



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662, Telp: (0711) 580085
Laman : www.fkip.unsri.ac.id, Pos-el : support@fkip.unsri.ac.id

PERPANJANGAN

**KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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- KESATU** : **Menunjuk Saudara :**
1. Rita Inderawati
2. Eryansyah
sebagai pembimbing 1 dan pembimbing 2 tesis mahasiswa :
Nama : Anisa Rhahima
NIM : 06012681923003
Prodi/ BKU : Magister Pendidikan Bahasa/ Pendidikan Bahasa Inggris
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DEKAN,

M **HARTONO**
NIP 196710171993011001 



Tembusan:

1. Wakil Dekan I FKIP
2. Wakil Dekan II FKIP
3. Koordinator Program Studi Magister Pendidikan Bahasa FKIP
Universitas Sriwijaya

DEVELOPING DESCRIPTIVE READING MATERIALS WITH QR-CODES FOR TENTH GRADERS OF HOTEL ACCOMMODATION PROGRAM OF SMKN 3 PALEMBANG

THESIS

By

Anisa Rhahima

Student number: 06012681923003

Magister of Language Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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Magister of Language Education Study Program

Approved by:

Advisor 1,

Advisor 2,



Dr. Rita Inderawati, M.Pd
NIP.196704261991032002

Eryansyah, M.A., Ph.D
NIP. 196907181995121001

Certified by:

Head of Magister's Program in Language Education

Soni Mirizon, M.A., Ed.D

NIP 196711041993031002

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by

Anisa Rhahima

Student's Number: 06012681923003

Magister of Language Education Study Program

Had been examined and passed on:

Day : Thursday

Date : December 9th, 2021

EXAMINATION COMMITTEE

1. **Chairperson : Dr. Rita Inderawati, M.Pd**



2. **Secretary : Eryansyah, M.A., Ph.D**

Palembang, December 2021

Approved by

Head of Magister's Program in Language Education



Soni Mirizon, M.A., Ed.D

NIP 196711041993031002

DECLARATION

I, the undersigned:

Name : Anisa Rhahima

Place and Date of Birth : Palembang, October 30th, 1990

Study Program : Magister of Language Education

Academic Major : English Language Education

Certify that data thesis entitled “Developing Descriptive Reading Materials with QR-Codes for Tenth Graders of Hotel Accommodation Program of SMKN 3 Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December 2021

The Undersigned,



Anisa Rhahima

NIM 06012681923003

DEDICATION

I humbly dedicate this piece of my hard work to my 24/7 team; my husband & son.

Mottos:

“Grateful for small things, big things, and everything in between.”

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The writer would like to mention Alhamdulillahirobbal'alamin, thanks to Allah SWT for HIS grace in completing this thesis. This thesis, entitled "Developing Descriptive Reading Materials With QR-Codes for Tenth Graders of Hotel Accommodation Program of SMKN 3 Palembang," was written to fulfil one Master in Education (M.Pd.) requirements of the Language Education, Teacher Training and Education Faculty, Sriwijaya University. In realizing this thesis, the writer was assisted by numerous parties.

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Finally, I hope this thesis can help the students study English and advance science, technology, and arts.

Palembang, December 2021

The writer,

A handwritten signature in black ink, appearing to be 'Anisa Rhahima', written in a cursive style.

Anisa Rhahima

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Developing Descriptive Reading Materials with QR-Codes for Tenth Graders of Hotel Accommodation Program of SMKN 3 Palembang

ABSTRACT

The 21st century era brings digital literacy into the systems in education, and digitalization makes new ways of accessing reading materials such as with QR-codes. This study aimed was to develop electronic book descriptive reading materials of hotel accommodation with QR-codes which were valid, practical, and had a potential effect on the hotel accommodation study program students at a VHS in Palembang. The research design proposed by Akker (1990) was used in the study, covering the phases of analysis and revision as modified by Tessmer (1993). Questionnaires, semi-structured interviews, and a reading comprehension test collected data. The data were quantitatively and qualitatively analyzed. A formative evaluation was carried out to determine the developed product's validity, practicality, and potential effect. The validity of the content, language, and instructional design was assessed by experts. The finding showed that the developed product achieved a very high validity category, with an average score of all aspects evaluated; it was 3.39. Since the average scores for both evaluations were 3.24 and 3.25, the practicality evaluated in one-on-one and small group evaluations was classified as high. Regarding the field test, the developed product was generally considered to have a high potential effect since 85.71 percent of the students obtained the required passing grade. As a result, it was possible to conclude that the product was suitable to be used by students.

