

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

In this chapter, the researcher explained in detail about the process of creating a bilingual e-guidebook about Guest Relation Officer (GRO). The development process for the bilingual e-guidebook on Guest Relation Officer (GRO) is based on the research method proposed by Borg and Gall (1983), which was simplified by the Puslitjaknov Team (2008) into five steps: (1) Analysis of the product to be developed, (2) Development of the Initial Product, (3) Expert Validation and Revision, (4) Small-scale field testing and revision, and (5) Large-scale field testing and final product. The product designed by the researcher is an engaging e-guidebook-style learning medium featuring illustrations that convey material related to the roles and responsibilities of Guest Relation Officer (GRO). This e-guidebook is available in two languages, English and Indonesian, to help interns better understand the material and boost their confidence in using English in the hospitality industry. The primary objective of this product is to help participants who wish to undertake an internship in the hospitality industry understand the duties and responsibilities of a Guest Relation Officer (GRO) before they begin working at a hotel.

This product consists of 40 pages, including the cover, table of contents, and the author's profile on the final page. The content of this e-guidebook comprises eight sections, including: (1) Personal Grooming of GRO; (2) Job Description of GRO; (3) Create Memorable Guest Experiences; (4) Build Strong Connections and Relationships; (5) Handle Complaints and Feedback; (6) Maintaining Guest Satisfaction and Supporting Hotel's Service Quality; (7) Tips for Providing Excellent Service for GRO; (8) Cross-Cultural Communication Tips. Data were collected through a literature review, needs analysis questionnaires, expert validation, small-scale field testing questionnaires, and large-scale field testing questionnaires.

4.1.1 Analysis of the Product to be Developed

The first stage involved distributing a needs analysis questionnaire to five students at SMK Tjendekia Puruhita who will be participating in an internship in the hospitality industry. The six topic options presented in the questionnaire: job description of GRO, personal grooming of GRO, basic English expression for GRO, how to handle complaint, tips for providing excellent service for GRO, and cross-cultural tips were determined based on discussions with hotel staff working as a GRO and the researcher's personal experience as a GRO intern. Respondents were allowed to select more than one topic, with a maximum of all six options. The results of the needs analysis revealed the following:

1. First, all five respondents (100%) stated that English proficiency in the hospitality industry is essential, particularly for the role of a Guest Relation Officer (GRO).
2. Second, all five respondents (100%) stated that a bilingual e-guidebook would help them independently learn and apply English relevant to the role and responsibilities of a Guest Relation Officer (GRO).
3. Third, based on the questionnaire results, six topics were identified as needed by student interns: job description of GRO, personal grooming of GRO, basic English expression for GRO, how to handle complaint, tips for providing excellent service for GRO, and cross-cultural communication tips. Of these six topics, all respondents stated that guest handling complaint is the most important topic for the bilingual e-guidebook, as shown in Table 4.1 below.

Table 4.1 Results of the Needs Analysis of Learning Topics

No.	Topic	Number of Respondents	Percentage (%)
1	How to Handle Guest Complaint	5	100%
2	Basic English Expression for GRO	4	80%
3	Job Description of GRO	4	80%
4	Personal Grooming of GRO	3	60%

5	Tips for Providing Excellent Service	2	40%
6	Cross-Cultural Communication Tips	2	40%

Notes: This is students' preferred topics for the bilingual e-guidebook. Respondents were allowed to select more than one topic with a maximum selection of all six topics.

Based on the needs analysis questionnaire, most students expected to improve their English skills before starting their internships. Respondents also expressed a need for practical learning materials on the duties of a Guest Relation Officer (GRO), handling guest complaints, basic English expression, personal grooming, excellent service, and cross-cultural tips. Of these six topics, all respondents stated that topic on handling guest complaints was the most pressing need, as such situations are frequently encountered in work of a Guest Relation Officer (GRO) but are considered the most difficult to handle, especially when communication must take place in English.

4.1.2 Development of the Initial Product

The second phase is the the initial product development, which is carried out in three stages: pre-production, production, and post-production.

4.1.2.1 Pre-production

During the pre-production stage, the researcher compiles the content; develops the e-guidebook outline; creates the e-guidebook concept; selects the design, colors, and fonts; design the layout using Canva Pro; and provides explanations for each section of the e-guidebook. The e-guidebook concept is developed based on the results of the needs analysis conducted in the previous stage.

1. Compiling Materials

During the material compilation stage, the researcher gathers information from various relevant references. Such as scientific journal article and previous research related to GRO, the hospitality industry, English communication, guest complaint handling, excellent service, and cross-cultural communication. In addition, the

researcher also sought input from a GRO working at a hotel to gain insight into duties, responsibilities, and work practices of GRO in the field. The researcher's personal experience during an internship at a hotel was also a key consideration in determining the content. All materials were then tailored to the results of the respondents' needs analysis before being compiled into a bilingual e-guidebook.

2. Developing the E-guidebook Outline

At this stage, the researcher developed the e-guidebook outline by determining the content to be included in the e-guidebook. The following is the outline that was developed:

- a. Title: Bilingual E-guidebook for Guest Relation Officer (GRO) for Students Interning in the Hospitality Industry.
- b. Table of Contents
- c. Introduction
- d. Job Description of Guest Relation Officer
- e. Personal Grooming of GRO
- f. Basic English Expressions for GRO
- g. How to Handle Complaints
- h. Tips for Providing Excellent Service for GRO
- i. Cross-Cultural Tips
- j. Tips for Interns
- k. Author's Profile

3. Developing the E-guidebook Concept

At this stage, the researcher designed the objectives, target audience, content structure, and presentation concept for the e-guidebook. The e-guidebook was designed as a learning resource intended for interns in the hospitality industry, particularly those who will be interning as Guest Relations Officers (GROs) or in the Front Office department. The concept was developed by organizing the material into several systematically arranged sections, starting with the cover, table of

contents, introduction, the role and responsibilities of a Guest Relations Officer (GRO), grooming standards, basic English phrases, handling guest complaints, excellent service, cross-cultural communication, tips for interns, and the author's profile. In addition, the e-guidebook also features illustrations, fun facts, and trivia to enhance its appeal and help readers understand the material more easily. This e-guidebook features two illustrated characters representing a Guest Relation Officer (GRO) and a hotel guest. The illustrations are used to depict realistic workplace scenarios, making the content easier to understand and more engaging for student interns.

