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DEVELOPING ENGLISH COURSE BOOK THROUGH TASK-BASED APPROACH FOR HOTEL STUDY PROGRAM

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Abstract
This paper talks about developing an English course book based on task-based approach for Hotel Study Program students of Muhammadiyah University West Sumatera. The development adopted ADDIE model which has five stages: Analyze, Design, Develop, Implement and Evaluation. Students' needs were analyzed by interviewing an English lecturer in the institution and a manager of Front Office department in Novotel Hotel Bukittinggi. Observation was also conducted at the department to get the language functions and any related forms used by the staffs in performing their tasks. The result of needs analysis was summarized into goals and objectives of the course. These goals and objectives were used to design the book in the form of scope and sequence chart of the unit based on task-based approach. The chart then was developed into a course book. The book was validated by an expert in English for Specific Purposes and two experts in hotel study program. The result showed that the book was very valid with the average score was 3.70 and recommended to use with few revisions. The implementation was limited to four-time try out in the target institution to found out any problems and faults in using it. Questionnaires were distributed to the students at the end of the implementation to evaluate the suitability of the book based on their perception. The result was 3.40 which indicated that the students felt that the book was suitable and useful for being used in that course.

Keywords: *ADDIE, Developing course book, Task-based approach*

1. INTRODUCTION

English as an international language will be much needed by people who work in tourism industries to bridge communication with customers who have different native languages. Hence, many tourism faculties in Indonesia offer English as compulsory subjects taken in some semesters. The faculty hopes that the students will be facilitated to obtain the skills to communicate with foreign customers in their professional field.

Nonetheless, some lecturers who taught English for hospitality purpose in West Sumatera argued that suitable textbooks for this purpose were difficult to be found. An English lecturer at Akademi Pariwisata Paramita Bukittinggi stated on May 2015 that he used a manual for the worker got from the hotel he had ever worked and articles from the internet as sources of materials for his classes. The writer who is also teaching English for hospitality at Tourism Faculty Muhammadiyah University West Sumatera could not also find those books sold in many book stores in Bukittinggi and Padang even in the big and well-known ones. Therefore, they had to compile and adapt the materials from many sources. As a result, the materials had not been organized in a good course book or textbook. Whereas the students should be provided with well-organized learning materials to focus them on learning rather than working out what to do [15].

For this reason, a research was done to develop an English for tourism course book limited to English for Hotel subject learnt by the students of Hotel Study Program in Muhammadiyah University West Sumatera. The subject focuses on English for front office staff by considering that among all divisions in the hotel, they as well as restaurant, café and bars staffs make the greatest communication with customers [9]. Moreover, English for Restaurant and Bar subject is given at the other semester in this institution.

The rest of this paper is presented as follows: Section 2 provides review of related theories. Section 3 explains methodology used in developing the book. Section 4 presents the result of the development. Section 5 concludes the findings and suggestions for the future works.

2. REVIEW OF RELATED THEORIES

Needs analysis is an essential element in developing materials for a course. It is an on-going process and initial analysis before the course begins in order to find out the contents of the course [5]. It can also be defined as procedures of collecting information about students' needs [13] specifically on language and communication skills [1]. The analysis can be done through distributing questionnaires, conducting interviews, tests, meetings, observation, informal consultation with sponsors, students and others as well as collecting data and documents from the field [1, 2, 5, 8, and 13]. To prepare the students to perform real-world tasks in their future career, task analysis can be done in related working industries. It is a systematic process [12] done to analyze job behaviors i.e. knowledge, skills, abilities and other characteristics required for completing the work to prescribed standards [4, 7 and 11].

Program's approach and syllabuses, i.e. teaching activities, must also be considered in analyzing the needs and designing the book [2]. The result of needs analysis is formulated into goals and objectives of the course [13] described in the book design. The design can use scope and sequence chart of the units proposed by Brown because it outlines the elements of the book and minimizes redundancy [2]. The chart display three components of task-based learning framework: pre-task phase, task cycle and language focus [16] or pre-task, during task and post-task phase [6].

