

APPENDIX

Appendix 1 Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
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 : 1812/UN48.7.1/DT/2025
Hal : Permohonan Izin Observasi

27 Mei 2025

Yth.
Kepala SMA Karya Wisata Penarukan
di Buleleng

Dalam rangka pengumpulan data untuk proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Komang Manik Listia Dewi
NIM : 2112021217
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025

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,



Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 Blueprint Interview Guide

Question	Summary
1. what English skills (speaking, listening, reading, writing) are most needed by front office students?	Speaking and listening are the most critical skills for real-time guest interaction and communication
2. What specific expressions/vocabulary are essential?	Authentic expressions, service procedures, and vocabulary based on real hotel scenarios like check-in, reservations, and handling complaints. Current materials lack this specificity
3. what are the main challenges you face when teaching English for Front Office?	1. Irrelevant textbooks that don't reflect daily hotel tasks 2. Students memorize without context, leading to poor application 3. Limited time and resources to create appropriate materials
4. Do students have difficulties in practicing spoken play or simulations?	Yes. Students struggle because they use inauthentic dialogues from textbooks, resulting in awkward and incorrect language use during role-plays.
5. How relevant are current English textbooks or modules to real Front Office work situations	Low relevance. Examples and dialogues are unrelated to actual hotel operations, creating a gap between classroom learning and industry needs.
6. what kind of learning activities do you usually use to teach English in the Front Office class?	Primarily role-play activities, but their effectiveness is limited due to the inauthentic content of current materials.
7. have you ever used role-play or simulation	Role-play is used, but not effectively based on authentic hotel SOPs. There's a clear need

based hotel SOPs in your teaching?	for simulations based on real hotel procedures and scenarios.
8. how do you usually assess students' English competence in the Front Office subject?	Assessment is challenging due to irrelevant materials. It's implied that current assessments aren't well-aligned with real Front Office operational needs.
9. what features or content do you expect in new English teaching module for Front Office?	A ready-to-use module with: 1. Context-specific content (authentic expressions and procedures) 2. Professional service models (e.g., from chains like Marriott International) 3. Integrated tasks combining language and service learning
10. How should these materials help improve students' confidence and readiness for internship or job?	By bridging the classroom and workplace, allowing students to practice language within correct procedural contexts. This direct relevance should significantly boost confidence and job readiness.

Appendix 3 Validation Lesson Plan

EXPERT VALIDATION SHEET

First Expert Validation sheet

Topic	English Teaching Material for Front Office Department
Title	Development of English Teaching Lesson Plan for the Front Office Department at SMA KARYA WISATA PENARUKAN
School	SMA KARYA WISATA PENARUKAN
Expert	Putu Adi Krisna Juniarta S.Pd., M.Pd
Institution	Universitas Pendidikan Ganesha

Description

1. Content Expert Evaluation

The expert validation sheet was designed to evaluate the developed English teaching materials in terms of content relevance, language appropriateness, instructional design, visual layout, and practicality for vocational classrooms. The indicators were adapted from Tomlinson (2018), Mukundan et al. (2011), and Cunningsworth (1995), focusing on the suitability of the material for Front Office students in hospitality programs.

Instructions:

1. This evaluation sheet is to be completed by expert judges. Please give a checklist mark (✓) in the scoring column and provide additional comments if necessary in the comment column.
2. There are 5 scales of scoring for each component.
3. The scoring criteria are as follows: (5) Excellent,(4) Good,(3) Average,(2) Poor,(1) Very Poor

Aspect Evaluated	Indicator	Score					Total
		1	2	3	4	5	

Content Relevance	1. Content Suitability				√		
	2. Industry Alignment				√		
Language Appropriateness	3. Accuracy					√	
	4. Clarity				√		
Instructional Design	5. Organization					√	
	6. Learning Strategy and Visual Clarity				√		
Marriott Standard Alignment	7. Consistency with Marriott SOP					√	
	8. Accuracy of Expressions and Procedures Based on Marriott				√		
Practicality for Vocational Classroom	9. Feasibility					√	
	10. Time Efficiency					√	

Singaraja, 24 September 2025

Putu Adi Krisna Juniarta S.pd., M.pd

NIP:1987-6122015041006

EXPERT VALIDATION SHEET

Second Expert Validation sheet

Topic	English Teaching Lesson Plan for Front Office Department
Title	Development of English Teaching Lesson Plan For Front Office Department at SMA KARYA WISATA PENARUKAN
School	SMA KARYA WISATA PENARUKAN
Expert	Luh Gede Eka Wahyuni S.Pd., M.Pd
Institution	Universitas Pendidikan Ganesha

Description

1. Content Expert Evaluation

The expert validation sheet was designed to evaluate the developed English teaching materials in terms of content relevance, language appropriateness, instructional design, visual layout, and practicality for vocational classrooms. The indicators were adapted from Tomlinson (2018), Mukundan et al. (2011), and Cunningsworth (1995), focusing on the suitability of the material for Front Office students in hospitality programs.