TABLE OF CONTENTS	
Table of Contents	02
Introduction	04
Job Description of Guest Relation Officer	08
Personal Grooming of GRO	10
Basic English Expressions for GRO	14
How to Handle Complaints	18
Tips for Providing Excellent Service for GRO	20
Cross-Cultural Tips	22
Tips For Interns	24
Author's Profile	26



Figure 4.1 Table of Contents

4. Selection of Design, Colors, and Fonts

a. Selection of Design and Illustration Style

At this stage, the researcher determined a simple, modern, and attractive e-guidebook design concept to suit the characteristics of vocational high school students and college students as the target users. The e-guidebook design was created by combining text, illustrations, icons, and visual elements so that the material could be understood more easily and to increase students' interest in reading. In addition, the layout of each page was designed consistently to provide

reading comfort and make it easier for readers to find the information they needed. To improve the e-guidebook's visual quality, the researcher collaborated with a professional illustrator to create the illustrations. The illustrator produced the illustrations based on the concept established by the researcher. Once the illustrations were complete, the researcher reviewed them and provided feedback as needed to ensure they aligned with the learning objectives and the overall e-guidebook design. The approved illustrations were then integrated into the e-guidebook layout using Canva Pro.



Figure 4.2 Cover Design

b. Color Selection

The color selection is tailored to the hospitality industry's theme, which is synonymous with professionalism, comfort, and hospitality. Therefore, the e-guidebook uses a combination of navy blue, beige, and brown, understated colors that convey a professional impression while making the e-guidebook comfortable to read. The use of color also serves to distinguish between different sections of the content and draw the reader's attention to important information.



Figure 4.3 Color Combination

c. Font Selection

Poppins was selected as the primary typeface for this e-guidebook based on its clean, rounded letterforms that enhance readability for readers. The font has a simple design and is easy to read both on digital devices and in print. Variations in font size and weight are used to distinguish between titles, subtitles, and body text, ensuring that the information is organized hierarchically and is easier to understand.

5. Designing the Layout Using Canva Pro

During the layout design phase, the researcher arranged the layout of each page of the e-guidebook so that the information could be conveyed clearly, in a structured manner, and in a way that was easy for readers to understand. This process was carried out using the Canva Pro. Canva Pro was chosen because it provides various features that support the creation of educational media, such as templates, layout settings, graphic elements, icons, and the ability to easily arrange combinations of text and images. At this stage, all the compiled material is incorporated into the e-guidebook design according to the planned layout. The researcher also adjusts the typography, colors, illustrations, and other visual elements to make the e-guidebook's appearance more appealing, consistent, and easy for users to understand. Each page is designed with a balance of text, illustrations, icons, and white space to ensure the e-guidebook does not look too crowded. Additionally, the placement of titles, subtitles, images, and content is kept consistent to help readers follow the flow of information.

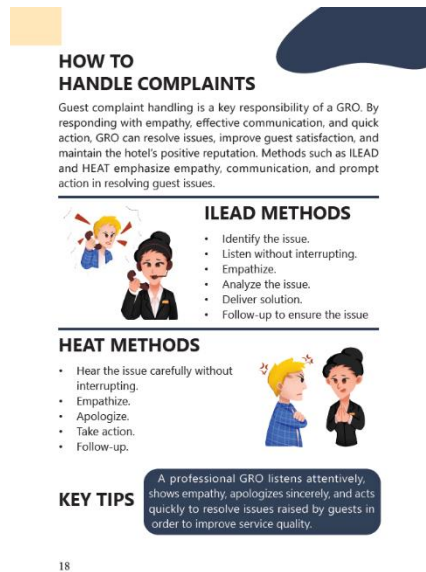


Figure 4.4 Layout Design

6. Explanation of Each Section in the E-guidebook

This bilingual e-guidebook consists of several sections organized systematically to help hospitality interns understand the role and responsibilities of a Guest Relations Officer (GRO). Each section is designed to provide the practical knowledge and skills needed before and during the internship. The contents of the e-guidebook are described as follows:

a. Cover

The cover displays the e-guidebook's title, an illustration related to the hospitality industry, and a color scheme that reflects professionalism and hospitality.

b. Table of Contents

This section helps readers easily navigate the e-guidebook's contents through a list of all learning topics.

c. Introduction

This section provides a basic understanding of hotels, their functions, and the services offered in the hospitality industry.

d. Job Description of a Guest Relations Officer (GRO)

This section explains the definition, role, and responsibilities of a Guest Relations Officer.

e. Appearance Standards

This section explains the appearance standards for male and female Guest Relations Officers (GROs), including hairstyles, uniforms, personal hygiene, and professional appearance.

f. Basic English Phrases

This section presents English phrases commonly used in hotel operations to improve students' communication skills.

g. Handling Complaints

This section introduces techniques for handling guest complaints professionally and provides practical examples.

h. Excellent Service

This section explains the principles of excellent service, including reliability, responsiveness, assurance, empathy, and tangible evidence.

i. Cross-Cultural Communication

This section discusses the importance of communicating effectively with guests from different cultural backgrounds.

j. Tips for Interns

This section offers practical advice to help students prepare for their internships in the hospitality industry.

k. Author Profile

This section provides information about the author who developed this e-guidebook.

4.1.2.2 Production

During the production phase, the researcher compiled the e-guidebook's content in two languages (English and Indonesian), covering the following six main topics:

1. Job Description of GRO
2. Personal Grooming of GRO
3. Basic English Expressions for GRO
4. How to Handle Complaints
5. Tips for Providing Excellent Service for GRO
6. Cross-Cultural Tips

The researcher began developing a bilingual e-guidebook based on the concept designed during the pre-production phase. All materials were compiled in two languages, English and Indonesian, as the primary languages used in this e-guidebook, to help interns understand terms in the hospitality industry while improving their English language skills.

In translating the English and Indonesian content, the researcher used DeepL, ChatGPT, and Claude to help correct errors in grammar, punctuation, and expression in both English and Indonesian. Examples of the bilingual text from the study are shown in Figures 4.5 and 4.6.

