

Text-Based Language Teaching Flipbook for Guest Relation Officer to Enhance Students Multimodal Literacy

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Abstract

This research aims to develop a flipbook for English for Guest Relations Officers. This research uses the Design and Development model by Richey and Klein (2014) as the basis for its methodology with ADDE steps. The Design and Development Model has four stages, namely analysis, design, development and evaluation. The data were obtained from this research used instruments in the form of interview guides, questionnaires and document analysis. This research involved twelve active participations of forth semester of English for Business and Professional Communication study program for the 2023/2024 academic year in Ganesha University of Education; one lecturer of English for Guest Relation Officers; and two practitioners work in the front office department at a five-star hotel in Bali. Data were analyzed qualitatively descriptively. In analyzing the data, the researcher used three concurrent flows of action proposed by Miles et al (2014), namely data reduction, data display, and conclusion or verification. The quality of the flipbook was assessed through a content validity test from ESP learning material and learning media experts. The evaluation showed that the flipbook was in accordance with the characteristics of ESP learning and was a good learning medium.

Keywords: Flipbook, Guest Relation Officer, ESP, Task-Based Language Teaching

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INTRODUCTION

Vocational education has a main focus which is designed to provide training, skills and knowledge in a particular field. Besides academic knowledge, vocational education based on learning competencies contributes to problem-solving and special skills (Mahbub, 2019). In general, vocational education includes special skills, for example, culinary, graphics, health, and hospitality industry. Currently, one of the sectors that is growing rapidly in Indonesia is the hotel industry (Guntoro, 2021). As we know, Indonesia has many attractive tourist destinations that provide broad market potential for the hotel industry. Moreover,

after the COVID-19 pandemic, Indonesian tourism has experienced a stable recovery. The government has implemented various measures to restore the tourism sector, such as tourism promotion campaigns and the reopening of tourist destinations.

In the hotel industry there are divisions that have their respective duties, functions and responsibilities. These divisions will help the company's operations to develop and gain the best image (Kvach et al., 2018). One of the important divisions in hotel industry is the Front Office. Front office is one of the main focuses for achieving hotel image and guest satisfaction. The front office has a major role in the hotel in providing effective and efficient services so that guests feel comfortable and satisfied both before staying, during their stay, until guests leave the hotel (Riski, 2019). In the front office department area, there is one position in the front office whose function is as an intermediary between guests, especially VIP guests, and the hotel, that is guest relation officer. Besides being responsible for providing service, a Guest Relation Officer has the central role of facilitating guests' needs and problems. Several jobs related to Guest Relation Officers are providing information about the hotel, responding to and handling guest complaints, and ensuring that guests receive exemplary service (Yulanda & Putri, 2017). Darsono (2001) also states that guest relations officer is one of front office department whose duties are to welcome guest, especially important guest and as a liaison between guest and the hotel. Apart from a theoretical perspective, it is also essential to study the Guest Relation Officer from a deeper practical perspective in shaping the image or reputation of a hotel or company. Thus, vocational education, especially in the field of Guest Relation Officers, will create a competent and skilled workforce.

In order to create a competent and skilled workforce, the teaching and learning process can be supported by the provision of learning materials. Learning materials can be defined as a source of learning used by teachers or lecturers in the learning process (Supina, 2018). Appropriate learning materials will help students gain knowledge and skills that suit the workforce's needs. One of the crucial aspects of instructional material development is multimodal literacy. Multimodal literacy is understanding and communicating meaning through written language, speech, music, gestures, and visual images (Chandler, 2017). According to Yamin (2021), multimodal literacy is crucial for students. This is because they engage in most oral communication in executing social practices professionally. By a multimodal literacy, students can choose their own learning objects, or representations, that best suit their modal preferences based on their dominant learning style (Sankey et al., 2010). Based on Walsh (2010), multimodal literacy entails the creation of meaning through processes like reading, observing, comprehending, reacting to, generating, and engaging with multimedia and digital texts. This encompasses various mode, including verbal and gestural forms of communication such as speech, listening, and dramatic representation, as well as written expression, design, and content creation. Apart from that, multimodal literacy also helps students to master all aspects of English and be able to compete in their workplace by using verbal and non-verbal language which are language skills and body movement (Kaya, 2021)

