusi : Program Studi Pendidikan Bahasa Inggris, Fakultas
Keguruan dan Ilmu Pendidikan, Universitas Pakuan
Tahun : 2026
Nama Ahli : Imee Amiatun
Bidang Keahlian : Desain Media Pembelajaran

Lembar validasi ini bertujuan untuk memperoleh penilaian ahli terhadap kelayakan workbook yang telah dikembangkan. Ahli diharapkan memberikan penilaian terhadap produk berdasarkan kriteria yang tersedia serta memberikan saran untuk perbaikan produk.

Silakan memberikan skor (1–4) pada setiap pernyataan sesuai dengan penilaian Anda.

Keterangan Skor:

4 = Sangat Sesuai

3 = Sesuai

2 = Kurang Sesuai

1 = Tidak Sesuai

No.	Indikator	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
1	Desain layout workbook	1. Tata letak rapi, proporsional, tidak padat atau kosong berlebihan. 2. Penempatan gambar, teks, dan ruang putih (white space) seimbang. 3. Desain konsisten dan tampak profesional.	3	Untuk ukuran layout sebaiknya memakai ukuran jadinya, jika mau memakai ukuran A4 pakai ukuran layout A4. Atau jika mau dicetak B5, pakai ukuran layout B5, jadinya panjang/lebar desain sesuai.

No.	Indikator	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
2	Kesesuaian format media	1. Format workbook mudah digunakan siswa (user-friendly). 2. Halaman tidak terlalu panjang/ rumit. 3. Struktur halaman mendukung alur pembelajaran.	3	Halaman Preface, biasanya masuknya ke halaman romawi, jadi dimulai dari halaman i, bukan 1. Bagian isi yang dimulai dari cover bab/unit, dimulai dari halaman 1, 2, dst. Pada halaman cover bab/unit tidak perlu memakai penomoran halaman dan running title.
3	Kualitas ilustrasi/grafik	1. Ilustrasi jelas, tidak pecah/kabur, dan relevan. 2. Gambar mendukung pemahaman konsep (representational). 3. Tidak menyalahi prinsip etika visual.	3	Pastikan gambarnya bebas pakai, dan sebaiknya mencantumkan sumber gambar di bagian bawah gambar. Untuk setiap gambar, konsistenkan ukuran rounded pada sudut gambar.
4	Konsistensi visual	1. Warna konsisten dan tidak mengganggu fokus. 2. Jenis font, ukuran, dan gaya konsisten. 3. Elemen grafis (ikon, garis, bentuk) seragam di seluruh halaman.	3	Pada penomoran halaman dan running title, sebaiknya ukuran fontnya diperkecil (2 point lebih kecil dari teks isi). Untuk elemen grafis garis yang ada di sebelah kanan. Sebaiknya pada halaman genap, elemen garis ada di sebelah kiri, dan untuk halaman ganjil, elemen garis simpan di halaman kanan. Jadi ketika buku dicetak dan dibuka, garis ada di sebelah kiri dan kanan.

No.	Indikator	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
5	Keterbacaan dan kenyamanan pengguna	1. Jenis font mudah dibaca, ukuran tepat. 2. Kontras warna (background–teks) jelas. 3. Layout nyaman dilihat dan tidak melelahkan mata	4	-

Saran dan Komentar:

Secara keseluruhan, untuk desain layout, pewarnaan, konsistensi, dan visualisasi semua sudah cukup baik. Hanya saja ada sedikit yang perlu diperbaiki, sesuai dengan catatan yang sudah diberikan di atas. Terima kasih.

Validator Ahli Media,



Imee Amiatun

D. Appendix 4: Language Expert Validation Sheet

EXPERT VALIDATION SHEET

Title of the Product : English For Hospitality

Researcher : Anisya Nur Hidayah

Institution : English Language Education Study Program, Faculty of
Teacher raining and Educational Sciences, Pakuan
University

Year : 2026

Expert Name : R. Lungguh Halira Vonti, M.Pd.

Field of Expertise : English Language

This validation sheet is intended to obtain expert judgment regarding the feasibility of the developed workbook. The expert is expected to assess the product based on the provided criteria and give suggestions for improvement.

Please give a score (1–4) for each statement based on your assessment.

