

**NEED ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSES
FOR HOTEL INDUSTRY MAJOR AT SMK NEGERI 3
PURWOKERTO: A PERSPECTIVE FROM HOTELS' HUMAN
RESOURCES**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
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as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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2024**

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

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Declare that the thesis I have compiled with the title, "Need Analysis of English for Specific Purposes for Hotel Industry Major at SMK Negeri 3 Purwokerto: A Perspective from Hotels' Human Resources" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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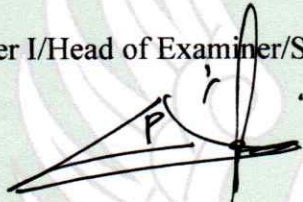
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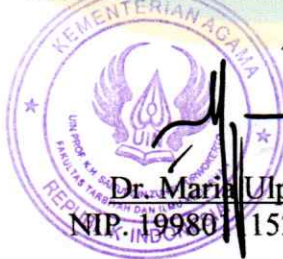
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Assalamu'alaikum Wr.Wb,

After conducting guidance, review, direction, and correction, then through this letter, I convey that:

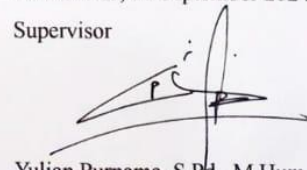
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I recommend the thesis to be submitted to Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K. H Saifuddin Zuhri Purwokerto and examined in to order to attain Sarjana Pendidikan (S.Pd)/Undergraduate Degree in English Education

Wassalamu'alaikum Wr.Wb,

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ABSTRACT

NEED ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSES FOR HOTEL INDUSTRY MAJOR AT SMK NEGERI 3 PURWOKERTO: A PERSPECTIVE FROM HOTELS' HUMAN RESOURCES

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Abstract: This study investigates the specific English language needs of students in the Hotel Industry major at SMK Negeri 3 Purwokerto, using perspectives from hotel Human Resources (HR). A mixed-method approach was employed, combining interviews with HR personnel from Java Heritage Hotel and ELSOTEL, teachers, and questionnaires completed by students. The research aims to identify the key English skills required by the hotel industry and assess the suitability of the current curriculum at SMK Negeri 3 Purwokerto. The findings highlight that speaking and listening are the most critical English skills for hotel employees, especially in front-line roles. However, the current curriculum focuses on general English, failing to address the specific language needs of the industry. Students also reported low confidence in using English for real-world situations. HR professionals emphasized the importance of role-play and contextual communication in staff training, further demonstrating the gap between academic preparation and industry demands. The study concludes that the curriculum should incorporate English for Specific Purposes (ESP) to align with the needs of the hotel industry. Recommendations include curriculum revision, enhanced teaching methods, and stronger collaboration with hotels to provide students with more relevant, hands-on experiences.

Keywords: *English Skill ; Hotel Industry; Need Analysis; Vocational School*

MOTTO

“Maka bersabarlah kamu, sesungguhnya janji Allah itu benar.”

(Q.S. Ar-Rum:60)



DEDICATION

I dedicate this thesis to:

*My beloved parents (Martam and Eni Musiyati) who always give me support,
motivation, and prayers to complete this thesis.*

*My aunts and uncles (Tugiman and his wife, Fatimah, Sukarni and her husband) and
the whole family.*

All the people who have support me.



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The Researcher,



Chintia Putri Utami

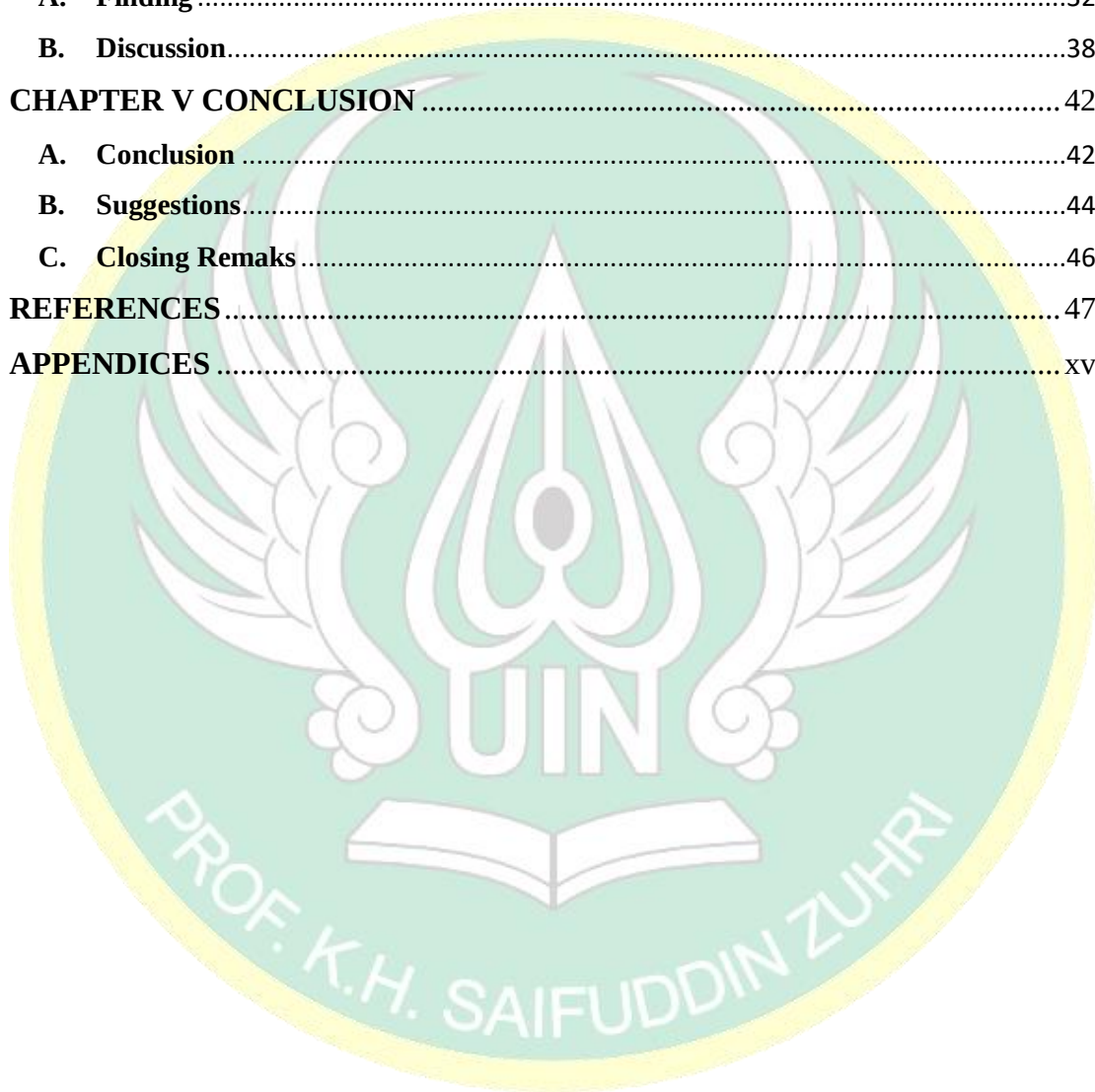
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CHAPTER I

INTRODUCTION

A. Background of the Study

In today's globalized world, English has become a critical tool for communication across various industries. The hospitality sector, in particular, relies heavily on effective communication to ensure the delivery of high-quality service to international clients. English serves as a global lingua franca, essential for hotel staff to bridge linguistic and cultural gaps when interacting with guests from diverse backgrounds (Crystal, 2003). As highlighted by Crystal (2003), English's role as a global language has become indisputable, with its use permeating various professional fields, including tourism and hospitality.

The rise of English for Specific Purposes (ESP) reflects the growing need for language learning to be tailored to specific professional contexts. ESP differs from general English instruction by focusing on the specific vocabulary, skills, and language structures required in a particular field (Hutchinson & Waters, 1987). In the hospitality industry, ESP programs are designed to equip staff with the necessary linguistic competencies to manage tasks such as guest check-ins, handling complaints, and providing service recommendations (Dudley-Evans & St. John, 1998).

The hospitality industry is a global business that thrives on effective communication. For example, research by Blue and Harun (2003) demonstrates that the ability to communicate clearly in English is essential for hotel staff to deliver services efficiently, address guest needs, and manage cross-cultural interactions. Front desk employees, for instance, require not only conversational skills but also an understanding of industry-specific terminology to assist guests properly (Blue & Harun, 2003).

To ensure that vocational students, especially those in hospitality programs, are adequately prepared for real-world tasks, a well-conducted needs analysis is essential. Needs analysis identifies the specific language demands of learners based on the tasks they must perform in their professional environments (Basturkmen, 2010). As noted by Richards (2001), aligning language instruction with the actual needs of the profession enhances the practical value of language learning, which is particularly important in ESP contexts. In the hospitality industry, this approach ensures that learners are equipped with the language skills necessary to navigate daily interactions with guests and colleagues effectively.

The dynamic nature of the hospitality sector, influenced by globalization and technological advancements, further underscores the importance of regularly updating ESP programs based on current industry needs (Flowerdew, 2012). This is particularly true in Indonesia, where the hospitality industry continues to expand due to the growth of international tourism. Vocational schools (*Sekolah Menengah Kejuruan* or SMK) offering hospitality programs have a responsibility to equip students with not only the technical skills but also the language proficiency required by the industry (Widodo, 2016).

SMK Negeri 3 Purwokerto is one such institution that offers a specialized curriculum in hotel management. However, despite the importance of English in the hospitality sector, the school's current curriculum does not fully integrate ESP into its English language instruction. General English courses may not adequately prepare students for the specific challenges they will face in their careers, such as communicating with international guests or handling culturally diverse situations (Widodo, 2016). Thus, there is a growing need for vocational institutions like SMK Negeri 3 Purwokerto to incorporate more targeted ESP courses to better meet industry demands.

Several studies have examined the role of English in the hospitality industry, yet gaps remain in evaluating how well vocational school curricula align with the actual needs of the sector. For instance, "Need Analysis on English for Hospitality Industries: A Case Study of The Hotel Employees" (2022) identified the English language demands of hotel employees but did not address how vocational education prepares students for these roles. Similarly, the research "Needs Analysis of ESP for Tourism Study Program at SMKN" (2021) focused broadly on tourism, rather than the specific linguistic requirements of hotel staff.

Moreover, studies often fail to take into account the perspective of hotel human resources managers, who play a critical role in assessing employee performance and determining the specific language skills needed for success in the hospitality industry. This gap in the research is significant, as HR managers provide valuable insights into the real-world application of English skills within hotel operations. According to Johns and Dudley-Evans (2001), HR perspectives are often overlooked in needs analysis, yet they are crucial for understanding how well language skills translate into professional performance.

This study seeks to address these gaps by conducting a comprehensive needs analysis of the English language requirements in the hospitality sector, specifically from the viewpoint of human resources managers at hotels in Purwokerto. The research will assess how well the current curriculum at SMK Negeri 3 Purwokerto aligns with the expectations of the hotel industry and propose recommendations for improving the ESP component of the curriculum. By tailoring the curriculum to better reflect industry needs, SMK Negeri 3 Purwokerto can enhance the employability of its graduates and contribute to the growth of the local hospitality sector.

In conclusion, the title of this research is "Need Analysis of English for Specific Purposes for Hotel Industry Major at SMK Negeri 3 Purwokerto: A Perspective from Hotels' Human Resources." By addressing the alignment

between vocational education and the needs of the hospitality industry, this study aims to provide concrete recommendations that will enhance the quality of English language instruction for hospitality students in Indonesia.

B. Clarification of Key Terms

Definitions of key terms are very important in providing guidelines for the research to be conducted. In this research, there are two key terms that can guide research development, they are:

1. English Specific Purposes (ESP)

ESP refers to language teaching approach and curriculum design that focuses on meeting specific learners' needs in a particular field or profession. In contrast to conventional English teaching methods, which focus on everyday speaking skills, ESP focuses more on specific language skills needed in specific situations or areas of communication. ESP is an English abbreviation for specific purposes, such as English for academic purposes (EAP), English for business purposes (EBP), and English for medical purposes (EMP). Typically, ESP courses mix materials, assignments, and activities tailored to the linguistic, communication, and discourse needs of the field or profession addressed.

2. Hospitality

Hospitality is a broad segment of the services sector that includes the provision of accommodation, food, beverages and additional services to visitors or clients. This includes various entities such as hotels, dining establishments, resorts, cruise ships, event spaces, and tourism-related companies. Professionals in the hospitality industry are tasked with ensuring guest comfort, satisfaction and overall well-being by providing personalized service, paying attention to detail and communicating effectively. Important components of the hospitality sector consist of customer interaction, guest satisfaction, supervision of accommodation, management of food and beverage services, organizing events, providing

tourism assistance, and offering recreational activities. The hotel industry is very important to the tourism sector and has a major impact on the global economy.

C. Research Questions

Based on the background of the study that has been explained, the research question are:

1. What are the needs of hotel companies in Purwokerto regarding mastery of English for their employees?
2. Is the curriculum used by SMK Negeri 3 Purwokerto in accordance with the company's needs?

D. Aims and Significances of the Study

1. Objective of the Study
 - a. To identify specific needs in English language skills required by graduates majoring in the hotel industry at SMK Negeri 3 Purwokerto, in accordance with the Human Resources (HR) perspective of the hotel industry in Purwokerto.
 - b. To evaluate the suitability of the curriculum used by SMK Negeri 3 Purwokerto with the practical needs and English language skills expected by the hotel industry, based on the views of HR from the hotel industry in Purwokerto.
2. Significance of the Study
 - a. Theoretical Significance

This research useful to provide a deeper understanding of the specific needs in English language skills required by graduates majoring in the hotel industry, as well as contributing to the literature regarding English for Specific Purposes (ESP) in the context of the hotel industry.

b. Practical Significance

Practical significances of this study are:

1. For students

- a. This research can help students of the hospitality industry program at SMK Negeri 3 Purwokerto understand the specific English language skills required for their future careers in the hospitality industry.
- b. Provide insight into how improving English language proficiency can improve their employability and career prospects in the hospitality sector.

2. For teachers

- a. Teachers can use these findings to adapt their English teaching methods and materials to better meet the specific needs of students in hospitality industry programs.
- b. This research can inform curriculum development efforts, helping teachers ensure that the content they deliver is aligned with the practical requirements of the hospitality industry.

3. For researchers

- a. This research contributes to research on English for Specific Purposes (ESP) in vocational education, especially in the context of the hotel industry.
- b. This provides a framework for future research efforts exploring the intersection of language education and vocational training, with a focus on meeting industry demand.

4. For other researchers

- a. Other researchers in the field of vocational education or English language teaching may benefit from the insights generated by this research.

- b. These findings can serve as a reference for comparative studies in different sectors or vocational areas, facilitating cross-disciplinary and cross-cultural research collaborations.

E. Previous Studies

1. The journal research written by Kusuma et al., (2023) entitled “NEED ANALYSIS OF ENGLISH LANGUAGE USED FOR STUDENTS IN HOSPITALITY INDUSTRY DEPARTMENT”. The journal presents the results of a need analysis research that was carried out on students at Muhammadiyah Vocational High School in Palembang, Indonesia, in the hospitality industry department. The purpose of the study was to determine the students' wants, needs, and deficiencies in relation to their field of study. A questionnaire, instructor interviews, and secondary data from syllabus material were used to gather the data. To validate the data, the study employed triangulation and a descriptive qualitative technique. The difference between this research and the research to be is in its point of view. The research that will be carried out focuses on the needs of hotel companies for English which will be used as a reference for analyzing the existing curriculum at SMK Negeri 3 Purwokerto.
2. Journal research written by Mahsar et al., (2022) entitled "Need Analysis on English For Hospitality Industries: A Case Study of The Hotel Employees". Lalu Mahsar compiled a case study on the analysis of the need for English for the hotel industry. He considers English an important communication tool for hospitality employees, as they often meet and speak with international guests as part of their duties. In this study, Mahsar explains the importance of good English and communication skills for providing good customer service. The difference between this research and the research to be conducted is that this research focuses on analyzing English language needs for the hotel

industry, specifically for hotel employees at the Lombok Raya Hotel. The research that will be carried out will connect the perspective of hotels as service providers with the curriculum in vocational schools.

3. A thesis written by Hidayat (2021) from the Muhammadiyah University of North Sumatra entitled "NEEDS ANALYSIS OF ESP FOR TOURISM STUDY PROGRAM AT SMKN (Senior Vocational School)". This thesis aims to analyze the English language learning needs of students in the tourism study program at SMKN 3 Pematang Siantar. Apart from that, the thesis also aims to find out why ESP (English for Specific Purpose) is an important solution for students in the tourism study program. This thesis uses mixed research methods. The results of this thesis show that ESP is an important alternative to help teachers and students overcome English language learning and learning problems. There are differences in the research to be carried out is in the major being studied. The research that will be carried out will examine the hotel industry major.
4. A research journal written by Zahedpisheh et al., (2017) entitled "English for Tourism and Hospitality Purposes (ETP)". This research reviews English for Tourism and Hospitality Purposes (ETP), which is part of English for Specific Purposes (ESP), which is related to the hotel industry. This file covers topics such as communication needs in the hotel industry, skills required by workers in the hotel industry, and strategies and materials used in teaching ETP.

F. Organization of the Paper

If research is structured systematically, it is necessary to classify the structure of this research. The structure of this research will be explained as follows:

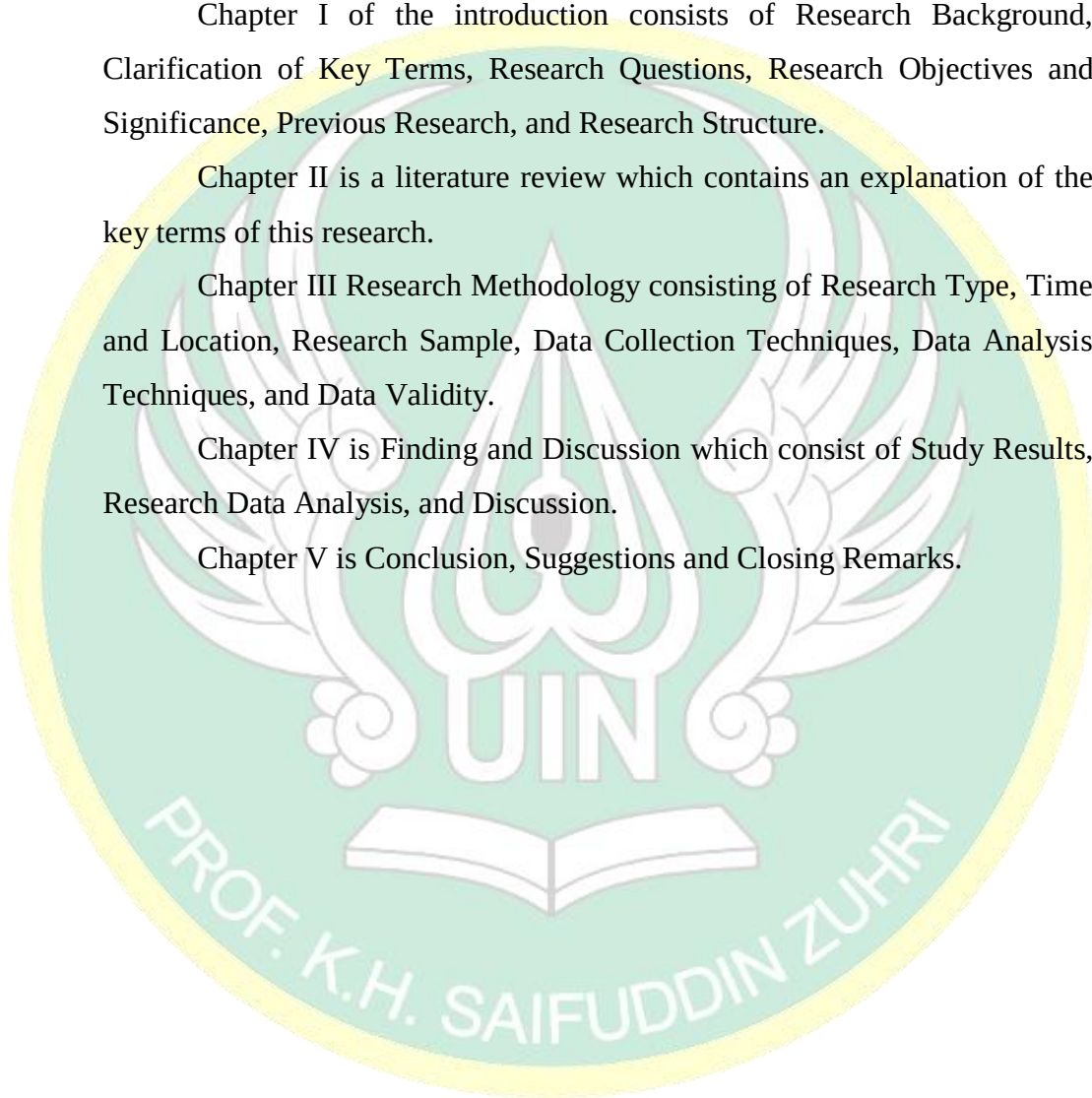
Chapter I of the introduction consists of Research Background, Clarification of Key Terms, Research Questions, Research Objectives and Significance, Previous Research, and Research Structure.

Chapter II is a literature review which contains an explanation of the key terms of this research.

Chapter III Research Methodology consisting of Research Type, Time and Location, Research Sample, Data Collection Techniques, Data Analysis Techniques, and Data Validity.

Chapter IV is Finding and Discussion which consist of Study Results, Research Data Analysis, and Discussion.

Chapter V is Conclusion, Suggestions and Closing Remarks.



CHAPTER II

LITERATURE REVIEW

A. Need Analysis

Needs analysis in language learning is a systematic process to identify specific learner needs in a given context. According to Richards (2001), "needs analysis involves gathering information related to learners' needs within a language program" (p. 51). The primary aim of needs analysis is to ensure that the language learning program meets the identified needs (Brown, 2016). Needs in language needs analysis can be categorized into two main types: objective needs and subjective needs. Objective needs are identified based on external data such as job standards or test results (Hutchinson & Waters, 1987). In contrast, subjective needs are those expressed by learners based on personal preferences or goals (Graves, 2000).

Common methods for collecting data on needs include interviews, questionnaires, observations, and document analysis. Long (2005) states that "using multiple data collection methods can provide a more comprehensive picture of language needs" (p. 112). For example, interviews can offer in-depth insights into individual perceptions, while observations can reveal language use in real contexts. One well-known model in language needs analysis is Munby's (1978) Model, which identifies needs based on specific communication situations. This model is particularly useful in the context of English for Specific Purposes (ESP), where language needs are highly contextual. Hutchinson and Waters (1987) also propose an approach involving the analysis of three aspects: what learners need to know, the skills required, and the context of language use. Moreover, language needs analysis is crucial in developing ESP programs because "successful ESP programs must be based on accurate needs analysis to ensure the relevance of materials and teaching methods" (Dudley-Evans & St John, 1998, p.126). It is also important for program

evaluation, to assess whether the identified needs have been met (Robinson, 1991)

In the field of language education, a thorough needs analysis is essential for designing effective language programs that cater to the specific requirements of learners. This process involves examining various dimensions of language use and learning to ensure that educational interventions are both relevant and targeted. To achieve this, needs analysis is typically divided into several key aspects, each focusing on different elements of the learners' context.

1) Present Situation Analysis (PSA)

PSA focuses on analyzing the current situation of learners, including their existing language skills and the challenges they face. PSA identifies strengths and weaknesses in learners' current language abilities. Munby (1978) notes that "PSA examines learners' current language proficiency to determine training needs and areas for improvement" (p. 34). This helps in understanding how existing abilities can be adapted or enhanced.

2) Target Situation Analysis (TSA)

TSA focuses on analyzing language needs for future situations or roles where learners will use the language. It involves identifying the language skills required to achieve specific goals or perform certain tasks. Hutchinson and Waters (1987) state that "TSA analyzes the language needs required in a future job or specific situation" (p. 53). This approach ensures that the curriculum designed is relevant to the demands of the learners' future roles or contexts.