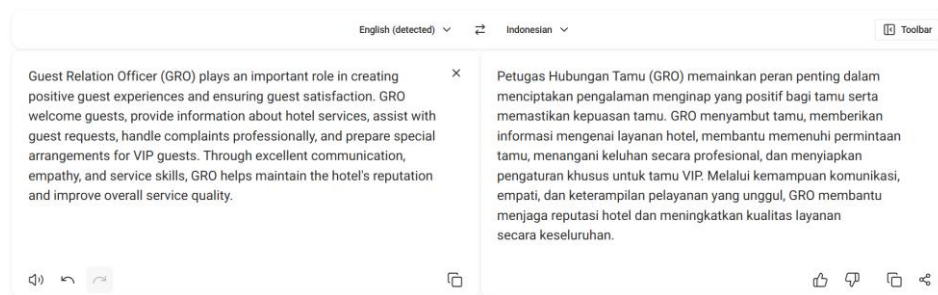


Figure 4.5 English Translation using DeepL tool

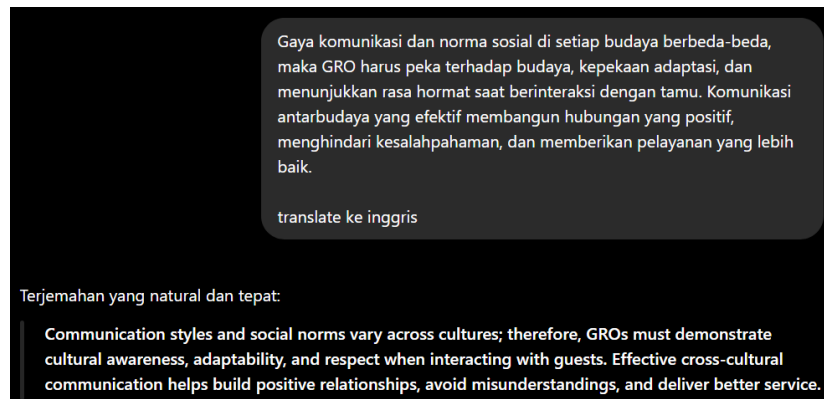


Figure 4.6 Indonesian Translation using ChatGPT

In addition to the content, the e-guidebook also includes sample dialogues, commonly used English expressions, and supporting illustrations to aid the reader's understanding. Examples of the sample dialogues and case studies are shown in Figure 4.7.



Figure 4.7 Dialog Samples

Once all the material had been compiled, the content was integrated into the e-guidebook layout that had been designed using Canva Pro. Each page was laid out consistently, with careful attention paid to the balance between text, illustrations, icons, and other visual elements to create a design that is visually appealing, easy to understand, and comfortable for users to read.

4.1.2.3 Post-production

During the post-production phase, the researcher double-checked all of the e-guidebook's content, including the accuracy of the material, the correctness of the English, and the design, before the initial draft was submitted to experts for validation and revision.

4.1.3 Expert Validation and Revision

The third stage was product validation, conducted by three validators: two lecturers from Diponegoro University and one hotel staff member from Fraser Residence Menteng Jakarta. The validation aimed to assess the e-guidebook's suitability before it was pilot-tested with users. The assessment was conducted using a product validation questionnaire distributed via Google Form with a 1–4 Likert scale covering both content and design aspects. The validation was carried out by Dimas Prasetyo, a hotel staff in the Client Relations Executive role, on June 15, 2026; Miss Alfin Rosyidha, S.Pd., M.A., a lecturer in Applied Foreign Languages, on June 21, 2026; and Miss Girindra Putri Ardana Reswari, S.Pd., M.Sc., Ph.D., the thesis supervisor, on July 7, 2026.

a. Expert Validation

The validity of the “Bilingual E-guidebook for Student Interns in the Hospitality Industry” developed by the Guest Relations Officer (GRO) was assessed based on the evaluations of three experts. The questionnaire consisted of 20 statements, resulting in a minimum score of 20 and a maximum score of 80.

Table 4.2 Expert Validation Results

No	Expert Validator	Institution	Position	Aspect		Total Score	Percentage	Category
				Material	Media			
1	Dimas Prasetyo	Fraser Residence Menteng Jakarta	Client Relations Executive	39	38	77	96.25%	Very Valid
2	Alfin Rosyidha	Universitas Diponegoro	Lecturers	36	36	72	90%	Very Valid
3	Girindra Putri A.R	Universitas Diponegoro	Lecturers	37	37	74	92.5%	Very Valid
Average						223	92.92%	Very Valid

Based on the assessment by Expert 1, Dimas Prasetyo, a score of 92.25% was obtained, which falls into the “Very Valid” category. Expert 2, Miss Alfin Rosyidha, obtained a score of 90%, which falls into the “Very Valid” category. Expert 3, Miss Girindra Putri A.R., assigned a score of 92.5%, which falls into the “Very Valid” category. These findings indicate that the experts who validated this e-guidebook agree that the product is suitable for use by interns because it meets the criteria in terms of both content and format.

b. Revision

In this section, experts have reviewed the product and provided suggestions and improvements. The revisions were made based on feedback provided by the experts during the previous product validation process. The following is the feedback provided by the experts.

Table 4.3 Suggestions and Feedback from Expert Validators

Expert Validator	Suggestions and Feedback
Dimas Prasetyo	At the beginning of the handbook, it would be better to add a brief explanation about the Front Office department structure, including the hierarchy and main responsibilities of each position. This can help create a better understanding before moving into the Guest Relation Officer topic. For people who are new to the hospitality industry, Guest Relation Officer and Guest Service Agent may seem like the same role, but actually they have different responsibilities and focuses. Adding this explanation will help readers understand the role of a Guest Relation Officer more clearly within the Front Office department.
Alfin Rosyidha	If the book is expected to the intern students, I think it would be better to specific section providing terms or vocabularies that relate to Hotel Industry especially in GRO. Some visuals, for example in part Tips for Intern, could be improved to be more attractive.
Girindra Putri A.R	The content is accurate, practical, and supported by authentic workplace scenarios, including face-to-face and telephone complaint handling, guest relations, grooming standards, and cross-cultural communication. The visual design is attractive, the bilingual layout enhances accessibility, and the examples are communicative. Minor revisions are recommended: (1) conduct a final proofreading to correct several minor grammatical and formatting inconsistencies, (2) ensure consistency in terminology and punctuation across English and Indonesian versions, and (3) make the pages consistent to make it easier to read (English on the left page, Bahasa Indonesia on the right side). Several topics be reorganized and integrated to improve the coherence of the e-guidebook and avoid unnecessary repetition.

