

THE DEVELOPMENT OF AN ENGLISH TEACHING LESSON PLAN BASED ON MARRIOTT STANDARDS FOR THE FRONT OFFICE DEPARTMENT AT SMA KARYA WISATA

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ABSTRACT

This study developed an English teaching lesson plan based on Marriott Standards for eleventh grade students at SMA Karya Wisata Penarukan. The research addressed the gap between general English materials and the communicative needs of the hospitality industry, using an English for Specific Purposes (ESP) approach integrated with authentic Front Office SOPs from Marriott. The research adopted the Design and Development model by Richey and Klein (2007) through analysis, design, development, and evaluation stages. Needs analysis was conducted through classroom observations, document analysis, and teacher interviews to identify students needs and learning challenges. The ESP-based lesson plan was then designed covering key Front Office topics such as Reservations, Check-in and Check-out, guest complaint handling using the LEARN model, and courtesy calls. The lesson plan was validate by two experts in ESP and Hospitality education using an expert validation rubric. The results showed an average score of 4.55 (excellent), demonstrating high relevance, language appropriateness, instructional quality, practicality, and alignment with Marriott Standards. The findings indicate that the developed lesson plan is feasible and effective in supporting English learning and improving students professional communication skills in Front Office contexts.

Keywords: English for Specific Purposes, Teaching Lesson plan Development, Front Office, Marriott Standard, Hospitality Education

INTRODUCTION

The hospitality major has become one of the most in demand vocational fields in Indonesia, supported by the rapid expansion of tourism in key destinations such as Bali, Yogyakarta, and Lombok. This growth has created a strong demand for skilled Front Office personnel who are able to manage reservations, check in/check out operations, guest relations, and complaint handling while demonstrating strong interpersonal and communication abilities. English plays a crucial role in these interactions, as it functions as the primary working language in most international hotel chains. National competency standards also emphasize that vocational graduates must possess both technical and communication competencies relevant to professional workplaces.

However, previous studies have identified a persistent gap between English instruction in hospitality oriented schools and the communication demands of the industry. Widodo (2015) and Rahmawati & Cahyono (2018) reported that English materials used at vocational schools still focus on general English rather than hospitality specific tasks, making it difficult for students to transfer their knowledge into real operational settings. Suryanto (2019) further highlighted the lack of authentic

workplace materials, which results in students being unfamiliar with professional communication pattern commonly used in hotel environments.

A similar condition was observed at SMA Karya Wisata Penarukan, particularly in the Front Office major. Classroom observations showed that teachers relied on generic English textbooks without contextualized hotel content such as Standard Operating Procedures (SOPs), authentic expressions, and scenario based activities. Essential situations such as managing guest complaints, handling overbooking cases, or conducting billing clarifications were not represented in the learning lesson plans, causing students to learn English passively and experience difficulties when communicating with international guests during practical simulations.

To address this gap, the English for Specific Purposes (ESP) approach is considered relevant, as it focuses on aligning language instruction with learners professional needs. Marriott International serves as a strong industry benchmark due to its standardized communication procedures and global Quality Assurance Manual, which specify detailed service expressions, guest engagement protocols, and complaint recovery models used by Front Office employees worldwide. These standards blend language proficiency with service performance, reflecting real expectations in modern hospitality operations.

Given the discrepancy between school level English materials and international hospitality standards, this study adopts the Design and Development (D&D) model by Richey and Klein (2007) to create ESP-based English learning materials aligned with Marriott Standards. The developed materials are expected to include authentic SOP based tasks, role-play simulations, and profession oriented dialogues to enhance students' professional communication abilities. Ultimately, this initiative aims to improve students' workplace readiness, boost their confidence in real service encounters, and increase their competitiveness in the global hospitality sector.

