

A Needs-Based Analysis and Development of an English Language Skills Module for Front Office Employees at a Local Hotel in Batam

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Abstract:

This study presents a needs-based analysis and the development of an English language skills module specifically designed for front office employees at a local hotel in Batam, Indonesia. Using a Research and Development (R&D) approach and the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the module was developed based on Hutchinson & Waters' needs analysis framework. Data were collected through interviews with four front office employees, while two experts—a hotel manager and an ESP lecturer—validated the module. The analysis revealed that employees primarily struggled with listening comprehension, speaking fluency, and confidence when interacting with international guests. The findings imply that conducting a thorough needs analysis is crucial for developing effective English training materials in the hospitality industry. Without understanding the specific language challenges faced by front office employees, training programs risk being irrelevant or ineffective. This study highlights that a conducted needs analysis leads to more targeted, practical modules that directly address real workplace communication problems. It also underscores the importance of aligning training content with employee needs to improve service quality, enhance guest satisfaction, and strengthen the hotel's role in supporting regional tourism growth.

Keywords: *English for Specific Purposes (ESP), front office communication, module development*

1. INTRODUCTION

The hotel industry is rapidly expanding due to increasing international travel and global tourism. As more guests cross borders for leisure and business, English has become the primary language of communication in the hospitality sector (Husin et al., 2023; UN Tourism, 2024). Front office employees hold a vital role as the first point of contact for guests, and their ability to communicate effectively in English greatly influences guest satisfaction and the hotel's overall

reputation (Danurdara & Paramitha, 2022; Kanwar et al., 2023). Tasks such as handling reservations, check-ins, check-outs, complaints, and providing information require not only basic English skills but specific language competencies relevant to their professional duties.

English for Specific Purposes (ESP) offers a practical solution by focusing on job-related communication. Unlike general English, ESP emphasizes workplace-relevant vocabulary, expressions, and interactions (Chilingaryan, 2020; Miles et al., 2014). A central component of ESP is needs analysis, which helps identify employees' current language proficiency, the tasks they perform, and the specific challenges they encounter. For front office staff, strong listening and speaking skills are particularly essential, as they frequently engage in face-to-face and telephone conversations with international guests. These interactions require employees to understand various English accents, follow instructions accurately, and respond clearly in both routine and high-pressure situations (Aryati, 2022; Franchisca et al., 2022). Similar findings have been reported in industrial sectors such as oil and gas, where listening and speaking emerged as the most essential yet challenging English skills for professional communication (Nugraha & Zaki, 2024).

In Batam, a rapidly developing hub for tourism and business located near Singapore and Malaysia, the demand for English-proficient front office staff is particularly pressing. With over 100 hotels and an annual influx of approximately 1.5 million tourists (BPS, 2023), effective English communication is crucial to delivering high-quality guest experiences. Yet, many hotel employees in Indonesia—including those in Batam—struggle with understanding diverse English accents, maintaining fluency, and using English with confidence. These challenges often arise due to limited real-world exposure, first-language interference, and insufficient language training (Panggabean, 2023). While previous research by Zaki & Alexander (2022) has highlighted the importance of speaking and listening skills for tourism students and demonstrated the benefits of ESP-based instruction in university settings, there remains a significant gap in addressing the specific English communication needs of in-service front office employees. Most existing studies focus on pre-service learners in academic contexts, leaving a lack of practical, needs-based ESP materials developed through systematic analysis for hotel professionals currently in the workforce. This study seeks to bridge that gap by developing targeted ESP modules aimed at improving the listening and speaking skills of front office staff in Batam's hotel industry through a rigorous needs analysis and curriculum design process.

To address this gap, this study aims to develop specialized ESP-based English training modules that focus on improving listening and speaking skills among front office employees in Batam. Using a Research and Development (R&D) approach and the ADDIE model, the study will design and evaluate job-specific learning materials based on a thorough needs analysis following Hutchinson & Waters' framework. This research seeks to answer the following questions: (1) What are the needs of front office employees at a local hotel in Batam regarding English language skills? (2) How do the researcher develop the appropriate learning module materials for front office employees to improve their English proficiency?

