

THE DEVELOPMENT OF PRAGMATIC-BASED ENGLISH LEARNING MATERIAL FOR FRONT OFFICE

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Abstract

This study aimed at (1) describing the realization of the use of teaching materials in learning English speaking skills in the field of front office services, (2) developing learning materials for English speaking skills in the field of front office services, and (3) examining the effectiveness the learning materials for English speaking skills in the field of front office services with a pragmatic approach. This research was conducted using Research and Development (R&D) research methods and applying the Borg and Gall (1983). Based on the results of analysis, it was found that learning English for tourism and hospitality currently does not include linguistic elements in it. The books or modules available were limited. Based on this reality, this research develops two educational products, namely pragmatic-based syllabus and module. The syllabus and modules have 12 learning topics that have been adapted to the use of English for hotel front office services. Learning materials for English speaking skills for front office services with a pragmatic approach are effective for use in organizing the teaching and learning process as evidenced by the t-test results, namely 0.001 (0.001 < 0.005). In addition, the perceptions of students and lecturers also showed a positive response to the modules developed in this study.

Keywords— English for hoteliers; pragmatic-based learning material; English for specific purposes; speaking skill

Introduction

English language skills are one of the basic skills that need to be mastered by those working in the tourism and hospitality industry, especially hotel staff to communicate well with guests and tourists. To provide appropriate services and to satisfy guests and tourists, the hotel staff should be able to understand guests' requests and can convey messages properly so that guests can understand. In this case, four English skills are needed; speaking, listening, writing, and reading skills. The four English skills help create or build good communication. The front office is one of the departments in the hotel that requires English language skills because the role of the front office is to be a medium of communication between guests and the hotel.

Hospitality and tourism educational institutions play an important role in providing high-quality English learning so that students' English skills can be developed properly. English courses taught to students are in the form of English for special purposes also known as English for Specific Purposes (ESP). The aim of ESP teaching is to master specific English skills in certain fields of study according to their chosen study program. In other words, ESP can promote students' field related-knowledge. Therefore, the preparation of the syllabus and teaching materials in English courses must also be in line with the needs of students in the study program being taught. However, in its implementation, various problems were encountered. The first problem was the use of the English course syllabus in certain semesters still tended to be general. The skills and language components contained in it were still general in nature and less

relevant to the needs of students, especially in terms of grammar and the context of the situation in which it was used. In addition, there was a non-uniformity in the use of teaching materials by teachers causing the students to have different levels of English knowledge. Based on this problem, it is deemed necessary to conduct an analysis of the need for the use of English in students in the Hospitality Management Study Program at the Tourism School. The results of this analysis will then become a reference for designing learning models in English courses with more relevant topics. Based on the observations, it was also found that English teaching materials for occupational purposes, especially in the hospitality sector, were still limited. Even if there is, the material has not been able to meet the rules of language use in a pragmatic perspective.

In relation to learning problems and the solutions offered, this study proposes the development of an English learning material that is based on a linguistic theory, specifically a pragmatic approach. The aims of this research were (1) to analyze the reality of the use of teaching materials in learning English speaking skills for the front office, (2) to develop English speaking skills learning materials in the front office service sector, and (3) to find out the effectiveness and students' and lecturers' perceptions of pragmatic-based learning materials for English speaking skills for the front office.

Literature Review

The theory that underlies this research is presented by considering the relevancy with the formulation of the problem. Therefore, the theory is presented in an eclectic way by applying a number of theories originating from the point of view of linguistics and language learning. All theories are presented to describe the problem posed.

At this time, linguistic studies have penetrated into pragmatic studies, which examine the use of language in communicating in accordance with the context of the situation. This brief trajectory shows that language studies have increasingly developed in different, or complementary, perspectives. The use of language for communication is a social fact, from a pragmatic perspective the use of language is seen as an act commonly known as speech acts (Searle, 1969). Austin (1962) defines speech acts as the act performed in saying something. Austin also stated that the use of language is related to three functions, namely: a) a locutionary function, a function on the meaning of the language itself, b) an illocutionary function, a function on the part of the speaker, which is related to indirect requests to the addressee, and c) a perlocutionary function, function on the part of the addressee, in the form of the addressee's response with action.