3) Learning Context Analysis (LCA)

LCA examines the learning context, including the environment, teaching methods, and available resources. It involves analyzing

how these factors affect the learning process and how they can support or hinder achieving language needs. Graves (2000) explains that "LCA assesses contextual factors affecting language learning, including institutional support, teaching methods, and available resources" (p. 72). This helps in designing programs that align with the conditions and resources available.

4) Learner Analysis

Learner analysis involves understanding the characteristics, preferences, and learning styles of the students. It considers factors such as age, educational background, cultural context, and language proficiency. This analysis helps in tailoring the educational approach to match the learners' profiles. According to Brown (2016), "analyzing learner characteristics is crucial for designing effective instructional strategies that meet the diverse needs of learners" (p. 45).

5) Content Analysis

Content analysis focuses on evaluating the subject matter and materials that will be used in the language program. This includes selecting relevant topics, texts, and tasks that align with the learners' goals and interests. Hutchinson and Waters (1987) highlight that "content analysis ensures that the materials and activities are relevant to the learners' professional and academic needs" (p. 60). This aspect ensures that the content is engaging and applicable to the learners' real-world contexts.

Although all these components are important in needs analysis, this study will focus on three components: Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Context Analysis (LCA). This selection is based on the relevance of these three components to the specific needs of students in the hotel industry program and the perspective

of human resources from hotels. By utilizing these three components, the researcher aims to gain in-depth insights into the English language needs for specific purposes in the context being studied.

B. English for Specific Purposes (ESP)

a. Definition of ESP

English for Specific Purposes (ESP) is a branch of English language teaching that focuses on teaching English that is adapted to certain disciplines, professions or activities. According to Paltridge and Starfield (2013), ESP is an approach to language teaching that is oriented towards meeting the needs of certain learners (Paltridge & Starfield, 2016). This approach differs from General English, which aims to provide a general and broad foundation in the language. ESP courses are designed to meet the specific linguistic and communicative needs of students in specific fields, such as business, medicine, law, and hospitality.

Specificity and relevance to the learner's academic or professional context is what defines ESP. Anthony (2018) claims that there are many significant differences between ESP and General English. First, the cornerstone of an ESP course is a thorough needs analysis that determines the English language proficiency requirements for students in their desired jobs. Second, according to Anthony (2018), ESP concentrates on language, abilities and genres that are relevant to a particular field. Finally, to guarantee that course materials are accurate and relevant, ESP often requires collaboration between language instructors and subject matter experts.

Dudley-Evans & St John, (1998) highlight that ESP can be divided into two main categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP focuses on English for learning needs, while EOP is aimed at English for professional and

vocational needs. For example, in the hotel industry, EOP will involve training hotel staff to communicate effectively with guests, handle reservations, and manage customer service situations.

Furthermore, ESP is often associated with a more flexible and learner-centered approach to teaching. Basturkmen (2010) emphasizes that ESP courses are tailored to the learners' immediate needs and specific contexts, which makes the learning process more efficient and targeted (Basturkmen, 2010). This approach not only enhances learner motivation but also ensures that the language skills acquired are directly applicable to the learners' professional activities.

b. Aim and Scope of ESP

Providing students with the language skills they need to succeed in a particular academic or professional context is the primary goal of ESP. Three main characteristics of ESP were identified by Anthony (2018), namely: based on language (grammar, lexis, register), skills, discourse and genres appropriate to the activity; devoted to the individual needs of students; and uses methods and activities that underlie the disciplines it serves. ESP seeks to improve the communication skills of professionals in the hospitality, tourism, culinary, health and business industries so that they can work well with foreign clients and colleagues.

c. The Types of ESP

In their ELT tree, Hutchinson and Waters (1987) divide ESP into three branches, each of these is divided into further sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

1) English for Academic Purposes (EAP)

English for Academic Purposes (EAP) is a branch of English language teaching focused on helping students develop the language

skills necessary to succeed in academic settings where English is the medium of instruction. EAP courses are designed to improve students' ability to perform a range of academic tasks and to understand and produce the types of texts and spoken language they will encounter in their studies.

Key components of EAP typically include:

a. Writing Academic Texts

EAP emphasizes the development of academic writing skills essential for composing essays, research papers, and reports. As highlighted by Hyland (2019), this involves teaching students the structural conventions and stylistic nuances inherent in academic writing, enabling them to effectively communicate their ideas within scholarly discourse.

b. Reading Academic Texts

EAP helps students develop strategies for reading and understanding complex academic materials, such as textbooks, journal articles, and research papers (Macaro et al., 2018).

c. Listening Skills

This includes training students to effectively listen to lectures, seminars, and discussions, helping them understand and process spoken academic content (Rost, 2013).

d. Academic Vocabulary

EAP courses often emphasize the acquisition of specialized vocabulary and phrases commonly used in academic discourse (Durrant, 2016).

EAP is distinct from General English courses because it is tailored specifically to meet the needs of students in academic contexts, preparing them for the language demands of their specific fields of study (Carter et al., 2015).

2) English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) is a specialized branch of English language teaching designed to help learners develop the language skills necessary for their specific professional or occupational fields. EOP courses are tailored to meet the communication needs of professionals in various industries, enabling them to effectively perform their job-related tasks in English.

Key components of EOP typically include:

a. Job-Specific Vocabulary and Terminology

EOP courses emphasize the acquisition and use of vocabulary and terminology specific to the learners' professions, such as medical terminology for healthcare professionals or legal terminology for lawyers. This specialized vocabulary is essential for professionals to communicate accurately and effectively within their fields (Belcher, 2009).

b. Workplace Communication Skills

English for Occupational Purposes (EOP) focuses on enhancing workplace communication skills, including professional correspondence (emails, reports), oral communication (meetings, presentations, telephone skills), interpersonal communication (teamwork, customer service), and cultural competence. EOP courses aim to equip learners with the specific language and competencies required for

professional interactions, ensuring they meet industry demands and improve employability (Kamil & Muhammad, 2021).

c. Practical Language Applications

EOP often involves practical applications of language skills through role-plays, simulations, and case studies that mirror real-world occupational scenarios. These methods allow learners to practice and refine their communication abilities in a safe and structured environment, preparing them for actual workplace interactions (Kusnierek, 2018).

d. Cultural Competence

Understanding cultural differences and developing intercultural communication skills are crucial components of EOP, especially for professionals working in international or multicultural contexts. EOP courses aim to enhance learners' ability to navigate cultural nuances and communicate effectively across cultural boundaries (Bargiela-Chiappini & Nickerson, 2003).

C. Vocational High School (VHS)

A vocational school, also known as a vocational high school (VHS), is a type of educational institution that focuses on providing students with practical skills and knowledge in a specific trade or occupation. These schools are designed to prepare students for immediate entry into the workforce or further education in a particular field. The curriculum typically includes both theoretical and practical components, emphasizing hands-on training and apprenticeships to develop students' skills and competencies.

In Indonesia, vocational schools are categorized into several fields of majors, such as: Technology and Engineering; Health; Arts; Crafts and

Tourism; Information and Communication Technologies; Agro-business and Agro-technology; Business and Management. Vocational schools are essential in Indonesia as they provide students with specialized training that aligns with the country's economic needs and labor market demands. The English for Specific Purposes (ESP) approach is particularly relevant in these schools, as it helps students develop language skills that are directly applicable to their future careers.

1. English for Vocational High Schools (VHS)

Teaching English at Vocational High Schools (SMK) is different from Senior High Schools (SMA) (Muliyah & Aminatun, 2020). English at VHS is included in English for Vocational Purposes (EVP), which is a special approach to language teaching that focuses on the needs of students in the vocational field. According to Muliyah & Aminatun (2020), ESP in vocational schools is closely related to the student's major, so it requires English teachers to teach components that are relevant to the student's field of study. For example, they might teach English expressions related to hotel accommodation to hotel management students. Vocational school teachers need to consider the special needs of students, including curriculum, class management, material management, activity and time management, student management, and learning resource management.

2. English for Specific Purposes (ESP) in Vocational High Schools

ESP in Vocational High Schools (SMK) is defined as a language teaching approach that aims to meet the specific needs of certain students (Muliyah & Aminatun, 2020). It focuses on language appropriate to the activities of the disciplines it serves, including grammar, lexis, register, study skills, discourse, and genre. ESP at VHS differs from occupational English, because ESP not only involves the

teaching of specific skills but also emphasizes the learning of specific disciplinary knowledge and specialist discourse.

3. The Importance of English for Special Needs for Vocational Students

ESP is essential for vocational students to succeed in their field, as it helps them develop language skills relevant to their specific field of study and future career. Additionally, ESP at VHS can improve students' employability by providing practical language skills that are useful in their future workplace.

D. Hotel Industry

1) Global Hotel Industry Trends

The global hotel industry has seen significant changes over the past few decades, driven by globalization, technological advancements, and shifting consumer preferences. According to Statista (2023), the hotel industry has been experiencing steady growth, with a notable increase in the number of international tourists and business travelers. This growth has led to a higher demand for skilled employees who can provide exceptional service and cater to diverse clientele (Buhalis & Law, 2008).

2) Service Quality and Guest Satisfaction

Service quality is a critical factor in the success of hotels. Research by Berry et al., (1985) introduced the SERVQUAL model, which identifies five key dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. High service quality leads to increased guest satisfaction, repeat business, and positive word-of-mouth (Oh & Kim, 2017). Hotels must continuously train their staff to meet and exceed guest expectations, which includes developing strong communication and problem-solving skills.

3) Workforce Diversity and Cultural Competence

The hotel industry is characterized by a diverse workforce, including employees from various cultural and linguistic backgrounds. Managing this diversity requires cultural competence, which involves understanding, respecting, and valuing cultural differences (Holmes, 2017). Cultural competence training helps hotel staff interact more effectively with both colleagues and guests, improving teamwork and service delivery (Davidson et al., 2011).

4) Technological Integration

Technological advancements have significantly impacted hotel operations, from reservation systems to guest services. Digital technologies such as online booking platforms, mobile check-in apps, and customer relationship management (CRM) systems have streamlined operations and enhanced the guest experience (Buhalis & Law, 2008). Employees need to be proficient in these technologies to perform their duties efficiently and meet the evolving expectations of tech-savvy guests (Sigala, 2018).

5) Sustainable Practices in Hotels

Sustainability has become a major focus in the hotel industry, driven by increasing consumer awareness and regulatory requirements. Hotels are implementing green practices such as energy-efficient systems, waste reduction programs, and sustainable sourcing (Mensah, 2014). These practices not only reduce environmental impact but also attract eco-conscious travelers and enhance the hotel's reputation. Staff training in sustainable practices is essential for successful implementation and adherence to these initiatives (Chan & Hawkins, 2012).

6) Employee Training and Development

According to Nickson (2007), training is a deliberate process designed to transform behavior, attitudes, knowledge, or skills through learning

experiences, ultimately leading to effective performance in a specific task or a sequence of tasks. Employee training and development are of strategic significance, particularly within service industries, as crucial elements for achieving competitive advantage and enhancing customer satisfaction. Well-designed training programs are pivotal in fostering employee engagement and retention, and need to be tailored to address specific skill gaps through a blend of traditional and e-learning methods. Continuous skill enhancement is essential to keep pace with industry advancements, emphasizing the development of both hard and soft skills. Evaluating the effectiveness of training initiatives using performance metrics and feedback is necessary. Additionally, leadership development plays a critical role in ensuring organizational stability and fostering long-term growth.

7) Impact of Global Events

Global events such as economic downturns, pandemics, and political instability can have profound effects on the hotel industry. The COVID-19 pandemic, for instance, led to unprecedented challenges, including reduced occupancy rates, staffing shortages, and increased health and safety protocols (Jones & Comfort, 2020). Hotels have had to adapt quickly, implementing new hygiene standards and contactless technologies to ensure guest safety and maintain operations.

E. Hotel Industry Language Requirements

1) English Communication in Hotels

Effective English communication is essential in the hotel industry, where clear interaction with international guests significantly impacts customer satisfaction and service quality. According to Baum (2015), language proficiency is a critical factor in hospitality, affecting various functions from front desk operations to guest relations.

Effective communication skills help in handling bookings, addressing inquiries, and resolving complaints (Blue & Harun, 2003).

2) Language Skills for Hotel Receptionists

Hotel receptionists are often the first point of contact for guests, making their language skills crucial for a positive initial impression and effective communication throughout the guest's stay.

Essential Language Skills

a. Basic Conversational Proficiency

Receptionists should be able to greet guests, handle check-ins and check-outs, and manage basic inquiries in multiple languages. This includes understanding and using hospitality-specific terminology (Blue & Harun, 2003).

b. Problem-Solving Communication

Effective communication skills are essential for resolving guest issues and complaints. Receptionists must be able to understand the guest's concerns and provide clear, concise solutions in their preferred language (Blue & Harun, 2003).

3) Hotel Industry Communication Standards

According to Youngblood et al., (2021) the hotel industry recognizes that customer service is a key differentiator in the competitive market, and effective communication is essential to deliver exceptional service and create a positive guest experience. Engagement is multifaceted and includes the ability of employees to effectively communicate with staff and guests, efficiently resolve service issues, and clearly promote hotel services (Youngblood et al., 2021). Language proficiency is a critical component in maintaining customer service brand continuity and ensuring effective internal communication between employees who do not speak English as their native language, management, and human resource professionals.

4) Language Proficiency for Hotel Staff

English as a Second Language (ESL) courses are essential for hotel staff, especially those in back-of-house positions, to improve their language skills and improve communication with guests and colleagues (Youngblood et al., 2021). However, few hotels offer quality ESL programs that meet industry needs, resulting in communication breakdowns regarding customer engagement and employee retention. In his research, Youngblood et al., (2021) suggests a language training model that targets English fluency specifically for hospitality and links it to workplace communication practices. Language proficiency impacts job performance and professional development, especially in back-of-the-house positions where employees may not interact directly with customers but still need to communicate effectively. Human resources professionals play an important role in providing language training and support to ensure that employees can communicate and interact effectively with guests and colleagues.



CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

The type of this study was descriptive mix-method. Descriptive mix-method research combines qualitative and quantitative approaches to provide a more comprehensive understanding of the research problem. According to Sugiyono (2010), mix-method research integrates both qualitative and quantitative data to gain a deeper and more accurate understanding of the research context. In this study, qualitative data were collected through semi-structured interviews, and quantitative data were gathered through questionnaires. The semi-structured interviews were conducted with English teachers and hospitality teachers at SMK Negeri 3 Purwokerto, as well as Human Resources (HR) managers from hotels in Purwokerto. These interviews aimed to explore the specific English language needs in the hospitality industry and how they are being addressed in the school's curriculum. Meanwhile, the questionnaires were distributed to students majoring in hospitality at SMK Negeri 3 Purwokerto to gather their perspectives on their English language needs and the effectiveness of the current curriculum in meeting these needs. This combination of qualitative and quantitative data provides a more holistic view of the English for Specific Purposes (ESP) needs in the hospitality industry.

B. Time and Location of Research

The research is carried out from July to August 2024, with hotels in Purwokerto and SMK Negeri 3 Purwokerto, located on Jl. A. Yani No. 70, Karanganjing, Sokanegara, Kec. Purwokerto Tim., Banyumas Regency, Central Java 53116, being selected as the locations. Purwokerto has been chosen due to its status as a growing tourist destination, making it an ideal setting for studying the English language needs in the hospitality industry. A broad perspective on the English language requirements across different scales of operations is provided by the diversity of hotel sizes and types in Purwokerto. Additionally, the proximity

of these hotels to SMK Negeri 3 Purwokerto allows for ease of coordination and logistics during data collection.

SMK Negeri 3 Purwokerto is specifically selected because it offers a major in the Hotel Industry, making it a relevant and direct source for understanding the current English language curriculum and its alignment with industry needs. Its central location and accessibility further facilitate efficient data collection from both students and faculty. This strategic choice of location aims to provide comprehensive insights into the English for Specific Purposes (ESP) required by the hotel industry, ensuring that the findings are relevant and actionable for improving the curriculum at SMK Negeri 3 Purwokerto.

C. Dimensions of the Study

1. Participants

The participants of this study are:

a) Hotel Human Resources Personnel

2 HR managers, each with over 13 years of experience from Java Heritage Hotel and over 12 years from ELSOTEL Purwokerto, are selected through purposive sampling from various hotels in Purwokerto. These individuals are specifically chosen for their expertise in identifying the English language skills necessary for different positions within the hotel industry, such as front office staff, housekeeping, and food and beverage service. Their inclusion is particularly important as they provide valuable insights into recruitment criteria and staff training, ensuring a comprehensive understanding of the practical language needs and challenges faced by hotel staff across various roles.

b) Teachers of SMK Negeri 3 Purwokerto

English and Hospitality Teachers at SMK Negeri 3 Purwokerto, each with more than 17 years of teaching experience, are interviewed. These teachers are involved in the Hotel Industry major and provide valuable information regarding the curriculum design, its implementation, and its

effectiveness in preparing students for careers in the hotel industry. Their insights help to understand how well the curriculum aligns with the specific English language needs of the hotel industry and the challenges students may face when transitioning from school to the workplace.

c) Students of SMK Negeri 3 Purwokerto

Students majoring in hospitality at SMK Negeri 3 Purwokerto participate in this study by completing questionnaires. Their feedback is crucial in understanding their English language needs and the perceived effectiveness of the current curriculum in preparing them for careers in the hotel industry.

2. Focus of the study

The focus of this study includes:

a) English Language Needs in the Hotel Industry

The specific English language requirements for various roles within the hotel industry are investigated in this dimension. The aim is to understand the types of communication (e.g., speaking, listening, reading, writing) that are necessary for effective performance in different hotel operations.

b) Alignment of Curriculum with Industry Needs

The alignment of the current English curriculum at SMK Negeri 3 Purwokerto with the practical language needs of the hotel industry is examined in this dimension. An analysis is conducted on the course content, teaching methodologies, and assessment techniques to determine their effectiveness in preparing students for careers in the hotel sector.

D. Techniques of Data Collection

1. Observation

The research was conducted using observation as a data collection technique, allowing behavior and events to be directly observed and recorded in their natural environment. This approach provided detailed and accurate insights by focusing on the teaching and learning processes within the hospitality context.

On March 25, 2024, at SMK Negeri 3 Purwokerto, English teachers were observed by the researcher to analyze how English is taught in alignment with the specific needs of the hospitality industry. Teaching methods, interactions between teachers and students, and the content of lessons were closely examined during the observation.

The primary aim was to understand how English is integrated into the curriculum for the hospitality major and to explore whether it effectively prepares students for future careers in the hotel industry. By visiting classrooms, a realistic view of how English for Specific Purposes (ESP) is applied in the educational setting was captured, providing essential data for the study.

2. Interview

In-depth interviews were conducted as part of the research to gather comprehensive insights. These interviews, which took place from August to September 2024, were conducted at SMK Negeri 3 Purwokerto, Elsotel Hotel, and Java Heritage Hotel. The participants included English teachers and hospitality teachers from SMK Negeri 3 Purwokerto, as well as HR managers from Elsotel Hotel and Java Heritage Hotel.

The interview process was designed to obtain detailed responses and adopted a framework from Need Analysis on English For Hospitality Industries: A Case Study of The Hotel Employees (Lalu Mahsar). English teachers were asked about how English is taught in vocational schools, while

HR managers provided insights into the key English language skills required for hotel employees.

A set of structured interview questions was used to ensure that all relevant topics were covered. The interviews aimed to explore the English language needs in both educational and professional hospitality contexts, ensuring a thorough understanding of how well the educational curriculum aligns with industry requirements and the specific language skills necessary for hotel staff..

3. Questionnaires

Questionnaires are a data collection method used to gather quantitative data from participants. In this study, questionnaires were distributed to students majoring in hospitality at SMK Negeri 3 Purwokerto to gather their perspectives on their English language needs and the effectiveness of the current curriculum in meeting these needs.

Data collected:

- 1) Students' perceptions of their English language needs related to the hospitality industry.
- 2) Students' evaluations of the effectiveness of the English curriculum and teaching methods used at their school.

The questionnaires were designed with closed questions to obtain qualitative data. This approach allows for a comprehensive understanding of students' views and experiences.

4. Documentations

Documentation is one of the essential techniques used in this research for collecting qualitative data. This technique involves gathering and analyzing existing documents relevant to the study to provide a deeper understanding of the context, curriculum, and teaching practices related to English for Specific Purposes (ESP) in the hospitality industry at SMK Negeri 3 Purwokerto.

Types of documents collected are English Syllabus for Hospitality Major and the Teaching Modules and Lesson Plan

E. Techniques of Data Analysis

Data analysis is an important process in research that allows researchers to explore the meaning of the information obtained from the collected data. Miles and Huberman (1984) define data analysis as a systematic process for organizing, understanding, and presenting data in a meaningful form. This data analysis technique is carried out carefully and structured, especially through three main stages: data reduction, data display/presentation, and conclusions (Miles et al., 1994). Additionally, quantitative data analysis will be incorporated to analyze questionnaire responses from students.

1. Data Reduction

Data reduction is the initial stage in data analysis that simplifies and organizes the raw data collected through various techniques, such as observation, interviews, questionnaires, and documentation. In this research, data reduction is executed carefully. For observation data, notes are reviewed, and key behaviors or events are summarized to highlight relevant aspects of English language teaching and learning within the hospitality context. Redundant observations of similar behaviors are consolidated to focus on unique insights.

All recorded interviews are transcribed verbatim, followed by a preliminary review to identify key themes and responses. The transcripts are coded to categorize responses according to themes such as English language needs, teaching methodologies, and skills required in the hospitality industry, with off-topic responses eliminated to enhance clarity and focus.

Responses from the questionnaires are entered into a spreadsheet, and any incomplete or inconsistent answers are identified and excluded from analysis. The responses are grouped based on key themes to facilitate comparison and analysis of the English language needs identified by students.

For documentation, relevant materials such as curriculum guidelines and teaching resources are reviewed to extract important information related to the teaching of English in hospitality programs. Significant sections are highlighted and summarized to emphasize how these documents support the observed teaching practices.

Finally, the reduced data from all sources are integrated into a coherent format, aligning observations, interview findings, questionnaire results, and documentation insights to ensure a comprehensive understanding of the English language needs in the hospitality context. By following this structured approach to data reduction, the research maintains a focused perspective, ensuring that only the most relevant and insightful information is used for further analysis.