To help students have good multimodal literacy, the development of teaching materials that integrate text and video is needed. By using video, students can observe the

non-verbal elements hotel staff use in communicating with guests. One form of instructional material that can accommodate this need is a flipbook. Flipbook emerged as a solution to bridge student knowledge, interpersonal skills, and how non-verbal communication is applied. Flipbook have proven to increase students' reading motivation (Sze & Nasri, 2022). The preliminary observation in English for Business and Professional Communication (D4) at Universitas Pendidikan Ganesha shows that the use of media only focuses on printed books, the current textbooks in printed learning materials are not designed based on student's needs, and the learning materials are not adapted to the specific needs of students in the industrial field. In reality, vocational education must focus on more complex teaching and not just on texts. This is supported by research results stating that apart from verbal communication, non-verbal communication is also crucial and a medium for language restrictions by hotel staff at the Front Office (Sudantari et al., 2019).

In the previous studies, there were many researches related to Flipbook in the context of the English language showing the importance of supporting students with flipbook. (Dharmayanti et al., 2021; Febriati et al., 2022). However, few researchers are developing Flipbook for vocational education, especially for English for Guest Relation Officers. Based on the results of identifying various existing phenomena and supported by empirical data in previous research, the development of Flipbook is the primary key to increasing students' multimodal literacy in the "English for Guest Relation Officer." This research effort aims to bridge the knowledge gap in several existing literature. Flipbook allow students to visualize concepts and situations relevant to the role of Guest Relation Officer both verbally and non-verbally. Flipbook creates interactivity regarding body language used through images and animations. Apart from understanding relevant vocabulary in verbal form, the students can strengthen interpersonal interactions and interpret non-verbal communication. Thus, the use of Flipbook in English for the Guest Relation Officer is to help students understand verbal and non-verbal concepts in the tourism industry and helps teachers evaluate students' understanding of the concepts in Guest Relation Officer.

METHOD

Research Design

This research was a Design & Development, also known as D&D. Design and development focuses on the process of developing a product that involves the process of analyzing and evaluating a product. This research was conducted according to the stages proposed by Richey and Klein (2014). There are four steps of design and development they are analysis, design, development, and evaluation.

Research Participants

This research involved active participation in the fourth semester of the English for Business and Professional Communication study program for the 2023/2024 academic year at Ganesha University of Education. one lecturers support English for Guest relations officers, and two practitioners work in the front office department at a five-star hotel in Bali.

Data Collection Method

The design and development (D&D) method was adopted based on the above explanation. First, the researcher collects the data needed to develop a flipbook for English for guest relation officers by interviewing the front office lecturers so that the problems and sources of learning materials in the learning process can be analyzed and the topics to be

developed. After that, the researcher gives questionnaires to students regarding the needs and characteristics they need to learn front office (guest relation officers). The questionnaires were also given to the front officer staff in five five-star hotels in Bali. Then, the researcher analyzes documents that lecturers use in the learning process. Lastly, the researcher also provides an expert judgment checklist assessment. The form of opinions and suggestions from experts are used to determine the quality and feasibility of the material provided at the evaluation stage.

Data Analysis

The result was described by qualitative analysis. In analyzing the data, the researcher used three concurrent flows of action proposed by Miles et al., (2014), namely data reduction, data display, and conclusion/ verification.

1. Data collection

In data collection, the researcher conducted the data by interviewing the front office lecturers so that the problems and sources of learning materials in the learning process could be analyzed and the topics could be developed. Apart from that, to collect data, the researcher also gave questionnaires to the practitioners to gather the data related to materials needed for learning front office. Lastly, the researcher analyzed documents such as syllabus.

