

APPENDIX 1. Letter of Acceptance

1. Thesis Supervisor Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

| | |
|----------|--|
| Name | : Nyoman Karina Wedhanti, S.Pd., M.Pd. (as the 1 st prospective supervisor) |
| NIP and, | : 198204212008122003 |
| Name | : Gede Mahendrayana, S.Pd., M.Pd. (as the 2 nd Prospective supervisor) |
| NIP | : 199007252015041002 |

confirm that we approve to guide the thesis submitted by:

| | |
|--------------|--|
| Name | : Ni Kadek Arta Yani |
| NIM | : 1912021208 |
| Class | : 7 D |
| Thesis title | : "Developing English Learning Material for Students Vocational High School of |

Tourism Major at SMK Negeri 2 Singaraja"

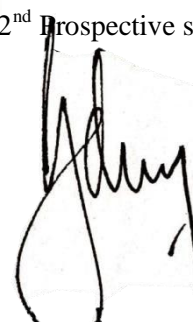
We hope this letter can be used as the basis of thesis supervisor assignment by the department.

1st Prospective supervisor,

2nd Prospective supervisor



Nyoman Karina Wedhanti, S. Pd., M. Pd.
M.Pd.
NIP. 198204212008122003



Gede Mahendrayana, S.Pd.,
NIP. 199007252015041002

APPENDIX 2. RESEARCH PERMISSION LETTER



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 136/UN48.7.1/DT/2023

18 Januari 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMK Negeri 2 Singaraja
 di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

| | |
|----------------|--|
| Nama | : Ni Kadek Arta Yani |
| NIM | : 1912021208 |
| Jurusan | : Bahasa Asing |
| Program Studi | : Pendidikan Bahasa Inggris |
| Jenjang | : S1 |
| Tahun Akademik | : 2022/2023 |
| Judul | : DEVELOPING ENGLISH LEARNING MATERIAL OF FRONT OFFICE FOR 11TH GRADE STUDENTS VOCATIONAL HIGH SCHOOL OF TOURISM MAJOR AT SMKN 2 SINGARAJA |

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
 NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

APPENDIX 3. REPLY LETTER IN SMKN 2 SINGARAJA



SURAT KETERANGAN

No. B.31.000/402/000/SMKN2SGR

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Negeri 2 Singaraja Kabupaten Buleleng menerangkan :

N A M A : Ni Kadek Arta Yani
 N I M : 1912021208
 JURUSAN : Bahasa Asing
 PROGRAM STUDY : Pendidikan Bahasa Inggris
 UNIVERSITAS : Pendidikan Ganesha

Memang benar yang tersebut diatas telah melaksanakan Penelitian dengan judul “ Developing English Learning Material Of Front Office for Eleventh Grade Students Vocational High School Of Tourism Major at SMKN 2 Singaraja “ di *SMK Negeri 2 Singaraja*, pada tanggal 18 Januari s/d 31 Maret 2023.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bali, 9 Mei 2023



Ditandatangani secara elektronik oleh :
 KEPALA SEKOLAH
Ni Ketut Wisiani, S.Pd., M.Si.
 NIP. 19680609 199003 2 005



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSrE

APPENDIX 4. THE RESULT OF THE EXPERT JUDGMENT

CHECKLIST

1. EXPERT JUDGMENT I

THE QUALITY OF THE ENGLISH TEXTBOOK USED BY 11TH GRADE STUDENTS AT SMK NEGERI 2 SINGARAJA

| No. | Dimension | Quality of Product | Score | | | |
|-----|-------------------|--|-------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1. | Layout and Design | The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit (Litz, 2005). | | | | √ |
| | | The layout and design are appropriate and clear (Litz, 2005). | | | | √ |
| | | The textbook is organized effectively (Litz, 2005). | | | | √ |
| | | The textbook provides a vocabulary list (Litz, 2005). | | √ | | |
| | | The textbook provides a review section (Litz, 2005). | | | | √ |
| | | The textbook provides clear objectives (Litz, 2005). | | | | √ |
| 2. | Activities | The textbook provides a balance of activities (Litz, 2005). | | | | √ |
| | | The activities encourage sufficient communicative and meaningful practice (Litz, 2005). | | | | √ |
| | | The activities incorporate individual, pairs, and group work (Litz, 2005). | | | | √ |

| | | | | | | |
|----|---------------------------|---|--|--|--|---|
| | | The grammar points and vocabulary items are introduced in motivating and realistic contexts (Litz, 2005). | | | | √ |
| | | The activities promote creative, original, and independent responses (Litz, 2005). | | | | √ |
| 3. | Skills | The materials include and focus on the skills that students need to practice (Litz, 2005). | | | | √ |
| | | The materials provide practice in listening and speaking skills (Litz, 2005). | | | | √ |
| | | The textbook helps students to practice speaking (Litz, 2005). | | | | √ |
| | | The practice of individual skills is integrated into the practice of other skills (Litz, 2005). | | | | √ |
| 4. | Language type and content | The language used in the textbook is authentic, that is, like real-life English (Litz, 2005). | | | | √ |

| | | | | | | |
|----|-------------------------|---|--|--|--|---|
| | | The language used is at the right level for students' current English ability (Litz, 2005). | | | | √ |
| | | The progression of grammar points and vocabulary items is appropriate (Litz, 2005) | | | | √ |
| | | The grammar points are presented with brief and easy examples and explanations (Litz, 2005). | | | | √ |
| | | The language functions exemplify English that I/my students will be likely to use in the future (Litz, 2005) | | | | √ |
| 5. | Subject and the content | The subject and contents of the book are relevant to student's needs as an English language learner (s) (Litz, 2005). | | | | √ |
| | | The subject and contents of the textbook are generally realistic (Litz, 2005). | | | | √ |

| | | | | | | |
|--|----------------|--|--|--|--|---|
| | | The subject and contents of the textbook are interesting, challenging, and motivating (Litz, 2005) | | | | √ |
| | | There are sufficient varieties in the subject and contents of the textbook (Litz, 2005) | | | | √ |
| | | The materials are not culturally biased and do not portray negative stereotypes (Litz, 2005) | | | | √ |
| | SUM | | | | | |
| | AVERAGE | | | | | |

1. What is your opinion about each unit?

Each unit has been well organized

2. What aspect should be revised on each unit?

Vocabulary list should be added in each unit

3. What is your suggestion for this unit?

Each unit has been well organized but you still need to add vocabulary list to make sure students understand specific terms related to the topics.



Singaraja, April 18th, 2023

Expert judges I,

I Ketut Armawan, S.Pd., M.Pd.

NIP. 197510092001121001

2. EXPERT JUDGMENT II

**THE QUALITY OF THE ENGLISH TEXTBOOK USED BY 11TH GRADE STUDENTS
AT SMK NEGERI 2 SINGARAJA**

| No. | Dimension | Quality of Product | Score | | | |
|-----|-------------------|--|-------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1. | Layout and Design | The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit (Litz, 2005). | | | | √ |
| | | The layout and design are appropriate and clear (Litz, 2005). | | | | √ |
| | | The textbook is organized effectively (Litz, 2005). | | | | √ |
| | | The textbook provides a vocabulary list (Litz, 2005). | | | | √ |
| | | The textbook provides a review section (Litz, 2005). | | | | √ |
| | | The textbook provides clear objectives (Litz, 2005). | | | | √ |
| 2. | Activities | The textbook provides a balance of activities (Litz, 2005). | | | | √ |
| | | The activities encourage sufficient communicative and meaningful practice (Litz, 2005). | | | | √ |
| | | The activities incorporate individual, pairs, and group work (Litz, 2005). | | | | √ |

| | | | | | | |
|----|-------------------------|---|--|--|--|---|
| | | The language used is at the right level for students' current English ability (Litz, 2005). | | | | ✓ |
| | | The progression of grammar points and vocabulary items is appropriate (Litz, 2005) | | | | ✓ |
| | | The grammar points are presented with brief and easy examples and explanations (Litz, 2005). | | | | ✓ |
| | | The language functions exemplify English that /my students will be likely to use in the future (Litz, 2005) | | | | ✓ |
| 5. | Subject and the content | The subject and contents of the book are relevant to student's needs as an English language learner (s) (Litz, 2005). | | | | ✓ |
| | | The subject and contents of the textbook are generally realistic (Litz, 2005). | | | | ✓ |

| | | | | | | |
|--|---------|--|--|--|--|---|
| | | The subject and contents of the textbook are interesting, challenging, and motivating (Litz, 2005) | | | | ✓ |
| | | There are sufficient varieties in the subject and contents of the textbook (Litz, 2005) | | | | ✓ |
| | | The materials are not culturally biased and do not portray negative stereotypes (Litz, 2005) | | | | ✓ |
| | SUM | | | | | |
| | AVERAGE | | | | | |

1. What is your opinion about each unit?

Each unit is already well organized.

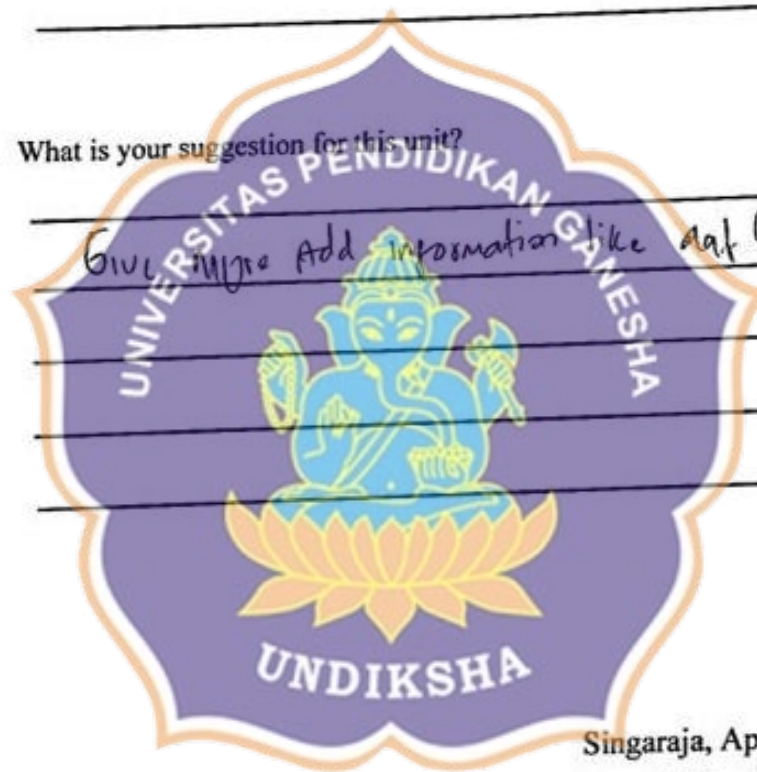
UNDIKSHA

2. What aspect should be revised on each unit?

add conversation w/ Ptca in the second unit

3. What is your suggestion for this unit?

Give more Add information like dat @ telpon & sep.



Singaraja, April 12th, 2023

Front Office Teacher,

Komang Heni Betri, S.Pd., M.Pd.

NIP.

APPENDIX 5. BLUEPRINT OF INTERVIEW GUIDE QUALITY

1. INTERVIEW GUIDE QUALITY 1st PROSPECTIVE SUPERVISOR

Interview Guide Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the interview guide that was used as the research instrument.

| No | Statement | Relevant | Irrelevant |
|----|--|----------|------------|
| 1 | Apakah Bapak/Ibu dapat memperoleh bahan ajar secara tidak terbatas? | √ | |
| 2 | Apakah Bapak/Ibu memiliki kesulitan untuk mendapatkan sumber belajar di atas, apakah sudah memiliki solusi terkait kesulitan tersebut? | √ | |
| 3 | Apakah Bapak/Ibu merasa cukup percaya diri bahwa materi atau metode yg digunakan dalam pembelajaran sudah dapat menarik minat siswa? | √ | |
| 4 | Apakah menurut Bapak/Ibu buku ajar Front Office diperlukan? | √ | |
| 5 | Apakah menurut Bapak/Ibu, materi yang disajikan dalam buku ajar selama ini sudah memenuhi kebutuhan Bapak/Ibu? | √ | |
| 6 | Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya? | √ | |
| 7 | Apakah bahan ajar yang telah Bapak/Ibu gunakan selama ini apakah sudah menyajikan gambar yang terkait dengan Front Office? | √ | |
| 8 | Apakah bahan ajar yang selama ini telah Bapak/Ibu gunakan sudah menyajikan beberapa latihan soal yang bervariasi untuk siswa? | √ | |
| 9 | Apakah tingkat keberhasilan dalam pembelajaran mata pelajaran Front Office sudah memuaskan bagi Bapak/Ibu? | √ | |
| 10 | Apakah buku yang Bapak/Ibu gunakan telah memfokus pada mata pelajaran Front Office? | √ | |

Singaraja, 23rd February 2023

Supervisor I


 Ni Nyoman Karina Wedhanti, S.Pd., M.Pd

NIP. 198204212008122003

2. INTERVIEW GUIDE QUALITY 2nd PROSPECTIVE SUPERVISOR

Interview Guide Quality

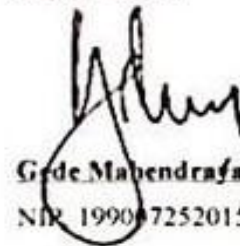
Instruction:

Please give a mark (√) in the score column which is relevant or irrelevant to the interview guide that was used as the research instrument.

| No | Statement | Relevant | Irrelevant |
|----|---|----------|------------|
| 1 | Apakah Bapak/Ibu dapat memperoleh bahan ajar secara tidak terbatas? | √ | |
| 2 | Apakah Bapak/Ibu memiliki kesulitan untuk mendapatkan sumber belajar di atas, apakah sudah memiliki solusi terkait kesulitan tersebut? | √ | |
| 3 | Apakah Bapak/Ibu merasa cukup percaya diri bahwa materi atau metode yg digunakan dalam pembelajaran sudah dapat menarik minat siswa? | √ | |
| 4 | Apakah menurut Bapak/Ibu buku ajar Front Office diperlukan? | √ | |
| 5 | Apakah menurut Bapak/Ibu, materi yang disajikan dalam buku ajar selama ini sudah memenuhi kebutuhan Bapak/Ibu? | √ | |
| 6 | Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan konstitusi yang sama seperti yang aslinya? | √ | |
| 7 | Apakah bahan ajar yang telah Bapak/Ibu gunakan selama ini apakah sudah menyajikan gambar yang terkait dengan Front Office? | √ | |
| 8 | Apakah bahan ajar yang selama ini telah Bapak/Ibu gunakan sudah menyajikan beberapa latihan soal yang bervariasi untuk siswa? | √ | |
| 9 | Apakah tingkat keberhasilan dalam pembelajaran mata pelajaran Front Office sudah memuaskan bagi Bapak/Ibu? | √ | |
| 10 | Apakah buku yang Bapak/Ibu gunakan telah memfokus pada mata pelajaran Front Office? | √ | |

Singaraja, 23rd February 2023

Supervisor II



Gede Mahendrafapa, S.Pd., M.Pd

NIP. 199007252015041002

APPENDIX 6. BLUEPRINT QUESTIONNAIRE QUALITY

1. QUESTIONNAIRE QUALITY 1st PROSPECTIVE SUPERVISOR

Questionnaire Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the questionnaire through Google Forms that was used as the research instrument.