2. Data Display/Presentation

After the data has been reduced, the next step is to present it in a form that can be understood and analyzed easily. This data is presented through in-depth descriptions and quantitative summaries. The data presented includes the main findings resulting from data analysis, as well as observable patterns or trends. By presenting appropriate data, the need for English for specific purposes in the hospitality department can be analyzed so that it aligns with the research objectives.

a) Qualitative Data Display

Qualitative data is presented in the form of thematic descriptions, illustrating the key themes identified through coding and thematic analysis. This includes detailed narratives and quotes from interviews and observations.

b) Quantitative Data Display

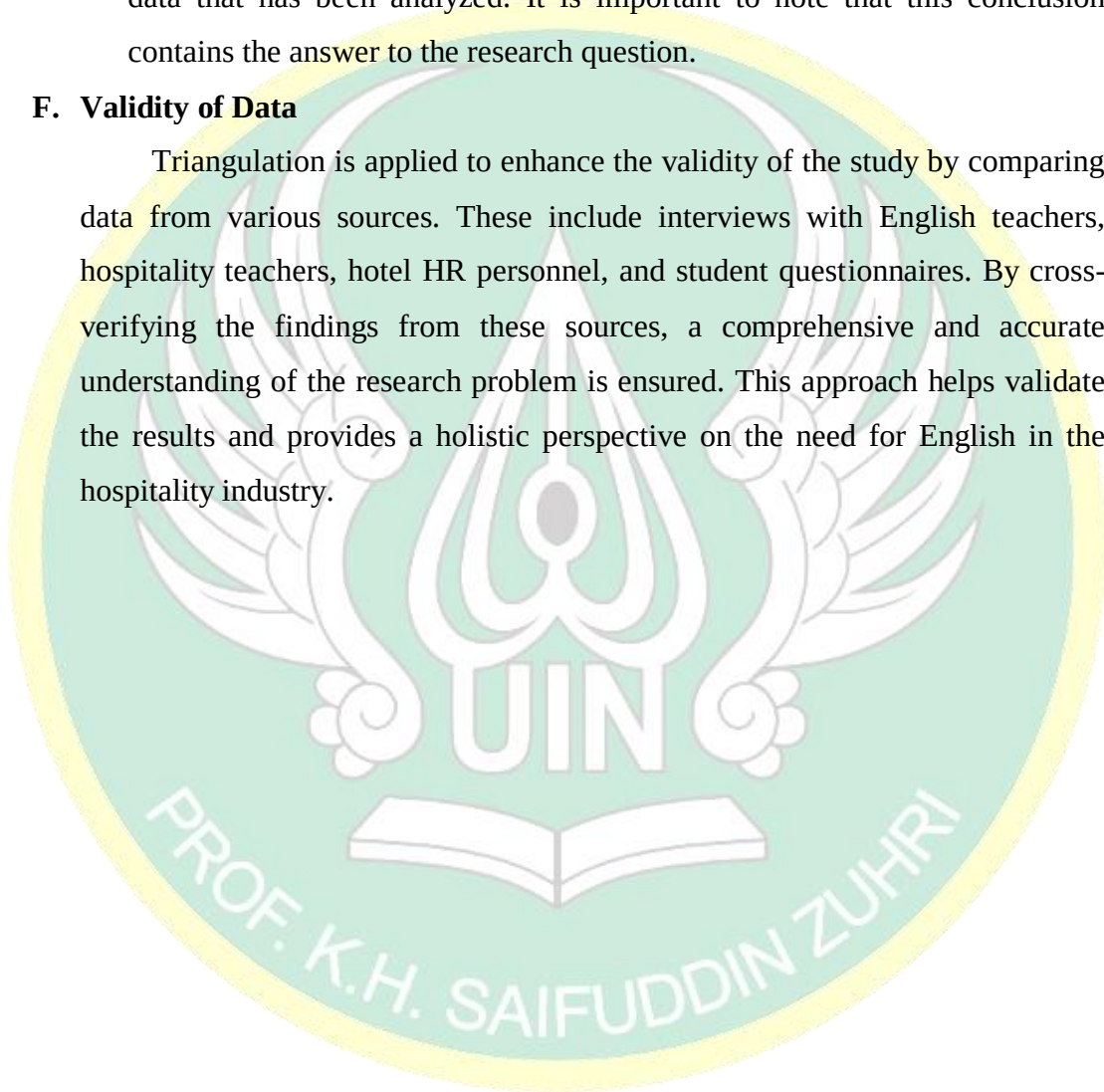
Quantitative data from the questionnaires is displayed using descriptive statistics, focusing on frequencies and percentages. Charts are used to illustrate these frequencies and percentages.

3. Conclusion

The final stage in data analysis is drawing conclusions based on the findings obtained from the data reduction and presentation process. This conclusion is the core of the research results and allows interpretation of the meaning of the data that has been analyzed. It is important to note that this conclusion contains the answer to the research question.

F. Validity of Data

Triangulation is applied to enhance the validity of the study by comparing data from various sources. These include interviews with English teachers, hospitality teachers, hotel HR personnel, and student questionnaires. By cross-verifying the findings from these sources, a comprehensive and accurate understanding of the research problem is ensured. This approach helps validate the results and provides a holistic perspective on the need for English in the hospitality industry.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This section presents the research findings based on the analysis of English language needs for the hospitality industry, as well as the suitability of the curriculum at SMK Negeri 3 Purwokerto in relation to industry requirements. The findings were obtained through a series of interviews with teachers and hotel HR personnel, curriculum document analysis, and questionnaires distributed to students. The results are divided into two main sections: the English language needs in the hospitality industry from the perspective of hotel human resources (HR), and the alignment of the curriculum taught at SMK Negeri 3 Purwokerto with the needs of the industry.

In the first section, the needs analysis utilizes three theoretical frameworks—Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Context Analysis (LCA)—to describe the current conditions and demands of English in the hospitality industry. Meanwhile, in the second section, the curriculum at SMK Negeri 3 Purwokerto is analyzed using the same frameworks to evaluate the extent to which the school's education has prepared students for the workforce.

These findings will serve as a foundation for understanding the gap between the English skills taught in school and the skills required by the hospitality industry.

1. The Needs of English for Hotel Employees from the Perspective of Human Resources

In the increasingly competitive hospitality industry, the need for effective English language skills has become critical for hotel employees. English not only serves as a tool for communication but also as a key element in delivering high-quality service, especially when interacting with

international guests. Therefore, understanding the specific English language needs of hotel employees is a crucial first step in ensuring that they can meet guest expectations and perform their duties effectively.

This subsection provides an in-depth analysis of the English language skill requirements for hotel employees, based on interviews with human resources (HR) representatives from two prominent hotels, Java Heritage and ELSOTEL. Through this approach, the analysis will be conducted using three theoretical frameworks: Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Context Analysis (LCA). These findings will thus offer a comprehensive overview of the English language skills needed in the field, as well as the challenges employees face in developing their language proficiency.

a. Present Situation Analysis (PSA)

In the framework of Present Situation Analysis (PSA) by Munby (1978), the communication needs of hotel employees are highly dependent on direct interaction with guests. Based on interviews with HR from Java Heritage and ELSOTEL, speaking and listening skills are the primary competencies expected.

The HR from Java Heritage emphasized, *"Receptionists are the face of the hotel; they are responsible for all first guest interactions, such as greetings, check-ins, and answering inquiries. Their English needs to be clear and functional to communicate with international guests."* This indicates that functional English proficiency is crucial for front office employees to ensure that guests feel welcomed and understood.

From the interviews, it was also revealed that ELSOTEL's HR mentioned, *"Front office staff, housekeeping, and waiters in F&B need at least basic speaking and listening skills to manage everyday interactions with guests."* This highlights the importance of English proficiency across all service levels in the hotel. Although most guests

can communicate in Indonesian, employees must still be prepared to use English in specific situations, such as when interacting with international guests. From this perspective, it can be concluded that the present situation in the hospitality industry indicates that the essential communication skills include speaking and listening, with particular emphasis on the ability to explain services and respond to guest inquiries.

b. Target Situation Analysis (TSA)

According to the Target Situation Analysis (TSA) by Hutchinson & Waters (1987), it is essential for employees to have more complex English skills that are relevant to their future tasks. This includes the ability to handle guest complaints and unexpected situations. The HR from Java Heritage stated, *"Handling guest complaints is one of the most critical skills for our staff. When a guest has a problem, such as a dirty room or broken air conditioning, the receptionist must remain calm and use clear English to resolve the issue."* This illustrates that beyond basic skills, employees are expected to handle difficult situations using polite and effective English.

ELSOTEL's HR also added, *"We use role play during training sessions to simulate guest interactions, which helps staff practice speaking in realistic settings. However, we need to include more advanced scenarios, such as handling difficult guests or making room changes."* This underscores the need for more in-depth training to prepare employees for real-life challenges they may face in the field. Thus, the target situation demands that hotel employees possess more complex English skills, particularly in situations requiring problem-solving and diverse interactions.

c. Learning Context Analysis (LCA)

In analyzing the learning context, the Learning Context Analysis (LCA) draws on Krashen's Input Hypothesis (1985), Swain's Output Hypothesis (1995), and Vygotsky's Sociocultural Theory (1978) to evaluate how employees learn English through input, language production, and social interaction.

According to Krashen, language acquisition occurs when employees are exposed to input that is slightly more challenging than their current proficiency level. However, ELSOTEL's HR stated, *"Our staff often interact with guests who speak Indonesian, which limits their exposure to challenging English input."* This suggests that the limited use of English in daily hotel situations may hinder the employees' development of English proficiency.

On the other hand, Swain emphasized that language production through speaking practice is crucial. The HR from Java Heritage highlighted the importance of role play in training: *"During training, we encourage staff to speak as much as possible, particularly in guest interaction simulations."* Nevertheless, they acknowledged that there is still a lack of practice in more complex situations that require quick problem-solving.

Finally, in Vygotsky's context, language learning occurs through social interaction. ELSOTEL's HR commented, *"Our staff learn English by working closely with more experienced colleagues, especially during busy times when English is used more frequently."* This indicates that social interaction in the workplace provides opportunities for employees to learn English in real contexts, but more formal support through training is still needed.

2. The Curriculum in SMK Negeri 3 Purwokerto

This subsection will discuss the alignment between the existing curriculum at SMK Negeri 3 Purwokerto and the communication needs of the hospitality industry. The analysis will be conducted through three theoretical frameworks: Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Context Analysis (LCA). The findings will be based on curriculum document analysis, interviews with teachers, and data from questionnaires completed by students. By understanding the realities of the implemented curriculum, it is expected that areas requiring improvement can be identified to ensure that students are adequately prepared to face the challenges of the hospitality workforce.

a. Present Situation Analysis (PSA)

Based on Present Situation Analysis (PSA), the curriculum implemented at SMK Negeri 3 Purwokerto covers various English language skills, including speaking, listening, reading, and writing. However, an analysis of curriculum documents and teaching modules reveals that the materials taught tend to focus more on general English, with limited emphasis on the specific context of the hospitality industry, which is the primary need of the students.

The results from questionnaires filled out by 57 students provide valuable insights into their learning experiences. In the "materials" section, all students reported that their English teachers taught them hotel-related vocabulary, as well as how to greet and introduce themselves in English. Regarding telephone etiquette, 96.5% of students stated that they were taught this, followed by 94.7% for general hotel services, and 98.2% reported being taught how to give directions or answer guest inquiries. This indicates that teachers have incorporated some important aspects of hospitality-related communication into their lessons.

However, despite students feeling that they were taught certain aspects of hotel English, interviews with teachers revealed that they still rely heavily on general and basic texts rather than specific hospitality scenarios. One teacher noted, *"The materials we teach focus more on general texts and everyday language use, but do not directly prepare students for specific hotel situations."*

b. Target Situation Analysis (TSA)

In Target Situation Analysis (TSA), it was found that the curriculum at SMK Negeri 3 Purwokerto has not fully prepared students to meet the communication demands of the hotel industry. Interviews with hotel HR personnel indicate that hotel employees need more complex English skills, such as the ability to handle guest complaints and unexpected situations.

As expressed by the HR representative from Java Heritage, *"Handling guest complaints is one of the most critical skills for our staff. When a guest has a problem, like a dirty room or broken air conditioning, the receptionist must remain calm and use clear English to resolve the issue."*

From the questionnaire results in the "Teaching Methods" section, 94.7% of students responded that teachers often use role play as a teaching method. This shows that while students are exposed to some interactive teaching methods, they still feel they do not receive enough practical training to handle real-world situations in the industry. This aligns with student feedback indicating that, although they are taught some aspects of English, they feel they are not taught the necessary skills to face work-related situations.

c. Learning Context Analysis (LCA)

In the learning context analysis, the use of Learning Context Analysis (LCA) reveals that students at SMK Negeri 3 Purwokerto have limited opportunities to practice using English in contextual and practical situations. Interviews with teachers show that learning activities are more focused on theory and written exercises, while opportunities to speak in real hospitality contexts are very limited.

Students also stated that English is often used in class for communication, with 91.2% responding as such. Additionally, 98.2% of students reported that teachers often provide exercises or brainstorming activities that require them to speak in English. However, despite the good use of English in the classroom, many students feel they do not get enough practice in real-world situations relevant to the hospitality industry.

Questionnaire results from the "external activities" section show that 94.7% of students feel that industrial visits help them understand how English is used in the hospitality industry. Furthermore, 91.2% of students find that these visits are relevant to the English materials taught at school. However, only 86% of students feel that their internship (PKL) improved their English skills, and 89.4% of students feel that PKL helped them practice English according to the needs of the hospitality industry. Regarding students' confidence in using English to communicate with hotel guests, only 47 students, or 82.5%, reported feeling more confident after participating in these programs.

B. Discussion

This study highlights a significant gap between the English language skills required by the hospitality industry and the content taught at SMK Negeri 3 Purwokerto. While interviews with HR representatives from hotels reveal that speaking and listening skills are crucial for handling tasks such

as guest interactions, managing complaints, and providing service information, the curriculum at SMK Negeri 3 Purwokerto largely focuses on General English topics. These include report writing, explanations, and expressions like "hope and plan" or "sympathy and appreciation." Although these materials build general linguistic competence, they are insufficiently tailored to the specific communication challenges in the hospitality sector.

A notable discrepancy exists between student perceptions, teacher feedback, and the curriculum itself. In the student questionnaires, many respondents indicated that the materials taught in class were relevant to hospitality-specific English, including hotel-related vocabulary and telephone etiquette. However, interviews with teachers revealed that instruction primarily focuses on general linguistic structures, with only occasional integration of hospitality scenarios. Curriculum document analysis further supports this, indicating that the majority of materials center around General English with limited emphasis on real-world hospitality contexts. This discrepancy creates a situation where students believe they are receiving industry-specific training, but the actual depth and relevance of this content are insufficient.

The impact of this discrepancy is significant because it leads to a false sense of preparedness among students. While they may feel confident that they are studying hospitality-specific content, the reality is that the curriculum does not adequately prepare them for real-world scenarios in hotels. As a result, students may struggle to handle complex, high-pressure situations, such as dealing with guest complaints or providing detailed service information. When students enter the workforce, they may face challenges that were not successfully addressed in their training, resulting in lower confidence, reduced job performance, and potential dissatisfaction for both employees and hotel management. This gap directly affects students'

readiness to meet the demands of the industry, potentially compromising guest satisfaction and the reputation of the hotel.

Further compounding the issue, Learning Context Analysis (LCA) suggests that language learning is most effective when students receive challenging input and have opportunities to produce language in authentic contexts. However, current teaching methods at SMK Negeri 3 Purwokerto still prioritize theory and written exercises, with limited emphasis on speaking practice in hospitality settings. Teachers admitted that real-world simulations, such as role-playing guest interactions, are rarely used in the classroom. While the theoretical approach helps build foundational linguistic skills, it does not sufficiently prepare students for the complexities of hospitality communication, such as managing guests with different accents or resolving conflicts.

To bridge this gap, several actions are necessary. First, the curriculum should be revised to include more hospitality-specific content through English for Specific Purposes (ESP), focusing on real-world scenarios such as handling guest complaints, giving directions, and explaining hotel services. More frequent simulation-based learning should be incorporated, allowing students to practice English in job-specific contexts. Role-playing exercises, where students practice resolving guest issues or delivering service information, should become a core part of classroom activities to provide practical experience.

Stronger collaboration between schools and the hospitality industry is also essential to better prepare students for the workplace. Structured internship programs and industry visits should be expanded to provide students with hands-on experience using English in real hotel environments. This partnership could help bridge the gap between classroom learning and the practical demands of the industry.

Additionally, teachers should receive ongoing training in teaching ESP, specifically within the hospitality context. This would enhance their ability to design relevant and effective learning activities. By improving their understanding of industry needs, teachers can create a more tailored and practical approach to English learning. Schools should also leverage technology, such as video simulations and e-learning platforms, to give students more exposure to real-life communication scenarios in the hospitality industry.

The challenges in implementing these solutions include limited resources, such as a lack of trained staff and insufficient facilities for simulation-based learning. However, these obstacles can be addressed through partnerships with hotels to support initial training



CHAPTER V

CONCLUSION

A. Conclusion

This research aims to explore the English language needs in the hospitality industry and evaluate the alignment of the English curriculum at SMK Negeri 3 Purwokerto with the demands of the workforce. Based on the analysis conducted using the frameworks of Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Context Analysis (LCA), several key findings have emerged.

1. English Language Needs in the Hospitality Industry

The industry emphasizes speaking and listening skills, particularly in direct interactions with international guests. Hotel employees are expected to use English effectively and politely in various situations, ranging from greetings and check-in/check-out procedures to handling guest complaints, which often require more sensitive and complex communication. HR representatives from Java Heritage and ELSOTEL hotels stressed that these English skills are essential for maintaining high service standards. Employees in the front office and F&B services, for example, need to be able to communicate with foreign guests not only to provide information but also to handle stressful situations, such as complaints about facilities or services. This conclusion reinforces the view that functional communication skills in English are crucial to maintaining guest satisfaction and the hotel's reputation.

2. English Curriculum at SMK Negeri 3 Purwokerto

The English curriculum at SMK Negeri 3 Purwokerto, however, still emphasizes general English, covering basic topics such as expressing hope and plans, sympathy and appreciation, as well as report and explanation texts.

While these materials are useful for building basic language skills, this study found a significant gap between the content taught at school and real-world situations in the hospitality industry. Students reported that they were taught some specific elements, such as hotel-related vocabulary, telephone etiquette, and general hotel services. However, interviews with teachers revealed that the main focus of instruction remained on general linguistic structures, which are only occasionally contextualized into hospitality scenarios. As a result, students may not gain a deep understanding of specific hotel situations, such as responding to guest requests or resolving issues in a dynamic work environment.

3. Student Perceptions of Teaching Methods

Student perceptions of the teaching methods at SMK Negeri 3 Purwokerto were relatively positive, especially regarding the use of role-playing as a teaching method. Based on the questionnaire results, 94.7% of students stated that teachers frequently used role-play to simulate interactions in English, and 98.2% of students reported being often asked to speak in English during class. This indicates that teachers have made efforts to incorporate practical elements into instruction, providing students with opportunities to practice their speaking skills. However, despite these efforts, 82.5% of students still felt unconfident when faced with real-life situations involving foreign guests. This suggests that while classroom practice is provided, students feel they need more context-based training that reflects the complexity of interacting with foreign guests in a hospitality setting.

The overall conclusion of this research is that a gap exists between the English skills taught at school and those required in the hospitality industry. This gap relates not only to the content but also to the teaching methods and direct practice provided to students. Although some hospitality-specific aspects have been included in instruction, the current curriculum does not optimally prepare

students to meet the real-world demands of the workforce. This calls for curriculum reforms that place greater emphasis on English for Specific Purposes (ESP), particularly for the hospitality sector. The curriculum needs to integrate more real-world scenarios, such as handling guest complaints, giving directions in the hotel, and appropriately and professionally answering guest inquiries in various situations.

Furthermore, practical, experience-based learning must be strengthened through closer collaboration between schools and the hotel industry. Existing internship programs and industry visits should be more structured to give students direct experience with using English in the workplace. Additionally, teachers need further training in teaching English for Specific Purposes (ESP) so they can design more relevant and practical learning activities.

B. Suggestions

Based on the results of this study, several suggestions that are expected to help bridge the gap between education in schools and the needs of the hospitality industry are as follows:

1. Curriculum Update

The English curriculum at vocational schools needs to be reviewed to include more specific materials related to the hospitality industry, such as scenarios for handling guest complaints, giving directions, and explaining hotel services in English. English for Specific Purposes (ESP) materials should be incorporated into regular teaching to ensure that students acquire the English language skills required by the hospitality industry.

2. Enhancing Practice-Based Learning

Schools should enhance the use of role-playing methods and hotel interaction simulations in English teaching. This will better prepare students to face real challenges they will encounter in the workplace. More comprehensive simulation exercises in hospitality scenarios, such as

interacting with guests, check-in, and handling complaints, should be an integral part of the teaching and learning process.

3. Strengthening Collaboration with the Hotel Industry

Stronger collaboration between schools and the hotel industry is essential. Internship programs and industry visits need to be expanded and focused on relevant English language skills practice, so that students gain direct experience in using English in the workplace. This collaboration could include involving the industry in curriculum design and assessing the necessary skills.

4. Teacher Training in ESP Instruction

English teachers need to receive further training in teaching English for Specific Purposes (ESP), particularly in the hospitality context. This training will help them better understand industry needs and apply them in more contextual teaching methods. As a result, teachers can more effectively facilitate learning that is relevant and practical.

5. English Language Immersion Programs at School

Schools can organize more English-language activities outside of the classroom, such as English clubs or events that involve using English in everyday situations. This will help students become more accustomed to using English and boost their confidence in communication, especially in hospitality contexts.

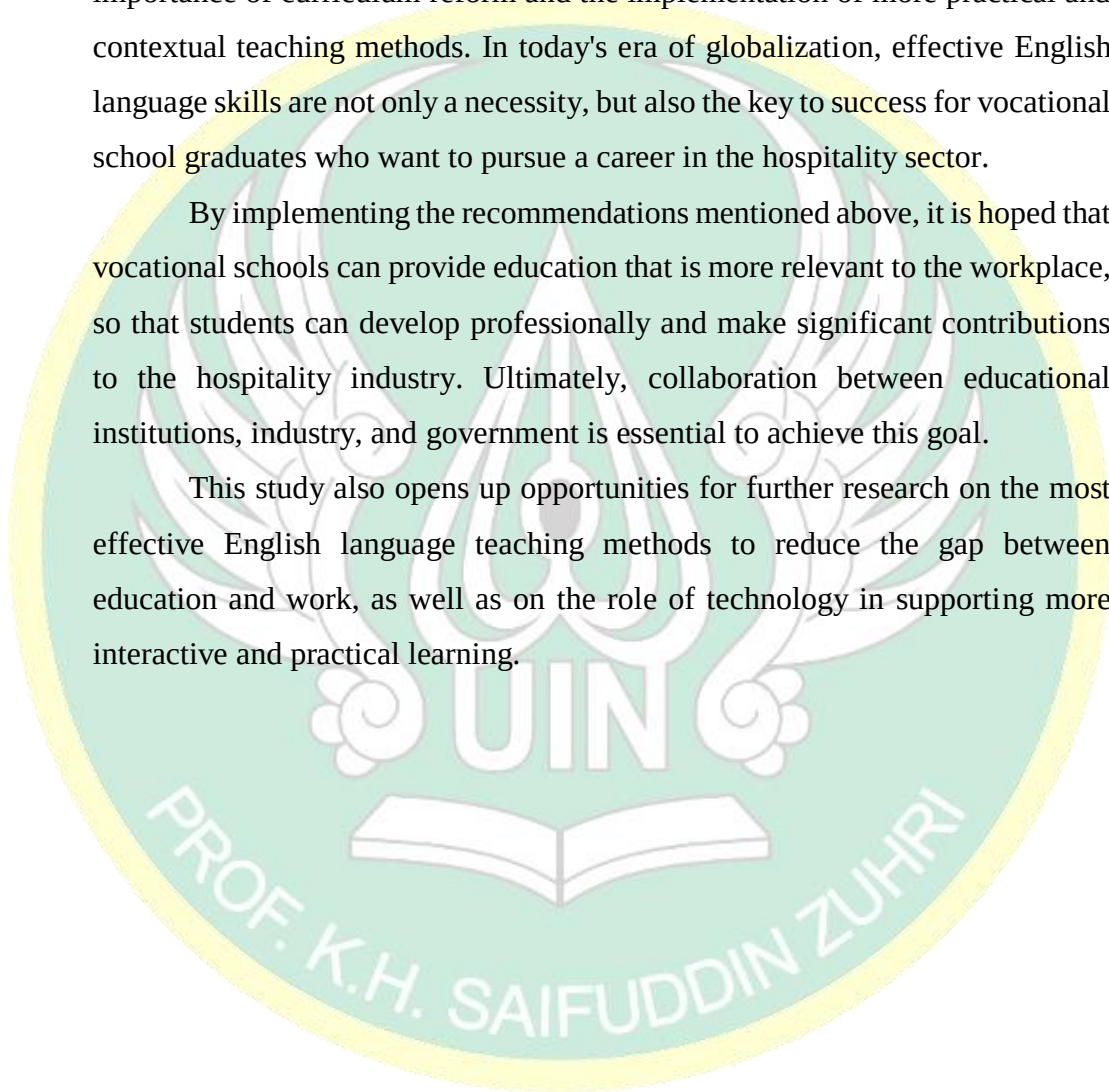
By implementing these steps, it is hoped that the gap between school education and the hospitality industry's needs can be minimized, and vocational school graduates will be better prepared and more competent to enter the workforce.

C. Closing Remarks

This study provides important insights into the gap between English language education in vocational schools and the need for English in the workplace, especially in the hospitality industry. These findings emphasize the importance of curriculum reform and the implementation of more practical and contextual teaching methods. In today's era of globalization, effective English language skills are not only a necessity, but also the key to success for vocational school graduates who want to pursue a career in the hospitality sector.