Table 4.4 Revise the material in accordance with the guidance from Expert 1

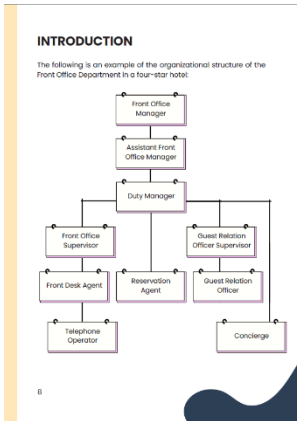
Before revision	After revision
 There is currently no explanation of the organizational structure of the front office department and its respective duties.	 Added an example of the organizational structure of the front office department at a four-star hotel, along with an explanation of its respective duties.

Table 4.5 Revise the material in accordance with the guidance from Expert 2

Before revision	After revision
 There is currently no content in the “Tips for Interns” section, and the design needs improvement.	 Added content and elements to the “Tips for Interns” section and the “Terms and Vocabulary Related to the Hospitality Industry” section in other materials.

Table 4.6 Revise the material in accordance with the guidance from Expert 3

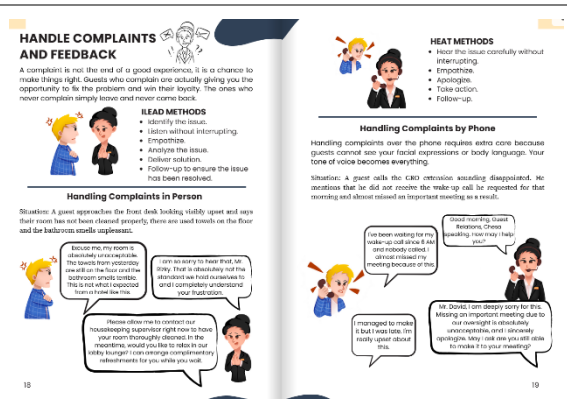
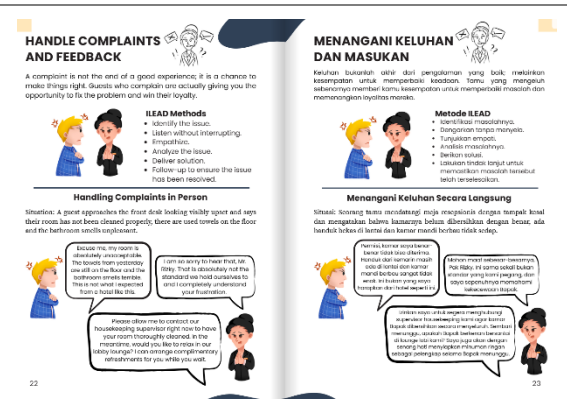
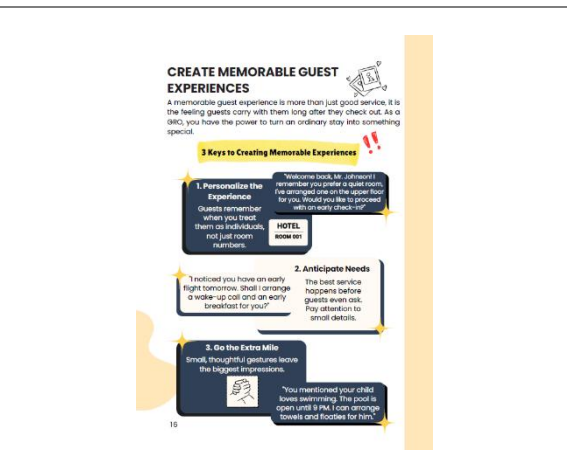
Before revision	After revision
 HANDLE COMPLAINTS AND FEEDBACK A complaint is not the end of a good experience. It is a chance to make things right. Guests who complain are actually giving you the opportunity to fix the problem and win their loyalty. The ones who never complain simply leave and never come back. LEAD METHODS - Identify the issue. - Listen without interrupting. - Empathize. - Analyze the issue. - Deliver solution. - Follow-up to ensure the issue has been resolved. Handling Complaints by Phone Handling complaints over the phone requires extra care because guests cannot see your face expressions or body language. Your tone of voice becomes everything. Situation: A guest calls the CEO extension sounding disappointed. He mentions that he did not receive the wake-up call he requested for that morning and almost missed an important meeting as a result. Handling Complaints in Person Situation: A guest approaches the front desk looking slightly upset and says their room has not been cleaned properly, there are used towels on the floor and the bathroom smells unpleasant. HEAT METHODS - Keep the issue carefully without interrupting. - Empathize. - Apologize. - Take action. - Follow-up.	 HANDLE COMPLAINTS AND FEEDBACK A complaint is not the end of a good experience; it is a chance to make things right. Guests who complain are actually giving you the opportunity to fix the problem and win their loyalty. LEAD Methods - Identify the issue. - Listen without interrupting. - Empathize. - Analyze the issue. - Deliver solution. - Follow-up to ensure the issue has been resolved. Handling Complaints in Person Situation: A guest approaches the front desk looking slightly upset and says their room has not been cleaned properly, there are used towels on the floor and the bathroom smells unpleasant. HEAT Methods - Keep the issue carefully without interrupting. - Empathize. - Apologize. - Take action. - Follow-up. MENANGANI KELUHAN DAN MASUKAN Keluhan bukanlah akhir dari pengalaman yang baik; melainkan kesempatan untuk memperbaiki keadaan. Seseorang yang mengkomplain sebenarnya memberi kamu kesempatan untuk memperbaiki masalah dan memenangkan loyalitas mereka. Metode LEAD - Identifikasi masalahnya. - Dengarkan tanpa memotong. - Tunjukkan empati. - Analisis masalahnya. - Berikan solusi. - Lakukan tindak lanjut untuk memastikan masalah tersebut sudah terselesaikan. Menangani Keluhan Secara Langsung Situasi: Seorang tamu mendekati meja resepsionis dengan wajah kecewa dan mengatakan bahwa kamarnya belum dibersihkan dengan benar, ada handuk bekas di lantai dan kamar mandi berbau tidak sedap.
The English and Indonesian layouts are not side by side.	Corrected the layout so that English appears on the left and Indonesian on the right. Corrected minor errors in grammar, punctuation, and terminology.

