DEVELOPING INDUSTRY 4.0-BASED ENGLISH FOR HOSPITALITY BUSINESS LEARNING MODEL

by Francisca Titing

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Francisca Titing Koerniawaty
INSTITUT PARIWISATA DAN BISNIS INTERNASIONAL, INDONESIA
koetiting@gmail.com
Muhamad Nova
INSTITUT PARIWISATA DAN BISNIS INTERNASIONAL, INDONESIA
mnov493@stpbi.ac.id

Abstract:

This study aimed at developing English for Hospitality Business learning model which is adequate to Industry 4.0. This research applied the Research and Development research design. This study employed several research instruments, including a questionnaire, interview guide, observation field note, and expert judgment evaluation form. This study also invited a total number of six English lecturers and two experts on hospitality and management studies to participate in the study. As a result, a set of learning tools has been developed, including syllabus, lesson plan, and learning material. The syllabus made contains 14 learning outcomes distributed into sixteen learning topics in line with the hospitality management scope. The lesson plan developed has been arranged and organized with the combination of synchronous and asynchronous learning. The teaching and learning programs are designed for online and offline activities. The learning materials are arranged into a module covering learning materials, quiz, assignments, and discussion. The result of expert evaluation is 4.6 which can be classified as high-quality product. This learning model can be implemented for tourism vocational college, especially for hospitality management study program which needs the English subject as professional support to their career.

Keywords: *English for Hospitality Business; Industry 4.0; Learning Model*

INTRODUCTION

Recently, the development of industrial revolution arrives on Industry 4.0. Industry 4.0 is related to the digitalization of whole sectors, including education, hospitality, tourism, transportation, agriculture, manufacture, mining, and technology. This digitalization movement affects daily human life (Neaga, 2019; Susilo, 2020), especially on the way how a human perceives. Interestingly, the industrial revolution has transformed four times; starting from the steam power in the 18th century as the sign of Industry 1.0 revolution, the electricity

discovery in Industry 2.0, the partial automation using memory-programmable controls and computers in Industry 3.0, and the application of information and communication technologies in Industry 4.0. In other words, Industry 4.0 demands the technology integrated into information spreading (Yakimov & Iovev, 2019).

With its grand design, Industry 4.0 implements the Internet of Things (IoT) as the main utility in-building connectivity and networking among the community. The innovation of the Internet keeps growing, including the robotic automated program, artificial intelligence, drone operation center, self-powered data center, and virtual workers development. On the other hand, the existence of the internet is speeding up the information exchange across the globe (Mustafa Kamal et al., 2019). Essentially, Industry 4.0 demands the stabilized connectivity of the internet to keep the community connected (Susilo, 2020), and thus, the use of technology becomes an ultimate necessity to bridge the community across the globe.

In line with the educational sector, the teaching and learning process in Industry 4.0 era is constructed by integrating technology. Technology has been an important aspect for professional lives, especially for teacher (Dudeney & Hockly, 2007). Recently, the existence of technology has been assigned as an instructional tool in classroom (Ornstein et al., 2011). The integration of technology could support the learning process (Ilmi et al., 2020). In this era, the learning process focuses on building and shaping the mindset of creativity, innovation, and synergy for the young generation by utilizing technology in building up their networking and cooperative working. Moreover, knowledge acquisition, dissemination, representation, and utilization also become one of the crucial components needed (Ullah, 2020). In addition, Industry 4.0 also demands independency in accessing the source of knowledge and expanding their professionalism, personal abilities, and connection (Kumar et al., 2020). As a result, it is expected that the young generation will grow in a new enthusiasm in utilizing the technology as a mean for acquiring knowledge and shaping skills literacy which becomes a bridge for them in developing their inner potential and brings a new output and contribution for the occupations they take.