Keywords: Developing materials, reading, ESP, hotel accommodation, VHS, QR-codes, descriptive text

I

INTRODUCTION

This chapter describes the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1. Background

The 21-st century era has promoted English as one of the most widely used languages worldwide. Therefore, speaking and using the English language after the first language is becoming essential for people (McKay, 2018). Nowadays, learning English is one of the critical issues for parents in planning preparing their children's future education (Zhou & Ng, 2016). The development of the skills needed follows the development of the era. This 21st-century society requires more than conceptual knowledge. Each individual must have skills in applying the knowledge possessed (Ananiadou & Claro, 2009).

This situation impacts the demand for educational development that is more oriented towards developing the ability to apply concepts and various other life skills (Griffin, Care, & McGraw, 2012). English is a second and even a foreign language in Indonesia, and as second language learners, the students need to practice their English language as much as they can in their daily life. Furthermore, Putcha (2012) strongly urges that when second language learners or SLL are accustomed to using their critical thinking skills systematically, they get positive experiences from learning practices and can deal with demanding tasks, which can build their confidence to learn English is better.

In learning the English language, the students need to master some skills, one of which is reading skills. A process of comprehending, searching, and gaining information from the materials is called reading. To be more knowledgeable and obtain the information needed for their academic purposes relevant to their field of study, students need to have read comprehension skills. "Reading proficiency is essential for a wide variety of human activities – from following instructions in a manual; to finding out who, what, when, where and why of an event; to communicating with others for a specific purpose or transaction," OECD (2019).

OECD (2019) also mentions that nowadays, the systems in education are incorporating digital literacy, including reading and other skills, into their programs of instruction more than before. Digitalization made the emergence and availability of new ways to access the reading

materials such as the multipage websites, the barcode in the textbook that linked to the website page, or the YouTube when it scanned.

The research into the effectiveness of QR codes in the development of ELT materials indicates that the use of QR codes is effective for the majority of both teachers and students (Cruse & Brereton, 2018; Rabu, Hussin, & Bervell, 2018; Purwandari, 2017; Durak, Ozkeskin, & Ataizi, 2016). QR codes can help to improve the learning experience and even encourage teachers to re-imagine and redefine their lessons entirely, quickly by inserting links into printouts.

The knowledge of literacy, especially in the reading area, is defined in PISA as the ability to understand the written texts, use and reflect on written texts to achieve someone's goals, to develop someone's knowledge and potential, and also to participate effectively in society (OECD, 2019). Nigel (1999) also defines *literacy* as a social skill and is invariably a means to some other end; meanwhile, literacy in school settings is frequently de-contextualized and devoid of social, economic, personal, or personal political significance. It means that English literacy must be de-contextualized to the students. The vocabularies and expressions of English must be used in their school life and their future life jobs, not only the general but the specific ones based on their program.

Through the Ministry of Education and Culture, the Government of Indonesia has established competency standards based on 21st-century skills (Permendikbud No. 64, 2013). 21st Century skills consist of ten skills divided into four aspects, aspects of ways of thinking, ways of working, tools for working, and living in the world (Binkley et al., 2012). Moreover, 21st Century skills include creativity and innovation; Critical thinking, problem-solving, decision making; Learning how to learn, meta-cognition; Communication; Collaboration; Information literacy; Information and communication technology literacy; Local and global citizenship; Life and career skills; Personal and social responsibilities, those skills are also called 4Cs skills (Partnership for 21st Century skills, 2002).

There are three kinds of formal high school education in Indonesia, as the government stated in Peraturan Pemerintah Nomor 66 Tahun 2010; 1. Senior high school, 2. Islamic high school, and 3. Vocational high school. The definitions of three kinds of high schools come from Peraturan Pemerintah Nomor 66 Tahun 2010, which define *senior high school* as one of formal education that holds general education in secondary level as a continuation of junior high school; Islamic high school is one of formal education guided by the Minister of Religion that focuses on general education with religious particularities in secondary level as a

continuation of junior high school; whereas, the vocational high school emphasizes vocational education at the secondary level as a continuation of junior high school.

Unlike other schools, vocational high school highlights more on preparing the students for upcoming jobs. Therefore, it offers several majors for the students, such as accounting, engineering, automotive, tourism, and broadcasting. OECD (2015) shares some key characteristics of the vocational high school system, one of them is the programs, the materials, and the assessments of vocational high school should be organized to meet the needs of the industry or future work field based on each program, both in content and in modes of the learning process. For those reasons, the teacher at this school should adapt the learning objectives with the student's major because they learn in a particular field and need to know English materials related to their field. In vocational high school programs, which are also known as career and technical education programs, students study a skill or trade such as engineering or plumbing, in addition to completing academic core requirements (Pannoni, 2014). It is in line with Sumarsono, Mashyud, Wardhani, and Farah (2017) explain that learning English at Vocational High School (SMK). Students who enter the vocational high school have to prepare their English to be mastered by the minimum required in their work field later on based on their business and industrial world needs. Therefore, the students should learn the English language expressions and vocabulary related to their program, not the general ones. Thus, learning English must be a meaningful use for them.

