

SYLLABUS ANALYSIS OF ENGLISH FOR HOTEL RECEPTIONIST PROGRAM WITH SKKNI IN KARTU PRAKERJA BY MOBILE ENGLISH

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Abstract. Hotel receptionists who work as frontline in the hospitality industry are supposed to be able to perform their duties no matter where the guests come from. In handling foreigners, English can be used as a medium to communicate and serve guests. To achieve a certain level of communication in English; the employee could take training programs and courses to upskill their language level in ESP. This study intends to analyze a syllabus of the ESP. By conducting this study, the researcher tries to find out the competencies being taught in the program and the suitability of the SKKNI as the standard reference. The method used in this study was qualitative research with a content analysis approach. The subject of this study was a syllabus developed by Mobile English as a learning institution that partners with the Kartu Prakerja Program. The instrument used to examine the study was a form of table. The study's results examined only five competencies taught in the program out of 14 competencies that should be acquired based on the SKKNI. The finding implies that future improvements in the syllabus and the program are needed to help the student be competent in their role as hotel receptionists.

Keywords: Syllabus Analysis, ESP, Kartu Prakerja

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INTRODUCTION

English is essential as a medium to communicate in this globalization era. As a language used to communicate in daily conversation, the use of English in the specific role of the job might be different from the phrases or terms used in General English or casual conversations. English for Specific Purposes (ESP) exists to help students learn and acquire the knowledge and skills where the language will be used in the targeted needs. Rahman (2015) stated that ESP and General English (GE) are different, as ESP students usually have a particular or adequate ability in GE. The students already know general terms and how to use English, but they need to communicate and perform professional-related activities so that they will take ESP. For example, when someone is responsible for working in a specific field, such as in engineering, medicine, tourism, or as a banker, they should understand and use associated terms for the required job. Agustina (2014) explained that ESP is teaching English for vocational or professional purposes. It is taught to non-native speakers who need to learn English for specific

purposes. This study aims to analyze the ESP provided for the tourism industry and focus on English for hospitality.

English in tourism is important in helping workers communicate and promote culture or any exciting attraction to international tourists (Widiastuti et al., 2021). For example, if someone works as a tour guide and interpreter, she should understand the correct phrases to explain a historical place to the tourist. The worker who works in the tourism field, such as in hotels, restaurants, museums, and travel agents, should have an adequate level of communicative English and an understanding of the common and correct terms and phrases that are related to tourism, hospitality, or the culture they lived in. Lack of English proficiency and competency might hinder attracting and entertaining tourists (Zahedpisheh et al. 2017). Previous study reveals that the communication skills that are highly needed are telephoning, informing, suggesting, directing, describing, and inquiring in English (Putri et al. 2018). Al-Saadi (2015) mentioned that the function of English in tourism is to support the product or service being presented and offered to tourists. Moreover, Al-Saadi (2015) examined the correlation of the use of English in the development of tourism are 1) Enhancing customer satisfaction, 2) Motivate international tourists to revisit the tourism attraction and services they have used, 3) Help in understanding the needs of tourists, 4) Help the workers in understanding other cultures, and 5) Increase the effectiveness of communication, between internal or external stakeholders.

Azizurrohman & Habibi (2022) assessed the competencies of tourism and hospitality workers in the Gili Balu tourism sector in West Sumbawa Regency. The study showed that the workers needed to meet the competencies standard that had been set by the Indonesian National Work Competency Standards (SKKNI). The study participants could have shown the ability to perform the work well, including ethics, administrative procedures, technological understanding, first aid skills, conflict resolutions, and, most importantly, communication skills in English. Wahyanti et al. (2018) analyzed the front desk staff English skills of hotel employees in Central Java with the CEFR levels. The results of most respondents' level of listening skills are Threshold Independent User (B1) and Mastery Proficient User (C2), while the Spoken interaction and Spoken production skills are on the Waystage Basic User (A2) and Threshold Independent User (B1), and some are in the Mastery Proficient User (C2). Therefore, non-formal education would be a solution to provide English for Specific Purposes to upskill and help the employees to be more competent in using English to support their work.