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Aspect Evaluated	Indicator	Score					Total
		1	2	3	4	5	

Content Relevance	1. Content Suitability				√		
	2. Industry Alignment				√		
Language Appropriateness	3. Accuracy					√	
	4. Clarity					√	
Instructional Design	5. Organization				√		
	6. Learning Strategy and Visual Clarity					√	
Marriott Standard Alignment	7. Consistency with Marriott SOP					√	
	8. Accuracy of Expressions and Procedures Based on Marriott				√		
Practicality for Vocational Classroom	9. Feasibility					√	
	10. Time Efficiency				√		

Singaraja, 24 September 2025

Luh Gede Eka Wahyuni S.Pd., M.Pd

NIP: 198706122015041006

Appendix 4 Validation Lesson Plan by the user

User Validation Sheet

Topic	English Teaching Lesson Plan for Front Office Department
Title	Development of English Teaching Lesson Plan For Front Office Department at SMA KARYA WISATA PENARUKAN
School	SMA KARYA WISATA PENARUKAN
Teacher	I Ketut Pranaya Maha Purusa, S.Pd
Institution	Universitas Pendidikan Ganesha

Description

1. Content Expert Evaluation

The expert validation sheet was designed to evaluate the developed English teaching materials in terms of content relevance, language appropriateness, instructional design, visual layout, and practicality for vocational classrooms. The indicators were adapted from Tomlinson (2018), Mukundan et al. (2011), and Cunningsworth (1995), focusing on the suitability of the material for Front Office students in hospitality programs.

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Aspect Evaluated	Indicator	Score					Total
		1	2	3	4	5	

Content Relevance	1. Content Suitability					√	
	2. Industry Alignment					√	
Language Appropriateness	3. Accuracy					√	
	4. Clarity					√	
Instructional Design	5. Organization				√		
	6. Learning Strategy and Visual Clarity					√	
Marriott Standard Alignment	7. Consistency with Marriott SOP					√	
	8. Accuracy of Expressions and Procedures Based on Marriott					√	
Practicality for Vocational Classroom	9. Feasibility					√	
	10. Time Efficiency					√	

Singaraa, 24 September 2025



I Ketut Pranaya Maha Purusa, S.Pd.

Appendix 5 Marriott Standard (15 – 5 – 1 Rules)

Telephone - The overall experience met guest expectations and was free of negative detractors			
ID	Touchpoint	Category	Point Values
CABSRC9907	Service Recovery	Core Service	0
Links	OPS-FRO-175H		
First Impression - Service Behaviors			
ID	Touchpoint	Category	Point Values
CABSRC9901	Service Recovery	Core Service	8
External Notes	First Impression - Service Behaviors Mark N/A if any of the following: - Service Recovery interaction did not take place The associate must minimally: Attempt to acknowledge the guest when standing in a queue, either verbally or non-verbally Follow the 15 / 5 (4.6m / 1.5 m) Rule - Make eye contact and smile at 15 feet (4.6m or 15 steps) - Maintain eye contact at 5 feet (1.5m or 5 steps) - Provide a warm greeting/welcome Maintain good posture and eye contact through visible engagement and attentive listening Be well-groomed and professional wearing clean attire that is in good condition CABSRC9901		
Links	OPS-FRO-175H		
Closing Guest Interaction – Service Behaviors			
ID	Touchpoint	Category	Point Values
CABSRC09906	Service Recovery	Core Service	4
External Notes	Closing Guest Interaction – Service Behaviors Mark N/A if any of the following: Service Recovery interaction did not take place		

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Basic service, cleanliness and condition detail located in the [How Properties Are Evaluated During the RSA](#) document on MGS.

	The associate must minimally: • Provide a warm and sincere closing ◦ E.g., "Enjoy your stay", "Enjoy your afternoon", "Have a great night" • Demonstrate appreciation ◦ E.g., "Thank you for joining us today", "We appreciate you staying with us", "It was a pleasure", "Thank you for your loyalty" CABSRC09906		
Links	OPS-FRO-175		
The overall experience met guest expectations and was free of negative detractors			
ID CABSRC09907	Touchpoint Service Recovery	Category Core Service	Point Values 0
Links	OPS-FRO-175B		
Service Recovery Process (Listen, Resolve, Notify)			
ID CAB3GEN002	Touchpoint Service Recovery	Category Touchpoint Service	Point Values 4

Appendix 6 Marriott Standard (LEARN MODEL)

