

DEVELOPING A BUSINESS ENGLISH TEXTBOOK FOR
SMK WALISONGO RAMBIPUJI
TO PREPARE STUDENTS FOR EMPLOYMENT IN THE RETAIL SECTOR
THESIS
By:
Rahmat Hidayat Ramadhani
NIM. 210107110016



ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
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2025

APPROVAL SHEET

DEVELOPING BUSINESS ENGLISH TEXTBOOK FOR SMK WALISONGO RAMBIPUJI ALFA CLASS TO PREPARE FOR WORKING IN ALFAMART

THESIS

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Developing a Business English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in the Retail Sector

THESIS

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210107110016

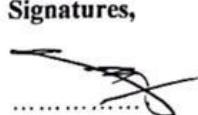
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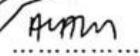
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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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3. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me

Malang, 11 November 2025

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NIM. 210107110016

MOTTO

死ぬことは借りねエ、生きて夢をつかむんだ！

Shinu koto wakarinee, ikite yume o tsumakamunda

“Aku takkan mati sebelum meraih mimpiku”

Monkey D. Luffy, One Piece

DEDICATION

I would like to dedicate this work to my dear parents, the late Yus Handoko and My beloved mother Laili Maulida, for the love, support, prayer, and sacrifice of those who shaped me into who I am today. Your love and support have helped me achieve every goal I set for myself. I also want to thank my brothers for their support. I would also like to thank Dr. Alam Aji Putera, M.Pd, my supervisor, for his help, wisdom and guidance while writing this paper. His advice and support was very valuable in helping me complete my research. Thank you to everyone who has been a part of my academic journey.

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Thanks to Allah SWT for His grace and guidance, enabling the researcher to complete this final project entitled "Developing a Business English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in the Retail Sector." May blessings and peace always be upon the Prophet Muhammad, peace be upon him, a great role model of honesty, wisdom, and kindness.

The researcher realizes that the completion of this final project would not have been possible without the assistance, support, and prayers of many parties. Therefore, the researcher would like to express her deepest gratitude and appreciation to all parties who have provided assistance in any form throughout this research. With all humility, the researcher would like to express her gratitude to:

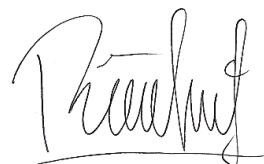
1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si as the Rector of Islamic State University of Maulana Malik Ibrahim Malang.
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Finally, the researcher realized that this thesis is not perfect. Suggestions and constructive criticism are most welcome. Hopefully, this thesis can be beneficial and provide insight for readers, as well as for the researcher, personally.

Malang, 11 November 2025

Researcher,



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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia, Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= ī
Long Vocal (u)	= û

C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= ū
إي	= ī

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ABSTRACT

Ramadhani, R.H. 2025. Developing a Business English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in the Retail Sector. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Alam Aji Putera, M.Pd

Keywords: Business in English, Textbook Development, Alfamart Class, Vocational Education, ADDIE Model

The aim of the project is to create a book on business English for students of the Alfamart Class at Walisongo Rambipuji High School as an educational tool to prepare them for work in the retail sector, especially at Alfamart. The study focuses on the development of practical and useful educational resources tailored to the professional needs of students, using research and development methods through analysis, design, development, implementation and evaluation. Data is collected through interviews, observations, and validation surveys by media and content experts. With 88% of content experts and 87.33% of media professionals – both in the "appropriate" category – the validation of experts indicates a high level of compliance with the developed manuals. When the product was further tested and evaluated in the classroom, both teachers and students gave positive responses, indicating that the book is effective in helping students communicate and understand work situations in English. Thus, the developed Business English textbook is considered appropriate, relevant, and effective to support vocational English learning for Alfamart Class students at SMK Walisongo Rambipuji.

ABSTRAK

Ramadhani, R.H. 2025. Pengembangan Buku Ajar Bahasa Inggris Bisnis Bagi Siswa SMK Walisongo Rambipuji Sebagai Persiapan Bekerja di Sektor Retail. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Alam Aji Putera, M.Pd

Kata Kunci: *Business English*, pengembangan buku ajar, Kelas Alfamart, pendidikan vokasi, model ADDIE

Tujuan dari proyek ini adalah untuk menciptakan buku teks Bahasa Inggris Bisnis bagi siswa kelas Alfamart di SMK Walisongo Rambipuji sebagai alat bantu pembelajaran untuk mempersiapkan mereka memasuki dunia kerja di sektor ritel, khususnya di Alfamart. Penelitian ini berfokus pada pengembangan sumber belajar yang praktis dan bermanfaat yang disesuaikan dengan kebutuhan vokasional siswa, menggunakan metode Penelitian dan Pengembangan (R&D) melalui model ADDIE (Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi). Pengumpulan data dilakukan melalui wawancara, observasi, dan kuesioner validasi dari pakar media dan pakar konten. Dengan skor 88% dari pakar konten dan 87,33% dari pakar media—keduanya berada dalam kategori "Sangat Sesuai"—hasil validasi pakar menunjukkan tingkat kesesuaian yang tinggi untuk buku teks yang dikembangkan. Ketika produk ini diuji dan dievaluasi lebih lanjut di kelas, baik guru maupun siswa memberikan tanggapan positif, yang menunjukkan bahwa buku ini efektif dalam membantu siswa berkomunikasi dan memahami situasi kerja dalam Bahasa Inggris. Dengan demikian, buku teks Bahasa Inggris Bisnis yang dikembangkan dinilai tepat, relevan, dan efektif untuk mendukung pembelajaran Bahasa Inggris kejuruan bagi siswa Kelas Alfamart di SMK Walisongo Rambipuji.