| No | Statement | Relevant | Irrelevant |
|----|--|----------|------------|
| 1 | <p>Berikut adalah tujuan saya belajar Bahasa Inggris di sekolah adalah....</p> <p>a. untuk memperoleh nilai yang bagus</p> <p>b. lulus ujian dengan predikat nilai yang memuaskan</p> <p>c. mampu berkomunikasi menggunakan Bahasa Inggris dengan baik secara lisan maupun tertulis</p> <p>d. lainnya (tuliskan)....</p> | √ | |
| 2 | <p>Sekarang saya menggunakan Bahasa Inggris untuk....</p> <p>a. melakukan komunikasi sehari-hari</p> <p>b. melakukan komunikasi dengan teman dan guru bahasa Inggris</p> <p>c. membaca cerita berbahasa Inggris di buku pelajaran, LKS, modul, dan sumber belajar lainnya</p> <p>d. membaca cerita berbahasa Inggris di luar buku pelajaran seperti novel, komik, iklan, majalah, dll</p> <p>e. mendengarkan lagu atau menonton film berbahasa Inggris</p> <p>f. lainnya(tuliskan)</p> | √ | |
| 3 | <p>Setelah saya lulus, baik saat berada di dunia kerja maupun di jenjang pendidikan yang lebih tinggi, saya akan menggunakan Bahasa Inggris untuk..</p> <p>a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan</p> <p>b. berkomunikasi secara tertulis dengan teman, dosen, rekan kerja atau atasan</p> <p>c. membaca berbagai macam jenis teks berbahasa Inggris</p> <p>d. lainnya(tuliskan)....</p> | √ | |

| | | | |
|---|--|---|--|
| 4 | <p>Skill dan pengetahuan bahasa Inggris yang akan sering saya gunakan saat bekerja nanti adalah....</p> <ul style="list-style-type: none"> a. listening b. speaking c. reading d. writing e. pronunciation f. vocabulary g. grammar h. lainnya (tuliskan).... | √ | |
| 5 | <p>Kemampuan bahasa Inggris saya secara umum berada pada tingkat....</p> <ul style="list-style-type: none"> a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar. c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar. | √ | |
| 6 | <p>Saya merasa kesulitan dalam komunikasi menggunakan Bahasa Inggris ketika....</p> <ul style="list-style-type: none"> a. memahami ungkapan sehari-hari b. mengekspresikan ungkapan sehari-hari c. memahami teks yang dibaca d. mengungkapkan gagasan tertulis e. lainnya (tuliskan).... | √ | |
| 7 | <p>Dalam menunjang pekerjaan saya maupun pendidikan yang lebih tinggi nanti, seharusnya kemampuan Bahasa Inggris saya berada pada level....</p> <ul style="list-style-type: none"> a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara | √ | |

| | | | |
|----|--|---|--|
| | <p> sederhana.</p> <p> b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.</p> <p> c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.</p> | | |
| 8 | <p> Secara umum, saya menginginkan pembelajaran bahasa Inggris yang dapat membuat saya....</p> <p> a. mampu menguasai grammar dengan baik</p> <p> b. mampu menguasai kosakata, arti, serta cara pengucapannya</p> <p> c. membedakan ungkapan formal dan informal</p> <p> d. lainnya (tuliskan)....</p> | √ | |
| 9 | <p> Dari segi model, materi Bahasa Inggris yang saya inginkan adalah...</p> <p> a. di dalamnya terdapat banyak gambar</p> <p> b. hanya menyajikan teks-teks untuk dipelajari</p> <p> c. memiliki tampilan menarik dan colorful</p> <p> d. d. lainnya (tuliskan)</p> | √ | |
| 10 | <p> Secara umum, tema yang saya inginkan ketika belajar listening, speaking, reading, dan writing adalah....</p> <p> a. kehidupan sehari-hari</p> <p> b. pendidikan</p> <p> c. pemerintahan</p> <p> d. perikanan</p> <p> e. isu atau berita terkini</p> <p> f. lainnya (tuliskan.)....</p> | √ | |
| 11 | <p> Tersedianya media dalam bentuk gambar untuk materi Bahasa Inggris menurut saya....</p> <p> a. sangat membantu</p> <p> b. tidak berpengaruh</p> | √ | |

| | | | |
|----|---|---|--|
| | c. tidak membantu | | |
| 12 | <p>Dalam proses pembelajaran ketika saya menyimak (listening), bentuk teks yang saya inginkan sebagai input adalah....</p> <p>a. teks monolog dan dialog</p> <p>b. teks monolog dan dialog yang disertai gambar</p> <p>c. teks monolog dan dialog yang disertai kata-kata sulit</p> <p>d. materi autentik seperti koran, majalah, berita, lagu, film, dan lainnya.</p> <p>e. lainnya (tuliskan)...</p> | √ | |
| 13 | <p>Panjang teks yang saya inginkan sebagai input kegiatan mendengarkan (listening) adalah....</p> <p>a. < 100 kata</p> <p>b. 100-150 kata</p> <p>c. 150-200 kata</p> <p>d. > 200 kata</p> <p>e. Lainnya (tuliskan)...</p> | √ | |
| 14 | <p>Kegiatan proses pembelajaran ketika saya mendengarkan (listening) materi bahasa Inggris, yang saya sukai adalah.....</p> <p>a. Saya menyukai ketika saya mengidentifikasi informasi dalam monolog/dialog</p> <p>b. Saya menyukai ketika saya menjawab pertanyaan secara lisan</p> <p>c. Saya menyukai ketika saya menjawab pertanyaan secara tertulis</p> <p>d. Saya menyukai ketika saya mengidentifikasi ungkalan</p> <p>e. Saya menyukai ketika saya menentukan salah dan benar pada sebuah pernyataan</p> <p>f. lainnya (tuliskan)....</p> | √ | |
| 15 | Jenis teks yang saya inginkan dalam pembelajaran bahasa Inggris sebagai input berbicara (speaking) | √ | |

| | | | |
|----|--|---|--|
| | <p>adalah...</p> <p>a. teks berisi monolog</p> <p>b. teks berisi dialog</p> <p>c. topik mengenai peristiwa yang sedang ramai dibicarakan</p> <p>d. gambar tentang orang, tempat, maupun situasi</p> <p>e. lainnya (tuliskan)..</p> | | |
| 16 | <p>Jenis kegiatan berbicara (speaking) yang saya sukai adalah.</p> <p>a. Saya menyukai ketika bermain peran (role play)</p> <p>b. Saya menyukai ketika menghafalkan dialog atau monolog dan mempraktekkannya di depan kelas.</p> <p>c. Saya menyukai ketika berdiskusi tentang topic tertentu</p> <p>d. Saya menyukai ketika bertukar informasi (information gap)</p> <p>e. lainnya (tuliskan)..</p> | √ | |
| 17 | <p>Jenis teks sebagai input yang saya inginkan sebagai input membaca (reading) adalah....</p> <p>a. Saya menginginkan teks fungsional pendek seperti klan, memo, pengumuman, dan lainnya</p> <p>b. Saya menginginkan teks esai seperti descriptive, recount, narrative, dan lainnya</p> <p>d. Saya menginginkan teks authentic seperti koran dan majalah</p> <p>e. lainnya (tuliskan).</p> | √ | |
| 18 | <p>Panjang teks sebagai input kegiatan membaca (reading) yang saya inginkan adalah....</p> <p>a. <100 kata</p> <p>b. 100 - 200</p> <p>c. > 200 kata</p> <p>d. Lainnya (tuliskan)...</p> | √ | |
| 19 | <p>Jenis kegiatan membaca (reading) yang saya sukai adalah.</p> <p>a. Saya menyukai ketika membaca nyaring</p> <p>b. Saya menyukai ketika menentukan benar atau salah pada pernyataan</p> | √ | |

| | | | |
|----|--|---|--|
| | <p>c. Saya menyukai ketika menjawab pertanyaan berdasarkan informasi yang ada dalam bacaan</p> <p>d. Saya menyukai ketika memahami teks dan mengartikannya ke Bahasa Indonesia</p> | | |
| 20 | <p>Jenis teks sebagai input menulis (writing) yang saya inginkan adalah.....</p> <p>a. Saya menginginkan jenis teks yang berisi informasi umum mengenai orang, benda, tempat, maupun peristiwa</p> <p>b. Saya menginginkan jenis teks yang berisi bagan berisikan informasi mengenai orang, benda, tempat, maupun peristiwa</p> <p>c. Saya menginginkan jenis teks yang berisikan gambar orang, benda, tempat.</p> <p>d. Saya menginginkan teks yang berisikan peristiwa kata dan paragraf acak</p> <p>e. lainnya (tuliskan)</p> | √ | |
| 21 | <p>Jenis kegiatan menulis (Writing) yang saya sukai adalah</p> <p>a. Saya Menyukai ketika saya melengkapi bagian yang kosong dalam sebuah kalimat</p> <p>b. Saya Menyukai ketika saya membuat teks singkat dan sederhana</p> <p>c. Saya Menyukai ketika menyusun Kalimat acak menjadi sebuah paragraf</p> <p>d. Saya Menyukai ketika mengidentifikasi kesalahan pada kalimat baik dalam kata maupun struktur dan memperbaikinya</p> <p>e. Lainnya (Tuliskan Pendapat Kalian sendiri)</p> | √ | |
| 22 | <p>Dalam mempelajari kosa kata (Vocabulary), saya lebih suka...</p> <p>a. Saya menyukai ketika mengartikan kata kata yang saya dapatkan secara langsung</p> | √ | |

| | | | |
|----|---|---|--|
| | <p>b. Saya menyukai ketika mengartikan kata kata berdasarkan konteks dalam sebuah teks</p> <p>b. Saya menyukai ketika menghafal kata kata beserta artinya</p> <p>c. Saya menyukai ketika mencocokkan kata kata dengan artinya</p> <p>d. Lainnya (Tuliskan Pendapat kalian sendiri)</p> | | |
| 23 | <p>Dalam mempelajari cara pengucapan (Pronunciation), Saya lebih suka...</p> <p>a. Saya Menyukai ketika menirukan cara pengucapan yang dicontohkan oleh guru saya</p> <p>b. Saya Menyukai ketika membaca nyaring sambil membaca cara baca kosa katanya (Phonetic Transcription)</p> <p>c. Saya Menyukai ketika berdiskusi dengan teman tentang cara mengucapkan kosa kata atau kalimat</p> <p>d. Lainnya (Tuliskan Pendapat kalian sendiri)</p> | √ | |
| 24 | <p>Dalam proses pembelajaran, tugas sebaiknya dikerjakan secara...</p> <p>a. Individu</p> <p>b. Berpasangan 2 orang</p> <p>c. Kelompok kecil (4-6 orang)</p> <p>d. Kelompok besar (5 orang atau lebih)</p> <p>e. Lainnya (tuliskan)</p> | √ | |
| 25 | <p>Dalam proses pembelajaran sebaiknya...</p> <p>a. Saya hanya mendengarkan penjelasan guru</p> <p>b. Saya mencatatat semua yang dijelaskan guru</p> <p>c. Saya ikut berpartisipasi aktif dalam proses pembelajaran</p> <p>d. Saya belajar sendiri dan mengerjakan soal dengan tenang</p> <p>e. Lainnya (tuliskan)</p> | √ | |
| 26 | <p>Dalam proses pembelajaran guru sebaiknya...</p> <p>a. Guru sebaiknya menerangkan rumus dan meminta siswa mengerjakan latihan-latihan soal</p> | √ | |

| | | |
|--|--|--|
| <p>b. Guru sebaiknya memberikan teks untuk dibaca dan mengartikannya langsung bersama siswa</p> <p>c. Guru sebaiknya mengawasi kelas sambil mengontrol pekerjaan siswa dan memberi komentar</p> <p>d. Guru sebaiknya menuntun siswa dalam membahas teks yang telah di berikan</p> <p>e. lainnya (tuliskan)</p> | | |
|--|--|--|

Singaraja, 23rd February 2023

Supervisor I


Ni Nyoman Karina Wedhanti, S.Pd., M.Pd
NIP. 198204212008122003



2. QUESTIONNAIRE QUALITY 2nd PROSPECTIVE SUPERVISOR

Questionnaire Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the questionnaire through Google Forms that was used as the research instrument.

| No | Statement | Relevant | Irrelevant |
|----|--|----------|------------|
| 1 | Berikut adalah tujuan saya belajar Bahasa Inggris di sekolah adalah... a. untuk memperoleh nilai yang bagus b. lulus ujian dengan predikat nilai yang memuaskan c. mampu berkomunikasi menggunakan Bahasa Inggris dengan baik secara lisan maupun tertulis d. lainnya (tuliskan)... | √ | |
| 2 | Sekarang saya menggunakan Bahasa Inggris untuk... a. melakukan komunikasi sehari-hari b. melakukan komunikasi dengan teman dan guru bahasa Inggris c. membaca cerita berbahasa Inggris di buku pelajaran, LKS, modul, dan sumber belajar lainnya d. membaca cerita berbahasa Inggris di luar buku pelajaran seperti novel, komik, iklan, majalah, dll e. mendengarkan lagu atau menonton film berbahasa Inggris f. lainnya(tuliskan) | √ | |
| 3 | Setelah saya lulus, baik saat berada di dunia kerja maupun di jenjang pendidikan yang lebih tinggi, saya akan menggunakan Bahasa Inggris untuk.. a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan b. berkomunikasi secara tertulis dengan teman, dosen, rekan kerja atau atasan c. membaca berbagai macam jenis teks berbahasa Inggris d. lainnya(tuliskan).... | √ | |

| | | | |
|---|--|---|--|
| 4 | <p>Skill dan pengetahuan bahasa Inggris yang akan sering saya gunakan saat bekerja nanti adalah....</p> <ul style="list-style-type: none"> a. listening b. speaking c. reading d. writing e. pronunciation f. vocabulary g. grammar h. lainnya (tuliskan).... | √ | |
| 5 | <p>Kemampuan bahasa Inggris saya secara umum berada pada tingkat....</p> <ul style="list-style-type: none"> a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar. c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar. | √ | |
| 6 | <p>Saya merasa kesulitan dalam komunikasi menggunakan Bahasa Inggris ketika....</p> <ul style="list-style-type: none"> a. memahami ungkapan sehari-hari b. mengekspresikan ungkapan sehari-hari c. memahami teks yang dibaca d. mengungkapkan gagasan tertulis e. lainnya (tuliskan.).... | √ | |
| 7 | <p>Dalam menunjang pekerjaan saya maupun pendidikan yang lebih tinggi nanti, seharusnya kemampuan Bahasa Inggris saya berada pada level....</p> <ul style="list-style-type: none"> a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara | √ | |

| | | | |
|----|---|---|--|
| | <p>sederhana.</p> <p>b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.</p> <p>c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.</p> | | |
| 8 | <p>Secara umum, saya menginginkan pembelajaran bahasa Inggris yang dapat membuat saya....</p> <p>a. mampu menguasai grammar dengan baik</p> <p>b. mampu menguasai kosakata, arti, serta cara pengucapannya</p> <p>c. membedakan ungkapan formal dan informal</p> <p>d. lainnya (tuliskan)....</p> | √ | |
| 9 | <p>Dari segi model, materi Bahasa Inggris yang saya inginkan adalah...</p> <p>a. di dalamnya terdapat banyak gambar</p> <p>b. hanya menyajikan teks-teks untuk dipelajari</p> <p>c. memiliki tampilan menarik dan colorful</p> <p>d. d. lainnya (tuliskan)</p> | √ | |
| 10 | <p>Secara umum, tema yang saya inginkan ketika belajar listening, speaking, reading, dan writing adalah....</p> <p>a. kehidupan sehari-hari</p> <p>b. pendidikan</p> <p>c. pemerintahan</p> <p>d. perikanan</p> <p>e. isu atau berita terkini</p> <p>f. lainnya (tuliskan.)....</p> | √ | |
| 11 | <p>Tersedianya media dalam bentuk gambar untuk materi Bahasa Inggris menurut saya....</p> <p>a. sangat membantu</p> <p>b. tidak berpengaruh</p> | √ | |

| | | | |
|----|---|---|--|
| | c. tidak membantu | | |
| 12 | <p>Dalam proses pembelajaran ketika saya menyimak (listening), bentuk teks yang saya inginkan sebagai input adalah....</p> <p>a. teks monolog dan dialog</p> <p>b. teks monolog dan dialog yang disertai gambar</p> <p>c. teks monolog dan dialog yang disertai kata-kata sulit</p> <p>d. materi autentik seperti koran, majalah, berita, lagu, film, dan lainnya.</p> <p>e. lainnya (tuliskan)...</p> | √ | |
| 13 | <p>Panjang teks yang saya inginkan sebagai input kegiatan mendengarkan (listening) adalah....</p> <p>a. < 100 kata</p> <p>b. 100-150 kata</p> <p>c. 150-200 kata</p> <p>d. > 200 kata</p> <p>e. Lainnya (tuliskan)...</p> | √ | |
| 14 | <p>Kegiatan proses pembelajaran ketika saya mendengarkan (listening) materi bahasa Inggris, yang saya sukai adalah.....</p> <p>a. Saya menyukai ketika saya mengidentifikasi informasi dalam monolog/dialog</p> <p>b. Saya menyukai ketika saya menjawab pertanyaan secara lisan</p> <p>c. Saya menyukai ketika saya menjawab pertanyaan secara tertulis</p> <p>d. Saya menyukai ketika saya mengidentifikasi ungkalan</p> <p>e. Saya menyukai ketika saya menentukan salah dan benar pada sebuah pernyataan</p> <p>f. lainnya (tuliskan)....</p> | √ | |
| 15 | Jenis teks yang saya inginkan dalam pembelajaran bahasa Inggris sebagai input berbicara (speaking) | √ | |

| | | | |
|----|--|---|--|
| | <p>adalah...</p> <p>a. teks berisi monolog</p> <p>b. teks berisi dialog</p> <p>c. topik mengenai peristiwa yang sedang ramai dibicarakan</p> <p>d. gambar tentang orang, tempat, maupun situasi</p> <p>e. lainnya (tuliskan)..</p> | | |
| 16 | <p>Jenis kegiatan berbicara (speaking) yang saya sukai adalah.</p> <p>a. Saya menyukai ketika bermain peran (role play)</p> <p>b. Saya menyukai ketika menghafalkan dialog atau monolog dan mempraktekkannya di depan kelas.</p> <p>c. Saya menyukai ketika berdiskusi tentang topic tertentu</p> <p>d. Saya menyukai ketika bertukar informasi (information gap)</p> <p>e. lainnya (tuliskan)..</p> | √ | |
| 17 | <p>Jenis teks sebagai input yang saya inginkan sebagai input membaca (reading) adalah....</p> <p>a. Saya menginginkan teks fungsional pendek seperti klan, memo, pengumuman, dan lainnya</p> <p>b. Saya menginginkan teks esai seperti descriptive, recount, narrative, dan lainnya</p> <p>d. Saya menginginkan teks authentic seperti koran dan majalah</p> <p>e. lainnya (tuliskan).</p> | √ | |
| 18 | <p>Panjang teks sebagai input kegiatan membaca (reading) yang saya inginkan adalah....</p> <p>a. <100 kata</p> <p>b. 100 - 200</p> <p>c. > 200 kata</p> <p>d. Lainnya (tuliskan)..</p> | √ | |
| 19 | <p>Jenis kegiatan membaca (reading) yang saya sukai adalah.</p> <p>a. Saya menyukai ketika membaca nyaring</p> <p>b. Saya menyukai ketika menentukan benar atau salah pada pernyataan</p> | √ | |