Service Recovery Process (Listen, Resolve, Notify)			
ID	Touchpoint	Category	Point Values
CAB3GEN002	Service Recovery	Touchpoint Service	4
External Notes	Service Recovery Process (Listen, Resolve, Notify) While addressing guest issues, associates must apply all of the elements of the LEARN model The following elements of the LEARN model are evaluated in this line item: - Listen - Resolve - Notify This line item will apply to one interaction with a high guest contact associate during the unaccompanied service evaluation at the property Associates must follow-up with the guest to verify the problem was corrected to their satisfaction - Listen - EXAMPLE: Associate shows the guest they are listening, including: give them full attention, make eye contact, nod when appropriate, not talking over the guest or interrupting, ask questions of clarification, repeat the issue/details back to the guest, not ask the guest to repeat the issue - Resolve - EXAMPLE: Associate will determine the appropriate response to the problem (using service recovery model) to resolve the issue to the guests' expectation, take ownership and respond immediately - Notify - EXAMPLE: Associate will tell the guest how you will follow up (phone call or in person) and see it through, inform other people or other departments to help solve this problem and prevent similar problems from happening again. Also notify the front desk if not involved to track in service recovery tool Mark No if any of the above criteria is not met CAB3GEN002		

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Basic service, cleanliness and condition detail located in the [New Properties Are Evaluated During the RSA](#) document on MGS.

Links	OPS-FRO-175		
Service Recovery Process (Empathize)			
ID GEN219	Touchpoint Service Recovery	Category Touchpoint Service	Point Values 16
External Notes	Service Recovery Process (Empathize) While addressing guest issues, associates must apply all of the elements of the LEARN model The following elements of the LEARN model are evaluated in this line item: • Empathize This line item will apply to one interaction with a high guest contact associate during the unaccompanied service evaluation at the property • Empathize ◦ EXAMPLE: Associate will convey the sense of understanding the frustration or hardship this issue has caused the guest – let them know that you know how they feel, using phrases such as "I understand how that is challenging" GEN219		
Links	OPS-FRO-175		
Service Recovery Process (Apologize)			
ID GEN222	Touchpoint Service Recovery	Category Touchpoint Service	Point Values 16
External Notes	Service recovery process (Apologize) While addressing guest issues, associates must apply all of the elements of the LEARN model The following elements of the LEARN model are evaluated in this line item: • Apologize This line item will apply to one interaction with a high guest contact associate during the unaccompanied service evaluation at the property • Apologize ◦ EXAMPLE: Associate will say either "I am sorry," or "I apologize" for the inconvenience, and convey sincerity. Even when not at fault, associates must apologize for the situation		

Appendix 4 Final product



MODUL AJAR	Mata Pelajaran	: Pariwisata
	Kelas/ Semester/ Tahun Pelajaran	: XI / Ganjil/ 2024-2025
	Materi Pokok	: Front Office
	Alokasi Waktu	: 9 x 45 Menit (3 x pertemuan)
Tujuan Pembelajaran		Indikator
1. Siswa dapat menyapa tamu dan menangani proses check-in secara profesional. 2. Siswa dapat mengisi formulir reservasi dan menanggapi permintaan tamu menggunakan ekspresi standar.		1. Menyapa dan menyapa tamu dalam bahasa Inggris sesuai dengan standar Marriott. 2. Sampaikan instruksi check-in dengan sopan dan efisien. 3. Gunakan ekspresi seperti kunjungan kehormatan dan pendamping tamu dalam situasi kehidupan nyata.
2. Materi Pembelajaran		
1. Ungkapan Menyambut dan Melayani Tamu 2. Check-In Procedure & Filling in the Reservation Form 3. Key Vocabulary: reservation, keycard, registration form, ID card 4. Fokus Kebahasaan: courtesy call, LEARN model (Listen, Empathize, Apologize, Respond, Notify) 5. Standar - Sebutkan nama tamu 3x jika tersedia. - Mengantar tamu ke lift atau kamar (escort). - Kunjungan kehormatan dalam waktu 15 menit setelah check-in. - Durasi check-in maksimum adalah 3–5 menit.		
3. Learning Activities		
a. Pertemuan 1		
Aktivitas	Deskripsi	Alokasi Waktu
A. Pembuka	- Menyapa dan menyambut siswa - Memeriksa kehadiran siswa	10 menit

