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ENGLISH LANGUAGE MODULE FOR VOCATIONAL COLLEGE STUDENTS AND HOTEL STAFFS

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Article Info	ABSTRACT
	Issue being raised in this study was a concern for the needs of compiling an English course book for hotel and hospitality students and hotel staffs at general. This is a mentorship activity focusing on helping research participants in compiling module for hotel staff and the general public who want to improve their English communication skills at the operational level in the hospitality industry. The research team consists of three lecturers from the hospitality study program and 41 students of vocational college (D3) taking hotel and hospitality study program in their 6th semester. The research mentoring activities were done in three stages: preparation, implementation, and assessment and was conducted from February to April 2024. The product analysis on the English language module for hospitality study program developed by the researcher after having assessed by reliable experts decided to be highly feasible, which means the e-Module development could be used for either students of hotel and hospitality or hotel staff at general. The practicality analysis was obtained from questionnaire declaring that the module was very practical. The analysis of the effectiveness of the e-Module was highly effective to be a reference book for students taking hotel and hospitality study program. *This is an open access article under the CC BY-SA license.*

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1. INTRODUCTION

Tourism development, as an increasing driver of change in the majority of developing countries, has raised two concerns: managing change to ensure that the host communities benefit the most or mitigating its negative consequences [1]. The second issue appears to have been overlooked, despite the fact that much of the studies on tourism growth discusses the economic, sociological, and environmental consequences on a level playing field. The hotel industry is one of the most important institutions supporting tourism. Both businesses rely heavily on resources, including human resources [2]. To develop a high-quality workforce, efforts must be made to manage current human resources. There already has a program established to further develop the language module on hospitality to the certificate and diploma levels. As with degree-level competency programs, however, this initiative is still in its early stages since Indonesian higher education institutions have not yet identified a viable model among English for Particular Purposes (ESP) programs.

Politeknik Indonusa, a private university located in Surakarta, is expected to be able to generate graduates who are competent in their disciplines in the sense of possessing attitudes, knowledge, and skills since it plays a significant role in the development of quality Human Resources. These graduates can, however, acquire more than just mastery of attitudes. To improve the relevance and quality of Vocational Education graduates in hotel and hospitality areas, with a focus on labor market demands and Indonesian human resource development. Policies and regulations for position holders prioritize work experience. Improving the quality of hotel administration graduates has not been assessed and regulated in accordance with the curriculum and stakeholder expectations. To achieve quality human resources, a university must be able to prepare graduates to have competence in many disciplines of science and knowledge, so that they can fulfill the needs of the world of work that are in accordance with quality standards [3]. Therefore, Politeknik Indonusa Surakarta must be able to produce graduates who are competitive and ready to play a

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role in the workforce based on their fields of knowledge and expertise, as well as inventive, creative thinking in order to achieve the vision and purpose that have been established. Graduates' level of competitiveness can be measured simply by the time it takes to get their first job and their performance in competing for employment income [4]. However, the reality that occurs in the workplace is that there are still many graduates who work not in accordance with their skills and knowledge. These alumni do their occupations inefficiently. The suitability of university alumni jobs is demonstrated by their job profiles, which include the sort of work, job placement, and length of time waiting for a job. The benefits of courses gained with the field of work that is being followed demonstrate the appropriateness of educational background with alumni careers.

An e-module is an electronically accessible learning tool or medium made up of resources, techniques, instructions, and assessment procedures packaged in an appealing and structured way to accomplish the required competences based on their complexity [5]. Clear instructions, independence (ability to study without assistance), independence (no need for additional resources), adaptability, and ease of use are featuring that E-modules share in common compared to conventional modules. E-modules have an attractive layout and may display extensive, interactive material. Using e-modules for teaching materials has its own benefits, among which is students can learn on their own through using computers or smartphones as communication devices making the material more practical and available whenever needed [6].

Several previous studies have demonstrated that employing e-modules in the learning process has a significant impact on increasing student involvement in learning activities, as seen by students' interest and enthusiasm for using these learning materials [7], [8]. Based on prior studies, the use of e-modules improved students' learning achievement and independence in the classroom. Additionally, studies indicate that adopting E-module products for learning is effective. E-modules were developed to accommodate the range of instructional methods used by students with different learning preferences, appealing to both hotel professionals and English language learners specializing in hotel and hospitality [7]. In order to provide students a deep understanding of the material and help them prepare for a career as trained and skilled hotel employees, this e-module was developed with the objective of allowing D3 vocational students majoring in hospitality and hospitality to obtain information and develop ideas and concepts based on the knowledge they have gained during the learning process.