To support the career and competency advancement of the citizens, the government of Indonesia established a program called the Kartu Prakerja program that works under the

Coordinating Ministry for Economic Affairs of the Republic of Indonesia. Kartu Prakerja, accessed at <https://www.prakerja.go.id/>, is a program that focuses on developing professional competence to enhance productivity and competitiveness for citizens. Based on the website, Kartu Prakerja program provides training classes and financial aid for the benefit recipients. The program is a work between multiple partnerships, between the Kartu Prakerja, marketplace or digital platform, and Indonesian learning institutions. The marketplace works as a medium to communicate between the Kartu Prakerja Committee and the learning institutions. It also works as a platform that helps the benefit recipients (students) to buy the programs. By using digital platforms, students could have easier access to search, compare, select and evaluate the classes. The Kartu Prakerja provides several program categories: Marketing and Sales, Data and Technology, Language, Business, Office Administration, Art and Photography, Finance, Self-Development, and Culinary Arts. The classes provided were a form of partnership between Kartu Prakerja and 185 Indonesian learning institutions.

Regarding the use of English in tourism, the learning institutions that developed ESP classes shall pay attention to the relevance of the materials and the references they used. Wahyu et al. (2020), stated that an ideal curriculum ensures that the learning goals are aligned with the learning methods and materials. Moreover, the adult training curriculum should guarantee that the graduate will have the same competencies and qualifications that SKKNI has mentioned.

SKKNI (*Standar Kompetensi Kerja Nasional Indonesia*) or Indonesian National Work Competency Standards, contain work capabilities that include knowledge, skills, expertise, and work attitudes. They should be relevant to implementing duties and policies that the laws and regulations have determined. Three standard competencies should be acquired 1) Able to do the delegated tasks or work, 2) Able to organize the list of tasks so they can be executed well, and 3) Able to use the competencies to solve problems in various kinds of situations. The lists of competencies that had been standardized by the committee used for developing training programs in hospitality and restaurant should use the SKKNI No. 145 – 2018. Several occupations are listed on the SKKNI, from staff to managerial level in the front office, housekeeping and restaurant, and other roles in a hotel. This study focused on discussing the syllabus and the accuracy of the SKKNI competencies for the front office. The current study focused on how the programs applied the skills of English communication in order to help the learners, as a candidate or workers in hotels, perform the tasks.

One of the competencies listed on the SKKNI is I.55HDR00.217.2 Communicate verbally in English at a basic operational level (*Berkomunikasi Secara Lisan Dalam Bahasa Inggris pada Tingkat Operasional Dasar*). In order to use English to communicate, they should also

understand and be able to perform the daily tasks that should be done by the hotel receptionists. To understand the tasks or competencies that should be performed by the hotel receptionist, this study took the reference from Indonesian Learning Institutions that provide certification from BNSP (Badan Nasional Sertifikasi Profesi). The reference was taken from Jana Dharma Indonesia, Sekolah Tinggi Pariwisata Bandung, a document published by the Ministry of Tourism, and SKKNI. The complete list of competencies called the main competencies (*Kompetensi Inti*) and competence that are related to the job roles of hotel receptionists list below.

Table 1. List of Competencies for hotel receptionist in the SKKNI No 145 -2018.