	didukung oleh anggota lainnya. Selain itu, kelompok lain memberikan pertanyaan, tanggapan, atau masukan tentang presentasi. Guru juga memfasilitasi diskusi interaktif dan memastikan semua kelompok terlibat. • Guru mengajak siswa untuk mengevaluasi pembelajaran hari ini bersama dengan kelas. • Guru menugaskan tugas kelompok untuk dibahas dalam pertemuan berikutnya.	
C. Penutup	• Siswa dan guru meninjau pembelajaran yang telah dilakukan. • Siswa merenungkan pembelajaran yang diterima di kelas dengan menjawab pertanyaan-pertanyaan berikut: 1. Bagaimana pembelajaran hari ini? 2. Kesimpulan apa yang dapat ditarik dari materi hari ini? 3. Apakah ada masukan atau pertanyaan tentang apa yang tidak dipahami dari materi hari ini? • Guru memberikan penguatan positif untuk perilaku yang tepat dan mendukung keyakinan kelas, sambil memfasilitasi kesadaran siswa akan konsekuensi dari perilaku mereka selama proses pembelajaran. • Sebelum mengakhiri pelajaran hari ini, guru mengajak siswa untuk mengajukan pertanyaan tentang materi yang telah dibahas sebelumnya. • Guru mengajak siswa untuk berdoa sebagai tanda bahwa pelajaran telah selesai.	20 menit
b. Pertemuan 2		
Aktivitas	Deskripsi	Alokasi Waktu
A. Pembuka	• Menyapa dan menyambut siswa • Memeriksa kehadiran siswa • Guru menyapa siswa • Guru menunjuk seorang siswa untuk memimpin doa dan mengingatkan siswa untuk berdoa sesuai dengan keyakinan masing-masing.	10 menit

	• Guru menyapa siswa • Guru menunjuk seorang siswa untuk memimpin doa dan mengingatkan siswa untuk berdoa sesuai dengan keyakinan masing-masing. • Guru melakukan pemecah kebekuan dan mendorong siswa untuk mengingat materi sebelumnya. • Guru menjelaskan materi dan menyampaikan tujuan pembelajaran. • Guru membagi siswa menjadi empat kelompok, masing-masing terdiri dari 4-6 siswa, dan kelompok-kelompok ini dipilih secara acak oleh guru. • Guru menjelaskan bahwa setiap anggota kelompok memiliki peran masing-masing dalam kelompok.	
B. Inti	• Guru menjelaskan mengenai Marriott Standar dan SOP di Dunia perhotelan • Guru memberikan tugas diskusi, "A foreign guest named Ms. Laura Bennett arrived at the hotel at 2:30 p.m. He had just completed a 16-hour flight from London to Bali, followed by a 1-hour journey from the airport to the hotel." • Siswa mendiskusikan apa yang harus dilakukan resepsionis dalam situasi ini. Setiap kelompok membahas studi kasus, dengan fokus pada: 1. Mengidentifikasi percakapan yang akan mereka lakukan dengan tamu. 2. Siswa membaca contoh dialog check-in, mencatat kosakata dan ekspresi penting. 3. Siswa berlatih bermain peran: satu orang berperan sebagai tamu, yang lain sebagai resepsionis. Kemudian, mereka beralih peran. 4. Beberapa kelompok mempresentasikan percakapan mereka kepada kelas. 5. Guru memandu diskusi untuk memastikan fokus dan arah. • Guru mengajak setiap kelompok untuk mempresentasikan dan memberikan umpan balik antar kelompok. • Setiap kelompok mempresentasikan hasil pembahasan mereka kepada kelas. Presentasi dilakukan oleh perwakilan kelompok.	60 Menit

	- Setelah masing-masing kelompok tampil, guru memfasilitasi sesi umpan balik dari kelompok lain (peer feedback) serta memberikan koreksi terhadap penggunaan bahasa dan prosedur layanan. - Guru mengajak siswa melakukan refleksi atas kesalahan umum dan menegaskan kembali pentingnya sikap profesional dalam pelayanan tamu.	
C. Penutup	- Siswa dan guru meninjau pembelajaran yang telah dilakukan. - Siswa merenungkan pembelajaran yang diterima di kelas dengan menjawab pertanyaan-pertanyaan berikut: 1. Bagaimana pembelajaran hari ini? 2. Kesimpulan apa yang dapat ditarik dari materi hari ini? 3. Apakah ada masukan atau pertanyaan tentang apa yang tidak dipahami dari materi hari ini? - Guru memberikan penguatan positif untuk perilaku yang tepat dan mendukung keyakinan kelas, sambil memfasilitasi kesadaran siswa akan konsekuensi dari perilaku mereka selama proses pembelajaran. - Sebelum mengakhiri pelajaran hari ini, guru mengajak siswa untuk mengajukan pertanyaan tentang materi yang telah dibahas sebelumnya. - Guru mengajak siswa untuk berdoa sebagai tanda bahwa pelajaran telah selesai.	20 menit

c. Pertemuan 3

Aktivitas	Deskripsi	Alokasi Waktu
A. Pembuka	- Guru menyapa dan menyambut siswa. - Memeriksa kehadiran siswa. - Salah satu siswa ditunjuk untuk memimpin doa sesuai keyakinan masing-masing. - Guru melakukan ice breaking singkat, misalnya permainan “Guess the Expression” (siswa menebak ekspresi sopan yang	10 menit