2. LITERATURE REVIEW

2.1 English for Specific Purposes (ESP) in the Hotel Industry

Many researchers have studied and explained the definition of ESP (English for Specific Purposes). Unlike general English, English for Specific Purposes (ESP) is a teaching method that

focuses on meeting the specific language needs of learners in particular professional fields, like the hotel industry. ESP focuses on teaching the language skills needed for specific job roles. Hutchinson & Waters (1987), two key figures in ESP, explained that all decisions about what and how to teach should be based on the learner's specific reasons for learning English. Hutchinson & Waters (1987) pointed out and draw attention to a learning-centred approach "in which all decisions as to content and method are based on the learner's reason for learning." They also categorized ESP into two main types: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). For hotel employees, EOP is particularly relevant because they need specialized communication skills to handle tasks like checking in guests, giving directions, and dealing with complaints. Hutchinson & Waters also pointed out the importance of using real-life materials and scenarios that employees will encounter on the job.

2.2 Needs Analysis (NA) in ESP

Needs Analysis (NA) is a key step in creating effective English for Specific Purposes (ESP) programs. It involves understanding what language skills learners need based on their job roles, ensuring that the course content matches their actual work requirements. Many researchers have contributed to the development of NA in ESP, showing how important it is for creating courses that truly help learners. In the field of English for Specific Purposes (ESP), several models of needs analysis have been developed to identify and address the specific language needs of learners.

Hutchinson & Waters (1987) proposed an approach, they defined target needs as the skills and knowledge learners require to perform effectively in their professional roles. They categorized these needs into three main areas: necessities, which refer to what learners must know to function effectively in their roles; lacks, which highlight the gap between what learners currently know and what they need to know; and wants, which encompass the desires and preferences of the learners themselves. This framework emphasizes that understanding the specific needs of learners is important for designing effective ESP courses. By focusing on these categories, Hutchinson and Waters encourage educators to tailor their instruction to bridge the gap between learners' current skills and the demands of their professional environment. This approach not only enhances the relevance of the curriculum but also helps motivate learners by addressing their personal goals and aspirations.

2.3. Listening and Speaking Skills in the Hotel Industry

Effective communication is very important for success in the hotel industry, especially through listening and speaking skills. In the context of hospitality, this approach can lead to improved guest satisfaction as staff members prioritize understanding guests' needs. Focusing on understanding guests first helps build better relationships. When guests feel that their voices are heard, they are more likely to feel respected and appreciated. This connection can encourage guests to return and recommend the hotel to others, which is important for a hotel's success. Also, when hotel employees prioritize understanding, they can identify and resolve any potential issues before they become bigger problems, leading to smoother operations.

A study support the idea was done by Phomtham et al. (2020) titled "English Communication Problems in Speaking and Listening of Hotel Staffs." They found that hotel employees struggle with challenges like understanding different accents and giving clear answers. They pointed out that active listening is essential for meeting guests' needs and improving service quality and they added that speaking skills also crucial for hotel employees as they directly impact customer

service and guest satisfaction. Effective communication allows staff to interact confidently with guests, provide clear information, and address inquiries or concerns promptly. Good speaking skills help create a welcoming atmosphere, enhance the guest experience, and foster positive relationships.

2.4. Learning Material Design Models

Instructional design models guide the creation of effective ESP materials. The Borg & Gall (1983) Research and Development (R&D) model involves a systematic process, including needs analysis, material development, and iterative testing. The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) provides a structured approach to material design, allowing for continuous improvement. Studies, such as Hariyanto et al. (2019 and Putri et al. (2023), support the effectiveness of these models in enhancing learning materials. The ADDIE model suits this research best, as it ensures materials are adaptable, effective, and aligned with learners' needs.