Both Willis and Ellis in ref 16 and 6 agree that the activities in pre-task prepare the students to perform the task. However Willis divides task cycle into three stages: task, planning and report. In task stage, the students do the task in pairs or small group while the teacher is monitoring from a distance without giving any correction. Then, the students prepare to report to the whole class how they did the task while the teacher stands by to give language advice. And the last, some groups present their report and the teacher comments on it. He also divides the third component, language focuses, into two stages: analysis stage in which the students analyze the words, phrases or patterns explicitly and practice stage, i.e. the students practice using them or practice doing the similar task with different partner. Whereas Ellis does not divide during task into three as Willis does but it centers on the task itself. And the post-task can be the following activities: repeating performance, reflecting on the task and focusing on forms.

The design is then developed into a course book. Before being implemented, the book should be validated by competent professionals in the field by using the same criteria as adapting materials [2]. The criteria are based on five perspectives: material's background, fit to curriculum, physical characteristics, logical characteristics and teach ability. Material background refers to information about author's and publisher's credential. Then fit to curriculum means the extent to which the material fit to approach, syllabus, needs, goals and objectives and techniques used in the course. Next, the lay out, organization, editorial qualities and material qualities are rated. Logistic refers to price, auxiliary parts and the availability of the book. Teach ability refers to teachers' edition, review and acceptability among teachers.

The next stage is implementation called teaching phase [2] or piloting the material [13]. The book is field-tested by at least one teacher who is not involved in developing process. The developer is suggested to observe the implementation yet the presence is not to ease the teacher to implement it but to find out and discuss any problems faced by the teacher and the students after the implementation. Any suggestions or faults are used to revise the book. A set of questionnaires can be distributed to the users to find out its effectiveness or suitability [13]. Tomlinson calls it as post-use evaluation [15].

3. RESEARCH METHODS

The research was conducted by using ADDIE model which stands for Analyse Design Develop Implement and Evaluate [14]. The model was chosen because the steps are more general than the other models and they can be adapted to develop a course book. The other models employ many procedures and are more suitable to develop instructional design.

The development followed the following procedure. The study was started by analyzing students' target needs and learning needs. The target needs were gained through interviewing a front office manager and the staffs of Novotel Hotel Bukittinggi as well as observing the staff's performance in order to find the functional language used by them in completing the tasks. The hotel was chosen as the representative of other international hotels in West Sumatera because it has been established as international four-star hotel since 1995 and managed by an international hotel management, ACCOR. Then the learning needs were gained through observing the students' knowledge about English for hotel front office.

The needs were summarized into goals and objectives of the course and then transformed into scope and sequence chart of the unit. The chart showing the elements of each unit follows framework presented in fig. 1. First is title and objective of the unit taken from the real-world task performed at the end of the unit. Then, pre-task and during task activities function as input from content focus. Language focus is also discussed in during task followed by post task activities. The chart was then developed into the course book.
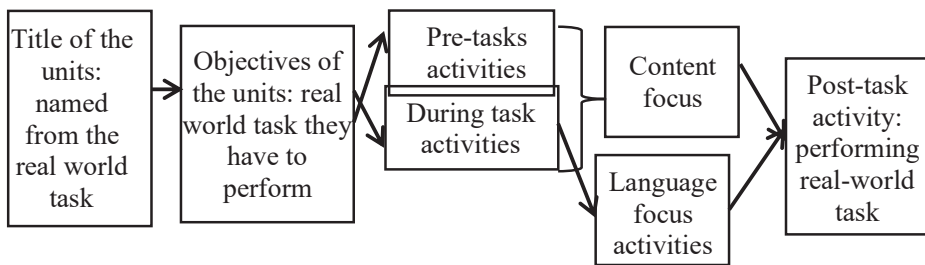