The term pragmatics was introduced by a philosopher named Charles Morris in 1938 when he talked about the general form of sign science (semiotics). Then Levinson (1983:1) explained that semiotics has three fields of study; syntax (syntax), semantics (semantics), and pragmatics (pragmatics). The syntax is a linguistic study that examines the formal relationship between signs. Semantics is a linguistic study of the relationship of signs with people who interpret the sign. Since then, pragmatics has developed two different meanings. On the one hand, pragmatics with the concept as intended by Morris above is maintained. Here the term pragmatics is used in various titles of books dealing with issues as diverse as the psychopathology of communication and the evolution of symbol systems. On the other hand, the term pragmatics has narrowed its meaning. In this case, a philosopher and logician named Carnap (1954) said that if in a study there is a concrete reference to the speaker or in more general terms, to the language user, then he determined that the research is in the field of pragmatic studies.

Then in subsequent developments, by Levinson (1983) this definition was considered too narrow and exclusive; therefore the understanding is modified into a language study that is referenced or related to contextual factors and aspects. In this case, Levinson (1983:21-24) explained more or less seven meanings of pragmatics. Some of them are as follows: First, Pragmatics is the study of the relation between language and context that are basic to an account of language understanding'. This understanding shows that to understand the meaning of people's language, a speaker is required to not only know the meaning of words and the grammatical relationships between these words but also draw conclusions that will relate what is

said to what is assumed, or what has been said before. Second, Pragmatics is the study of the ability of language users to pair sentences with the contexts in which they would be appropriate. This second understanding emphasizes the importance of compatibility between the sentences uttered by language users and the context of their speech.

There are two important things that need to be observed from the pragmatic understanding above, namely the use of language and the context of speech. The use of language concerns the function of language. For what people use language, some experts explain the function of the language. Among them are Van Ek and Trim (1991), who categorize language functions into six types, namely: Conveying and seeking factual information, Expressing and changing attitudes, Asking others to do something, Socializing, Constructing discourse, and increasing the effectiveness of communication.

Each of the categories mentioned above, in several subcategories that are more detailed and practical. The first function, for example, is divided into five sub-categories, namely: determining or defining, Reporting, describing or telling, Correcting, Asking, and Asking Questions. The context problem, according to Dell Hymes, (1980) includes six dimensions, namely: Place and time (setting), such as classrooms, in mosques, in ma'had, in libraries, and in food stalls, Language users (participants), such as doctors with patients, ustadz and students, sellers with buyers, topics of conversation (content) such as politics, education, culture, goals (objectives) such as asking, answering, praising, explaining, and ordering, tone (key) such as humor, anger, irony, sarcasm, and gentleness, and Media/channels such as face-to-face, via SMS, by telephone, by letter, E-mail, and, by hand.

The inclusion of context in understanding and or producing utterances is intended to build the principles of cooperation and courtesy in the communication so that communication objectives can be achieved effectively. The context itself is closely related to culture, which differs from one society to another. What is considered a normal topic of conversation by the Arab community, for example, can be considered an absurd topic of conversation by the Indonesian people, and vice versa. Therefore, the understanding of pragmatics given by Levinson above, according to the author, in principle provides a general framework on how to communicate appropriately and effectively using language as a medium.