4 = Very Appropriate

3 = Appropriate

2 = Less Appropriate

1 = Not Appropriate

NO	Indikator	Kriteria Penilaian	Skor (1-4)	Catatan/Saran
1	Ketepatan Tata Bahasa (<i>Grammar Accuracy</i>)	1. Struktur kalimat bebas dari <i>grammatical errors</i> (<i>tenses, agreement, prepositions, modal</i>). 2. Penggunaan grammar konsisten dengan situasi formal hotel. 3. Tidak ada ambiguitas akibat kesalahan tata bahasa.	3 4 4	Hal 8 bagian form (<i>comparative</i>) Register akan menggunakan / long adjective form akan akan objek yang menggunakan sure / sure
2	Kejelasan dan Kelugasan Kalimat (<i>Clarity & Conciseness</i>)	1. Kalimat tidak bertele-tele dan langsung pada inti pesan. 2. Tidak mengandung frasa ambigu. 3. Menggunakan struktur kalimat sederhana hingga menengah sesuai level SMK. 4. Instruksi ditulis dengan format jelas dan mudah dipahami siswa.	4 4 4	

3	Kesesuaian Kosakata dengan Level Siswa dan Konteks Perhotelan	1. Kosakata relevan dengan <i>Front Office English</i> (<i>greeting, reservation, Offering</i>). 2. Tidak menggunakan kosakata terlalu teknis tanpa penjelasan. 3. Beban kosakata (<i>vocabulary load</i>) sesuai kemampuan siswa SMK. 4. Penggunaan kosakata dalam konteks hotel (<i>guest, receptionist, reservation form</i>) digunakan secara akurat.	4 4 4	
4	Konsistensi Penggunaan Bahasa (<i>Linguistic Consistency</i>)	1. Penggunaan istilah sama di seluruh materi (misal: <i>guest card</i> tidak berubah menjadi <i>registration card</i> tanpa alasan). 2. Format dialog konsisten (<i>greeting-main talk-closing</i>). 3. Konsisten dalam gaya bahasa (formal, semi-formal sesuai konteks FO).	4 4 4	

5	Ketepatan Struktur Dialog dan Narasi untuk Situasi Front Office	1. Dialog mengikuti alur komunikasi FO yang benar (<i>greeting-asking needs-processing-closing</i>). 2. Narasi dan percakapan mencerminkan <i>authentic language use</i> di hotel. 3. Penggunaan ekspresi sesuai SOP hotel (e.g., " <i>Good morning, how may I assist you?</i> "). 4. Tidak terdapat ungkapan yang tidak natural atau tidak lazim dipakai staf hotel.	4 4 4 4	
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Comments and Suggestions:

Produk bagus dan cocok untuk siswa SMK.
Topic relevan dengan kebutuhan materi.
Good job!

Language Expert Validator,



R. Luninguh Halira Vonti, M.Pd.

E. Appendix 5: Material Expert Validation Sheet

LEMBAR VALIDASI AHLI

Judul Produk : English For Hospitality
Peneliti : Anisya Nur Hidayah
Institusi : Program Studi Pendidikan Bahasa Inggris, Fakultas
Keguruan dan Ilmu Pendidikan, Universitas Pakuan
Tahun : 2026
Nama Ahli : Taufik Hidayat, S.E., M.M., CHME
Bidang Keahlian : Hospitality

Lembar validasi ini bertujuan untuk memperoleh penilaian ahli terhadap kelayakan workbook yang telah dikembangkan. Ahli diharapkan memberikan penilaian terhadap produk berdasarkan kriteria yang tersedia serta memberikan saran untuk perbaikan produk.

Silakan memberikan skor (1–4) pada setiap pernyataan sesuai dengan penilaian Anda.

Keterangan Skor:

4 = Sangat Sesuai
3 = Sesuai
2 = Kurang Sesuai
1 = Tidak Sesuai

NO	Indikator	Kriteria Penilaian	Skor (1-4)	Catatan/Saran
1	Kesesuaian dengan Capaian Pembelajaran (CP)	Materi sesuai dengan Capaian Pembelajaran dan Tujuan Pembelajaran pada Kurikulum Merdeka	4	Materi sudah sesuai dgn kompetensi dasar bidang Perhotelan
2	Keakuratan Konsep	Materi yang disajikan akurat, tidak rancu, dan sesuai dengan teori konsep kebahasaan.	4	konsep Materi Pelayanan sudah sesuai dengan prosedur Hotel
3	Kedalaman & Keluasan Materi	Materi cukup mendalam, tidak terlalu dangkal, dan tidak berlebihan; sesuai tingkat peserta didik.	4	saran tambahan berikan contoh kasus seperti menghadapi keluhan Tamu (quest complaint)
4	Relevansi Kontekstual (ESP Hospitality)	Materi kontekstual, relevan, dan sesuai kebutuhan komunikasi Front Office dalam industri perhotelan.	4	materi greeting quest sudah sesuai dengan situasi di Department About office
5	Keaktualan Materi	Materi mutakhir dan sesuai dengan praktik komunikasi bahasa Inggris di dunia kerja perhotelan saat ini.	4	materi Pelayanan tamu dan Reservation sudah sesuai dengan praktik di bidang Perhotelan
6	Penyajian Materi	Penyajian sistematis, runtut, dan logis sehingga mudah dipahami siswa.	4	Penyajian materi sudah cukup baik dan mudah dipahami