Fig. 1. Framework for Designing the Book

Before being implemented, the book was validated by three experts. The first validator was Dr. Zul Amri, M.Ed., an English lecturer who has taught ESP subject in Graduate Program of Padang State University for several semesters. The other validators were Rozi Yuliani, SST. Par., MM. and Windi Della Sari, M.Par., who both have S1 degree in Hotel Study Program and Master degree in Tourism Study Program. They also have taught Front Office subject at Tourism Faculty Muhammadiyah University West Sumatera, Padang State University and Akademi Pariwisata Paramita Bukittinggi for several semesters. The criterion in the validation form was rated from 1 to 4 meaning from poor, fairly good, good to very good. The validation score was calculated by using formula proposed by Creswell [3]:

$$Me \; ij = \frac{\sum_1^n xij}{nm}$$

Total score given by all validators for all criteria ($\sum_1^n xij$) was divided with the multiplication of number of validator (n) and number of criteria (m). There are four categories of validity: invalid if the total score is 1.00 – 1.99, fairly valid if the total score is 2.00 – 2.99, valid if the total score is 3.00 – 3.99 and very valid if the total score is 3.50 – 4.00 [10]. From these categories, the book is only recommended to use if it gains valid or very valid category. Besides scoring the validity, the validators also gave their comments or suggestions towards course book which became the reference to revise the book.

The book was then implemented for four times try out in the institution to find out any problems or faults in using it. After the *implement*ation, a set of questionnaire were distributed to the students to evaluate whether the book was suitable and useful for being used in the course based on students' perception. The same formula and categories in validating the book were adapted. The total score given by all students for all questions was divided with the multiplication of number of students with number of questions. Total score from 1.00 – 1.99 means the book is not suitable, 2.00 – 2.99 is fairly suitable, 3.00 – 3.99 is suitable and 3.50 – 4.00 is very suitable [10]. From these categories, the book is only recommended to use if it gains valid or very valid category. The revision was also done based on the suggestions or comments from the users after the implementation.

4. DATA ANALYSIS AND DISCUSSION

4.1. Analysis Stage

From task analysis in the hotel industry, the main tasks of each job function in front office department which might use English were concluded as follow. Reservationists are responsible for taking reservation through phone and e-mail, explaining information about room' details and facilities and changing or cancelling reservation on customers' request. Operators are responsible for answering and transferring phone call as well as answering guests' miscellaneous requests such as room service, room amenities, massage service, wake-up call, incognito and late check-out. The guests sometimes complain on hotel services to the operator, therefore they should be responsive and able to give immediate solutions.

The main tasks of reception are handling registration and payment of the guests upon check-in and processing guest check-out. Before registering the guest, they should verify guest reservation, assign room and key and then give brief explanation on what and where in-house facilities are available as well as on meal and check-out time to the guests. Sometimes, the guests inquire local establishments like shops, tourism attractions, banks, money changer etc. to the reception. They also handle guests' miscellaneous requests if the guests call them. Guest complaints sometimes occur upon check out and they should be able to respond it politely. Concierge's task is also done by them such as arranging transportation for the guest. Bell boy is not only responsible to handle guests' luggage, but he should also be able to welcome the guest properly, escort them to the room and familiarize them with hotel and room facilities. Next function is night auditor with the main duty is balancing daily financial transactions.

By using the tasks gathered from the interview, observation was done in order to find out functional language used by the staffs in performing those tasks. It was found that type of communication between staffs and customers is mostly two-way communication and it is in the form of transactional and informational exchanges. Thus, listening and speaking skills are used more frequently than reading and writing which are used only to read and fill supporting documents in performing their tasks. Furthermore, the exchanges with one customer to another customer use patterns which are almost equal. It is called almost equal because the process and the language use, for example, for taking reservation of customer A is almost the same as customer B. It will only be different when handling regular customers because the conversation may be more flexible, but they rarely have foreign regular customers.

The writer then found that in many situations the staffs could control the flow of communication because the guests generally follow the process done by the staffs in completing the tasks. They usually respond to the questions or requests which are related to the documents and payment. Even when the guest is complaining about something, the staffs usually direct the conversation by offering immediate solution after hearing the complaints attentively. Therefore, the functional language used by front office staff is predictable and generally more polite than the general language.

