

The Development of Syllabus and Lesson Plan Based on English for Occupational Purposes

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ABSTRACT---English Language Courses taught to students in addition to the English language study program are in the form of English for Professionals (EOP) which can support students' knowledge of the fields of science in their chosen study program. Thus, the preparation of syllabus and teaching material in English courses must be in accordance with the needs of students in the study program taught. In the Hospitality Management Study Program at the International Bali Tourism Institute, the use of syllabus in English courses in the 5th semester is still general, while English language learning will be used to support and create quality graduates who are able to compete in the workforce, especially those who need skills in English. The source of the data in this study came from the questionnaire. The process of data retrieval and preparation of research instruments are carried out in several stages, namely the needs analysis phase, product design phase, design validation stage, design revision stage, product testing phase.

Keywords---English courses, EOP, hospitality, semester learning plans, syllabus development.

I INTRODUCTION

English is one of the general courses that must be followed by every student in all universities, including the International Bali Tourism Institute. This course aims to equip students with English language skills both orally and in writing, both for short and long term interests(Inskeep, 1991; Safaat&Kartikadarma, 2017). The short-term benefit of learning English is to equip students with English language skills that can later help and facilitate them in the learning process in specific courses in their study program. While the long-term benefits of learning English are to support and create quality graduates and able to compete in their professional working world, especially those who need skilled workers who are able to speak English(Dewi, 2015; Burkart, 1986).

English Courses being taught to the students in addition to the English in their study program are in the form of English for Professional (EOP). The purpose of EOP-based English teaching is mastery of English language skills that are specific to a particular field of study in accordance with their chosen study program. In other words, English in EOP could support students' knowledge of the fields of science in their chosen study program. Therefore, the preparation of syllabus and teaching materials in English courses must be in accordance with the

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needs of students in the study programs taught. In the study program at The International Bali Tourism Institute, the Hospitality Management Study Program, the use of syllabus in English courses in the 5th semester still tends to be general even though the general English language has been obtained when they take English language courses (Harahsheh, 2002; Hutchinson & Waters, 1987). Of course, the skills and components of the language contained in them are still general and less relevant to the needs of students. In addition, there is a disparity in the use of teaching material to the instructors which causes a different content of English knowledge to students. Based on these problems, it is deemed necessary to conduct an analysis of the need to use English in students in the Hospitality Management Study Program of the Bali International Tourism College. The results of this analysis will be a reference for the design of the English syllabus based on the English for Specific Purposes which includes the topic of teaching topics according to the needs of students (Kalpana & Sankar, 2017; Wirawan, 2019). The design of the syllabus is based on the results of the analysis of student learning needs and the results of the curriculum analysis in the Hospitality Management study program.

It is undeniable that teaching English for special purposes (English for Occupational Purposes) has grown rapidly in the last few decades. Various countries such as China, Korea, Hong Kong, Japan, Malaysia, and the United Kingdom have implemented this study with various variants. China, for example, has started this study since the 1970s. They have pioneered the establishment of the English for the tourism study program, English for business, English for science and technology, and English for medicine. Another case with Japan. This country is increasingly interested in this study after its Minister of Education provides very strict control of the curriculum. They have initiated a November 1997 meeting of the English-language Special Conference at Aizu University in Fukushima Prefecture. Likewise, it is also the case in the UK which opens an MA study for ESP. In addition, they have produced international journals, namely English for Specific Purposes: An International Journal. This journal specifically discusses the study of English for special purposes which until now is still active. English for the purpose of the world of work (hereinafter abbreviated as EOP) is actually designed so that learners have adequate English language skills according to the needs of their workplace. Unlike English for General Purposes where learners get very complex material, EOP is only designed according to the needs of the learner. Kim (2008) clearly explains that EOP is focused on improving English language skills related to the world of work. In line with that, Kalpana & Sankar (2017) adds that EOP learning activities are designed within the framework of professionalism in the world of work. Therefore, the syllabus and teaching material must be in favor of the learner's needs. EOP is usually implemented in adult learners (Liu & Alley, 2019; Woods, 2018; Shiukashvili, 2020). EOP usually starts from a needs analysis (both learners, teachers, administrators, and stakeholders) then proceed with testing the domain specifications of the job.