In an effort to improve students' skills in professional hospitality communication, Politeknik Indonusa Surakarta has developed the course of English for Hospitality required for all students enrolled in hospitality program. This study seeks to provide a broad overview of the challenges encountered in this process as well as students' personal profile and opinion on the factors that may be regarded as impediments to the learning of English for Hospitality Purposes. The very aim of this study program is to provide students of hotel and hospitality with the necessary skills so they can succeed as competent employees in the hotel sector. Hotel competency educational courses are provided to meet the competency requirements of starred hotel workers. This course book covers producing different kinds of national and international food production, handling restaurant operations, handling and managing hotel rooms, laundry, planning and organizing meetings, front office operations, purchasing and storing, marketing, and accounting. In order to provide vocational students (D3) of hospitality study program at the Politeknik Indonusa Surakarta with the necessary skills, this project seeks to clarify the process of contributing to the development of competency-based training modules.

A number of studies have been undertaken regarding the need for language skills in business and hospitality [8], [9]. Maintaining economic growth and tourism competitiveness in the future appears to be an urgent issue, and hotel owners must increase the quality of their human resources, particularly English communication skills [9]. The use of foreign language proficiency in international marketing highlights the significance of language as the means of increasing a person's proximity to the target market [10], another was teaching students English through a problem-based learning approach that involved eight steps and produced in learning modules, a standard operating procedure for problem-based learning, and helpful books for both sets of learners [11]. Particular language requirements of Pakistani hotel business students and assessed a textbook to ascertain its educational worth and appropriateness for topic-specific communication requirements [7]. In addition, studies into the use of English as a means of teaching or lingua franca in international business meetings looking into the use of English as a language of instruction by certain European business organizations which help explain some of the language problems that may be present in such international contexts, as well as the possible communication difficulties and difficulties came up with[12] .

Based on a number of case study studies, many authors and publishers of TESOL books, Teaching English as a Second Language or books about teaching English as a second language pay special attention to English for Specific Purposes (ESP), in this case for business, as an area especially important for the development of businesses and leaders of the diverse economies of the modern world [13], [14], [15]. Despite the increasing number of professional business people operating globally, understanding the success of English as a language of instruction has become a vital component of comprehensive business knowledge. This study explores mentoring activities engaging both lecturers

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and students to compiling an English module for hotel and hospitality study program focusing on English specific use in the workplace as well as becoming practical use of specific English module for hotel staffs.

2. RESEARCH METHOD

This is a case study realized in mentoring activities engaging numerous stages carried out in a systematic way, comprising planning, implementation, and evaluation. This mentorship activity focuses on helping in the design of module for training hotel staff and the general public who want to improve their English communication skills at the operational level in the hospitality industry and was conducted from February to April 2024. Planning is the first stage, which starts with a field survey conducted to three English lecturers teaching the English for hotel and hospitality program and 41 college students in their 6th semester. Lecturers firstly hold discussions to identify problems in greater detail in the classes they teach. After the problem identified, the following step is to examine participants' needs and develop solutions to the problem using a questionnaire distributed to 41 college students. Afterwards, we examine what needs to be prepared in order to address the problem and meet the needs of the clients. During the planning stage, we also prepare administrative requirements to ensure that activities run smoothly.

This research activity focuses on mentoring lecturers in compiling and helping Vocational College (D3) students in preparing Job Competency-Based English Language Module for Hotel Staff for students of Hospitality Study Program at the Politeknik Indonusa Surakarta. In helping the design of this module, the drafting team consisting of three lecturers from the hospitality study program and 41 students of vocational college (D3) taking hotel and hospitality study program in their 6th semester. we discussed the results of determining the competences needed for hotel staff members. In addition to this, participants received an introduction to materials that served as a preface to the training module and materials that were likely part of the module's contents. After the mentoring activities were put into practice, an evaluation was carried out. The ready-made module was evaluated for its applicability engaging one material expert, one language expert and one media expert. An evaluation of the partnership's satisfaction was performed to determine the amount of client satisfaction with the actions completed. This evaluation was conducted by distributing questionnaires to be used as a reference in measuring the sustainability of operations.