7	Contoh & Ilustrasi	Contoh, kasus, atau dialog yang diberikan relevan, mudah dipahami, dan merepresentasikan situasi nyata Front Office.	4	Ilustrasi sudah cukup baik, tetapi ditambahkan lebih pada setiap gambar lebih jelas dan mendetail agar lebih mudah dipahami
8	Keterbacaan	Teks dan instruksi mudah dipahami, jelas, serta sesuai dengan level kognitif siswa.	4	Worksheet EFH sudah cukup baik hanya perlu ditambahkan beberapa variasi dan ilustrasi untuk latihan
9	Kecukupan Latihan/Tugas	Aktivitas mencukupi untuk mengembangkan kompetensi (tidak terlalu sedikit atau tidak terlalu banyak).	4	Latihan dan tugas sudah cukup baik hanya perlu ditambahkan sedikit variasi

Saran dan Komentar:

Work sheet English For Hospitality sudah cukup baik dan sudah layak digunakan sebagai bahan ajar bagi siswa, materi yang disajikan sudah relevan, hanya mungkin sedikit penyajian materi bisa lebih sistematis dengan menambahkan Ringkasan materi serta ditambahkan beberapa variasi kegiatan khusus agar di lingkungan Front Office juga sedikit ditambahkan gambar situasi kondisi di dalam Hotel tersebut agar lebih menarik, namun secara Umum Worksheet English For Hospitality ini sudah sangat baik.

Validator Ahli Materi

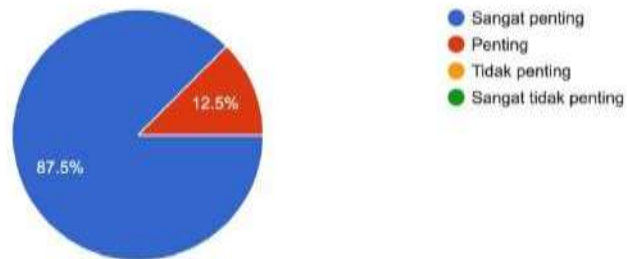


Taufik Hidayat, SE.MM.CHME

F. Appendix 6: Students' Need Analysis Data

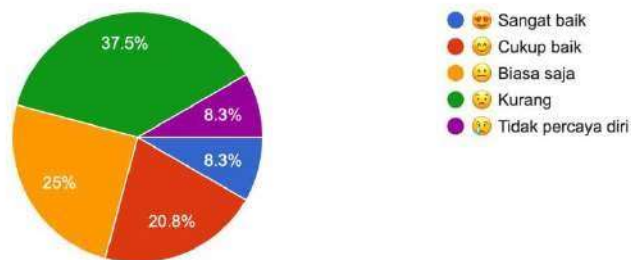
1. Seberapa penting menurutmu kemampuan Bahasa Inggris untuk bekerja di bagian Front Office hotel?

24 responses



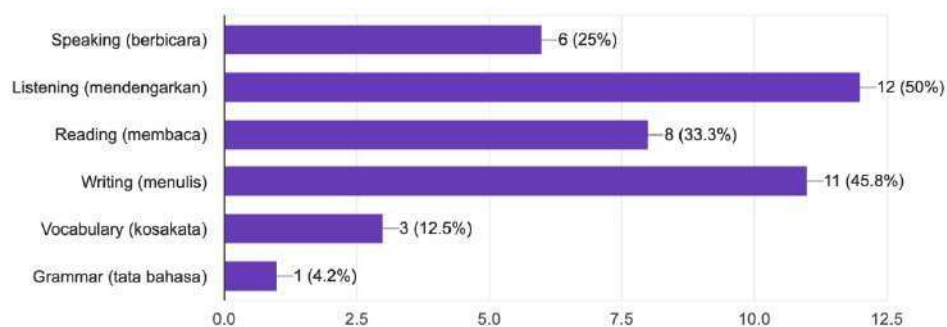
2. Bagaimana perasaanmu terhadap kemampuan Bahasa Inggrismu saat ini?