الملخص

رمضاني، ر.ه. ٢٠٢٥. تطوير كتاب تعليمي في اللغة الإنجليزية للأعمال لطلبة صف ألفا في المدرسة المهنية والي صونغو رامبيوجي استعداداً للعمل في متجر ألفامارت بحث التخرج. قسم تعليم اللغة الإنجليزية، كلية التربية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور علام أجي بوتيرا، م.ب.د

الكلمات المفتاحية: اللغة الإنجليزية للأعمال، تطوير الكتاب التعليمي، صف ألفامارت، التعليم المهني نموذج

كان الهدف من هذا المشروع إعداد كتاب مدرسي في اللغة الإنجليزية للأعمال لطلاب صف ألفامارت في مدرسة واليسونغو رامبيوجي الثانوية المهنية، ليكون أداة تعليمية تُعدّهم لسوق العمل في قطاع التجزئة، وتحديداً في ألفامارت. ركّز هذا البحث على تطوير موارد تعليمية عملية ومفيدة، مصممة خصيصاً لتلبية الاحتياجات المهنية للطلاب، باستخدام منهجية البحث والتطوير من خلال نموذج (التحليل، التصميم، التطوير، التنفيذ، والتقييم).

تم جمع البيانات من خلال المقابلات واللاحظات واستبيانات التحقق من الصحة من خبراء الإعلام والمحظى. وحصل خبير المحتوى على 88%， بينما حصل خبير الإعلام على 87.33%， وكلاهما ضمن فئة "مناسب جداً"， ما يشير إلى مستوى عالي من ملاءمة الكتاب المدرسي المطورة.

عند اختبار المنتج وتقييمه بشكل أكبر في الفصل الدراسي، أبدى كل من المعلمين والطلاب ردود فعل إيجابية، مما يشير إلى فعالية الكتاب في مساعدة الطلاب على التواصل وفهم مواقف العمل باللغة الإنجليزية. وبالتالي، يعتبر كتاب اللغة الإنجليزية للأعمال الذي تم تطويره مناسباً وذات صلة وفعال لدعم تعلم اللغة الإنجليزية المهنية لطلاب صف ألفامارت في مدرسة واليسونجو رامبيوجي الـ

CHAPTER I

INTRODUCTION

This chapter emphasizes the importance of English communication skills in today's global society, particularly in the service and professional sectors.

1.1 Background of the Study

English no longer viewed as a foreign language used in formal education but it has grown to be an important means of communication in daily activities, especially in modern business retail. At vocational education oriented in preparedness, the development of English speaking skills needs to be designed with clear and relevant goals for the work world. This need is increasingly evident in the retail sector, such as Alfamart, where employees are required to interact with customers, suppliers, and operate English speaking operating systems. Hence, the integration of English in vocational education should not only focus on language knowledge in general but also emphasize the development of professional, communicative, and practical language skills.

In addition, the Subulussalam Foundation established SMK Walisongo Rambipuji, a vocational high school based on an Islamic boarding school located in Rambigundam Village, Jember Regency, in 1990. This school is committed to producing intelligent, devout, and morally upright students who are ready to enter the workforce. Some of its leading majors include TKJ (Computer and Network Engineering) and Alfamart Class (ALFA Class), which collaborates with Alfamart to provide instruction related to retail business operations. As an Islamic boarding school, SMK Walisongo aims not only to produce professionals but also to shape individuals with noble character and able to make a positive contribution to society,

by integrating Islamic teachings with general education. The role of English has to be understood in this light, and should not conflict with all these values on language quality (particularly because integrity, dedication and ethical communication discussed above).

Thus, Business English is the most relevant area of English for Specific Purposes (ESP) for use in vocational education, particularly in retail-focused class. ESP emphasizes that language learning must align with learner objectives, while Business English focuses on communication skills needed in professional and commercial environments (Hutchinson & Waters, 1987). The primary goal of the Alfamart program for Walisongo Vocational High School students is to improve their English skills, which directly support daily store operations, customer service, product transactions, promotional activities, and complaint handling. This targeted approach ensures that students not only understand standard English structures but also master the vocabulary, dialogue, and practical expressions necessary to meet the demands of the real business world. Without adequate emphasis on Business English, students risk graduating with a broad vocabulary but inadequate communication skills to meet the needs of the retail industry.

The need for this specialization is evident in the challenges students face in communicating clearly in English, especially in real world situations involving international customers, internet-based communication technologies, or procedural documentation. Many vocational students struggle to express themselves because the learning resources they use tend to be too general or academic, making them less relevant to their desired career context. Therefore, a Business English textbook specifically designed for Alfamart Class students is not only beneficial but also essential. By providing relevant vocabulary, everyday conversations, retail idioms,

and communication exercises that mimic the work environment, this book will equip students with the knowledge and confidence they need to succeed in the modern retail world.

Furthermore, the curriculum at Walisongo Vocational School is based on Islamic principles, which influence students' knowledge and behavior in the workplace. The principles of *shidiq* (honesty), *amanah* (trustworthiness), *tabligh* (clear communication), and *fathonah* (knowledge), deeply rooted in the pesantren tradition, are highly relevant to the business world. These values should be the foundation of effective communication, especially in English, and encourage students to act responsibly, speak honestly, and interact wisely and straightforwardly.

