

**DEVELOPING AN ENGLISH LANGUAGE TRAINING MODULE FOR
SHOPKEEPERS**

Tugas Akhir



ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA YOGYAKARTA

2023

HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI
SKRIPSI/TESIS/DISERTASI UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika Universitas Kristen Duta Wacana, saya yang bertanda tangan di bawah ini:

Nama : Irene Damaian Kristia Manalu
NIM : 81180057
Program studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Kependidikan dan Humaniora
Jenis Karya : Tugas Akhir

demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Universitas Kristen Duta Wacana **Hak Bebas Royalti Noneksklusif** (*None-exclusive Royalty Free Right*) atas karya ilmiah saya yang berjudul:


“Developing English Language Training Module for Shopkeepers”

beserta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti/Noneksklusif ini Universitas Kristen Duta Wacana berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*database*), merawat dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama kami sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di : Yogyakarta
Pada Tanggal : 21 Juni 2023

Yang menyatakan


(Irene Damaian Kristia Manalu)
NIM.81180057

**DEVELOPING AN ENGLISH LANGUAGE TRAINING MODULE FOR
SHOPKEEPERS**

Presented as partial fulfillment of the requirements for the degree of

Sarjana Pendidikan (S.Pd.)

in English Language Education Department

by

Irene Damaian Kristia Manalu

Student Number: 81190089

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA YOGYAKARTA

2023

APPROVAL PAGE

The *Tugas Akhir* written by

Name : Irene Damaian Kristia Manalu

NIM : 81180057

Title : DEVELOPING AN ENGLISH LANGUAGE TRAINING MODULE
FOR SHOPKEEPERS

has been approved for the *Tugas Akhir* Defence.

Yogyakarta, 1 May 2023

Advisor,



Lemmuela Alvita Kurniawati, S.Pd., M.Hum.

NIDN: 0503118203

DUTA WACANA

**DEVELOPING AN ENGLISH LANGUAGE TRAINING MODULE
FOR SHOPKEEPERS**

by

Irene Damaian Kristia Manalu

Student Number : 81180057

Defended before the Board of Examiners

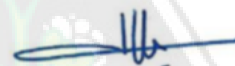
on May 26, 2023

and Declared Acceptable

Chairperson : Ignatius Tri Endarto, S.Pd., M.A.



Examiner I : Lemmuella Alvita Kurniawati, S.Pd., M.Hum.



Examiner II : Dra. Mega Wati, M.Pd.



Yogyakarta, June 13, 2023

The Head of the English Language Education Department



Lemmuella Alvita Kurniawati, S.Pd., M.Hum.

NIDN : 05033118203

STATEMENT OF ORIGINALITY

I honestly declare that this *Tugas Akhir* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