24 responses



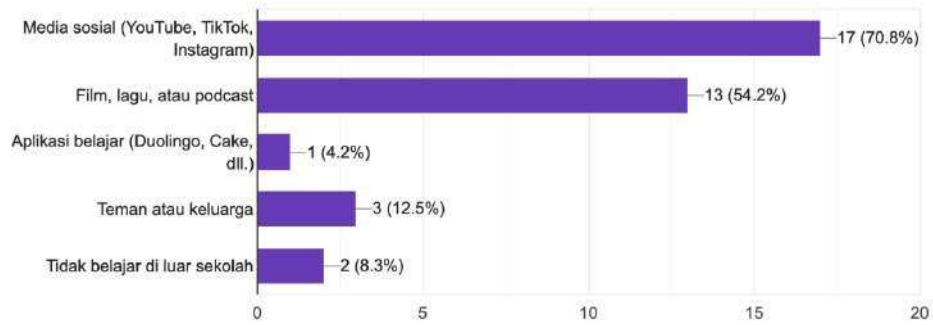
3. Dalam aspek apa kamu paling percaya diri dalam menggunakan Bahasa Inggris? (Boleh pilih lebih dari satu)

24 responses



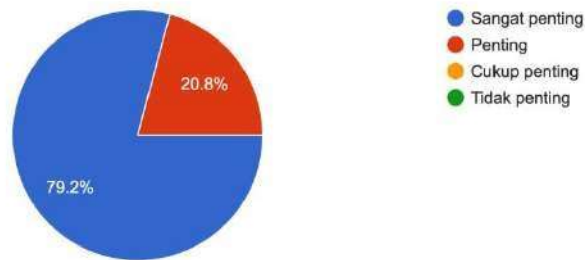
4. Biasanya kamu belajar atau berlatih Bahasa Inggris dari mana selain di sekolah? (Boleh pilih lebih dari satu)

24 responses



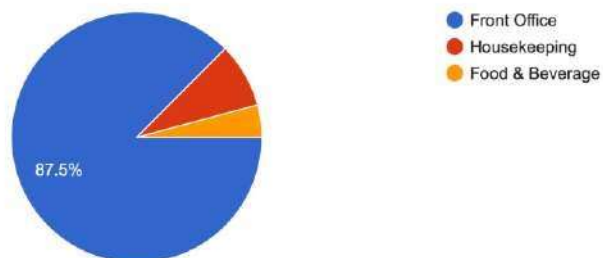
5. Menurutmu, seberapa penting Bahasa Inggris dalam dunia kerja perhotelan?

24 responses



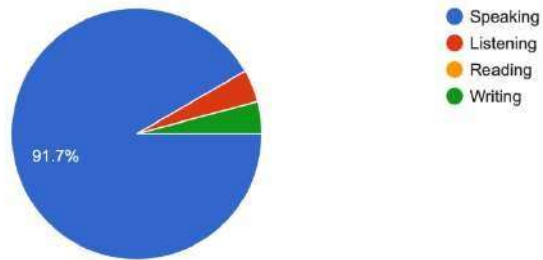
6. Bagian pekerjaan hotel mana yang paling membutuhkan kemampuan Bahasa Inggris?

24 responses



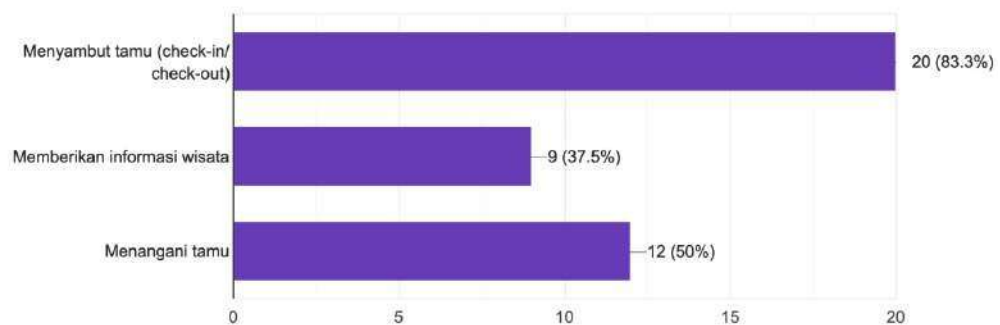
7. Keterampilan Bahasa Inggris apa yang paling dibutuhkan dalam pekerjaan hotel?

24 responses



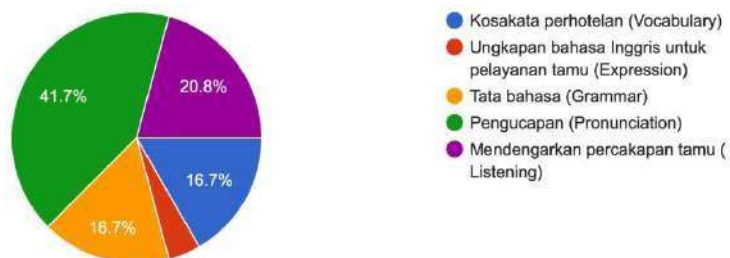
8. Dalam pekerjaan hotel, situasi apa yang paling sering menggunakan Bahasa Inggris? (boleh pilih lebih dari satu):

24 responses



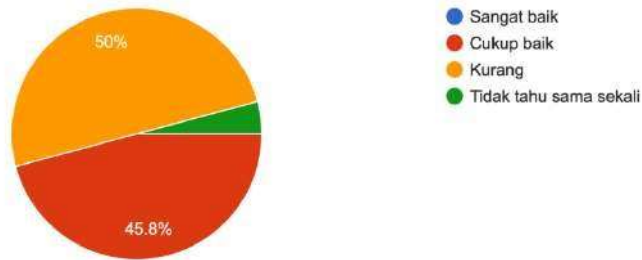
9. Bagian dari Bahasa Inggris mana yang menurutmu paling sulit?