Allah says in the Qur'an,

وَقُلُّوا لِلنَّاسِ حُسْنَّ

("And people spoke with good words" – Al Baqarah: 83)

This verse spiritually reminder that speaking is not only a compliment but also good behavior. This text justifies the educational goals of graduates who can speak English formally, in accordance with Islamic communication guidelines.

The integration of vocational education and spiritual values is one of the hallmarks of Islamic boarding schools like Walisongo Vocational School offer a comprehensive approach, combining religious education with modern skills training. A disciplined, simple, and service oriented lifestyle is emphasized through Quranic study, character education, and community service activities, which are part of the school curriculum. The environment in which students live and learn is

shaped by a sense of social responsibility, worship, and continuous learning. This environment holds special significance for learning Business English, as it not only prepares students for the world of work but also equips them to serve with excellence and integrity in every aspect of life.

By developing a Business English textbook specifically for Alfamart Class at Walisongo Vocational School, this project aims to bridge the gap between academic knowledge and practical application. This development ensures students learn English in a way that aligns with their cultural identity, spiritual beliefs, and professional goals. The curriculum will emphasize task-based activities that simulate real-world scenarios, workplace communication, and thematic learning. Furthermore, the textbook will support the moral standards that should underlie every decision, interaction, and transaction. Ultimately, the textbook will serve not only as a language learning tool but also as a guide for developing competent, confident, and virtuous retail professionals in an increasingly connected world.

1.2 Research Question

- a. How is the process of developing English textbook for Vocational school students?

1.3 Research Objective

The goals of this study are to :

- b. Create a book to help Walisongo Vocational School students to prepare themselves to work at retail sector

1.4 Scope and Limitations of Study

The primary objective of this study is to develop and evaluate a Business English textbook for Retail Sector at Walisongo Vocational High School. A small-scale pilot test of this textbook will be conducted with 11th grade students. Furthermore, this

study will only cover Business English material relevant to job requirements at Retail Sector it will not address general English learning topics or other materials unrelated to the modern retail workplace.

1.5 Significance of Study

This research is expected to contribute to two aspects, namely theoretical and practical:

- a. Theoretically, this research will contribute to the development of knowledge in the field of English for Specific Purposes (ESP), particularly regarding the teaching of English to retail staff. The development of relevant and useful teaching materials, such as Business English textbooks for Vocational Schools, also has the potential to become a reference for the development of learning materials in other vocational educational institutions.
- b. Practically, this textbook is expected to help Walisongo Vocational School students improve their English skills, especially in preparing for employment at Retail Sector. Furthermore, this book can also serve as a reference for English teachers at other vocational schools that offer Alfamart Class or similar modern retail programs.

1.6 Key Terms Definition

- a. Commercial communication is conducted in English, especially in the modern retail industry such as Alfamart. Business English includes words, phrases, and idioms used in everyday business situations, such as serving customers, managing inventory, and communicating internally.
- b. Textbook development is the activity of structuring, gathering and composing instructional materials with the intent to increase students knowledge in a specific field. Textbook development in this study refers to making learning material that is suitable for the students of Alfamart, which are vocational high schools.

- c. Alfamart Class Program: The program implemented in some vocational schools with cooperation of Alfarmart provides the students with preparation to work in retail sector. The training is given to the operational Alfamart store management.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature review for this study covers previous ideas, theories and research relevant to the development of an English business textbook for students at the Vocational School of Walisongo. This analysis focuses on the principles of Islamic, business English, and English for specific purposes, all based on Islamic values.

2.1 English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is a branch of English language learning that focuses on specific language needs in specific contexts, such as academic, professional, or vocational settings. This approach is particularly beneficial for vocational school students, particularly those in the Alfamart Class at Walisongo Vocational High School. This is because they are prepared to work in the modern retail industry, where English proficiency is crucial. ESP prioritizes language training tailored to individual needs, rather than just general communication. Thus, ESP provides a direct link between classroom learning and its practical application in the workplace.

Hutchinson and Waters (1987) stated that ESP was developed in response to the diverse language needs of various industries. One of its key characteristics is the presence of specific learning objectives, where students learn English for both general and professional purposes. These objectives include teaching vocabulary to Alfamart Class students related to customer service, inventory management, store operations, and employee communication. Thus, students acquire more focused and practical competencies. This approach makes ESP an appropriate strategy for vocational schools such as SMK Walisongo.

Another sign of ESP is a model of thinking adapted to the context. This content is constantly balanced by the actual terms of use in reality. This means task such as customer interactions, product promotion, and product issues should be able to be included in a student survey at Alfamart. This is due to the fact that in every British company, the resources were intended for them, better reflecting the most common type of work situation. This award enriches students' language learning, preparing them for work at work.

The third feature of ESP is the active participation of the student in the learning process. In addition to learning vocabulary and grammar, students are encouraged to apply the language in appropriate contexts. To achieve this, Alfamart students take part in simulations suitable for making professional contacts. Through role playing and task based activities, they can gain communication experience in life situations. This makes language learning practical and tailored to your professional goals.

Anthony (1997) stated that ESP requires a flexible, needs-based strategy. This concept is crucial in developing materials appropriate for students' future work environments. The Alfamart Class textbook should be fully adapted to cover retail-related tasks, such as customer service and store operations. In this way, the materials will help students learn English while preparing them for the real world of work. The flexibility of ESP ensures that students' needs remain a top priority in material development.