To implement English as a specific goal, a syllabus and learning plan are needed that are right on target. It cannot be denied that teaching material plays an important role in determining the success of learning (see Richard, 1998; Harmer, 1996; Hutchinson & Torres, 1994; Cunningsworth, 1995; Richard, 2001, and Richard (2001), for example, clearly reveals that teaching material is a key component in language teaching which is the basis for learners when learning languages. Based on observations in the field of learning English for the world

of work, especially in the field of hospitality, it has not seen much in the market. Even if there is, the material has not been able to meet the demands as mandated by the EOP approach (Irianiet *al.*, 2018; Astawaet *al.*, 2017; Sribaguset *al.*, 2017). Whereas the rapid development of tourism in Indonesia often requires services in the hospitality sector which urges various parties to provide English language training for them. Mastery of English for this profession will provide good quality services to the public. Based on this reason, research and development are needed to design teaching materials suitable for the field of Hospitality in general, both for the front office, housekeeping, and Food and Beverage Service.

This teaching material enables the acceleration of mastery of English for them. From the above background, three questions can be formulated, namely: (a) What are the learning needs of hotel management study program students in English courses? (b) Are the courses listed in the Hospitality Management study program curriculum as a reference for the design and development of EOP-based English syllabus courses? (c) How are the design and the development of syllabus and Lesson Plan for EOP-based English courses in the Hospitality Management study program? The focus is the purpose of this study, namely: (a) Identifying student learning needs in English courses; (b) Analyzing course descriptions in the Hospitality Management study program curriculum as a reference for the design and development of EOP-based English course syllabus; (c) Design and develop syllabus and Lesson Plan for EOP-based English courses in Hospitality Management study programs.

II METHOD

The data source of this study originated from the questionnaire from the analysis of the needs of the 5th-semester students of the hospitality program and the curriculum aimed at 5th-semester students of the hospitality study program obtained from the STPBI and the learning achievement data from the SKKNI from the Ministry of Research and Technology. The process of data retrieval and preparation of research instruments are carried out in several stages, namely the needs analysis phase, product design phase, design validation stage, design revision stage, product testing phase. The study uses a research and development design (Research and Development) learning system (Sugiyono, 2014) by applying the 4D model (Define, Design, Development, and Dissemination). The two data collected are basic references in the preparation of the syllabus for English courses based on English for Specific Purposes. The results of data analysis will be presented in the form of descriptive analysis.

There are 10 stages of Research and Development as proposed by Gall & Borg (1983), namely: (1) Research and information gathering; (2) Planning; (3) Initial product development; (4) Initial product testing; (5) Product revision; (6) Test the revised product; (7) Revising products obtained through testing results; (8) Mentoring products; (9) Revise the final product; (10) Dissemination. The above steps are simplified into three stages as quoted from Sukmadinata (2008), namely (1) The exploration phase which includes conducting a needs analysis of teaching material; (2) The stage of developing a prototype model which includes designing the model and testing the model; (3) the validation stage that contains expert validation.

- ***Exploration phase***

- a) ***Research purposes***

The purpose of this exploration phase is to analyze the teaching material requirements for Hospitality. In other words, is the prototype model to be developed really needed. At this stage the researcher observes: (1) Do Hospitality need English learning material to be developed? (2) whether there has been prior material, and (3) then the researcher will analyze whether the material is really needed. The exploration phase is carried out naturally without any intervention from the researcher. The researcher acts as a key instrument that explores the current needs and conditions.

- b) **Research design**

Research at this exploration phase uses a qualitative approach. Boyd (2007): 1) clearly states that qualitative research is a systematic process for gathering information on what people say and do in a natural way to get a situation as it is.

- c) **Research subject**

The subject of this study consisted of 10 (ten) Hospitalities. They live in Bali. Research subjects have experienced in their fields a minimum of five years.

- d) **Data and sources**

Data collected at this stage, namely Hospitality's opinion on the need for teaching material and textbooks about teaching English for Hospitality. The first data source is Hospitality while the second data source is textbooks from various sources both internet and bookstore. To get the data the researchers collaborated with students both in the form of conducting interviews and in terms of finding sourcebooks related to this research.

- e) **Collection Technique**

Data is collected through interviews and document analysis. Interviews were conducted for various research subjects consisting of Hospitality Management. Whereas document analysis is done by collecting all English teaching books for Hospitality.

