



Developing “The English Tourism Communication Booklet” For Vocational Students Using The 4d Model

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Article Info	Abstract
Received: 2026-08-09 Revised: 2026-10-01 Accepted: 2026-10-06 Keywords: <i>Tourism communication 1; booklet 2; vocational student 3.</i> DOI: 10.24256/ideas.v14i2.12335 Corresponding Author: Firmansyah mancahaca@gmail.com English Education, State Islamic University of Palopo	<i>This study aimed to develop an English Tourism Communication Booklet for vocational students using the 4D (Define, Design, Develop, and Disseminate) model. This study employed a Research and Development (R&D) design involving eleventh-grade students of the Tourism Department at SMK Negeri 1 Palopo. Data were collected through observation, interview, needs analysis questionnaire, expert validation, and student response questionnaire. The development process consisted of four stages. The Define stage identified students' needs for tourism-related vocabulary, useful expressions, dialogues, speaking practice, and role-play activities. The Design stage produced a booklet consisting of three units: Welcoming Tourists, Giving Directions, and Describing Tourist Attractions. In the Develop stage, the booklet was validated by three experts. The content expert and language expert each obtained a score of 4.00 (100%), while the design and layout expert obtained 3.56 (89%). The results indicated that the booklet was feasible with minor revisions. In the Disseminate stage, the revised booklet was introduced to 15 students, and their responses were collected to describe their perceptions of the developed booklet. The findings indicate that the developed English Tourism Communication Booklet was considered feasible based on expert validation and received generally positive responses from the students as supplementary learning material for vocational tourism students.s long-term vocabulary retention in secondary education.</i>

1. Introduction

English has an important role in tourism because tourism workers frequently communicate with visitors from different linguistic and cultural backgrounds. For vocational students preparing to enter the tourism industry, English learning therefore needs to be connected to communication situations that they may encounter in their future workplaces. General English instruction alone may not always provide sufficient opportunities to practice language functions that are specifically related to tourism services.

English for Specific Purposes (ESP) emphasizes the importance of identifying learners' specific purposes and needs before developing language instruction. Hutchinson and Waters explain that ESP course design should consider both target needs and learning needs. Target needs include necessities, lacks, and wants, while learning needs concern the conditions and processes through which learners acquire the language. Therefore, needs analysis is an important basis for developing materials that are relevant to a particular group of learners.

In vocational tourism education, the relevance of learning materials is particularly important because students need to become familiar with language used in workplace-related situations. Tourism students may need to greet visitors, provide directions, describe tourist attractions, explain local information, and respond appropriately to tourists' questions. Materials that present these situations can provide students with opportunities to connect classroom English with tourism communication.

Materials development should also consider learners' needs, meaningful language use, contextual relevance, and opportunities for active learning. Tomlinson emphasizes that language-learning materials should provide learners with meaningful experiences and encourage engagement with the target language. In this study, these principles were considered when developing a booklet containing tourism vocabulary, useful expressions, dialogues, speaking activities, role plays, and other communicative tasks.

The preliminary observation and interview conducted at SMK Negeri 1 Palopo indicated that English learning in the Tourism Department still required additional materials that were specifically related to tourism communication. The students also indicated their need for tourism vocabulary, useful expressions, authentic dialogues, speaking activities, role plays, and visual illustrations. These findings suggested the need for supplementary material that could provide more focused opportunities for practicing English in tourism-related situations.

Several studies have also emphasized the importance of needs-based approaches in ESP material development. However, the development of a concise English for Tourism Communication booklet specifically designed for vocational tourism students at SMK Negeri 1 Palopo has not been sufficiently addressed. Therefore, this study focused on developing an English for Tourism Communication Booklet using the 4D model. The objective of this study was to develop an English for Tourism Communication Booklet using the 4D model for eleventh-grade students of the Tourism Department at SMK Negeri 1 Palopo.

2. Method

a. Research Design

This study employed a Research and Development (R&D) design. The product developed in this study was an English for Tourism Communication Booklet intended as supplementary English learning material for vocational tourism students. The development procedure followed the 4D model proposed by Thiagarajan, Semmel, and Semmel, which consists of four stages: Define, Design, Develop, and Disseminate.

b. Research Setting and Participants

The study was conducted at SMK Negeri 1 Palopo, South Sulawesi, Indonesia. The participants consisted of eleventh-grade students of the Tourism Department and an English teacher. Fifteen students participated in the dissemination stage.

c. Data Collection Instruments

The data were collected through classroom observation, an interview with the English teacher, student questionnaires, and expert validation sheets. Observation and interviews were used to identify the existing learning conditions and students' communication needs. Questionnaires were used to identify students' learning preferences and tourism-related English needs. Expert validation was conducted to examine the content, language, and design of the developed booklet.

d. Development Procedure

The first stage was the Define stage. At this stage, the researcher identified the learning conditions, students' needs, and problems related to tourism English learning. The information obtained from observation, interviews, and questionnaires was used as the basis for determining the content of the booklet.

The second stage was the Design stage. The researcher translated the identified needs into learning objectives, materials, activities, and assessment tasks. The booklet was designed around tourism communication situations and organized into three units: Welcoming Tourists, Giving Directions, and Describing Tourist Attractions.

The third stage was the Develop stage. The initial booklet was reviewed and validated by experts. The validation focused on the relevance and suitability of the content, language accuracy, and design and layout. The product was then revised according to the experts' comments and suggestions.

The final stage was the Disseminate stage. The revised booklet was introduced to 15 eleventh-grade tourism students to obtain initial responses to the developed material.

e. Data Analysis

The quantitative data obtained from the expert validation sheets were analyzed using descriptive percentage calculations based on the scoring rubric. The qualitative data from observation and interviews were analyzed through data reduction, data display, and conclusion drawing. The findings from the different data sources were compared to identify common patterns in the students' needs.