In addition, Tsu and Chen (2014) emphasized the importance of English communication in the retail industry, especially in multicultural and international contexts. As it grows commerce, Alfamart needs people who can work with a diverse range of colleagues and customers. In this context, effective communication

requires an understanding of the interpretation of common verbs and phrases. Therefore, common materials should include global explanations and retail scenarios. This will help students adapt to connectivity requirements, both locally and globally.

Alfamart class are closely related to Business English, a branch of ESP. Business English focuses on the use of English in professional contexts, including negotiations, customer service, email correspondence, and company presentations. In retail companies like Alfamart, Business English plays a vital role in supporting daily operations and facilitating effective interactions with customers. Mastery of this language helps employees overcome communication barriers that often arise in fast-paced and dynamic work environments. Therefore, integrating Business English into the curriculum will equip students with the language competencies and professional skills they need to succeed in the workplace.

Lohiala Salminen (2002) emphasized that work is not limited to vocabulary and grammar. Mastering English also requires an understanding of the social and cultural context in which communication takes place. Therefore, family students must learn to use English in accordance with the company's work ethic. For example, using polite and professional language is essential to maintain a good relationship with your customers. This awareness will increase customer satisfaction and communication effectiveness.

In addition, Lehtonen and Karjalainen (2008) suggest that English language proficiency can improve the ability to cope with complex professional relationships. In the retail sector, this may include managing logistics with suppliers, answering customer questions, and providing product information. Lesson exercises should therefore include simulations of real world responsibilities.

Examples include, in dealing with customers, offering a special discount, and explaining the withdrawal policy. These internships help students prepare for the real world challenges of the retail world.

Alfamart class students in SMK Walisongo is to be ready to enter the labor market after graduation. To achieve this, they had to improve their English skills in general and in the field of English work in particular. Professional communication is crucial in Alfamart and other commerce environments. At work, students with these skills will be more confident and more competitive. Therefore, being able to communicate effectively in English business is crucial for their future careers.

2.2 Alfamart Class

In partnership with Alfamart, SMK Walisongo offers a special program called Alfamart class to prepare students to enter the retail industry. The curriculum is developed through practice based learning and emphasizes technical skills and mastery of communication. One of the most important aspects of this program is the ability to communicate effectively in business English. This ensures that students have the technical and communication skills necessary to meet the demands of the real corporate world. It also responds to industrial needs in a timely manner.

At various Alfamart stores, the Alfamart Class program combines classroom learning with hands-on training. Students are introduced to basic retail operations, such as inventory management, point of sale (POS) cashier systems, and customer service procedures. The program also emphasizes the development of interpersonal skills, including teamwork, time management, and professional communication. Thus, students receive a comprehensive vocational education.

In the era of globalization, English language skills are becoming increasingly important. Knowledge of English is essential for internal management, communication with international clients and the use of British technologies. To overcome these challenges, you need an English language business book designed specifically for students. Theoretical explanations and practical applications will be presented. Skills include complaint handling, customer service, and interviews.

One student who completed the Alfamart program at Walisongo Vocational also received a certificate that Alfamart recognizes as a qualification. This certification enhances their employability both locally and internationally. However, there are still some problems, such as differences in English proficiency among students and the lack of special educational materials. Setting a business goal in English is a systematic approach to solving these problems. These innovations will help students become more communicative, competitive, and ready to enter the world of work.

2.2.1 The Significance of Specific English in Alfamart Class

The implementation of Alfamart Class emphasizes the importance of shifting from general English material to more specialized, career-oriented English learning. While the emphasis on general language skills in traditional textbooks is beneficial, it is less relevant to the retail sector. Instead, Alfamart Class incorporates Business English specifically designed for retail management and customer interaction. This approach ensures students acquire English vocabulary relevant to their future careers. This makes the learning process more relevant, focused, and aligned with workplace standards.

An important element of this development is the development of practical communication skills in everyday situations. Instead of learning only English,

students learn how to deal with situations such as greeting customers, explaining promotions, or dealing with complaints. This scenario reflects the real world situation they may face. By practicing these scenarios in the classroom, students become more confident and better prepared for the real world of work. Therefore, learning English has proven to be very useful and has quickly become effective.

Another important element is mastering of industry specific vocabulary and business related expressions. Popular English manuscripts often omit specific terms used in retail. The Alfamart layer bridges this gap by focusing on the language used in retail, promotion, and collaboration. This approach prepares students for work and gives them a competitive advantage in the job market. The business world emphasizes the importance of English communication skills, and this specialized training can meet these needs.

In addition, class at Alfamart greatly strengthen students' beliefs. The students felt more at ease speaking English as they realised how useful the language they were learning would be in their future careers. This practical harmony of learning facilitates their natural communication, both in social and professional contexts. Their confidence grows when they are able to use the knowledge they have gained in the right circumstances. This confidence, in turn, encouraged professional and personal development.

Finally, the program emphasized corporate awareness and teamwork. Through collaborative problem solving, role playing, and group projects, students gain the skills needed for the modern workplace. They learn to listen carefully, exchange ideas, and achieve the same goal. At the same time, they learned about the culture and activities needed to run a store. This deeper understanding gave

them the professional knowledge and language skills they needed for their future work.

2.2.2 Challenges in Alfamart Class

The Alfamart program at Walisongo Rambipuji Vocational High School offers excellent learning opportunities, but implementation remains a challenge. One of the main problems is the lack of adequate resources and educational materials to support business based English learning. If this is common or insufficient, students may not gain a more realistic understanding of the retail industry. Additionally, a lack of resources can prevent students from maximizing their learning.