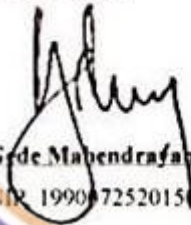
| | | | |
|----|--|---|--|
| | <p>c. Saya menyukai ketika menjawab pertanyaan berdasarkan informasi yang ada dalam bacaan</p> <p>d. Saya menyukai ketika memahami teks dan mengartikannya ke Bahasa Indonesia</p> | | |
| 20 | <p>Jenis teks sebagai input menulis (writing) yang saya inginkan adalah.....</p> <p>a. Saya menginginkan jenis teks yang berisi informasi umum mengenai orang, benda, tempat, maupun peristiwa</p> <p>b. Saya menginginkan jenis teks yang berisi bagan berisikan informasi mengenai orang, benda, tempat, maupun peristiwa</p> <p>c. Saya menginginkan jenis teks yang berisikan gambar orang, benda, tempat.</p> <p>d. Saya menginginkan teks yang berisikan peristiwa kata dan paragraf acak</p> <p>e. lainnya (tuliskan)</p> | √ | |
| 21 | <p>Jenis kegiatan menulis (Writing) yang saya sukai adalah</p> <p>a. Saya Menyukai ketika saya melengkapi bagian yang kosong dalam sebuah kalimat</p> <p>b. Saya Menyukai ketika saya membuat teks singkat dan sederhana</p> <p>c. Saya Menyukai ketika menyusun Kalimat acak menjadi sebuah paragraf</p> <p>d. Saya Menyukai ketika mengidentifikasi kesalahan pada kalimat baik dalam kata maupun struktur dan memperbaikinya</p> <p>e. Lainnya (Tuliskan Pendapat Kalian sendiri)</p> | √ | |
| 22 | <p>Dalam mempelajari kosa kata (Vocabulary), saya lebih suka...</p> <p>a. Saya menyukai ketika mengartikan kata kata yang saya dapatkan secara langsung</p> | √ | |

| | | | |
|----|---|---|--|
| | <p>b. Saya menyukai ketika mengartikan kata kata berdasarkan konteks dalam sebuah teks</p> <p>b. Saya menyukai ketika menghafal kata kata beserta artinya</p> <p>c. Saya menyukai ketika mencocokkan kata kata dengan artinya</p> <p>d. Lainnya (Tuliskan Pendapat kalian sendiri)</p> | | |
| 23 | <p>Dalam mempelajari cara pengucapan (Pronunciation), Saya lebih suka...</p> <p>a. Saya Menyukai ketika menirukan cara pengucapan yang dicontohkan oleh guru saya</p> <p>b. Saya Menyukai ketika membaca nyaring sambil membaca cara baca kosa katanya (Phonetic Transcription)</p> <p>c. Saya Menyukai ketika berdiskusi dengan teman tentang cara mengucapkan kosa kata atau kalimat</p> <p>d. Lainnya (Tuliskan Pendapat kalian sendiri)</p> | √ | |
| 24 | <p>Dalam proses pembelajaran, tugas sebaiknya dikerjakan secara...</p> <p>a. Individu</p> <p>b. Berpasangan 2 orang</p> <p>c. Kelompok kecil (4-6 orang)</p> <p>d. Kelompok besar (5 orang atau lebih)</p> <p>e. Lainnya (tuliskan)</p> | √ | |
| 25 | <p>Dalam proses pembelajaran sebaiknya...</p> <p>a. Saya hanya mendengarkan penjelasan guru</p> <p>b. Saya mencatatat semua yang dijelaskan guru</p> <p>c. Saya ikut berpartisipasi aktif dalam proses pembelajaran</p> <p>d. Saya belajar sendiri dan mengerjakan soal dengan tenang</p> <p>e. Lainnya (tuliskan)</p> | √ | |
| 26 | <p>Dalam proses pembelajaran guru sebaiknya...</p> <p>a. Guru sebaiknya menerangkan rumus dan meminta siswa mengerjakan latihan-latihan soal</p> | √ | |

| | | |
|--|--|--|
| <p>b. Guru sebaiknya memberikan teks untuk dibaca dan mengartikannya langsung bersama siswa</p> <p>c. Guru sebaiknya mengawasi kelas sambil mengontrol pekerjaan siswa dan memberi komentar</p> <p>d. Guru sebaiknya menuntun siswa dalam membahas teks yang telah di berikan</p> <p>e. lainnya (tuliskan)</p> | | |
|--|--|--|

Singaraja, 23rd February 2023

Supervisor II


Gede Mahendrayana, S.Pd., M.Pd
NIP. 199007252015041002



APPENDIX 7. BLUEPRINT QUESTIONNAIRE LIKERT-SCALE

QUALITY

1. QUESTIONNAIRE LIKERT-SCALE QUALITY 1st PROSPECTIVE

SUPERVISOR

Questionnaire of Likert-scale for Experts Judgment Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the questionnaire of Likert-scale for experts judgment that was used as the research instrument.

| No | Statement | Relevant | Irrelevant |
|----|---|----------|------------|
| 1 | Layout and Design | √ | |
| | The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit. | √ | |
| | The layout and design are appropriate and clear. | √ | |
| | The textbook is organized effectively. | √ | |
| | The textbook provides a vocabulary list. | √ | |
| | The textbook provides a review section. | √ | |
| | The textbook provides clear objectives. | √ | |
| 2 | Activities | √ | |
| | The textbook provides a balance of activities. | √ | |
| | The activities encourage sufficient communicative and meaningful practice. | √ | |
| | The activities incorporate individual, pair, and group work. | √ | |
| | The grammar points and vocabulary items are introduced in motivating and realistic contexts. | √ | |
| | The activities promote creative, original, and independent responses. | √ | |
| | | | |
| 3 | Skills | √ | |
| | The materials include and focus on the skills that students need to practice. | √ | |
| | The materials provide listening and speaking skills. | √ | |
| | The textbook helps students to practice speaking. | √ | |

| | | | |
|---|---|---|--|
| | The practice of individual skill is integrated | √ | |
| 4 | Language and type of content | √ | |
| | The language used is authentic, which is like real-life English. | √ | |
| | The language used is at the right level for students' current English ability. | √ | |
| | The progression of grammar points and vocabulary items is appropriate. | √ | |
| | The grammar points are presented with brief and easy examples and explanations. | √ | |
| | The language functions exemplify English that my students will be likely to use in the future. | √ | |
| 5 | Subject and Contents | √ | |
| | The subject and contents of the book are relevant to students' needs as an English language learners. | √ | |
| | The subject and contents of the textbook are generally realistic. | √ | |
| | The subject and contents of the textbook are interesting, challenging, and motivating. | √ | |
| | There are sufficient varieties in the subject and contents of the textbook. | √ | |
| | The materials are not culturally biased and they do not portray any negative stereotypes. | √ | |

Singaraja, 23rd February 2023

Supervisor I



Ni Nyoman Karina Wedhanti, S.Pd., M.Pd

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2. QUESTIONNAIRE LIKERT-SCALE QUALITY 2nd PROSPECTIVE SUPERVISOR

Questionnaire of Likert-scale for Experts Judgment Quality

Instruction:

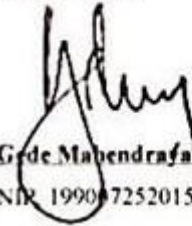
Please give mark (√) in the score column which is relevant or irrelevant towards the questionnaire of Likert-scale for experts judgment that was used as the research instrument.

| No | Statement | Relevant | Irrelevant |
|----|---|----------|------------|
| 1 | Layout and Design | √ | |
| | The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit. | √ | |
| | The layout and design are appropriate and clear. | √ | |
| | The textbook is organized effectively. | √ | |
| | The textbook provides a vocabulary list. | √ | |
| | The textbook provides a review section. | √ | |
| | The textbook provides clear objectives. | √ | |
| 2 | Activities | √ | |
| | The textbook provides a balance of activities. | √ | |
| | The activities encourage sufficient communicative and meaningful practice. | √ | |
| | The activities incorporate individual, pair, and group work. | √ | |
| | The grammar points and vocabulary items are introduced in motivating and realistic contexts. | √ | |
| | The activities promote creative, original, and independent responses. | √ | |
| 3 | Skills | √ | |
| | The materials include and focus on the skills that students need to practice. | √ | |
| | The materials provide listening and speaking skills. | √ | |
| | The textbook helps students to practice speaking. | √ | |

| | | | |
|---|---|---|--|
| | The practice of individual skill is integrated | √ | |
| 4 | Language and type of content | √ | |
| | The language used is authentic, which is like real-life English. | √ | |
| | The language used is at the right level for students' current English ability. | √ | |
| | The progression of grammar points and vocabulary items is appropriate. | √ | |
| | The grammar points are presented with brief and easy examples and explanations. | √ | |
| | The language functions exemplify English that my students will be likely to use in the future. | √ | |
| 5 | Subject and Contents | √ | |
| | The subject and contents of the book are relevant to students' needs as an English language learners. | √ | |
| | The subject and contents of the textbook are generally realistic. | √ | |
| | The subject and contents of the textbook are interesting, challenging, and motivating. | √ | |
| | There are sufficient varieties in the subject and contents of the textbook. | √ | |
| | The materials are not culturally biased and they do not portray any negative stereotypes. | √ | |

Singaraja, 23rd February 2023

Supervisor II



Gede Mahendrafana, S.Pd., M.Pd

NID. 199007252015041002



**APPENDIX 8. THE RESULT INTERVIEW RECORDING WITH THE
FRONT OFFICE TEACHER AT SMK N 2 SINGARAJA**

Link Google Drive: <http://gg.gg/13zpm1>

Audio transcripts: <http://gg.gg/13zpm6>

| No. | Questions | Answers |
|-----|--|---|
| 1. | Apakah Ibu dapat memperoleh bahan ajar secara tidak terbatas? | Kalau buku paket dari sekolah ataupun dari seperti Mapel yang lain memang tidak ada. Cuman kita sebagai guru mengusahakannya sendiri, entah dari Download Materi ataupun dari MGMP. Kalau untuk materi ajar itu kebanyakan kita memang nyari sendiri. Nggak ada Modul khusus yang di keluarkan oleh pemerintah melalui perpustakaan sekolah, Tidak ada. |
| 2. | Apakah Ibu memiliki kesulitan untuk mendapatkan sumber belajar di atas, apakah sudah memiliki solusi terkait kesulitan tersebut? | Kesulitannya yaitu ketika untuk materi ajar ataupun bahan ajarnya, ya itu kita jadinya lebih banyak harus berkreaitivitas. Karena memang sumber yang kayak yang resmi, kayak buku paket, IPA, IPS, itu kan biasanya ada. Kalau di kita memang tidak ada. Jadi, perlu kreativitas dan keaktifkan guru |

| | | |
|----|--|---|
| | | sendiri. Umm...Solusinya ya itu harus banyak banyak sharing dengan para senior dan juga di MGMP. |
| 3. | Apakah Ibu merasa cukup percaya diri bahwa materi atau metode yg digunakan dalam pembelajaran sudah dapat menarik minat siswa? | <p>Karena begini ya tidak semua topik itu menarik terutama yang di Front Office.</p> <p>Karena Front Office itukan memang basicnya Bahasa Inggris, sementara kemampuan siswa dan minat siswa dalam belajar Bahasa Inggris itu sedikit. Jadi, itu yang merupakan suatu tantangan khususlah. Saya sebenarnya basicnya bahasa Inggris, S1, S2 Bahasa Inggris. Cuman saya ngajarnya di Perhotelan dan lebih banyak konsentrasinya memang di front office. Karena kan basicnya memang di Bahasa Inggris. Sementara, siswa disini masih sedikit sekali minatnya di Bahasa Inggris. Itu, jadi ya, kalau siswanya di kasih kayak sekarang Kurikulum Merdeka yang sekarang itu beda dengan kurikulum yang K13. Kalau K13 itu masih menjurus dia, hari ini pelajaran HK, FB, FO gitu. Tapi kalau sekarang di Kurmer itu kita tidak, itu</p> |

| | | |
|----|---|---|
| | | <p>namanya konsentrasi. Kalau konsentrasi itu 18 jam pelajaran, jadi guru perhotelan itu harus mampu mengajar FB, HK, FO di materi konsentrasi itu. Jadi ketika sudah dapat part untuk hari ini kita akan belajar FO. Siswanya udah mulai agak kendor, karena sekali lagi basicnya English dan mereka nggak tahu bahasa Inggris. Minatnya nggak di bahasa Inggris. Terus jarang siswa di sini yang berminat untuk melanjutkan ke jenjang berikutnya ataupun lebih fokus ke front office. Jarang. Lebih banyak ke housekeeping ataupun ke FB service. Jadi itu yang sometimes meskipun materi ajar ataupun penyampaiannya sudah sedikit menarik, tapi sometimes siswa masih saja banyak yang mengalami kesulitan gitu.</p> |
| 4. | Apakah menurut Ibu buku ajar Front Office diperlukan? | Ya, sangat di perlukan, kalau ada modul ajar yang lengkap yang bisa mencakup semua isi yang ada di ini. Ya, Karena selama ini saya tidak tertata dalam bentuk sebuah modul, tapi hanya kita |

| | | |
|----|---|---|
| | | <p>menyampaikannya, mencari materi, and then dari beberapa sumber and then kita kumpulkan jadi beberapa powerpoint. Ataupun kita mencari media ajar seperti video, pembelajaran mengenai front Office. Seperti itu aja. Kalau modulnya sekali saya belum pernah menyusun modul ajar untuk FO gitu.</p> |
| 5. | <p>Apakah menurut Ibu, materi yang disajikan dalam buku ajar selama ini sudah memenuhi kebutuhan Ibu?</p> | <p>Sudah, karena saya menyusunnya berdasarkan kebutuhan ya. Ya hampir sudah sih, memang beberapa mungkin ada yang masih kurang harus disempurnakan lagi. Tapi sejauh ini ya cukup lah.</p> |
| 6. | <p>Apakah bahan ajar yang Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya?</p> | <p>Ya, sebenarnya kalau yang di real di front office itu semuanya singkat ya. Maksudnya, Tetapi kita di kurikulum ada SOP. Sementara kalau di realnya kerja sekali, sebenarnya tidak sesuai SOP. Banyak yang di skip skip. karena ketika misalnya handling check in gak mungkin dong check in dan nanya dari A sampai Z gitu karena semuanya sudah sebenarnya sudah prepare gitu by</p> |

| | | |
|----|---|--|
| | | <p>system. Cuma kalau di SOP di kurikulum memang panjang, tetapi di realnya enggak. Tetapi kita fokusnya adalah mereka belajar yang basic yang berdasarkan kurikulum SOP lengkap sehingga nanti di kenyataan entah itu ada yang di skip skips at least mereka sudah tahu gitu.</p> |
| 7. | <p>Apakah bahan ajar yang telah Ibu gunakan selama ini apakah sudah menyajikan gambar yang terkait dengan Front Office?</p> | <p>Tidak, belum. Karena kebanyakan hanya materi saja, terus ada videonya juga beberapa, tapi kalau gambar gambar itu jarang sih kalau gambar realnya yang misalnya kayak peralatan yang ada di front office kayak gitu kita nggak terlalu sih, cuma pengenalan biasa saja. Karena berdasarkan kebutuhan lab di sini jugakan disini, kita labnya tidak terlalu standar hotel.</p> |
| 8. | <p>Apakah bahan ajar yang selama ini telah Bapak/Ibu gunakan sudah menyajikan beberapa latihan soal yang bervariasi</p> | <p>Sepertinya, mungkin belum ya, belum maksimal karena ya gitu menurut saya belum maksimal aja untuk soal dan sebagainya untuk bahan evaluasinya emang belum. karena kita lebih banyak untuk knowledge itu kita lebih sekedar</p> |

| | | |
|----|---|--|
| | untuk siswa? | <p>pada interview dan sebagainya tapi kalau lebih banyak kita di skillnya, di performance mereka, di praktek mereka ya dibandingkan dengan knowledge nya karena knowledge sebenarnya front office itu diambilnya dari basic, dari pelajaran kelas 10 dasar dasar perhotelan, dasar dasar pariwisata itu basic nya sekali untuk knowledge mereka dan itu sebenarnya dipakai bekal untuk di kelas 11 dan kelas 12 gitu aja jadi basic nya ada disitu sebenarnya kalau di front office untuk knowledge nya kan sedikit sebenarnya knowledge yang utama itu ya pengetahuan tentang hotel, tentang pariwisata, tentang ya gitu perkembangan pariwisata gitu sementara di front office sendiri tidak terlalu belajar itu lebih banyak SOP untuk melakukan jenis pekerjaan yang berbeda yang ada di Front office.</p> |
| 9. | Apakah tingkat keberhasilan dalam pembelajaran mata | Kalau dilihat dari ketercapaian siswa sebenarnya belum sih karena masih kemampuan siswa di bidang front office |

| | | |
|-----|--|--|
| | <p>pelajaran Front Office sudah memuaskan bagi Ibu?</p> | <p>masih sangat rendah menurut saya karena itu, karena basicnya adalah bahasa Inggris dan kebanyakan siswa takut bahasa Inggris jadi akar resennya sekali sih dari English sebenarnya kalau misalnya ada peminatan gitu misalnya pada saat evaluasi akhir di kelas 12 ada UK dan UKK dan mereka haruskan untuk memilih apakah housekeeping, FB ataupun FO mungkin hanya 5% dari total siswa yang memilih FO dibandingkan dengan UKK jadi dapat dilihat dari sana gitu karena memang minatnya mereka memang segitu.</p> |
| 10. | <p>Apakah buku yang Ibu gunakan telah memfokus pada mata pelajaran Front Office?</p> | <p>Tidak, masih campur dengan konsentrasi yang lain.</p> |

APPENDIX 9. BIOGRAPHY OF THE RESEARCHER



Ni Kadek Arta Yani was born in Kendari, April 19th, 2002. Now, she is 21 years old. She has a hobby of reading. She was born to a great father and a wonderful mother who is also full of love. Her father's name is I Putu Sudarmika, S. Pd., M. Hum. & Her mother's name is Ni Nyoman Budi Astini with her older brother Briptu I Gede Adistrayana and a younger brother named I Nyoman Ardikayana. Finally, she has a handsome and funny nephew who makes her always feel motivated to succeed named I Putu Gavin Artayana. She was born into a family that taught her so much about education that she feels that living a life knowing many things is a blessing. She started her education in 2006 at the kindergarten level, Tunas Makarti Kindergarten, Kendari. She continued her education to primary school in 2007 at SD Negeri 17 Baruga. She graduated in 2013 then continued to SMP Negeri 4 Kendari and graduated in 2016. She graduated in 2019 from SMA Negeri 5 Kendari in MIPA class. In 2019 she decided to continue her studies at Ganesha University of Education and majored in English Education. She is in class D or known as Class Deus. She completed her undergraduate program in 2023 with a thesis entitled "Developing English Learning Material of Front Office for 11th Grade Students Vocational High School of Tourism Major at SMKN 2 Singaraja".