3. RESEARCH METHODOLOGY

This study applied a Research and Development (R&D) approach following the ADDIE model (Analyze, Design, Develop, Implement, Evaluate) for module development (Martin & Betrus, 2019). The ADDIE model was chosen for its structured and iterative approach, which ensures the creation of effective learning materials by enabling continuous evaluation and improvement (Furwana & Syam, 2021; Setiawan, 2020). The research focused on four front office employees from a local hotel in Batam, Indonesia, selected using purposive sampling due to their direct involvement in guest interactions. In addition to these primary participants, two expert validators were involved— a hotel manager with industry expertise and an English for Specific Purposes (ESP) lecturer from Universitas Internasional Batam—selected based on their qualifications in hotel management and ESP teaching. Data collection was conducted using a combination of interviews, rubric assessments, and questionnaires. Interviews were designed to explore the employees' challenges in using English at work, specifically focusing on listening comprehension, speaking fluency, and confidence. The rubric assessments, completed by the expert validators, evaluated the clarity, relevance, and practicality of the module, ensuring content accuracy and educational value. Questionnaires were used to gather feedback from employees on the module's effectiveness and identify areas for improvement. Data analysis followed a mixed-methods approach. Qualitative data from interviews were analyzed using Miles et al. (2014) model, which involves data reduction, data display, and conclusion drawing. Quantitative data from rubric assessments and questionnaires were analyzed using descriptive statistics, including frequency and percentage calculations, supported by a Likert scale to measure participant satisfaction (Taherdoost, 2019). The use of the ADDIE model and the integration of both qualitative and quantitative analysis methods ensured that the developed module was both contextually relevant and pedagogically sound.

4. RESULTS

4.1. Need Analysis

4.1.1. Necessities of Listening and Speaking Skills for Front Office Employees

Employees recognize that strong listening and speaking skills are necessary to ensure guest satisfaction, maintain professionalism, and enhance the overall hotel experience. FO-1

emphasized that good speaking skills help create a welcoming atmosphere for guests, stating, "...it is very important for front office staff because it helps make foreign guests feel comfortable in the hotel. If we speak well, guests will enjoy talking to us, and they may even decide to stay longer..." This highlights the connection between effective communication and guest retention. FO-2 pointed out that communication skills are a key job requirement, explaining, "...I think it is very important, first of all, because it is part of our job. When we have foreign guests checking in, for example, from Malaysia or Singapore, we need to have strong listening and speaking skills. If a guest has a complaint or a request, we must understand them, and we also need good speaking skills to provide information clearly..." This statement reinforces the necessity of both understanding and responding effectively to guest needs. FO-3 stressed the role of front office staff in shaping guests' first impressions, stating, "...it is very important because we often represent the hotel's first impression. We need to understand guests properly and give them clear information, especially when handling check-in, check-out, and guest complaints..." This highlights how front office staff serve as the face of the hotel and how communication skills impact guest perceptions. FO-4 echoed this sentiment, stating, "...it is very important because we often serve as the first impression of the hotel. We must understand guests well and provide them with clear information, whether during check-in, check-out, or when handling complaints..." This further emphasizes the importance of clear and professional communication in ensuring smooth interactions. From these responses, it is evident that front office employees recognize the critical role of listening and speaking skills in their daily responsibilities. Their ability to understand and effectively communicate with guests directly impacts guest satisfaction, problem resolution, and the hotel's reputation. Strong communication skills not only help staff perform their duties efficiently but also contribute to a positive and welcoming guest experience.

4.1.2. Lacks in Front Office Communication Skills and Challenges Faced by Front Office Employees

Despite their experience, front office staff members still face various challenges in listening and speaking when interacting with guests. FO-1 acknowledged difficulties in explaining technical information about hotel facilities, stating, "...I provide information to guests in English, but the challenge is when I have to explain technical aspects, such as hotel facilities. Sometimes, I struggle with the correct terms in English, and I'm afraid of making mistakes..." This highlights the uncertainty employees feel when conveying complex information in English. FO-2 mentioned a lack of confidence, especially when responding to guest inquiries, explaining, "...I still lack confidence. For example, if a guest asks what time check-out is, I sometimes struggle to explain it clearly because my English is still lacking. This makes me feel confused and less confident, especially when dealing with foreign guests..." This demonstrates how language barriers can affect employees' self-assurance in guest interactions. FO-3 reflected on an experience handling guest complaints, saying, "...I hesitated the first time I had to handle a guest who spoke English. When a guest complained, for example, about the air conditioning not working, I felt confused about how to explain it in clear and appropriate English..." This illustrates how dealing with service issues can be particularly challenging when employees are unsure of how to communicate effectively in English. FO-4 shared a similar struggle when interacting with international guests, stating, "...I have experienced, especially the first time I served foreign guests. For instance, when a guest asked about the check-out schedule, I hesitated to answer because I was afraid of mispronouncing the words. That made me nervous, and I ended up responding too slowly..." This highlights how pronunciation concerns can impact an

employee's ability to communicate fluently and efficiently. Additionally, FO-4 noted that guests sometimes use unfamiliar slang or expressions, making communication even more difficult: "...sometimes, guests use terms or slang that I don't understand. I usually have to ask them to clarify or explain in simpler words..." This emphasizes the need for employees to develop better comprehension skills to handle diverse language styles and informal expressions used by guests. These responses indicate that front office employees encounter challenges in listening, pronunciation, confidence, and comprehension of guest inquiries and complaints. Their difficulties in explaining hotel-related information, responding quickly, and understanding various English expressions highlight the need for targeted language module to enhance their communication effectiveness.