Adjusting to the industry development, there are eight competencies which are being demanded to compete globally in their profession (Grzybowska & Łupicka, 2017). The eight competencies include creativity, entrepreneurial thinking, problem-solving, conflict solving,

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decision making, analytical skills, research skills, and efficiency orientation. Creativity relates to the capability of perceiving the phenomena in new ways, creating a connection between occurring phenomena, and seeking the pattern of the connectivity between one phenomenon to another. Entrepreneurial thinking is closely related to the capability in analyzing the opportunities in the market and discovering the proper way in grasping them. Problem-solving refers to the ability in doing logical thinking on comparing, evaluating, and selecting a proper solution for a problem. Conflict solving is the ability in managing and resolving conflict by balancing self-control, maturity, and empathy. Decision making is the capability of gathering information, identifying the decision made, and assessing alternative possible options for the final decision. Analytical skills relates to the capability of gathering, articulating, analyzing, and solving a problem. Research skills are the abilities in seeking in-depth information and provide them in order to reveal a discovery. Lastly, efficiency orientation relates to the capability of handling and managing the efficient use of resources.

Moreover, regarding the globalization needs in Industry 4.0, English competence also becomes a minimum requirement to compete globally. The capability in English mastery becomes a significant contribution to human capital value. Not only the knowledge of English structure, but the communication function also is needed to interact and transfer information among the community from different backgrounds, including nations, races, ethnicities, and native languages. Thus, English becomes a mean to communicate with other people across the globe.

Reacting to the necessity of English, English learning in Indonesia is introduced in two terms; English as a Foreign Language (EFL) and English as a Specific Purposes (ESP). As an EFL, English is taught for general usage. It focuses on the structure of the language, the general overview of language in use, and daily common communication. On the other hand, ESP introduces English as an instrument of practical use in specific scope of specialty (Buşu, 2019; Salmani-nodoushan & Ali, 2020). It focuses on teaching certain terminologies and specific information related to the purposive scope (Bekteshi & Xhaferi, 2020; Dewi et al., 2019), such as English for business, which specialized for students who wish to learn about how to operate in English in the business world (Harmer, 2007). Moreover, the learning process also emphasizes more on practical use of English and special language expressions,

jargon, and special terminologies which can be different on a daily language basis (Donal et al., 2020; Pleşca, 2019). In addition, ESP learning is commonly taught in vocational schools and education institutions, and thus, ESP learning is served as a preparation for young professionals in facing the working field (Ayuningtyas, 2020). To support the professionalism building in vocational institutions, there is a necessity in re-shaping the learning model for ESP learning.

In line with the English learning instruction development, previously, several scholars have conducted a development research on English language learning with some trends in education. In 2016, a development of reading materials which is integrated with Islamic values has been developed (-, 2017). Meanwhile in 2017, there are three kinds of learning instructions being developed, including communicative language teaching to teach English for economics students (Qomar & Erlina, 2017), English learning material for enhancing speaking skill (Kusumawati, 2017), and English curriculum for English language teaching program based on Indonesian National Qualification Framework (Latif, 2017). In 2019, an English module for Hospitality students with inquiry-based language learning has been developed (Milaningrum & Rahmawaty, 2019). In addition Turmudi & Baihaqi (2019) have also developed Essay materials for EFL class (Turmudi & Baihaqi, 2019).

These English learning instructions have different scope and aim with the present study in which their study focus on Islamic values, communicative language teaching, Indonesian national qualification framework, and inquiry-based language learning. Meanwhile, the current study focuses on developing a proper learning model for English for Hospitality Business based on the Industry 4.0 competences.

Taking a study place at one of the vocational education institutions, this study aimed at developing a learning model based on the Industry 4.0 competences. Focusing on the managerial sector in hospitality studies, this study sought for proper learning model for English for Hospitality Business, covering the syllabus, lesson plan, and learning materials. Therefore, this study was conducted under three research questions:

(1) How is the development of Industry 4.0 syllabus for English for Hospitality Business?

(2) How is the development of Industry 4.0 lesson plan for English for Hospitality

Business?

(3) How is the development of Industry 4.0 learning materials for English for Hospitality Business?