Table 4.7 Revise the material in accordance with the guidance from Expert 3

Before revision	After revision
 BASIC ENGLISH EXPRESSION FOR GRO English proficiency is essential in the hospitality industry because it enables effective communication with guests from diverse linguistic and cultural backgrounds. In the Front Office Department, English is used to provide information, explain hotel facilities and services, and assist guests. Strong communication skills are particularly important, as limited vocabulary, inappropriate word choice, and poor grammar can lead to miscommunication, negatively affecting guest satisfaction and the hotel's reputation. Greetings - Good morning/afternoon/evening, welcome to our hotel! - It is a pleasure to have you here with us. - How may I assist you? Offering Help - How may I help you? - Is there anything I can assist you with? - Please let me know if you need anything.	 CREATE MEMORABLE GUEST EXPERIENCES A memorable guest experience is more than just good service. It is the feeling guests carry with them long after they check out. As a CEO, you have the power to turn an ordinary stay into something special. 3 Keys to Creating Memorable Experiences 1. Personalize the Experience Guests remember when you treat them as individuals, not just room numbers. HOTEL, do you remember? 2. Anticipate Needs I noticed you have an early flight tomorrow. Shall I arrange a wake-up call and an early breakfast for you? The best service happens before guests even ask. Pay attention to small details. 3. Go the Extra Mile Small, thoughtful gestures leave the biggest impressions. "You mentioned your child loves swimming. The pool is open until 9 PM. I can arrange towels and floaties for him."

Initially, the e-guidebook consisted of six separate learning materials, including Basic English Expressions for GRO and

Expanding the Job Description section by adding three additional responsibilities: Create Memorable Guest Experiences,

How to Handle Guest Complaints as Building Strong Connections and independent sections. However, based on Relationships and Maintaining Guest the expert's recommendation, these Satisfaction and Supporting Hotel Service materials were integrated into the Job Quality, as the expressions were Description of Guest Relation Officer integrated into the explanation of each (GRO) section. responsibility.

4.1.4 Small-scale Field Testing and Product Modification

Next, at this stage, a small-scale product trial is conducted with users. The selection of participants is based on the theory proposed by Sadiman et al. (2018), which states that a small-scale trial should involve 5–10 people who are representative of the population.

a. Small-scale Field Testing Data Results

A small-scale field testing was conducted with five students from the Applied Foreign Languages Program, Class of 2024, who will be undertaking fieldwork internships in the hospitality industry. Initially, the researcher planned to involve students from SMK Tjendekia Puruhita in both the small-scale and large-scale field testing. However, during the implementation of the research, it was found that the number of active students who met the research criteria at SMK Tjendekia Puruhita was limited to approximately 15 students. Therefore, the small-scale field testing was conducted with five students from the Applied Foreign Language Study Program, who also met the same criteria as prospective hospitality interns. This decision was made to preserve the number of SMK participants for the large-scale field testing, allowing the final product to be evaluated by a larger and more representative group of the intended users. Data was collected through a questionnaire distributed via Google Forms using a 1–4 Likert scale consisting of 20 statements, covering four assessment aspects: content (5 statements), language (5 statements), media design (5 statements), and practicality (5 statements). The maximum score is 80, and the minimum is 20. The questionnaire was distributed on July 8, 2026.

The questionnaire was used to measure respondents' reactions to and understanding of the product that had been developed. The data obtained was then analyzed to calculate the average score and determine the product's level of feasibility.

Table 4.8 Results of the Small-Scale Field Testing Questionnaire

Respondents	Aspect				Total Score	Percentage	Category
	Material	Language	Design	Practicality			
R1	17	16	10	17	60	75%	Valid
R2	19	19	18	18	74	92.5%	Very Valid
R3	18	19	15	18	70	87.5%	Very Valid
R4	19	20	17	20	76	95%	Very Valid
R5	19	20	16	20	75	93.75%	Very Valid
Average	92%	94%	76%	93%	355	88.75%	Very Valid

Based on the data above, the language aspect received the highest score of 94%, indicating that respondents rated the use of language in the e-guidebook as very good. This was followed by the content aspect, which scored 92%, and practicality, which scored 93%, both of which received high ratings. Meanwhile, the design aspect received a score of 76%, making it the aspect with the lowest score. This aligns with respondents' comments suggesting that some pages be made more visually appealing, for example, by adding color, reducing text density, or emphasizing important information. Overall, the e-guidebook received a score of

88.75%, indicating that respondents validated the product as suitable for use, but with revisions based on their feedback.

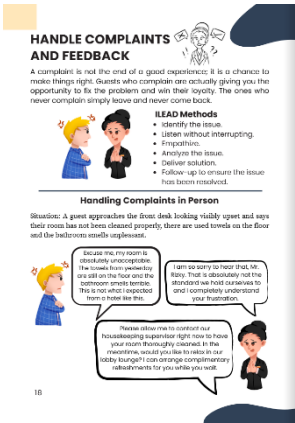
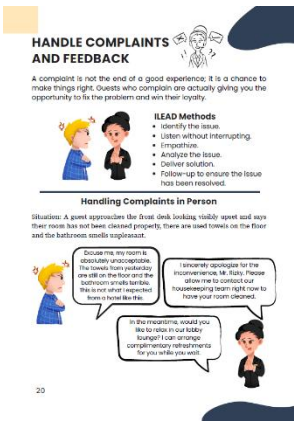
b. Product Modification

Next, product modifications were made based on feedback from respondents, which mainly concerned the design and layout. The feedback and improvements suggested by the respondents are shown in Table 4.9 below.