4.1.3. Wants and Learning Preferences of Front Office Employees

When asked about their expectations for their English skills, front office employees focused on improving their listening and speaking skills, as these are essential for their roles. FO-1 stated, "...in my opinion, my skills are still at a basic level, and the skills I want to improve are listening and speaking because they are crucial for my job as a hotel front office staff..." This highlights the importance of these communication skills in daily guest interactions. Similarly, FO-2 expressed a self-assessment of their current proficiency, saying, "...I think my skills are still lacking; I would say they are at a basic level. Sometimes, it's hard to communicate with guests, and I also struggle to convey what I mean. The skills I want to improve are both speaking and listening because, to communicate effectively, we need to be good at both listening and speaking." This response reflects a desire for balanced development in both receptive and productive skills. FO-3 shared a similar perspective, emphasizing the importance of fluency and confidence: "...I feel that my listening and speaking skills are still basic, but I can understand and respond. What I want to improve is being more fluent and confident, so guests feel comfortable and satisfied, especially since listening and speaking are very important skills for a front office employee working in the hospitality industry with foreign guests..." This statement highlights the link between communication skills and guest satisfaction. FO-4 also acknowledged the need for improvement, stating, "...I think my skills are still at a basic level. Listening and speaking are the two areas I want to improve, so I can communicate more fluently and confidently with guests..." This reinforces the general sentiment among front office employees that greater fluency and self-assurance in communication would enhance their performance. These responses indicate that front office employees recognize their current limitations and aim to develop stronger listening and speaking abilities. Their primary goal is to communicate more effectively with guests, ensuring smooth interactions and a high level of professionalism.

4.2. Design and Development of the Module

4.2.1. Making the Draft Module Based on Needs Analysis of Front Office Communication

Based on the needs analysis of front office communication skills, it is clear that effective listening and speaking are crucial for employees to perform their duties successfully. Front office staff employees recognize the importance of these skills for guest interactions, ensuring smooth check-ins, handling inquiries, addressing complaints, and offering information about the hotel and local attractions. Employees also acknowledge that strong communication helps create a welcoming atmosphere, which directly influences guest satisfaction and retention. However, despite the recognition of these skills importance, front office staff still face challenges such as lack of confidence, difficulty with technical vocabulary, and unfamiliarity with guest slang or

cultural nuances. These challenges often hinder effective communication, leading to hesitation and slower responses. The need for improvement is particularly evident in their desire to enhance fluency, confidence, and understanding of both listening and speaking aspects.

In response to these needs, the draft module is designed to focus on key areas of communication that are essential for front office employees.

Table 1: Module Chapter draft

No	Chapter
1.	Chapter 1: Greeting And Welcoming Guests
2.	Chapter 2: Handling Reservations and Check-Ins
3.	Chapter 3: Explaining Room Features
4.	Chapter 4: Providing Directions In The Hotel
5.	Chapter 5: Handling Guest Complaints
6.	Chapter 6: Recommending Local Attractions
7.	Chapter 7: Answering The Phone
8.	Chapter 8: Making Small Talk
9.	Chapter 9: Handling Check-Outs
10.	Chapter 10: Cultural Sensitivity

4.2.2 Expert Validation and Revisions for Refining the Module

The expert validation process involved assessments from two validators: a hotel manager and an ESP lecturer. The evaluation focused on five key dimensions: *layout and design, activities, skills, language type and content, and subject and content*. The assessments were conducted using a four-point Likert scale, with scores ranging from 1 (poor) to 4 (excellent). Below is a detailed analysis of the expert evaluations and suggested revisions.