The fact that the context can vary from society to society, and this is not the focus of Levinson's language. That is why Leech (1983) preferred to use the term general pragmatics to refer to the study of the general conditions of using language for communication. He based his ideas on the fact that the principles of cooperation and politeness in communication apply differently in every society. Even according to Leech, things that are local and situational can be arranged in sociopragmatics (sociopragmatics) and pragmalinguistics (pragmalinguistics), because these two fields are branches of general pragmatics. Sociopragmatics has been considered by Leech (1983) has similarities with the term Michael Canale (1983) called appropriateness in meaning, namely the extent to which certain communication functions, attitudes, and ideas are considered appropriate in accordance with the prevailing situation.

In the realm of linguistics and English education, an English learning program aims to meet the needs of English language skills in certain fields, including the hospitality service industry, which is known as the English for Specific Purposes (ESP) program. The ESP program is designed to meet the needs of students and applies a learner-centered approach to develop students' skills and competencies in communicating using English in the context of academic and professional communication. Kennedy and Balitho (1984) stated that the English for Occupational Purposes (EOP) Program is taught in situations where students need an English learning program as part of the demands of the students' jobs and professions, and its presentation will depend on when students join the EOP education program.

An ESP research was done in 2019 by Suryati, Susanta, and Dewi to develop an ESPweb-based for nursing students at ITEKES Bali. The research was done by applying research and development method and following 3 stages. The results of the research found that English learning material covering the language expression of greeting and welcoming patients, establishing a relationship with patients, human body, respiratory system, digest system, neuron system, immune system, cardiovascular system, reproduction system, and family care. This research is relevant with the current research since it was implemented similar

research method.

Research Method

This research was conducted using Research and Development (R&D) research methods and applying the Borg and Gall (1983) model which consists of three stages, namely the determination stage, the design stage, and the development stage. There were two sources of data in this study. Those were primary and secondary sources. The primary sources of data in this study were front office staff in three hotels around Canggu, Kuta, and Sanur. Besides, English lecturers and students of hotel management programs were also the primary sources of data in this research. Meanwhile the secondary data sources were documents that were relevant with the research topic. In terms of types of data, this study used two types of data which were quantitative and qualitative research data. The qualitative data in this study were in the form of results of interview and literature study, while the quantitative data were in the form of students' scores of pre-test and post-test. The data were collected through observation, interviews, product evaluation, pre-test and post-test, and literature study. The stages of this research were as follows.

1. The determination stage which was the first step. In this step a need analysis was done by analysing the current condition of ESP materials used by English lecturers at Institut Pariwisata dan Bisnis Internasional. Several English lecturers were interviewed to see the real condition of ESP materials used. Besides, another method was done to do a need analysis. It was done by distributing questionnaires to the hotel management students at Institut Pariwisata dan Bisnis Internasional.
2. The design stage or the second phase of the research including the process of researching the relevant topics, relevant videos, relevant texts, and other elements.
3. The development stage that was the final step. In this step, the final product in the form of module was developed. Besides, trial out of the product was also done by implementing the module in the learning process. There were 2 groups of students; 1 group was a control group and 1 group was an experimental group. The pre-test and post-test were done to see the effectiveness of the module. English lecturers were also asked to evaluate the module by filling the provided questionnaires.

Results and Discussion

The Reality of ESP Teaching for Hospitality Students in Bali

The description of current condition of English teaching materials in the front office service sector is divided into four elements following what was stated by Hutchinson and Water (1987) that teaching materials consist of four important elements, namely input, content, language focus, and task. Input is a study material for students or students in the learning process. Input can be in the form of text, dialogue, video, audio, images, diagrams or other communication data that is following the learning topic. Input leads to content focus as well as language focus. Content focus covers the content of teaching materials used in the teaching and learning process. Content focus directs students or students to be focused in learning. Competency standards, learning objectives, and learning indicators are part of the content focus. Language focus is related to linguistic aspects related to learning materials or topics. An example of a language focus is linguistic expression and related pragmatic elements. The last element is a task that can be understood as an activity that can be carried out by students or students to hone the skills that have been learned. Tasks in learning English should be communicative in nature to train students' speaking skills.