- f) **Analysis Technique**

Data analysis is done through interactive analysis techniques as stated by Miles and Huberman (1984). Four steps to be taken in the analysis, namely (1) data collection; (2) sorting data; (3) data presentation; and (4) conclusion or verification. Each stage is carried out in a structured and planned manner.

- ***Stage of model prototype development***

- a) **Research purposes**

The purpose of the model development stage is to design a draft model for developing English teaching materials for Hospitality. The drafting of the model includes (1) making the initial part (cover, introduction, and table of contents); main part (determine learning competencies as outlined in units); (3) final section (reference list, answer key, biodata of authors and contributors to bookmaking).

- b) **Designing a model draft**

The draft model is designed so that English language learners for Hospitality can speak English faster. Draft planned models are made in five units. The draft model includes (1) the beginning: cover, table of contents, introduction, and introduction; (2) The core part is in the form of the main materials that will be given to the Hospitality as outlined in units; (3) Final section: includes bibliography, answer keys, teacher guidance, and profile of authors and contributors of teaching materials that have been well designed.

c) Layout

The Draft Model is well tracked according to the standardization of appropriate textbooks. Some images, illustrations, and charts will be included so that learners are more interested in reading and learning. Furthermore, teaching materials are designed using colors to have the appeal of learners. The implementation of the model draft layout was carried out several times according to consideration of input funds from various parties considered qualified in their fields.

d) Make a trial design

Product testing aims to determine whether the product is made suitable for use or not through three stages, namely; (a) expert testing, carried out with respondents from media experts and material experts, (b) trial of field practitioners, at this stage the products were tested for use by Hospitality, (3) field trials, namely trials involving 15-30 subjects smart application users among Hospitality.

- **Validation phase**

This stage is intended to validate the textbook that has been designed. The validation technique that will be used is to ask a number of experts who understand the EOP and syllabus and Learning Plan to conduct a study of whether the designed books are suitable to be applied to learners of Hospitality Management. Before conducting book validation, a validation sheet is filled out by the expert. Validity includes the suitability of the book for Hospitality (aim and approach), the contents of the book (content), the difficulty level of the book (level of difficulty), as well as the appearance and layout (layout).

III RESULT

The results of this study will answer the three problem formulations which are the core of this research, namely: (1) Identification of the learning needs of hotel students in English courses. In this study, there are several information bases used to develop English language learning materials for hotel hospitality students. The foundation is (1) student responses to teaching materials used previously, (2) constraints or obstacles faced by students in learning English, and (3) student expectations of teaching materials, namely modules needed in learning English hospitality courses including teaching material, expected topics, forms of evaluation, and assessment. The needs analysis process was carried out on June 4, 2018. The researcher gave questionnaires to 120 semesters of 5 hospitality management majors at the Bali International Tourism School. This questionnaire was given during the lecture hours of the English language professions. Based on the results of the questionnaire answers, information was obtained about the teaching materials they expected. The overall expectations of the students are the need for teaching materials in the form of material developed based on needs in the world of

work. The substance of the material expected by the students is the material in the DIKTI Decree Number 43 of 2006 which is combined with the syllabus of English language courses in the existing Hospitality Management DIV study program. The substance of the material includes Greetings, Introduction, making an appointment, offering information about services and products, giving suggestions or recommendations, assisting the guest, asking for opinions and feedback, handling complaints, apologizing, thanking, and goodbye. Analysis of the suitability of English courses listed in the hospitality management study program curriculum with learning needs for the world of work. Learning activities are very determined by the appropriate tools so that they are carried out well and in accordance with the objectives designed in the curriculum. Syllabus and lesson plans are some of them. Teaching and learning activities at STPBI, especially in hospitality management DIV study programs, are still relatively ineffective, this is related to the lack of teaching facilities such as adequate syllabus and lesson plan which are specifically for hospitality management students so that the existence of appropriate syllabus and lesson plan will be able to improve effectiveness of learning activities (Astuti *et al.*, 2018; Margunayasa, 2018; Suryasa *et al.*, 2017). so the syllabus and lesson plan is in accordance with it.