2. Data reduction

Data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data. It is needed to make the data specific. The researcher reduced the data which are not relevant. Then, the data were classified based on the typology of students' needs.

3. Data Display

Data displays were needed to organize the data and arrange them specifically to understand the data easily.

4. Conclusion Drawing/ Verification

The conclusion was drawn continuously throughout the study. In this case, the research concluded the data's meaning through a good explanation and pattern. Descriptive statistics were used to analyze the quality of the product developed.

FINDINGS AND DISCUSSIONS

1. Learning Materials Required to Develop the English Flipbooks for Guest Relations Officers

Professional Communication. Through the use of Flipbookss, students not only learn to use written texts but also visual texts, where through visual texts in the form of pictures. The data regarding the need for English for Front Office Flipbookss was obtained at the Analysis stage. At this stage the researcher carried out a needs analysis by analyzing documents, distributed questionnaires and interviews. The analysis results of each technique are presented as follows.

Interview Analysis Result

Interviews were conducted to find out the conditions of English language learning and what kind of English learning process is needed by students taking Front Office (English for Guest Relations Officer) courses. Interviews were conducted with 1 lecturer who teach the

English for Front Office (Guest Relations Officer) odd semester 2023/2024. Interview guide was conducted to find out the guest relations officer learning materials that must be designed and developed. Data obtained by researchers in the English for Business and Professional Communication (D4) program at Universitas Pendidikan Ganesha was by conducting interviews with front office lecturers. There were ten questions asked by researcher and answered by lecturer in stages and clearly, which can be seen Table 1.

Table 1. Interview Result

Aspect (s)	Question(s)	Response
Professional information	1. What kind of task needed by students? 2. What activities are needed by students?	Students are able to use English in written and spoken form which is relevant to the needs of the hotel industry. It is hoped that it will be able to provide knowledge and skills to students to become reliable and professional guest relations officer.
Personal information	3. What do students want to in the learning process?	Students need some assignments about the use of English for their technical skills.
Language information	4. What skills do students need? 5. What language use is needed by students	Students should master four language skills; listening, writing, reading and speaking. English for Specific Purposes, especially for needs as a guest relations officer
Students' lacks	6. What is students' lack during learning process?	Few students have initial knowledge about the practices of being a guest relations officer.
Language learning information	7. How are students' language skill in the current situation?	Students' English language skills, especially speaking skills, are in the good category.
Target situation	8. What is the students' target in learning English	The student's target is to have all four language skills, then be able to practice verbal and non-verbal communication as a guest relations officer
Goal of the course	9. What is the goal of the course	To develop communication skills, learn more about the front office department and its job desk to prepare for a career in the hospitality industry, especially the guest relations officer section
Environment information	10. How is the learning situation in the current situation?	The campus has a special practice area in the form of Edutel as a place for students to carry out simulation practice. Books are still limited, especially those that are integrated with technology applications

Questionnaire Results

Apart from data from interviews with lecturers, data were also obtained from the results of questionnaire by guest relations officer practitioners regarding the language functions needed when carrying out duties as guest relations officer, those are 1) greetings, 2) offering help, 3) giving information about hotel facilities, 4) giving information about room types, 5) give and ask for directions about the hotel area and outside the hotel, 6) communicate by telephone, 7) handling guest complaints, 8) apologize and say thank you, and 9) leave taking.

The Result of Analysis Documents

The documents analyzed in this research include learning tools (syllabus, semester learning plans, details of assessment technique student assignments) and learning materials.

The results of the analysis found that the English language skills emphasized in learning English for Guest Relations Officers were speaking skills, by including examples of conversations carried out by front office officers. This is written in the course description in the syllabus: “English for Guest Relations Officer is one of the courses included in the core competency courses in the vocational study program. This course is designed to provide knowledge and skills to students (potential Guest Relations Officer staff) on how to become professional guest relation officers in hotel.