From the results of interviews with English lecturers in the hospitality study program as well as through documentation studies it was found that the teaching materials used in English learning activities in the field of front office services have not been specifically designed and developed to accommodate the need for the use of English in the field of office services. The teaching materials that have been used so far cover various topics of learning English which are not only used in front office services but also housekeeping services, restaurants, and other

departments in hotels.

Another thing found in the interview process and documentation study related to the current condition of English teaching materials in the field of front office services was that learning activities did not focus on developing students' speaking skills. Learning activities lead to other skills, such as listening, reading, and writing. This is very different from the results of Prachanant's research (2012) which found that the most essential and important English skills to be mastered by workers in the tourism sector are speaking skills followed by listening, reading, and writing skills.

Input

The results of interviews and documentation studies found that English lecturers at Institut Pariwisata dan Bisnis Internasional used a variety of inputs in the learning process. The inputs used include video, text, images, and audio which were self-made as well as downloaded from the internet.

Content Focus

Content focus includes learning content, learning objectives, and learning topics. Based on interviews conducted with informants, the objectives of learning English for tourism and hospitality are based on the Indonesian National Work Competency Standards (SKKNI). Learning topics are also arranged based on the SKKNI which includes welcoming, greeting, and farewell, Handling reservation, Handling Guests Check-in and Check-out, Handling A Phone Call, Handling Guests Complaints, Handling Guests' Special Requests, Handling Laundry Service, Offering Room Service, Handling Reservation, Taking Order, Explaining Menu, Recommending Food, Settling Payment, Explaining A Tourism Destination, Explaining An Event, Giving Instructions,

Language focus

Based on the results of interviews and analysing documents, learning English for tourism and hospitality focuses on expressions in English that can be used by students to communicate with guests or tourists to provide certain services. However, the learning of English for tourism and hospitality carried out by the informants has not shown other linguistic aspects, such as pragmatics.

The Development of Pragmatic-based English Speaking Skills Learning Materials in The Front Office Service Sector

The development of the syllabus and teaching materials for English speaking skills with a pragmatic approach was based on the results of the needs analysis. The needs analysis in this study was carried out in several approaches, such as examining the use and constraints of English in the front office service sector at hotels, examining the needs of English lecturers and tourism and hospitality students. The analysis of the use of English in the field of front office services at hotels was carried out to determine the function of English in front office so that the syllabus and teaching materials are developed according to industry's needs. In addition, a needs analysis was also carried out by analyzing the needs of lecturers and students in the learning process which was useful for seeing the aspects needed by students and lecturers in the learning English, especially to improve speaking skills.

In this study, the needs analysis involved hotel front office staff, English lecturers, and hotel students to see the use of English in the hotel front office and understand student learning needs. The use of English in front office services includes (1) welcoming and greeting guests, (2) explaining hotel facilities, (3) describing tourism destinations, (4) handling room reservations, (5) handling upselling, (7) handling check-in and check-out, (8) handling guest complaints, (9) handling guest requests, (10) handling payments, (11) escorting guests to rooms, and (12) announcing emergencies. The use of English in front office was the basis for developing learning materials. In addition to analyzing the use of English in front office services, the researchers also analyzed the learning needs of hospitality students for learning English. Students' English learning needs are (1) teaching materials are relevant to industry needs, (2) teaching materials are relevant with the student's majors, (3) teaching materials should help improve English vocabulary mastery, (4) teaching materials should help improve English speaking skills, (5) teaching materials must help improve understanding of the context

in communicating, (6) teaching materials must display real examples of the use of English in the hospitality industry, (7) teaching materials must use other media that can help in learning, (8) assessment should assess vocabulary mastery, grammar mastery, and English language skills, (9) assessment must be carried out continuously to be able to display learning developments, and (10) assessment is given at the end of the session or topic.