Table 2: Layout and design mean score

Dimension	Quality Of Product	Score (1-4)		Total Score (Mean)
		Judge 1 (Hotel Manager)	Judge 2 (ESP Lecturer)	
Layout and design	The layout and design are appropriate and clear	3	3	3
	The module is organized effectively	3	3	
	The module provides a vocabulary list	3	3	
	The module provides review section	2	2	
	The module provides clear objectives	4	4	

The overall mean score of this dimension was **3.0**. This dimension examined the clarity, organization, and completeness of the module's layout. The layout and design were evaluated as appropriate and clear, receiving a score of 3 from both validators. The module's organization was similarly rated 3 by both experts, indicating a structured and navigable presentation. Additionally, the vocabulary list was rated 3 by both validators, highlighting its usefulness but suggesting room for improvement. However, the review section scored only 2, indicating

inadequacies in reinforcing previously learned materials. On the other hand, the module's clear objectives were highly appreciated, scoring 4 from both experts. So, the module needs to develop a more comprehensive review section to consolidate key vocabulary, grammar points, and exercises, reinforcing learners' understanding and retention.

Table 3: Activities mean score (Rubric Assessment)

Dimension	Quality Of Product	Score (1-4)		Total Score (Mean)
		Judge 1 (Hotel Manager)	Judge 2 (ESP Lecturer)	
Activities	The module provides a balance of activities	3	3	3.1
	The activities encourage sufficient communicative and meaningful practice	4	4	
	The activities promote creative, original and independent responses	2	2	
	The grammar points and vocabulary items are introduced in motivating and realistic contexts	3	4	

The overall mean score of this dimension was **3.1**. The module's activities were assessed based on balance, communicative value, creativity, and contextualization of grammar points. Both validators agreed on the balance of activities, rating it 3. The encouragement of communicative and meaningful practice scored 4, reflecting the module's strength in fostering interaction. However, the promotion of creative and independent responses was a concern, scoring only 2 from both experts. The introduction of grammar points and vocabulary items in motivating and realistic contexts was rated 3.5, showing moderate satisfaction. Then, Incorporate more open-ended tasks that encourage learners to personalize their responses and use creative problem-solving during guest interactions needs to do for further development.

Table 4: Skills mean score (Rubric Assessment)

Dimension	Quality Of Product	Score (1-4)		Total Score (Mean)
		Judge 1 (Hotel Manager)	Judge 2 (ESP Lecturer)	
Skills	The materials include and focus on the skills that students need to practice	4	4	3.8
	The materials provide practice of listening and speaking skills	4	4	
	The module helps students to practice listening and speaking skills	4	3	
	The practice of individual skill is integrated into practice of other skills	4	3	

The overall mean score of this dimension was **3.8**. This dimension focused on the module's ability to develop listening and speaking skills. The materials were found to focus on relevant skills, scoring 4 from both validators. The practice of listening and speaking skills also scored 4, indicating strong alignment with the learning objectives. However, the module's ability to help students practice these skills scored slightly lower at 3.5, as did the integration of individual skills into broader communicative tasks. So, adding more role-playing exercises that combine listening and speaking tasks is needed to create a holistic learning experience.

Table 5: Language and type content mean score (Rubric Assessment)

Dimension	Quality Of Product	Judge 1 (Hotel Manager)	Judge 2 (ESP Lecturer)	Total Score (Mean)
Language and type content	The language used in the module is authentic, that is, like real-life English	4	3	3.5
	The language used is at the right level for students' current English ability	4	2	3
	The progression of grammar points and vocabulary items is appropriate	4	3	3.5
	The grammar points are presented with brief and easy examples and explanations	4	3	3.5
	The language functions exemplify English that I/my students will be likely to use in the future	4	4	4

The overall mean score of this dimension was **3.5**. The authenticity and practicality of the language used in the module were evaluated positively, with scores of 4 and 3.5, respectively. The language was considered generally appropriate for learners' current English abilities, although this aspect received a score of 3 from the lecturer, indicating room for simplification. The progression of grammar points and vocabulary items was rated 3.5, while the presentation of grammar points with brief explanations also scored 3.5. Lastly, the relevance of language functions to learners' future use was rated 4 by both validators. Thus further revision is needed to simplify complex vocabulary and grammar explanations to better match the proficiency level of beginner learners.