From the description of this course, three keywords can be seen, namely knowledge, skills and professional. Knowledge includes content knowledge that guest relation officers must have, including knowledge about room types, hotel types, room/hotel facilities, guest handling procedures, and so on. Skills refer to a person’s ability or expertise in carrying out certain tasks, activities or work well. This is usually honed through real practical activities in accordance with the context of the world of work. In the context of learning English for Guest Relations Officers, the main skill that is emphasized is communication skills using English. Other aspects of skills that are also trained are teamwork skills and grooming skills. When students have the knowledge and skills, it is hoped that students will be able to become professional front office officers. Professional means that students are able to demonstrate a level of expertise, competence, integrity and behavior that is in accordance with applicable standards in the hotel sector. The table below is a syllabus analysis matrix. Syllabus analysis matrix, contains all the topics listed in the english for Front Office syllabus. This matrix contains topics (need to be developed and do not need to be developed). The syllabus analysis matrix can be seen in Table 3.

Table 2. Matrix of Syllabus Analysis

Topic (s)	Need to be Developed	No Need to be Developed
Getting to know each other		✓
Hotel classification	✓	
Room types	✓	
English expressions used to give hotel information		✓
English expressions used to give hotel direction	✓	
Handling reservation		✓
Telephone messages	✓	
Handling check in escorting guests to the room		✓
Handling complaint	✓	

From the synthesis of the thematic analysis of the findings, research findings were obtained that there are 6 basic topics that must be studied by students and stated in the Flipbooks. The six topics are contained in 6 units, those are 1) greeting and welcoming guests, 2) hotel classification, 3) room types, 4) telephone messages, 5) advising the guests where to go, and 6) handling complaints.

2. The Development Process of Learning Material

The second finding is developed the learning material. The Flipbook for English for Guest Relation Officer was developed by following the steps for learning text based english language teaching, which consists of four steps: Building knowledge of the field, modeling of

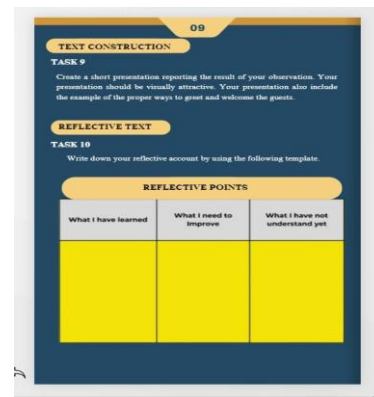
the text, joint construction of the text and independent construction of the text and linking related text which can elaborate as follows:

Table 3. Development Process of Learning Material

Steps	Results
<p>Building Knowledge of The Field</p> <p>Building knowledge in the field is marked by the presence of a section called the personal experience elicitation task, which consists of questions that stimulate students' initial knowledge regarding the upcoming topic. In this session students will share their personal experiences and knowledge regarding the material to be studied.</p>	
<p>The Modeling of The Text</p> <p>The modeling text is presented in flipbook form with a text exploitation section included. In this section students read a text and to help strengthen students' understanding of the text they read, after reading there will be several questions related to the topic discussed.</p>	
<p>Joint Construction of The Text</p> <p>The text construction stage is represented through the text collection and presentation section, where students watch videos of expressions that demonstrate the topic. Next, they report their observation findings in the form of a presentation.</p>	
<p>Independent Construction of The Text</p> <p>In this section students will independently create a text that has been demonstrated previously.</p>	

Linking Related Text

In the final stage, students are encouraged to reflect on their learning and consider how it can be applied more widely. They do this by filling out a template in the Reflective Assignments section.