24 responses



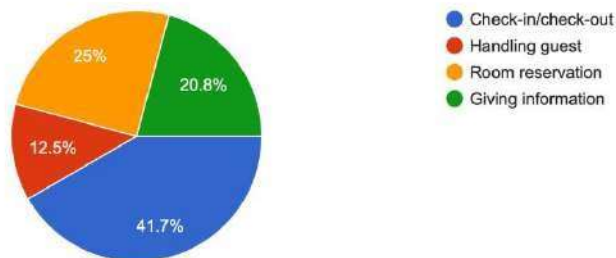
10. Seberapa baik kamu memahami istilah dan ungkapan umum bahasa Inggris di Front Office?

24 responses



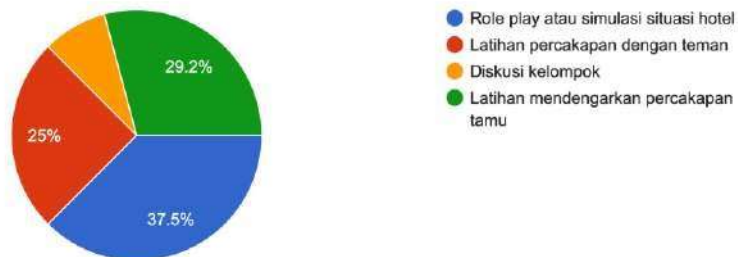
11. Topik apa yang paling kamu butuhkan dalam Bahasa Inggris untuk Front Office?

24 responses



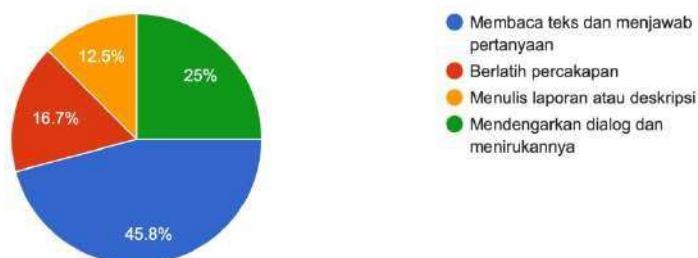
12. Jenis kegiatan belajar seperti apa yang menurutmu paling membantu ?

24 responses



13. Bagaimana kamu biasanya belajar Bahasa Inggris di kelas?

24 responses



14. Menurutmu, seperti apa pembelajaran Bahasa Inggris yang bisa membantu kamu menghadapi tamu asing dengan lebih percaya diri?

23 responses

metode pembelajaran praktik, seperti simulasi

tidak hanya berfokus pada tata bahasa (grammar), tetapi lebih menekankan pada praktik langsung/simulasi, dan fungsional agar lebih meningkatkan kepercayaan diri

pendekatan yang berfokus pada praktik aktif, simulasi situasi nyata

support

Dengan terbiasa mendengarkan

fokus

berfokus pada praktik langsung (speaking), kontekstual (sesuai situasi), dan mengurangi rasa takut salah

15. Apa kesulitan terbesar yang kamu hadapi saat belajar Bahasa Inggris untuk perhotelan?

24 responses

Kesulitan dengan public speaking

pengucapan nya kurang jelas dan kurang nya kepercayaan diri saat berbicara bahasa inggris

Ungkapan bahasa Inggris untuk pelayanan tamu dan tata bahasa (Grammar).

memahami obrolan tamu

mengucapkan

Tidak mengetahui dasar-dasar bahasa inggris

tidak bisa membaca/membedakan tulisan bahasa inggris

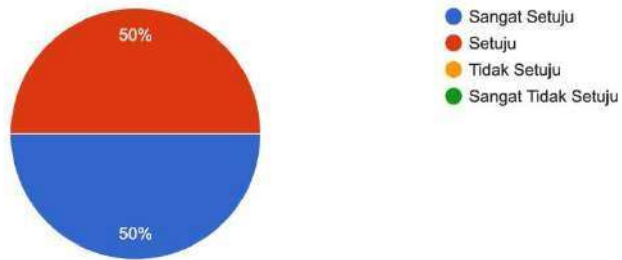
kecepatan bicara

masih kurang memahami kosa kata, sulit berbicara menggunakan bahasa inggris (speaking)