Another challenge in the learning process is time allocation. Because this study is limited, it is often shallow. As a result, students may lose important business skills in English, such as effective customer communication, negotiation, and business communication. Time barriers highlight the importance of highly structured educational materials that focus on high effectiveness.

Understanding English was another challenge. Due to their diverse experiences, some students may find it difficult to understand work related materials. Students with lower abilities may feel insecure, which affects their participation in class. This reinforces the need for a flexible assessment of relevant teaching materials, sufficient to accommodate participants with different skill levels.

In addition, class at Alfamart continue to face challenges due to their very limited use. It is difficult for students to combine academic knowledge from English and business with apprentices. These gaps can hinder student learning and reduce the importance of lessons. Without action oriented activities, the learning process

can be very abstract. To address this issue, teaching materials should include such dialogues, scenarios, and simulations that simulate real life activities.

Another thing that can limit students' insight is the curriculum, which highlights Alfamart as the only industry organization. While specialization has its advantages, focusing on just one industry is one of the risks faced by the broader realities of business. Students can benefit from networking in a variety of situations outside the industry. A more comprehensive education would prepare them for a broader career. Therefore, educational materials need to be adapted to the initial needs of the market, while retaining sufficient flexibility to be used in a different working environment.

In conclusion, this Alfamart class still faces many challenges, including limited industrial boundaries, end to end situations, unbalanced student skills, lack of practical opportunities, and limited educational resources. These challenges highlight the need for more flexible and contextual educational materials. Developing an English language book specifically for Alfamart students can be the solution. This textbook combines academic information with real life simulations to illustrate professional communication. Students will be better prepared to meet the demands of the retail labor market, etc.

2.3 Previous Studies

Previous research has provided important insights into the development of the English language learning industry, particularly in the context of the Alfamart class at the Walisongo Vocational School in Rambigundam. To help students better meet the demands of the job, a more contextual and hands on approach to learning business English is needed.

According to a study conducted on the impact of learning industrial English on students' communication skills, students in business management programs showed better language skills in professional settings. The study found that students learned English more quickly, with a focus on work contexts such as family and commonly used words and phrases in the workplace. In addition, the researchers found that based on everyday examples and

Another relevant study is Johnson's "Business English for Young Learners: Connecting Theory to Practice" (2021). Johnson states that one of the best ways to teach Business English is by combining theory and practice into the learning process. In her research, she emphasizes the importance of project-based learning and real-world simulations to connect learning material to its application in professional life. Johnson found that when students engage in role-playing or simulations that mimic real-world business situations, they are better prepared to interact professionally with colleagues. This research supports the approach used in Alfamart class, where students not only learn English theory but also apply it in scenarios that mimic the real world of work. Through simulations such as negotiating or serving customers, students can improve their practical skills.

Harrison (2018) in his study "The Challenge of Teaching English Business in the Retail Sector", which overcame the challenge of teaching English in the retail sector. Harrison stated that although retail profits did not come from English. For example, retail does not improve a company's communication skills, and it is difficult for students to apply the skills they have learned in a close knit work environment. One of the main problems is the lack of speaking skills that would help students integrate educational materials into actual surveys. The study

highlighted the importance of incorporating apprenticeships into the curriculum to provide students with a face to face experience.

In addition, Wang (2020) found that the Southeast Asian English program benefited students from the retail sector. While these programs provide the technical knowledge needed to work in the field, Wang adds that many students feel that there are not enough opportunities to develop communication skills. According to Wang's research, English class described in books should include communication skills such as writing via email, reporting, and speaking correctly for various companies. This information is useful in the Alfamart program, which is designed to provide you with broad and practical knowledge of communication in various industries, as well as specific language and communication skills in retail.

Finally, in their study "The Role of English in Business and Communication," Brown and Lee (2022) noted that soft skills are just as important at work as technical vocabulary. They explore how students can build better relationships with other employees through English language skills such as speaking clearly and effectively and listening attentively. This approach is especially relevant in the Alfamart program, where students must learn how to communicate in various other roles, such as internal teams and clients. Therefore, interpersonal communication skills should be integrated into industrial studies in English.

In conclusion, the study found that while industrial science still refers to layers of literature, many problems need to be addressed, especially in building strong relationships between class theory and realistic experience. To effectively

prepare students for professional requirements, learning must be more holistic and combine theory, and practice.

CHAPTER III

RESEARCH METHOD

This chapter covers all aspects of research, including research design, topics, tools, data collection methods, and data analysis techniques used.

1.1 Research Design

With a systematic approach to creating and publishing educational materials for research on the development of the English business book, research and development (R&D) are used in this study. This approach emphasizes a cycle of design customization, testing, and review to ensure that the final product is valuable and meets the needs of students. Through research and development, the textbook development process focuses on the continuous creation and improvement of educational resources to ensure their effectiveness. The R&D approach is therefore the theoretical and practical basis for educational innovation.

The primary framework used to guide the development phase is the ADDIE (analysis, design, development, implementation and evaluation) model. ADDIE is known in educational research for her logical and sequential approach and ability to continuously improve. The design phase creates the outline of the textbook, while the analytical phase identifies the needs and challenges of students. After the development phase, which focuses on product development and validation, the implementation phase includes textbook testing in the classroom. The final stage, the evaluation, evaluates the effectiveness of the product and recommends future improvements to ensure that the manual is reliable and relevant to users.