METHOD

This study adopted a Design and Development (D&D) research model adapted from Richey and Klein (2007), which ensures a structured process through the stages of analysis, design, development, and evaluation. The model was applied to develop an English teaching lesson plan for Front Office students in hospitality education. The research was conducted at SMA Karya Wisata Penarukan in Buleleng, Bali, a vocational senior high school offering a hospitality major with a Front Office specialization. The school was selected because its curriculum emphasizes workplace oriented English communication and initial observations indicated a lack of contextual and industry based English materials. Research subjects consisted of eleventh grade hospitality students and their Front Office teacher, as these students were preparing for internships in hotels and required practical English skills aligned with real Front Office tasks.

A mixed method approach was integrated within the D&D model to obtain comprehensive data. Data were collected through interviews, expert validation, classroom observations, and field notes to identify learning needs and evaluate the developed product empirically. These instruments were used to analyze existing

instructional gaps, inform the design of context-specific materials, and validate the lesson plan's relevance, quality, and alignment with industry expectations.

FINDINGS AND DISCUSSION

Findings

1. Needs Analysis of English Teaching Lesson plan based on Marriott Standard

This stage aimed to analyze students' learning context, language requirements, and the suitability of existing learning materials in relation to professional hospitality practices. Data were gathered through document analysis, classroom observations, and semi structured teacher interviews. The results of this stage provided a strong empirical basis for designing an English for Specific Purposes (ESP) teaching lesson plan aligned with the Standard Operating Procedures (SOPs) applied in Marriott International hotels.

Document Analysis showed that the existing English learning lesson plan used in the Front Office class was still general and not fully oriented toward vocational hospitality needs. The materials mainly focused on basic daily communication, such as greetings, self introduction, and simple check-in dialogues. While these topics supported basic speaking practice, they did not sufficiently prepare students for real Front Office duties. Learning activities were dominated by simple discussions and short role-plays that emphasized general interaction rather than structured service procedures based on hotel SOPs. Important Front Office service stages, including pre-arrival preparation, verification of guest information and payment methods, information sharing about hotel facilities, escorting guests, courtesy calls, complaint handling, and check-out procedures, were not included. As a result, students practiced fragmented communication without understanding the complete Front Office workflow.

In addition, the English textbooks used were general purpose materials intended for senior high school students, rather than vocational learners. These textbooks emphasized grammar exercises and short dialogues but lacked professional hospitality content. Essential hotel related vocabulary and expressions commonly used in Front Office operations such as confirmation number, special request, deposit, billing, room upgrade, and complaint handling were not adequately introduced. Furthermore, the existing lesson plan did not incorporate authentic problem based learning tasks that reflect real challenges faced by Front Office staff, such as handling booking errors, responding to guest complaints, serving VIP guests, or managing service recovery situations. Consequently, students had limited opportunities to develop critical thinking, decision making skills, and professional service attitudes required in the hospitality industry.

Curriculum Review indicated a mismatch between curriculum objectives and instructional practice. The vocational English curriculum emphasizes the development of both linguistic competence and professional communication skills for workplace contexts. However, the learning lesson plan used in class did not facilitate the achievement of these objectives. From a linguistic perspective, students were expected to master service related language functions such as polite requests, confirmations, and problem solving expressions, yet these were not systematically practiced. From a professional perspective, students were expected to perform tasks resembling real

Front Office duties, but such activities were largely absent. Moreover, the curriculum and existing lesson plan did not refer to international hospitality standards, including those of Marriott International, such as the 15-5-1 Rule, the LEARN Model for guest recovery, or Courtesy Call procedures. This absence highlighted a significant gap between classroom instruction and industry standards.

Classroom Observations revealed that English instruction was predominantly teacher centered, with students playing a passive role in learning activities. Opportunities for meaningful oral communication were limited. When role-play activities were conducted, students often hesitated, relied on Indonesian expressions, and demonstrated low confidence. These difficulties were mainly caused by limited vocabulary mastery, insufficient exposure to authentic hotel communication, and a lack of familiarity with Front Office service procedures. Classroom tasks were mostly focused on grammar instruction and reading comprehension, which did not adequately support communicative competence in real hotel settings.

