

**DEVELOPING SUPPLEMENTARY MATERIALS OF  
ENGLISH FOR FRONT OFFICE THROUGH  
BLENDED LEARNING FOR VOCATIONAL HIGH  
SCHOOL STUDENTS**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION**

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**DEVELOPING SUPPLEMENTARY MATERIALS OF  
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**TESIS**

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untuk Memenuhi Sebagian Persyaratan Memperoleh Gelar Magister  
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## LEMBAR PERNYATAAN

Saya menyatakan dengan sesungguhnya bahwa tesis yang saya susun sebagai syarat untuk memperoleh gelar Magister Pendidikan dari Pascasarjana Universitas Pendidikan Ganesha seluruhnya merupakan hasil karya saya sendiri. Bagian-bagian tertentu dalam penulisan tesis yang saya kutip dari hasil karya orang lain telah dituliskan sumbernya secara jelas dan sesuai dengan norma, kaidah, serta etika akademis.

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## ABSTRAK

**Artama, Kadek Kusuma Jaya** (2023), *Developing Supplementary Materials of English for Front Office through Blended Learning for Vocational High School Students*. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. I Gede Budasi, M.Ed dan Pembimbing II: Prof. Dr. Ni Made Ratminingsih, M.A.

*Kata-kat kunci: blended learning, flipbook, Front Office, supplementary learning materials*

Penelitian ini bertujuan untuk mengetahui 1) the materi pelengkap yang diperlukan, 2) materi pelengkap yang dikembangkan, 3) kualitas, dan 4) efektivitas materi pelengkap. Penelitian ini didesain kedalam penelitian dan pengembangan dengan menggunakan model dari Dick dkk. (2015) dengan 10 tahapan yang melibatkan dua orang guru bahasa Inggris, tiga orang staf *Front Office* tiga siswa yang sudah *training*, empat uji ahli, dan 36 siswa. Data dikumpulkan melalui pedoman wawancara, angket, analisis dokumen, dan tes berbicara. Hasil penelitian ini menunjukkan, yaitu 1) lima fokus materi pelengkap yang diperlukan, yaitu a) materi pembelajaran integrasi empat keterampilan berbahasa, b) materi pembelajaran yang mencakup lima topik (teks deskriptif, teks prosedur, teks interaksi transaksional, teks pendek teks fungsional, dan laporan), c) materi pembelajaran meliputi dua belas fungsi bahasa *Front Office* (pembaruan reservasi, pembatalan reservasi, fasilitas hotel, *check in* dan *check out*, identitas seseorang, pengaduan, formulir pendaftaran, tagihan, pembayaran, salam, perpisahan, dan ucapan terima kasih), d) materi pembelajaran autentik, dan e) materi pendukung *blended learning*; 2) materi dikembangkan menjadi sepuluh bab, yaitu a) mendeskripsikan tempat dan profesi, b) menangani reservasi, *check-in* dan *check-out*, c) salam, berterima kasih, perpisahan, d) menanyakan identitas seseorang, e) bertanya dan menawarkan bantuan, f) meminta pembayaran, g) menangani keluhan, h) mengonfirmasi reservasi tamu, i) melamar pekerjaan, dan j) menguraikan laporan pelatihan; 3) kualitas produk yang dikembangkan tergolong sangat baik dinilai oleh dua ahli materi (4,90 dan 4,85) dan dua ahli media (4,60 dan 4,80); dan 4) materi pembelajaran efektif dengan Sig. (2-tailed) 000. Ukuran efektif dikategorikan sebagai ukuran sangat besar dengan nilai 1,30. Implikasi dari penelitian ini memberikan kontribusi teoritis pada *English for Specific Purposes* dimana ESP secara teoritis dapat digabungkan dengan pembelajaran *blended learning* dan materi autentik. Saran diberikan kepada peneliti lain untuk memasukkan audio untuk memperjelas pengucapan dan untuk guru, untuk menggunakan produk dalam pembelajaran Bahasa Inggris untuk *Front Office*.



## ABSTRACT

**Artama, Kadek Kusuma Jaya** (2023), *Developing Supplementary Materials of English for Front Office through Blended Learning for Vocational High School Students*. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

This thesis has been approved and examined by supervisor I: Prof. Dr. I Gede Budasi, M.Ed and supervisor II: Prof. Dr. Ni Made Ratminingsih, M.A.

*Keywords:* blended learning, flipbook, Front Office, supplementary learning materials

This study aimed at finding out 1) the supplementary learning materials needed, 2) the supplementary learning materials developed, 3) the quality and 4) the effectiveness of supplementary learning materials. The study was designed in research and development using Dick et al. (2015) model with ten steps involving two English teachers, three Front Office staff, three students on the job training, four expert judges, and 36 students. The data were obtained from interview guide, questionnaire, document analysis, and speaking test. The results of the study show, namely 1) five main learning materials are needed for Front Office, namely a) learning materials of four language skills integration, b) learning materials covering five topics (descriptive text, procedure text, transactional interaction text, short functional text, and report), c) learning materials covering twelve Front Office language function (renewal of reservations, the cancelation of reservations, hotel facilities, check in and check out, someone's identity, complaints, registration form, bill, payment, greeting, leave-taking, and thanking), d) authentic learning materials, and e) materials to support blended learning; 2) materials developed into ten chapters, namely a) describing places and professions, b) handling reservation, check-in and check-out, c) greeting, thanking, leave taking, d) asking for someone's identity, e) asking and offering help, f) asking for payment, g) handling complaint, h) confirming guests' reservation, i) applying jobs, and j) outlining a training report; 3) the quality of developed product is categorized as excellent materials judged by two material experts (4.90 and 4.85) and two media experts (4.60 and 4.80); and 4) the learning material is effective with Sig. (2-tailed) 000. The effective size is categorized as very large size with value 1.30. The implication of the study gives theoretical contribution to English for Specific Purposes in which ESP can be theoretically combined with blended learning and authentic materials. The suggestions are given for other researchers to insert audio for clarify the pronunciation and for teachers, to use the product in learning English for Front Office.