1.1.1 Material and Methods

Research and development is the term used for the research methodology used in this study. To create teaching materials, especially English learning materials for Alfamart students at Walisongo Rambipuji Vocational School, researchers use ADDIE (analysis, design, development, implementation and evaluation).

3.1.2 ADDIE Model Procedure

Explaining the student's purpose and key skills in an Alfamart lesson allow researcher to assess their needs during the analysis phase. The phase also focuses on identifying a large business topic that is particularly relevant in retail and ensuring that the content of the book will directly help students prepare Alfamart business needs. During the design process, the structure and format of the English business book have been carefully developed through analysis. Accreateness in practice, corresponding vocabulary, conversation and contextual practices that suit the retail industry not only make the content of the book relevant but also support students' responsibilities in the future.

The development phase focuses on developing the content of the book by adding interactive elements to introduce the learning process. The study includes case studies, role playing activities, and multimedia elements such as electronic codes to access videos and online learning activities. The purpose of this addition is to make the trend more attractive, practical and adapted to the realities of the retail sector. Student Alfamart was tested by the textbook during the publication phase. During this period, the opinions of teachers and students were collected to assess the use of the textbook and its effectiveness in supporting the teaching process. This feedback serves as a useful tool for identifying strengths and areas for improvement.

In order to determine the level of student participation in the textbook and the achievement of educational goals, the final stage, assessment, is carried out at this stage, and changes and improvements are made based on student performance and teachers' opinions. This process ensures that textbooks not only meet their educational goals, but also continuously improve their quality and suitability for future use. This approach ensures that you are aligned with the competencies required for professional training in the retail industry.

3.1.3 Data Collection Technique

This study employed several data collection instruments to obtain comprehensive results. An interview guide was used to collect qualitative data from teachers and students regarding the developed teaching materials. Classroom observation sheets were used to examine how students utilized the textbook during learning activities. In addition, pre-test and post-test instruments were administered to measure students' English proficiency before and after the implementation of the developed textbook. Supporting documents such as lesson plans, student exercises, and students' achievement records were collected to provide additional information on the learning process.

3.1.4 Data Analysis Technique

The ADDIE development stages are in line with the quantitative and qualitative techniques used to analyze the data in this study. Thematic analysis is used in the qualitative analysis of interviews and observations to identify key themes and conclusions resulting from the input of students and teachers. This process proved invaluable when analyzing and evaluating the ADDIE model to identify the strengths and weaknesses of the manual. To evaluate the results of a student's research before and after using the textbook in quantitative analysis, Pre

and Post test tests are performed. Pre test results and Post test compared using n gain scoring methods that generate profits by calculating the maximum possible value. This approach was particularly compatible with the ADDIE assessment phase, as it provided textual support for students to improve their knowledge and skills.

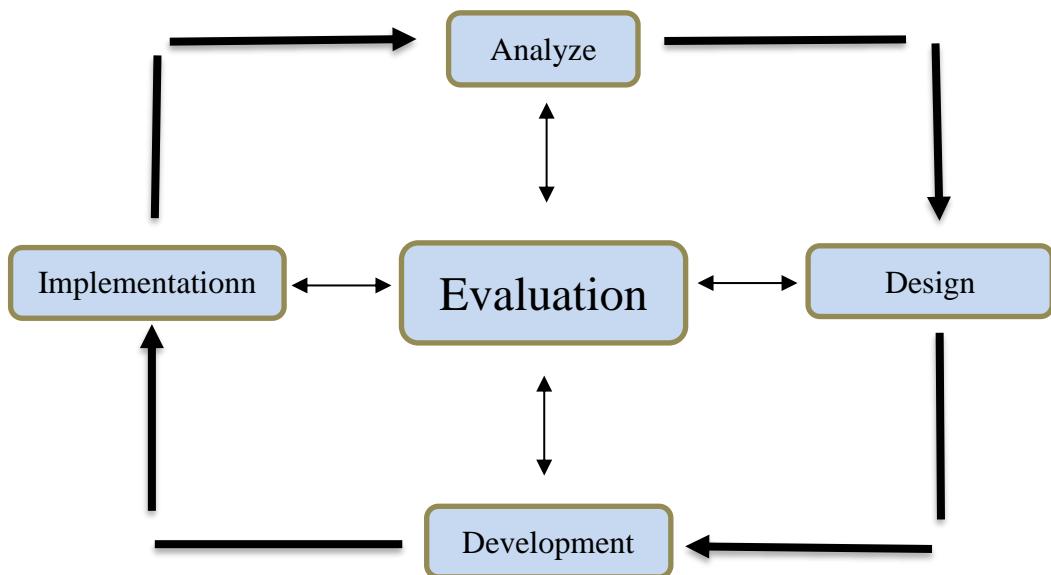


Image 1. Design Procedures

3.1.5 Analysis N Gain

This study aims to evaluate the improvement in student learning outcomes after using a textbook developed using N-Gain (Normalized Gain) analysis. N-Gain is a statistical method that assesses the extent to which students have learned by comparing their pre-test and post-test results with the maximum possible score. Unlike simple score differences, N-Gain normalizes the improvement, thus allowing for an assessment of the extent to which students have actually achieved the expected improvement.

The N Gain formula is as follows:

$$N\ GAIN = \frac{Score\ Posttest - Score\ Pretest}{Score\ Ideal - Score\ Pretest}$$

The ideal score is the maximum (highest) value that can be obtained.