By implementing the recommendations mentioned above, it is hoped that vocational schools can provide education that is more relevant to the workplace, so that students can develop professionally and make significant contributions to the hospitality industry. Ultimately, collaboration between educational institutions, industry, and government is essential to achieve this goal.

This study also opens up opportunities for further research on the most effective English language teaching methods to reduce the gap between education and work, as well as on the role of technology in supporting more interactive and practical learning.



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APPENDICES



Appendix 1 Guidelines of Interview Questions

No.	Aspect of Need Analysis	Example Questions	Theoretical Framework	Target Audience
	Present Situation Analysis	- Keterampilan bahasa Inggris spesifik apa yang dibutuhkan untuk berbagai posisi di hotel Anda? - Seberapa sering dan dalam konteks apa karyawan Anda perlu menggunakan bahasa Inggris setiap hari? - Bagaimana Anda menilai kemampuan bahasa Inggris staf hotel Anda secara keseluruhan?	Munby's Communicative Syllabus Design (1978): This framework emphasizes identifying the specific communicative needs of learners in various contexts. It involves analyzing situations to determine what language skills are required, which is crucial for tailoring language training programs to real-world demands.	HR
	Target Situation Analysis	- Pelatihan bahasa Inggris seperti apa yang saat ini diberikan hotel Anda kepada karyawannya? - Apa tantangan terbesar yang dihadapi karyawan Anda saat menggunakan bahasa Inggris di tempat kerja? - Menurut Anda, jenis dukungan atau pelatihan seperti apa yang dapat membantu karyawan Anda meningkatkan	Hutchinson and Waters' Learning-Centered Approach (1987): This approach focuses on the specific needs and goals of learners, especially in professional contexts. It suggests that language instruction should be directly linked to the tasks learners will need to perform, ensuring that the training is	HR

		keterampilan bahasa Inggris mereka? • Seberapa penting menurut Anda kemampuan bahasa Inggris untuk kemajuan karier di industri perhotelan? • Dapatkah Anda memberikan contoh situasi di mana kemampuan bahasa Inggris sangat penting di hotel Anda? • Apa pendapat Anda tentang program pelatihan bahasa Inggris yang saat ini ditawarkan oleh hotel Anda? • Menurut Anda, bagaimana program-program ini dapat ditingkatkan untuk memenuhi kebutuhan karyawan hotel dengan lebih baik? • Keterampilan bahasa Inggris khusus apa yang harus ditekankan dalam kurikulum bagi siswa yang mengambil jurusan industri perhotelan di sekolah menengah kejuruan? • Bagaimana sekolah menengah kejuruan dapat mempersiapkan	relevant and practical. This framework supports the design of ESP (English for Specific Purposes) courses that address specific job-related skills.	
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		siswa dengan lebih baik untuk memenuhi tuntutan bahasa Inggris di industri perhotelan?		
	Learning Context Analysis	• Seberapa bermanfaat menurut Anda program magang dalam meningkatkan keterampilan bahasa Inggris siswa? • Penggunaan bahasa Inggris praktis seperti apa yang Anda harapkan dari pekerja magang atau karyawan baru yang baru saja lulus dari sekolah menengah kejuruan? • Bagaimana Anda mengevaluasi kemahiran bahasa Inggris karyawan baru dari sekolah menengah kejuruan? • Rekomendasi apa yang akan Anda berikan kepada sekolah menengah kejuruan untuk meningkatkan program pelatihan bahasa Inggris mereka berdasarkan kebutuhan industri perhotelan? • Jenis materi apa yang Anda gunakan dalam mengajar Bahasa Inggris untuk Tujuan	Krashen's Input Hypothesis (1985): This hypothesis posits that language acquisition occurs when learners are exposed to language input that is slightly above their current proficiency level, known as "i+1". This is relevant in assessing how well English training programs provide such input. Swain's Output Hypothesis (1995): Swain argues that producing language (speaking or writing) helps learners process language more deeply, making it an essential component of effective language learning. This is crucial for understanding the role of practical language use, such as in internships or role-plays. Vygotsky's Sociocultural Theory	Teachers and HRs

		Tertentu (ESP) di bidang perhotelan? • Bagaimana Anda menyesuaikan materi ini untuk memenuhi kebutuhan siswa di industri perhotelan? • Bagaimana Anda menilai kebutuhan bahasa Inggris siswa untuk memenuhi tuntutan industri perhotelan? • Topik atau situasi komunikasi apa yang paling sering Anda fokuskan saat mengajar Bahasa Inggris untuk perhotelan? • Metode pengajaran apa yang Anda gunakan untuk meningkatkan kompetensi siswa dalam berkomunikasi secara efektif dalam bahasa Inggris? • Apakah Anda menggunakan metode penemuan berbasis proyek atau pembelajaran berbasis masalah? Jika ya, bagaimana metode tersebut diterapkan? • Tantangan apa yang Anda hadapi dalam mengajar Bahasa	(1978): This theory highlights the importance of social interaction and cultural context in learning. It emphasizes that learning is a social process and that collaboration with others can enhance understanding and skill acquisition, relevant for creating interactive and communicative classroom environments.	
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		Inggris untuk tujuan khusus di bidang perhotelan? • Bagaimana Anda mengatasi tantangan ini? Bagaimana Anda menciptakan lingkungan kelas yang mendorong siswa untuk menggunakan bahasa Inggris secara komunikatif? • Seberapa sering Anda menggunakan kegiatan kelompok atau diskusi di kelas Anda? • Bagaimana Anda mengelola kelas Anda untuk memastikan setiap siswa memiliki kesempatan untuk berpartisipasi dalam kegiatan bahasa Inggris? • Bagaimana Anda memotivasi siswa yang kurang percaya diri dalam menggunakan bahasa Inggris? • Materi apa yang paling penting bagi siswa untuk memahami konsep perhotelan? • Bagaimana Anda memastikan bahwa materi yang diajarkan relevan dengan		
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		kebutuhan industri perhotelan saat ini? • Keterampilan bahasa Inggris apa yang paling sering digunakan oleh siswa selama magang mereka di hotel? • Bagaimana integrasi antara pengajaran keterampilan perhotelan dan kemahiran bahasa Inggris dikelola di kelas Anda? • Bagaimana Anda membantu siswa menerapkan keterampilan bahasa Inggris mereka dalam konteks perhotelan? • Seberapa sering Anda menggunakan simulasi atau permainan peran yang melibatkan penggunaan bahasa Inggris?		
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Appendix 2 Transkrip Wawancara

Transkrip Wawancara HR Java Heritage Hotel

Nama Responden : Deddy Simatupang, Amd.

Jabatan : Ass. HR Manager Java Heritage Hotel

Tanggal Interview : 15 Agustus 2024

Tempat : Java Heritage

Peneliti	Menurut bapak, apakah bahasa inggris penting untuk karyawan hotel?
HR's Java Heritage Hotel	Kalau Bahasa inggris memang sangat diperlukan sebagai dasar ya, untuk komunikasi. Sudah hal yang familiar ya, kalau Bahasa inggris itu standar wajib bagi teman teman staff di operasional yang guest contact, itu dengan tamu. Minimal greeting, minimal bisa tu tentang kosa kata2 yang ada di area itu sih, receptionist, waiter atau server, house keeping room. Itu sih.
Peneliti	Kalau kemampuan Bahasa inggris yang paling penting dari listening, reading, writing, itu untuk di hotel apa pak
HR's Java Heritage Hotel	Listening sama conversationnya.
Peneliti	Conversation, berarti speaking.
HR's Java Heritage Hotel	Speaking, iya
Peneliti	Kalo di posisi posisi tertentu, yang paling butuh kemampuan Bahasa inggris?
HR's Java Heritage Hotel	Resepsionis. Front liner.

Peneliti	Kenapa itu, pak?
HR's Java Heritage Hotel	Kan dia langsung pertama kali mukanya hotel kan mereka. Dateng, apa apa semuanya kan ke resepsionis. Mau complain ac, mau complain kamar kotor, telfonnya pasti resepsionis.
Peneliti	Selain resepsionis kira kira apa saja pak, posisi posisi yang butuh Bahasa Inggris itu.
HR's Java Heritage Hotel	Waiter, yang di restoran.
Peneliti	Trus seberapa sering konteks penggunaan Bahasa Inggrisnya?
HR's Java Heritage Hotel	Tergantung sih, sebetulnya kalo ada WNA saja. Tingkat WNA nya tinggi ya pasti akan dilakukan. Kadang kadang juga orang orang mereka bisa Bahasa Inggris –eh sorry bisa Bahasa Indonesia.
Peneliti	WNA yang kesini kadang bisa Bahasa Indonesia?
HR's Java Heritage Hotel	Bisa itu.. yang nikah dengan orang orang local, kan ada.
Peneliti	Kalo untuk writing, trus listening kaya gitu?
HR's Java Heritage Hotel	Listening ya iya oke, kan pendengaran. Tapi kalo writing jarang.
Peneliti	Berarti kalo karyawan writing nya ngga terlalu?
HR's Java Heritage Hotel	Betul, lebih ke conversation. Kita pelaporannya pakai Bahasa Indonesia.
Peneliti	Trus kalo pertama direcruit, apakah ada penilaian tentang Bahasa Inggris atau tidak?
HR's Java Heritage Hotel	Emm introduce yourself. Biasanya gitu. Cara dia ini kan di speaking.

Peneliti	Berarti langsung disuruh ngomong aja ya, spontan.
HR's Java Heritage Hotel	Sama translate ya. Reading tapi translate ada teori. Maksudnya ada ini tuh Bahasa Indonesia jadikan Bahasa Inggris atau Bahasa Inggris jadikan Bahasa Indonesia.
Peneliti	Kira kira kaya begitu kan ada yang sudah lancar sekali, ada yang belum, atau ada yang sama sekali. Itu yang seperti itu, nantinya ada pelatihannya atau enggak setelah jadi karyawan?
HR's Java Heritage Hotel	Dulu itu kita ada namanya pelatihan berkaitan disini, dulu sama salah satu universitas disini lah yaa, kerjasama seminggu sekali. Tapi udah tahun yang lalu, setelah covid itu sudah selesai. Makanya standar awalnya kalo di front liner itu minimal diploma, tidak SMK gitu. Kalo standarnya dari ngga hanya dari sisi itu ya, saya lihat dari berbagai sudut. Contoh bagaimana dia analisa penanganan suatu complain permasalahan, bagaimana dia segera membuat keputusan, kan begitu.
Peneliti	Kalo bapak meihat disini karyawan itu masih kesulitan ngga, atau ada tantangan ngga dalam menggunakan Bahasa Inggris?
HR's Java Heritage Hotel	Di bidang divisi divisi tertentu itu ada. Contoh back office, engineering, kan minimal dia SMK. Karena dia kan lebih kepada operasional, teknik.
Peneliti	Kalo SMK itu apa harus dari perhotelan juga, dikhususkan jurusanannya?
HR's Java Heritage Hotel	Iya iya. Minimal kalo dia bidangnya lho ya. Kaya FNB berarti dia culinary, di SMK 3 itu ada itu. Minimal itu lah. Atau minimal ya sudah pernah magang di hotel.

Peneliti	Terus, kira kira menurut bapak jenis pelatihan seperti apa yang bisa meningkatkan kemampuan Bahasa Inggris buat karyawan?
HR's Java Heritage Hotel	Role play. Saya kalo mereka juga ada teori, nanti kalo perlu teori dilakukan disitu adalah conversation, speaking. Trus ke kamar ke room, dia harus tau nih Bahasa Inggrisnya apa apa apa, lemari, bed, bathroom, trus apa tools tools nya apa itu kan kosa kata Bahasa Inggris. Langsung terjun. Itu lebih mengena.
Peneliti	Berarti lebih ke role play ya? Tapi materi tetap diberikan atau tidak?
HR's Java Heritage Hotel	Materi tetap diberikan. Kan Berarti lebih ke role player.
Peneliti	Tapi materi tetap diberikan atau tidak?
HR's Java Heritage Hotel	Materi tetap diberikan, kan suruh pelatihan dulu, bisa instrukturnya pasti komunikasi kayak gini. ini kalau sebegini ada langsung kepada tujuannya aja.
Peneliti	Terus menurut Bapak kira-kira penting banget atau enggak sih? Kayak seberapa penting gitu kemampuan bahasa Inggris buat karyawan kalau di Java Heritage?
HR's Java Heritage Hotel	Ya penting lah Penting cuman kan memang Kayak contoh nih lockdown Tidak ada WNA tidak ada Luar bisa masuk Kan gak dipakai
Peneliti	Iya, betul juga sih. Kalau di purwokerto itu sendiri gimana?
HR's Java Heritage Hotel	Ya, purwokerto sendiri sih enggak begitu banyak ya, karena WNA itu palingnya apa sih, Korea Jepang, Brunei, Asia, dan lain-lain.
Peneliti	International guest-nya nggak terlalu banyak.

HR's Java Heritage Hotel	enggak, enggak terlalu banyak, banyakan local.
Peneliti	Terus pendapat Bapak tentang pelatihan bahasa Inggris di hotel maupun yang di luar untuk karyawan, gimana Pak? Apakah karyawan itu kalau misalnya yang belum lancar bahasa Inggrisnya, apakah wajib dilancarkan dengan ikut pelatihan misalnya di hotel ataupun di luar?
HR's Java Heritage Hotel	Kalau di luar sih balik lagi ke biaya masing-masing kecuali ada, Kecuali ada program dari perusahaan yang dia karyawannya bagus atau karyawannya mendukung, loyal, kita sekolahkan.
Peneliti	Sampai disekolahkan begitu. Kalau sekarang program pelatihannya masih ada apa?
HR's Java Heritage Hotel	Belum bisa dilakukan lagi semenjak COVID-19.
Peneliti	Berarti mulai dari rekrutmen saja ya? Harus bisa begitu?
HR's Java Heritage Hotel	Sebelum covid itu kita lakukan, Ada ke Semesteran yang kita teori manajemen
Peneliti	Kira-kira bapak punya saran nggak kalau misalnya dari SMK sendiri? Di sini kerja sama SMK 3 atau tidak ya, Pak?
HR's Java Heritage Hotel	Ada iya..
Peneliti	Berarti anak SMK3 magang disini biasanya?
HR's Java Heritage Hotel	disini biasanya
Peneliti	Nah itu biasanya di seleksi atau dari sekolah hanya mengirim?

HR's Java Heritage Hotel	Seleksi sih.. Sekolah ngirim, kita seleksi sesuai standar kita.
Peneliti	Nah, kalau itu apakah dicek bahasa Inggrisnya juga atau enggak?
HR's Java Heritage Hotel	SMK belum lah, dia lebih kepada pekerjaan pengetahuan dasar tentang praktik.
Peneliti	Tentang praktek itu ya.
HR's Java Heritage Hotel	Praktek, perhotelan dia bisa serving bed, dia tau. Justru itu yang dia harus belajar. kan dia juga enggak dilepas dipandu sama seniornya ngga boleh dilepas.
Peneliti	Oh, oke.
HR's Java Heritage Hotel	Anak magang ya ga boleh sendirian nggarap kamar.
Peneliti	Kalau di front desk gitu, enggak di...
HR's Java Heritage Hotel	Smk ngga ada.
Peneliti	kira-kira bapak punya saran enggak akan sudah sering anak SMK 3 magang disini gitu ya bapak punya saran atau Untuk anak-anaknya gitu ya mungkin kayak secara kompetensi
HR's Java Heritage Hotel	Grooming lah yang penting, kalau menurut saya Lebih utama Grooming
Peneliti	Kalau secara skill bahasa Inggrisnya gimana?
HR's Java Heritage Hotel	Skill Bahasa inggrisnya standar lah ya. Beda dengan anak kuliah lho ya. Yang penting dia bisa memperkenalkan diri. Soalnya jarang dipake juga sih ya. Karena kalau SMK itu mungkin lebih ke housekeeping sama kuliner.
Peneliti	Berarti kalau SMK, kalau langsung kerja di hotel itu bahasa Inggrisnya tidak terlalu difokuskan.

HR's Java Heritage Hotel	dia lebih kepada fisiknya dalam arti nggarap kamar. Hari ini nggarap berapa? 17 kamar...
Peneliti	Berarti kalau saran dari Bapak untuk SMK lebih ke pelatihan.
HR's Java Heritage Hotel	lebih jauh pelatihannya, roleplay nya lebih di ini aja dari sekolah gitu yang penting Bahasa Inggrisnya. Dia minimal tau lah. Minimal tau bagaimana tentang bahasa-bahasa hotel lah. Kan pakenya bahasa-bahasa hotel kan juga bahasa Inggris. Vacant dirty, occupied, kayak gitu-gitu kan itu Bahasa hotel. sleep out, namanya check in tapi tidurnya di luar, PCA, rekening clear seperti itu, bahasa-bahasa itu harus mereka tahu.
Peneliti	Paling dari saya segitu aja sih pak. Soalnya saya juga ingin tahu kebutuhan hotel terhadap bahasa Inggris itu seperti apa. Kalau SMK berarti belum terlalu.
HR's Java Heritage Hotel	lebih kepada fisik, pengetahuan dasarnya dia tentang itu tapi tetap ya tadi benar kamu bilang spesifiknya dia harus tahu tetep, itu tadi dia kan harus baca di system. VCA, CO, Check out, CI, Check in, reservation form, annual leave, nah dia harus tau.
Peneliti	Oh ya benar-benar, paling segitu aja dari saya, terima kasih Bapak, maaf sekali mengganggu waktunya ya.

Transkrip Wawancara HR ELSOTEL Hotel

Nama Responden : Anita Setyowati Susilo

Jabatan : HR Hotel ELSOTEL Purwokerto

Tanggal Interview : 11 September 2024

Tempat : Hotel ELSOTEL Purwokerto

HR Hotel ELSOTEL	Sebelumnya saya dengan Anita. Saya disini dipercaya untuk menjabat sebagai Human Resource Department di Hotel ELSOTEL Purwokerto.
Peneliti	Oke, pertanyaan pertama mungkin saya sambungkan ke SMK3 dulu ya. SMK3 apakah bekerja sama dengan ELSOTEL atau tidak Bu?
HR ELSOTEL	Kalau SMK3 bekerja sama kita dengan MOU terkait tenaga siswa PKL. Atau biasanya kalau kita disini nyebutnya student trainee. Biasanya mereka tapi periode antara 6 bulan begitu. Untuk disebar di berbagai departemen di perhotelan. Jadi contohnya kayak di housekeeping, di F&B service, dan juga di F&B product
Peneliti	Terus terkait dengan kemampuan bahasa Inggris, kira-kira yang spesifik kalau di perhotelan itu yang paling dibutuhkan apa?
HR ELSOTEL	Untuk apa ya ini? Posisinya atau?
Peneliti	Ya, keterampilan bahasa Inggris ya, untuk semua posisi.
HR ELSOTEL	Kalau di perhotelan itu kita kan ada dua ya, jadi itu ada back office, bagian back office atau di kantor belakang itu melingkupi accounting, sales, dan juga HRD. Ada lagi di depan itu front office, front office itu ada di reception, F&B service itu di waiter atau elektris, itu biasanya mereka itu harus bisa merasa asing. Dan di housekeeping juga, yang biasanya kalau housekeeping itu

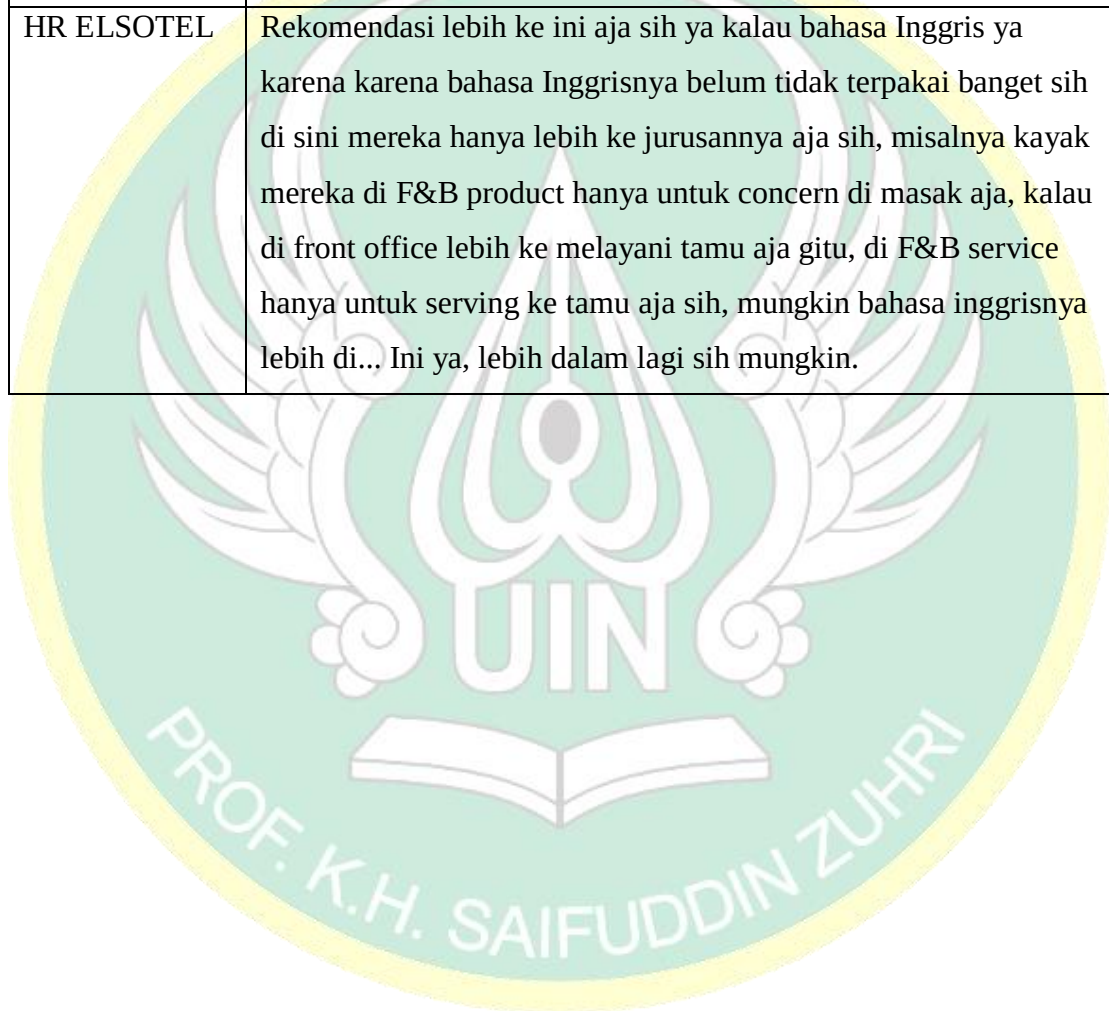
	di bagian room, di kamar, itu biasanya mereka memang harus paling enggak punya satu kemampuan bahasa Inggris, karena mereka itu langsung bertemu dengan tamu, gitu.
Peneliti	Nah untuk kemampuannya yang spesifik apa Bu?
HR ELSOTEL	Oh iya, untuk kemampuan spesifiknya dia paling kita butuhkan di speaking ya. Speaking dan listening. Kalau writing sih gak terlalu ya, hanya speaking dan listening aja. Jadi biar bisa conversation sama si tamu luarnya itu.
Peneliti	Terus kira-kira kalau penggunaan bahasa Inggris disini seberapa sering konteksnya gitu?
HR ELSOTEL	Kalau seberapa seringnya karena akhir-akhir ini saya lihat untuk trend foreign guest-nya itu gak terlalu banyak ya, jadi gak terlalu sering sih. Kalau misalkan kita prosentase paling cuma di angka sekitar 40% aja. Iya, kebanyakan biasanya itu kalau yang kesini itu dari China gitu. Jadi untuk kemampuan bahasa Inggrisnya tidak terlalu di... Tidak terlalu dipakai juga sih, hanya 40% aja, kebanyakan dari China. Rata-rata juga kayak bule itu udah bisa bahasa Indonesia sih
Peneliti	Yang ke sini?
HR ELSOTEL	Terakhir kemarin kita di awal bulan Agustus, kalau gak salah pada wedding... Si pria, mempelai prianya, dia kalau gak salah dari Kentucky, Amerika. Tapi dia sudah bisa bahasa Indonesia dikit-dikit sih
Peneliti	Terus terkait kemampuan dan pelatihan, kira-kira kalau menurut Ibu bahasa Inggris untuk staff-staff di sini itu bagaimana?
HR ELSOTEL	Kalau pelatihan maksudnya dari internal kami?
Peneliti	Kemampuan mereka.