Teacher Interviews further supported these findings. The English teacher expressed a strong need for context specific teaching materials that align with the professional demands of the hospitality industry. According to the teacher, although students showed motivation to learn English, they struggled to apply it in authentic communication because the examples and dialogues in existing textbooks were not related to hotel operations. The teacher also reported difficulties in developing relevant materials independently due to limited time and resources. Therefore, a ready to use English lesson plan that integrates authentic dialogues, structured role-plays, problem based tasks, and internationally recognized hotel service standards particularly those of Marriott International was considered essential.

2. Designing English Teaching Lesson plan based on Marriott Standard

Following the needs analysis, a course design was developed to align the vocational curriculum with hospitality industry demands. A course matrix was constructed by integrating curriculum indicators, student needs, and authentic Standard Operating Procedures (SOPs) from Marriott International, adopting the ESP framework by Hutchinson & Waters (1987) to ensure systematic and learned centered lesson plan development. The instructional content focused on core Front Office communication tasks, including reservation handling, check-in, check-out, guest complaint resolution using the LEARN model, courtesy calls, and billing processes. These topics reflected actual hotel operations and addressed both linguistic and professional competencies required in service interactions.

Authenticity was strengthened through the integration of Marriott's Quality Assurance Manual (2021) and Guest Recovery SOPs. Key standards, such as the 15-5-1 greeting rule and post check-in courtesy call timeline, were embedded in sample dialogues, case scenarios, and role-plays. Complaint handling scripts emphasized empathetic expressions, problem solving, and satisfaction confirmation to mirror real guest recovery procedures. Each unit followed the ESP structure consisting of Introduction (contextual scenarios), Content Focus (vocabulary and SOP based expressions), Language Focus (functional grammar such as polite requests and apologies), and Assignments (performance tasks including dialogues, form

completion, and written responses). This structure supported the integration of service communication skills with linguistic components.

Performance based assessment was prioritized to evaluate students' ability to apply language in authentic contexts. Assessment forms included role-plays for operational scenarios, pair/group discussions for case analyses, written tasks (registration forms, complaint notes, billing confirmation), and rubric based evaluations assessing fluency, accuracy, professional demeanor, and situational awareness. The assessment design ensured alignment with curriculum standards and industry expectations.

3. The Development of the English Teaching Lesson plan based on Marriott Standard

The study employed the Design and Development (D&D) model adapted from Richey and Klein (2007), consisting of analysis, design, development, and evaluation stages. The analysis stage identified learner needs and instructional gaps in Front Office English. The design stage produced a structured lesson plan blueprint including objectives, materials, activities, and assessments tailored to hospitality communication. The development stage generated a complete teaching lesson plan, followed by expert evaluation to determine feasibility and quality. The resulting lesson plan comprised five units aligned with Marriott service standards: reservation management, check-in procedures, complaint handling using the LEARN model, check-out and billing, and courtesy calls. Each unit integrated authentic SOP-based dialogues, key vocabulary, functional grammar, and performance tasks such as role-plays and case analyses. The use of Marriott's Quality Assurance Manual reinforced authenticity by embedding protocols such as the 15-5-1 greeting rule and 15 minute courtesy call standard.

The final product included four supporting components: Teacher's Guide (lesson plans, SOP references, assessment rubrics), Student Booklet (dialogues, case studies, vocabulary), Student Worksheets (simulation tasks), and Evaluation Rubrics (language use, professionalism, teamwork). One highlight scenario required students to check-in an international guest and conduct a courtesy call, integrating communicative, procedural, and interpersonal competencies relevant to global hospitality contexts.

Following expert validation, several revisions were made to improve pedagogical feasibility. Adjustments included restructuring learning activities, extending time allocation for role-play sessions, and enhancing instructional media. Visual prompt cards, hotel forms, and scenario cues were added to support authentic simulation and increase student engagement. These revisions strengthened alignment between instructional design, classroom implementation, and workplace communication demands in the hospitality industry.