No	Code of Competence	Competence Unit
1	I.55HDR00.001.2	<i>Memproses Reservasi</i> Processing Reservation
2	I.55HDR00.002.2	<i>Menyediakan Layanan Akomodasi</i> Reception Providing Reception Accommodation Services
3	I.55HDR00.004.2	<i>Memproses Transaksi Keuangan</i> Processing Financial Transactions
4	I.55HDR00.005.2	<i>Melaksanakan Prosedur Klerikal</i> Performing Clerical Procedures
5	I.55HDR00.006.2	<i>Melakukan Komunikasi Melalui Telepon</i> Communicating by Phone
6	I.55HDROO.149.2	<i>Melakukan Kerjasama Dengan Kolega dan Pelanggan</i> Cooperate with Collegues and Customers
7	I.55HDR00.152.2	<i>Mengembangkan Pengetahuan tentang Industri Perhotelan</i> Developing Hotel Industry Knowledge
8	I.55HDR00.153.2	<i>Memperbaharui Pengetahuan Lokal</i> Updating Local Knowledge
9	I.55HDR00.154.2	<i>Mempromosikan Produk dan Jasa Kepada Pelanggan</i> Promote Products and Services to Customers
10	I.55HDROO.155.2	<i>Menangani Situasi Konflik</i> Handling Conflicts
11	I.55HDROO.164.2	<i>Melaksanakan Prosedur Administrasi</i> Carry out Administrative Procedures
12	I.55HDR00.165.2	<i>Menyajikan Informasi</i> Provide Information
13	I.55HDROO.207.2	<i>Melakukan Percakapan Singkat di Telepon</i> Have a Short Conversation on the Phone
14	I.55HDR00.217.2	<i>Berkomunikasi Secara Lisan Dalam Bahasa Inggris pada Tingkat Operasional Dasar</i> Communicate verbally in English at a basic operational level

Research that discusses Kartu Prakerja or the implementation of SKKNI in non-formal education in Indonesia has been held. In the process of looking for the program that could be analyzed, the researcher found that there is only one program that was founded and taught

English for hospitality from the Kartu Prakerja digital platforms. The program is *Fluently Speaking English for Hotel Receptionist (Berbicara Bahasa Inggris Lancar Bagi Resepsionis Hotel)* by Mobile English. There were more than 17.000 students that had finished the program from 2021-2022. The program could be found on Kariermu in the Prakerja category. Mobile English (ME) is a training institution under PT. Jixanindo Prima Consulting (PT JPC) provides various online learning classes such as General English, Business English, TOEIC, and IELTS Preparation.

Speaking as a skill of communication was mentioned in the title of the program, should contribute, and reflect on how it was prepared by Mobile English for the students. Zahedpisheh et al. (2017) mentioned the importance of communication in the tourism and hospitality. Moreover, based on the document itself it is stated on SKKNI that the barest minimum of the receptionist skill should be able to use English at a basic operational level. It is clear that ME as a learning institution, should provide relevant programs or training for the students, as the learning institution is part of a partnership with Kartu Prakerja.

However, the lack of literature discussing the relatability of the contents or the topic and the implementation of SKKNI in English for tourism syllabuses has been the concern of this current research. This study aims to analyze the program in English for hotel receptionists prepared by Mobile English. This study reviewed the syllabus competencies, topics and materials with the SKKNI reference. Therefore, the research questions of this study are; 1) What topics are taught by Mobile English for the English for Hotel Receptionist online program in Kartu Prakerja? and 2) What are the strengths and drawbacks of the English for the Hotel Receptionist program by Mobile English for the Kartu Prakerja?

METHOD

This study used qualitative data research. Qualitative research aims to understand and interpret non-numerical data to provide a rich, detailed understanding of the subject or object being studied rather than quantitative data or statistical analysis. According to Mayer (2016), qualitative data analysis is a process of describing, classifying, and interconnecting phenomena with the researchers' concepts that will be discussed. Some methods and approaches could be used in data analysis, and this study focuses on content analysis as the researcher analyzed a program based on the syllabus as the instrument.

Content analysis is analyzing texts or documents to seek the contents' structure or meaning (Bryman & Bell, 2011). Content analysis is well suited for analyzing a syllabus because it allows the researcher to study the written content of syllabus materials systematically and

objectively. Using content analysis, researchers can identify patterns and the accuracy of the content prepared by the learning institutions with the reference; the study uses the SKKNI for Hotels and Restaurants. Furthermore, content analysis is considered reliable as it allows the researcher to assess the syllabus objectively by analyzing the written content rather than based on personal interpretation and bias.