HR ELSOTEL	Kalau dalam prosentase, saya bisa memberikan mereka di angka 75-80 persen kemampuannya bisa bahasa Inggris, bisa berbahasa Inggris.
Peneliti	Terus kalau untuk pelatihan kira-kira ada nggak Bu?
HR ELSOTEL	Kalau dari internal kami ada.
Peneliti	Jenis pelatihan seperti apa?
HR ELSOTEL	Kalau jenis pelatihannya hanya basic English aja ya, jadi kayak refreshment aja sih sama mereka.
Peneliti	Ada kelas begitu?
HR ELSOTEL	Ada kelasnya, iya.
Peneliti	Kira-kira kalau misalnya seperti itu berarti ada nggak tantangan kayak misalkan mungkin dari SMK atau dari S1 gitu nggak terlalu suka bahasa Inggris atau nggak bisa, ada nggak tantangan buat ibu untuk selaku HRD gitu?
HR ELSOTEL	Tantangannya jelas ada sih, tetap saya kasih training terus ya gitu, terus biasanya kalau misalnya ada karyawan yang dia tidak menguasai bahasa Inggris banget tuh biasanya kami tempatinnya nggak di posisi yang bertemu dengan tamu gitu.
Peneliti	Terus kira-kira bukan cuma di Purwokerto, seberapa penting kira-kira kalau kemampuan bahasa Inggris itu?
HR ELSOTEL	Kalau buat saya kemampuan penting-penting banget ya kalau bahasa Inggris. ya walaupun sekarang katanya sih denger-denger itu bahasa Inggris itu tidak terlalu penting ada yang bilang ya lebih penting bahasa apa selain bahasa ini kayak bahasa Cina bahasa Mandarin gitu kan ada yang bilang seperti itu cuma bagi saya bahasa Inggris terpenting sih karena masih bahasa internasional ya gitu sangat penting sangat penting

Peneliti	Bisa enggak Ibu menyebutkan situasi atau contoh gitu gimana bahasa Inggris itu sangat penting
HR ELSOTEL	Oke contohnya gini kayak di dunia perhotelan itu kan kita kan luas ya perhotelan itu ada hotel di luar negeri yang di darat ada juga di kapal pesiar jadi salah satu syarat untuk bisa tembus bekerja di hotel darat di luar ataupun dari kapal pesiar salah satunya adalah paling tidak dia bisa menguasai bahasa Inggris seperti itu dan itu juga bisa jadi apa ya bikin mereka jenjang karirnya juga bisa cepat gitu karena kan notabene disana ketemu tamunya kan dari foreign semua ya nggak ada yang dari domestik
Peneliti	Terus tentang program pelatihan saat ini kira-kira itu masih ada kekurangan atau enggak Bu di program pelatihannya kayak soalnya itu kan kayak diwajibkan gitu ya?
HR ELSOTEL	Betul, kalau kekurangannya sih dari dari si karyawannya atau dari programnya perlu dari programnya kalau kekurangannya sih enggak sih hanya basic ini nanti sih ya basic refreshment aja sih ya kayak vocabulary aja jadi saya pikir hanya dasar-dasarnya aja kalau kekurangannya mungkin lebih ke apa ya mungkin kita masih butuh tenaga pengajar dari luar dari luar biar untuk apa ya listeningnya itu biar bisa lebih. Ini lagi ya, lebih jalan lagi. Karena kan kalau bahasa Inggris yang lebih susah itu listening ya, apalagi kalau misalkan kita dengerin benar-benar orang yang aksennya itu susah gitu ya.
Peneliti	Terus, Ibu kan sudah berinteraksi dengan mungkin anak-anak yang PKL dari SMK 3. Menurut Ibu kira-kira kemampuan bahasa Inggris mereka seperti apa?

HR ELSOTEL	Kemampuan mereka kalau saya lihat sih masih ini ya, masih dasar banget ya. Cuma kalau dari SMK 3 ini saya lihat mereka masih, anaknya masih rata-rata masih pengen belajar sih. Kemampuan untuk belajarnya itu ada gitu, tinggi gitu. Kualitasnya juga bagus kalau dari mereka.
Peneliti	Untuk speaking atau yang lainnya gitu, apakah ada yang menonjol Ibu?
HR ELSOTEL	Di SMK 3? Kalau speakingnya sih mereka berani.
Peneliti	Kalau misalnya mau-mau saya ke sini dari SMK3, itu biasanya mereka langsung mengirim anak atau diseleksi dulu?
HR ELSOTEL	Pokoknya ada seleksi. Ada tahapan seleksi dan juga tahapan interview.
Peneliti	Berarti untuk itu juga dites bahasa Inggrisnya?
HR ELSOTEL	Biasanya kami kan ini kan trainee kan beda ya dengan karyawan. Kalau karyawan mungkin kami akan tes bahasa Inggris. Tapi kalau untuk anak trainee ini kami hanya interview atau seleksi untuk pengetahuan mereka aja di jurusan yang mereka mau ambil di sini.
Peneliti	Terus kira-kira menurut Ibu program-program PKL dari sekolah ke hotel itu berguna atau enggak untuk meningkatkan kemampuan bahasa Inggris mereka?
HR ELSOTEL	Sangat berguna sih. Ya, sangat membantu karena programnya itu hampir sama dengan program di hotel. Jadi saya rasa sih namanya sangat membantu sekali ya.
Peneliti	Biasanya Ibu dievaluasi enggak mereka?
HR ELSOTEL	Anak-anak SMK? Saya evaluasi. Jadi saya evaluasi tentang kinerja mereka itu biasanya saya minta evaluasi atau penilaian dari manajernya di bagian mereka masing-masing gitu. Kira-kira

	mereka mampu atau tidak, apa pelajaran yang sudah didapatkan, apa saja gitu. Saya juga kadang suka minta feedback dari mereka juga, apa sih yang masih kurang di sini gitu mau apa yang mereka belum dapatkan, kayak gitu.
Peneliti	Terus kira-kira ibu punya rekomendasi atau enggak untuk materi mungkin atau praktek-prakteknya mereka di sekolah gitu?
HR ELSOTEL	Rekomendasi lebih ke ini aja sih ya kalau bahasa Inggris ya karena karena bahasa Inggrisnya belum tidak terpakai banget sih di sini mereka hanya lebih ke jurusanannya aja sih, misalnya kayak mereka di F&B product hanya untuk concern di masak aja, kalau di front office lebih ke melayani tamu aja gitu, di F&B service hanya untuk serving ke tamu aja sih, mungkin bahasa inggrisnya lebih di... Ini ya, lebih dalam lagi sih mungkin.



Transkrip Wawancara Guru Bahasa Inggris SMK Negeri 3 Purwokerto

Nama Responden : Erni Pujiastuti, S.Pd.

Jabatan : Guru Bahasa Inggris SMK Negeri 3 Purwokerto

Tanggal Interview : 4 September 2024

Tempat : SMK Negeri 3 Purwokerto

Peneliti	Mungkin bisa diulangi lagi kalau hotel yang kerjasama dengan SMK3 itu mana saja?
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Yang kerjasama dengan SMK3 ya ada Aston, Java Heritage, Luminor, Neotel, dan beberapa hotel yang ada di Purwokerto lainnya. Hampir semuanya kita bekerjasama dengan hotel-hotel yang ada di lingkungan Purwokerto.
Peneliti	Kalau mau ke magang atau PKL atau hotel-hotel seperti itu biasanya dari hotel seleksi atau kita hanya mengirim delegasi begitu?
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Biasanya beberapa hotel itu menyeleksi dulu, jadi kita memang misalkan memilih beberapa anak, tapi tidak semuanya itu kemudian langsung diterima, biasanya ada waktu untuk seleksi. Ini juga kita sudah mulai beberapa itu seleksi di perhotelan karena akan melaksanakan PKL di bulan November.
Peneliti	Terus kalau sudah masuk ke pelajarannya gitu ya, kalau misalnya di materi sendiri, apakah ESP itu dibahas atau tidak?
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Kalau di perhotelan itu, kalau di bahasa Inggrisnya, kalau kita kan masih secara umum ya, general. Hanya nanti di perhotelannya ada guru FO biasanya itu yang lebih menekankan dalam penggunaan bahasa Inggris. Itu di perhotelan, itu lebih spesifik, jadi jenis materi di ESP itu tidak

	terlalu dibahas kalau di bahasa Inggris. Kalau di bahasa Inggrisnya, kita masih belum spesifik. Kita lebih ke arah umumnya. Sebenarnya sih harusnya kita sudah spesifik, hanya saja mungkin penerapannya belum maksimal. Dan itu kebetulan di jurusan itu lebih dispesifikan dengan mata pelajaran di FO-nya.
Peneliti	Kalau segi materi, kayak mungkin cerita-cerita dalamnya kayak gitu kan biasanya ada cerpen dan lain sebagainya itu udah... ke arah spesifiknya belum? Kayak di hotel kan biasanya ada kata-kata khusus gitu ya, kayak banyak lah penggunaan bahasa Inggris-bahasa Inggris seperti itu kan, sering muncul atau enggak gitu dalam materi.
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Kalau dalam materi tidak begitu banyak muncul, hanya kembali lagi memang. Jadi penggunaannya itu pada pelajaran FO itu lebih spesifik di situ. Kalau pada pelajaran Bahasa Inggris yang umum itu belum muncul secara spesifik.
Peneliti	Tapi kalau bahasa Inggris sendiri, menurut Ibu penting atau tidak sih untuk jurusan perhotelan? Soalnya kemarin saya pas ke Jahe, wawancara dengan HRnya, karena ini di Purwokerto jadi tidak terlalu digunakan.
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Ya pada prinsipnya kita kan dalam pembelajaran memberikan anak itu tidak hanya untuk standar lingkungan sini saja ya mbak. Kita standarnya juga jauh lebih tinggi gitu. Sehingga kita tetap membekali anak dengan penggunaan bahasa Inggris. Terlepas nantinya akan dipakai atau tidak di tempat kerja, yang penting kami dari sekolah sudah membekali. Ya itu tadi, karena di pelajarannya pun ada gitu. Kembali lagi itu nanti penggunaannya di tempat kerja masing-masing. Nah kalau

	menurut saya ya sangat penting mbak. Kalau menurut saya sangat penting. Karena kita kan tidak berpikir anak hanya akan bekerja di lingkungan Purwokerto saja kan. Bisa juga mereka itu bekerja di Jogja, di mana gitu. Yang mungkin tamunya itu tidak hanya dari domestik saja gitu. Sehingga menurut saya sangat penting lah.
Peneliti	Terus ada topik atau situasi komunikasi yang paling sering difokuskan dalam materi bahasa Inggris?
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Kembali lagi tadi bahasa Inggris kan tidak spesifik, sehingga kita masih general saja, paling ya handling telpon gitu ya, kemudian reservation gitu, paling itu. Dan itu nanti juga akan ketemu juga di FO, karena di FO juga kan bagian front office kan biasanya handling telpon gitu kan, reservation itu biasanya seperti ini.
Peneliti	Kalau metode pengajarannya kan kalau misalnya tidak dikhususkan untuk yang spesifik ke perhotelan gitu, metode pengajarannya menggunakan metode-metode... Karena kan biasanya tiap anak itu beda-beda untuk skill yang ingin mereka kuasai.
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Kalau kita ya seringnya biar anak termotivasi itu role play mbak biasanya. Dengan role play kan mereka sekaligus bisa melatih diri untuk speakingnya, kemudian dia bagaimana secara gestur dan lain-lain.
Peneliti	Kalau proyek atau penyelesaian masalah, ada metode-metode seperti itu. Kira-kira digunakan atau?
Guru Bahasa Inggris SMK	Kalau kita PJBL, kalau kita tidak seperti itu, Mbak. Ada, tapi kita menerapkan PJBL, tapi kebetulan di perhotelan belum.

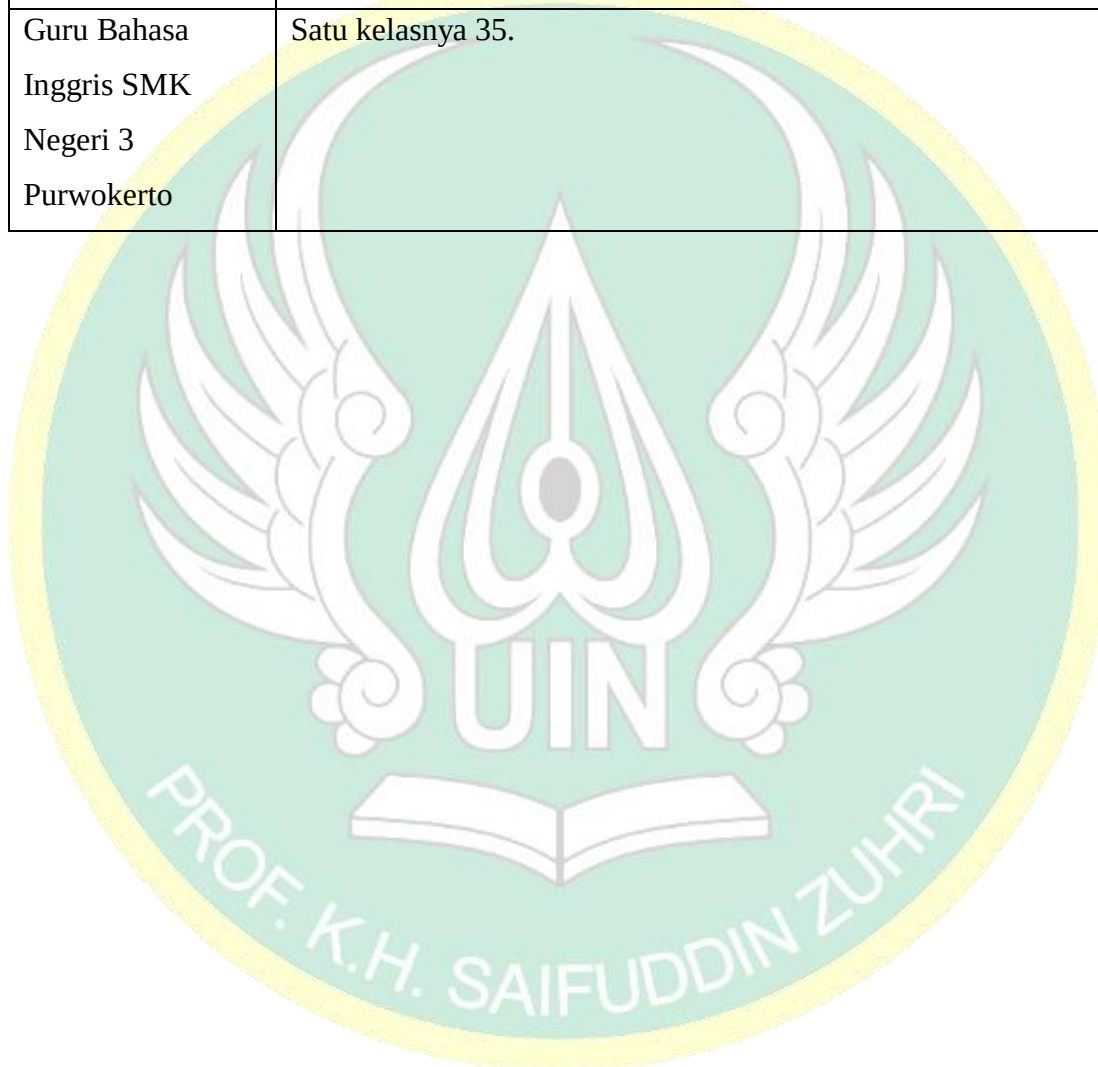
Negeri 3 Purwokerto	
Peneliti	Kan ini di Purwokerto juga penggunaan bahasa Inggris gak terlalu digunakan ya Bu? Terus kalau menurut Ibu, tantangan dalam mengajari siswa bahasa Inggris untuk yang spesifik ke perhotelan begitu.
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Bagaimana?
Peneliti	Tantangannya ibu ketika mengajar.
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Tantangannya ya, yang jelas gini mbak, kita bagaimana anak itu untuk keluar dari rasa takut, malu untuk berbicara bahasa Inggris. Itu kan, dari awal kadang kita juga melihat anak entah itu dari dia sebelum masuk ke SMK 3, itu kadang juga ada rasa yang mungkin dia bawa dari sejak dia sekolah dulu, sehingga pada saat di sini pun masih terbawa. Sehingga kita sih bagaimana anak itu tidak terlalu takut untuk berbicara bahasa Inggris, kemudian mempraktekan. Itu yang kita berusaha untuk melakukan ke anak itu seperti itu. Tantangannya ya, bagaimana kita mengeluarkan anak itu dari rasa, apa ya, kalau bilang, ya rasa takut, karena bahasa Inggris kadang kan menjadi momok ya, anak itu takut kalau bahasa Inggris, karena satu mungkin takut nggak bisa ngomongnya kemudian tidak paham. Tapi sebenarnya kalau kita menggunakan dengan pembelajaran dengan metode yang menyenangkan. Ya role play itu salah satu menyenangkan, karena anak di situ kan pastinya tidak hanya menerima saja,

	tapi anak diajak untuk berpraktek, sehingga itu akan sedikit membantu anak percaya diri untuk berbicara bahasa Inggris.
Peneliti	Berarti kegiatan kayak kelompok atau diskusi gitu sering atau enggak?
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Nah itu tadi, kalau role play kan pastinya dari dialog kan, dari dialog, kemudian anak kan biasanya gini mbak, kita beri situasi, anak diskusi untuk membuat dialog dengan situasi yang ada, nanti dipraktikkan.
Peneliti	Kayak gitu, berarti cara ibu untuk kayak membuat semua orang berpartisipasi di kelas gitu, kan biasanya ada yang gak aktif, ada yang aktif banget, itu gimana?
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Dengan cara diskusi itu kan semuanya akhirnya aktif, Mbak. Karena apalagi dengan kurikulum Merdeka, pembelajaran secara kolaborasi itu kan sangat ditekankan ya, baik di kelas itu sendiri gitu loh. Dengan cara diskusi itu akan menjadikan anak lebih aktif.
Peneliti	Kalau misalnya ada anak yang memang dari sana, mungkin ke bawa dari SMP gitu ya. Kayak dia tuh gak terlalu suka sama bahasa Inggris itu kan biasanya motivasi belajar bahasa Inggris ini juga kurang lah. Itu gimana cara ibu buat motivasinya?
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Motivasinya ya kalau saya sendiri sih pelan-pelan ya, karena kita juga tidak bisa memaksa. Tapi paling tidak kalau kita sering memperhatikan, mengajak ngobrol gitu kan. Kemudian ada sih memang saya menemukan salah satu seperti itu. Tetapi pada akhirnya dia semakin pede dan semakin apa ya, kalau saya melihatnya itu karena saya sering mengajak dia komunikasi. Saya sering mengajak dia komunikasi,

	pendekatan, entah itu bukan hal dalam pelajaran atau apa. Akhirnya dia merasa bisa lah untuk mengikuti pelajaran bahasa Inggris.
Peneliti	Ya kan ini kurikulum merdeka kan memang ISP nggak ditekankan gitu ya. Kalau misalnya di SMK maupun SMP ataupun SMA gitu ISP nggak terlalu ditekankan. Terus menurut ibu ada nggak saran atau kritik gitu buat kurikulum. Mungkin nanti ganti presiden ganti menteri terus kurikulumnya ganti lagi
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Kalau kritik sih enggak lah, Mbak. Ya, kita sih sebenarnya kurikulum semuanya sama. Hanya tinggal kita bagaimana implementasinya, gitu ya. Ya, kalau menurut saya kurikulum merdeka ya bagus sih. Karena di sini kan tergantung kitanya lah ya. Kalau kita bisa mengikuti, intinya kita sebagai guru kan adaptif. Harus bisa mengikuti perubahan apapun yang terjadi. Sehingga kalau menurut saya, ya, kurikulum merdeka ya sudah bagus. Kurikulum 2013 juga bagus. Hanya ya memang ada perbedaan-perbedaan. Nah, untuk perbedaan-perbedaan itu sendiri ya bagaimana kita bisa menyesuaikan perbedaan-perbedaan itu. Dan alhamdulillah kalau kita di sini, apalagi saya sudah belajar di guru penggerak. Sehingga kan bisa... belajarliah tentang perubahan-perubahan yang ada di Kurikulum Merdeka. Intinya kita tetap memandang perbedaan. Tidak boleh semuanya itu disamakan. Jadi, walaupun anak kemampuan bahasa Inggrisnya berbeda, saya tidak mengharuskan. Karena kan kita di kurikulum merdeka ada diferensiasi. Sehingga kalau anak kok tidak suka dengan bahasa Inggris, kemudian dia dalam hal penilaian atau

	perolehan materinya, ya tidak sama. Tidak sama dengan yang lain. Karena kita memang kan di kurikulum merdeka harus melihat keberagaman dari... Latar belakang, peserta didik.
Peneliti	Kemudian kalau untuk program magang di sini juga magang atau PKL gitu ya.
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Kalau magang itu istilah untuk orang yang bekerja mbak, kalau guru magang, tapi kalau siswa PKL gitu. Jadi dibedakan, istilahnya itu bukan magang, kalau magang itu untuk orang yang sudah bekerja. Misalkan guru kita magang di industri, atau kalau siswa kita itu PKL. Kalau PKL dari sekolah memilihkan gak bisa mau dikirim ke Java Heritage gitu.
Peneliti	Nah itu dari sekolah milihnya untuk kriteria itu gimana apakah random dipilih atau bagaimana?
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Ya paling tidak dari guru-guru produktif itu sudah mempunyai kriteria tersendiri ya. Kriteria tersendiri yang jelas itu karena bukan hanya secara kemampuan akademik saja, tapi soft skill juga harus lebih penting malah kalau untuk pelaksanaan seperti ini. Jadi saya kira kalau guru-guru produktif itu di samping mempertimbangkan akademik, soft skill juga menjadi penentu seperti itu. Pintar tapi dia tidak bertanggung jawab misalkan atau dia kok tidak disiplin, ya kita akan mempertimbangkan lagi mau ditaruh di mana misalkan seperti itu.
Peneliti	Kalau untuk jumlah siswanya sendiri, untuk perhontalan dari kelas 1 sampai kelas 3,

Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Waduh saya nggak hapal, mbak. Yang jelas kalau perhotelan kelas 10 itu 2 kelas lah ya, 2 kelas, kelas 11 2 kelas, kelas 12 juga 2 kelas, itu masing-masing kurang lebih ya sekitar 35an.
Peneliti	Satu kelasnya atau keseluruhan?
Guru Bahasa Inggris SMK Negeri 3 Purwokerto	Satu kelasnya 35.