Table 4.9 Feedback from respondents in the small-scale field testing

Respondents	Suggestions and Feedback
R1	Beberapa halaman disini terlalu penuh sehingga agak sulit untuk dibaca, namun e-guidebook sudah sangat berguna dan mudah dimengerti
R2	pada halaman 24 25 menurut saya kekurangan warna apabila dibandingkan dengan lembar lembar lainnya, namun secara keseluruhan sudah selaras dan bagus
R3	menurut saya sudah cukup bagus
R4	Sebagai saran, di halaman 16-17 bagian 4 ways/4 cara, menurut saya boleh dikasih highlight setiap poinnya, karena di halaman tersebut minim ilustrasi dan ada banyak teks. bisa diberi permainan warna atau sedikit bold tulisannya per poinnya.

Table 4.10 Revised based on feedback from R1

Before revision	After revision
 HANDLE COMPLAINTS AND FEEDBACK A complaint is not the end of a good experience. It is a chance to make things right. Guests who complain are actually giving you the opportunity to fix the problem and win their loyalty. The ones who never complain simply leave and never come back. LEAD Methods - Identify the issue. - Listen without interrupting. - Empathize. - Analyze the issue. - Deliver solution. - Follow-up to ensure the issue has been resolved. Handling Complaints in Person Situation: A guest approaches the front desk looking visibly upset and says their room has not been cleaned properly. There are used towels on the floor and the bathroom smells unpleasant. Guest: "Excuse me, my room is absolutely unacceptable. I've looked from yesterday and still on the floor and the bathroom smells terrible. This is not what I expected from a hotel like this." Employee: "I am so sorry to hear that, Mr. Ben. That is absolutely not the standard we hold ourselves to and completely understand your frustration." Guest: "Please allow me to contact our housekeeping supervisor right now to have your room thoroughly cleaned. In the meantime, would you like to relax in our lobby lounge? I can arrange complimentary refreshments for you while you wait." Employee: "Thank you for your patience, Mr. Ben. I will personally oversee the cleaning process and ensure your room is ready for you by 10 AM. I will also arrange for a complimentary room upgrade to our suite as an apology for the inconvenience. Please allow me to contact our housekeeping supervisor right now to have your room cleaned." Guest: "In the meantime, would you like to relax in our lobby lounge? I can arrange complimentary refreshments for you while you wait."	 HANDLE COMPLAINTS AND FEEDBACK A complaint is not the end of a good experience. It is a chance to make things right. Guests who complain are actually giving you the opportunity to fix the problem and win their loyalty. LEAD Methods - Identify the issue. - Listen without interrupting. - Empathize. - Analyze the issue. - Deliver solution. - Follow-up to ensure the issue has been resolved. Handling Complaints in Person Situation: A guest approaches the front desk looking visibly upset and says their room has not been cleaned properly. There are used towels on the floor and the bathroom smells unpleasant. Guest: "Excuse me, my room is absolutely unacceptable. I've looked from yesterday and still on the floor and the bathroom smells terrible. This is not what I expected from a hotel like this." Employee: "I am so sorry to hear that, Mr. Ben. That is absolutely not the standard we hold ourselves to and completely understand your frustration." Guest: "Please allow me to contact our housekeeping supervisor right now to have your room thoroughly cleaned. In the meantime, would you like to relax in our lobby lounge? I can arrange complimentary refreshments for you while you wait." Employee: "Thank you for your patience, Mr. Ben. I will personally oversee the cleaning process and ensure your room is ready for you by 10 AM. I will also arrange for a complimentary room upgrade to our suite as an apology for the inconvenience. Please allow me to contact our housekeeping supervisor right now to have your room cleaned." Guest: "In the meantime, would you like to relax in our lobby lounge? I can arrange complimentary refreshments for you while you wait."

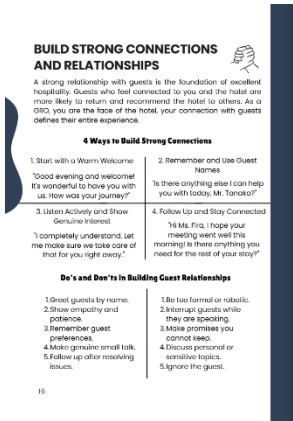
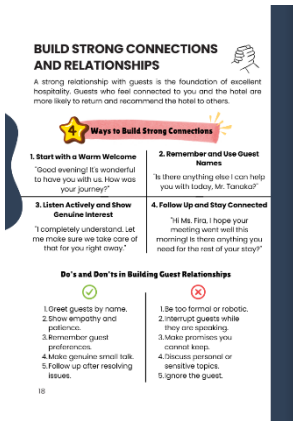
In the overly dense conversation section. The conversation sections are condensed to avoid being too dense.

Table 4.11 Revised based on feedback from R2

Before revision	After revision
 MAINTAINING GUEST SATISFACTION AND SUPPORTING HOTEL'S SERVICE QUALITY Guest satisfaction is not a one-time achievement. It is an ongoing commitment. Every interaction you have with a guest, no matter how small, contributes to the overall quality of the hotel's service. As a GRC, you are not just serving guests, you are also an ambassador of the hotel's reputation. 3 Pillars of Guest Satisfaction 1. Consistency Delivering the same high standard of service every single day to every single guest, regardless of how busy or tired you are. 2. Responsiveness Responding to guest needs quickly and efficiently, because in hospitality, timing is everything. 3. Attention to Detail Small details make a big difference. Noticing what guests need before they ask is what separates good service from unforgettable service.	 MAINTAINING GUEST SATISFACTION AND SUPPORTING HOTEL'S SERVICE QUALITY Guest satisfaction is not a one-time achievement. It is an ongoing commitment. Every interaction you have with a guest, no matter how small, contributes to the overall quality of the hotel's service. As a GRC, you are not just serving guests, you are also an ambassador of the hotel's reputation. 3 Pillars of Guest Satisfaction 1. Consistency Delivering the same high standard of service every single day to every single guest, regardless of how busy or tired you are. 2. Responsiveness Responding to guest needs quickly and efficiently, because in hospitality, timing is everything. 3. Attention to Detail Small details make a big difference. Noticing what guests need before they ask is what separates good service from unforgettable service.

In this section there is a lack of color compared to other pages. After adding colors and elements.