METHOD

Design

This research is a Research and Development research. This type of research could give a better understanding of the empirical basis in creating instructional products and the process of its development as the study conducted field-test, evaluation, and revision which is in line with the basis of Research and Development (R & D) (Gall et al., 2003). Meanwhile, during the product development, this study employed Design Instructional approach as the research design. This research applied the ADDIE as the approach for the instructional design (Branch, 2010).

Participant

During conducting the study, a total number of six English lecturers and two experts on hospitality and management studies were agreed to participate in the study. The six English lecturers were purposively selected as they taught the English for Hospitality Business subject in one vocational college. These lecturers had various lengths of teaching experience; the oldest one is ten years and the youngest one is five years. On the other hand, the two experts are coming from hospitality and management studies. These experts have both academic and practical experience in dealing with the hospitality and management field.

Data and Source of Data

In this study, there were two kinds of data gathered. The first data is the outcomes of the learning program in English for Hospitality Business subject. This data was obtained from the result of focus group discussion with the English lecturers. This data was in the form of qualitative data. Then, the second data is the quality of the Industry 4.0 learning model for

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English for Hospitality Business subject. The data was obtained from the expert judgment through expert judgment evaluation rubric. This data was gained in the form of quantitative data.

Data Collecting Technique

Throughout the process of product development, this study employed several research instruments, including a questionnaire, interview guide, observation field note, and expert judgment evaluation form. These instruments were used to collect the data related to the process of product development. In this study, there were five phases taken in the process of product development, following the ADDIE approach (Branch, 2010), including *analyze*, *design*, *develop*, *implement* and *evaluate*. In *analyze* phase, the lecturers were invited and gathered in a focus group discussion. They were given the questionnaires and some of them were selected to attend an interview, to gain deeper insight on the need identification. Then, in *design* phase, the lecturers were invited in a focus group discussion to re-shape the learning objectives for the English for Hospitality Business based on the result of *analyze* phase and also insert the eight competences of Industry 4.0. A set of learning objectives were created and this become the basic foundation to develop the learning model. After gaining the learning objectives, the research was continued to the *develop* phase, in which the researchers creating the syllabus, lesson plan, and learning materials based on the learning objectives created in phase two. Then, a set of the beta version of the syllabus, lesson plan, and learning materials was compiled and sent to be implemented and evaluated by the experts, completed with the expert judgment evaluation forms. After a few weeks, the expert judgment evaluation forms were sent back to the researchers, and some revisions were conducted. The contents revised were then discussed with the experts so that it became more relevant to the expertise field.

Data Analysis Technique

The data were analyzed through data description and interpretation depending on the types of data acquired. In this research, the data were analyzed both qualitatively and quantitatively. Quantitative data analysis was conducted on the result of the questionnaire and

expert judgment evaluation. On quantitative data analysis, the data were analyzed descriptively by calculating the percentage of each aspect mentioned in the questionnaire and making interpretation of the result shown in the percentage. Meanwhile, qualitative data analysis was conducted on the result of the interview and focus group discussion. On qualitative data analysis, the data was analyzed qualitatively by putting the lecturers' responses into certain categories and themes and the interpretation was made from each of the categories found. The data processing and displaying were under the use of MS Word while the citation system employed "Offline automatic system by using **Mendeley desktop"**(Turmudi, 2020)**.**

RESULT AND DISCUSSION

Result

In this research, the development of the Industry 4.0 learning model for English for Business has been conducted. The learning model developed through this research was constructed and distributed as three learning components, including syllabus, lesson plan, and learning material, and the product has also been evaluated by the expert.

The Industry 4.0 Syllabus

The industry 4.0 syllabus was made through the need identification and objective creation. Through the questionnaire, interview, and the focus group discussion with the English lecturers, it was found that there were fourteen learning outcomes (LO) demanded for fulfilling the learning competences in the English business for hospitality (see **Table 1**).