	digunakan dalam situasi check-in/out). • Guru meninjau kembali kegiatan role play yang dilakukan oleh kelompok 1 dan 2 pada Meeting 2, menanyakan kesulitan dan pembelajaran yang mereka dapatkan. • Guru menjelaskan bahwa hari ini giliran kelompok 3 dan 4 yang akan melanjutkan role play dengan topik yang sama, yaitu Check-in and Check-out Process, menggunakan studi kasus yang telah diberikan sebelumnya. • Guru menyampaikan tujuan pembelajaran hari ini dan kriteria penilaian performa.	
B. Inti	Fase 1 – Review & Preparation (10 menit) • Guru memberikan waktu singkat bagi kelompok 3 dan 4 untuk mempersiapkan kembali naskah dialog, alat peraga, atau catatan dari hasil diskusi sebelumnya. • Guru mengingatkan kembali prosedur Front Office check-in/out yang benar sesuai Marriott SOP (greeting, verifying booking, offering assistance, closing statement). Fase 2 – Role Play Performance (40 menit) • Kelompok 3 melakukan role play check-in process berdasarkan skenario yang sudah dibuat minggu lalu. • Setelah tampil, kelompok lain memberikan peer feedback dengan menilai aspek bahasa, ekspresi sopan, dan langkah pelayanan. • Kelompok 4 melanjutkan dengan role play check-out process, di mana tamu akan meninggalkan hotel setelah tiga malam menginap. • Guru memberikan umpan balik singkat pada setiap performa terkait penggunaan bahasa, sikap profesional, dan alur pelayanan tamu. • Siswa pengamat (kelompok 1 dan 2) diminta mencatat ekspresi baik atau kesalahan umum yang perlu diperbaiki. Fase 3 – Class Discussion (10 menit) • Guru memfasilitasi diskusi kelas tentang perbedaan gaya	60 Menit

	pelayanan antara check-in dan check-out yang diperagakan oleh kelompok 3 dan 4. Siswa menyoroti kesalahan umum dan menyarankan perbaikan untuk penggunaan bahasa atau langkah kerja yang lebih profesional.	
C. Penutup	- Guru dan siswa meninjau hasil pembelajaran hari ini dan membandingkan performa antar kelompok. - Siswa melakukan refleksi dengan menjawab pertanyaan: - Apa hal yang paling menantang saat melakukan role play hari ini? - Ekspresi apa yang paling berguna untuk menghadapi tamu dalam proses check-in/out? - Bagaimana perasaan Anda saat melayani tamu dalam simulasi? - Guru memberikan umpan balik umum dan apresiasi terhadap performa kelompok 3 dan 4. - Guru menugaskan seluruh siswa untuk menulis refleksi individu tentang pengalaman role play (100–150 kata). - Guru mengajak siswa menutup pelajaran dengan doa bersama.	20 menit
4. Media Pembelajaran Media : <i>Powerpoint, Video Youtube</i> https://www.youtube.com/watch?v=l96brCmh4Fk&utm_source=.com , <i>Gambar</i> Alat : <i>Laptop, Proyektor</i> Bahan ajar : <i>Buku Digital Guru</i> <i>Buku Digital Mahasiswa</i> https://repositori.kemendikdasmen.go.id/7818/1/AKP-7.Modul%20Diklat%20PKB%20Guru%20SMK%20Paket%20Keahlian%20Akomodasi%20Perhotelan%20G.pdf?utm_source=.com <i>Lembar Kerja Siswa</i> Assesment Format penilai: - Lembar Kerja Peserta Didik		

2. Kerja sama tim-ke-tim

Jenis Penilaian

Tes Lisan : Beruoa percakapan conversation untuk menilai kemampuan berbicara

Instrument Penilaian

1. Soal dan instruksi pengerjaan.
2. Rubrik penilaian

Singaraja, 04 Agustus 2025

Kepala Sekolah

Guru

I Ketut Pranaya Maha Purusa, S.Pd.

LAMPIRAN

The Front Office is the part of the hotel that is responsible for handling reservations, welcoming guests upon arrival (check-in), service during the stay, to the check-out process and providing information and assistance needed by guests.

According to Marriott International, the front office is considered the “Heart of Guest Service” because it is the starting and ending point of guest interaction with the hotel. This department has a crucial role in creating a positive first and last impression through professional, friendly, and proactive service. Because the front office represents the hotel's brand image and identity, its staff are required to maintain

consistent, accurate service standards and comply with international SOPs.



A. What is Marriott SOPs?

Marriott International, Inc. is a leading global hospitality company headquartered in Bethesda, Maryland, USA. It operates, manages, and franchises more than 8,500 properties across 138 countries and territories, offering over 30 hotel brands ranging from economy to luxury categories.