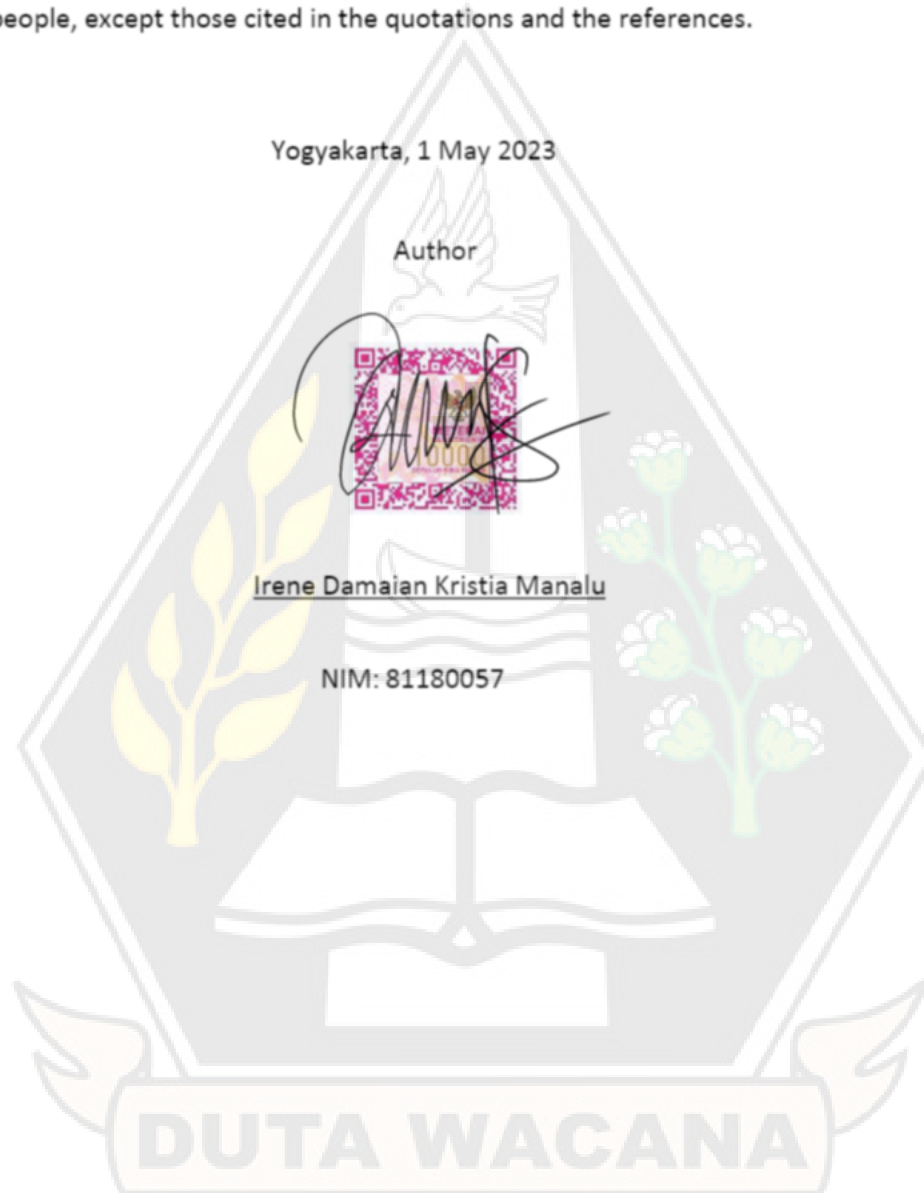
Yogyakarta, 1 May 2023

Author



Irene Damaian Kristia Manalu

NIM: 81180057



ACKNOWLEDGMENT

I want to thank the Lord Jesus for the blessings and grace that accompanies me throughout my study journey until I can complete this final project. All for the greatness of His name.

I want to thank and respect to my supervisor Mrs. Lemmuela Alvita Kurniawati, S.Pd., M.Hum (Mrs.Pipit) for her dedication in giving guidance throughout my final project. I couldn't get a better supervisor to be honest. May God bless Mrs. Pipit in her career and life.

I am very grateful because, without the participants from the T Vintage Recycle Showroom and Workshop, I would not have been able to come this far with the final project that I have been working on.

Nothing has been more important to me in the pursuit of this project than the members of my family. Thank you so much to the kindest parents in the world, Mama Dina Ratih Agustin and Papa Bungaran Manalu, whose love and guidance was with me in whatever I pursue, they were the ultimate role models. Also thank you to my siblings Yabes Pradepta Shalom Manalu and Stefania Dumaris Nauli Manalu.

To my dearest, loving and caring fiancé, Andrej who always encourages me, becomes my supporter, and always proud of everything that I do. You are the best.

My appreciation and gratitude to Mr. Andreas Winardi, M.A as the academic supervisor who encouraged and reminded me of important agendas and entrusted me in several campus activities. All my PBI 2018 friends, thank you for our togetherness and memories over the past few years. Best wishes to all of you. I would like to thank profusely and appreciate all lecturers and staff at the English Language Education Department program, Duta Wacana Christian University, for their dedication in teaching, serving and directing me while studying here. One of the best choices I chose when studying in this department. Hopefully the good examples that the lecturers give can be applied in my future career. Thanks to my best friend Melisa, who was with me from junior high school and even studied in the same study program until now. My best wishes are always with you. To anyone who gives me support, sorry I can't mention all of them one by one, but you know who you are. God bless you all.