Table 4.12 Revised based on feedback from R4

Before revision	After revision																				
 BUILD STRONG CONNECTIONS AND RELATIONSHIPS A strong relationship with guests is the foundation of excellent hospitality. Guests who feel connected to you and the hotel are more likely to return and recommend the hotel to others. As a GRC, you are the face of the hotel, your connection with guests defines their entire experience. 4 Ways to Build Strong Connections 1. Start with a Warm Welcome "Good evening and welcome! It's wonderful to have you with us. How was your journey?" 2. Remember and Use Guest Names "Is there anything else I can help you with today, Mr. Tanaka?" 3. Listen Actively and Show Genuine Interest "I completely understand. Let me make sure we take care of that for you right away." 4. Follow Up and Stay Connected "Hi Ms. Fira, I hope your meeting went well this morning! Is there anything you need for the rest of your stay?" Do's and Don'ts in Building Guest Relationships <table border="0"> <tr> <td>1. Greet guests by name.</td> <td>1. Be too formal or robotic.</td> </tr> <tr> <td>2. Show empathy and patience.</td> <td>2. Interrupt guests while they are speaking.</td> </tr> <tr> <td>3. Remember guest preferences.</td> <td>3. Make promises you cannot keep.</td> </tr> <tr> <td>4. Make genuine small talk.</td> <td>4. Discuss personal or sensitive topics.</td> </tr> <tr> <td>5. Follow up after resolving issues.</td> <td>5. Ignore the guest.</td> </tr> </table>	1. Greet guests by name.	1. Be too formal or robotic.	2. Show empathy and patience.	2. Interrupt guests while they are speaking.	3. Remember guest preferences.	3. Make promises you cannot keep.	4. Make genuine small talk.	4. Discuss personal or sensitive topics.	5. Follow up after resolving issues.	5. Ignore the guest.	 BUILD STRONG CONNECTIONS AND RELATIONSHIPS A strong relationship with guests is the foundation of excellent hospitality. Guests who feel connected to you and the hotel are more likely to return and recommend the hotel to others. 4 Ways to Build Strong Connections 1. Start with a Warm Welcome "Good evening! It's wonderful to have you with us. How was your journey?" 2. Remember and Use Guest Names "Is there anything else I can help you with today, Mr. Tanaka?" 3. Listen Actively and Show Genuine Interest "I completely understand. Let me make sure we take care of that for you right away." 4. Follow Up and Stay Connected "Hi Ms. Fira, I hope your meeting went well this morning! Is there anything you need for the rest of your stay?" Do's and Don'ts in Building Guest Relationships <table border="0"> <tr> <td>1. Greet guests by name.</td> <td>1. Be too formal or robotic.</td> </tr> <tr> <td>2. Show empathy and patience.</td> <td>2. Interrupt guests while they are speaking.</td> </tr> <tr> <td>3. Remember guest preferences.</td> <td>3. Make promises you cannot keep.</td> </tr> <tr> <td>4. Make genuine small talk.</td> <td>4. Discuss personal or sensitive topics.</td> </tr> <tr> <td>5. Follow up after resolving issues.</td> <td>5. Ignore the guest.</td> </tr> </table>	1. Greet guests by name.	1. Be too formal or robotic.	2. Show empathy and patience.	2. Interrupt guests while they are speaking.	3. Remember guest preferences.	3. Make promises you cannot keep.	4. Make genuine small talk.	4. Discuss personal or sensitive topics.	5. Follow up after resolving issues.	5. Ignore the guest.
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In this section, the writing of each point has not been highlighted or bolded.	Each point is bolded and elements and highlights are added.																				

4.1.5 Large-scale Field Testing and Final Product

The next step is to test the product with a larger group of users to obtain a more comprehensive assessment of the e-guidebook's feasibility.

a. Large-scale Field Testing

Large-scale field testing was conducted with 12 students from SMK Tjendekia Puruhita and 15 students from the Applied Foreign Languages Program. Data was collected through a questionnaire using a 1–4 Likert scale distributed via Google Forms. Data collection took place from July 9–13, 2026. The questionnaire used in the large-scale field testing was the same as that used in the small-scale field testing consisted of 20 statements covering four evaluation aspects: content (5 statements), language (5 statements), media design (5 statements), and practicality (5 statements). The maximum score is 80, and the minimum is 20.

Table 4.13 Large-scale Field Testing Questionnaire Results

Aspect	Total Score	Maximum Score	Percentage	Category
Material	495	540	91.67%	Very Valid
Language	499	540	92.41%	Very Valid
Design	480	540	88.89%	Very Valid
Practicality	497	540	92.04%	Very Valid
Overall	1971	2160	91.25%	Very Valid

The results of the analysis of questionnaire data from the large-scale field testing of 27 respondents, which were evaluated in terms of content, language, media, and practicality, revealed that the language aspect received the highest score, at 92.41%. This percentage indicates that the language aspect achieved the highest score among all aspects. The respondents considered the English and Indonesian used in the e-guidebook to be clear, easy to understand, and appropriate for the target users. As for the design and layout aspect, it received the lowest percentage among the four aspects, with 88.89% of respondents rating it as “Very Valid.” The respondents generally gave positive evaluations regarding the visual appearance, illustrations, colors, and layout of the e-guidebook. Overall, the bilingual e-guidebook achieved a percentage score of 90.74%, indicating that the product falls into the “Very Valid” category and is considered feasible for implementation as a learning resource for student interns in the hospitality industry.

b. Final Product

Following a large-scale field test, the researcher made final revisions based on feedback and suggestions from the respondents. These revisions primarily focused on improving the visual appearance of several pages, balancing the use of colors, adjusting the text layout to enhance readability, and highlighting key points through visual emphasis.

After undergoing a revision process, the final product was completed in the form of a bilingual e-guidebook titled “Designing a Bilingual E-guidebook on Guest Relation Officers (GROs) for Interns in the Hospitality Industry.” This e-guidebook was designed using Canva and features original illustrations created in collaboration with an illustrator. The final product consists of eight main learning modules, namely:

1. Grooming Standards
2. Job Description of GRO
3. Create Memorable Guest Experiences
4. Build Strong Connections and Relationships
5. Handle Complaints and Feedback
6. Maintaining Guest Satisfaction and Supporting Hotel’s Service Quality
7. Tips for Providing Excellent Service for GRO
8. Cross-cultural Communication Tips

In addition, this e-guidebook also includes supporting sections such as a table of contents, tips for interns in the hospitality industry, author profiles, and practical illustrations to enhance reader engagement and understanding.