3. Result

The needs analysis showed that the students required additional English materials specifically related to tourism communication. The questionnaire responses indicated that students expected materials containing tourism vocabulary, useful expressions, authentic dialogues, speaking practice, role-play activities, and visual illustrations.

The teacher interview and classroom observation provided additional information about the learning situation. The findings indicated that students needed more opportunities to practice English communication in tourism-related situations. The teacher also identified the importance of tourism vocabulary, pronunciation, speaking practice, and interactive learning activities.

These findings were used as the basis for the development of the booklet. The needs analysis was connected to the product design through a needs-based development matrix linking students' needs with learning objectives, materials, activities, and assessment.

The booklet was designed as a concise supplementary learning material for vocational tourism students. It contains three learning units:

Unit	Topic	Learning Objectives	Language Focus	Learning Activities	Output
1	Welcoming Tourists	Students are able to greet and welcome tourists politely.	Greetings, polite expressions	Dialogue practice, role-play	Students perform a greeting dialogue.
2	Giving Directions	Students are able to give clear directions to tourists.	Directions vocabulary, prepositions	Map-based tasks, pair work	Students explain directions clearly.
3	Describing Tourist Attractions	Students are able to describe tourist attractions accurately and confidently.	Descriptive language	Picture description, speaking task	Students describe a tourist place.

Each unit contains learning objectives, tourism vocabulary, pronunciation practice, useful expressions, dialogues, speaking activities, role plays, exercises, and reflection activities.

The learning activities were designed to provide students with opportunities to use English in tourism-related communication. The assessment tasks included vocabulary exercises, matching activities, dialogues, speaking practice, role plays, and presentation tasks.

Expert Validation

The developed booklet was evaluated by experts in terms of content, language, and design. The validation results indicated that the content and language aspects reached a very high level, while the design and layout aspect also received a high score.

No.	Validator	Mean	Percentage	Category	Product Feasibility
1	Content Expert	4.00	100%	Excellent	Feasible with Minor Revisions
2	Design and Layout Expert	3.56	89%	Excellent	Feasible with Minor Revisions
3	Language Expert	4.00	100%	Excellent	Feasible with Minor Revisions

The design and layout validation obtained a total score of 32 out of a maximum score of 36, resulting in:

$$32/36 \times 100\% = 88.89\%$$

The validation results were followed by product revisions. The revisions included adding tourism-related vocabulary, clarifying the matching exercises, improving the

explanation of politeness expressions, correcting language errors, and improving several aspects of the booklet presentation.

Dissemination

The revised booklet was disseminated to 15 eleventh-grade students of the Tourism Department. The dissemination stage was conducted to obtain students' initial responses to the developed material. The students responded positively to the tourism-related content, visual presentation, vocabulary, dialogues, and communicative activities.

The dissemination findings provided additional information about the suitability of the booklet for the target learners. However, the dissemination stage was not designed as an experimental test of the effectiveness of the product.

4. Discussion

The findings of the needs analysis demonstrate the importance of developing tourism-related English materials based on the specific needs of vocational tourism students. The students' needs for tourism vocabulary, useful expressions, authentic dialogues, speaking activities, and role plays indicate that the materials should provide language input and practice that are connected to tourism communication.

This finding is consistent with Hutchinson and Waters' concept of ESP, which emphasizes the importance of considering learners' target needs and learning needs when designing ESP instruction. In the present study, the needs analysis was therefore used not merely to describe students' preferences but also to determine the content and learning activities included in the booklet.

The development of the booklet also reflects principles of language materials development. The materials were organized around meaningful tourism situations and included vocabulary, expressions, dialogues, and communicative activities. This approach is consistent with Tomlinson's view that language-learning materials should provide meaningful opportunities for learners to engage with language.

The use of the 4D model provided a systematic structure for the development process. The Define stage provided information about students' needs and learning conditions. The Design stage transformed these findings into learning objectives, materials, activities, and assessment. The Develop stage involved expert validation and product revision, while the Disseminate stage provided an opportunity to obtain initial responses from the target students. This sequence reflects the systematic development procedures described by Thiagarajan, Semmel, and Semmel.

The expert validation results also indicate that the developed booklet met the criteria established in the validation instruments. The revisions suggested by the experts were incorporated into the final product. These revisions demonstrate that expert feedback was used as part of the product development process rather than being treated only as a numerical evaluation.

The dissemination results showed that students responded positively to the tourism-related content and communicative activities. Nevertheless, these responses should be interpreted as initial perceptions of the developed material rather than evidence of learning effectiveness. The present study did not employ a pre-test and post-test design or a control group. Therefore, further experimental research would be necessary to determine whether the booklet produces measurable improvements in students' English communication competence.

5. Conclusion

This study developed an English for Tourism Communication Booklet for eleventh-grade students of the Tourism Department at SMK Negeri 1 Palopo using the 4D model. The development process consisted of Define, Design, Develop, and Disseminate stages. The needs analysis showed that students required tourism-related vocabulary, useful expressions, authentic dialogues, speaking practice, role-play activities, and visual learning materials.

Based on these needs, the researcher developed a three-unit booklet covering Welcoming Tourists, Giving Directions, and Describing Tourist Attractions. The booklet was reviewed and validated by experts, and revisions were made based on their suggestions. The dissemination stage also provided positive initial responses from the target students.

Overall, the developed booklet was considered suitable as supplementary English learning material for vocational tourism students. Further research is recommended to examine the effectiveness of the booklet through an experimental design involving appropriate learning outcome measures.

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