TABLE OF CONTENT

FRONT COVER.....	
INNER COVER.....	i
APPROVAL PAGE.....	ii
DEFENSE APPROVAL PAGE.....	iii
STATEMENT OF ORIGINALITY.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENT.....	vi
LIST OF FIGURES.....	viii
ABSTRACT.....	ix
INTISARI.....	x
CHAPTER 1. INTRODUCTION.....	1
A. Background.....	1
B. Objectives.....	2
C. Benefits.....	2
CHAPTER 2. LITERATURE REVIEW.....	3
A. The Use of English For Specific Purposes (ESP).....	3
B. The Role of Module for Language Learning Media.....	4
CHAPTER 3. METHODS.....	5
CHAPTER 4. PRODUCT DESCRIPTION.....	7
A. Product Details.....	7
B. Product Utilization in English Language Instruction.....	10
C. Product Advantages.....	10
CHAPTER 5. CONCLUSION.....	12

REFERENCES.....	14
APPENDICES.....	16
Appendix 1. Consent form in Indonesian.....	16
Appendix 2. Consent form in English Translation.....	17
Appendix 3. Interview Checklist in Indonesia.....	18
Appendix 4. Interview Checklist in English.....	19
Appendix 5. Sample of Participants Interview Indonesian Version.....	20
Appendix 6. Sample of Participants Interview English Translation.....	21
Appendix 7. Syllabus.....	22
Appendix 8. Sample of Printed Module.....	25
Appendix 9. Sample of E -Module.....	26



LIST OF FIGURES

Figure 1. Data Collection and Qualitative Data Analysis Sequence 6



ABSTRACT

Manalu, I.D.K. (2023). *Developing an English Training Module for Shopkeepers* (Unpublished Undergraduate Final Project). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

The purpose of this final project is to provide English learning module specifically made for shopkeepers at the Vintage Recycle Showroom & Workshop which is located in the tourist village of Kasongan. This module is divided into 7 important topics based on a needs analysis conducted by interviewing the owner and shopkeepers. The 7 topics in this module covers various topics, from interactions with customers to follow-up after transactions/interactions. The content materials in the module are greeting customers, describing products, promoting products, handling negotiation, sending payment requests by email and directly, doing after-sales service, and handling complaints. This module was created to facilitate shopkeepers to develop their English language skills at their jobs, thereby improving service performance at their jobs and being able to build professional relationships with customers.

Keywords: English for shopkeepers, English module, Training module



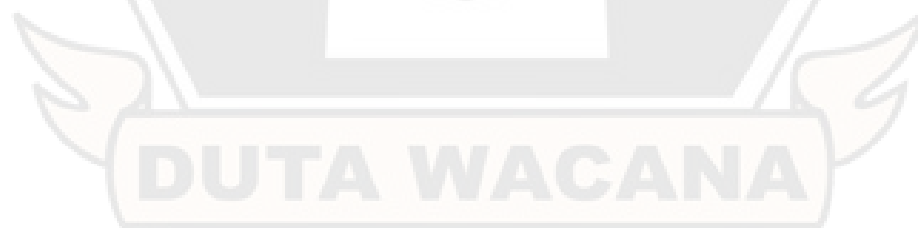
DUTA WACANA

INTISARI

Manalu, I.D.K. (2023). *Developing an English Training Module for Shopkeepers* (Unpublished Undergraduate Final Project). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Tujuan proyek akhir ini adalah memberikan modul pembelajaran Bahasa Inggris yang dibuat khusus untuk asisten toko di Showroom & Workshop Vintage Recycle yang berlokasi di desa wisata Kasongan. Modul ini dibagi menjadi 7 topik penting berdasarkan analisis kebutuhan yang dilakukan dengan mewawancarai pemilik dan asisten toko. 7 topik dalam modul ini mencakup berbagai topik, mulai dari interaksi dengan pelanggan hingga tindak lanjut setelah transaksi/interaksi. Materi konten dalam modul adalah menyapa pelanggan, mendeskripsikan produk, mempromosikan produk, menangani negosiasi, mengirimkan permintaan pembayaran melalui email dan langsung, melakukan layanan purna jual, dan menangani keluhan. Modul ini dibuat untuk memfasilitasi pemilik toko untuk mengembangkan keterampilan bahasa Inggris mereka di tempat kerja mereka, sehingga meningkatkan kinerja layanan di tempat kerja mereka dan mampu membangun hubungan profesional dengan pelanggan.

Kata Kunci: Modul Bahasa Inggris untuk asisten toko, Modul Bahasa Inggris, Modul Pelatihan



CHAPTER 1

INTRODUCTION

In this chapter, there are three sub-headings, namely background, objectives, and benefits.