The validity value is determined by using the validity categories developed by Arikunto (2010), as shown in table 1 below.

Table 1. Module Validity Intervals and Categories

Score Range	Validity Category
1.00 – 1.99	Invalid
2.00 – 2.99	Fairly Valid
3.00 – 3.49	Valid
3.50 – 4.00	Highly Valid

In addition, a Focus Group Discussion (FGD) was conducted to forge connections and link institutions and industry, instructional materials customized to meet the needs of Politeknik Indonusa Surakarta students might be used. Students majoring in hotel and hospitality would be able to increase their English language proficiency more quickly with this information. The connect and match program would have served its goal if it could satisfy the local needs of the industry and produce graduates working as professionals in the tourism field.

3. RESULTS AND DISCUSSION

3.1 Result

The results of the present study are divided into three components, planning, implementation, and evaluation. Based on these steps, the results obtained from the mentoring activities to prepare the English Module for Hotel and Hospitality for students and hotel staff include the following stages.

3.1.1 Planning

To achieve learning objectives in English for hotels and hospitality at Politeknik Indonusa in Surakarta, there are a few essential elements that need to be fulfilled. Teaching materials are one of these elements, and the instructor will provide them to the students. Since the lecturer must arrange the teaching materials from a variety of current learning sources in a way that best meets the students' needs, the teaching materials serve as the students' foundation for knowledge. Furthermore, the teaching materials should be tailored to the needs of students enrolled in hotel and hospitality courses. The teaching resources created for this study are in the form of modules containing materials based on basic skills based on the English subject syllabus for D3 hotel and hospitality vocational students at Politeknik Indonusa. These materials will be generated in scenarios of activities carried out by hotel workers that are simulated in class. Teaching materials will be prepared as a series of stories about tasks carried out by hotel divisions, from cleaning to front office, beginning with welcome visitors, and so on. Material development will also be more focused

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on students' speaking skills, thus learning activities will include more conversation practice to get students used to using English in their daily lives. Therefore, by considering the many elements mentioned above, the teaching materials that will be produced in this study use a contextual basis. This approach is linked to the actual world in the field so that the benefits of the content taught are felt, learning motivation emerges, and the minds of students become tangible, resulting in a conducive and joyful environment. The principle of contextual learning is student participation; students do and experience rather than just watch and take notes, and they build socialization skills.

Organizing the module compilation mentorship conducted by the implementing team is a follow-up research phase from the previous study on students' needs. Considering participants have begun to focus on English language use to improve staff, student, and community capacity, the measures that facilitate these activities must be taken. In addition, it is anticipated that in the future, all staff and parties participated will also have a competency certificate associated to the English for hotel staff so that their skills are acknowledged. This mentoring activity has been designed; however, participants are still having difficulty in compiling a module for it. After identifying participants' needs, the community service team devised a solution. The suggested solution is to help with module preparation. The next planning action with research team is to establish a schedule for implementing activities. The schedule is divided into three, namely socialization regarding the Indonesian National Work Competency Standards (SKKNI) in the hospitality sector, module preparation training, and assistance in module preparation. Apart from that, the research team also prepared instruments for evaluation, module evaluation checklists, and questionnaires for student satisfaction as research participants.

In line with the results of the SKKNI's identification of English language skills, the material prepared corresponds to basic operational oral communication. In socializing state, the team socialized on many regulations related to competency development and included materials concerning SKKNI. The materials supplied include the ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP), which determines the competency standards in the tourism industry, specifically ACCSTP (ASEAN Common Competency Standards for Tourism Professionals) and CATC (Common ASEAN Tourism Curriculum), the decision of the Minister of Manpower of the Republic of Indonesia No. 145 of 2018 regarding the establishment of national work competency standards for the category of providing food and drink, the primary category of providing accommodations in the hotel and restaurant industry, and the regulation of the Minister of Tourism and Creative Economy/Head of the Tourism and Creative Economy Agency of the Republic of Indonesia Number 5 of 2022 regarding the implementation of the Indonesian national credentials in the hospitality industry (Maulina & Khaerudin, 2019).