Marriott not only functions as a hotel operator but also as a global setter of hospitality standards, providing guidelines for various hotel departments such as Front Office, Housekeeping, and Food & Beverage. According to the official Marriott International website:

“Marriott International is a leading global lodging company with more than 8,500 properties across 138 countries and territories, offering 30+ brands and extraordinary hospitality.”

Marriott International establishes comprehensive Front Office Standard Operating Procedures (SOPs) to ensure consistent and high-quality guest interactions across its properties worldwide. Among the key service standards applied in the Front Office department are the LEARN model, the 15–5–1 rule, and the courtesy call procedure, all of which emphasize professional communication and guest-centered service.

The LEARN model—Listen, Empathize, Apologize, React, and Notify—is a structured problem-solving framework used by Front Office associates to handle guest complaints and service recovery situations. This model guides staff to actively listen to guest concerns, demonstrate empathy, provide sincere apologies, take immediate corrective action, and notify relevant departments to prevent recurrence. Through the LEARN model, Front Office staff are expected to communicate clearly, politely, and professionally in English while maintaining emotional intelligence and service consistency.

In addition, Marriott applies the 15–5–1 rule as a standard for guest engagement within the hotel environment. This rule requires Front Office associates to acknowledge guests with eye contact and a smile within 15 feet, verbally greet guests within 5 feet, and address guests by name whenever possible. The 15–5–1 rule reinforces proactive communication and courteous behavior, which are essential competencies for Front Office personnel in international hospitality settings.

Another important Front Office SOP is the courtesy call procedure, which involves contacting guests after check-in to ensure their comfort and satisfaction. Courtesy calls are conducted to confirm that room conditions meet guest expectations and to offer assistance if any issues arise. This procedure reflects Marriott’s commitment to personalized service and effective follow-up communication, requiring Front Office staff to use polite, clear, and context-appropriate English expressions.



B. Front Office Functions in Marriott Standards

1. Welcoming and Making First Impressions

Impressions

Purpose: To make guests feel appreciated and warmly welcomed.

Service Standards:

1. Greet guests with a sincere smile.
2. Mention the guest's name at least *3 times* (during greeting, during interaction, and before parting).
3. Use formal yet warm language.

Example Expression:

“Welcome, Mr. Smith. We’ve been expecting you.”

“It’s great to have you back with us.”



2. Efficient Check-in Process

Ideal duration:

≤ 3 minutes (hotels in the US)

≤ 5 minutes (Asia & EMEA)

The differences in check-in times above is due to differences in service culture, guest expectations, and operational systems. Guests in the US generally prioritize speed and efficiency, so the check-in process is kept as short as possible, often assisted by technology such as mobile check-in.

Meanwhile, in Asia and EMEA, the check-in process usually takes slightly longer because these regions prioritize friendliness, attention to detail, and personal interaction. For example, explaining hotel amenities or offering a welcome drink and sometimes chatting about the trip. This takes longer, but guests experience a warmer and more personalized service.

Main steps:

1. Greeting: Greeting guests while standing and smiling and also making eye contact.

2. Verification: Checks reservations, IDs, and payment methods.

1. Information Sharing: Explains facilities, breakfast hours, Wi-Fi, and additional services.
2. Offer Extras: Offers room upgrades, breakfast, or access to premium amenities.
3. Keycard & Escort: Provides room keys and offers elevator/room drop-off.

3. Escort to Elevator or Room

Purpose: To provide personalized service and ensure guests are familiar with the hotel's facilities.

Standard:

1. Guests are escorted to an elevator or room.
2. While walking, describe the location of the facility (restaurant, pool, gym).
3. Priority for:
 - VIP Guests
 - First-time guests
 - Guests who bring a lot of items or need special assistance

4. Courtesy Call



courtesy call is a standard Front Office procedure conducted within 15 minutes after the guest enters the room. This step ensures that the guest is comfortable and that all room facilities

are functioning properly. As part of proactive guest service, the courtesy call allows the hotel to identify and resolve any issues at an early stage, thereby preventing potential complaints. It also provides an opportunity to offer additional assistance and reinforce the hotel's commitment to personalized service. By demonstrating genuine care and attention to detail, the courtesy call helps create a positive first impression, enhances guest satisfaction, and strengthens the overall guest experience.

Example Expression:

“Good evening, Mr. Smith. This is Anna from the Front Desk. I’m calling to check if everything in your room meets your expectations.”

“Please let us know if you need anything else during your stay.”

5. Handling Complaints with LEARN Model

Marriot applies the **LEARN Model** to handle guest complaint effectively

Step	Action	Example
L – Listen	Listen attentively without interrupting	-
E – Empathize	Show understanding and care	“ I understand how inconvenie this must be for you”
A – Apologize	Offer a sincere apology even if it’s not your fault	“ I sincerely apologize for the incoveniece”
R – Respond	Provode clear and immediate solutions	-
N – Notify	Report to the relevant departement for follow up	-

6. Check-Out Profesional dan Personal

1. Make sure the bill is clear and accurate.
2. If guests have a bill, you can confirm the payment method.
3. Say thank you by saying the guest's name.
4. If possible, take guests to the exit or pick-up area.