Transkrip Wawancara Guru Perhotelan SMK Negeri 3 Purwokerto

Nama Responden : Hidawati Hardjono

Jabatan : Guru Perhotelan SMK Negeri 3 Purwokerto

Tanggal Interview : 6 September 2024

Tempat : SMK Negeri 3 Purwokerto

Peneliti	Sebelumnya perkenalkan dulu, nama saya Chintia. Saya dari jurusan pendidikan bahasa Inggris dari UIN. Terus ini saya mohon maaf sekali ya Bu jadi mengganggu waktunya. Jadi saya itu sedang penelitian untuk skripsi, terus judul penelitian saya itu tentang perspektif HR hotel terkait kebutuhan bahasa Inggris buat karyawan mereka gitu loh.
Guru Perhotelan SMK Negeri 3 Purwokerto	HR hotel. Oh iya iya.
Peneliti	Jadi saya fokuskan ke itu, perspektifnya mereka, terus kemudian disinkronkan ke materi dan kurikulum, terus cara pengajaran yang ada di SMK 3. Mungkin nanti dari saya fokusnya juga pertanyaannya ke yang arah itu sih, materi, terus seperti itu. Ini kan kita belum kenal, mungkin Ibu boleh perkenalan dulu.
Guru Perhotelan SMK Negeri 3 Purwokerto	Iya, saya Hidawati Harjono, biasa dipanggil Ida. Saya mengampu di konsentrasi keahlian perhotelan. Nah, kalau dengan kurikulum yang sekarang, yang kurikulum merdeka, jadi mata pelajar, kalau dulu kan mata pelajarannya ada mata pelajaran front office, housekeeping, laundry, gitu lah. Kalau sekarang nama mata pelajarannya konsentrasi keahlian. Jadi yang dulu mata pelajaran menjadi elemen, kayak gitu. Nah, saya dulu di mata pelajaran front office mengumpunya, nah

	sekarang saya di elemen front office, jadi saya lebih fokus di front office-nya.
Peneliti	Tapi secara umum berarti ke perhotelannya ya?
Guru Perhotelan SMK Negeri 3 Purwokerto	Iya betul, berarti nama mata pelajarannya konsentrasi perhotelan. Saya ngambil di fase F, kelas 11 dan kelas 12.
Peneliti	Oh, berarti kalau perhotelan itu lebih ke fase, bukan kelas gitu.
Guru Perhotelan SMK Negeri 3 Purwokerto	Kalau sekarang kurikulum merdeka, dari HD sampai SMA, SMK, fase. Jadi di SMA, SMK itu fase E dan fase F. Kalau kelas 10 itu fase E. Fase E kalau yang kejuruhannya itu kan berarti dasar-dasarnya gitu. Nah nanti kelas 11 kelas 12 itu konsentrasinya.
Peneliti	Terus kalau menurut ibu materi-materi di perhotelan itu sendiri yang paling penting apa?
Guru Perhotelan SMK Negeri 3 Purwokerto	Semuanya penting, khusus untuk mata pelajaran perhotelan. Semuanya penting karena kita kan namanya perhotelan, kalau dulu namanya akomodasi perhotelan, jadi lebih ke room division, room division itu front office housekeeping. Jadi intinya ada di situ, tapi kita di perhotelan itu ada tambahan lagi, itu adalah food and beverage service. Jadi layanan makanan di restoran
Peneliti	Itu berarti masih masuk ke itu ya hospitality ya.
Guru Perhotelan SMK Negeri 3 Purwokerto	Ya betul, hospitality industry. Hospitality industry itu kan industri keramah tamahan, pariwisata itu kan hospitality industry. Nah salah satu komponen dari pariwisata kan salah satunya adalah akomodasi. Salah satu dari akomodasi hotel.

Peneliti	Terus dari materi-materi yang menurut ibu penting-penting itu gimana cara ibu itu menyesuaikan atau merelevankan dengan kebutuhan-kebutuhan di industri perhotelan gitu.
Guru Perhotelan SMK Negeri 3 Purwokerto	Sebetulnya kalau materi atau apa ya, kalau sekarang namanya, kalau dulu itu silabus gitu ya, itu kan sebetulnya sudah ada dari sana. Maksudnya poin-poin apa yang harus disampaikan, kemudian kita turunkan menjadi silabus atau CPATP itu. Nah tinggal kita mengembangkannya, kita tidak keluar dari situ. Nah itu kan adanya sinkronisasi kan, setiap tahun itu ada sinkronisasi, ketika kita menyusun kurikulum itu, kita sinkronkan dengan kebutuhan yang ada di Dudi. Tapi kalau yang di perhotelan secara umum ya dari dulu sampai sekarang ya kurang lebihnya kan sama gitu loh. Kalau menerima tamu ya standarnya memang seperti itu, menerima pemesanan kamar standarnya seperti itu. Kalau mungkin kalau di produk ya, di FB produk mungkin akan lebih banyak seninya ya. Artinya mungkin lebih banyak, tapi kalau kita yang di, padahal di produk, eh di produk juga perhotelan kan ada, cuma di jurusan kita perhotelan kan nggak ke situ. Ada di jurusan kuliner kayak gitu, dia kan lebih banyak artinya gitu loh, kalau kita kan lebih ke... apa namanya ya menjalankan standar operasi yang sudah ada gitu.
Peneliti	Skill itu yaa.
Guru Perhotelan SMK Negeri 3 Purwokerto	Iya betul, bagaimana kita misalnya kalau saya di front office bagaimana kita handling tamu ketika check in, ketika tamu tinggal di hotel, ketika tamu check out, ketika kita handling reservation, kayak gitu.

Peneliti	Terus ibu kan mengajar di materi perhotelannya begitu ya? Kalau di perhotelan sendiri ada dikhususkan bahasa Inggrisnya gitu nggak?
Guru Perhotelan SMK Negeri 3 Purwokerto	Iya, betul. Karena itu memang standarnya seperti itu. Jadi, kami dari dahulu itu selalu ketika praktek, kita menggunakan bahasa Inggris. Jadi ketika kita praktek, kalau saya di front office, ya bagaimana kita menerima tamu pemesanan kamar. Pemesanan kamar juga kita pakai bahasa Inggris. Kemudian menulis, misalnya surat-menyuratnya juga pakai bahasa Inggris. Kita nggak pakai bahasa Indonesia-nya, jadi kita sudah ke sana. Karena memang standarnya seperti itu, standar di industri-nya. Tapi walaupun anak nanti PKL-nya atau kerjanya kan di sana, di Indonesia kan nggak ngomong pakai bahasa Inggris. Tapi ketika ketemu tamu asing kan jadi bisa. Dan ketika anak kita ada yang kerja di luar kan dia sudah, sudah tidak kaget lagi. Kita memang prakteknya seperti itu. Dan standar uji kompetensi menggunakan BNSP, di situ juga ada unit kemampuan untuk berkomunikasi secara lisan menggunakan bahasa Inggris. Ada unit itu. Ketika kita tidak menyampaikan bahasa Inggrisnya, ya satu unit itu tidak bisa terpenuhi. Jadi sebenarnya untuk biar itu bisa terpenuhi semuanya. Kan kalau uji kompetensi kan unit-unitnya banyak. Nah salah satunya ada unit itu. Jadi mau nggak mau kita harus menyampaikan dalam bahasa Inggris. Demikian juga yang housekeeping. Housekeeping make up room di kamar. Ya itu kan biasanya kadang ada yang ketemu tamu atau enggak gitu. Kalau ketemu tamu kan kita juga biasakan tok tok tok gitu kan langsung ada tamunya “Good morning, sir”, “Do you have

	any laundry this morning?” Kayak gitu ya. “May I clean your room now?” Kayak gitu ya. Itu udah biasa.
Peneliti	Terus kalau menurut Ibu, materi bahasa Inggris skill yang paling penting buat diajarkan buat anak-anak perhotelan itu apa? Misal dari membaca, menulis, speaking atau listeningnya?
Guru Perhotelan SMK Negeri 3 Purwokerto	Kalau saya malah justru lebih ke speakingnya. Tapi tidak tidak menutup untuk ratingnya juga karena kalau yang di front office kan harus rating rating juga karena gini, di sini, di industri perhotelan yang namanya semua formulir, itu semua bahasa Inggris. Nggak ada formulir nama tamu, nggak ada guest name, kan udah terbiasa gitu.
Peneliti	Berarti istilah-istilah di hotel memang semuanya pakai bahasa Inggris.
Guru Perhotelan SMK Negeri 3 Purwokerto	Sampai untuk urusan SDM karyawan gitu, kalau mau pengajuan cuti, itu formnya aja bahasa Inggris. Harus writing juga, karena gini... Kalau kita kan pengejuan, formnya pengejuan Bahasa Indonesia gitu. Kalau di sana formnya bahasa Inggris. Saya melihat seperti itu. Terus apa namanya MOU MOU ya kan kita kalau mau kerja di industri itu di hotel itu kan ada MOU nya ya itu juga MOU nya bahasa Inggris saya lihat, kebetulan suami saya kan karyawan hotel. Jadi saya... Jadi saya tuh tahu semuanya. Jadi saya tahu ketika suami saya cuti, nanti kan kalau mau cuti kan dia kirim ke saya, "Ini Mah saya udah ngajuin cuti". Saya jadi tahu itu formnya, walaupun saya nggak kerja di hotel, tapi saya tahu, oh ini formnya. Ketika "saya sudah sign kontrak", ditunjukkan ke saya. Saya pegang sign kontraknya, bahasa Inggris

	semuanya. Artinya mau nggak mau kan kita harus belajar. Soalnya kalau di kurikulum sekarang itu bahasa Inggris enggak di spesifikkan ke yang kebutuhan-kebutuhan khusus kayak di SMK gitu ya. English for special purpose gitu ya.
Peneliti	Berarti mereka memang harus belajar di kebiasaan mereka sendiri.
Guru Perhotelan SMK Negeri 3 Purwokerto	Itu beratnya saya. Jadi saya tuh, sebetulnya saya kan hanya guru user gitu. Itu kan sebenarnya tanggung jawabnya guru bahasa Inggris. Iya nggak sih? Iya bener. Tapi kan sekarang, iya kemarin. Tapi mereka mungkin lebih condongnya ke di depan kelas, nulis, kayak gitu. Kalau saya kan sudah langsung praktisnya. Nah itu masalahnya dikadang-kadang saya sok. Sok-sok kayak guru bahasa Inggris, padahal saya juga gak bisa ya. Saya karena lewian zaman gemien sekolah. Apa yang saya tahu, maksudnya sesuatu yang basic lah ya, pasti kita tahu ya. Nah itu masalah saya kadang-kadang sok, misalnya anak ngomong. Anak terlambat, I'm sorry, Ma'am. I'm late. Ya kan nggak bisa kan? I'm late. Kamu udah terlambat kok. Harusnya kan sebangsa yang kayak gitu loh. Kalau grammar harusnya di pelajaran bahasa Inggrisnya ya. Yang terakhir adalah... ya mungkin dia belajar grammar tapi aplikasinya yang mungkin kurang ya jadi saya sebagai usernya. Melu ndandani (ikut mbenerin). Bener banget itu. Bener saya. Jadi double job gitu ya? Ya gak apa-apa. Jadi saya belajar terus. Jadi memang kalau kebetulan saya di front office itu memang berselisih yang lebih banyak dibandingkan dengan housekeeping. House keeping kan dia lebih bagaimana menata kamar gitu. Kalau ketemu tamu aja ngomong kan sepedikit.

	Kalau kita di front office memang... langsung kontak dari tamu ketika pesen kamar kita yang ngomong terus bahasa Inggris lewat telepon misalnya ya. Ketika check in ada bellboy nya juga ngomong bahasa Inggris ketika kita belajar juga tentang bellboy nya. Dalam bahasa Inggrisnya juga, kemudian handing, kan handing luggage kan, kita checkingnya juga, semuanya dari mulai welcoming, greeting, offering help, sampai ke escort the guest to the room, gitu, semuanya all of in English.
Peneliti	Berarti malah justru ISP-nya lebih diajarkan di perhotelan ya, bukan di bahasa Inggrisnya ya? Harus double degree ini, guru-guru perhotelan ini gimana?
Guru Perhotelan SMK Negeri 3 Purwokerto	Makanya banyak yang gak suka ngajar di front office. Mungkin kan.. Writingnya harus benar... Speakingnya harus benar. Pikirnya harus wajar saya merasa saya juga enggak enggak enggak pinter gitu bahasa Inggris karena kan memang kita pasif ya Iya kan mau enggak mau kan pasif tapi karena tuntutan ya harus tapi ya. Alhamdulillah lumayan tiap hari ngomong dan ngomongnya itu aja.
Peneliti	Terus kalau dari segi interaksi, kira-kira anak-anak menguasai apa enggak bahasa Inggris itu?
Guru Perhotelan SMK Negeri 3 Purwokerto	Kalau di awal-awal, jauh. Berat. Berat pakai banget. Sekarang saya sedang merasakan. Berat sekali. Ini kan masih baru ya. Kalau saya ngajar kelas 11 itu memang berat banget. Kelas 10 kan masih dasar. Belum lari ke sana. Jadi saya mulai dari kelas 11 itu bener-bener ibaratnya ngomong good morning aja susah gitu, masih kagok kayak gitu lah. Itu berat tapi ya sedikit demi sedikit. Jadi saya ini kemarin kan ngajarin mulai dari anak-

	anak apapun saya lakukan pakai bahasa Inggris lah gitu. Misalnya pagi-pagi berdoa, setiap hari ada yang leader gitu ya memimpin doanya gitu, itu in English gitu. Kalau mau ada izin ke kamar mandi, pipis gitu ya. Itu harus dikatakan dalam bahasa Inggris. Kalau nggak bisa, ya saya sampaikan kalimatnya seperti ini, besok kalau kayak gitu lagi. Jadi kan jadi bisa, kayak gitu loh. Terus ketika anak terlambat, harus pakai bahasa Inggris. Jadi anak kalau terlambat, pasti sudah siap, gitu. Aduh. Google Translate ini. Di awal-awal memang saya berat. Nah kemarin saya itu awal-awal itu caranya adalah bagaimana ya biar dia terbiasa lah. Saya ada materinya adalah tentang fasilitas dan layanan hotel. Materi itu masih teori kayak gitu ya. Tapi saya buat anak suruh presentasi dalam kelompok. Kayak gitu ya. Presentasinya pake bahasa Inggris. Gitu nggak papa se-se-se bisanya mereka jadi mereka berusaha untuk bisa dalam waktu satu minggu. Kelompokan dulu. Jadi yang presentasi yang bisa dulu gitu kan. Nanti temennya ngikutin. Akhirnya kan terpancing kan. Pertemuan berikut, materi selanjutnya, presentasi kemarin itu presentasi tentang informasi di dalam hotel dan di luar hotel. Nah itu akhirnya anak suruh bikin presentasinya jadi suruh bikin materinya yang akan dipresentasikan satu-satu kedepan dan Alhamdulillah kemarin luar biasa saya sudah apa ya progresnya begitu jauh kayak gitu loh. Nah ini kan belum apa-apa baru satu arah kan baru presentasi. Nah ini saya sudah mulai mau lagi nih minggu depan nanti mereka kita maju ke materi telepon.
Peneliti	Mau roleplay atau?

Guru Perhotelan SMK Negeri 3 Purwokerto	Roleplay nantinya. Nah itu kan ada dua arah lah ini. Tadi kan dia di awali dari presentasi dulu, mereka hafalan, ini nanti role play, jadi conversation kan.
Peneliti	Berarti untuk roleplay dan lain sebagainya itu sering digunakan ya Bu?
Guru Perhotelan SMK Negeri 3 Purwokerto	Ya itu memang role play kita selalu prakteknya di front office itu role play. Jadi biar anak terbiasa sama bahasa Inggrisnya juga.
Peneliti	Salah satu mengatasi tantangan yang anak kurang suka dengan bahasa Inggrisnya seperti apa?
Guru Perhotelan SMK Negeri 3 Purwokerto	Itu saya tuh berat banget. Itu tadi caranya. Kalau ada yang terlambat, mereka harus suruh pakai bahasa Inggris. Kalau nggak pakai bahasa Inggris, mereka belum bisa masuk. Ini sudah kesepakatan kelas. Kita buat kesepakatan kelas bukan karena saya. Saya mau bantu kamu bisa bahasa Inggris. Caranya gimana? Ini saya punya ide kayak gini, gimana? Iya, oke, Bu, setuju. Kesepakatan kelas itu. Jadi kalau terlambat, pakai bahasa Inggris. Kalau yang mimpin doa, gantian, yang pembukaan dan penutup, walaupun bukan pelajaran saya, tetap pakai bahasa Inggris. Kayak gitu, Saran. Ya, alhamdulillah. Ya, sedikit-sedikitlah. Nanti kalau udah di kelas 12, sudah. Progresnya sudah kayak gini. Ya, walaupun nggak expert lah ya. Iya, benar. Ya, di dalam kelas itu pasti ada ya satu-dualah yang lumayan. Nah itu nanti yang satu dua itu yang kita akan ambil untuk lomba LKS, lomba kompetensi siswa.
Peneliti	Oh ada yang seperti itu juga?

Guru Perhotelan SMK Negeri 3 Purwokerto	Ada, hotel reception. Jadi lombanya itu hotel reception, wah luar biasa itu saya aja. Aduh, tak kuat dah. Beneran luar biasa itu bahasa Inggris. Jadi, tidak hanya, apa namanya ya, kita kan yang good looking biasanya kalau ngomong-ngomong gitu, good looking. Tidak hanya good looking. Good looking gak bisa ngomong bahasa Inggris percuma. Kan kayak gitu, kalau kita ngomong pakai bahasa Indonesia dalam rangka untuk lomba kayak gitu aja butuh kemampuan yang lebih gitu ya untuk bisa ngomong dengan orang apalagi ini menggunakan bahasa Inggris dan jurunya itu udah expert gitu ya.
Peneliti	Itu sudah internasional atau bagaimana perlombaan itu?
Guru Perhotelan SMK Negeri 3 Purwokerto	Ada internasional. Dan jurinya itu dah. Cuma kita memang belum sampai ke sana, kemarin terakhir kita baru juara 5. Tingkat-tingkat provinsi kita juga dulu pernah kita juga waktu lagi covid juara 3 online gitu ya jadikan memang enggak enggak marem gitu ya. Nah setelah kita offline kita udah enggak bisa. Itu tergantung ada anak yang bagus apa enggak kan kalau belajar bahasa Inggris ya Apalagi memang harus dia punya basic dia dari kecil sudah suka suka bahasa Inggris kemudian mungkin orangtuanya support di kursus diolah nah kalau saya seadanya dalam kelas itu yang paling bisa saya ambil karena itu. Dia dari kecil sudah suka. Ya itu pokoknya tak push terus.
Peneliti	Berarti cara ibu memotivasi anak-anak, kan kadang karena bawaan dari SMP mungkin, mereka punya pikiran kalau bahasa Inggris itu susah gitu. Apalagi kalau di sini kan penggunaan bahasa Inggris enggak terlalu ditekankan di

	Purwokerto terlebihnya gitu ya. Itu kayak gimana buat ibu memotivasi anak-anak?
Guru Perhotelan SMK Negeri 3 Purwokerto	Kayak gini bahasa Inggris itu kan sesuatu yang tidak bisa kita tolak. Coba kalian mau mandi misalnya gitu ya shampoo itu tulisannya coba lihat Oh ingredients kalau kamu nggak tahu artinya ingredients itu berarti gimana ya kayak... Butuh kemampuan bahasa Inggris gak? Iya bu, sabun coba. Di dapur, masako, apa itu, royco, semua pakai bahasa Inggris. Kalau kamu gak ngerti. Terus, kamu kepingin ke luar negeri, di bandara, tulisannya apa? Iya bener-bener jalan ke bandara di stasiun atau juga naik pesawat juga pesawat Indonesia ada bahasa Indonesia dan bahasa Inggris. Apalagi pesawat asing, pasti tidak ada bahasa Indonesia. Pasti ada bahasa Inggrisnya. Dari Arab mungkin ada bahasa Arabnya dan bahasa Inggrisnya juga. Standar minimal ya kamu harus bisa bahasanya. Paling itu motivasi saya seperti itu. Saya motivasi kakak kelas yang sudah berhasil juga. Saya punya siswa yang... ada di Dubai, jadi dia dulu sekolah memang dia bahasa inggrisnya lumayan, tapi bukan berarti yang gitu-gitu enggak, cus cus cus ngomong gitu, tapi di kelas itu dia memang paling enak gitu kan, kayak gitu kan masalah lidah ya, enak gitu, dan dia memang curhat dekat dengan saya gitu loh, jadi saya selalu dampingin terus ketika LKS dia juara tiga ikut LKS dulu dia juara tiga terus dia dia memang ambisinya luar biasa ngomongnya dia udah cas ces cus terus itu jadi terus dia training di Singapura. Singapura kan bahasa Inggris juga kan iya di sana

Peneliti	Apalagi di Singapura bahasa Inggrisnya itu logatnya malah justru ke campur Chinese
Guru Perhotelan SMK Negeri 3 Purwokerto	Ya terus dia itu enam bulan training terus dia memang punya ambisi yang luar biasa, dia interview-interview terus itu, pakai Zoom gitu interviewnya. Terus kerja di Doha. Doha, Qatar. Kalau ngobrol itu pakai video call sama saya, ngomong bahasa Inggris. "Kamu sih ngomong apa? Nggak ngerti", saya bilang gitu. Udah kayak gitu. Diceritakan kepada anak-anak buat motivasi gitu. Jadi saya menunjukkan anak-anaknya sudah pada berhasil. Ini juga dulu nggak bisa, saya bilang kayak gitu. Tapi karena dia punya kemauan yang tinggi untuk belajar, punya ambisi, ambisi dalam arti yang positif ya. Itu pasti bisa, ini terdekati kakak kelas kalian. Sekarang di Dubai, posisinya juga udah bagus. Sekarang dia udah jadi assistant manager di sana. Orang Indonesia kan jarang ya.
Peneliti	Wow, assistant manager naiknya lumayan susah itu ya.
Guru Perhotelan SMK Negeri 3 Purwokerto	Nah, ya itu dia. Memang dia itu ini banget sama... Karir kayak gitu dan enggak cuma satu ini masih ada lagi gitu yang di juga kerja di negara-negara Arab sana Timur Tengah ya ada. Ya itulah cara saya untuk memotivasi paling kayak gitu jadi ya kita kan cari contohnya kan iya bener contoh biar dia percaya gitu. Dan pernah saya hadirkan pas lagi kesini, saya hadirkan. Gitu, ini loh yang... di Dubai ini, ada yang di kapal. Kan ada kan? Banyak yang di kapal. Iya. Kapal kan juga harus pintar bahasa Inggris kan? Sebetulnya mereka dulunya pada nggak pinter, biasa aja gitu.
Peneliti	Tapi sekarang sering dipakai.

Guru Perhotelan SMK Negeri 3 Purwokerto	Kayaknya masalahnya itu. Mungkin kalau saya ke kapal juga mungkin saya pinter ya. Karena kan kelasnya bahasa Inggris mau nggak mau kan ya harus lah. Kalau saya kan lingkungannya kan nggak seperti itu.
Peneliti	Kadang mau diajak ngobrol bahasa Inggris sama siapa juga kan.
Guru Perhotelan SMK Negeri 3 Purwokerto	Saya mungkin kalau kayak gini bisa ngomong, tapi ketika nanti ngobrol pakai bahasa Inggris saya juga bingung lagi. Njengan ngajak ngomong berbahasa Inggris, saya gak bisa jawab. Bingung.
Peneliti	Kalau begitu berarti kayak, ibu punya gak kritik atau saran buat kurikulum bahasa Inggrisnya? Bukan kurikulum perhotelan. Soalnya kan kalau kayak gitu berarti basicnya di kurikulum yang bahasa Inggrisnya.
Guru Perhotelan SMK Negeri 3 Purwokerto	Kalau saya mungkin lebih ke, mereka juga ke kemampuan untuk speaking-nya gitu ya. Jadi conversation-nya bisa gitu. Dajak ngobrol bisa gitu. Selama ini memang saya beratnya di situ. Mungkin kalau anak-anak yang kursus, kalau kursus kan mungkin lebih condong gitu kan. Tidak hanya teori saja bisa speaking gitu. Saya juga punya anak kan, aku juga kursus bahasa Inggris kayak gitu.
Peneliti	Kalau buat guru-guru bahasa Inggris, ibu punya saran gitu enggak?
Guru Perhotelan SMK Negeri 3 Purwokerto	Berarti mungkin lebih penekannya karena kan kita harus bisa komunikasikan intinya itu bisa grammar, ini itu dan sebagainya tapi enggak diaplikasikan itu berarti application-nya itu ya berarti. Kalau belajar teori aja juga kayaknya nggak ngaruh ke kompetensi.