3.1.2. Implementation

The study team conducted mentorship activities which covers module creation procedures, material development, media development, and evaluation or assessment preparation. The last stage was to help in the module preparation process. Mentoring was carried out swiftly through personal interactions. Evaluation efforts were separated into two categories: module evaluation and participant satisfaction. The module assessment results reveal that the information prepared is appropriate and must be reviewed again once one mentoring session is completed. The results of the partner satisfaction evaluation suggest that participants are pleased with the implementation of the research, and the findings can benefit them as well. Participants additionally expect that the activities will be sustainable which confirms that the mentoring activities in preparing the module was effective. This is part of an initiative to improve the English communication skills of the participants on our belief that any hotel worker must be proficient in English. Hotel workers must adhere to three key components of hospitality. The first is attitude: attentive, polite, and courteous. The second is a functional language aspect, hosts and guests can perform regular interactions and explain what facilities are available and how to use them in a foreign language, as well as have a thorough understanding of the hotel and the surrounding area. The third part is cultural knowledge. Hotel workers must be able to behave correctly in various situations and comprehend cross-cultural communication as firmly revealed by many academics [14], [16], [17] concerning the needs for excellent communication training for individuals working in the tourism and hospitality industries.

Their enthusiasm to study and participate in this training shows that they understand that relying solely on beauty and finances is insufficient to become a business actor in the hotel tourism industry. Foreign language abilities are another crucial talent for the employment market in the tourism sector of the hotel industry. The first result of the student's efforts in practicing the expression welcome and welcoming to tourists, as described in the previous part, went successfully. Next, the findings of the second conference that discussed Hotel Reservation, which includes expressions of asking and offering information to tourists. As was explained in the preceding section, the delivery of this content went smoothly. However, the majority of students struggled to use new vocabulary explicitly connected to hotel tourism. This is understandable given that, according to the lecturer in the hospitality study program at Polytechnic Indonusa Surakarta, the average student only knows general English language. Many of them were

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unfamiliar with specific jargon related to hotel tourism before they took part in this exercise. English, as an official foreign language in Indonesia, is taught in educational institutions from early childhood to college level.

According to page 14 of the Attachment to the Regulation of the Minister of Research, Technology, and Higher Education Number 70 of 2013, English subjects at the tertiary level are MKDU (General Basic Courses) with a time allocation of 2 credits in Indonesia's current curriculum. The curriculum's allocation of only two credits per semester for English courses limits English learning in tertiary institutions. In addition to the limited time allotted, the English material specified in the Curriculum still includes broad English content. English learning connected to students' expertise programs has not been taught properly. Consequently, the community service team motivates students to continue learning in order to expand their knowledge and deepen their English vocabulary through increased reading and references. When asked to play a role, students showed enthusiasm; one became a receptionist at a hotel, and another became a tourist who wanted to book a room. With the role-playing method, students will be more motivated to practice how to communicate with guests, which makes them even more enthusiastic to practice. The ability to provide directions to guests will be extremely beneficial for students interested in pursuing a career in tourism, particularly hospitality. Not only do local tourists wish to visit tourist attractions, but foreign travelers require thorough information from each tourist attraction they visit. This is because the tour schedule includes extensive information about the time and place (time and location to be visited), the hotel where one will stay, the transportation used, the food offered, and the terms and conditions of the trip.

3.1.3. Assessment: Product Development and Expert Evaluation

The e-Module was designed with Canva, and each subject had portions on vocabulary, reading, writing, speaking, and listening. The vocabulary knowledge portion included terms linked to the English hotel and hospitality including administrative office activities and correspondence. The reading component included reading comprehension questions that related to the text's topics. The writing portion included certain formal idioms, collocations, and phrases used while dealing with co-workers, managers, or clients. There are listening exercises for correspondence, meetings, and workplace amenities in the listening area. Materials were categorized and scored based on students' assessments on general staff level of English competence. Since any English teaching module for hotel and hospitality serves as an essential function for the staff and lecturers alike, its development needs a careful consideration of certain characteristics that are prerequisites in and of themselves.

Table 2. Expert Assessment Criteria based on Degree of Validity

Criteria	Validators' scores			∑	Validity
	1	2	3		
1. Compliance with syllabus	2	3	3	3.23	Valid
2. Applicable to the needs of English for hotel and hospitality	3	2	3	3.23	Valid
3. Grammatical Conformity	3	3	4	3.57	Highly Valid
4. Arrangement of relevant material lists and references	4	3	4	3.74	Highly Valid
5. The instructions for each chapter are easy to follow with clear examples	3	3	2	3.23	Valid

At the development stage, we conclude the validators' assessment results in terms of the material, language and media experts. The results of the validator questionnaire are reported below. Table 2 shows the results of the degree of validity based on the evaluations of material expert, language expert, and media expert.