Table 1. Learning Outcomes (LO) in the Industry 4.0 Syllabus

LO	Description
LO.1	Analyzing the relevancy between tourism business and hospitality
LO.2	Analyzing the types of communication and its benefit in tourism and hospitality business
LO.3	Using the most modern and the fastest strategies to deliver a message
LO.4	Writing a memorandum by using proper language functions/expressions as an internal communication medium in hospitality business with the original idea (no plagiarism)
LO.5	Replying the memorandum based on the subject matter with the original idea (no plagiarism) by using proper language functions/expressions.
LO.6	Writing a business letter by using proper language functions/expressions as an external communication medium

	in hospitality business with the original idea (no plagiarism)
LO.7	Replying the business letter based on subject matter as an external communication medium in hospitality business with the original idea (no plagiarism)
LO.8	Writing a business plan by using proper language functions/expressions and template with the original idea (no plagiarism)
LO.9	Writing a company profile by using proper language functions/expression and template
LO.10	Presenting the products and services in hospitality business by using language functions/expressions
LO.11	Chairing a face-to-face business meeting by using the language functions/expressions
LO.12	Chairing a virtual business meeting by using proper steps and strategies
LO.13	Conducting an interview by using proper steps, strategies, and language functions/expressions
LO.14	Handling a salary negotiation

These learning outcomes are the result of the English Specific Purpose learning focus combination with the certain learning topics needed to horn the professionalism on hospitality management. To support the teaching and learning process in English for Hospitality Business, there are sixteen learning topics proposed based on the learning outcomes mentioned in the Industry 4.0 syllabus (see **Table 2**).

Table 2. Learning Topics (LT) in the Industry 4.0 Syllabus

LT	**Description**
LT.1	How tourism and hospitality business relates to each other (*LO.1*)
LT.2	The Essential of Business and communication (*LO.2*)
LT.3	The way to deliver a message (*LO.3*)
LT.4	A memorandum: types and format (*LO.4*)
LT.5	The language functions/expressions in writing a memorandum (*LO.4*)
LT.6	How to reply a memorandum (*LO.5*)
LT.7	A Business letter: types and format (*LO.6*)
LT.8	The language functions/expressions in writing a business letter (*LO.6*)
LT.9	How to reply a business letter (*LO.7*)
LT.10	The steps, strategies, and language functions/expressions in writing a business plan (*LO.8*)
LT.11	The steps, strategies, and language functions/expression in writing a company profile (*LO.9*)
LT.12	The step, strategies and language functions/expressions in presenting product and services of hospitality industry (*LO.10*)
LT.13	The step, strategies and language functions/expressions in arranging and chairing a face-to-face meeting (*LO.11*)
LT.14	The step, strategies and language functions/expressions in arranging and chairing a virtual meeting (*LO.12*)
LT.15	Handling a recruitment (*LO.13*)
LT.16	Salary negotiation (*LO.14*)

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The Industry 4.0 Lesson Plan

The lesson plan developed in this study was designed with the learning components needed. The learning components include the learning competencies, learning indicators, learning resources, learning methods, learning time, learning assessment, student's learning experiences, and learning media. The lesson plan covers sixteen meetings for theoretical and practical foundation, one meeting for the middle test, and one meeting for the final test. The template used in the development has been aligned with the format provided by the college where the study took place.

To support the learning program, one component that becomes the main focus in the preparation of lesson plans is the determination of learning media. In the arranged lesson plans, there are five types of learning media used, namely text, PowerPoint slides, audio, video, and online article.

Beside of the learning media, the learning method outlined in the lesson plan is also one component that needs to be taken into account. In applying the learning method, the lesson plans that have been prepared are equipped with two types of learning methods, namely learning using online and offline learning methods. In its application, the learning method that was initiated is also equipped with types of learning activities that are related to the use of technology, online and offline, learning activities can be carried out directly (*synchronous*) or indirectly (*asynchronous*), with face-to-face learning activities and independent learning. Then, each of these learning methods is equipped with a set of learning activities that can be carried out in the classroom and give both face-to-face and virtual learning experiences.

In line with the learning method, the learning assessment also follows the changes in the appropriate form. In implementing the learning assessment, the lesson plan that has been prepared is equipped with two types of learning assessment, namely by using online and off-line assessment methods. Then, each assessment method is also equipped with an assessment instrument in accordance with the assessment method used, whether it would be a written test or a spoken test.