Table 6: Subject and content mean score (Rubric Assessment)

Dimension	Quality Of Product	Judge 1 (Hotel Manager)	Judge 2 (ESP Lecturer)	Total Score (Mean)
Subject and content	The subject and contents of the module are relevant to student's need as an English language learner (s)	4	4	4
	The subject and contents of the module are generally realistic	4	4	4
	The subject and contents of the module are interesting, challenging and motivating	4	3	3.5
	There are sufficient varieties in the subject and contents of the module	4	2	3
	The materials are not culturally biased and they do not portray any negative stereotypes	4	4	4
				3.7

The overall mean score of this dimension was **3.7**. The subject and content were evaluated for relevance, realism, variety, and cultural inclusivity. Both validators rated the module 4 for its relevance to learners' needs as front office employees and its realistic scenarios. The content's ability to be interesting, challenging, and motivating scored 3.5, reflecting general satisfaction. However, the variety in content scored only 3, suggesting the need for a broader range of topics. The materials were commended for being culturally inclusive, with both experts assigning a score of 4. Therefore, it is suggested to include additional scenarios covering a wider variety of guest interactions to better prepare learners for diverse situations.

Table 7: Total mean score

No	Dimension	Rubric Assessment Total Mean Score
1.	Layout and design	3
2.	Activities	3,1
3.	Skills	3,8
4.	Language type and content	3,5
5.	Subject and content	3,7
Total Mean		3,4

Table 8: Description Score Range

No	Interval	Categories
1.	$3.25 < X \leq 4$	Very good
2.	$2.5 < X \leq 3.25$	Good
3.	$1.75 < X \leq 2.5$	Fair
4.	$1 < X \leq 1.75$	Poor

Adopted and adapted from Suharto (2006) cited in Sari et al. (2023)

The expert validation process provided valuable insights for refining the module. The overall mean score of 3.4 indicates that the module falls within the "Very Good" category, based on the evaluation criteria adapted from Suharto (2006) cited in Sari et al. (2023). Key areas for improvement include enhancing the review section, incorporating more creative activities, simplifying complex language, and expanding content variety. By addressing these areas, the module will better support the development of listening and speaking skills for front office employees at the local hotel, ultimately improving their English communication abilities and guest service interactions.

4.3 Implementation and Evaluation

4.3.1 Implementation to Evaluate the Effectiveness of the Module

To evaluate the effectiveness of the developed English module, the researcher conducted an implementation phase involving front office employees at the local hotel. This process aimed to gather practical insights regarding the module's relevance, comprehensibility, and suitability for improving employees' listening and speaking skills. During the implementation, the researcher provided a brief preview of each chapter, explaining its objectives and key contents to the employees. The preview sessions highlighted the practical importance of topics such as handling guest check-outs, making small talk, recommending local attractions, and practicing cultural sensitivity in guest interactions. Following the preview, the employees were given exercises selected from multiple chapters. These exercises were designed to assess the scenarios. The activities included role-playing guest interactions, practicing small talk, and completing task-based exercises focused on providing recommendations to guests. The varied exercises ensured that employees experienced a comprehensive sampling of the module's components. This implementation served as a practical means to assess whether the module effectively supported the development of communication skills critical for front office operations.

4.3.2 Learning Feedback of the module from the front office employees

Table 9: Evaluation Questionnaire Result

No	Question	Yes	No
1.	This module helped me understand certain conversations that relevant to hotel Front Office needs.	4 (100%)	4 (100%)
2.	This module has an attractive appearance.	4 (100%)	4 (100%)
3.	This module can train me to learn independently.	4 (100%)	4 (100%)
4.	This module presents visuals that are relevant to hotel Front Office needs.	4 (100%)	4 (100%)
5.	This module contains material relevant to hotel Front Office needs.	4 (100%)	4 (100%)
6.	The language in this module is simple to understand.	4 (100%)	4 (100%)
7.	This module provides a translation that fits the context of the discussion.	3 (75%)	1 (25%)
8.	There are illustrations/pictures to support this module.	4 (100%)	4 (100%)
9.	This module supports the learning of hotel front in practicing listening & speaking with hotel guests.	4 (100%)	4 (100%)
10.	This module supports me to be active in learning.	4 (100%)	4 (100%)
11.	This module can train my cooperation.	4 (100%)	4 (100%)
12.	This module can improve my listening and speaking ability in English.	4 (100%)	4 (100%)
13.	This module encourages me to practice speaking with confidence when interacting with hotel guests.	4 (100%)	4 (100%)
14.	This module presents material (dialogue/conversation) related to Front Office.	4 (100%)	4 (100%)
15.	This module presents not too many variants of letters.	2 (50%)	2 (50%)