G. Appendix 7: Students' Response

1. Workbook ini mudah digunakan

38 responses



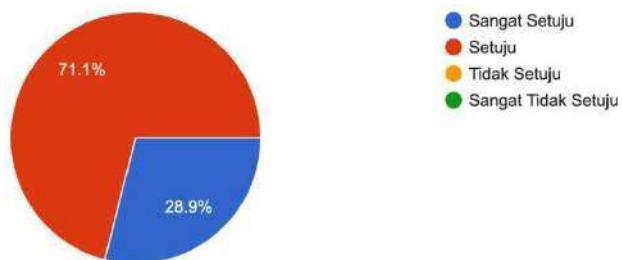
Saya tertarik menggunakan workbook ini untuk belajar Bahasa Inggris

38 responses

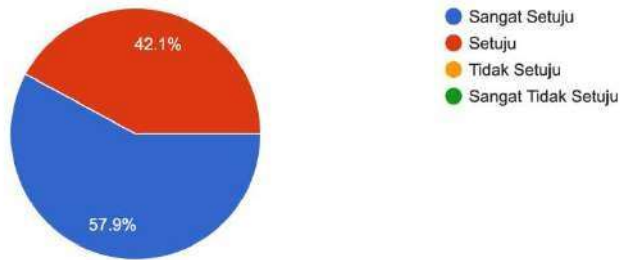


Gambar atau ilustrasi dalam workbook menarik dan mendukung pemahaman saya

38 responses



Isi dalam workbook membantu saya memahami materi Front Office
38 responses



Konten dalam workbook sesuai dengan kebutuhan saya
38 responses



Bahasa yang digunakan dalam workbook mudah dipahami
38 responses



H. Appendix 8: Interview Transcript

Peneliti : Baik, Ibu. Sebelum kita mulai ke pertanyaannya, boleh saya izin untuk merekam?

Guru : Baik, silakan.

Peneliti : Baik. Ee Ibu sudah berapa lama mengajar di SMK Bineka Nusantara?

Guru : Mengajar di SMK Bhineka Nusantara dari mulai tahun 2010 hingga sekarang sekitar ee 15 tahun ya

Peneliti : Betul. Sudah lumayan lama juga ya, Bu. Berarti Ibu sudah benarbenar mengetahui karakteristik dan keadaan di SMK itu ya Bu?

Guru : Iya. Insyaallah ya.

Peneliti : Oke, yang pertama menurut Ibu seberapa penting kemampuan bahasa Inggris bagi siswa jurusan peraturan terutama di bagian front office?

Guru : Wah, sangat penting sekali karena front office itu adalah orang-orang yang pertama kali menangani tamu ketika mereka datang ke hotel atau ke restoran atau ke tempat-tempat yang ee wisatawan akan kunjungi.

Peneliti : Baik, jadi e seakan-akan front office itu adalah eh image utaman dari sebuah hotel tersebut ya, Bu?

Guru : Betul.

Peneliti : Oke. Kemudian eh skill apa sih yang paling dibutuhkan siswa yang bekerja sebagai front office itu?

Guru : Skillnya terutama speaking dan listening ya, tapi lebih ke speaking dan listening saja karena memang itu adalah garda dan skill yang paling harus dimiliki oleh siswa untuk meng-handle tamu. Kalau misalkan dia bisa speaking dengan baik, listening dengan baik, maka proses reservasi atau booking atau informasi yang didapatkan oleh tamu itu akan lebih akurat dan lebih jelas.

Peneliti : Baik, itu. Jadi, untuk menghindari misunderstanding, kita juga harus kemampuan listeningnya harus diasah. Kemudian speakingnya juga untuk menyampaikan informasi dengan baik ya, Bu. Kemudian ee jenis situasi komunikasi apa yang paling sering dihadapi siswa ketika bekerja di hotel? Misalnya menyambut tamu, menerima telepon atau menang menangan keluhan.

Guru : Yang paling sering yang paling sering dihadapi oleh siswa ketika bukan siswa ya, maksudnya di bagian front office itu adalah bagian menangani tamu ee terutama saat ee guest atau tamu datang ke hotel seperti checkin sebenarnya. Iya, check in, check out karena semua tamu akan melakukan hal itu. He. Karena kan sekarang mungkin sudah berbasis aplikasi ya, mereka bisa melakukan pemesanan melalui aplikasi sudah tertera harga dan lain sebagainya. Hanya ketika mereka datang ke hotel otomatis ee menangani tamu yang datang ke hotel pertama kali itu adalah skill yang harus sangat dikuasai oleh bagian front office.

Peneliti : Oke, berarti menyambut tamu dan menangani tamu saat proses check in dan check out itu lebih diutamakan ya Bu. Kemudian kemampuan bahasa Inggris apa yang menurut Ibu masih lemah nih pada siswa yang berada di SMK saat ini?