4.2. Designing Stage

From the result of needs analysis, goals and objectives of the course were obtained. The first goal requires the students to be able to communicate clearly and fluently in **performing front office tasks and the second one requires them to complete specific forms related to the tasks. These goals we**re elaborated into 13 more specific objectives of the course. They are opening phone calls by using external and internal greeting, answering miscellaneous requests from the guests (e.g. guest asking for room amenities, bell boy service, room service, massage service and wake-up call), forwarding external call for guest, taking messages for guest, filling out message forms, handling guest complaints on room facilities, taking reservation, filling out reservation form, revising or canceling guests' reservation, handling guest check-in with or without reservation, filling out registration form and breakfast coupon, escorting guest to room and handling guests check-out.

These objectives then were transformed into scope of sequence chart of the unit. Each unit consists of one objective, pre-task activities as stimulus materials, during task activities, language focus and post task activities. The steps of handling the task are discussed as during task activity in

ISELT-5
2017

consideration that the students are not hotel workers so that they do not have any background knowledge on how to perform the task. Table 1 shows an example of the chart for unit 4.

Table 1. Scope and sequence chart of unit 4.

No	Elements of the unit	Unit 4
1	Topic	Transferring phone call
2	Objective	The students will be able to transfer phone call
3	Pre-task activities	
	a. Stimulus material	• Explaining situation and who handle it.
	b. Models of conversation	• Forwarding a call (the guest wants to receive it)
		• Taking message(s) if no one picks up the phone.
4	During task activities	• Answering questions based on the conversation.
		• Filling out message form.
		• Discussing the steps of transferring phone call
	Language focus	• Asking the name
		• Asking to spell the name
		• Asking the guest to wait
		• Telling that you will forward/release the call
		• Telling the guest that there is a call
		• Asking the guest willing to receive the call
5	Post-tasks activities	• Spelling practice
		• Role play

4.3. Developing Stage

The developed course book consists of 14 units arranged based on its difficulty. The topics related to answering phone call are introduced ahead because the conversation and the steps are relatively short. The topics around reservation, bellboy and reception's tasks follow because the processes are more complex and there are some conditions related on them. There are also foot notes for several conversations at the bottom page to give additional information for the students.

Fig. 2 shows cover of the book. It is intentionally designed with only three elements, i.e. a picture of a reception staff, title of the book and author's name, to make the readers recognize what the book is about at a glance. The picture shows a woman standing in front of a front desk while receiving the phone with a smiling face. Her right hand is picking up the phone handle while her left hand seems typing on the computer keyboard or writing something. This picture represents the attitude that should be possessed by a hotel staff especially the front office staff. Despite their workload, they must be able to show courtesy and hospitality by giving warm smile to the customers.

Fig. 2. Cover of the Book

Fig. 3 shows the way of title and objective of the unit are positioned. The tittle is preceded by a picture of a staff handling the task that will be learnt in that unit. It will help the students to visualize what they are going to learnt in that unit. The objective of the unit is stated on the right side of the picture. It specifies communicative competence that should be reached by the students in that unit.

Fig. 3. An Example of Title and objective of a Unit

Example of pre-task activity is shown in fig. 4 and 5. Fig. 4 is an activity trying to make connection between students' prior knowledge with the task they are going to learn. Students are invited to think what they already know about the task. Fig. 5 is the correct model of conversation given to show the learner how the real-world task is performed. Students have not asked to do anything with the dialogue unless listening to their teacher on how the conversation takes place or reading it with their partner.

Fig. 4. An Example of Pre-Task Activity

Dialogue	Look at the following dialogue. Listen to your lecturer while he/ she is reading this dialogue.

	[Picking up the telephone] Good afternoon. Operator, John's speaking. How may I help you?	Operator
Guest	Yes. The toilet in my room is overflowing.	
	That's not good. [15]I am sorry for the inconvenience. Could I have your room number please?	Operator
Guest	It's 326.	
	We'll send someone up right away.	Operator
Guest	Great.	