The Setting of the Study

This study is a document or data analysis of the program information provided by Mobile English that could be accessed freely on the website of a digital platform partner of Kartu Prakerja. The program that was analyzed was *Berbicara Bahasa Inggris Lancar Bagi Resepsionis Hotel* or *Fluently Speaking English for Hotel Receptionist* by Mobile English.

The screenshot shows the program page on the Karier.mu website. The main heading is "Berbicara Bahasa Inggris Lancar Bagi Resepsionis Hotel" with a 4.9 rating and 17,573 reviews. Below the heading, there is a "Tentang Pembelajaran" section and a "Bidang Studi/Industri Yang Dipelajari" section. A prominent price tag of "Rp400.000" is displayed, along with a "Kut Program" button. The page also includes navigation tabs for "Deskripsi", "Peserta", "Aktivitas", and "Penyelenggara".

Figure 1. ESP syllabus of hotel receptionist program by mobile english

The screenshot displays the "Tujuan Pembelajaran" (Learning Objectives) section of the program. The objectives are listed in Indonesian, focusing on English communication skills for hotel receptionists. The page also shows "Kompetensi yang Dikembangkan" (Competencies to be Developed) and "Periode Belajar" (Learning Period). The "Tujuan Pembelajaran" section includes 9 numbered objectives, such as "1. Mampu melakukan percakapan dalam bahasa Inggris ketika melayani reservasi" and "2. Mampu melakukan percakapan dalam bahasa Inggris ketika melayani proses check in".

Figure 2. Learning objectives of hotel receptionist syllabus by mobile english

The Subject of the Study

The subject of this study is a syllabus (written as the program information) from Mobile English (ME), a learning institution that provides this program for Kartu Prakerja. The program prepared by ME was approved and passed the curation process from the digital platform Kariermu and the Kartu Prakerja committee. Therefore, the program should be ideal to be sold for the students.

The program was held online as recorded videos that the students can be accessed through a learning management system. However, this study only focused on analyzing the program information provided on the website of Kariermu (a digital platform for students to register for the program), which can be accessed at <https://prakerja.karier.mu/program/berbicara-bahasa-inggris-lancar-bagi-receptionis-hotel>.

Research Instrument

This study used content analysis, and the research instrument is tables to analyze the data collected. This instrument organizes and presents the data in a structured and easily understandable format. Using tables allows the researcher to see patterns and relationships between different variables in the data. A previous study in analyzing contents has been held in the education field by Mahmoud & Alaraj (2019); Malekipour et al. (2022), which analyzed curriculum and syllabus. The study shows tables to be used as an instrument to analyze the contents of the object being studied. The elements identified in the tables are customized based on the research needs. Therefore, this study used tables to be used to examine and to answer the research problems. The tables will analyze: the code of competency, competence unit, competency elements, topic, contents/materials, and activities and learning method of the program.

Data Collection Procedure

The data collection process started by reading the SKKNI as the reference for the program syllabus and materials development. The researcher then analyzed and gathered the standard competencies that should be taught in the class of English for hotel receptionists. In analyzing the program, this study collects the data by accessing the website of digital platforms that partner with Kartu Prakerja. Then the researcher utilized the search bar to find the programs related to the topic discussed in this study. The researcher collected and saved the link at the beginning of 2023, which was in February. The program that will be analyzed was provided by Mobile English, that can be accessed through the website of Kariermu. Previously the Kartu

Prakerja scheme was called "Skema Bansos." In Skema Bansos, most programs were held in self-paced videos or webinars. Afterward, Kartu Prakerja launched a new scheme called "Skema Normal" starting in March, which provides different learning methods. The learning methods are now webinar and offline. The programs from the previous scheme might not be found anymore on the search bar. Therefore, this study analyzed only one syllabus of the Skema Bansos program.

The researcher continued the research by reading the program information on the website. This process examined what kinds of information were provided by the learning institutions and the digital platforms to be shown for the benefit recipients of Kartu Prakerja, who will later register and attend the programs. The data collection then continued to break down the program information and categorize it based on syllabus structure, such as the learning goals, objectives, topics, and materials taught to the students. Finally, the program's information was analyzed and labelled to see the suitability of the syllabus aspects with the SKKNI for the hotel receptionists as a reference.