The Industry 4.0 Learning Materials

In preparing the teaching materials, the researcher arranged the sixteen learning topics and distributed them into ten units. These learning units were then arranged into a module. The distribution of teaching materials into each learning unit can be seen in **Table 3**.

Table 3. Learning Unit (LU) in the Industry 4.0 Learning Materials

LU	Topic	Content Description
LU.1	Tourism and Hospitality Business	a. How Tourism and Hospitality Relates to Each Other b. Quiz
LU.2	Business and Communication	a. The Pattern of Communication in hospitality Business b. The Benefits of Effective Communication in Hospitality Business c. The Process of Effective Communication in Tourism & Hospitality Field d. Measuring the Effectiveness of Communication in Tourism & Hospitality Field e. Quiz.
LU.3	The Way to Deliver a Message	a. The advanced in Technology has changed the way people communicate b. When face to face communication becomes inevitable c. Quiz
LU.4	Starting the Internal Communicative: Memorandum	a. What is a Memorandum? b. The phrases in Writing a Memorandum c. Replying a memorandum d. Quiz
LU.5	Starting the External Communication: Business Letter	a. Gen Y or Gen Z who live in a world of technology backed communication b. Typed and form of Business Letter c. The Model of Business Letter d. The Phrases of Enquiry Letter e. The Phrases in Placing the Order f. Quiz
LU.6	Preparing Business Plan	a. What is a Business Plan? b. The steps to Write a Business Plan c. Business Plan Template d. Quiz
LU.7	Writing a Company Profile	a. The Target Audience of own Business in Revolution Industry 4.0 Era b. What is a Company Profile? c. The Model of Company Profile d. Quiz
LU.8	Presenting the Business Plan	a. The Content of English Business Presentation b. The Phrases in presenting the Business Plan c. The Total Number of Slides on the PPT d. Quiz
LU.9	Arranging and Chairing a Business Meeting	a. Arranging an Effective Formal Meeting b. The Etiquette of Virtual Meeting c. How to Engage the participant on Virtual Meeting d. Starting the Business Meeting e. Listening Practice f. Quiz
LU.10	Handling Recruitment	a. What are Recruitment Strategies b. What is walk-in Job Interview c. Listening Practice

d. Quiz

The Expert Judgment Result

After creating a set of the syllabus, lesson plan, and learning materials, these learning components were sent to the experts to be evaluated, completed with the expert judgment evaluation forms. The expert judgment evaluation contains 50 statements which are divided into 3 sections; 10 statements for evaluating the syllabus, 15 statements for evaluating the lesson plan, and 25 statements for evaluating the learning materials. The experts were given time to evaluate the products and the result of the evaluation can be seen in **Table 4**.

Table 4. Results of Expert Judgment Evaluation

Learning Component	N	Σ	$\bar{x}$
Industry 4.0 Syllabus	15	69	4.6
Industry 4.0 Lesson Plan	10	47	4.7
Industry 4.0 Learning Materials	25	112	4.5
			$\bar{\bar{x}} = 4.6$

The first section evaluated during the evaluation process is the syllabus. In this section, the experts evaluated five aspects of the syllabus, including the learning goals and objectives, schedule, assessment activities, classroom environment, and learning activities. One expert gave a comment on the assessment activities to be more specific and focus on language expressions. In addition, the other expert mentioned that the flipped classroom, the combination of synchronous and asynchronous learning, has been implemented well, but the details of time for each activity should be mentioned as well to make the classroom arranged well.

Then, the lesson plan became the second section evaluated by the experts. There are six aspects evaluated in the lesson plan, including instruction goals and objectives, instructional strategies, assessment, the technology used, learning materials, and organization and presentation. From these aspects, one of the experts mentioned that, in the flipped classroom activities, the combination of synchronous and asynchronous learning, are not described in detail, and thus, each activity should be mentioned as well to make the classroom arranged well. Meanwhile, the other expert emphasized more on the technology used in the teaching and learning process in which the name of the online platform should be mentioned so that other lecturers can have the same perspective and understanding toward the application of the lesson.