Meanwhile, the needs of English language lecturers are (1) the objectives shown in the syllabus and teaching materials are clear, (2) the learning objectives are following the student's major; hospitality, (3) learning objectives must include the linguistic elements required by students, (4) learning objectives must include language skills that are needed by students and can be used to build effective communication, (5) learning activities must be varied and accommodate the needs of students, (6) learning activities must provide opportunities for students to be active in the learning process, (7) learning activities must provide opportunities for students to think critically, (8) learning activities and instructions should be given clearly, (9) teaching materials must be relevant to the needs of industry and students, (10) teaching materials must include English for general and specific purposes, (11) materials must present English language skills that must be mastered by students, (12) teaching materials must provide examples of English expressions used in the industrial world, (13) teaching materials must show real examples of conversations and communication contexts, (14) assessment should be based on the objectives and topics of learning, (15) assessment must be carried out continuously to see student progress, (16) assessment must be carried out on all aspects of learning.

The results of the needs analysis were developed into two educational products, namely the syllabus and the module. The syllabus developed focuses on the use of English in the hotel front office area. In addition, the learning activities in it are focused on improving speaking skills and based on a pragmatic approach. The syllabus developed consists of learning topics, learning objectives, learning subject matter, learning methods, learning duration, assessment. The learning topics that are the focus of the syllabus are (1) welcoming & greeting hotel guests, (2) handling a phone call, (3) handling room reservation, (4) providing hotel information, (5) handling guests check-in, (6) escorting guests to the rooms, (7) explaining tourism events & destinations, (8) handling guests' special requests, (9) handling guests' complaints, (10) explaining emergency, (11) up-selling, and (12) settling payments and handling check-out. Each topic has a learning goal that must be achieved. This is a guide for teachers and lecturers in carrying out learning. The learning objectives contained in the English learning syllabus for front office services with a pragmatic approach refer to three important competencies, namely (1) improving mastery of English vocabulary related to front office services in particular and the hospitality industry in general, (2) recognizing and know expressions in English used in front office services, and (3) using expressions in English used for front office service in the form of conversation.

The learning components contained in the syllabus developed in this study is in the form of expressions in English that are often used in communication between front office staff and guests. In addition, the components of learning are also related to English vocabulary which is widely used in communication in front office. Besides, the syllabus also focuses on pragmatic aspects. The pragmatic aspect in the syllabus is in the form of politeness maxims, speech acts, and SPEAKING models. The syllabus developed in this study is also equipped with assessments that are relevant with the learning objectives in each meeting. Assessment leads to an assessment of students' speaking skills.

The development of pragmatic-based teaching materials for English speaking skills for front office follows the elements of teaching materials according to Hutchinson and Waters which consist of input, content focus, language focus, and tasks. The inputs used in the learning materials are video, text, audio, and images. The learning topics contained in the teaching materials developed in this study are closely related to the services provided and offered in the front office of a hotel. Meanwhile the language focus contained in the learning materials are (1) linguistic expressions, (2) types of text, (3) politeness maxims, (4) speech acts, (5) SPEAKING model. The tasks given to students in the learning process are (1) watching videos, (2) doing role play, (3) filling in gaps in sentences, (4) making travel descriptions, (5) making product descriptions, (6) looking for word meanings, and (7) make sentences.

The Evaluation of the Developed of Learning Materials

The material that has been developed was then evaluated to see its effectiveness. The effectiveness of pragmatic-based English learning materials for the hotel front office to improve students' speaking skills was measured by conducting a trial involving a control class and an experimental class at the Institut Pariwisata dan Bisnis Internasional. The results of the pre-test and post-test of the control class and the experimental class showed an increase in the average value between the average pre-test and post-test scores in both the control class and the experimental class. In the control class, there was an average increase in student scores of 2.5 while in the experimental class there was also an average increase of 8.3. This indicated that the learning materials developed in this study are effective to use in developing students' English speaking skills, especially in the hotel front office service area.