APPENDIX 10. DOCUMENTATION DURING THE RESEARCH



The Interview with
Front Office Teacher in
SMKN 2 SINGARAJA



pengetahuan, keterampilan dan sikap kerja yang tepat dalam bidang perhotelan. Mata pelajaran perhotelan mengembangkan kemampuan peserta didik menerapkan cara melaksanakan layanan Front Office, Housekeeping dan Laundry, serta Food and Beverage Service, untuk menguatkan renjana (passion), visi (vision), imajinasi, dan kreativitas.

Pada awal pembelajaran peserta didik dikenalkan pada lapangan kerja yang berkaitan dengan dunia perhotelan, serta jenis pekerjaan yang terkait setelah lulus dari program keahlian di Satuan Pendidikan. Pembelajaran Perhotelan dilaksanakan melalui:

1. Pembelajaran di kelas;
2. Pembelajaran di ruang praktikum (Lab Front Office, Room, Laundry dan Tata hidang);
3. Projek tugas sederhana;
4. Pencarian informasi melalui media digital;
5. Berinteraksi dengan alumni atau praktisi industri;
6. Berkunjung pada industri yang relevan.



Capaian Pembelajaran

Pada akhir fase F, peserta didik akan memiliki kompetensi keahlian yang dipilihnya sehingga menguatkan renjana (passion), visi (vision), imajinasi, dan kreativitas untuk mengikuti aktivitas pembelajaran. Selain itu pada akhir fase F, pada aspek hard skills peserta didik mampu mengidentifikasi dan mempraktikkan elemen-elemen kompetensi pada mata pelajaran Perhotelan.

| ELEMEN | CP | KATA KUNCI | | ATP | EVIDENCE (Opsional) |
|------------------------------|--|-----------------------|--|---|---------------------------------------|
| | | KOMPETENSI | MATERI | | |
| • KELAS XI SEMESTER 1 | | | | | |
| 1. Front Office | Pada akhir fase F, peserta didik mampu melaksanakan tugas reservasi, menyediakan | • Melaksanakan | Penanganan reservasi | Melaksanakan Penanganan reservasi | Praktik menangani reservasi |
| | | | Layanan Porter | Menyediakan layanan porter | Praktik menyediakan layanan porter |
| | | | Layanan Akomodasi <i>reception,</i> | Menyediakan layanan akomodasi reception | Praktik menyediakan layanan akomodasi |

| ELEMEN | CP | KATA KUNCI | | ATP | EVIDENCE (Opsional) |
|--------|---|--|--|---|---|
| | | KOMPETENSI | MATERI | | |
| | jasa porter, layanan akomodasi reception. Peserta didik mampu memproses transaksi keuangan, menjelaskan fasilitas dan pelayanan hotel, | <ul style="list-style-type: none"> • Menyediakan • Memproses • Menjelaskan • Melakukan | | | reception |
| | | | Transaksi Keuangan | Memproses transaksi keuangan | Praktik memproses transaksi keuangan |
| | | | Fasilitas dan pelayanan hotel | Menjelaskan fasilitas dan pelayanan hotel, | Praktik menjelaskan fasilitas dan pelayanan hotel |
| | | | Penyajian informasi yang dibutuhkan tamu | Melaksanakan penyajian informasi yang dibutuhkan tamu | Praktik menyajikan informasi yang dibutuhkan tamu |
| | | | Komunikasi Melalui Telephone | Melakukan komunikasi melalui telephone | Praktik melakukan komunikasi melalui |

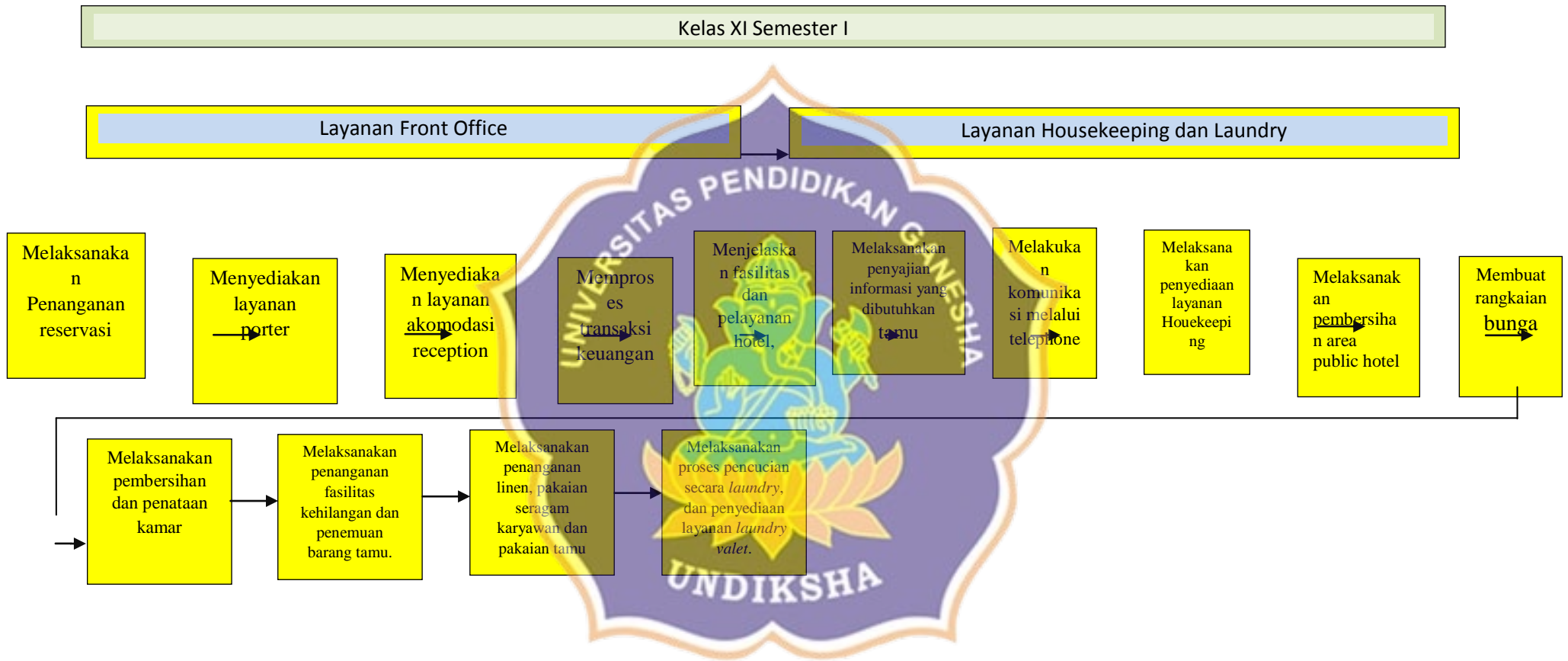
| ELEMEN | CP | KATA KUNCI | | ATP | EVIDENCE (Opsional) |
|--------|---|------------|--|---|--|
| | | KOMPETENSI | MATERI | | |
| | menyajikan informasi yang dibutuhkan tamu, dan melakukan komunikasi melalui telepon. | | | | telephone |
| | Pada akhir fase F, peserta didik mampu melaksanakan | | Penyediaan Layanan <i>housekeeping</i> , UNDIKSHA Pembersihan area publik hotel | Melaksanakan penyediaan layanan Houekeeping Melaksanakan pembersihan area public | Praktik menyediakan layanan Housekeeping Praktik membersihkan area public hotel |

| ELEMEN | CP | KATA KUNCI | | ATP | EVIDENCE (Opsional) |
|--|---|--|--|--|---|
| | | KOMPETENSI | MATERI | | |
| 2. <i>Housekeeping</i> dan <i>Laundry</i> | tugas | <ul style="list-style-type: none"> • Melaksanakan • Membersihkan • Menyiapkan • Menangani • Melaksanakan proses | Rangkaian Bunga | hotel | |
| | menyediakan layanan <i>housekeeping</i> untuk tamu, membersihkan lokasi/area dan peralatan, dan merangkai bunga sesuai | | Pembersihan dan penataan kamar untuk tamu | Membuat rangkaian bunga | Praktik membuat rangkaian bunga |
| | | | Penanganan fasilitas kehilangan dan penemuan barang tamu | Melaksanakan pembersihan dan penataan kamar untuk tamu | Praktik Pembersihan dan penataan kamar |
| | | | | Melaksanakan penanganan fasilitas kehilangan dan penemuan barang tamu. | Praktik penanganan fasilitas kehilangan dan penemuan barang tamu. |

| ELEMEN | CP | KATA KUNCI | | ATP | EVIDENCE (Opsional) |
|--------|---|------------|--|---|--|
| | | KOMPETENSI | MATERI | | |
| | pedoman dasar. Peserta didik mampu menyiapkan kamar untuk tamu, menangani kehilangan dan penemuan barang. Peserta didik mampu | | Penanganan linen, pakaianseragam karyawan dan pakaian tamu, | Melaksanakan penanganan linen, pakaian seragam karyawan dan pakaian tamu | Praktik menangani linen, pakaian seragam karyawan dan pakaian tamu |
| | | | pelaksanaan proses pencucian secara <i>laundry</i> , dan penyediaan layanan <i>laundry valet</i> . | Melaksanakan proses pencucian secara <i>laundry</i> , dan penyediaan layanan <i>laundry valet</i> . | Praktik proses pencucian secara <i>laundry</i> , dan penyediaan layanan <i>laundry valet</i> . |

| ELEMEN | CP | KATA KUNCI | | ATP | EVIDENCE (Opsional) |
|--------|---|---|--------|-----|------------------------|
| | | KOMPETENSI | MATERI | | |
| | <p>menangani <i>linen</i>, pakaian seragam karyawan dan tamu, melaksanakan proses <i>laundry</i>, dan layanan <i>laundry valet..</i></p> |  | | | |

Berdasarkan pemetaan TP di atas, maka ATP dapat disusun sebagai berikut:



Capaian Pembelajaran

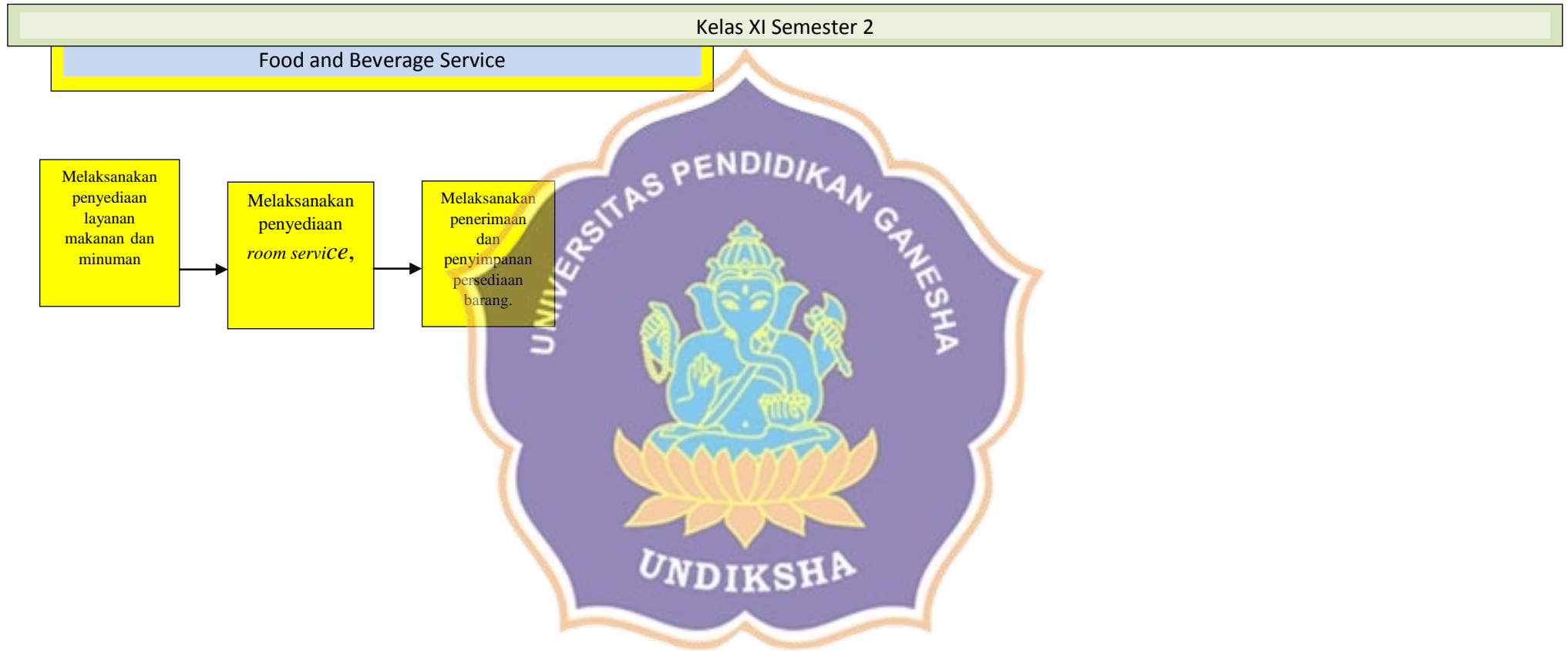
Pada akhir fase F, peserta didik akan memiliki kompetensi keahlian yang dipilihnya sehingga menguatkan renjana (passion), visi (vision), imajinasi, dan kreativitas untuk mengikuti aktivitas pembelajaran. Selain itu pada akhir fase F, pada aspek hard skills peserta didik mampu mengidentifikasi dan mempraktikkan elemen-elemen kompetensi pada mata pelajaran Perhotelan.

| ELEMEN | CP | KATA KUNCI | | TP | EVIDENCE (Opsional) |
|------------------------------|---|---|-----------------------------|---|--|
| | | KOMPETENSI | MATERI | | |
| • KELAS XI SEMESTER 2 | | | | | |
| Food and Beverage Service | Pada akhir fase F, peserta didik mampu melaksanakan tugas menyediakan layanan makanan dan minuman, menyediakan room service, menerima dan menyimpan persediaan | <ul style="list-style-type: none"> • Melaksanakan • Menyediakan | Layanan makanan dan minuman | Melaksanakan penyediaan layanan makanan dan minuman | Praktik penyediaan layanan makanan dan minuman |
| | | | Room service, | Melaksanakan penyediaan room service, | Praktik room service, |
| | | | Penerimaan dan penyimpanan | Melaksanakan penerimaan dan penyimpanan | Praktik penerimaan dan penyimpanan |

| ELEMEN | CP | KATA KUNCI | | TP | EVIDENCE (Opsional) |
|--------|---------|------------|--------------------|--------------------|---------------------|
| | | KOMPETENSI | MATERI | | |
| | barang. | | persediaan barang. | persediaan barang. | persediaan barang. |