Peneliti	Iya kalau nggak dipakai.
Guru Perhotelan SMK Negeri 3 Purwokerto	Iya kalau nggak dipakai. Itu buktinya anak-anak mungkin belajar kayak gitu ya. Tapi ketika sayang itu nggak kepakai. Maksudnya dia lupa dengan itu. Iya kan? Itu tadi saya bilang. Harusnya I was late, dia ngomongnya I'm late, kayak gitu loh. Padahal kan itu udah disampaikan. Ketika sesuatu sudah lampau, gunakanlah, misalnya kayak gitu ya. Mungkin gurunya ngomong kayak gitu. Mungkin gurunya ngomong tidak diaplikasi. Tidak diaplikasikan. Yang lampau itu yang seperti apa? Mungkin kurang dijelaskan. Terus, saya juga gak ngerti, saya dulu sekolah itu yang namanya tenses itu, sekian tenses itu apal saya. Saya juga gak ngerti kurikulum sekarang gimana, apakah tenses itu disuruh diapalin atau enggak. Karena itu basic gitu loh ya.
Peneliti	Kalau kurikulum sekarang itu tenses nggak dihafalin, cuma ya kayak gitu. Jadi sekarang bahasa Inggris itu dianggap sebagai ya cuma kebutuhan untuk sehari-hari gitu. Jadi nggak yang, kalau misalnya tenses mungkin kayak ditekankan banget karena mungkin mau menekankan writing atau mau ke TOEFL dan lain sebagainya. Cuma kalau sekarang untuk komunikasi saja. Soalnya kalau diajarkan mungkin saklek ke rumusnya terus mereka udah pusing duluan lho.
Guru Perhotelan SMK Negeri 3 Purwokerto	Pusing betul, kayak saya juga dulu. Saya juga dulu kayak gitu. Tapi saya alhamdulillah jadi udah apal. Sekarang tinggal diaplikasikan. Jadi kalau ada yang salah kan saya bisa. Tapi saya tetap, “gak apa-apa, kamu ngomong kayak gitu ya gak apa-apa”. Yang penting kamu udah berani ngomong kan, kan tinggal di bimbing nih. Jangan kita gak mau belajar ini, males

	terus ngomongnya enggak juga, ya gak dapet apa-apa. Kalau saya salah sih enggak apa-apa, terus saya bukan guru bahasa Inggris, kalau saya emang kayak gitu. Kalau saya juga beberapa kali ngajar, yang saya tekankan juga yang penting kalian berani ngomong dulu aja. Bahasa Inggris kan semakin muncrat juga semakin baik.
Peneliti	Yang penting itu banyak ngomong aja, ya nanti masalah nanti bener atau enggak, kan telinga kalian denger sendiri, apakah itu bener atau enggak, nanti lama-lama dia bisa memperbaiki dirinya sendiri
Guru Perhotelan SMK Negeri 3 Purwokerto	Jadi kuping itu memang harus terbiasa. Karena lingkungan juga kan di sini gak terlalu banyak yang menggunakan bahasa Inggris. Kecuali kita ke Bali gitu ya. Di Bali kan hidupnya dengan turis.
Peneliti	Orang-orang jualan cilok aja mereka sudah bisa bahasa Inggris.
Guru Perhotelan SMK Negeri 3 Purwokerto	Kalau di sini mungkin penekanannya ada susah. Nenek-nenek di sana pijet aja. Mereka itu juga gak pakai Bahasa Inggris. Saya kan juga di Bali dulu kan. Saya kuliahnya di Bali. Jadi nenek-nenek itu kalau di pantai tuh ngomongnya ya kayak gitu. Ya, nggak pakai grimmer, tapi orang-orang yang mendengar paham. Komunikatif. Yang penting orang mengerti.
Peneliti	Sebenarnya orang-orang yang native speaker-nya juga malah gak peduli sama grammar. Yang penting mereka paham sama apa yang diomongin gitu.

Guru Perhotelan SMK Negeri 3 Purwokerto	Ya paling penerapan-penerapan seperti itu kalau di siswa itu memang yang paling utama harus dibiasakan sih. Terutama apalagi kalau di dunia kerja. Karena dari sekolah aja kayaknya kurang sih kalau misalnya cuma belajar materi gitu. Tapi kalau prakteknya enggak juga iya.
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Appendix 3 Foto Wawancara





Appendix 4 Indicator of Questionnaire

No.	Aspek	Indikator
1.	Materi	• Guru bahasa Inggris mengajarkan bagaimana menyapa dan memperkenalkan diri dengan bahasa Inggris. • Guru bahasa Inggris mengajarkan bagaimana etika bertelepon dalam bahasa Inggris. • Materi bahasa Inggris yang diajarkan memuat kosa kata yang ada di perhotelan. • Materi bahasa Inggris yang diajarkan memuat layanan umum di hotel, seperti bantuan check-in/check-out, permintaan layanan kamar, informasi fasilitas hotel, atau pemesanan layanan tambahan dalam bahasa Inggris. • Materi bahasa Inggris yang diajarkan memuat bagaimana memberikan petunjuk arah atau menjawab pertanyaan umum dari tamu.
2.	Metode pengajaran	• Guru bahasa Inggris sering menggunakan metode role play (bermain peran) ketika mengajar. • Guru bahasa Inggris sering memberikan latihan berupa listening section untuk

		membiasakan siswa dengan bahasa Inggris.
3.	Latihan dan praktek	• Bahasa Inggris sering digunakan di dalam kelas untuk berkomunikasi. • Guru bahasa Inggris sering memberikan latihan maupun brainstorming yang mewajibkan siswa berbicara dalam bahasa Inggris. • Sekolah membuat program kunjungan industry untuk siswa jurusan perhotelan.
4.	Kegiatan eksternal	• Kunjungan industri membantu saya memahami bagaimana Bahasa Inggris digunakan di dunia kerja perhotelan. • Saya merasa kunjungan industri sangat relevan dengan materi Bahasa Inggris yang diajarkan di sekolah. • Pengalaman PKL (Praktek Kerja Lapangan) meningkatkan keterampilan Bahasa Inggris saya di lingkungan kerja perhotelan. • PKL membantu saya mempraktikkan Bahasa Inggris sesuai dengan kebutuhan industri perhotelan. • Selama PKL, saya merasa lebih percaya diri menggunakan Bahasa Inggris untuk berkomunikasi dengan tamu hotel.

Appendix 5 Questionnaire

Link Google Form

<https://forms.gle/WLikFcrXkEwU3oTT6>

Kuesioner Pengajaran ESP di SMK Negeri 3 Purwokerto

D. Pendahuluan

Assalamu'alaikum Wr. Wb.

Saya Chintia Putri Utami, mahasiswa semester 9 program studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto yang saat ini sedang melakukan penelitian sebagai bagian dari tugas akhir skripsi dengan judul "Need Analysis of English for Specific Purposes for Hotel Industry Major at SMK Negeri 3 Purwokerto: A Perspective from Hotels' HR". Dalam rangka pengumpulan data, saya memohon bantuan dan kesediaan saudara/i untuk mengisi kuisisioner dengan jujur. Adapun kriteria responden dalam penelitian saya adalah siswa/i SMK Negeri 3 Purwokerto jurusan Perhotelan kelas XI dan XII.

Jazakallahu Khairan. Wassalamu'alaikum Wr. Wb.

E. PETUNJUK PENGISIAN KUISISIONER

Berilah tanda (✓) pada pernyataan yang sesuai dengan jawaban saudara/i pada kolom yang tersedia berikut:

1= Sangat Tidak Setuju

2= Tidak Setuju

3= Setuju

4= Sangat Setuju

F. Keterangan Responden

Nama :

Kelas :

G. Pernyataan

a. Materi

i. Guru bahasa Inggris mengajarkan bagaimana menyapa dan memperkenalkan diri dengan bahasa Inggris.

☐ 1 ☐ 2 ☐ 3 ☐ 4

ii. Guru bahasa Inggris mengajarkan bagaimana etika bertelepon dalam bahasa Inggris.

☐ 1 ☐ 2 ☐ 3 ☐ 4

iii. Materi bahasa Inggris yang diajarkan memuat kosa kata yang ada di perhotelan.

☐ 1 ☐ 2 ☐ 3 ☐ 4

iv. Materi bahasa Inggris yang diajarkan memuat layanan umum di hotel, seperti bantuan check-in/check-out, permintaan layanan kamar, informasi fasilitas hotel, atau pemesanan layanan tambahan dalam bahasa Inggris.

☐ 1 ☐ 2 ☐ 3 ☐ 4

v. Materi bahasa Inggris yang diajarkan memuat bagaimana memberikan petunjuk arah atau menjawab pertanyaan umum dari tamu.

☐ 1 ☐ 2 ☐ 3 ☐ 4

B. Metode Pengajaran

1. Guru bahasa Inggris sering menggunakan metode role play (bermain peran) ketika mengajar.

☐ 1 ☐ 2 ☐ 3 ☐ 4

5. Guru bahasa Inggris sering memberikan latihan berupa listening section untuk membiasakan siswa dengan bahasa Inggris.

☐ 1 ☐ 2 ☐ 3 ☐ 4

C. Latihan dan Praktek

1. Bahasa Inggris sering digunakan di dalam kelas untuk berkomunikasi.

☐ 1 ☐ 2 ☐ 3 ☐ 4

2. Guru bahasa Inggris sering memberikan latihan maupun brainstorming yang mewajibkan siswa berbicara dalam bahasa Inggris.

☐ 1 ☐ 2 ☐ 3 ☐ 4

3. Sekolah membuat program kunjungan industry untuk siswa jurusan perhotelan.

☐ 1 ☐ 2 ☐ 3 ☐ 4

D. Kegiatan Eksternal

1. Kunjungan industri membantu saya memahami bagaimana Bahasa Inggris digunakan di dunia kerja perhotelan.

☐ 1 ☐ 2 ☐ 3 ☐ 4

2. Saya merasa kunjungan industri sangat relevan dengan materi Bahasa Inggris yang diajarkan di sekolah.

☐ 1 ☐ 2 ☐ 3 ☐ 4

3. Pengalaman PKL (Praktek Kerja Lapangan) meningkatkan keterampilan Bahasa Inggris saya di lingkungan kerja perhotelan.

☐ 1 ☐ 2 ☐ 3 ☐ 4

4. PKL membantu saya mempraktikkan Bahasa Inggris sesuai dengan kebutuhan industri perhotelan.

☐ 1 ☐ 2 ☐ 3 ☐ 4

5. Selama PKL, saya merasa lebih percaya diri menggunakan Bahasa Inggris untuk berkomunikasi dengan tamu hotel.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Appendix 6 Surat Validasi Instrumen

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Desi Wijayanti Ma'rufah, M.Pd.

Instansi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto

Jabatan : Dosen

Telah membaca instrumen penelitian berupa Pertanyaan Wawancara dan Kuesioner yang akan digunakan dalam penelitian dengan judul "Need Analysis of English for Specific Purposes for Hotel Industry Major at SMK Negeri 3 Purwokerto: A Perspective from Hotels' Human Resources" oleh peneliti:

Nama : Chintia Putri Utami

NIM : 2017404028

Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

- ☒ Layak digunakan
☐ Layak digunakan dengan revisi
☐ Tidak layak digunakan

Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

..... Diperbaiki sesuai saran
.....
.....

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 8 Agustus 2024

Validator,



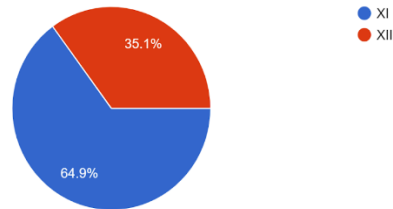
Desi Wijayanti Ma'rufah, M.Pd.

NIP.19921215201812003

Appendix 7

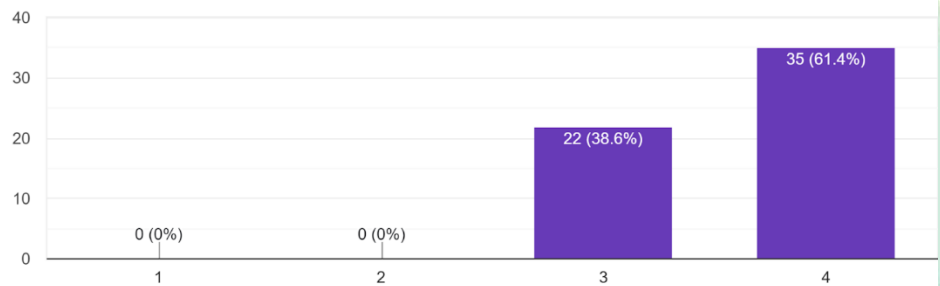
Hasil Kuesioner Siswa

Kelas
57 responses



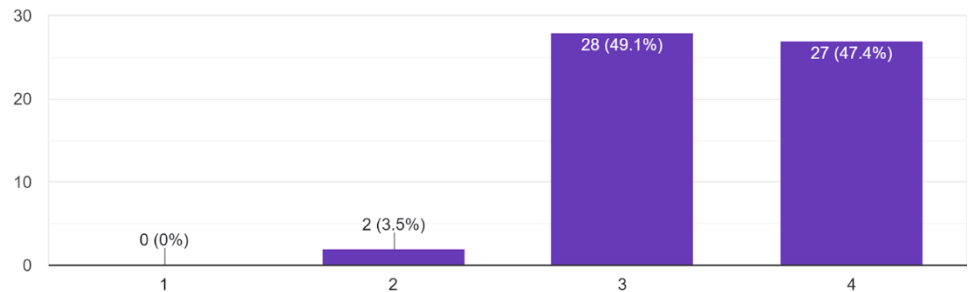
Guru bahasa Inggris mengajarkan bagaimana menyapa dan memperkenalkan diri dengan bahasa Inggris.

57 responses



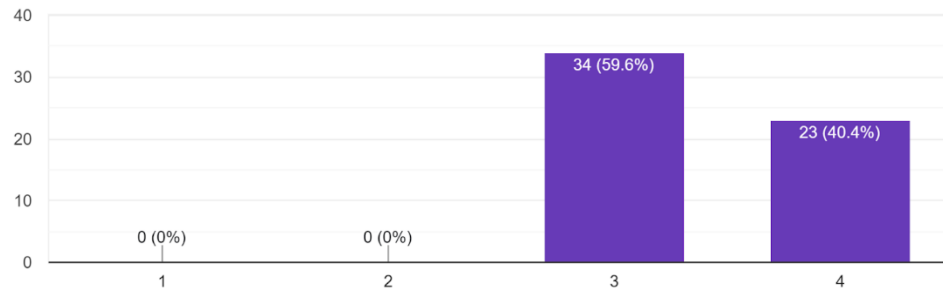
Guru bahasa Inggris mengajarkan bagaimana etika bertelepon dalam bahasa Inggris.

57 responses



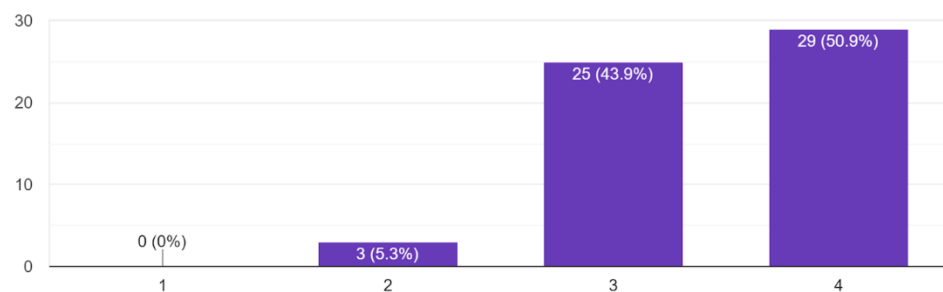
Materi bahasa Inggris yang diajarkan memuat kosa kata yang ada di perhotelan.

57 responses



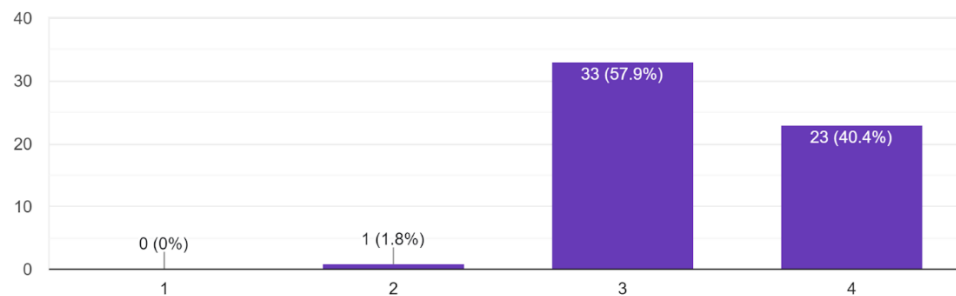
Materi bahasa Inggris yang diajarkan memuat layanan umum di hotel, seperti check-in/check-out, permintaan layanan kamar, dll.

57 responses



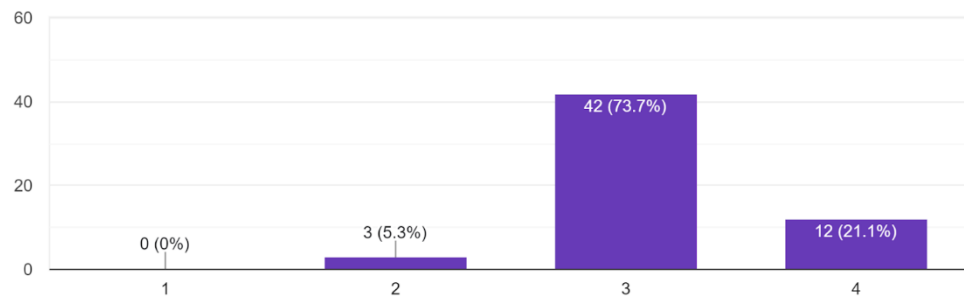
Materi bahasa Inggris yang diajarkan memuat bagaimana memberikan petunjuk arah atau menjawab pertanyaan umum dari tamu.

57 responses



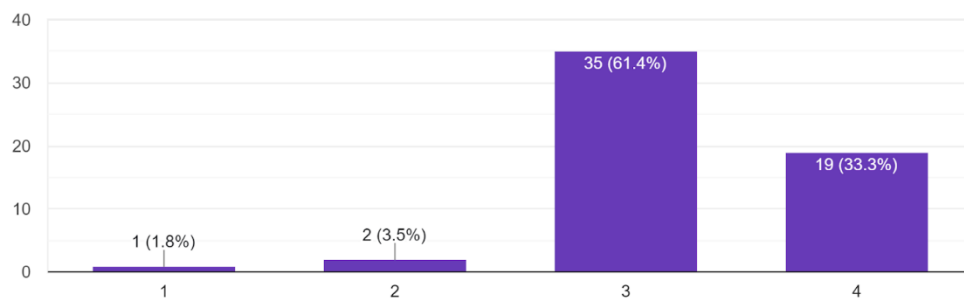
Guru bahasa Inggris sering menggunakan metode role play (bermain peran) ketika mengajar.

57 responses



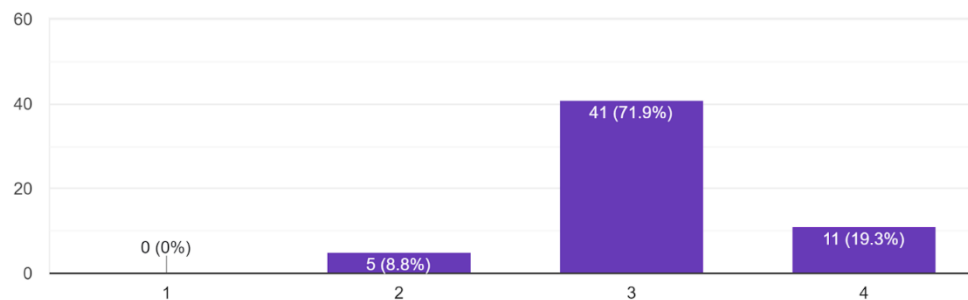
Guru bahasa Inggris sering memberikan latihan berupa listening section untuk membiasakan siswa dengan bahasa Inggris.

57 responses



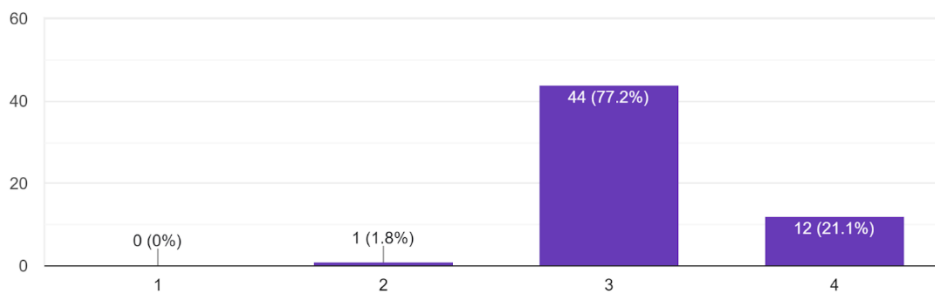
Bahasa Inggris sering digunakan di dalam kelas untuk berkomunikasi.

57 responses



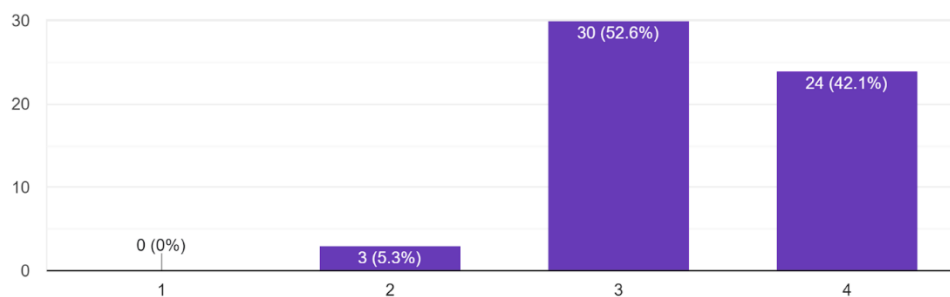
Guru bahasa Inggris sering memberikan latihan maupun brainstorming yang mewajibkan siswa berbicara dalam bahasa Inggris.

57 responses



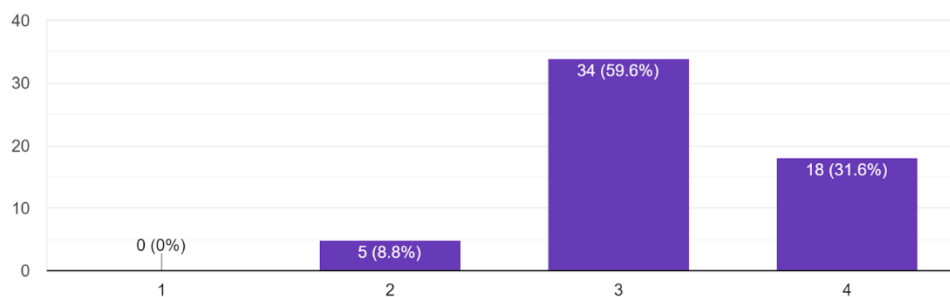
Kunjungan industri membantu saya memahami bagaimana Bahasa Inggris digunakan di dunia kerja perhotelan.

57 responses



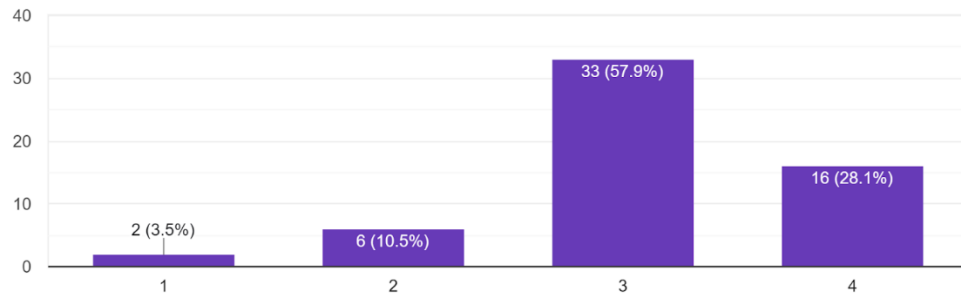
Saya merasa kunjungan industri sangat relevan dengan materi Bahasa Inggris yang diajarkan di sekolah.