A. Background

T Vintage is an exporter company of recycled iron material and provides various home decorations such as mirrors, tables, chairs, wardrobe, and other home accessories. The goods are exported to other countries and also local market. Taken from the T Vintage Recycle Iron website, they have a vision, i.e., "Be a part of decorating remote places in remote corners of the earth by recycling things". T Vintage is located at the main road in Kasongan, a tourism village in Bantul *Regency* (Saputra & Rindrasi, 2012). Those facts are the reasons why the author choose T Vintage as our participant. Besides, the author also has the direct acces to the owner. In this village, most people earn a living as craftsmen and pottery entrepreneurs (Ismail et al., 2020). Other than as central of pottery industry, this village also known as the central of handicrafts and souvenirs. This fact makes Kasongan a mostly-visited village by local tourists and foreigners to buy or order the products (Lufiani et al., 2019). Because of this fact, shopkeepers in Kasongan area need to be able to communicate using English as an international trading language (Suhaimi & Abdullah, 2017). Based on the interview between the author, shopkeepers, and owner of T Vintage, they stated the needs to improve and develop English communication skills so they will be able to give the best service to their customers. In relation to this, the author has designed the module to develop shopkeepers' English communication skills at the T Vintage Recycle Showroom & Workshop. The module was chosen as the product to develop in relation to the company's needs because module is easier to study, available at anytime, and do not need any special devices to learn it. Besides, module content some activities in interesting pictures and colors. The tasks in the module offer a consistent structure for the student's learning experience. The tasks begin with reading and listening

activities, followed by a writing or dialogue activity. Learning and doing the tasks in the module can improve the ability of the learners (Krisdian, 2022).

B. Objectives

This final project aims to create an English training module for shopkeepers at the T Vintage Recycle Iron showroom. The module is expected to be a learning medium for shopkeepers in T Vintage Recycle Iron showroom to hone their English skills in to be able to communicate orally or in written to foreign customers/visitors.

C. Benefits

By creating this module as Product-Based *Tugas Akhir*, hopefully, it can be beneficial for shopkeepers and English teachers.

1. Shopkeepers

Through the activities in the module, shopkeepers can develop their English skills, especially English communication skills. In particular, they can learn some topics such as how to say greetings to the customers, how to describe products, how to write good emails, and how to promote products as attractively as possible.

2. English teachers

In this topic, English teachers can study and reflect on and find the right module content that suits the needs of participants. This module can be used as a reference or an example of an ESP learning module. They can use this module as an example of how to create/develop modules for ESP.

CHAPTER 5

CONCLUSION

This module is entitled English Training Module for Shopkeepers. The aim of this module is to provide shopkeepers with a truly focused English learning module according to their needs in the work environment. After going through the need analysis in the form of interviews with participants, 7 topics were created which are arranged in this module. The first topic is “How to greet customers”, in detail can mention and understand polite phrases and an appropriate sentence when greeting customers. Then the second topic is “Describing products”. In this topic, the shopkeepers will learn how to describe goods according to the shapes, colors, sizes, patterns, materials, and prices of goods using English. The third topic is “Product promotion”. In this topic, the shopkeepers will learn to use English phrases and sentences to engage customers’ interest. The fourth topic is “Learning how to handle and negotiate with customers using polite and good English”. The fifth topic is “How to ask for payment directly and by email”. The sixth topic is about how to do after-sales service using good English to customers to maintain relationships and develop their business. The seventh topic, which is the last topic, is how the shopkeepers can handle complaints from customers in a professional manner using good English phrases and sentences.

To support all topics to be studied properly, the module consists of 4 sub-chapters with different activities, the point of which is that the learners can achieve the intended learning objectives that have been made. The first sub-topic is **Let’s Dig It!** The learners will be given a brainstorming activity in essence. The second sub-chapter is **Grab and Do It!** whose content is useful for learners to practice written English, understand the context and be able to apply their understanding to the exercises which are already provided. The third is the **Core of Topic**, containing a summary of important English phrases, expressions and contexts found on the topic. Then the fourth and final sub-topic is **Spill Your Thoughts!** which contains exercises that test learners' understanding after going through the activities of the previous sub-topic. This module is neatly arranged, with vivid and attractive visual images and colors and involves the convenience of technology equipped with a QR Code which help the learners to go directly to YouTube videos by scanning it.

This module has functions as teaching material and can be used by mentor as a teaching guide for learners who have the same field, but it can also be used to be studied by learners independently. There are several questions that test the cognitive of students and this module is packaged in simple English, for beginners but the vocabulary listed includes languages that are quite professional. The focus of learning language in this module is that students understand context, understand phrases, and sentences in English and can apply them easily in everyday situations at work. There is no try-out stage where the module is used in training the shopkeepers to see its effectiveness and assess whether the participant's needs have been met, no answer key.