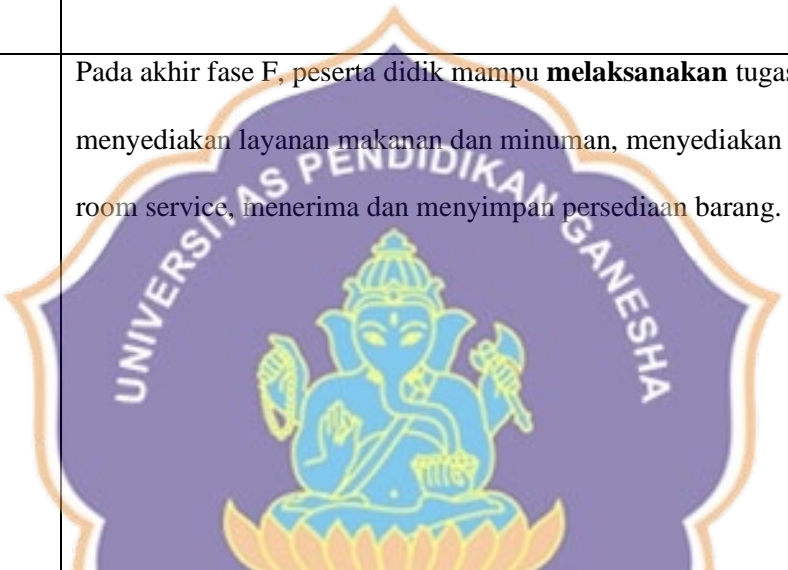
Berdasarkan pemetaan TP di atas, maka ATP dapat disusun sebagai berikut:



Jika dibuat tabel, maka susunan ATP akan sebagai berikut:

| Kelas | Semester | Elemen | Capaian Pembelajaran | ATP |
|-------|----------|--------------|--|--|
| XI | 1 | Front Office |  <p>Pada akhir fase F, peserta didik mampu melaksanakan tugas reservasi, menyediakan jasa porter, layanan akomodasi reception. Peserta didik mampu memproses transaksi keuangan, menjelaskan fasilitas dan pelayanan hotel, menyajikan informasi yang dibutuhkan tamu, dan melakukan komunikasi melalui telepon.</p> | <p>Melaksanakan Penanganan reservasi</p> <p>Menyediakan layanan porter</p> <p>Menyediakan layanan akomodasi reception</p> <p>Memproses transaksi keuangan</p> <p>Menjelaskan fasilitas dan pelayanan hotel,</p> <p>Melaksanakan penyajian informasi yang dibutuhkan tamu</p> |

| | | | | |
|--|--|--|--|---|
| | | | | Melakukan komunikasi melalui telephone |
| | |  <p>Pada akhir fase F, peserta didik mampu melaksanakan tugas menyediakan layanan <i>housekeeping</i> untuk tamu, membersihkan lokasi/area dan peralatan, dan merangkai bunga sesuai pedoman dasar. Peserta didik mampu menyiapkan kamar untuk tamu, menangani kehilangan dan penemuan barang. Peserta didik mampu menangani <i>linen</i>, pakaian seragam karyawan dan tamu, melaksanakan proses <i>laundry</i>, dan layanan <i>laundry valet</i>..</p> | | Melaksanakan penyediaan layanan Houekeeping |
| | | | Melaksanakan pembersihan area public hotel. | |
| | | | Membuat rangkaian bunga | |
| | | | Melaksanakan pembersihan dan penataan kamar | |
| | | | Melaksanakan penanganan fasilitas kehilangan dan penemuan barang tamu. | |
| | | | Melaksanakan penanganan linen, pakaian seragam karyawan dan pakaian tamu | |
| | | <i>Housekeeping</i> dan <i>Laundry</i> | | |

| | | | | |
|---|---------------------------|---|---|---|
| | | | | Melaksanakan proses pencucian secara <i>laundry</i> , dan penyediaan layanan <i>laundry valet</i> . |
| 2 | Food and Beverage Service | Pada akhir fase F, peserta didik mampu melaksanakan tugas menyediakan layanan makanan dan minuman, menyediakan room service, menerima dan menyimpan persediaan barang. |  | Melaksanakan penyediaan layanan makanan dan minuman |
| | | | | Melaksanakan penyediaan <i>room service</i> , |
| | | | | Melaksanakan penerimaan dan penyimpanan persediaan barang. |

Singaraja, Juli 2022

Mengetahui

Kepala SMK N 2 Singaraja

Perhotelan

Guru Mata Pelajaran

Ni Ketut Wisiani, S.Pd., M.Si

Pembina Tk. I

NIP. 19680609 199003 2 005



APPENDIX 12. KKM

PREDIKAT DAN NILAI KOMPETENSI

| PREDIKAT | NILAI KOMPETENSI | | |
|----------|------------------|--------------|------------------------|
| | PENGETAHUAN | KETERAMPILAN | SIKAP |
| A | 4,00 | 4,00 | SB (SANGAT BAIK) |
| A- | 3,66 | 3,66 | |
| B+ | 3,33 | 3,33 | B (BAIK) |
| B | 3,00 | 3,00 | |
| B - | 2,66 | 2,66 | |
| C+ | 2,33 | 2,33 | C (CUKUP) |
| C | 2,00 | 2,00 | |
| C - | 1,66 | 1,66 | |
| D+ | 1,33 | 1,33 | |
| D - | 1,00 | 1,00 | K (KURANG) |

Mengetahui,
2021

Kepala SMK Negeri 2 Singaraja

Singaraja, Juli

Guru Mapel Kantor Depan

Ketut Wisiani,S.Pd,M.Pd

Pembina Tk. I

NIP. 19680609 199003 2 005

Komang Heni Betri, S.Pd

NIP.-

APPENDIX 13 RESEARCHER PRODUCED PRODUCTS

FOR GRADE XI SMK



Kampus
Merdeka
INDONESIA JAYA

English For Front Office



About us :

Ni Kadek Arta Yani

Nyoman Karina Wedhanti, S. Pd., M. Pd.

Gede Mahendrayana, S.Pd., M.Pd.

XI

FRONT OFFICE

DESCRIBING HOTEL FACILITIES AND SERVICES

&

HANDLING RESERVATION BY TELEPHONE

Grade 11



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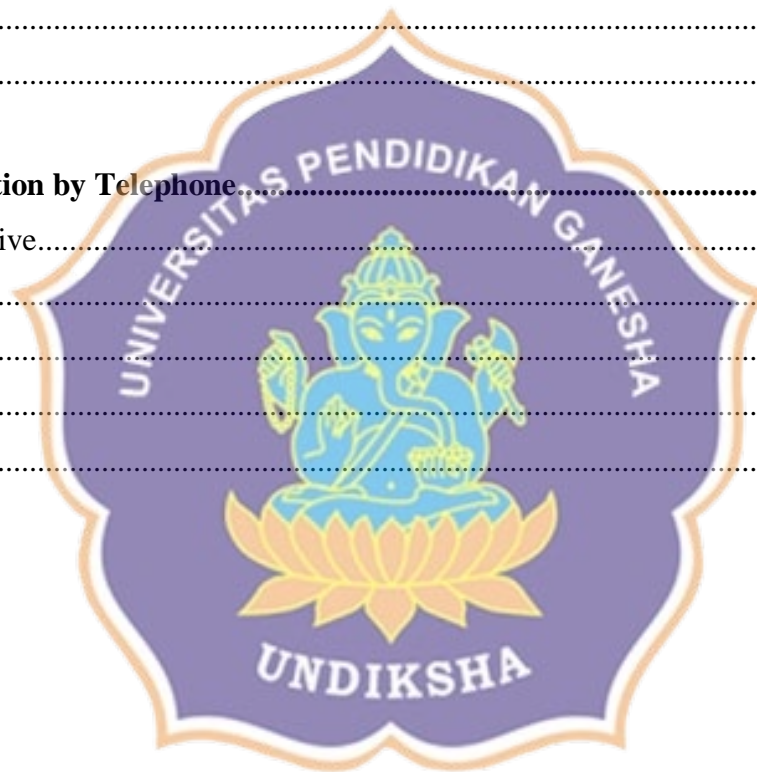
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HOTEL
*DESCRIBING HOTEL
FACILITIES AND
SERVICES UNIT*



UNIT 1

UNIT 1

HANDLING HOTEL FACILITIES AND SERVICES

Capaian Pembelajaran

Pada akhir fase F, peserta didik akan memiliki kompetensi keahlian yang dipeliharanya sehingga menguatkan rencana (passion), visi (vision), imajinasi, dan kreativitas untuk mengikuti aktivitas pembelajaran. Selain itu pada akhir fase F, pada aspek hard skills peserta didik mampu mengidentifikasi dan mempraktikkan elemen-elemen kompetensi pada mata pelajaran Perhotelan.

Peserta didik mampu **menjelaskan** fasilitas dan pelayanan hotel, dan **melakukan** komunikasi melalui telepon.

1. General Informations

A. Profil Pelajar Pancasila

1. Beriman dan bertakwa kepada Tuhan YME melalui kegiatan berdoa diawal dan diakhir pembelajaran.
2. Mandiri melalui kegiatan literasi di internet dan menyimak video tentang perhotelan khususnya materi Handling Hotel facility and service.
3. Gotong royong melalui kegiatan kolaborasi dalam kelompok untuk membuat suatu yang akan dipresentasikan.
4. Berkebinekaan global melalui toleransi yang tidak mebeda-bedakan ras dalam bekerja kelompok.
5. Bernalar kritis, kreatif, dan logis dalam menghubungkan permasalahan dan mengungkapkan permasalahan dalam kegiatan menyimak Hikayat.

B. Sarana dan Prasarana Pembelajaran

- Laptop, Smartphone
- LCD Projector
- Internet Connection
- Module
- Stationery
- Whiteboard, Whiteboard marker

2. Core Components

Learning Objectives

- Students are able to explain hotel facilities and services,
- Students are able to practice to explain hotel facilities and services.

Warming Up Activity (Input)



Source: <https://images.app.goo.gl/3NnEKXSFncXHdBHh9>

1. What do you think of this picture? Explain your opinion!
2. What attitudes should a front office worker have to explain facilities and services to guests?
3. What facilities are there in the hotel that you know of that attract guests to come?
4. Discuss with your classmates about this and explain it in front of your class!

a. Learning Activity

Opening

1. Siswa dipersiapkan secara fisik dan psikis untuk mengikuti pembelajaran dengan menanyakan kehadiran peserta didik, kesiapan siswa untuk belajar.
2. Mengajak siswa berdoa sebelum memulai pelajaran.
3. Siswa diberi motivasi dan bimbingan untuk menyanyikan lagu wajib nasional Hari Merdeka dan bertanya jawab tentang Lagu Hari Merdeka.
4. Siswa mendengarkan penjelasan materi dan kegiatan pembelajaran yang akan dilakukan.
5. Siswa menyimak kompetensi dasar dan CP yang akan dicapai.
6. Siswa memperhatikan gambar yang berkaitan dengan materi yang akan dibahas dan mendiskusikannya dengan siswa lainnya.

Core Activity

1. Siswa berdiskusi dengan teman sebangkunya untuk mencoba mempelajari cara pengucapan (pronunciation) dan mengenal Fasilitas dan pelayanan hotel.
2. Siswa melakukan explorasi dengan teman sebangku untuk menggali informasi dari berbagai sumber termasuk internet mengenai Fasilitas dan pelayanan hotel.
3. Siswa melanjutkan hasil literasi dengan berdiskusi kemudian mengerjakan soal soal yang sudah disediakan.
4. Siswa menjawab pertanyaan refleksi tentang apa yang mereka inginkan dari apa yang telah dipelajari.

Closing

1. Siswa menyimpulkan materi yang dipelajari
2. Siswa menjelaskan manfaat pembelajaran Bahasa Inggris pada materi Handling hotel facility and service
3. Siswa diberikan umpan balik dan mengerjakan task yang telah diberikan.
4. Siswa menyimak rencana materi yang akan dipelajari pada pertemuan berikutnya
5. Siswa menutup kegiatan pembelajaran dengan berdoa

Activity 1

READING TIME!



Summary to read for students and teacher (Content Focus)

Front Office is a department consisting of several people who are responsible for the room division in charge of serving guests when guests arrive at the hotel, during their stay and until before leaving the hotel.

By serving guests for the first time, the role and duties of the front office are very important to improve the quality of the hotel. Because of its important roles and responsibilities, the hotel front office can be said to be operationally in direct contact with guests and its work area is the most crowded area with guests coming to the hotel.

Introduction Hotel Facilities and Services

Facilities are one of the important components in a hotel. Facilities are the provision of physical devices that make it easy for guests to carry out their activities, so that guests' needs can be met while staying at the hotel. These facilities include real product components, which can be:

A. The hotelier must master the product knowledge that will be sold:

Room Charge

The hotelier must know and understand the price of the rooms offered so that the hotelier can master the room price and explain it to hotel guests properly.

Basically, there are only two types of room prices in hotels:

1. **Normal room prices** consist of (rack rate / publish rate / normal rate) which is the normal / non-discounted room price for each room.
2. **Special room rate** (special rate) which is a special room price that is applied/differentiated according to the type of guest, facility, event, day, etc.

Examples of special room rates:

1. **Walk-in guest rate** is a special room rate for hotel guests who come to the hotel without booking a room in advance.

2. **Group rate** is a special room rate for group guests.

3. **Travel Agent rate**, which is the room rate for travel agents, are even hotels that set the lowest room rates for travel agent groups.

4. **Corporate rate**, which is a special room price for guests who come from certain companies. However, this special room rate can also be applied to subscription guests.

- ✚ Hotel Fact Sheet, where hotel staff must know information about events that will and are being held at the hotel. So, it can promote events that will and are being held and explain the event situation eloquently to guests who come.



Knowing the facilities and various activities in the hotel area, such as the number of rooms, types of restaurants, types of dishes available, restaurant opening hours, location of each outlet, and places of interest that are other sources of the hotel business.

Adaption by <http://gg.gg/13z3v7>

a. **Guest room**

One of the main activities that is an important component in the field of hospitality is renting out guest rooms to guests. To be able to provide satisfaction to guests with the best value, the state of the rooms that are rented out must be clean, comfortable, attractive, and safe so that the quality of the facilities will be measured by how well the hotel is prepared. Hotel guest rooms can also be considered one of the main revenues. The room types below are only some of the room types available. Why? Because, there are many types of room types that exist according to the quality of the hotel. The more quality a hotel is, the better the room types provided will be. Room types according to hospitality standards can be seen as follows:

| <i>Name of room</i> | <i>Description</i> | <i>Picture</i> |
|---|---|---|
| <p>Single Room /,sɪŋgl ru:m/</p> | <p>The room type consists of a single bed, sofa, and bathroom and the room size is standard or not so big. The function of this type of hotel room is chosen to attract customers, especially solo travelers or backpackers, to stay at hotels whose facilities are intended for one person at a low price.</p> |  <p>Source: https://pin.it/UIJtukY</p> |
| <p>Twin Bed Room /,twin 'bedru:m/</p> | <p>Two separate single beds make up the room type of this hotel. This type of hotel room serves to attract guests who are already married or staying with friends in groups of two or three people.</p> |  <p>Source: https://pin.it/1mZC4nw</p> |
| <p>Double Bed Room /,dʌbl 'bedru:m/</p> | <p>This type of hotel room generally has a large bed size such as king size. This double room serves to attract married couples who want to honeymoon due to the comfortable room size</p> |  <p>Source: https://pin.it/575Z3Gn</p> |



| | | |
|---------------------------------------|---|---|
| | and also with more facilities. | |
| Triple Bed Room /,ˈtrɪpl 'bedruːm/ | This type of hotel generally has a one king-size bed and two others of medium size. Its function is to attract guests who are married because, in terms of room size, it is wider than other hotel room types. |  <p>Source: http://gg.gg/13nkon</p> |
| Triple Bed Room /,ˈtrɪpl 'bedruːm/ | This hotel room type is a room type with a bed size consisting of three beds of the same size. Its function is to attract guests who are married and have many children or large families, business purposes, and events that invite employees because, in terms of room, size is wider than other hotel room types and different beds. |  <p>Source: https://pin.it/6Q843OG</p> |

Adapted by <http://gg.gg/13nvoj>

It describes the types of rooms available in the hotel and examples of what facilities are there. However, the types of rooms and facilities available at a hotel will be different from one hotel to another, it is because the price of the room is always associated with the completeness of the room facilities. That


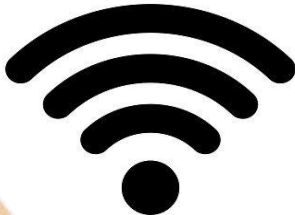
is, the higher the price of a room in a hotel, the more complete the facilities. The standard facilities contained in the hotel in each type of room are as follows:

| <i>Name of tools</i> | <i>Function</i> | <i>Picture</i> |
|--------------------------------|--|--|
| <p>Bedroom /'bedru:m/</p> | <p>This service is usually reserved for 5-star hotels or hotels with high quality. The function of this facility is to offer guests clean rooms and guests can book rooms with a view or other special requests. It will also affect the price of the room, but guests will be much more comfortable with clean rooms and beautiful views.</p> |  <p>Source: https://pin.it/3MbDbQG</p> |
| <p>Bathroom /'bæθru:m/</p> | <p>The function of this facility is to offer privacy-loving guests. This means that the ensuite bathroom is one of the facilities created to avoid problems and make guests much more comfortable.</p> |  <p>Source: https://pin.it/3RdadgV</p> |

| | | |
|-----------------------------------|---|--|
| <p>Breakfast /'brekfəst/</p> | <p>The function of this facility is to offer guests a complimentary breakfast service. That is, guests will get free breakfast service only at certain hours according to the hotel schedule. Outside of the specified hours, guests do not get free breakfast service.</p> |  <p>Source: https://pin.it/eV0jkNF</p> |
| <p>Television /'telɪvɪʒn/</p> | <p>The function of this facility offers guests to spend time in a comfortable room by enjoying broadcasts from the Television provided in the room so that guests are not easily bored and if the weather is bad, guests can still spend activities in the hotel room.</p> |  <p>Source: https://pin.it/2MrPFBH</p> |

| | | |
|--|---|--|
| <p>Receptionist /rɪ'sepʃənɪst/</p> | <p>This service is usually reserved for 5-star hotels or hotels with high quality. The function of this facility is to offer guests 24-hour service. Generally, the receptionists will guide guests either to check in or check out or when there is a problem, guests can contact the receptionist service for 24 hours.</p> |  <p>Source: https://pin.it/88MvZFF</p> |
| <p>Housekeeping /'haʊski:pɪŋ/</p> | <p>The function of this facility is to offer guests room housekeeping services to enhance the comfort of the room in maintaining cleanliness of the room. Guests can also refuse this service if they find it inconvenient.</p> |  <p>Source: https://pin.it/2ibBjxP</p> |

| | | |
|--|--|--|
| <p>Telephone /'telɪfəʊn/</p> | <p>The function of this facility is to offer guests services that are able to make guests calm and feel comfortable. This service is called a morning call. A service that you get for free when staying at the hotel. By informing the receptionist of special requests such as when and when to be woken up or reminded of activities to be carried out.</p> |  <p>Source: https://pin.it/5xDM0MM</p> |
| <p>Automatic Lock /ˌɔːtə'mætɪk lɔːk/</p> | <p>The function of this facility is to offer guests a high level of security and convenience. Generally, the receptionists will provide hotel guests with a card that is used to access the room. Without the card, guests cannot access the room.</p> |  <p>Source: https://pin.it/4UauQI5</p> |

| | | |
|--|--|--|
| <p style="text-align: center;">AIR CONDITIONER (AC) /'er kændɪʃənər/</p> | <p>The function of this facility is able to make you rest comfortably, especially in areas with high temperatures so this facility can attract guests to book rooms with this facility.</p> |  <p>Source: https://pin.it/7894Qfa</p> |
| <p style="text-align: center;">Wi-Fi /'waɪ faɪ/</p> | <p>The function of this facility is very helpful for guests who prefer to stay in the room or who need a higher network connection so that it is easier to access the internet with a good connection using Wi-Fi.</p> |  <p>Source: https://pin.it/57ldb9M</p> |

Adapted by <http://gg.gg/13nuin>

B. Other supporting services

Service is one of the main foundations in improving hotel quality by providing real satisfaction to guests who will stay at the hotel. The intangible product component is all products that can only be felt and experienced as an experience.