The feedback collected from front office employees regarding the effectiveness of the module indicates a highly positive reception overall. Out of 15 evaluation points, the responses largely reflect satisfaction and affirmation of the module's usefulness and relevance to their professional needs. All employees (100%) agreed that the module helped them understand conversations relevant to hotel front office tasks. This suggests that the content was directly aligned with the day-to-day responsibilities and challenges that front office staff face when interacting with guests.

However, there were some areas noted for improvement. Although most participants (75%) felt that the translations in the module were accurate and matched the context of the discussions, 25% of respondents felt that there was room for refinement in this area. This feedback suggests that the translation could be adjusted to better capture the nuances of certain situations or

phrases in the module, which would further improve the learning experience for all employees. Another point of feedback concerned the variety in the presentation of the material. Half of the employees (50%) felt that the variations in letter formats within the content were limited, which may suggest that the material could benefit from a more dynamic and diverse presentation. Offering different formats, such as using varied letter styles or incorporating other forms of visual aids, could increase engagement and provide a more well-rounded learning experience for all users.

5. DISCUSSION

The results of this study provide important insights into the communication skills of front office employees in the hospitality industry. The English module developed for them received a mean score of 3.4, which is considered "Very Good." This shows that the front office staff found the module helpful, with 100% of respondents agreeing that it helped them understand conversations related to their jobs. This positive feedback is similar to findings from other studies that highlight how important good communication is for guest satisfaction and the overall hotel experience (Husin et al., 2023; Wibawa et al., 2021). Many studies have pointed out that front office employees are often the first people guests interact with, making their communication skills essential (Sudirman et al., 2022). In addition, Malini et al., (2022) mentioned that as speaking becoming core skills for the hospitality employee since it is supported directly to their routine work such to interact, communicate and guide the guest or potential customers. Therefore, improving guest interactions and overall service quality in the hospitality industry requires improving the communication skills of front desk staff through focused English modules.

There is a strong need for practical training that meets the specific needs of these employees. For example, previous research has shown that many employees want more materials to improve their speaking skills and prefer engaging activities like role-playing. This is consistent with the current study, where front office employees expressed a desire for practical exercises to help them feel more confident and fluent when talking to guests while there should also be a consideration to include critical writing skills (Alshayban, 2022). In other hand, this training should also be supported by the managerial level that Meira et al., (2023) found out that the need for the English training becoming the most important agenda for the human resource practice and their frontline employee prioritized it as intrinsic motivation with the highest relevance and performance ratings. To guarantee skill development and ongoing motivation, front desk staff should participate in practical speaking and writing exercises as well as robust managerial support in their English training programs.

Employees acknowledged the value of good communication, but they had trouble with technical vocabulary, spontaneous speech, understanding colloquial expressions, and pronunciation, among other things. This study also has similar findings with research (Puspita et al., 2019) English for the learning material needed to be developed for housekeeping students, however the subject were students. While in the present study, the participant are hotel staff which the need analysis has direct correlation to the participant daily work (Boonteerarak, 2021). The response from the training participant that the front office employees encounter challenges in listening, pronunciation, confidence, and comprehension of guest inquiries and complaints is similar with the study conducted by several studies (Narzoles & Palermo, 2021; Singh & Harun, 2020). Their difficulties in explaining hotel-related information, responding quickly, and

understanding various English expressions highlight the need for targeted language module to enhance their communication effectiveness. Challenge more into linguistics problem. In conclusion, the necessities, lacks, and wants of the needs analysis feedback is similar to findings from other studies that highlight how important good communication is for guest satisfaction and the overall hotel experience (Husin et al., 2023; Wibawa et al., 2021). Including some idiomatic expression and other linguistic key focus is needed to improve the model also it is helpful the employees to develop better comprehension skills to handle diverse language styles and informal expressions used by guests (Arifuddin et al., 2020). Thus, the ability of front desk staff to communicate with guests in real world scenarios will be significantly improved by expanding the English training curriculum to address specific language issues, such as colloquial expressions, pronunciation, and colloquial language.