Fig. 5. Correct Model of Language Use

Fig. 6 and 7 are example of during task activities. Fig. 6 shows the activities of filling out form and answering questions related to the previous conversation given in pre-task. The questions direct the students' attention to the pattern and functional language used in the conversation. Fig. 7 is an example of the steps of handling the task. The steps function to provide opportunities for the students to use their information processing skills. They are given as the content focus by considering that the students are not hotel practitioners. If there are some conditions which may happen in performing the task, they are also described in the foot note as being shown in fig. 8.

Activity 3	Look at the message form below. Fill out this form by using information from dialogue 2.

Message Form

Message for	: _____	Room No	: _____
From	: _____	Date	: _____
Tel. No.	: _____	Time	: _____
Message	: _____		

Taken by : _____

Activity 4	Work in pairs. Discuss the answer of the following questions based on those dialogues.

1. Does the operator ask the name of the caller?
   ....
2. How does the operator ask the caller's name?
   ....
3. What does the operator say to ask the guest's name?
   ....
4. In your opinion, why does the operator ask the caller to spell the guest' name?
   ....

Fig. 6. Examples of during task activities

Steps

External greeting
↓
Asking the caller's name
↓
Asking the date of arrival
↓
Asking the length of stay
↓
Asking number of people who will check-in
↓
Asking the guest to wait while checking the room forecast
↓
Informing the guest that the rooms is not available
↓
Offering alternative (a day before or after the requested date if it is available)

If the guest accepts the alternative, the next steps will be the same with taking reservation in unit 7a. | If the guest refuses the alternative

Explaining the rate and the features of the room | Apologizing
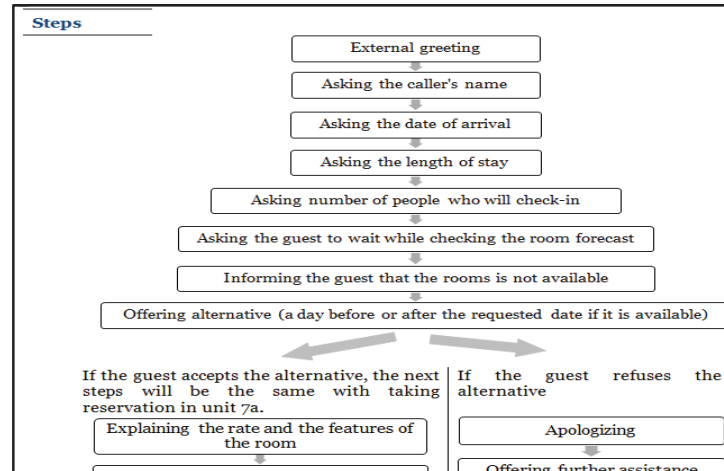
Offering further assistance

Fig. 7. Example of Steps of Handling the Task

[Picking up the telephone]
Good afternoon. ²Operator. ³John's speaking. | Operator
⁴How may I help you?

¹ Introducing hotel's name will remind caller that they dial the correct number.
² Introducing job function will remind caller that they dial the correct extension line.
³ Introducing the receiver nickname will make the caller notice the person who is in service charge.
⁴ "How may I ...?" and "How can I ...?" would be more polite than "Can I?"

Fig. 8. An Example of Foot Notes

Fig. 9 is an example of language focus activities. They are given some alternatives to express the functional language used in the conversation. Language focus which has been discussed at one unit will not be repeated at the next unit in order to avoid repetition.

Language Focus

Here are some options to express the language functions used in transferring phone call.

Asking the name

May	I	have your name, please
Could		the name of the guest you're trying to reach?
Would	you tell me	
Could		

May I ask who is calling?

Asking the caller to spell the name

Could you spell	your name,	please?
	his name,	
	It for me,	

Asking the caller to wait

Just a moment, please.	I'll check it for you.
One moment, please.	
Hold on, please.	
Can you wait for a moment?	
Please give me a moment.	