SMK Negeri 3 is one of the vocational high schools in Palembang. This vocational high school has five majors, namely, 1. Accounting and Financial Institutions, 2. Office Automation and Governance, 3. Online Business and Marketing, 4. Travel Agents, and 5. Hospitality. Inderawati, Petrus, Eryansyah, and Meilinda (2020) investigated students' needs analysis of travel agents majoring at SMKN 3 Palembang from the interview with one of the English teachers there, they found that apart from general subjects, there was also such a thing as productive lessons. In this productive lesson, majors for children are stronger. English itself can be drawn into productive learning content by including English in students' productive activities, such as visiting tourist objects and studying them.

In the teaching and learning process, the availability of textbooks is one crucial component that must be present because the textbooks serve as a guide for students and their teachers of all levels of education to be actively involved in classroom practice. It is in line with Iqbal (2013), who urges that the existence of textbooks can facilitate students to achieve targeted learning goals optimally. More importantly, English textbooks designed for senior vocational high school students must be oriented towards developing students' thinking skills

because students are accustomed to handling challenging tasks that trigger them to be fully involved in the English teaching and learning process that enables them to generalize language target, in this case, is English. Connecting to those words, the English teacher must prepare the teaching and learning process well by selecting the appropriate textbook and workbook. In this 21st century learning, materials are not only in the form of a printed textbook. Texts or materials can be in the form of digital. As the whole people from the early till adult age nowadays becomes increasingly digitized and technologized, the process of teaching and learning needs to adapt to it as well, only for the method that is applied when it is meaningful in terms of learning not the aim of the teaching (Vanha, 2017).

Learning media is one of the educational resources that contribute to achieving competencies that are the learning objectives. Textbooks are learning media that function as learning resources. Textbooks are also the most tangible curriculum component and are close to students and are the primary reference in learning (Adisenjaya, Y. M., Romlah O., 2007). Along with implementing the 2013 curriculum, the government has provided textbooks for compulsory subjects through the Ministry of Education and Culture (Kemendikbud), while textbooks for specialization subjects such as Physics are unavailable. Schools are free to choose textbooks for their students. The selected textbooks must have been declared appropriate based on the minister of education and culture of the Republic of Indonesia. Based on the importance of preparing students for life through learning and the strategic role that textbooks have in learning, an analysis of textbooks' condition is critical, especially analysis related to 21st-century skills.

In the last five years, evaluating the analysis in English textbooks and materials in vocational high schools has been conducted in Indonesia. Ashar and Irmawati (2016) did an evaluative study of the implementation of the 2013 curriculum at SMKN 1 Bantaeng. They found out that the implementation of the English learning process based on the 2013 curriculum still had many shortcomings, especially on the aspect of preliminary media and the closing activities. Besides, the teachers need to generally plan and prepare the English materials for students based on the guidelines, syllabus, and textbook with general English. The English textbook students use in vocational high school is the same as those in public high school. Astuti (2017) found that the English textbook used for the tenth-grade students in SMKN 1 Gombong Yogyakarta was a less standardized English book and still about general English, non-contextual, and did not have specific English for students at vocational high school needs. Nuhamasih and Syahrial do another study (2017) found out that the content of language in Bahasa Inggris Kelas XI SMA/MA/SMK/MAK textbook, published by

Kementrian Pendidikan dan Kebudayaan Republik Indonesia, revised edition in 2017 showed the language content is categorized as poor, it is probably because the textbook is not designed for vocational high school especially for travel agent majoring but public high school, so it is a pity that the textbook is also used for vocational high school. The topic from that book also indicated inappropriate to the tourism program of vocational high school. None of the topics is related to the tourism program; the materials and texts mainly discuss the general ones.

The students at vocational high school learn English to meet the specific course that they take if they are the students of travel, accommodation, and hotel program, they need the materials that provide them with the vocabularies and the expressions with their program. Their need has the same purpose as English for Specific Purposes (ESP) since they aim to meet the students' specific language needs. In the ESP course design, there is a stage in which the teacher/developer identifies the specific skills and language that students will need. The need analysis is the identification of language and skills that the students will use in determining and referring to the materials or content and can be used to assess the students at the end of the teaching-learning process (Basturkmen, 2010). When the English language is used for specific purposes, a program should include the materials to support the students learning English effectively. To set up a program and the materials for ESP, a teacher needs to be concerned with teaching guidelines, syllabus, selecting the excellent and appropriate materials selection for ESP program, the objective and the students need for the future work field (Dewi, 2015). To have suitable and appropriate materials for the students, the teacher needs to know and gain information about some aspects.