Simply put, guests who will stay at the hotel must feel a sense of friendliness, hospitality, courtesy, be able to guide guests well and serve them wholeheartedly with respect, besides not differentiating service to each guest or all guests must be served well according to the SOP (standard operating procedure) which was taught from the start. So, hotel employees must be able to provide the product or service that guests want and will take the time to help also avoid misunderstandings of communication between employees and guests.

Service is a form of respect that the hotel has for guests to provide a sense of comfort, pleasure and satisfaction. Thus, the feelings felt when using

services at the hotel can be a good impression to visit the hotel again. The services available at the hotel are as follows:

| <i>Name of place</i> | <i>Description</i> | <i>Picture</i> |
|---------------------------------------|---|--|
| <p>ROOM</p> <p>/ru:m/</p> | <p>The function of the bedroom in the hotel is as a place to rest to unwind from all daily activities that will attract guests whether it is planned or not planned in advance. So, the room for guest rest is the key to the success of the hotel's comfort.</p> |  <p>Source: https://pin.it/70BMOJr</p> |
| <p>LOBBY</p> <p>/'la:bi/</p> | <p>The lobby is an important part of the hotel. The function of the lobby is an information meeting place between the hotel and guests. In addition, as a waiting room, and first impression on hotel visitors, so it requires special attention to its design.</p> |  <p>Source: https://pin.it/3Og1UHm</p> |
| <p>RESTAURANT</p> <p>/'restrɑ:nt/</p> | <p>The restaurant is an important part of the hotel. The function of the restaurant is to provide the best quality food and beverage services to both visitors who stay and those who do not stay at the hotel</p> |  <p>Source: https://pin.it/4mfu6PF</p> |

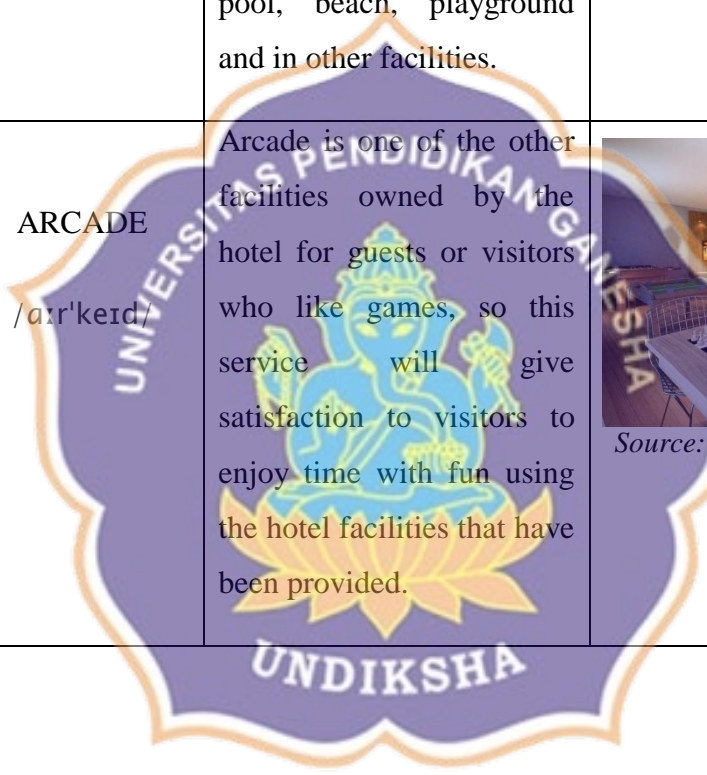
| | | |
|---|---|--|
| | <p>according to a predetermined schedule. The restaurant can be said to be another source of income besides receiving guests who book rooms.</p> | |
| <p>BAR /ba:r/</p> | <p>The function of the bar is to provide the best quality beverage service which generally can be with alcoholic or non-alcoholic drinks with adequate facilities. Usually it can stand alone outside the hotel or inside the hotel. The bar is one of the places as another source of income.</p> |  <p>Source: https://pin.it/3h64Jrn</p> |
| <p>SWIMMING POOL /'swimɪŋ pu:l/</p> | <p>A swimming pool is one of the most important parts of a hotel. Besides being able to beautify the hotel itself, many visitors visit the hotel because they want to have fun with their family or are looking for a calm and pleasant atmosphere. In addition, the swimming pool is another source of revenue for the hotel. Because, not only hotel visitors who stay overnight,</p> |  <p>Source: https://pin.it/4e5eE9H</p> |

| | | |
|---|--|--|
| | but outsiders can also get access. | |
| <p>MEETING ROOM</p> <p><i>/'mi:tɪŋ ru:m/</i></p> | <p>Meeting room is one of the rooms that need to be built in a hotel. In addition to the hotel itself can use, it can also attract guests who aim for business or do important events that use this room. So, this functioned room can be a place to gather, discuss, meet, to determine priorities or make goals.</p> |  <p>Source: https://pin.it/2CWPmqk</p> |
| <p>RESTROOM</p> <p><i>/'restru:m/</i></p> | <p>Restroom which is one part of the hotel that has a function or has a more precise meaning to indicate the room used to carry out necessary activities such as washing face, washing hands or carrying out activities such as defecation and urination.</p> |  <p>Source: https://pin.it/6b0DyLI</p> |
| <p>FITNESS CENTER</p> <p><i>/'fɪtnəs sentər/</i></p> | <p>Fitness Center is one of the important facilities or parts of the hotel. Because, its function can offer guests who come who like sports to enjoy exercise time in this room. With the items filled in this room, it can be</p> |  <p>Source: https://pin.it/1iywreq</p> |

| | | |
|---|--|---|
| | one of the additional services for guests to be able to use it as needed. | |
| <p>LAUNDRY</p> <p><i>/'lɔːndri/</i></p> | <p>The laundry room is one of the services that offers guests convenience and comfort in cleaning matters. Not only for guests but this is also addressed to hotel employees. It can be guest clothes, employee clothes or other hotel items.</p> |  <p>Source: https://pin.it/4FJmbCT</p> |
| <p>CLINIC</p> <p><i>/'klinik/</i></p> | <p>The clinic is one of the most important places that needs to be built in the hotel. Not only for guests but also employees who need the fastest and closest health care or medical treatment can use the services at the clinic. Due to the function of the clinic, namely as a health service.</p> |  <p>Source: https://pin.it/4pcw8ma</p> |
| <p>PARKING AREA</p> <p><i>/'pɑːrkɪŋ 'eriə/</i></p> | <p>Parking area is one of the hotel services that provides convenience and comfort for guests who drive. So, to park the vehicle, guests can use the service assisted by the hotel (Valet parking) or park themselves according to the land provided. Valet</p> |  <p>Source : https://pin.it/2P0kGFH</p> |

| | | |
|--|---|--|
| | parking usually wears a formal uniform such as a tie, shirt and gloves. | |
| GARDEN /'gɑ:rdn/ | Garden is one part of the hotel that can attract visitors to come. One part that is able to beautify a hotel and provide adequate facilities for visiting guests to enjoy togetherness and comfort in the garden. |  <p>Source: https://pin.it/4dzz4BI</p> |
| BUSSINESS CENTRE /'biznəs sentər/ | The business center is a counter that is separate and connected to the office department to increase hotel profits. Business centers also need facilities that support business activities, while the various facilities offered by business centers can facilitate the work and needs of guests. |  <p>Source: https://pin.it/Rmsslke</p> |
| SPA /spa:z/ | The Spa is one of the facilities in the hotel that provides professional massage services that work to provide a sense of comfort and calm for guests visiting the hotel. Its function is to calm the muscles, relieve stress, |  <p>Source: https://pin.it/1wZz4EO</p> |

| | | |
|---|---|---|
| | make the body feel fresher and so on. | |
| <p>RECREATION /ˌrɪːkriˈeɪʃn/</p> | <p>Recreation functions in a hotel as a facility that provides services for guests who want to spend their time pleasantly. in addition, this facility also functions as a Lifeguard both in the pool, beach, playground and in other facilities.</p> |  <p>Source: https://pin.it/7cR0yZf</p> |
| <p>ARCADE /ɑːrˈkeɪd/</p> | <p>Arcade is one of the other facilities owned by the hotel for guests or visitors who like games, so this service will give satisfaction to visitors to enjoy time with fun using the hotel facilities that have been provided.</p> |  <p>Source: https://pin.it/4GJNARf</p> |



Assessment Time!

Task 1



SCAN ME

People are talking about the hotels they are staying in. Listen and check (✓) their opinions about each hotel.

Audio adopted by <http://gg.gg/13nx5i>

| 1) | Good | Not Good |
|----------------|--------------------------|--------------------------|
| The Restaurant | <input type="checkbox"/> | <input type="checkbox"/> |
| The Service | <input type="checkbox"/> | <input type="checkbox"/> |
| The Room | <input type="checkbox"/> | <input type="checkbox"/> |
| The Rate | <input type="checkbox"/> | <input type="checkbox"/> |

| 2) | Good | Not Good |
|----------------|--------------------------|--------------------------|
| The Restaurant | <input type="checkbox"/> | <input type="checkbox"/> |
| The Service | <input type="checkbox"/> | <input type="checkbox"/> |
| The Room | <input type="checkbox"/> | <input type="checkbox"/> |
| The Rate | <input type="checkbox"/> | <input type="checkbox"/> |

| 3) | Good | Not Good |
|----------------|--------------------------|--------------------------|
| The Restaurant | <input type="checkbox"/> | <input type="checkbox"/> |
| The Service | <input type="checkbox"/> | <input type="checkbox"/> |
| The Room | <input type="checkbox"/> | <input type="checkbox"/> |
| The Rate | <input type="checkbox"/> | <input type="checkbox"/> |

| 4) | Good | Not Good |
|----|------|----------|
|----|------|----------|

| | | |
|----------------|--------------------------|--------------------------|
| The Restaurant | <input type="checkbox"/> | <input type="checkbox"/> |
| The Service | <input type="checkbox"/> | <input type="checkbox"/> |
| The Room | <input type="checkbox"/> | <input type="checkbox"/> |
| The Rate | <input type="checkbox"/> | <input type="checkbox"/> |

Adopted by https://english4real.com/practice/a2_11-hotel-services.html

Task 2



Audio Adopted by <http://gg.gg/13nx5m>

Listen again! Complete the statement with the appropriate phrase!

- 1) The hotel should have one restaurant that's
- 2) The hotel should buy
- 3) The hotel should get
- 4) The hotel should have at least one

- A. just for adults.
- B. a new manager.
- C. cheap, casual restaurant.
- D. softer mattresses.

Adopted by https://english4real.com/practice/a2_11-hotel-services.html

Task 3



Conversation Corner: Asking for help

Audio Adopted by <http://gg.gg/13nx5q>

Listen to the conversation. Write the missing words.

A: _____ help you?

B: Yes. I can't open the window in room. _____ get some help?

A: Certainly. Is there anything else?

B: Yes. I _____ the air conditioner off.

A: We can help with that. Is there anything else I can do?

B: Yes. I _____ to the Internet.

A: You need a password. I _____ up with it.

B: Thank you very much!

Adopted by https://english4real.com/practice/a2_11-hotel-services.html

Let's Practice!



Here is an example of a conversation that takes place between a hotel receptionist and a guest. The following is one example of an English conversation in a hotel to do *asking for hotel facility*. Let's practice with your classmates!

Receptionist : Good Morning! Singaraja Hotel. Yani speaking, can I help you?

Guest : Good afternoon, Miss. I'm Lian Juliana and would like to book a room for the New Year holiday. Are there any rooms available?

Receptionist : Of course, Ms. Juliana. How long will you be staying, Ms. Juliana?

Guest : 3 days and 2 nights.

Receptionist : There are two rooms left for the New Year Holiday, Ms. Juliana.

Guest : Sounds good. Which room? Is it possible for two adults and two children to stay in that room?

Receptionist : Sure, because we have one single room and one family room left. You can choose the family room, Ms. Juliana. This room can accommodate two adults and two children in one room.

Guest : That's great! I'd like to know what facilities are available at this hotel for children? My children are five and seven years old.

Receptionist : Singaraja Hotel has a garden that has a large field for children and adults to spend time, in addition, there is a swimming pool

for children and a playground. Our staff will provide maximum service and supervise the children carefully. And during the weekends, we hold children's shows with the hotel's mascot, Ms. Juliana.

Guest : And, what's there for adults?

Receptionist : In addition to a restaurant that serves a wide variety of cuisines and the best drinks from different countries, we have a rooftop bar with great specialty drinks. There is a spa and free gym access for all guests. If you need room service, our staff will be happy to serve.

Guest : Wow, I'm very interested and I'll book a family room for 3 days and 2 nights!

Receptionist : Okay, the booking is for a family room with 2 adults and two children for 3 days and 2 nights for the New Year holiday on behalf of Ms. Lian Juliana. Is that correct?

Guest : Yes, thank you very much.

Receptionist : You're welcome, Ms. Juliana. Have a great day!

Adapted by <https://kampuninggrisla.com/menjelaskan-fasilitas-hotel-dalam-bahasa-inggris-2/>

PRACTICE!



1. Learners present a demonstration of how to receive incoming calls in pairs and take turns.

Language Focus in Hotel Facilities and services

In this part, there are grammar, vocabulary and expressions, which used in Hotel Facilities and services.

Grammar Review!



In addition, in this unit we discussed the use of the words **Can** or **May**. Can and May are modal verbs. The use of these words is important to learn especially in welcoming guests as well as explaining good facilities and services so that guests are interested in coming to our hotel. Overall, use may when you want to show respect, courtesy, and politeness.

Can/May + I + Verb 1 + Object?

Example:

- May/can I help you?
- May I know what your full name is?
- May I explain what rooms are currently available?
- May I show you what facilities are in this room?
- Can I repeat the order?