The Quality of Flipbook for English for Guest Relation Officer

The next step after developed the flipbook was to evaluate. The evaluation was the last step of this research which include expert judgment: two material development expert and two media experts. The result can be seen in the table below:

Table 4. Result of Material Experts Judgment

Statement	Judges 1		Judges 2	
	R	I	R	I
The learning materials are in line with curriculum	✓		✓	
The learning materials encompass education objectives for vocational students	✓		✓	
The topics of the materials are relevant to the vocational students	✓		✓	
The topics of the flipbook are relevant to social practices in the hotel industry	✓		✓	
The vocabulary in the flipbook are relevant to be used by the students as practitioners in the hotel industry	✓		✓	
The language level that is used in the flipbook is relevant to the student's ability in the English for guest relation officer.	✓		✓	
The flipbook uses communicative language	✓		✓	
The flipbook has structured learning activities	✓		✓	
The learning activities encourage students to be active in social interaction	✓		✓	
The learning activities encourage students to think critically	✓		✓	
The learning activities encourage students to increase their multimodal literacy	✓		✓	
The learning activities in the form of text can help students to reflect their knowledge	✓		✓	
The learning material with clear instruction	✓		✓	
The learning materials provide scaffolding before starting to the main topics	✓		✓	
The learning materials give feedback/reflection	✓		✓	
The learning materials provide four skills in English (speaking, reading, listening, and writing)	✓		✓	

From the Table 4 above, it can be seen that both ESP learning experts assessed that the content or material of the flipbook aligns with the curriculum, student level, and learning objectives. This also indicates that the flipbook can proceed to be tested in the field.

Table 5. Result of Media Experts Judgment

Statement	Judges 1	Judges 2
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	R	I	R	I
The flipbook uses relevant layout	✓		✓	
The flipbook uses relevant font	✓		✓	
The flipbook uses relevant writing	✓		✓	
The flipbook uses interesting color	✓		✓	
The video in the flipbook has a clear audiovisual and good picture quality	✓		✓	
The video has attractive image	✓		✓	
The flipbook is easy to use on PC and handphone	✓		✓	
The flipbook is easy to access	✓		✓	

From the Table 5 above, it can be observed that both ESP learning expert evaluated the media to be in accordance with the aspects of format and practicality, thus making this flipbook suitable to proceed to the field phase.

Based on the results of document analysis, observations and interviews, data was obtained that a Flipbooks for English for Guest Relations Officers needs to be developed. The need for developing this Flipbooks has the main aim of mastering multimodal literacy for vocational students, especially Business and Professional Communication. Through the use of Flipbooks, students not only learn to use written texts but also visual texts, where through visual texts in the form of pictures and videos students can directly observe how guest relations officers carry out their work professionally in hotels. This is relevant to the statement made by Khosiyono (2018) that the learning materials used in the ESP learning process are related to students' learning situations and students' needs in their specific fields. Thus, flipbooks can improve multimodal literacy in students. By combining text, images, sound and video in one medium, flipbooks provide a diverse and interesting learning experience for students. Students can interact with various types of information and strengthen their understanding through in-depth learning experiences.

In this research, the need for learning materials was obtained through the results of a needs analysis involving three aspects: field practitioners, teaching lecturers, and students. This is done to obtain data that is truly in accordance with the fulfillment of student competencies as prospective professional guest relations officers. From the synthesis of the thematic analysis of the findings, research findings were obtained that there are 6 basic topics that must be studied by students and stated in the Flipbooks. The six topics are contained in 6 units, namely Unit 1 Greeting and welcoming guests, Unit 2 Hotel classification, Unit 3 Room types, Unit 4 Telephone messages, Unit 5 Advising the guests where to go, and Unit 6 Handling complaints. These units cover social practices carried out by guest relations officers. As stated by Basturkmen (2010), integrating social practices in ESP learning is an absolute requirement for making ESP learning communicative, authentic and meaningful. Through these units, students are familiarized with reading and listening to texts that they will use when they work as guest relations officers, so that when they graduate, they are able to use them with full confidence.

Based on needs analysis and interviews with front office officers at the Aventus Kuta Hotel, there are two main types of text that students must master: transactional text and interpersonal text. Transactional text includes structured conversations to get things done. This need is accommodated through providing examples of conversations such as handling

guests where to go and handling guest complaints. Interpersonal communication is accommodated through the use of language and body movements in video media which aims to build interpersonal relationships with guests, for example during greetings and welcoming guests. Apart from these two types of text, the Flipbooks also includes readings in the form of standard operational procedures carried out by guest relations officers when carrying out their work. This is in accordance with [Anthony \(2015\)](#) that ESP learning is an English language teaching approach that targets students' current and future work needs, with a focus on the language, skills, discourse and genres that students need. So that students learn according to their needs, learning is more meaningful and valuable for them, and in the end, they can participate well in the world of work.