Table 3. Validators' Assessment Results

No.	Validators	Scores
1.	Material Expert	84, 82%
2.	Language Expert	81,437%
3.	Media Expert	87, 32%

Table 1 shows an average score of 87.32% in the highly feasible category. This shows that the e-Module for vocational students and hotel staff is rated highly practicable. The e-Module's content, media, and language underwent product validation. The e-Module still needs to be improved because there are still some mistakes and flaws in some areas, even if the three validators' average findings were in the valid category and were highly practical to use.

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Fig. 1. Module Front Cover, Table of Contents & First Page Sample

As evaluated by a material expert, there was still found a few grammatical writing errors, the source of each reading text needs to be added and audio has not yet been prepared optimally, the subtopics' font size ought to be lower than the topic letters. The e-module's design was incredibly practical, as seen by its development. With its straightforward design and wide presentation of content in compliance with ESP for hotel and hospitality as well as general office settings, the product was essentially utilized anywhere, at any time, for hotel-specific scenarios. In terms of practicing speaking, listening comprehension, grammar, and vocabulary particular usage, the e-module proved to be a practical tool for learning English for the hotel and hospitality industry. Complete, well-organized, and self-explanatory resources are required for self-study or reference.

Regarding language functions, it is apparent that there are numerous types of English language materials available for use in the tourism industry applied in this e-module. Supporting and assisting, demonstrating and surprising in communication, expressing intent, receiving and giving feedback, expressing feelings, expressing opinions, showcasing interesting locations, discussing prior activities, completing flawless tasks, asking for and giving assistance, expressing praise and how to respond to it, demonstrating sympathy, addressing complaints, and expressing agreement and disagreement are only a few of the language functions used. Language functions employed in e-modules for hotel and hospitality staff differ from subjects or topics of conversation at galleries or art shops, where language functions (persuasive, compelling, and unexpected) are frequently used in conversation. Tour operators' capacity to assist tourists will improve if they have a solid understanding of communicative, relevant, and suitable language themes and functions. Furthermore, Zahedpisheh [8] pointed out that the grammatical forms specialized and distinct depending on the field of need.

3.1.4. Product Revisions and Product Trials

Following several validation processes involving experts, the module underwent design adjustments. Revisions were done based on comments from material specialists, language experts, and graphic designers. Material has to be added to the practical application section, conversation environment, and English pronunciation models. The content added is the use of transportation in the grammatical material that describes how to handle complaints. In terms of language, the suggested adjustments concern uncountable nouns and other forms of subject agreement. In terms of graphics, the validator suggests replacing a few drawings and rearranging the page numbers.

Data on the product trial were derived from observations made by two observers during the module-learning process. Overall, the observation findings are very good, with 87% from the first observer and 82% from the second observer. Both observers remarked that the module remained challenging for some students to learn due to a lack of reading skills and language knowledge linked to simple interactions in hospitality. The validator gave this aspect of 84.82% score.

In the trial, the module is taught according to with the redesigned RPP's learning flow. Assessment of student skills is also performed to determine students' capacities after learning. Assessment of D3 students' competence in the hotel and hospitality study program. The module development process is carried out in accordance with the development research processes, resulting in a temporary product before validation. The phases carried out include defining potential and problems as a basis for module development, collecting data and literature studies, developing products or writing and compiling modules, and revising. Overall, the module was considered feasible with a total score of 87.32%, positioning it in the very good category. After receiving a very good assessment in three areas, it is

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possible to conclude that the module is ready for the next stage of development, which is to be taught through trial learning. The module was tested in two stages: product testing and usage trials. Several issues must be addressed during the trial usage stage, including changes to the module's time allocation and language difficulty level. Furthermore, during the trial usage stage, the modified module may be taught effectively, resulting in learning outcomes for one module theme, namely speaking skill scores for D3 students majoring in hotels and hospitality who have met the KKM.