Information :

Score Pretest = pre test score (before treatment)

Score Posttest = post test scores (after treatment)

Score Ideal = maximum value that can be achieved

Where Pre test is the score before the learning intervention, Post test is the score after the learning intervention, and Maximum Score is the highest possible score a student can achieve.

Predetermined categories are used to interpret the N Gain value. According to Hake (1999), an increase is categorized as low if the g value is less than 0.3, moderate if it is between 0.3 and 0.7, and high if it is more than 0.7. In addition, an increase below 40% is considered ineffective, an increase between 40% and 55% is considered less effective, an increase between 56% and 75% is considered quite successful, and an increase above 76% is considered effective.

The study not only evaluates the level and effectiveness of student improvement, but also determines whether there have been improvements using n gain analysis. It is especially important that in English textbooks they have a purpose to develop specific skills, such as retail transactions, professional etiquette or communication with customer service. In this way, the acquisition of statistics proves the influence of textbooks on language acquisition and career preparation.

In addition, the value of n gain is classified by Hake (1999):

Table 1. Distribution Categories

<u>N GAIN SCORE DISTRIBUTION CATEGORIES</u>	
N Gain Score	Categories
$g > 0,7$	High
$0,3 \leq g < 0,7$	Mid
$g < 0,3$	Low

To determine how effective learning is, the value of n benefits is explained by several factors outside of categories. The increase in profits can be explained as follows:

Table 2 Interpretation Category

<u>N GAIN SCORE INTERPRETATION CATEGORY</u>	
Percentage (%)	Interpretation
<40	Very low improvement
40 – 55	Slight improvement
56 – 75	Moderate improvement
>76	High improvement

The ADDIE model serves as a guideline for research, ensuring that the English business book is developed sequentially. The five phases Analysis, Design, Development, Implementation, and Evaluation provide structured approaches to creating better educational products. To ensure that textbooks meet the unique needs of high school students while maintaining professional standards, each stage is carefully executed. The following section describes each step of the ADDIE procedure used in this study.

A. Analyze

The needs of the Alfamart Class at Walisongo Rambipuji Vocational School. Determine what Business English skills are needed for retail operations. Ensure that textbook content meets vocational education requirements by reviewing the curriculum. Consult with educators and business practitioners to ensure practical applicability.

B. Design

It offers the design and structure of business books in English. Explain topics such as professional ethics, retail transactions, and customer communication services. It includes multimedia elements such as QR codes related to videos, interactive usage, and assets. Ensuring that content aligns with the framework of the world of work that supports effective vocational training.

C. Development

It provides content that combines case studies, role playing, and daily discussions. Use digital devices like Canva and Photoshop for design and interactive features in your book. Support and verification by teachers and business practitioners to increase the quality and relevance of the problem. Conduct multi classroom pilot experiments with multiple students to gather initial feedback.

D. Implementation

Integrate textbooks into the Alfamart curriculum. Use the developed content to carry out activities aimed at teachers and students. Monitor student engagement and understanding through assessment and observation. Gather feedback from teachers and students to identify areas for improvement.

E. Evaluation

Evaluate student performance and engagement to ensure the effectiveness of the text. Use quantitative tools such as before and after tests and measurements in student questionnaires and surveys. Conduct qualitative analyses through focus groups and interviews. Updating and correcting textbooks based on assessment results to improve learning outcomes.

3.2 Time and Setting of the Research

The study was conducted in Walisongo rambipuji, 17 Argopuro Street, Karajan Lor, Rambigundam District, Jember District, East Java. The school was chosen because it offered the Alfamart Class Program, a professional initiative designed to prepare students for jobs in modern retail. Upon completion of the Alfamart program, students will have acquired communication and technical skills that will be useful for a career in the retail sector. Direct contact with the software in the context of real business requirements makes it an ideal framework for analyzing technical books. Therefore, Walisongo Rambipuji is an ideal place for research.

The study lasted several weeks and covered every stage of the development process. The stage includes the needs of analysis, product development, classroom implementation, teaching material design, and evaluation. Every step has been carefully taken to ensure the credibility and effectiveness of the manual. In addition to creating knowledge, this approach also focuses on tailoring it to the individual educational needs of each student. Therefore, the current handbook is expected to be useful and suitable for family based research.

3.2 The subject of the study

The 11th-grade students of Alfamart at Walisongo Rambipuji Vocational High School were selected as the subjects of this study. The 11th-grade students were chosen because they will soon be starting their careers, specifically in the retail industry, which is the focus of this study. To ensure that all students, regardless of their English proficiency level, can use the developed learning materials, differences in student competency levels were also taken into account. Alfamart English teachers also participated in this study, providing input on learning needs and assessing the quality of the developed learning materials. The principal was also consulted regarding the school's curriculum and procedures, as well as the suitability of the learning materials to learning objectives and workplace demands.

3.3 Research Instrument

When choosing data collection tools for this study, the main aspect is the purpose of the research and the type of data required. The main tool is the questionnaire, which is a simple way to collect data from a large number of people and adapt to different questions. In the first part of the survey, participants were asked to provide information about their age, gender, employment and education level, followed by specific survey questions in section II. These include multiple choice questions on a scale (ranging from high recognition to extreme disobedience) and open ended questions that allow participants to express their opinions in their own words.