Additionally, the design and relevance of training materials are crucial for effective learning. Past research has indicated that well-structured materials can lead to better learning outcomes (Husin et al., 2023). This is reflected in the positive feedback from front office employees about how the module helped improve their communication skills. The focus on practical exercises and real-life situations in both this study and previous research highlights the need to give front office staff the tools they need to handle different guest interactions confidently. The feedback for revision such as incorporate more open-ended tasks that encourage learners to personalize their responses and use creative problem-solving during guest interactions is in line with research conducted by Malicka et al., (2019). Another feedback based on the review part received a score of only 2 from the reviewers suggest the module to be signifying deficiencies in reinforcing previously acquired knowledge and adding more exercises foster innovative, unique, and autonomous reactions. The input also indicates that the translation may be refined to more accurately convey the subtleties of specific circumstances or phrases in the module, so enhancing the learning experience for all employees. Utilizing diverse formats, including various typographic styles and additional visual aids, may enhance engagement and deliver a more comprehensive learning experience for all users. Furthermore, it's also important to provide the learners with environment that support their autonomy and Integrated technology for learning also provide for a more flexible and engaging learning environment (Ismail et al., 2024; Pushkina et al., 2021; Rebenko et al., 2019). Therefore, to optimize the effectiveness of English language instruction, modules should be carefully crafted with relevance to real-world situations, enhanced with open-ended activities, visual aids, and sophisticated language usage, and supported by learner autonomy and integrated technology.

Last, this research offers valuable insights into the specific needs of the front office employees, who face unique challenges in communicating in English. By creating a specialized English module based on a thorough needs analysis, this study aims to address the needs of front office employees in smaller tourism areas. The findings from this study and others emphasize the importance of module and practical training in improving communication skills in the hospitality industry, ultimately helping front office employees perform better in their roles and interact more effectively with guests. English language training focusing on interpersonal communication and public speaking becomes a must for the hotel department student's before their internships (Singh & Harun, 2020). As a whole, this study highlights the importance of customized English language training in enabling front desk staff to communicate effectively, particularly in smaller tourist areas. It also emphasizes the necessity of early, communication-focused training for incoming hospitality students.

6. CONCLUSION

The results of this study provide important insights into the communication skills of front office employees in the hospitality industry. The English module developed for them received a mean score of 3.4, which is considered "Very Good." This shows that the front office staff found the module helpful, with 100% of respondents agreeing that it helped them understand conversations related to their jobs. However, unlike larger tourism hubs, employees in Batam have fewer opportunities for formal language training, making their proficiency development more challenging. This study's results demonstrate that a specialized ESP module tailored to their needs can improve their communication skills, thereby enhancing guest interactions and service quality.

While numerous studies have focused on the importance of English proficiency for front office employees in the hospitality industry, there remains a significant gap in addressing the specific challenges faced by local hotel employees in Batam. Previous research has largely concentrated on major tourism and hospitality hubs in Kuala Lumpur (Husin et al., 2023), where English proficiency levels are generally higher. These studies have emphasized the effectiveness of English communication training but do not specifically examine the struggles of employees in smaller, regional hotels. Additionally, studies conducted in Medan (Panggabean, 2023) have highlighted that hotel front office employees in Indonesia often score below the expected English proficiency standards due to several factors, including limited exposure to English, first language (L1) interference, and the absence of targeted English for Specific Purposes (ESP) training. However, these studies focus on larger cities with more established hospitality industries, leaving a research gap in understanding the unique needs of front office employees working in local hotels in Batam. By integrating the insights from prior research and validating the effectiveness of the developed module, this study provides a solution that is specifically designed for the hospitality industry in Batam, focusing on the needs of local front office employees. The research shows that training programs should be made to fit the local situation instead of using the same method for everyone. This is especially important in the hospitality sector, where employees meet guests from different countries, such as Singapore, Malaysia, India, and China. The study highlights the importance of having training that is practical and useful in real-life situations. It shows that employees need language skills that help them communicate easily with guests, rather than just learning theory. This approach helps improve the English skills of front office workers, allowing them to offer better service and connect more easily with guests.

7. REFERENCES

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