There are several advantages that shopkeepers and owners get by using the modules that have been made. The first benefit is that the owner doesn't have to bother looking for modules or English learning resources for the shopkeeper. The second benefit is that shopkeepers can learn all the important material with topics focused on their field in English to support their work performance as shopkeepers. Third, this module can serve as a guide for a company to conduct training both with teachers and independently. The fourth is a win-win solution between owner and shopkeepers, if this module is well studied it will sharpen shopkeepers' English skill communication, make a better service experience at this showroom/workshop and then it is possible that sales at this store will improve and be able to maintain relations with foreign consumers. Personal advantages for learners by learning English through this module, it will open opportunities for the shopkeepers because excellent performance in customer service will make learners gain greater confidence, networking, and better in interpersonal communication.

REFERENCES

- Adnan, N. I., Abidin, M. J. Z., & Hakim, M. A. R. (2020). Improving Malaysian working adults confidence concerning willingness to communicate (WTC) in English using OCS module. *Test Engineering and Management*, 82(10190), 10190–10200.
- Branch, R. M. (2010). Instructional design: The ADDIE approach. *Instructional Design: The ADDIE Approach*, 1–203. <https://doi.org/10.1007/978-0-387-09506-6>
- Dutta, S. (2020). The Importance of English language in today's world. *International Journal of English Learning & Teaching Skills*, 2(1), 1028–1035. <https://doi.org/10.15864/ijelts.2119>
- Ghany, S. Y. A., & Latif, M. M. A. (2012). English language preparation of tourism and hospitality undergraduates in Egypt: Does it meet their future workplace requirements? *Journal of Hospitality, Leisure, Sport and Tourism Education*, 11(2), 93–100. <https://doi.org/10.1016/j.jhlste.2012.05.001>
- Handrianto, C., Jusoh, A. J., Goh, P. S. C., & Rashid, N. A. (2021). Using ADDIE Model for Designing Instructional Strategies to Improve Teaching Competency of Secondary Schools Teachers. *E-Prosiding Webinar Konvensyen Kaunseling Kebangsaan Kali Ke-22*, 6, 361–371. <https://www.researchgate.net/publication/352863787>
- Hans, A., & Hans, E. (2015). A comparative study of English for specific purposes (ESP) and English as a second language (ESL) programs (IJSELL). *International Journal on Studies in English Language and Literature*, 3(11), 26–31. www.arcjournals.org
- Ismail, K., Prajanti, S. D. W., & Widiyanto. (2020). *Strategy for empowerment of pottery craftsmen in Kasongan Tourism Village, Bantul Regency*. 394(Icirad 2019), 81–86. <https://doi.org/10.2991/assehr.k.200115.014>
- Lufiani, A., Sabana, S., Kumara, A. R., & Sunarya, Y. Y. (2019). Thinking the work of craft as city's identity case study: Special Region of Yogyakarta, Indonesia. *Arts and Design Studies*, 72–76. <https://doi.org/10.7176/ads/76-10>
- Marcu, N. A. (2020). Designing functional ESP (English for Specific Purposes) courses. *Procedia Manufacturing*, 46, 308–312. <https://doi.org/10.1016/j.promfg.2020.03.045>

Mawaddah. (2021). *Developing an English for Specific Purposes (ESP) Module for the Staff of Syariah Faculty IAIN Pontianak.*

Poedjiastutie, D. (2017). The pedagogical challenges of English for Specific Purposes (ESP) teaching at the University of Muhammadiyah Malang, Indonesia. *Educational Research and Reviews*, 12(6), 338–349. <https://doi.org/10.5897/ERR2016.3125>

Richards, J. (2006). Communicative language teaching today. In *Cambridge University Press* (Vol. 25, Issue 2).

Saputra, E., & Rindrasi, E. (2012). Participatory planning and village tourism SMEs: A case study of Bantul Regency, Yogyakarta, Indonesia. *Geografia: Malaysia Journal of Society and Space*, 8(7), 54–64.

Suhaimi, N. I. B., & Abdullah, A. T. H. bin. (2017). The role of multilingualism in enhancing tourism sector in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 7(7). <https://doi.org/10.6007/ijarbss/v7-i7/3154>

Zahedpisheh, N., B Abu bakar, Z., & Saffari, N. (2017). English for Tourism and Hospitality Purposes (ETP). *English Language Teaching*, 10(9), 86. <https://doi.org/10.5539/elt.v10n9p86>