3.2 Discussion

English proficiency can contribute significantly to making the face of a firm more representative, particularly in the hospitality sector. The activity of preparing this module is further research on the analysis of the needs of hotel and hospitality study program students, which aims to improve the quality of human resources, more specifically the skills of Diploma D3 students in English in the hotel industry at the Politeknik Indonusa Surakarta. Considering the importance of efficient communication in English among partners, the researcher as a lecturer in the English-speaking class program for students majoring in hotel and hospitality at the Politeknik Indonusa, the English teaching module for hotel and hospitality has served an essential service for both personnel and lecturers alike; its construction demands a careful consideration of specific characteristics that are necessary in and of themselves.

Common language skills including speaking, listening, reading, and writing should be included in an e-module of the English communication skills for hotel employees [18]. The ability to communicate in English is required of workers in the tourism industry for a variety of tourism services, including greetings, nonverbal communication with body language and facial expressions, cross-cultural understanding, different types of accommodations, hotel facilities, staffing and internal organization, reservation and check-in, hotel and restaurant services, phone calls, complaints and problems, describing tourism skills objects, tour guides, and presentations [19].

Based on the results of the student and validators' assessment analyses, the e-Module's content, media, and language underwent product validation. Most students' English for tourism competency is adequate with the average score of 87.32% in the highly feasible category. This shows that the e-Module for vocational students and hotel staff is rated highly practicable. The results of the analysis of students and context can be used as recommendations for developing English for Tourism e-modules with regard to the difficulty of subjects and lessons. Exercises and speaking practice on lesson topics are provided. E-modules will be more communicative and tailored to the needs of students and stakeholders. English communication skills e-modules for tourism should include speaking, listening, reading, and writing are considered general language skills [19], [20], [21], and specific English language skills in the tourism workplace, such as writing and sending emails and faxes, creating tickets online, surfing the internet, making hotel reservations online, and offering destination guides [22], complex written documents such as letters or budgets, telephone conversations, making presentations to an audience, attending exhibitions and conferences, and understanding all kinds of written information about tourist destinations [23]. Workers in the tourism industry must be able to communicate in English in several tourism services with English topics such as greetings, facial expressions and body movements (nonverbal communication), cross-cultural understanding, types of accommodation, hotel facilities, staffing and internal organization, reservations and check-in, hotel and restaurant services, telephone calls, complaints and solutions, explaining skill objects tours, tour guides, and presentations [24].

Currently, material development is very necessary, especially with the new curriculum issued by the Minister of Education, namely the Merdeka Curriculum. In this case, the Merdeka Curriculum provides flexibility for teachers to enrich modules in two ways: teachers can choose or modify teaching modules that have been prepared by the government and adapted to student character, and teachers can compile modules individually according to the material [25]. The materials used must fulfill students' needs and help them grow their knowledge and abilities. The materials used in English education must help the development of students' skills in line with their majors. As a result, the government and education departments must create and develop English syllabi and teaching materials that meet the demands of their students. The Indonesian government, through the Ministry of Education and Culture, tasked the curriculum center with recognizing the importance of textbooks and developing textbooks that meet student demands by creating an enormous number of textbooks on each subject [26].

The analysis of English learning needs for hotels and hospitality at State Senior High School 1 of Singaraja was conducted through interviews and questionnaires with students concluding that the teaching materials or modules have not been properly prepared. According to the Merdeka curriculum, the resources offered are based on internet sources rather than adequate textbooks, and the majority of the materials are still in Indonesian [27]. In addition to the need for sufficient learning resources, one of the most significant components of teaching and learning English for specific purposes. Consequently, vocational students must be provided with particular English materials, especially for hotel and hospitality subjects, in order to meet their demands in understanding learning and developing English proficiency that they might use in their future careers [28].

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4. CONCLUSION

This research activity focuses on mentoring lecturers in compiling and helping Vocational College (D3) students in preparing Job Competency-Based English Language Module for Hotel Staff for students of Hospitality Study Program at the Politeknik Indonusa Surakarta. The research was done in three stages: preparation, implementation, and assessment. These mentoring activities were accomplished in a number of techniques, including socialization, training, and help with module preparation. The activities were designed to produce an e-module for vocational students (D3) of hotel and hospitality program. The product analysis developed by the researcher after the product being assessed by reliable experts decided to be highly feasible, which means the e-Module development could be used for either students of hotel and hospitality or hotel staffs at general. The practicality analysis was obtained from the practicality questionnaire which declared this module as very practical. The e-Module was very effective to be a reference book for students taking hotel and hospitality study program.

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