Example:

“Thank you for staying with us, Mr. Smith. We look forward to welcoming you back.”

C. Complete Check-in Process (Marriott SOP)

1.Pre-Arrival



1. Check the daily reservation list.
2. Prepare a key card and registration documents.
3. Take note of your guests' preferences (e.g., high floor, non-smoking, extra pillow).

2. Arrival & Greeting (The 15 – 5 -1 Rule)



The 15–5–1 Rule is a standard hospitality guideline used to ensure guests receive a warm and professional first impression when they arrive at the hotel. This rule helps Front Office staff maintain consistent, high-quality service during guest arrival.

1. 15 Feet – Awareness (± 4.5 meters)

At a distance of around 15 feet, staff must become aware of the guest's presence. This includes pausing current tasks, making eye contact, and preparing to greet the guest. This step shows readiness and attentiveness.

2. 5 Feet – Greeting (± 1.5 meters)

When the guest reaches about 5 feet, staff should offer a warm verbal greeting. A smile and a polite welcome are essential. If the guest's name is known, it should be used to create a personalized interaction.

Example: "Good afternoon, Mr. Johnson. Welcome to our hotel."

3. 1 Foot – Assistance (± 30 cm)

At close distance, staff should offer assistance based on the guest's needs, such as check-in help, luggage assistance, or directions.

Example: "May I assist you with your check-in?"

3. Verification

1. Asking for an official identity and payment method.
2. Confirm reservation details (room type, number of nights, number of guests).

4. Information Sharing

- Explain breakfast hours, restaurant location, Wi-Fi, room service, pool and gym.
- Offer room upgrades or additional packages.

5. Room Assignment

1. Give the key card and point it to the room.
2. Use positive language:
“Your room is ready for you on the 12th floor.”
3. When giving the key to the guest, make sure to only mention the floor of the room without mentioning the room number.

6. Escort

1. Shuttle guests to the elevator or room according to the standard.
2. Explain the route and facilities while walking.

7. Courtesy Call

Please contact guests 15 minutes after check-in to ensure convenience.

D. Contoh Dialog Check-In

Receptionist: Good afternoon, sir. Welcome to Marriott Grand Bali. May I have your name, please?

Guest: Good afternoon. Yes, it's Anderson. I have a reservation under James Anderson.

Receptionist: Thank you, Mr. Anderson. Let me check... Yes, I found your reservation. Your reservation is A deluxe room with a king-size bed for two nights and then your reservation already included breakfast for 2 person, correct?

Guest: Yes, that's correct.

Receptionist: Great.Mr.Andreson May I see your ID and credit card for verification?

Guest: Sure. Here you go.

Receptionist:Thank you. *[typing]*Everything is in order. Please fill out this registration form.

While you're doing that, allow me to tell you a bit about our hotel. Breakfast is served from 6 to 10 AM at the Horizon Restaurant. The pool and gym are open 24 hours.

Guest: Sounds good.

Receptionist: I'm happy to inform you, your room was ready and here is your room keycard, Mr. Anderson. And your room at 6th floor and this 2 last number is your room number.

I'll escort you to the elevator and show you the way and for your luggage, our bellboy will send to your room.

Guest: Thank you very much.

Receptionist: You're welcome. Also, I'll give you a courtesy call in about 15 minutes to make sure everything in your room is comfortable. Please don't hesitate to call "0" if you need anything else.

Guest: I appreciate that. Thank you.

Receptionist: Enjoy your stay with us, Mr. Anderson

LEMBAR KERJA SISWA

LEMBAR KEGIATAN PESERTA DIDIK (LKPD)

Judul : Check-in Procedures

Mata Pelajaran : Pariwisata

Kelas/Semester : XI/ 2

Waktu : (2 x 45 menit)

Nama Kelompok :

1.
2.
3.
4.
5.

Instructions for Work :

- Read the provided case carefully.
- Discuss with your group members.
- Use textbooks or the internet if needed.
- Answer the question in complete and clear sentences.
- Write the answers on the available sheets or workbooks.
- Present group answer in front of class and make conversation with your group

Scenario

A foreign guest named Ms. Laura Bennett arrives at the hotel at 2:30 PM.

She has just completed a 16-hour flight from London to Bali, followed by a 1-hour car ride from the airport to the hotel.

Conditions:

- Reservation under Ms. Laura Bennett is confirmed for 5 nights in an Ocean View Suite.
- Room status: Clean & Vacant – ready for occupancy.
- Guest has passport and credit card for deposit.