Adapted by <https://www.toppr.com/guides/english-grammar/confusing-words/can-vs-may/>

Pronunciation Practice!



| | | | |
|----------------|----------------|------------|-----------|
| 1) Information | /,ɪnfər'meɪʃn/ | 4) Booking | /'bʊkɪŋ/ |
| 2) Facility | /fə'sɪləti/ | 5) System | /'sɪstəm/ |
| 3) Service | /'sɜːrvɪs/ | 6) Correct | /kə'rekt/ |

| | Singkatan DAD | Keterangan |
|--------|--|---|
| ADV | Advice | Tolong diinformasikan kembali |
| AP | American Plan | Harga kamar termasuk 3X makan |
| APR | April | Bulan April |
| APPROX | Approximately | Kurang-lebih, kira-kira |
| ARA | Arrival | Kedatangan |
| ASAP | As soon as possible | Secepat mungkin |
| ATTN | For the attention of | Ditujukan untuk |
| SUIT | Double room with bath and sitting room | Kamar tidur dengan kamar mandi dan ruang tamu |
| CFM | Confirm | Sudah ada kepastian |
| CP | Continental plan | Harga kamar sudah termasuk sarapan |
| DBLB | Double room with bath | Kamar dobel dengan kamar mandi |
| DBLN | Double room without bathroom shower | Kamar dobel tanpa kamar mandi/shower |
| DBLB | Double room with shower | Kamar dobel dengan shower |
| SGLN | Single room without bath and Shower | Kamar singgel dengan kamar mandi atau shower |
| DEP | Depart | Berangkat |
| DPT | Departure | Keberangkatan |
| FB | Full Board | Harga kamar termasuk makan + laundry |
| SGLS | Single room with shower | Kamar tidur dengan shower |

| | | |
|-------|--------------------|--------------------------------|
| GRP | Group | Grup |
| HB | Half Board | Harga kamar termasuk makan 2 X |
| HTL | Hotel | Hotel |
| Hv | Have | Sudah |
| PP | Per person | Per orang |
| PP PD | Per person per day | Per orang per hari |

Adaption by <http://gg.gg/13z3gy>



Expressions in handling facilities and services

"Using Polite Expressions" in conversation, especially handling facilities and services, is an obligation for receptionists. Because, the receptionist is the face of a hotel to attract guests.

- May I help you?
- Shall I complete....
- Can you please...
- That will be fine, sir.
- Sure/Of course
- Thank you very much

| Expression Types | Example |
|-------------------------------|--|
| Offering help | <ul style="list-style-type: none"> • May I help you? • What can I do for you, Sir? • Is there anything I can do for you? • Do you need any help? |
| Asking/requesting help | <ul style="list-style-type: none"> • Can you prepare new towels in my room? • Could you please turn on the light? • Can you bring me some food and drinks for breakfast? • It's fine if you serve breakfast in my room. • Can you check the bill? |

Adapted by <https://www.text.co.id/pengertian-penjelasan-dan-penggunaan-using-polite-expressions-lengkap-dengan-contoh-dialog-dan-arti-serta-latihan-soal/>

ACTIVITY 2



Assessment Time!

a. Read the passage text below!

Awesome Hotel

Family-friendly 4-star hotel Near the sea at Awesome Hotel, you can enjoy a shuttle to the airport, a pool bar, and a poolside bar. The hotel is a great place to soak up the sun with its beach, beachfront and beachfront townhouses (surcharge). To rest and relax, visit the spa bathtub. The on-site Asian cuisine restaurant, Sails Restaurant, has sea and weekend brunch. Stay connected with complimentary wireless Internet access, and all guests will find other amenities such as a terrace and a garden.

You will also enjoy the following benefits during your stay:

- Outdoor swimming pool and children's pool, with pool bar
- Free complimentary self-parking
- Full breakfast (surcharge), free area shuttle and luggage storage
- Safe deposit box at reception, coffee/tea in the lobby and elevator
- Guest reviews highly recommend the beach

Room Features

All guest rooms at Awesome Hotel provide benefits like laptop-friendly workspaces and air conditioning, as well as amenities like free Wi-Fi and safes. Guest reviews give good scores to the room sizes at this property.

Other amenities include:

- Shower and free toiletries
- Balcony, electric kettle and ceiling fan

Adopted by <http://gg.gg/13nxbw>

After you read the text, please answer these questions!

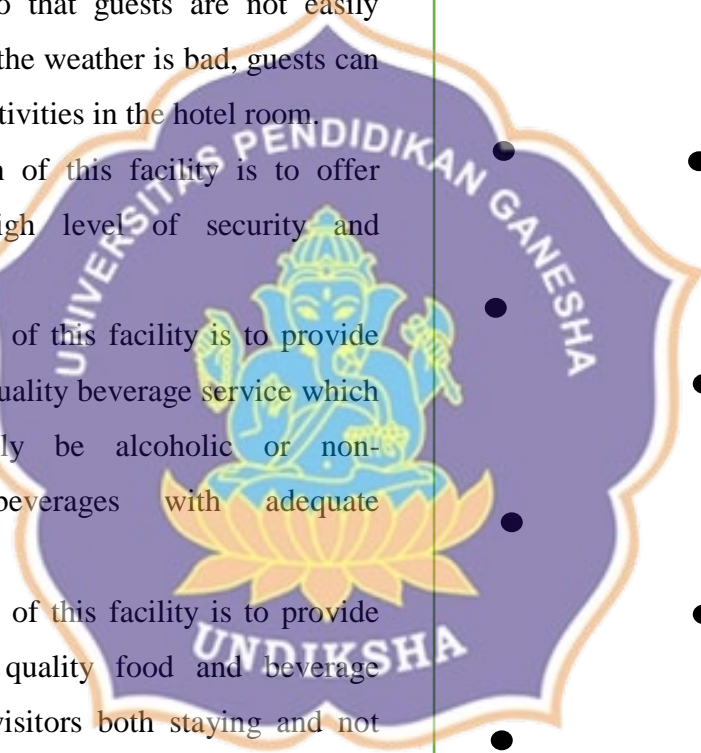
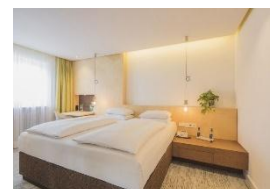
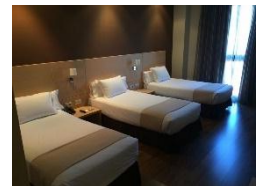
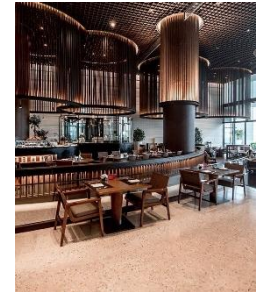
1. What is the descriptive text about?
2. What are the facilities mentioned in the hotel?
3. What services are provided in the awesome hotel?
4. Create a short conversation text asking for hotel facilities between the receptionist of Awesome hotel and a guest!
5. What can be concluded from the descriptive text above?

b. Match the following pictures with each of the most appropriate!

- 1) This type of room consists of a single bed, sofa, and bathroom and the room size is standard or not so big.
- 2) The function of this facility is to perform necessary activities such as washing the face, washing hands or performing activities such as defecation and urination.
- 3) One part of the hotel that has this facility function is able to make you rest comfortably especially in areas with high temperatures so that this facility can attract guests to book rooms with this facility.
- 4) The function of this facility is very helpful for guests who prefer to stay in the room



- 5) This type of hotel room generally has a large bed size such as king size. This serves to attract married couples who want to honeymoon because of the comfortable size of the room and also with more facilities.
- 6) One part of the hotel that has facilities offers guests to spend time in a comfortable room by enjoying in-room broadcasts so that guests are not easily bored and if the weather is bad, guests can still spend activities in the hotel room.
- 7) The function of this facility is to offer guests a high level of security and convenience.
- 8) The function of this facility is to provide the highest quality beverage service which can generally be alcoholic or non-alcoholic beverages with adequate facilities.
- 9) The function of this facility is to provide the highest quality food and beverage services to visitors both staying and not staying.
- 10) This hotel room type is a room type with a bed size consisting of three beds of the same size which serves to provide a sense



c. Listen to the audio, and circle the appropriate picture!

Audio adopted by <http://gg.gg/13o6g8>



SCAN ME

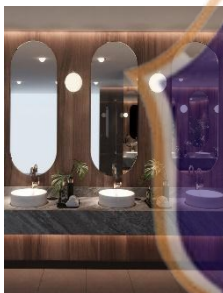
1.



2.



3.



4.



ACTIVITY 3



(Let's reflect on our learning activities!)

Write down what you have learned in this chapter on a portfolio paper in a 100-150 word writing rule format, and present your reflection in front of your class!

*HANDLING
RESERVATION
BY
TELEPHONE*



UNIT 2

UN T 2

RESERVATI ON BY TELEPHONE

Capaian Pembelajaran

Pada akhir fase F, peserta didik akan memiliki kompetensi keahlian yang dipilihnya sehingga menguatkan rencana (passion), visi (vision), imajinasi, dan kreativitas untuk mengikuti aktivitas pembelajaran. Selain itu pada akhir fase F, pada aspek hard skills peserta didik mampu mengidentifikasi dan mempraktikan elemen-elemen kompetensi pada mata pelajaran Perhotelan.

Peserta didik mampu **menjelaskan** fasilitas dan pelayanan hotel, dan **melakukan** komunikasi melalui telepon.

1. General Informations

A. Profil Pelajar Pancasila

1. Beriman dan bertakwa kepada Tuhan YME melalui kegiatan berdoa diawal dan diakhir pembelajaran.
2. Mandiri melalui kegiatan literasi di internet dan menyimak video tentang perhotelan khususnya reservation by telephone.
3. Gotong royong melalui kegiatan kolaborasi dalam kelompok untuk membuat suatu yang akan dipresentasikan.
4. Berkebinekaan global melalui toleransi yang tidak mebeda-bedakan ras dalam bekerja kelompok.
5. Bernalar kritis, kreatif, dan logis dalam menghubungkan permasalahan dan mengungkapkan permasalahan dalam kegiatan menyimak Hikayat.

B. Sarana dan Prasarana Pembelajaran

- Laptop, Smartphone
- LCD Projector
- Internet Connection
- Module
- Stationery
- Whiteboard, Whiteboard marker

2. Core Components

A. Learning Objectives

- Students are able to communicate by telephone,
- Students are able to practice the duties of a telephone operator.

B. Warming Up Activity (Input)



Source: <https://images.app.goo.gl/oaGBZZRGZXfo8cr49>

1. What do you think of this picture? Explain your opinion!
2. Find out what objects are there and mention them in English with at least 4-5 vocabulary words!
3. Discuss with your classmates about this and explain it in front of your class!

A. Learning Activity

Opening

1. Siswa dipersiapkan secara fisik dan psikis untuk mengikuti pembelajaran dengan menanyakan kehadiran peserta didik, kesiapan siswa untuk belajar.
2. Mengajak siswa berdoa sebelum memulai pelajaran.
3. Siswa diberi motivasi dan bimbingan untuk menyanyikan lagu wajib nasional Hari Merdeka dan bertanya jawab tentang Lagu Hari Merdeka.
4. Siswa mendengarkan penjelasan materi dan kegiatan pembelajaran yang akan dilakukan.
5. Siswa menyimak kompetensi dasar dan CP yang akan dicapai.
6. Siswa memperhatikan gambar yang berkaitan dengan materi yang akan dibahas dan mendiskusikannya dengan siswa lainnya.

Core Activity

1. Siswa berdiskusi dengan teman sebangkunya untuk mencoba mempelajari cara pengucapan (pronunciation) dan mengenal Reservation by telephone.
2. Siswa melakukan eksplorasi dengan teman sebangku untuk menggali informasi dari berbagai sumber termasuk internet mengenai Reservation by telephone.
3. Siswa melanjutkan hasil literasi dengan berdiskusi kemudian mengerjakan soal soal yang sudah disediakan.
4. Siswa menjawab pertanyaan refleksi tentang apa yang mereka inginkan dari apa yang telah dipelajari.

Closing

1. Siswa menyimpulkan materi yang dipelajari
2. Siswa menjelaskan manfaat pembelajaran Bahasa Inggris pada materi Handling hotel facility and service
3. Siswa diberikan umpan balik dan mengerjakan task yang telah diberikan.
4. Siswa menyimak rencana materi yang akan dipelajari pada pertemuan berikutnya
5. Siswa menutup kegiatan pembelajaran dengan berdoa

Activity 1



Summary to read for students and teacher (Content Focus)

Introduction Reservation by Telephone

Reservations are an important component of the front office department in the hospitality sector. In city hotels or resort hotels, especially for large hotels that already have a name and quality or international chained hotels. Reservation is the first step that guests take to book a room with the hotel, especially at the front office. To get a guarantee to get the desired place in the hotel, guests need to make a reservation. There are many types of reservations that guests can make to the hotel. One of them is reservation by telephone.

Telephone is one of the connecting media used by guests when making reservations at the hotel. The advantage that guests consider is that the confirmation or news that guests need will be received immediately and guests can ask again when they are not satisfied with the answers received. Guests can discuss directly regarding the desired facilities and room reservations. In addition, another advantage is the distance that guests make to the hotel not to make reservations can be anywhere or even remotely.

However, as is known that if there are advantages, of course there are also doubts or weaknesses experienced. As an example of the disadvantages that will be obtained, namely, telephone costs are relatively more expensive than making reservations with other types of reservations, especially for interlocal telephone or international connections it will be enough to take a large fee. In addition, if the weather is not good enough so that the network connection will be poor, the distance is too far, or the sound becomes unclear. That will be the disadvantage of this type of reservation using telephone.

a) Reservation Duties and Responsibilities

1. Able to sell hotel products by performing sales techniques according to SOP (standard operating procedures).
2. Able to promote hotel products and facilities according to SOP (standard operating procedures).
3. Able to understand and maintain knowledge about products and services in the hotel such as promotional facility prices, special prices, etc.

4. Able to establish good relationships with guests and be able to anticipate guest complaints so as to improve service quality.
5. Record & process every booking made with various media according to SOP (standard operating procedure).
6. Able to accept room reservations that are on the waiting list.
7. Able to process changes to room reservations made by guests.
8. Record payment methods that have been arranged and carried out specifically for group and convention guests.
9. Able to take precautions to avoid no-show guests.
10. Request approval from FOM or finance manager for room reservations that require credit payment to maintain proper communication.
11. Able to make reservation reports according to SOP (standard operating procedures).
12. Able to collect and archive room booking data accurately.

b) Information Required for Reservation

- Type of room and number of rooms desired by the guest.
- Number of people or guests staying.
- Guest arrival and departure dates.
- Name of the guest staying at the hotel.
- Name of the booker or person who can be contacted to follow up on room reservation information so that communication can be carried out according to SOP.
- Name of company/travel agency.
- Address & mobile number of the company.
- Arrival details (time & transportation used by the guest)
- Payment method used by the guest.
- Special requests.

| <i>Attitude and special services in receiving calls (7C)</i> | |
|--|--|
| Caring | Paying attention, listening, and taking notes on customer or caller issues. |
| Committed | Feeling bound to the organization, not throwing problems to others on the grounds that it is not a task or personal matter or problem. |

| | |
|-------------|--|
| Confident | Full of confidence in overcoming problems. Telephone recipients should not put themselves down. |
| Considerate | Be friendly, helpful, and understand the caller's emotions. |
| Controlled | Not getting carried away when the caller expresses disappointment (anger). Remain helpful in addressing the caller's concerns. |
| Creative | Able to find good ways to receive calls |
| Contagious | Be happy, enthusiastic, cool and peaceful to callers. |

Adaption by <http://trainingmkogroup.blogspot.com/2017/06/melakukan-komunikasi-melalui-telepon.html>

c) Special points in receiving a call

- a) *Pick up the receiver with your left hand*
- b) *Greetings*
- c) *Mention your identity, office or company*
- d) *Record important things in the telephone message sheet*
- e) *If the caller is unclear, do not use impolite words.*
- f) *If the caller has not told his identity, ask the caller to mention his identity*
- g) *Try to take the call with enthusiasm*
- h) *If the caller is unfriendly, handle it in a professional manner*
- i) *Listen carefully to what the caller wants*
- j) *Answer each question clearly*
- k) *Call the caller by name*

d) ETIQUETTE FOR RESERVATION BY TELEPHONE

- 1) Pick up the receiver immediately before the phone rings for the 3rd time.
- 2) Do not consider phone calls as a distraction from your work.
- 3) Be careful not to sound annoyed to the person you are speaking to.
- 4) Answer the phone by stating your identity, according to the boss's policy.
- 5) Immediately ask who I am talking to and ask what the purpose is.
- 6) When you receive a call, the words spoken must be clear, emphasizing consecutive words.

- 7) Limit personal phone conversations because personal business in the office is not pleasant for anyone listening.
- 8) If your boss is not at the actor do not tell where your boss is.
- 9) If you receive a call for the boss, ask the boss first whether he is willing to take the call or not.
- 10) If your boss is in the office but is on the phone with someone else, while there is another call for the boss, ask the caller to wait (if the caller prefers to wait, do not let the caller wait more than 2 minutes) or ask if the caller is willing to call back.



Adaption by <http://gg.gg/13ornl>


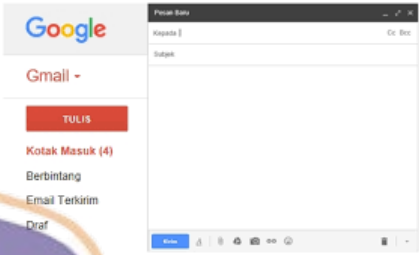
e) Troubleshooting Phone Barriers

There are two hindering factors when making a phone call:

- a. Equipment: noise, popping, shrinking, no contact tone, no dial tone, or intermittent connection.
- b. Telephone user: the person on the other end of the line is unkind,

f) Room reservation media:

| Name of tools | Pictures of tool |
|--------------------------|---|
| Telephone /'telɪfəʊn/ |  <p>Source: http://gg.gg/13z4ix</p> |
| Telex /'teleks/ |  <p>Source: http://gg.gg/13z4ka</p> |

| | |
|----------------------------------|---|
| <p>Personal /'pɜːrsənəl/</p> |  <p>Source: http://gg.gg/13z4rt</p> |
| <p>Email /'iːmeɪl/</p> |  <p>Source: http://gg.gg/13z4tn</p> |

g) SOP steps for making phone calls in hotels

- Choosing the right time to call
- Setting up the phone number to call
- Setting the name of the person to call
- prepare a notebook to record the results of the conversation
- Make a plan (what to say, goals and expectations to be achieved after the call)
- Increase knowledge about the hotel
- Take care of the tone, speed, memorization of speech

Language Focus in Reservation by Telephone

In this part, there are expressions, grammar, and vocabulary which used in Reservation by Telephone.