The analysis to see the effectiveness of the learning materials developed in this study was also carried out using the T-test. Before performing the T-test, the homogeneity test was first performed. From the table obtained the value of Sig. of 0.610 which was greater than 0.005 ($0.610 > 0.005$). This means that the data used in the study were homogeneous. With these results, the data from the post-test control class and experimental class can be continued for testing the -T-test. The T-test was also carried out using SPSS and using the post-test scores for the control class and the experimental class. It was obtained the value of Sig. (2-tailed) of 0.001 which was smaller than 0.005 ($0.001 < 0.005$). Based on the basis of decision making, then H_0 is rejected while H_a is accepted, which means that there was a difference between the average value of the control class and the experimental class of 1.10. Based on this analysis, it can be concluded that the learning materials developed in this study are effective for use in the learning process.

Besides doing a trial, an analysis of student and lecturer perceptions of the learning materials developed was also carried out. The results obtained are 60% of respondents said they strongly agree that the learning materials developed have an attractive appearance equipped with pictures on each page. While the other 40% agreed that the learning materials developed had a good appearance. 80% of students stated that they strongly agree that the learning topics presented in the learning materials are in accordance with what is needed and in accordance with industry needs based on what is learned in front office courses. While the other 20% stated that they agreed that the topic had relevance to the world of work in the future, especially in the field of the front office. However, there is one response that is put in the comments column suggesting that the learning materials developed to add the topic of making CVs and job application letters because students need skills to write CVs and letters applying for jobs in the future.

Based on the results of the analysis of the questionnaire to determine student perceptions, the learning activities in the teaching materials can be categorized as good because they provide opportunities for students to practice and be active in using English. In addition, learning activities are also presented in a variety of ways so that students do not experience boredom when studying. However, all existing activities focus on developing speaking skills without neglecting students' needs to develop listening, writing, and reading skills.

100% of students stated that they strongly agreed that the content in the teaching materials was relevant with the majors taken and suits the use of English by hotel front office staff. 80% of students strongly agree that the learning content also provides general English which helps them to understand the basics of English and 20% agree. Besides, students also assess the components that are improved through learning content. 75% of students strongly agree and 25% agree that the learning content presented in the teaching materials is complete. 82% of students strongly agree and another 18% agree that the existing assignments and exercises can improve English language skills, especially speaking skills.

English lecturers for hospitality were also asked to evaluate to see and find out the lecturers' perceptions as the users of developed teaching materials in the future. All respondents said they strongly agree that the teaching materials developed have an attractive appearance. The respondents said that the module has an elegant and simple appearance but can still represent the entire contents of the book. All respondents stated strongly agree that the topics

and learning objectives in the teaching materials are very clear. This can be seen on the first page of each chapter in the teaching materials. 100% of respondents said they strongly agree that the topics and learning objectives contained in the teaching materials are relevant to the real use of English. In addition, 100% of respondents also stated strongly agree that the topics and learning objectives are suitable and relevant.

Regarding the variety of learning activities presented in the teaching materials, 100% of respondents agreed that the learning activities in the teaching materials were varied, such as watching videos and finding the meaning of English words related to the learning topic. However, all respondents realized that the learning activities that can be found in the teaching materials focus on developing English speaking skills.

All respondents said they strongly agree with this statement because each learning topic in the teaching material is followed by appropriate learning objectives and teaching materials that are also suitable for the learning topic. All respondents (100%) strongly agree that the exercises and assignments in the teaching materials are in accordance with the topics and learning objectives as well as the materials being taught.

Conclusion

Based on the results of analysis, it can be concluded that the ESP teaching and learning process currently did not specifically designed for front office and did not implement any pragmatics components in it. Then a pragmatic-based English learning material for front office to improve students' speaking skill was developed in this research to help both English lecturers and students in the learning process. The developed pragmatic-based English learning material for front office is considered effective to be used in the learning process based on the results of pre-test and post-test as well as based on the evaluation done by English lecturers.

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