Furthermore, the analysis of students' needs is one of the crucial stages in ESP to gain information about the needs of some aspects. In the course development process of ESP, analyzing the needs of the students is a crucial aspect (Basturkmen, 2010). The language and skills which the students use in their teaching and learning process or their study areas are considered with the relation to the knowledge of the students, their perceptions of their needs, constraints of the teaching context, and the vocabulary, the materials should fulfil the needs of the program or areas that the students in. If they are students of travel, hotel, and accommodation programs, they need to learn specific English materials and vocabularies that represent it. Tomlinson (2012) said that materials adaption is making some changes in materials to improve them more suitable for a particular type of learner by reducing, adding, omitting, modifying, and supplementing to maximize the value of the book for some particular students. In teaching ESP, the materials should meet the students' needs, and the English language taught should match the language that the students will use (Cunningsworth, 1991).

The materials given to the students have to take into the expectations and have explicit role materials in the teaching and learning process. To investigate the needs of the students in learning English is the aim of needs analysis. As Widodo (2015) said, "need analysis is used for conceptual consistency," because it helps the teachers in gathering empirical data of the students and also interpreting those data in designing, implementing, and even reflecting the teaching and learning process so that they have a focus in teaching the students based on the students' needs.

Thus, the writer tried to develop descriptive reading materials for the hotel accommodation program students. Students also learn to use the 4Cs 21st-century skills in the content subjects of travel agent majoring. They also experience using technology in the learning process by using their smartphone to scan the QR codes and learn more from the source. The product will be the reading materials of tour, travel, accommodation, and hotel as they need. They will be provided with some questions and activities related to reading comprehension aspects that will be based on certain cognitive levels proposed by the 2013 curriculum that led students to have high order thinking skills by considering the core skills of 21st-century learning, critical thinking, communication, collaboration, and creativity (4Cs). The methodology will be development research as proposed by Akker (1999). The research title is *"Developing Descriptive Reading Materials with QR-Codes for Tenth Graders of Hotel Accommodation Program of SMKN 3 Palembang."*

1.2 The Problems of the Study

Based on the background of the study, the problems of the study are:

1. Were the developed descriptive reading materials with QR-codes for the tenth graders of hotel accommodation program of SMKN 3 Palembang valid?
2. Were the developed descriptive reading materials with QR-codes for the tenth graders of hotel accommodation program of SMKN 3 Palembang practical?
3. Did the developed descriptive reading materials with QR-codes for the tenth graders of hotel accommodation program of SMKN 3 Palembang potential effect?

1.3 The Objectives of the Study

In accordance with the above problems of study, the objectives of this study are:

1. To find out the validity of the developed descriptive reading materials with QR-codes for the tenth graders of hotel accommodation program of SMKN 3 Palembang.

2. To find out the practicality of the developed descriptive reading materials with QR-codes for the tenth graders of hotel accommodation program of SMKN 3 Palembang.
3. To find out the potential effect of the developed descriptive reading materials with QR-codes for the tenth graders of hotel accommodation program of SMKN 3 Palembang.

1.4 The Significance of the Study

The study was expected to contribute to the development of knowledge, especially in English development, to both the students and teachers of the vocational high school. The contribution of the developed descriptive reading materials with QR-codes developed hopefully can benefit them.

First, for the teacher, the developed reading materials hopefully can help the vocational high school teachers to provide contextual materials to the students related to their subjects. Moreover, the supplementary book will also support by a worksheet and test to help the teacher assess the students.

Second, for the students, the developed reading materials helps the students to learn English which focuses on their subject. Moreover, through these developed reading materials, they learn based on their needs, so the words used in the text are so familiar and relate to the tour, travel, accommodation, and hotel vocabulary and terms. They can use them in their everyday life at school and even when they get the job, later on, they can read or make their texts in English, and they can use some expression or word related to the hotel accommodation program to communicate with people.

Third, for the students of the English education study program, the next researcher is developing teaching and reading materials. They can use the study result to develop other materials related to the English for Specific Purpose materials and students' needs analysis.

Fourth, for the readers to learn about the ESP, especially the hotel accommodation program.

Finally, for the researcher herself. All the research process helps the writer gain knowledge about ESP, the vocational high school related to the English language learning and developing the materials to the vocational high school students.

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