57 responses



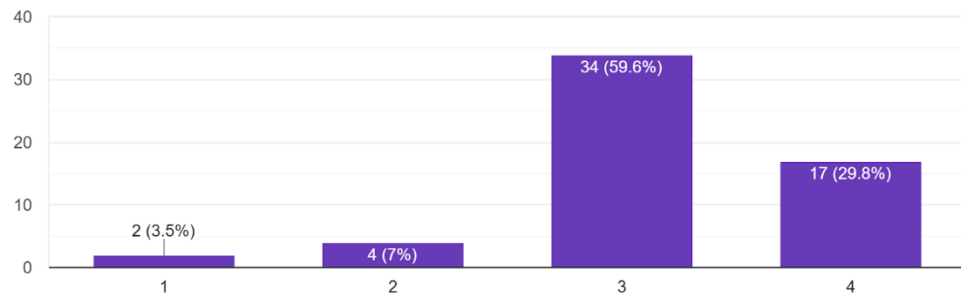
Pengalaman PKL meningkatkan keterampilan Bahasa Inggris saya di lingkungan kerja perhotelan.

57 responses



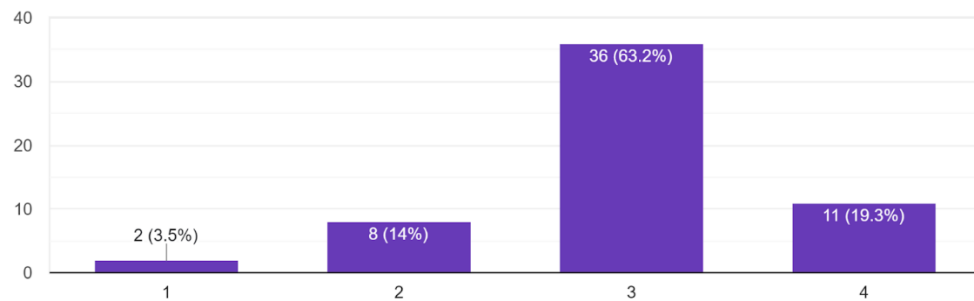
PKL membantu saya mempraktikkan Bahasa Inggris sesuai dengan kebutuhan industri perhotelan.

57 responses



Selama PKL, saya merasa lebih percaya diri menggunakan Bahasa Inggris untuk berkomunikasi dengan tamu hotel.

57 responses



Appendix 8

Modul Ajar



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 3
PURWOKERTO**

Jalan Ahmad Yani Nomor 70 Sekeloa, Purwokerto Timur, Banyumas Kode Pos 53115
Telepon 0281-637847 Surat Elektronik smkn3purwokerto@yahoo.co.id



MODUL AJAR

IDENTITAS

Sekolah	SMK Negeri 3 Purwokerto
Penyusun	Emi Pujastuti, S.Pd, M. Pd
Jenjang/Kelas	SMK/XI
Mata Pelajaran	Bahasa Inggris
Fase/Kelas	Fase F/XII PH
Materi	Analytical ExpositionText
Alokasi Waktu	2 x 2 JP
Elemen	Menyimak – Berbicara Menulis - Mempresentasikan

KOMPETENSI AWAL

- Peserta didik mengenal kalimat memberikan pendapat, saran dalam berargumentasi

PROFIL PELAJAR PANCASILA

- **Bergotong Royong**
 - Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam kelompok
- **Mandiri**
 - Melakukan proses brainstorming pada kegiatan awal pembelajaran
- **Kreatif**
 - Menyusun teks *Analytical Exposition* sederhana dalam berbagai konteks situasi dalam kehidupan sehari-hari.
- **Berfikir Kritis**
 - Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan Text Analytical Exposition dalam berbagai konteks situasi dalam kehidupan sehari-hari.

SARANA DAN PRASARANA

- **Media** : Video, Lembar kerja peserta didik, laptop, handphone, TV
- **Sumber belajar**: Youtube, Internet, E-Book, Rauldatul Husni, Lina Candra Wati (2021), The Effectiveness of Thieves Strategy toward students' Reading Comprehension at the eleven Grade of SMAN 19 Tebo

TARGET PESERTA DIDIK

- Peserta didik reguler/topikal/umum

PILIHAN STRATEGI DIFERENSIASI

1. Diferensiasi Konten
2. Diferensiasi Proses
3. Diferensiasi Produk

MODEL PEMBELAJARAN

- Model : Pembelajaran Problem Based Learning
- Metode : Tanya Jawab, Diskusi, Penugasan
- Pendekatan : Saintifik-TPACK
- Strategi : Jigsaw (Speaking), Mind Mapping (Writing)

TUJUAN PEMBELAJARAN

1. Melalui model pembelajaran *Problem Based Learning dan Thieves* serta diskusikelompok, peserta didik dapat mengidentifikasi (C1) **Analytical Exposition text** menurut fungsi sosial, struktur teks, unsur kebahasaan secara berkelompok dan mandiri.
2. Melalui model pembelajaran *Problem Based Learning dan Thieves* serta diskusikelompok, peserta didik dapat menjelaskan (C2) **Analytical Exposition text** menurut fungsi sosial, struktur teks, unsur kebahasaan secara berkelompok
3. Melalui model pembelajaran *Problem Based Learning dan Thieves* serta diskusikelompok, peserta didik dapat menerapkan (C3) kosakata, tata bahasa, tanda baca, dan kapitalisasi dalam **Analytical Exposition text** secara berkelompok.
4. Melalui model pembelajaran *Problem Based Learning dan Thieves* serta diskusikelompok, peserta didik dapat menganalisis (C4) **Analytical Exposition text** dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan secara berkelompok.
5. Melalui model pembelajaran *Problem Based Learning dan Thieves* serta diskusikelompok, peserta didik dapat mengevaluasi (C5) **Analytical Exposition text** dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara berkelompok dan mandiri.
6. Melalui model pembelajaran *Problem Based Learning dan Thieves* serta diskusikelompok, peserta didik dapat menyusun laporan (C6) dan mempresentasikan Analytical Exposition text secara berkelompok dan mandiri melalui Canva/PPT (TPACK)

PEMAHAMAN BERMAKNA

- Pada akhir pembelajaran, peserta didik mampu membaca, merespon teks Analytical Exposition untuk mempelajari isu actual serta menuangkan argumentasinya tentang sebuah isu actual dalam sebuah teks Analytical Exposition

PERTANYAAN PEMANTIK

1. Do you agree that smoking should banned? Why?
2. What do you think of online lesson?
3. What is your opinion about the students using mobile phone during lesson?

PROFIL KESIAPAN AWAL PESERTA DIDIK

1. Berdasarkan informasi yang diperoleh melalui observasi / hasil pengamatan guru ketika murid sedang menyelesaikan suatu tugas atau aktivitas pada pembelajaran Bahasa Inggris, ada murid yang memiliki kecenderungan pada gaya belajar visual (**video**, gambar, diagram, power point, catatan, peta konsep, *graphic organizer*, dsb);
2. Berdasarkan informasi yang diperoleh melalui observasi / hasil pengamatan guru ketika murid sedang menyelesaikan suatu tugas atau aktivitas pada pembelajaran Bahasa Inggris, ada murid yang memiliki kecenderungan pada gaya belajar auditori (mendengarkan penjelasan guru, membaca dengan keras, mendengarkan pendapat saat berdiskusi, mendengarkan musik)
3. Berdasarkan informasi yang diperoleh melalui observasi / hasil pengamatan guru ketika murid sedang menyelesaikan suatu tugas atau aktivitas pada pembelajaran Bahasa Inggris, **hampir semua murid** yang memiliki kecenderungan pada gaya belajar kinestetik (sambil bergerak, melakukan kegiatan *hands on*, dsb)

KEGIATAN PEMBELAJARAN

LANGKAH – LANGKAH PEMBELAJARAN		
TAHAP PEMBELAJARAN	KEGIATAN GURU	ALOKASI WAKTU
Kegiatan Pendahuluan		
• Persiapan/orientasi	• Melakukan pembukaan dengan salam pembuka dan berdoa (budaya positif) • Merapikan dan membersihkan kondisi kelas serta memeriksa kedisiplinan murid sebelum memulai pembelajaran (seragam/atribut) (budaya positif) • memeriksa kehadiran peserta didik sebagai sikap disiplin (budaya positif) • Peserta didik diingatkan lagi mengenai keyakinan	5 menit

• Apersepsi dan motivasi (KSE yang dikembangkan kesadaran diri) dengan cara :	kelas yang sudah dibuat (budaya positif) / perilaku 3 • Guru mengajak murid untuk melakukan mindfulness dengan teknik <i>Ice Breaking Sakit, sikut, sekat, sikat</i> untuk mengembalikan diri pada kondisi saat ini dengan kesadaran penuh dan menetralkan semua perasaan yang ada saat itu. • Guru bertanya kepada murid, “Apakah yang kalian rasakan setelah melaksanakan Ice Breaking?” • Setelah murid menjawab, guru memberikan afirmasi positif dengan berkata, “Jadi perasaan itu bisa berubah-ubah sesuai dengan kondisi yang kita alami, mari kita nikmati perasaan apa saja yang dirasakan sekarang, karena nantinya juga akan berubah lagi, misal sekarang kalian sedih, yakinlah bahwa besok bisa berubah menjadi bahagia. Maka sekarang kita ambil nafas panjang 2x dan tersenyumlah. Fokus dengan apa yang dihadapi saat ini, maka Mari kita lanjutkan pembelajaran hari ini!” • Mengingatkan pekerjaan pekan lalu membuat teks secara terbimbing. • Menyampaikan tujuan pembelajaran • Guru memberi stimulus (Rangsangan) dengan menampilkan gambar, Peserta didik mengamati/ menyimak sebuah gambar, guru memberikan pertanyaan pemantik • Guru menyampaikan tentang manfaat belajar Analytical Exposition text. • Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. • Guru menyampaikan garis besar cakupan materi yang dipelajari. • Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan metode pembelajaran dan teknik penilaian yang akan digunakan	
Kegiatan Inti (KSE yang dikembangkan Keterampilan Relasi dan Kesadaran Diri)	• Peserta didik mengamati/menyimak sebuah video pendek tentang Opening Ceremony of Fifa World Cup 2022' https://www.youtube.com/watch?v=wsKOD7DsDmc • Guru mengajukan pertanyaan dan berinteraksi dengan peserta didik (Lihat LKPD) • Peserta didik mengidentifikasi topic, main idea, supporting idea, the meaning words, Implied detail (reference) teks Analytical Exposition • Peserta didik menjelaskan topic, main idea, supporting idea, the meaning words, Implied detail (reference) Text Analytical Exposition. • Peserta didik mengevaluasi topic, main idea, supporting idea, the meaning words, Implied detail (reference) teks Analytical Exposition. • Peserta didik menanyakan hal-hal yang belum diketahui kepada guru. • Guru membagi peserta didik dalam kelompok heterogen, setiap kelompok terdiri dari 4 orang.	70 Menit

	• Guru memandu aturan diskusi dalam kelompok demi kelancaran belajar (perilaku 3) • Diberikan 5 buah video tentang Analytical Exposition teks lisan yang berbedakepadapeserta didik secara mandiri. (Differensiasi). ◦ Setiap peserta didik diminta untuk memilih 1 video dari ke 4 video tersebut (KSE yang dikembangkan Manajemen Diri dan Pengambilan Keputusan yang bertanggungjawab) • Peserta didik menyimak video yang diberikan dengan seksama (Literasi), guru memberikan pertanyaan (Peserta didik diminta menceritakan kembali isi video analytical exposition text) Mengorganisasikan siswa untuk belajar • Setelah menyimak video Analytical Exposition dengan seksama, peserta didik mengidentifikasi permasalahan • Peserta didik bersama kelompoknya mulai bekerja untuk mendiskusikan mengenai jawaban atas permasalahan yang telah diberikan oleh guru. setiap peserta didik memiliki kesempatan untuk mendiskusikan berbagai kemungkinan jawaban secara sederhana. • Guru memfasilitasi peserta didik untuk menemukan solusi atas permasalahan tersebut • Peserta didik berdiskusi untuk menemukan solusi atas permasalahan tersebut Membimbing penyelidikan individu maupun kelompok. • Peserta didik berdiskusi dan membagi tugas untuk mencari data/ bahan-bahan/ alat yang diperlukan untuk menyelesaikan masalah. • Peserta didik secara berkelompok mengumpulkan data-data untuk menemukan solusi permasalahan dari berbagai sumber. Mengembangkan dan menyajikan hasil karya. • Peserta didik mengevaluasi hasil karyanya dengan hasil karya kelompok lain • Peserta didik dari sebuah kelompok pergi ke kelompok lain. • Peserta didik lain tinggal dalam kelompok untuk menerima kunjungan dari kelompok lain. • Peserta didik tamu membandingkan hasil karyanya dengan hasil karya kelompok tuan rumah. • Peserta didik tamu kembali lagi ke kelompoknya dan melaporkan hasil perbandingannya serta merevisinya jika ada kesalahan. • Peserta didik mempresentasikan hasil diskusinya di depan kelas secara lisan Menganalisis dan mengevaluasi proses pemecahan masalah. • Peserta didik dari kelompok lain dan guru	
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	memberikan masukan kepada kelompok yang telah presentasi. • Peserta didik bersama dengan guru melakukan penyamaan persepsi tentang materi yang sudah dipelajari • Guru membimbing penyusunan laporan hasil diskusi. • Guru melakukan observasi penilaian elemen-elemen profil pelajar Pancasila.	
Kegiatan Penutup KSE yang dikembangkan : Kesadaran Diri	• Memberikan umpan balik dan merefleksikan peraturan kelas dengan kelancaran pembelajaran terhadap proses pembelajaran : <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> (perilaku 3) • Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. • Guru melakukan post test tentang materi yang sudah dipelajari hari itu secara lisan maupun tertulis atau dengan digitalisasi. • Peserta didik melakukan refleksi pembelajaran hari itu dengan menjawab pertanyaan guru seperti: a. What does the lesson you have learned today? b. What is your most favorite of English learning activities today? c. What are your difficult material in English learning today? • Guru memberikan penugasan dengan mencari kosa kata sebanyak mungkin yang berhubungan dengan teks analitis di luar pembelajaran. (Memiliki pola pikir bertumbuh = KSE yang dikembangkan Kesadaran Diri) • Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. • Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup.	5 menit

Mengetahui
Kepala Sekolah



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NIP 19721102 200003 1 004

Purwokerto, Agustus 2024

Guru Mata Pelajaran



Erni Pujiastuti, S.Pd, M. Pd
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Appendix 9

Syllabus



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CAPAIAN PEMBELAJARAN DAN ALUR TUJUAN PEMBELAJARAN
MATA PELAJARAN BAHASA INGGRIS
FASE F (KELAS XI)
SMK NEGERI 3 PURWOKERTO
TAHUN PELAJARAN 2024/2025

Capaian Pembelajaran Semester 1 :

KODE	ELEMEN	CAPAIAN PEMBELAJARAN
A	Menyimak dan Berbicara	Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Peserta didik menggunakan dan merespons pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan, dan diskusi. Peserta didik memahami dan mengidentifikasi ide utama dan detail relevan dari teks lisan dalam diskusi atau presentasi mengenai berbagai macam topik. Peserta didik menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku, dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan mereka. Peserta didik memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Peserta didik menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen nonverbal (gestur, kecepatan bicara dan/atau nada suara) untuk dapat memperkuat/mendukung pesan/informasi/pendapat yang ingin disampaikan. (Students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open ended questions and use strategies



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	to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details in oral texts of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviors and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and self-repair strategies, and use nonverbal elements (gestures, speed and/or pitch) to strengthen/support the message/information/opinion being conveyed.)
B	Membaca dan Memirsa Peserta didik membaca dan merespons berbagai jenis teks secara mandiri. Peserta didik membaca untuk mempelajari sesuatu dan membaca untuk hiburan. Peserta didik mencari, membuat sintesis dan mengevaluasi detail spesifik dan inti dari berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Peserta didik menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai jenis teks. Peserta didik mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks. (Students independently read and respond to a wide range of texts. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts might be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.)
C	Menulis dan Peserta didik menulis berbagai jenis teks fiksi dan faktual (nonfiksi) secara mandiri,



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Mempresentasikan	menunjukkan pemahaman mereka terhadap tujuan dan target pembaca/pemirsa. Peserta didik merencanakan, menuliskan, mengulas, dan merevisi teks dengan menunjukkan strategi koreksi diri dalam kaidah menulis. Peserta didik menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Peserta didik menyajikan informasi menggunakan berbagai moda presentasi dalam bentuk cetak dan digital untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda. (Students independently write an extensive range of fictional and factual (nonfiction) text types, showing an awareness of purpose and audience. They plan, write, review and revise texts with some evidence of self-correction strategies in writing conventions. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They present information using different modes of presentation in print and digital forms to suit different audiences and to achieve different purposes.)
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Deskripsi Materi/Aspek

Materi/Aspek	Deskripsi
• Hope • Plan • Fenomena alam dan sosial	Dalam aspek ini peserta didik mempelajari tentang : fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mengungkapkan harapan dan rencana (hope & plan) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.
• Simpathy	Dalam aspek ini peserta didik mempelajari tentang :



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• Appreciation • Fenomena alam dan sosial	fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mengungkapkan simpati dan apresiasi (sympathy & appreciation) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.
• Report ttext • Fenomena alam dan sosial	Dalam aspek ini peserta didik mempelajari tentang : fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk laporan (report) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.
• Explanation text • Fenomena alam dan sosial	Dalam aspek ini peserta didik mempelajari tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk eksplanasi (explanation) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.



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Mata Pelajaran : Bahasa Inggris
Rumpun : Pariwisata.
Jumlah Jam : 60 JP
Aspek : Reading, Speaking, and Writing
Tema : Text Transaksional Lisan (TTL), Genre Type Text, Short Fungsional

No	Elemen	Tujuan/ Capaian Akhir Fase per Elemen	Aspek	Tema	Projek	Materi	Metode	JP
1	Menyimak dan Berbicara	TP1 • Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mengungkapkan harapan dan rencana (hope & plan) secara kritis, kreatif dan santun terkait topik fenomena	• Reading • Speaking • Writing	• Hope and Plan	-	• Expressing Hope • Talking about Plan • Fenomena Alam dan Sosial	• Diskusi • Observasi • Penugasan	24 JP



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		alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan modals serta strategi inisiasi dan pemertahanan pertuturan)						
2	Menyimak dan Berbicara	TP1 • Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang	• Reading • Speaking • Writing	• Sympathy and Appreciation	-	• Expressing Sympathy and Appreciation • Fenomena Alam dan Sosial	• Diskusi • Observasi • Percobaan • Penugasan	16 JP



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		melibatkan tindakan mengungkapkan simpati dan apresiasi (sympathy & appreciation) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.					
		• (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan exclamation serta strategi inisiasi dan pemertahanan pertuturan)					
3	Menyimak dan Berbicara	TP 1 : • Menganalisis dan	• Reading • Speaking • Writing	• Report text	• rReport text • Fenomena Alam dan	• Diskusi • Observasi • Penugasan	12 JP



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		menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk laporan (report) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.			Sosial		
4	Menyimak dan Berbicara	TP 1 Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk eksplanasi (explanation) secara	• Reading • Speaking • Writing	• Explanation Text	• Explanation Text • Fenomena Alam dan Sosial	• Diskusi • Observasi • Penugasan	12 JP



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kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.

Capaian Pembelajaran Semester 2 :

KODE	ELEMEN	CAPAIAN PEMBELAJARAN
A	Menyimak dan Berbicara	Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Peserta didik menggunakan dan merespons pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan, dan diskusi. Peserta didik memahami dan mengidentifikasi ide utama dan detail relevan dari teks lisan dalam diskusi atau presentasi mengenai berbagai macam topik. Peserta didik menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku, dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan mereka. Peserta didik memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Peserta didik menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen nonverbal (gestur, kecepatan bicara dan/atau nada suara) untuk dapat memperkuat/mendukung pesan/informasi/pendapat yang ingin disampaikan. (Students use English to communicate with teachers, peers and others in a range of settings



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	and for a range of purposes. They use and respond to open ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details in oral texts of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviors and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and self-repair strategies, and use nonverbal elements (gestures, speed and/or pitch) to strengthen/support the message/information/opinion being conveyed.)
B	Membaca dan Memirsa Peserta didik membaca dan merespons berbagai jenis teks secara mandiri. Peserta didik membaca untuk mempelajari sesuatu dan membaca untuk hiburan. Peserta didik mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Peserta didik menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai jenis teks. Peserta didik mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks. (Students independently read and respond to a wide range of texts. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts might be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.)



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C	Menulis dan Mempresentasikan	Peserta didik menulis berbagai jenis teks fiksi dan faktual (nonfiksi) secara mandiri, menunjukkan pemahaman mereka terhadap tujuan dan target pembaca/pemirsa. Peserta didik merencanakan, menuliskan, mengulas, dan merevisi teks dengan menunjukkan strategi koreksi diri dalam kaidah menulis. Peserta didik menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Peserta didik menyajikan informasi menggunakan berbagai moda presentasi dalam bentuk cetak dan digital untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda. (Students independently write an extensive range of fictional and factual (nonfiction) text types, showing an awareness of purpose and audience. They plan, write, review and revise texts with some evidence of self-correction strategies in writing conventions. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They present information using different modes of presentation in print and digital forms to suit different audiences and to achieve different purposes.)
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Deskripsi Materi/Aspek

Materi/Aspek	Deskripsi
• Formal letter • Informal letter • Kegiatan akademis, perkantoran dan sosial kemasyarakatan	Dalam aspek ini peserta didik mempelajari tentang : fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk surat formal dan informal secara kritis, kreatif dan jujur terkait topik kegiatan akademis, perkantoran dan sosial kemasyarakatan sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.
• Caption • Proverb • Fenomena alam dan sosial	Dalam aspek ini peserta didik mempelajari tentang : fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.
• Making Report • Manusia, flora dan fauna	Dalam aspek ini peserta didik mempelajari tentang : fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk recount secara kritis, kreatif dan santun terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.
• Explanation text • Fenomena alam dan sosial	fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk caption & proverb secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.



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Mata Pelajaran : Bahasa Inggris
Rumpun : Pariwisata.
Jumlah Jam : 76 JP
Aspek : Reading, Speaking, and Writing
Tema : Text Transaksional Lisan (TTL), Genre Type Text, Short Fungsional

No	Elemen	Tujuan/ Capaian Akhir Fase per Elemen	Aspek	Tema	Projek	Materi	Metode	JP
1	- Membaca dan memirsa - Menulis dan mempres entasikan	TP1 Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk surat formal dan informal secara kritis, kreatif dan jujur terkait topik kegiatan akademis, perkantoran dan sosial kemasyarakatan sesuai dengan konteks penggunaannya dengan tingkat	- Reading - Speaking - Writing	Formal and Infomal letter		- Application letter - Personal letter - Kegiatan akademis, perkantoran dan sosial kemasyarakatan	- Diskusi - Observasi - Penugasan	16 JP



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		kelancaran dan ketepatan yang optimal.						
		Merancang dan mempresentasikan teks tulis berbentuk surat formal dan informal terkait topik kegiatan akademis, perkantoran dan sosial kemasyarakatan dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yan						
2	- Membaca dan memirsa - Menulis dan	TP2 Menganalisis, menyimpulkan makna dan mengevaluasi	- Reading - Speaking - Writing	Caption and Proverbs	-	- Caption Text - Proverbs	- Diskusi - Observasi - Penugasan	12 JP



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mempres entasikan	fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk caption & proverb secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal. • Merancang dan mempresentasikan teks tulis berbentuk caption & proverb terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan
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	mandiri dengan tingkat kelancaran dan ketepatan yang optimal.						
3	• Membaca dan memirsa • Menulis dan mempres entasikan	TP 3 • Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk laporan (report) terkait topik manusia, flora dan fauna dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	• Reading • Speaking • Writing	• Report text	-	• Report text	• Diskusi • Observasi • Penugasan
							12 JP
4	• Membaca dan memirsa • Menulis dan mempres	TP4 • Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial,	• Reading • Speaking • Writing	• Explanat ion Text	• Explanation Text	• Diskusi • Observasi • Penugasan	12 JP



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entasikan	struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk eksplanasi (explanation) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.
	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk eksplanasi (explanation) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan



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	sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.
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Purwokerto, Juni 2024
Plt. Kepala Sekolah



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