Guru : Justru ee kemampuan yang paling penting, yang paling dasar yang harus dikuasai seperti speaking dan listening itulah yang masih menjadi kendala dan juga kelemahan bagi siswa. Terutama masalah speaking ya. Mereka itu lebih banyak bisa mendengarkan memahami apa yang dituturkan oleh para tamu. Tetapi bahasa Inggris untuk ungkapan atau speaking-nya masih sangat kurang.

Peneliti : Hm. Jadi mereka ngerti tapi enggak tahu gimana cara untuk bicaranya.

Guru : Ya, betul.

Peneliti : Oke. Terus tingkat keaktifan siswa dalam berbicara di praktik kelas misalkan ada aktivitas praktik atau ee roleplay kayak gitu?

Guru : Iya masih kurang. Masih kurang karena karena kurang aktifnya di kelas sehingga itu menimbulkan dampak di ee dunia kerja. Ketika mereka misalnya melakukan praktik di front office biasanya karena speaking di kelasnya juga kurang. sehingga saat praktik pun mereka masih belum begitu menguasai.

Peneliti : Hm. Jadi ee itu tuh penyebabnya apa ya, Bu? Takut, tidak bisa atau karena apa

Guru : Terutama ee yang pertama kurang percaya diri, yang keduanya juga kemampuan pronunciation dan juga ee vocabulary-nya masih kurang.

Peneliti : Oke. Terus ee untuk ee buku yang tersedia di sekolah itu ee memenuhi enggak sih, Bu, kebutuhan siswa dalam belajar tentang bahasa Inggris untuk perhotelan khususnya front office?

Guru : *Ee untuk saat ini ee kita kan ee apa masih ee campur perhotelan itu masih di ada di bahasa Inggrisnya itu masih dibagi ke dalam beberapa jurusan ya. Englishnya masih secara umum. Jadi secara umum hanya untuk SMK belum dikhususkan atau belum difokuskan untuk perhotelan kah, untuk perkantoran kah atau untuk akuntansi. Karena di SMK kita kan ada tiga jurusan. Nah, masih kami sebagai guru itu masih ingin mencari e buku yang memang mengkhususkan untuk ee ke bagian jurusan perhotelan.*

Peneliti : *Jadi lebih spesifik.*

Guru : *Betul, lebih spesifik. English for specific purpose-nya kena gitu untuk perhotelan.*

Peneliti : *Ya, ini memang e masalah di semua SMK, Bu. Jadi, ee buku-buku ee untuk SMA SMK itu masih disamakan. Jadi, belum ada buku yang spesifik sejauh ini, ya. Kemudian, mm aktivitas apa yang biasanya diterapkan dalam pembelajaran bahasa Inggris front office di kelas? Jadi, Ibu biasanya nkegiatan apa sih yang diterapkan?*

Guru : *Biasanya ee kita melakukan praktik kayak ee role play terus ee kita juga biasanya menghafal juga ya kalau untuk anak-anak. Iya. menghafal vocabulary-vocabulary khusus yang ada di perhotelan. Kemudian juga kita melakukan ee simulasi di bagian ruangan front office.*

Peneliti : *Oke, berarti udah simulasi dan role play itu sudah diterapkan ya Bu ya. Kemudian respon siswanya bagaimana akan hal itu, Bu? Apakah mereka aktif atau bagaimana?*

Guru : *Karena mereka masih menggunakan buku yang Englishnya itu secara umum untuk vocational school. Jadi mungkin mereka juga masih ee mengalami kendala ya ketika bahasa Inggrisnya itu secara umum. Mereka juga masih harus mencari-cari oh kalau di front office itu ternyata vocabularynya ee seperti ini. Berbeda dengan ketika mereka di ee English secara umum. Nah, itu masih harus banyak di apa ya? didalami secara lebih mendalam karena ee belum sampai ke arah yang lebih ee detail untuk jurusan perhotelan itu sendiri.*

Peneliti : *Oke. Jadi masalahnya tetap di kurang spesifik itu ya.*

Guru : *Iya. Jadi anak-anak juga menemukan kesulitan.*

Peneliti : *Ee dari tadi kan Ibu bilang sudah mulai roleplay simulasi gitu ya, Bu. Terus ada nggak sih aktivitas yang paling efektif untuk membantu siswa berkomunikasi dalam konteks hotel? Misalkan roleplay, discussion atau apa.*

Guru : *Yang yang paling penting adalah si simulasi. Simulasi adalah yang paling penting karena mereka bisa langsung mempraktikkan jadi ee hal apa yang mereka nantinya ke depannya mereka hadapi di simulasi itu mereka sudah mempelajarinya.*