The final prototype of the Marriott based English teaching lesson plan was completed after conducting needs analysis, expert validation, and iterative revisions. Its structure addressed limitations of existing materials and aligned learning content with the communicative and operational demands of Front Office work in international hotel chains. The lesson plan was organized into units that reflect real Front Office workflows, including greetings, reservations, check-in, complaint

handling using the LEARN Model, and check-out procedures, all developed from authentic hotel SOPs.

Instructional activities applied problem based learning and structured role-play, using realistic scenarios that required students to manage guest needs, complaints, and service interactions. This approach supported the development of language skills alongside professional attitudes and decision making competencies. The prototype emphasized hospitality specific vocabulary and expressions frequently used in workplace communication, improving students' familiarity with industry terminology. Assessment procedures incorporated performance-based methods such as role-play evaluation, peer feedback, and reflective tasks, supported by rubrics aligned with Front Office service indicators. Through this design, the lesson plan integrated linguistic competence, vocational skills, and professional service values, enabling its function as both an English learning resource and career preparation tool for vocational hospitality students.

Discussion

The findings indicate that the English teaching lesson plan developed using Marriott International Front Office Standards is pedagogically sound, contextually relevant, and feasible for vocational settings. Both expert and teacher validations placed the product in the "Excellent" category across evaluated aspects, demonstrating that the lesson plan meets professional and academic standards for ESP materials. This validates the initial premise that vocational English instruction must be aligned with workplace demands to support industry readiness.

In terms of content relevance, the lesson plan integrates real hotel communication scenarios rather than generic classroom dialogues. Tasks such as greeting guests, confirming reservations, managing check-in and check-out procedures, assisting with inquiries, and handling guest complaints reflect authentic Front Office duties. This directly addresses limitations frequently highlighted in previous studies, where vocational English lesson plans lacked industry specific activities and failed to simulate workplace interaction patterns.

Regarding language appropriateness, experts noted that vocabulary, functional expressions, and communicative structures were aligned with professional hospitality communication. Students are exposed to polite service expressions, guest centered language, and problem solving formulas commonly used in international hotel brands. This approach supports the theoretical expectation in ESP that language instruction must incorporate both technical terminology and field specific discourse routines to build communicative competence.

The instructional design also received excellent evaluations. The lesson plan adopts a structured pedagogical sequence beginning with input exposure, followed by guided practice activities, and culminating in performance based tasks such as structured role-plays and simulations. This mirrors Task-Based Language Teaching (TBLT) principles that emphasize meaningful communication through real tasks. Visual organization, task clarity, and teacher friendly formatting also contributed to high practicality scores, indicating that the lesson plan can be implemented without imposing additional preparation burdens.

The results confirm that the developed lesson plan effectively bridges the gap between school-based English learning and workplace communication standards. By integrating authentic service procedures and international hospitality benchmarks into ESP material development, this study offers a significant contribution to vocational English education. While minor challenges were noted, particularly for students with lower English proficiency, the product demonstrates strong potential to enhance classroom engagement, improve communicative readiness, and support smoother transitions from school to industry environments.

CONCLUSION

The findings related to the first research question indicate that eleventh-grade hospitality students require contextual and industry oriented English materials aligned with real Front Office communication. Needs analysis revealed that previous lesson plans were overly general and lacked authentic hotel tasks. Students needed practice in key language functions such as greetings, reservation confirmation, check-in/check-out procedures, responding to inquiries, and complaint handling. The developed lesson plan addressed these needs by incorporating authentic hospitality scenarios and professional service communication based on Marriott Front Office standards.

Regarding the second research question, the development of English materials followed a systematic process consisting of needs analysis, lesson plan design, expert validation, revision, and final refinement. This structure ensured that the final product was theoretically sound and practically applicable in vocational classrooms. The study suggests that teachers may integrate the lesson plan to enhance speaking instruction through simulations and role-plays, while schools are encouraged to support industry based learning resources to strengthen workplace readiness. Future research may expand material development to other hospitality departments, test effectiveness through experimental designs, or integrate digital media to enhance learner engagement.

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