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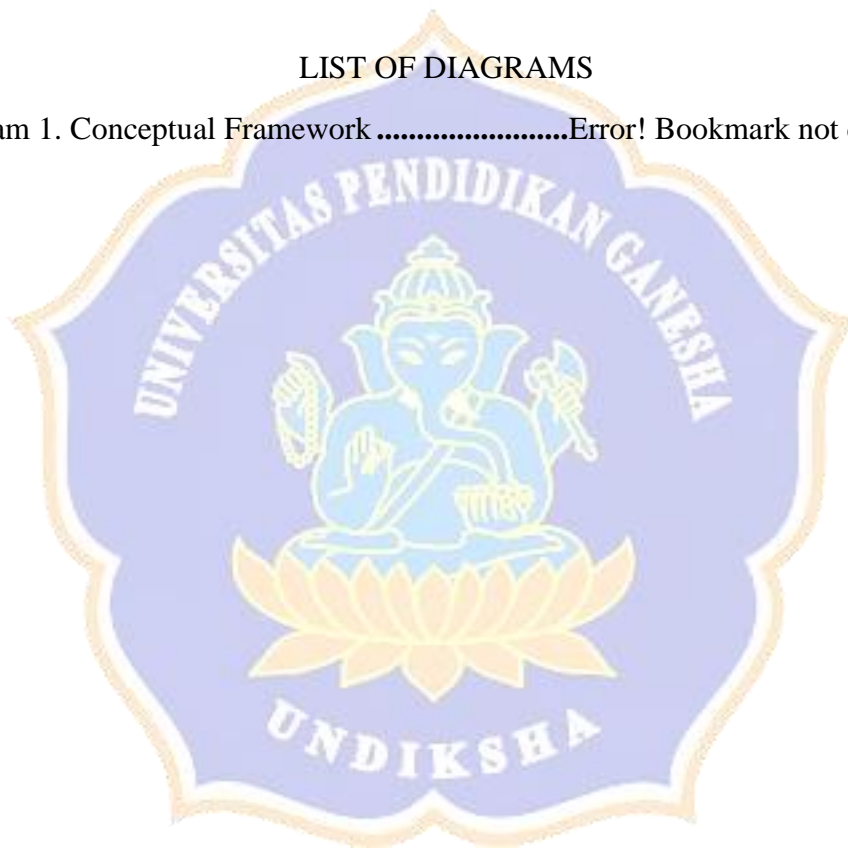
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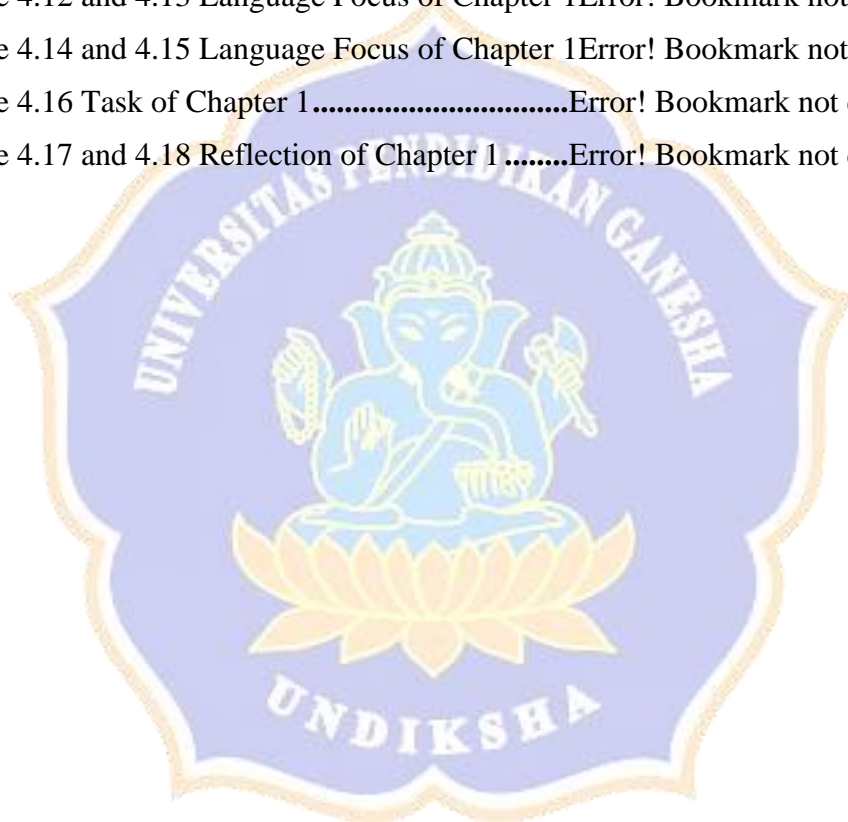
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