Expressions in Reservation by Telephone!



| Expression Types | Showing Expression | Response |
|-------------------------|---|--|
| Greeting | <ul style="list-style-type: none"> • Hello, good morning/ afternoon/ evening! • Hello, welcome to (the name of the hotel). This is (name) speaking... • May I help you? Or Can I help you? | <ul style="list-style-type: none"> • Hello, good morning/afternoon/ evening! • Hello! • Of course. |
| Asking the guest | <ul style="list-style-type: none"> • May I know this reservation under whose name? • When do you want to reserve? For how many days? | <ul style="list-style-type: none"> • Yeah, my name is... • Sure. My name is... • 2 days 2 night (mention days) • I'd like to make a reservation for holiday/ business /etc |
| Closing | <ul style="list-style-type: none"> • Thank you very much! • Have a nice day! | <ul style="list-style-type: none"> • You're welcome • Yes, of course |

This can be explained in some detail as follows:

- a) Greeting. When picking up the phone, greet the guest with "Good morning/afternoon/evening. (mention hotel name) This is Arta speaking"
- b) Offering help. Offering assistance to guests after mentioning the hotel's name and identity is a key point such as "How may I assist you?" or "How may I help you?"
- c) Asking the guest's name. After the guest answers, the receptionist needs to ask the guest's identity such as "May I know this reservation under whose name?" or "May I know your full name Sir/Madam?"
- d) Asking the guests about his/her check in or check out date. In accepting the guest's room reservation, the reservation staff should ask when and how many rooms are reserved "When do you want to reserve? For how many days?"
- e) Asking the guest's special request. Offer special requests to guests such as "Well Mr/Ms..... Do you have any special requests?"
- f) Repeating Reservation. Confirmation of the type of room booked is repeating the order to avoid mistakes in booking such as "Two Double rooms, and two Junior Suites are reserved for Mr. Tegar Julian. Is that all your order sir?"
- g) Closing. After guest make a reservation, receptionist have to say "Thank you very much" or "Have a nice day sir/madam!"

Pronunciation Practice!

| | |
|--------------|-------------------|
| Receptionist | : /rɪ'sepʃənɪst/ |
| Front desk | : /,frʌnt 'desk/ |
| Reservation | : /,rezər'veɪʃn/ |
| Room service | : /'ru:m sɜ:rvis/ |
| Presidential | : /,prezɪ'denʃl/ |
| Double Room | : /,dʌbl 'ru:m/ |
| Booking | : /'bʊkɪŋ/ |
| Room service | : /'ru:m sɜ:rvis/ |

| | Singkatan DAD | Keterangan |
|--------|--|---|
| REF | Reference | Referensi |
| REYT | With reference to your telex | Berdasarkan telex Anda |
| REGDS | Regards | Hormat kami |
| SEP | September | Bulan September |
| SGLB | Single room with bath | Kamar singgel dengan kamar mandi |
| SGLN | Single room without bath and Shower | Kamar singgel dengan kamar mandi atau shower |
| SGLS | Single room with shower | Kamar tidur dengan shower |
| SGL | Single | Singgel |
| SUIT | Double room with bath and sitting room | Kamar tidur dengan kamar mandi dan runag tamu |
| TFF | Tariff | Harga kamar |
| TKS | Thanks | Terimakasih |
| TLX | Telex | Teleks |
| TRP(B) | Triple room with bath | Kamar triple dengan kamar mandi |
| TWB | Twin-bedded room | Kamar twin |
| YR | Your | Anda |
| +” | End of message | Akhir semua pesan |

Adaption by <http://gg.gg/13z3gy>

Let's Practice!



To more understanding of the flow of conversation related to reservation by telephone, the following is an example of a conversation that occurred between the hotel receptionist and guests. Here is one example of an English conversation in a hotel to make a reservation by telephone. Let's practice with your classmates!

Situation: *Mr. Budi will have personal business in the city of Jakarta. He called the Hotel Receptionist to make a reservation at the Veranda Hotel Jakarta.*

Hotel Receptionist : The Veranda Hotel. Good afternoon, this is Yani speaking, may I help you?

Mr. Budi : Yes, I would like to make a reservation.

Hotel Receptionist : Yes, of course sir. May I know your full name?

Mr. Budi : Arta Budi.

Hotel Receptionist : Thank you, Mr. Budi. For when would you like to make a reservation, sir?

Mr. Budi : For April 10th, and it will be for 7 days until April 17th. What are the available room types and how much would a room cost per night?

Hotel Receptionist : Well, we have a Presidential room available at \$150 and 3 Junior rooms available at \$90, but we only have one Double room available at \$100. Which one would you like to book, sir?

Mr. Budi : Alright. I would like 1 Double room, and 3 Junior rooms, thank you.

Hotel Receptionist : 1 Double room and 3 Junior rooms will be reserved for Mr. Arta Budi. May I have your contact information?

Mr. Budi : 081902929019

- Hotel Receptionist** : Alright, Mr. Budi. 1 Double room and 3 Junior rooms will be reserved for Mr. Arta Budi from April 10th through April 17th. Is there anything else I can help you with today?
- Mr. Budi** : No, that's enough. Thank you very much.
- Hotel Receptionist** : Thank you, Mr. Budi. Have a nice day!

Adapted by <https://www.text.co.id/contoh-percakapan-bahasa-inggris-membuat-reservasi-hotel-melalui-telepon/>

EXERCISE!

I. Make a short conversation with your partner about reservation by telephone with the following keywords:

- a. Time: Merry Christmas
- b. Time of stay: 2 days and 3 nights
- c. Special request (Room directly facing the swimming pool)
- d. Rooms suitable for families

Grammar Review!



The use of "*(mention hotel name). This is Arta speaking...*" is used to introduce the hotel name as well as yourself as a receptionist to the hotel guest before offering help. Then "*How may I help you...*" is used to offer assistance to make a reservation.

Simple Future Tense is a tense with the purpose of expressing an activity that will happen in the future. It can be used to express prediction or show intention. The following is a table of formula of using the simple future tense:

| | Formula | Example |
|--------------------------|--|--|
| Positive (+) | Subject + will + verb 1 (V1) + object | I will check the room before, sir. |
| | Subject + to be (am/is/are) going to + V1 + object | I am going to reserve 1 double room |
| Negative (-) | Subject + will + not + V1 + object | He will not stay in that room |
| | Subject + to be (am/is/are) + not + going to + V1 + object | We are not going to stay at hotel |
| Interrogative (?) | Will + subject + V1 + object? | Will you choose double room or junior suite? |
| | To be (am/is/are) + subject + going to + V1 + object? | Is he going to make a reservation before? |

Adopted by <https://www.intraxenglish.com/simple-future-tense/>

Using **Would like**, a phrase used to politely say what one wants or offer something (making offers).

I

You

She

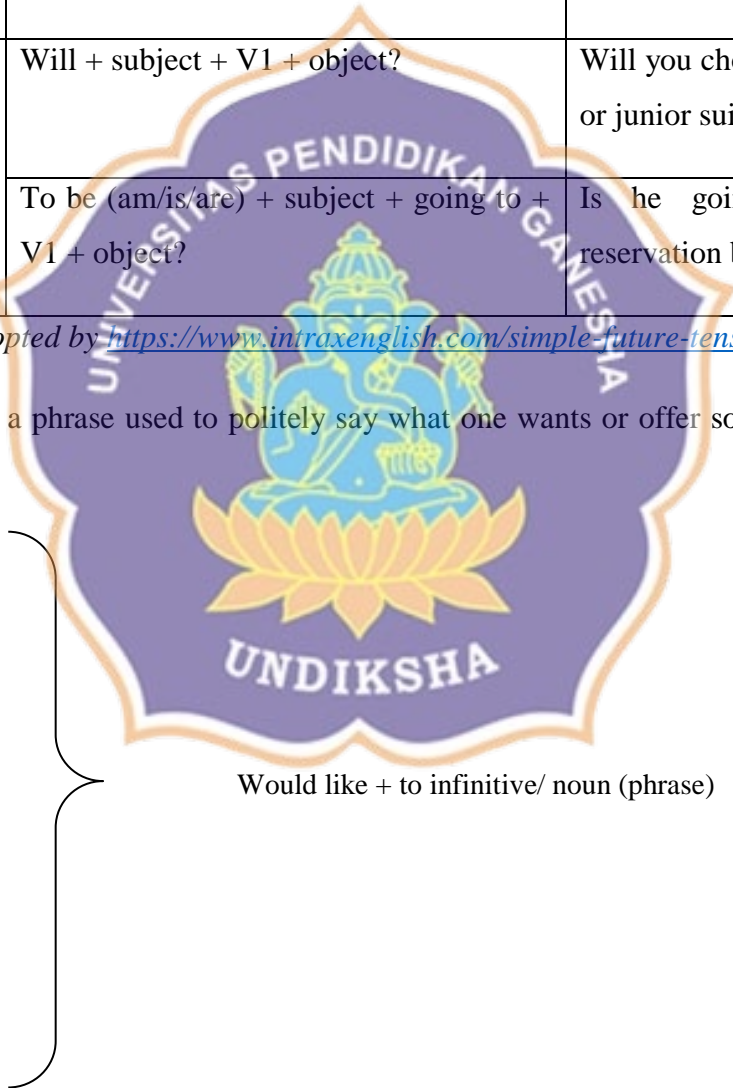
He

It

We

You

They



Would like + to infinitive/ noun (phrase)

Practice!



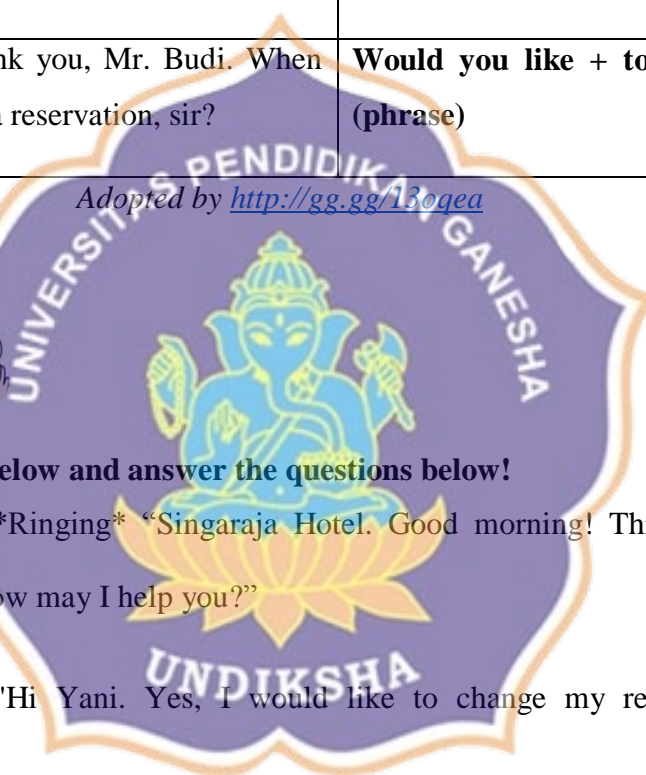
SCAN ME

Listen to Ed Sheeran's Perfect to practice grammar! Source: <https://youtu.be/2Vv-BfVog4g>

| EXAMPLE | FORMULA |
|--|--|
| Mr. Budi: Yes. <i>I would like</i> 1 double room, and 3 Junior Suites, thank you. | S + would like + to infinitive/ noun (phrase) |
| Hotel Receptionist: Thank you, Mr. Budi. When <i>would</i> you <i>like</i> to make a reservation, sir? | Would you like + to infinitive/ noun (phrase) |

Adopted by <http://gg.gg/13oqea>

Activity 2



A. Read the conversation below and answer the questions below!

Hotel Reception : *Ringing* "Singaraja Hotel. Good morning! This is Yani speaking. How may I help you?"

Mr. Julian : "Hi Yani. Yes, I would like to change my reservation. Is that possible?"

Hotel Receptionist : "Yes, of course, sir! May I know your full name?"

Mr. Julian : "My name is Tegar Julian."

Hotel Receptionist : "Thank you, Mr. Julian. Have you booked a room in advance?"

Mr. Julian : "Yes, I have booked a room for April 19th, and it's only for 3 days and 2 nights, so I would like to change it to 5 days and 4 nights."

Hotel Receptionist : "Okay, I can change your reservation."

Mr. Julian : "Okay, thank you."

Hotel Receptionist : "I would like to repeat your booking. Two Double rooms, and two Junior Suites have been booked for Mr. Tegar Julian for 5 days and 4 nights on April 19. Is it in accordance with your booking?"

Mr. Julian : "Yes, that's all. Thank you very much."

Hotel Receptionist : "You're welcome, Mr. Julian. Have a good day."

Adapted by <https://superonline.com/contoh-dialog-reservation-hotel-bahasa-inggris/>

I. After Reading the conversation, answers these following questions to check your understanding!

1. What is being discussed between the guest and the receptionist at the conversation? Translate in Indonesian!
2. Who is Yani in the conversation?
3. Why is Mr. Julian calling at the reception?
4. What type of room did Mr. Julian book?
5. How many days was the room booked by Mr. Julian?

II. After Reading the conversation, complete the following task based on the dialog!

Instruction: Choose whether those sentences are true or false!

1. After the guest answers, the receptionist needs to ask the guest's identity (T/F)
2. Mr. Julian came to the hotel to book a room (T/F)
3. Mr. Julian stayed from April 19 to April 22. (T/F)
4. The name of the hotel is Singaraja Hotel (T/F)
5. Mr. Julian canceled the reservation. (T/F)

III. Complete the sentence!

1. Provides internet access services called

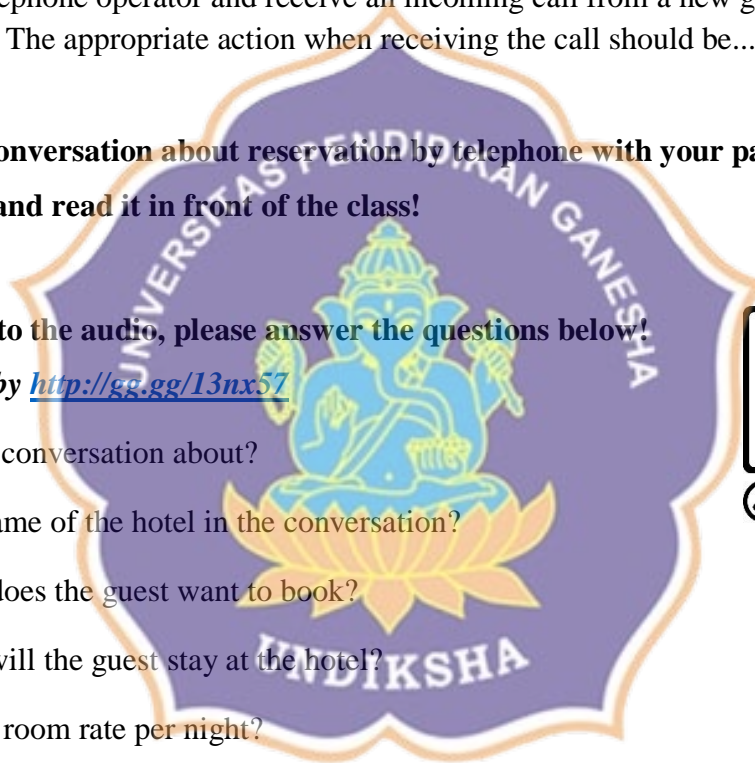
2. Steps on how to receive and request wake-up call service!
 - a. The receptionist must provide and offer assistance.
 - b. Record all necessary data at
 - c. Repeat the guest request to avoid
 - d. Say at the end of the call.
3. When a Telephone Operator handles emergency and threatening phone calls, it is called...
4. If the caller receives a select or busy tone, hang up for a few moments. Then, repeat the call by dialing the number or pressing the button.
5. You are a telephone operator and receive an incoming call from a new guest who wants to reserve a room. The appropriate action when receiving the call should be...

IV. Make a short conversation about reservation by telephone with your partner from opening to closing and read it in front of the class!

B. After you listen to the audio, please answer the questions below!

Audio Adopted by <http://gg.gg/13nx57>

1. What was the conversation about?
2. What is the name of the hotel in the conversation?
3. a. What date does the guest want to book?
b. How long will the guest stay at the hotel?
c. What is the room rate per night?
4. a. How many people will be staying?
b. Spell the name of the guest!
5. Does the guest have any special requests?



C. Watch the video at the following link (<https://youtu.be/KY0K5f06adg>), then note down some important things discussed in the video. Then discuss it with your classmates! Good luck!



▶ SCAN ME

D. Make a simple video about how to make a reservation by telephone with your classmates (Work in small group 4-5!) and present it in front of the class!

Activity 3



(Let's reflect on our learning activities!)

Write down what you have learned in this chapter in a portfolio paper in a 100-150 word writing rule format, and present your reflection in front of your class!