Data Analysis

Data analysis is the most important part of a qualitative method, where the researcher can explain the steps in the research process using different approaches to treat the data analysis (Mayer, 2016). The data analysis process will be divided into three steps: 1) data collection, 2) data reduction, and 3) data display. The data that had been collected, as the class information, will be listed and categorized based on the syllabus structure. The data that had been categorized will be reduced as information about the program will only be needed for the study. Afterwards, the data that had been reduced will be analyzed and referred to the SKKNI competencies as the reference of the standard competency. As the final step, the data will be displayed on the report based on the analysis based on the research questions of this study.

RESULTS

The syllabus that was analyzed was a form of program information that could be accessed publicly for the prospective students of the Mobile English, as benefit recipients. The program information was accessed through a digital platform Kariermu that was presented on the website. According to Dewi (2015), the units written on a syllabus are the content or topics that are going to be taught to the students. The tables below show the syllabus analysis developed by a learning institution Mobile English, Fluently Speaking English for Hotel Receptionist

(*Berbicara Bahasa Inggris Lancar Bagi Resepsionis Hotel*). The tables below examined the competencies taken from the SKKNI.

Table 2. List of competencies of english for hotel receptionist program by mobile english

No	Code of Competence	Competence Unit
1	I.55HDR00.001.2	Processing Reservation
2	I.55HDR00.002.2	Providing Reception Accommodation Services
3	I.55HDR00.165.2	Provide Information
4	I.55HDROO.155.2	Handling Conflicts
5	I.55HDR00.217.2	Communicate verbally in English at a basic operational level

In examining what are the competencies and topics that were being taught to the students, the researcher categorized the topics based on the list of competencies from the SKKNI No 145-2018 Hotel and Restaurant. The results of this study examine that there are 5 competencies and 10 topics listed on the syllabus. Moreover, the syllabus does not specifically explain all the materials or the element competencies to the students.

Table 3. List of topics in the syllabus of english for hotel receptionist program

No	Topics
1	Introduction to room reservation
2	Check-in process
3	Describing room facilities
4	Describing hotel services
5	Check-out process
6	Complaints related to the reservation process
7	Complaints related to the check-in process
8	Complaints related to room facilities
9	Complaints related to hotel services
10	Complaints related to the check-out process

In analyzing the syllabus, the researcher also went through all of the syllabus information. The study examined that competency and the information related to the contents and the materials mentioned on the syllabus are limited. Lack of information that mentions the linguistic aspects being taught to the students. The syllabus only mentioned that students will learn about vocabulary and phrases related to the topics. The syllabus did not mention if they taught specific grammatical aspects or the structure of the phrases.

The findings considered the drawbacks of the syllabus, which are 1) The syllabus did not mention the grammatical and linguistic aspects that will be taught to the students. Most of the information mentioned on the syllabus was learning about vocabulary and phrases but did not mention specific tenses that will be used in a topic or unit. 2) The competencies that are being taught are very basic. As being able to communicate means that the employee should understand what their tasks and roles are. However, the competencies only focused on the basics such as handling reservations and the check-in process, meaning that students might face obstacles in communicating in English throughout other situations. 3) One-way learning method, through recorded videos as a media, in a self-paced environment.

Although there is a lack of information that mention the linguistic aspect of the syllabus, and the limited competence being taught to the students, the researcher also finds some strengths regarding the program. The strengths are 1) video recorded as learning material. The recorded videos would give students chances on replaying the video. 2) Units in handling conflicts were taught in various situation, as handling conflicts might be troublesome, and every situation might night different treatment.