The last aspect evaluated in this product evaluation is the learning materials. There are five aspects which become the evaluation focus on the learning materials development, including layout and design, activities, skill, language type, subject, and content. In the learning material evaluation, one expert commented on the layout and design which need some adjustment to make it tidier, meanwhile, the other expert put his concern more on the language type which he found that there are several language expressions need to be added into the learning material list so that it will enrich the students' experience and comprehension in English for Business.

Receiving the comments and suggestions from the experts, there were several revisions on the content of the learning model. The researchers have made changes on the syllabus, lesson plan, and also the learning materials.

Discussion

The focus of this research aimed on developing the Industry 4.0 learning model for English for Business. The learning model developed through this research was constructed and distributed as three learning components; including syllabus, lesson plan, and learning material. Consistent with the demand for Industry 4.0 competencies, this learning model has already integrated the eight competencies in Industry 4.0 era (Grzybowska & Łupicka, 2017). The competencies included are creativity, entrepreneur-thinking, problem-solving, conflict solving, decision making, analytical skills, research skills, and efficiency orientation.

Creativity competence is the ability to understand the world in new ways, by discovering patterns making connections between unrelated phenomena, and resulting in solutions (Grzybowska & Łupicka, 2017). Creative thinking is demanded in this era to empower human resource (Ullah, 2020). This competency is represented in LO.4, LO.5, LO.6, and LO.7. In these four learning outcomes, the students are expected to be able to create written works, including business letters and memorandum related to business in the hotel industry. Through this activity, the students could relate the phenomena they feel under certain conditions, e.g. ordering goods for a hotel, with suitable solutions through writing activities, e.g. writing an order letter for the business partner. This letter production is categorized as a creative activity (Marzano & Martinovs, 2020) which can support the enhancement of creativity competence.

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Entrepreneurial-thinking competence is the ability to identify market opportunities and find the most appropriate way and time in taking the advantage of them (Grzybowska & Łupicka, 2017). In the learning model that has been compiled, this competency is reflected in LO.8, LO.9, and LO.10. In these three learning outcomes, the students are asked to prepare a business plan, company profile, and present their products into a business presentation that will become a business planned by the students. These three activities support the entrepreneurial thinking competencies where the students could identify market opportunities in the world of hospitality that are in accordance with the updated times and find the proper ways and strategies in marketing and product promotion through product presentations.

Problem-solving competence is the analytical or logical skills which include the art of comparing, evaluating and selecting information to provide a logical framework for solving a problem (Grzybowska & Łupicka, 2017). In the learning model prepared in this study, this competency is reflected in LO.14. In learning activities, in LO.14, the students demonstrate a negotiation on the salary of new workers who will apply for jobs. Along with the negotiation skills, the students could evaluate the problems presented by the job applicants in the negotiation, so that a win-win solution will be created that can support both parties.

Conflict resolution competence is one that requires a combination of emotional maturity, self-control, and empathy in resolving occurring conflict (Grzybowska & Łupicka, 2017). This competence is also contained in LO.14. In the learning activities at LO.14, the students demonstrate a negotiation process on the salary of new workers who will apply for jobs. Armed with the principles of negotiation, students will be able to control their emotions and empathy in analyzing and evaluating the problems raised by the job applicants during the negotiation process, so that a win-win solution will be proposed.

Decision-making competence is a competency that contains the process of making decisions by identifying the options, gathering information, and assessing alternative resolutions (Grzybowska & Łupicka, 2017). In this structured learning model, this competency is applied to LO.14. In the learning activities, in LO.14, the students demonstrate a negotiation on the salary of a new worker who will apply for a job. Having the ability and principles of negotiation, students could identify the problems, gather information related to

the job applicants' background, and assess the proposal offered. Thus, a win-win solution will be realized at the end of the negotiation.