Flipbooks is equipped with language functions and language expressions. The language functions required are informing about hotel facilities, informing about room facilities, asking for and pointing out directions, communicating by telephone, handling guest complaints, and giving greetings. These language functions are very important to include in the Flipbooks and to be mastered by students to help them communicate actively with guests, both in the context of transactional and interpersonal conversations. This is in line with the opinion of [Egbert et al., \(2015\)](#) that the function of language is an important aspect in communication where language is used to express the communication itself through words or sentences that have their own meaning.

To ensure the suitability of the Flipbooks being developed, a formative evaluation was carried out. Formative evaluation was carried out by involving one material expert jury and one media expert jury to see the quality of the Flipbooks being developed in terms of content and appearance. After the formative evaluation is carried out, a revision step is carried out. There are several revisions provided such as; correctness to ambiguous instructions, some spelling errors, and displayed dialogue. Revisions are made so that the product developed becomes better. The results of content validity tests related to material and media show that the Flipbooks developed is in the very good category and can be continued at the Implementation stage by conducting field tests. The quality of the product developed proves that the product developed meets the requirements for learning materials, especially ESP learning materials. From the aspect of learning material, the Flipbooks developed meets the characteristics of ESP and has integrated text-based learning steps which provide exposure to students to be able to produce authentic texts. The learning materials prepared and developed in the Flipbooks are in accordance with the ESP learning criteria expressed by [Widodo \(2016\)](#), which contain authentic elements, topics, text and context, knowledge and language, learning activities, and pedagogical instructions. Based on these aspects, the Flipbooks developed accommodates students' needs based on the context of their future employment situation. Apart from assessing the suitability of the content of the learning material, the development of the Flipbooks was also assessed by media experts by adapting the criteria from [Saparina et al., \(2020\)](#) which emphasizes the text, animation, video and audio aspects.

CONCLUSION

This research aims to design and develop English teaching materials for Guest Relations Officers in D4 Business and Professional Communication at Universitas

Pendidikan Ganesha. This research uses the DnD (Analysis, Design, Develop, and Evaluation) method proposed by Richey and Klein (2014). To collect data, document analysis, interviews with lecturers, interviews with practitioners distributing questionnaires to students, and expert judgment were carried out. Four research instruments were used to manage the data: interview guide, questionnaire, document analysis, and a checklist of administered assessments. At the analysis stage, several steps are carried out. Interviews with lecturers were conducted at Universitas Pendidikan Ganesha to find out what Business and Professional Communication program students needed based on the lecturer's point of view. Finally, there are six materials that need to be developed. There are (1) Greeting and Welcoming Guests (2) Explaining Hotel Types (3) Explaining Room Types (4) Telephone Messages (5) Advising the Guest Where to Go (6) and Handling Complaints. At the development stage, the material developed contains things that can help students understand the material more easily. At this stage, the English for Guest Relations Officer Flipbooks was developed by following the steps for learning text-based English language teaching, which consists of four steps: building knowledge of the field, modeling of the text, joint construction of the text and independent construction of the text. In developing the material, the researcher consulted with the supervisor to seek input on the product produced. In addition, expert assessments are carried out to assess the resulting effects. The final stage, namely evaluation was carried out to see the quality of the English for guest relations officer teaching material product developed by the researcher. Formative assessment is used at the evaluation stage. The evaluation results show that the material developed is "very good". This was obtained from the results of the expert judgment of the two experts. The current flipbook being developed is still at the prototype stage, it is recommended for further researchers to carry out research to test the effectiveness of the flipbook being developed. Apart from that, other aspects such as the extent to which flipbooks can motivate and increase students' multimodal abilities could also be an area for further research.

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