DISCUSSION

The learning goal of the syllabus is; Participants can confidently carry out conversations in English which is practical and commonly used in the context of their work as hotel receptionists. (*Para peserta dapat melakukan percakapan dalam bahasa Inggris yang praktis dan umum dipakai dalam konteks pekerjaannya sebagai resepsionis hotel dengan penuh percaya diri.*) The learning goal stated that the output of the program was focused on speaking, as it mentioned “able to do conversations.” Being able to communicate means that the employee should also be skilful in doing their tasks. Therefore, introductory knowledge and training about how they would communicate in English when performing a task is also needed for the students as this program participant.

Communicating in English in the hospitality industry, especially as a hotel receptionist is very essential in helping the employee to perform well (Bagus et al. 2020). In designing a training program, the syllabus designer could develop a syllabus according to a need analysis or follow the SKKNI as the reference. However, the competencies that are provided to teach English with work-related contexts in the syllabus are limited. As Dinamika et al. (2016) examined that it is appropriate to speak with the customer as the guests if the staff are able to use the correct vocabulary and expressions according to the situation and the conversation. Putri et al. (2018) stated that to perform appropriately, students need to master at least the basic

level of English. The study also reveals three main topics that would be very useful to be mastered, which are: information and technology, information about the hotel itself, and information related to the tourism or tourist attractions near to the hotel.

On the previous section, the finding of this study indicates that the competencies and topics that are being taught might not fulfil the needs of the students. Therefore, the syllabus and the program for hotel receptionists by Mobile English need to be improved, since there are more important competencies and topics that could have been taught to the students. The improvement will be related to the drawbacks of the program. The improvement suggestions are:

- Add more topics and competencies based on SKKNI reference or need analysis that could be gathered through previous research. The program may include topic about how to handle calls in English. The topics could also divide to two conditions, which are customer and hotel-related services, and clients or business conversation from non-customer related.
- The program or the syllabus designer could mention or add more information regarding to the language aspects that will be taught in the syllabus.
- The program provides live session with the teacher and other students. The live session could help the students to practice how they pronounce the materials that they have learned, and the teacher could give feedbacks or correction to the students. Moreover, the students could also practice with others and try to role-play. To add more challenge, the teacher could also give prompts in the role-playing session, to see how the students could improvise.

CONCLUSION

This study was conducted to examine the suitability of the program with SKKNI Hotel and Restaurant as the reference, as the SKKNI was set the standardize competencies of occupations in Indonesia. There are several findings to answer the research questions, the first point is the syllabus only taught 10 topics with 5 main competencies taken from the SKKNI. Previous study conducted need analysis to seek the needs of hotel receptionists in using English to perform their tasks. This study examines that there is lack of competencies taught to the students. Therefore, the program might not be able to fulfil the needs of the hotel receptionist. The point is the strengths of the syllabus and the program itself; the program was held in self-paced method that gives the students the chance of re-learn the materials. Moreover, there are topics that explains how to handle complaints in various situations that give students chance to apply English in various conflict situation. However, there are still some drawbacks of the program which are the lack of competencies that might not fulfil students' needs, the self-paced program

that did not give a chance for students to practice with the teacher, and lack of information regarding the linguistic aspects mentioned on the syllabus.

The third point is the syllabus developer need to consider how to improve the program so the students will achieve the learning goal. There are some ways to improve the syllabus and the program, by adding more topics to be taught such as how to handle telephone calls in English. The syllabus could also insert more language aspects to be taught, such as the tenses used in handling past events (discussing about lost and found with the guests). In additional, the course developer and the learning institution should consider adding live session so the students could learn and practice directly with the teacher and get immediate feedbacks or correction due to improve their speaking ability. In conclusion, the syllabus of Fluently Speaking English for Hotel Receptionist by Mobile English still needs improvement. The syllabus is relevant, but the students might not be competence and fulfil the standard to perform their work and using English, according to the SKKNI Hotel and Receptionist No 145-2018.

RECOMMENDATIONS

Based on the result of the study it is recommended for Mobile English to evaluate the syllabuses, modules, and content to meet the basic standard of KKNi. By improving the quality of the syllabus, the learners will possess the English skills that are required for receptionist.

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