Peneliti : *Hm. Oke, jadi tetap nih ee roleplay atau simulasi itu yang paling efektif menurut Ibu ya. Oke, Ibu mungkin itu saja untuk wawancara hari ini. Terima kasih Ibu sudah meluangkan waktunya* **Guru** : *ya sama-sama Anisa Semoga skripsinya cepat selesai ya.*

Peneliti : *Amin. Terima kasih banyak, Bu.*

I. Appendix 9: Documentation





J. Appendix 10: Surat Keterangan Bimbingan



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
 Jalan Pakuan Ketak Pos. 452, E-mail: kip@umpak.ac.id, Telp: (0251) 8375608 Bogor

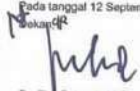
SURAT KEPUTUSAN
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 Nomor : 3753/SK/D-FKIP/IX/2025

TENTANG
 PENGANGKATAN PEMBIMBING SKRIPSI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :	1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku. 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan. 3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana. 4. Ujian Sarjana harus terselenggara dengan baik.
Mengingat :	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional. 2. Peraturan Pemerintah Nomor 32 Tahun 2013 Menupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan. 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan. 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi. 5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
Memperhatikan :	Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan Pertama :	Mengangkat Saudara Dr. Ati Harawati, M.Pd. : Pembimbing Utama Leona Grahadla Andovita, M.Pd. : Pembimbing Pendamping
Kedua :	Nama : Anisya Nurhidayah NPM : 031122023 Program Studi : PENDIDIKAN BAHASA INGGRIS Judul Skripsi : DEVELOPING AN ENGLISH BOOKLET FOR FRONT OFFICE COMMUNICATION IN HOSPITALITY VOCATIONAL SCHOOL
Ketiga :	Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan. Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperfunya.

Ditetapkan di Bogor
 Pada tanggal 12 September 2025

 Dr. Eka Suhardi, M.Si.
 NIK. 1.0694 021 205

Tembusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

K. Appendix 11: Sample Workbook



Scan this QR to access the full workbook.



L. Appendix 12: Berita Acara Bimbingan

JUDUL TUGAS AKHIR

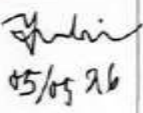
Developing an English workbook
for front office communication
in Hospitality Vocational school

PROSES KONSULTASI

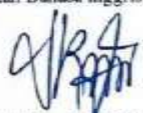
No.	Tanggal	Materi yang dikonsultasikan	Saran Pembimbing / hasil	Tanda Tangan
1	22.09.25	Judul.	mengganti booklet jadi work book	CSB
	27/2025 09	Judul	di setujui	Handwritten signature
	03/2025 10	Proposal	minor revise	CSB
	04/2025 10	Proposal	Approved to present in sempro	Handwritten signature
	07/2025 10	Instrumen	Classify	CSB
	10.10.25	Instrumen	merevisi instrumen uti guna dan siswa agar lebih ringkas & pocket informat	CSB
	17.10.25	P Theoretical Framework	reconstruct Theoretical Framework	CSB

18.10.25	PPT 2025	Approve	Alhamd
18.11.25	Proposal	Format	CTD
21.11.25	Proposal	PPT review	CTD
22.12.25	Perbaiki proposal	Lanjutkan ke Tahap penelitian & penyusunan Bab 1, 2, 3	CTD
24.02.26	Bab 4	lanjutkan, rapikan tulisan	CTD
26.02.26	Bab 1,2,3,4	Format, tenses,	Alhamd
05-03.26	Instrumen	Expert Validation sheet.	Alhamd
02/04.26	Bab IV	Tambahkan bagian Discussion	Alhamd
04.26	Bab IV	sesuaikan hasil data dng hasil interview	CTD
17.4.2026	Bab I - V Appendix	Siap melaksanakan sidang	Alhamd
20.4.26	Bab I - V dkk	Revise minor mistakes (and ready for ujian)	CTD

M. Appendix 13: Persetujuan Hasil Perbaikan Setelah Sidang

PERSETUJUAN HASIL PERBAIKAN SETELAH SIDANG				
No	Nama Penguji	Saran Perbaikan	Letak Tindak Perbaikan (Hal brp)	Paraf (ACC)
1.	Dr. Yanti Suryanti, M.Pd	1. Mention the name of the school 2. Layout 3. Pronoun	2 vi	 05/05 26
2.	Abdul Rosyid, M.Pd	1. Abstract 2. Instrument	iv 25	
3.	Leora Grahadila A, M.Pd	1. Table of content 2. Cover 3. Acknowledgment	v iii	 5-5-26
Judul Skripsi: DEVELOPING AN ENGLISH WORKBOOK FOR HOSPITALITY STUDENTS IN VOCATIONAL SCHOOL				
Nama: Anisya Nur Hidayah NPM: 031122023				

Mengetahui,
Kaprodik Pendidikan Bahasa Inggris


Abdul Rosyid, M.Pd.
NIDN 0404038901