Analytical competence is the ability in visualizing, gathering information, articulating the information gathered, analyzing the result of information articulation, solving complex problems occurring in the information, and making decisions in applying the solution (Grzybowska & Łupicka, 2017). In the learning model that has been developed, this competency is reflected in LO.1 and LO.2. In the learning outcomes, the students analyze the relevance of the tourism and hospitality business and analyze the types of communication in the tourism and hospitality business. In these learning activities, the students use critical thinking skills and carry out a series of activities in analyzing a case, through gathering information from various sources of reading material, articulating information into a data bank, analyzing findings contained in case examples, visualizing the results of the analysis in the form of diagrams or tables, and compile a written report. Thus, a final report will be formed from the results of the analysis of a given case or topic.

Research competence is the ability to provide in-depth information and advice on a given topic (Grzybowska & Łupicka, 2017); in this case, the topic is on the hospitality business. In the learning model that has been compiled, this competency is reflected in LO.2. In the learning outcomes, the students are expected to analyze the types of communication in the tourism and hospitality business. The students will use their research skills to collect certain information from various sources and reading material, to articulate the collected information into a data bank, to analyze the result of data articulation and findings contained in case examples, to visualize the results of the analysis into diagrams or tables, and to compile the results into a written report. Thus, at the end of the research conducted, the students can present an idea or suggestion in improving the quality of communication in the hotel business.

Efficiency-orientation competence is a competency that emphasizes the efficient use of resources as the main element in making decisions and doing actions (Grzybowska & Łupicka, 2017). By having this competence, efficiency and effectiveness significantly increase (Susilo, 2020). In the learning model that has been constructed, this competency is reflected in LO.3, LO.11, LO.12, and LO.13. In these learning outcomes, the students have a

chance to examine the level of modern strategies' efficiency that can be used in sending messages, comparing virtual and face-to-face meetings, and comparing the level of meeting efficiency when using these two modes. Therefore, the students will be able to think efficiently and be able to determine activities that can optimize the workspace, time, and ability to interact in the tourism and hospitality business.

Moreover, with the integration of the two teaching methods, synchronous and asynchronous learning, this learning model has utilized the technology in the learning process. This is in line with the demand of Industry 4.0 which requires the connectivity of the internet to keep up with the learning progress (Susilo, 2020; Yakimov & Iovev, 2019). In addition, with the existence of online learning, the students are able to access their learning sources and check their learning progress at any time and any place. This also supports the idea of freedom in accessing the learning resources as one of demands in Industry 4.0 independent learning which opens the opportunity for students to access the learning material by themselves (Kumar et al., 2020).

CONCLUSION AND SUGGESTION

The development of the learning model for English for Hospitality Business in Industry 4.0 has resulted in three products; syllabus, lesson plan, and learning materials. The syllabus has been designed with fourteen learning outcomes and sixteen learning topics. The lesson plan has been arranged in two learning modes, synchronous and asynchronous, which also has covered various online sources and utilized technology-based media. The learning materials have covered the communication expression needed to support the professionalism of the hospitality business. Through the development of this learning model, these three learning components have supported the demand on the Industry 4.0 era which focuses on eight competencies, including creativity, entrepreneurial-thinking, problem-solving, conflict solving, decision making, analytical skills, research skills, and efficiency orientation. This learning model can be implemented for tourism vocational college, especially for hospitality management study program which needs the English subject as professional support to their career.

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BIO-PROFILE

Dr. Francisca Titing Koerniawaty, M.Pd. is an English lecturer at IPB Internasional, Denpasar. She obtained her M.Pd. degree in Education (2002) from IKIP Negeri Singaraha and her Doctoral degree in Tourism Study (2019) from Udayana University. Her research interest includes Design and Development in ESP for Tourism vocational study. Corresponding email: koe.titing@gmail.com

Muhamad Nova, M.Pd. is an English lecturer at Institut Pariwisata dan Bisnis Internasional, Denpasar. He obtained his Master Degree in English Education from Indonesia University of Education, Bandung. He currently focuses on his research interest in ELT Media Development and Integration. Corresponding email: **mnov493@stpbi.ac.id**

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