Syllabus and lesson plan EOP-based English courses in Hospitality Management study programs. In developing syllabus and lesson plans that is tailored to the needs of hotel management students, 10 stages of Research and Development such as those proposed by Gall & Borg (1983) can be done. These stages include, (1) Research and information gathering; (2) Planning; (3) Initial product development; (4) Initial product testing; (5) Product revision; (6) Test the revised product; (7) Revising products obtained through testing results; (8) Mentoring products; (9) Revise the final product; (10) Dissemination which is further simplified into 3 stages, namely by Sukmadinata (2008), namely (1) The exploration phase which includes conducting an analysis of the needs of teaching material; (2) The stage of developing a prototype model which includes designing the model and testing the model; (3) the validation stage that contains expert validation. In this case, there are several problems that must be observed, such as (1) Do Hospitality need English learning material to be developed? (2) whether there has been prior material, and (3) then the researcher will analyze whether the material is really needed. Furthermore, the data is designed qualitatively, which is systematically processed to gather information on what people say and do in a natural way to get a situation as it is at 10 hospitality domiciled in Bali and textbooks from various sources both internet and bookstore. Thus, data were collected through interviews and document analysis followed by data verification using techniques by Miles and Huberman (1984). Four steps to be taken in the analysis, namely (1) data collection; (2) sorting data; (3) data presentation; and (4) conclusion or verification. In designing a draft syllabus and Lesson Plan development model for English for Hospitality, the draft model needs to be designed, which includes (1) making the initial part; the main part (determining learning competencies as outlined in the form of related materials); (3) the final part. Draft planned models are made in five units. The draft model includes (1) Initial Section: information and objective learning plans; (2) The core part in the form of the main materials to be given to Hospitality as outlined in the form of appropriate activities which will start from warming up, explain the main topics and topics; (3) Final Part: includes how to close, recommended materials and well-designed evaluations. Then the syllabus and Lesson Plan are designed using interesting activities to have a fascination for learners. The implementation of the model draft layout was carried

DOI: 10.37200/IJPR/V24I4/PR201009
Received: 12 Oct 2019 | Revised: 23 Sep 2019 | Accepted: 15 Jan 2020

out several times according to consideration of input funds from various parties considered qualified in their fields. Furthermore, expert tests were conducted with respondents from media experts and material experts, followed by field practitioners' trials, at this stage the products were tested for use by Hospitality, and ended with field trials, namely trials involving 15-30 student subjects Hospitality Before validating the syllabus and Lesson Plan, a validation sheet is filled out by the expert. Validity includes the compatibility of the book for Hospitality (aim and approach), the contents of the syllabus and Lesson Plan (content), the difficulty level of the material covered (level of difficulty), as well as the appearance and layout (layout).

IV DISCUSSION

Analysis of needs and various considerations obtained, both in terms of related topics, supporting activities that are able to motivate students, and evaluations that can be carried out are summarized in the syllabus and Lesson Plan forms. In the Syllabus, there are several points that are focused, namely topics, objectives, language functions, language expression, language structure, activities, recommended material, time allocation and evaluations that can be implemented. There are 11 topics discussed and the main topics in this syllabus, starting with Greetings, Introduction, making an appointment, offering information about services and products, giving suggestions or recommendations, assisting the guest, asking for opinion and feedback, handling a complaint, apologizing, thanking, and goodbye. Each evaluation is adjusted to the objectives and objectives of the topic presented, which includes rubric Speaking assessment, Listening; finding information in a video, Listening; finding information in the audio, rubric Writing assessment, rubric Performance assessment, and Writing responds to a complaint they listen.

ENGLISH SYLLABUS FOR HOSPITALITY



No.	Topic	Objectives	Language Function	Language Expressions	Language Structure	Activities	Recommended Materials	Time Allotment	Evaluation
1.	Greetings	<ul style="list-style-type: none"> Understanding how to greet guests warmly Understanding how to respond to a greeting 	<ul style="list-style-type: none"> Greeting 	1. Hello... 2. Hi... 3. Good morning/afternoon/evening/ 4. Nice to see you 5. Glad to meet you 6. How are you? 7. How do you? 8. How was your day? 9. Welcome to 10. etc. Responding; 1. Glad to meet you too 2. Nice to see you too 3. I am fine, how about you? 4. etc.	<ul style="list-style-type: none"> Pronouns Vocabulary 1. Morning 2. Evening 3. Afternoon 4. Night 5. Good 6. Fine 7. Nice 8. Glad 9. See 10. Meet 11. etc	<ul style="list-style-type: none"> Repetition Greeting chains 	<ul style="list-style-type: none"> Video of hotel's staff greeting his/her guests Example of dialogue 	2 meetings	Speaking assessment rubric
2.	Introduction	<ul style="list-style-type: none"> Introducing themselves Exchanging personal information Checking guests' information 	<ul style="list-style-type: none"> Introducing themselves Asking for others' identity 	<ul style="list-style-type: none"> My name is ... I am I am a spa therapist. What is your name? 	<ul style="list-style-type: none"> Pronouns To be Interrogative sentences Possessive pronouns 	<ul style="list-style-type: none"> Watching video of self-introduction Interviewing Presentin 	<ul style="list-style-type: none"> Video of self-introduction 	2 meetings	Listening ; finding information in a video Speaking assessment