- Guest appears very tired, walks slowly, and speaks minimally.
- Guest speaks English only.
- Ms. Bennett has two large suitcases and one handbag.

Your Tasks :

1. Apply the 15-5-1 rule to greet the guest from 15 feet, 5 feet, and 1 foot distance.
2. Conduct the check-in process as efficiently as possible (≤ 3 minutes) to minimize waiting time.
3. Offer luggage assistance and escort the guest to the room.
4. Use short, clear, and polite language, keeping in mind the guest's fatigue.
5. Provide brief but essential information about key facilities (breakfast hours, Wi-Fi, restaurant).
6. Make a courtesy call 15 minutes after the guest has entered the room to ensure comfort.

Discussion :

1. How would you adjust your speed and tone of speech when serving a tired guest?

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2. Write a short, polite, and efficient check-in dialogue for this situation.

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3. Why is the *escort to room* step especially important in this case?.....

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4. What would be the most appropriate courtesy call question for a guest who has just arrived after a long journey?

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Rubrik Penilaian

a. Rubrik Lembar Kerja Peserta Didik (speaking)

Aspek yang Dinilai	Skor 5 (Sangat Baik)	Skor 4 (Baik)	Skor 3 (Cukup)	Skor 2 (Kurang)	Skor 1 (Sangat Kurang)
Penggunaan Bahasa Inggris	Bahasa sangat lancar, akurat, tanpa kesalahan	Bahasa lancar dan tepat, sangat sedikit kesalahan	Cukup lancar, beberapa kesalahan yang tidak mengganggu	Banyak kesalahan, komunikasi agak terganggu	Banyak kesalahan yang mengganggu pemahaman
Ekspresi dan Sikap Profesional	Selalu sopan, ramah, percaya diri tinggi	Sopan dan percaya diri, dengan sedikit keraguan	Cukup sopan, kadang kurang percaya diri	Kurang sopan dan kurang percaya diri	Tidak sopan, tidak percaya diri sama sekali
Kerja Sama Tim	Sangat kompak, pembagian tugas jelas, saling mendukung	Kompak, ada sedikit ketidakseimbangan tugas	Cukup bekerja sama, namun kurang koordinasi	Kerja sama minim dan tidak merata	Tidak bekerja sama sama sekali
Pemahaman	Memahami	Memahami situasi	Cukup	Kurang	Tidak

n Situasi	dengan sangat baik dan memberi solusi tepat	dengan baik, solusi relevan	memahami, solusi bisa diterima	memahami, solusi tidak tepat	memahami dan tidak memberi solusi
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NILAI = (Total Skor / (4 x 5)) x 100 = (Total Skor / 20) x 100

Skala Penilaian:

85-100: Sangat Baik

70-84: Baik

55-69: Cukup

< 55: Perlu Perbaikan

b. Rubrik Penilaian Diskusi dan Presentasi

Aspek Penilaian	SKOR			
	1	2	3	4
Pembagian Tugas di kelompok	Pembagian materi kurang merata atau salah satu anggota tidak memahami materi dari kelompok	Terdapat anggota kelompok yang tidak berperan dalam diskusi	Terdapat 1 anggota kelompok yang tidak melakukan presentasi	Semua anggota kelompok mendapat peran dalam diskusi dan presentasi
Jalannya Diskusi di kelompok	Tidak adanya komunikasi dalam diskusi	Diskusi hanya dilakukan oleh 2 orang	Semua anggota kelompok terlibat dalam diskusi namun terlihat salah satu anggota kurang menghargai anggota lainnya	Semua anggota kelompok terlibat dalam diskusi dan terlihat saling berbagi dan saling menghargai pendapat
Kemampuan menyampaikan hasil diskusi	Anggota kelompok tidak jelas dalam menyampaikan materi sehingga teman sekelas tidak mengerti.	Hasil diskusi disampaikan cukup bagus namun kurang jelas menyampaikan inti dari pertanyaan yang diberikan	Hasil diskusi sudah bagus namun kurang pasif karena kurangnya timbal balik antar kelompok	Hasil diskusi disampaikan dengan lugas dan jelas, serta peserta diskusi dari kelompok lain memahami penyampaian dengan sangat baik.
Pengelolaan	Hampir tepat	Kelebihan atau	Hampir tepat	Tepat waktu

waktu	waktu (selisih waktu ≤ 5 menit)	kekurangan waktu dalam menyelesaikan diskusi dan presentasi kurang dari 5 menit.	waktu (selisih waktu ≤ 5 menit)	dalam menyelesaikan diskusi dan presentasi
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$$\text{NILAI} = (\text{Total Skor} / (4 \times 5)) \times 100 = (\text{Total Skor} / 20) \times 100$$

Skala Penilaian:

85-100: Sangat Baik

70-84: Baik

55-69: Cukup

< 55: Perlu Perbaikan

Appendix 5 Documentation