Based on expert validation, three field tests, and a large-scale field test, this bilingual e-guidebook has been deemed “Very Valid” and suitable for use as a supplementary learning resource for students who will be undertaking internships in the hospitality industry.

The final stage involves product distribution and implementation. At this stage, the GRO bilingual e-guidebook was registered for intellectual property rights (IPR) through the DJKI (Directorate General of Intellectual Property) website, ensuring that this bilingual e-guidebook has legal protection to prevent plagiarism or misuse of the product. The e-guidebook is freely accessible via the Heyzine platform. In addition, this bilingual e-guidebook will be provided to SMK Tjendekia Puruhita and the Applied Foreign Languages Study Program. Links to the e-guidebook will also be distributed via WhatsApp to students at SMK Tjendekia Puruhita and students in the Applied Foreign Languages Study Program who will be completing

internships in the hospitality industry, ensuring that this e-guidebook is easily accessible anywhere and anytime.

4.2 Discussion

Research findings indicate that the development of a bilingual e-guidebook on Guest Relations Officers (GROs) is beneficial for interns who will be completing their internships in the hospitality industry. The product was developed using the Research and Development (R&D) model proposed by Borg and Gall (1983), which was simplified by the Puslitjaknov Team into five stages. The development process included product analysis, initial product development, expert validation and revision, small-scale field testing and revision, and large-scale field testing to produce the final product. This study resulted in a bilingual e-guidebook on GRO.

These findings indicate that the e-guidebook developed is highly suitable for use as a supplementary learning resource for prospective interns. Validation by experts yielded an overall score of 92.92%, while the small-scale field test achieved 88.75%, and the large-scale field test scored 91.25%. According to Riduwan (2015), all of these percentages fall into the “Very Valid” category, indicating that the e-guidebook meets the criteria for high-quality learning media in terms of content, language, design, and practicality.

A needs analysis conducted among five students from SMK Tjendekia Puruhita confirmed these observations. All respondents (100%) agreed that English proficiency is important for performing the role of a GRO, and all respondents also agreed that a bilingual e-guidebook would help them independently learn the English language skills relevant to their internship. This study employed purposive sampling, a non-probability sampling technique in which participants are deliberately selected based on their knowledge, experience, or relevance to the research objectives (Sugiyono in Mariani & Sumada, 2021). This technique was chosen because it enables the researcher to focus data collection on individuals who are most relevant to the purpose of the study, namely student interns preparing for internships in the hospitality industry.

During the needs analysis stage, the sample consisted of five students from SMK Tjendekia Puruhita who were preparing to undertake internships in the hospitality industry. However, during the implementation of the study, it was found that the number of active students at SMK Tjendekia Puruhita was limited to approximately 15 students. To address this limitation, the researcher expanded the research sample by including students from the Applied Foreign Language Study Program, Universitas Diponegoro, who also matched the target audience of the bilingual e-guidebook as prospective interns in the hospitality industry. Although involving additional vocational high schools was considered, this option was not feasible due to the limited time available for conducting the research. This decision is consistent with the principle of purposive sampling, which is ‘used to select respondents that are most likely to yield appropriate and useful information’ (Kelly in Campbell et al., 2020) and is a way of identifying and selecting cases that will use limited research resources effectively (Palinkas et al., in Campbell et al., 2020). Therefore, the inclusion of additional participants during the research process did not alter the primary target population which is student interns in the hospitality industry, but rather broadened its representation, thereby enhancing the methodological rigor and credibility of the research findings.

Accordingly, the distribution of participants in this study was as follows: (1) Five students from SMK Tjendekia Puruhita participated in the needs analysis; (2) Five students from the Applied Foreign Language Study Program, Universitas Diponegoro participated in the small-scale field testing; and (3) 27 participants took part in the large-scale field testing, consisting of 12 students from SMK Tjendekia Puruhita and 15 students from the Applied Foreign Language Study Program, Universitas Diponegoro.

These findings are consistent with the concept of bilingual e-guidebooks as a learning medium. The bilingual approach in these e-guidebooks is based on the basic definition of bilingualism established by Wrigth and Baker (2025), bilingualism refers to the ability to use two or more languages in different communicative contexts. Bilingual individuals do not necessarily possess equal proficiency in each language, as language use depends on their communicative needs and social contexts.

In the context of this e-guidebook, the bilingual format allows student interns to access materials in Indonesian while simultaneously learning the corresponding terms in English, thereby supporting gradual language acquisition in the hospitality context without requiring native-level proficiency in English.

The development of this bilingual e-guidebook shares similarities with the research conducted by Chumairoh, Safitri, and Suyono (2024), who developed a bilingual booklet as an educational medium using a Research and Development approach. However, the two studies differ in several aspects. Chumairoh, Safitri, and Suyono focused on developing a bilingual guidebook for museum visitors to provide tourism and historical information, whereas the present study develops a bilingual e-guidebook specifically for student interns preparing for internships in the hospitality industry, particularly in the Front Office Department as Guest Relation Officer (GRO). Furthermore, while the guidebook developed by Chumairoh, Safitri, and Suyono focuses on cultural heritage information, the bilingual e-guidebook in this study emphasizes professional competencies, including grooming standards, job descriptions, guest communication, complaint handling, service excellence, and cross-cultural communication. Therefore, this study extends the application of bilingual guidebooks from the tourism context to vocational preparation in the hospitality industry.

The bilingual nature of this e-guidebook also sets it apart from most existing learning materials in the hospitality field, which are generally developed in only one language. By presenting content in both Indonesian and English, this e-guidebook bridges the language gap often faced by student interns, enabling them to gradually build confidence in speaking English while still being able to fully understand the material through Indonesian. This approach reflects the definition of bilingualism proposed by Wrigth and Baker (2025), which acknowledges the ability to use two or more languages in different communicative contexts and not necessarily possess equal proficiency in each language, as language use depends on their communicative needs and social contexts.