Activity 5

Practice spelling the following names with your partner by using international telephone alphabet. Follow the example below.

Example:

Caller   : Can I speak to Mr. Stuart Forrest?
Operator : Sure. Could you spell his name, please?
Caller   : Ok. Stuart S-T-U-A-R-T and Forrest F-O-R-R-E-S-T.
Operator : Can you repeat it again, Sir?
                 : Ok Serra – Tango – Ultra – Alpha – Romeo – Tango for Stuart and Foxtrot – Oscar – Double Romeo – Echo – Serra – Tango for Forrest.

1. Stuart Forrest   6. Kofi Geoffrey
2. Mike Buckland   7. Michael Auret
3. James Middleton   8. Edward Noeltner
4. Jean Koenig   9. Vanessa Ann

Fig. 9. Language Focus Activity

Fig. 10 is an example of post task activities that should be performed in front of the class. One student plays a role of staff and the other play a role of customer. The task provides some situation and also information which may be looked at by the customer only and staff only.

Activity 6   Now role-play of forwarding phone call with your partner. Student A takes role as an operator and student B takes role as the caller. The caller only looks at information A and the operator only looks at information B.

Information A: For the caller.

1. Situation 1.
    You are Emelyn Bernas. You want to talk to Noel Santos, a guest in Bukittinggi Hotel.

2. Situation 2.
    You are Steve Buscemi from Atlanta Tour & travel. You want to talk to Loretta Devine (guest in room 423) but there is no one picking up the phone. So, you ask the operator to inform Ms Devine that the bus driver found his wallet in the bus and he should pick it up at the office the next day.

Information B: For the operator

1. Situation 1.
    You work as an operator in Bukittinggi Hotel. This afternoon you receive a call for Mr. Noel Santos. And he wants to receive it.

2. Situation 2.
    You work as an operator in Bukittinggi Hotel. This morning you receive a call for Ms Loretta Devine (guest in room 423). However, Ms. Devine does not pick up the phone.

Fig. 10. An example of post task activity

Before implementation, the book was validated and the result showed that the book was very valid with the average score for all criteria was 3.70 (three point seventy). All validators recommended the book to be used at the program with few revisions. Validator 1 suggested finding more references for language functions while validator 2 and 3 commented on some contents of the book. The book was revised based on these comments.

4.4. Implementing Stage

The book which had been revised based on the experts' judgments then was tried out by the book developer to the students of hotel study program in Muhammadiyah University. The implementation was used to find out any problems faced by the students in using it and also to identify any faults in the details of the concept or the language. The book implementation was done for four meetings: the first meeting was on 18 May, the second was on 20 May, the third was on 25 May and the fourth was on 27 May 2016. Each student got the copies of unit 15 to 18 a week before the implementation was done.

During the implementation they found some faults or weaknesses in the concept and language such as some sentences which are too long and too complex for the students and some mistyping. The revision was done based on the result of the implementation.

4.5. Evaluation Stage

The book was evaluated based on the result of questionnaires distributed to the students at the last meeting. There were nine students joining the try out. They were second semester students who were taking English for Hotel subject. From students' questionnaires, they felt that the book was suitable and fit to their needs with the average score was 3.4 (three point four).

5. CONCLUSION

There were three points that can be concluded. First, the students of Hotel Study Program at Tourism Faculty Muhammadiyah University West Sumatera need to know host-guest transactional and informational exchanges in order to be able to perform their tasks in their future career as front office staffs. Speaking is the most required skill for them while writing is only used to fill out some forms related to the tasks. Furthermore, the conversation can be controlled by the students because these exchanges follow recurring themes. Second, the result of validation showed that the book was

very valid and recommended to use with few revisions. Finally, the students felt the book was suitable and useful for being used in that course.

The researcher suggests all ESP teachers or lecturers to conduct needs analysis for their students before the course begins because ESP materials, language and skills are commonly not the same as the general English. Regarding to the product of her development, she supplicates other researchers to try out all units or do an experimental research in the same or other tourism faculties to find out the effectiveness of the book.

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