Figure 1: The general syllabus has been successfully developed

In the Lesson Plan, the list of activities is adjusted to the topic presented, this is because 1 topic can be discussed thoroughly plus the training that follows can be held 1 to 2x meetings, given that this Lesson Plan emphasizes ESP which is English for special purposes, which in terms of this is focused on hospitality. In the first part, it focuses on the topics, time allocation and objectives to be achieved, which then focus on the activities in each meeting. In each meeting, there are a number of activities such as warming up, introducing related topics, main activities and continuing with closures where each activity is given an adjusted time allocation.

LESSON PLANS OF ENGLISH FOR HOSPITALITY



Lesson plan 1

Topic : Greetings
Time allotment : 2 meetings
Objectives :

- Students are able to greet their guests warmly
- Students are able to respond to their guests' greeting properly

Meeting 1

	Activities	Time allotment
Warming up	Playing "greeting chains"	15 minutes
Introducing topic	1. Reading to an example of conversation 2. Identifying the language function of greetings	25 minutes
Main activities	1. Watching a video as an example how a hotel staff greets her guest. 2. Finding out the language expressions of greetings in the conversation.	30 minutes
Closing	Greet students randomly and see their responses.	5 minutes

Meeting 2

	Activities	Time allotment
Warming up	Repeating the previous lesson about greetings	15 minutes
Introducing topic	1. Mentioning and introducing other language expressions to greet other people/ guests.	20 minutes
Main activities	1. Making a conversation in a pair. 2. Role playing	35 minutes
Closing	Checking students' understanding	5 minutes

Figure 2: The overall lesson plan

The results of the research and development and its discussion, the following matters can be stated. First, the syllabus and lesson plan of English language courses are based on a mixed syllabus in a format that includes nine
 DOI: 10.37200/IJPR/V24I4/PR201009
 Received: 12 Oct 2019 | Revised: 23 Sep 2019 | Accepted: 15 Jan 2020

components, namely Greetings, Introduction, making an appointment, offering information about services and products, giving suggestions or recommendations, assisting the guest, asking for opinion and feedback, handling complaint, apologize, thanking, and goodbye.

From the results of the study document, it can be seen that the naming of English subjects in the fifth semester (five) uses the term English for Hospitality. Furthermore, regarding the amount of learning material, there are only 20 weeks. The material in semester V of the level has not been adjusted to the needs of hotel students. Secondly, while based on questionnaire data on lecturers, they agree that the syllabus and lesson plan that is currently running need to be updated according to current needs, given the syllabus and lesson plan have been used before. Third, theoretically, the current preparation of syllabus and lesson plan in higher education must be based on the Indonesian National Qualifications (KKNI). Fourth, the preparation and development of the English syllabus and lesson plan are based on the findings of document studies, learning observation with the running syllabus and lesson plan, and analysis of the needs of students, lecturers, and the world of hospitality. The development is done by compiling a prototype. The prototype was developed into a peer review method and expert review. Fifth, related to the validity test by experts, the syllabus and lesson plan on the Prototype was declared valid by experts who participated in this study. Sixth, syllabus and lesson plans are tried out to English lecturers and applied once in class. Positive responses from the lecturer and student respondents indicate the syllabus and lesson plan that was recently accepted. Seventh, after being tested for the validity level and tested, the syllabus and lesson plan by experts were declared feasible to use.

V CONCLUSION

From the points stated above, it can be concluded that the syllabus and lesson plan that consider the analysis of the needs of the user and related theories are relevant and follow procedural steps. Thus, the syllabus and lesson plan that were developed were proper syllabi because they met the criteria. It can be stated that the syllabus and lesson plan are in accordance with user needs.

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