Researchers conducted assessments to ensure their reliability and accuracy. A pilot test was conducted on a small group to clarify unclear questions and increase the flow of questionnaires. Credibility is assessed on the basis of

Cronbach's alpha, which is 0.7 or higher. This makes the work of participants and researchers easier.

Each stage of the procedure is carried out in accordance with ethical principles. Participants were informed that their answers would remain anonymous, that participation would be completely voluntary, and that their data would remain confidential. They should also get permission to share the information before completing the survey. It is carefully designed to protect the rights of participants while collecting useful and accurate data.

3.4 Data Analysis

The R&D methods used to evaluate the effectiveness of the business book developed for retail sector. Quantitative data is obtained before and after tests performed before and after manual use. These values are analyzed in detail by calculating average, low, and high values, and percentages of students to meet the minimum completion criteria. The effectiveness of a book is also measured by promoting formulas that determine whether they are high, moderate or short.

Qualitative data is collected through observations and classroom interviews, as well as quantitative data. During textbook applications, feedback is provided to determine the level of student engagement, challenges related to the use of materials, and the dynamics of interaction between class. During the study, teachers are interviewed to identify areas for improvement and assess the fit of textbooks with business needs. A detailed evaluation of the effectiveness of books in English research at the time, combining quantitative and qualitative research.

3.5 Data Triangulation

To ensure the credibility of the discovery, triangulation techniques are used. Data is collected from a variety of sources, including students, English teachers and principal, using pre test and post tests to obtain quantitative data, interviews and feedback to obtain qualitative data. The combination of qualitative statistical analysis and descriptive statistical analysis enables the interpretation of reliable and objective research. When the results show consistency between the source and the method, the data is correct. However, if discrepancies were found, the research will conducted further analysis to identify the causes and provide suggestions for improvement. This triangulation method made the evaluation of the textbook's strengths and weaknesses more accurate and comprehensive, providing a solid foundation for future development.

CHAPTER IV

FINDING AND DISCUSSION

The chapter presents the results of research and analysis based on the development and use of Business English Textbook for SMK Walisongo Rambipuji. The data analysed in this chapter come from a variety of sources, including the need for analysis, validation, observation, interviews, and pre and post test results. The purpose of the chapter is to explain data analysis procedures and assess how the textbooks for these students can improve their English skills, especially those related to business activities. In addition, after a detailed discussion on the interpretation of the study, a comprehensive presentation of the data was made.

4.1 Finding

4.1.1 Research and Development Results

This chapter presents the results of the Developing a Business English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in The Retail Sector, which was created to meet the educational needs of this student, and Walisongo Rambipuji. The development process is carried out using research and development (R&D) techniques and is guided by ADDIE models, including the key stages of analysis, design, development, implementation and evaluation. To ensure that development is based on relevant and contextual knowledge, a qualitative approach is used to collect comprehensive information through observation, interviews, and document analysis. A quantitative approach was also used in the form of Ngain to see how students improved before and after studying the textbook. These results are presented together with a description that provides an overview of the procedures, corrections and responses of teachers, participants

and experts at each stage of development. In addition to presenting the final result, the chapter also provides a logical framework describing the entire development process, starting with the planning of the assessment.

4.1.2 Description of Developed Product

The main outcome of the study was a textbook entitled "Developing a Business English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in the Retail Sector", developed specifically for the students of the Walisongo Rambipuji class who participated in the Alfamart Class program. A student who completes the program is prepared to work in modern retail, especially as a partner in the Alfamart industry. The creation of the book uses ADDIE models that include the phases of analysis, design, development, implementation, and evaluation, as part of the research and development process. This approach has been chosen to ensure a systematic, controlled and sustainable development process. Plan for limited classroom deployment attempts, each stage on a regular basis.

The qualitative and descriptive methods used in this study emphasize statistical analysis. Data is collected through classroom observations, interviews with teachers and students, teachers, and reflections during the book creation process. With this method, researchers can collect comprehensive data on the application, effectiveness, and relevance of the book's content for the needs of Alfamart students.

4.1.3 ADDIE Process

1. Analyze

The analysis phase was developed on the basis of systematic feedback and initial evaluation of teachers, students and school teachers. Based on the observations and interviews described in previous class, Alfamart class at SMK Walisongo

Rambipuji use English language materials that are considered very popular and do not meet the needs of students in the retail industry. It shows a clear difference between what they teach in class and what is really necessary at work. Teachers expressed dissatisfaction with the lack of practical examples of communication in materials related to retail activities. The English teacher addressed the problem, saying:

" Nothing Specific in the Workplace (Alfamart) The materials we use today are very popular. Students need an internship that can be applied directly to the job."

The statement of this teachers makes a good assessment, reveals material limitations and provides a framework for drawing in the analysis phase. Students raise similar concerns during the interview, highlighting the same problems: practice and learning become less important. One of the students commented in his training:

" When a client asked me about English during the training, I was confused because we had never taught this way in school before."

By emphasizing that students are not in contact with actual communication, these responses highlight the need to use English subjects in a context consistent with sectoral interaction. The principal view, which supports the need for innovation in the curriculum, reinforces these conclusions:

"We supported the book from the very beginning, because its content is essential. Helps students develop work and English language skills."

The joint reflection of the principal, teacher and student had a huge impact on the stage of analysis of the ADDIE model. This stage is therefore not only the first step in the process, but also a response to the assessment and opinions indicating a lack of knowledge of English. The results of this phase provide contextual relevance of the English Business Textbook in Grade A for educational and industry standards, identifying learning needs, potential problems, and the project priority supporting its development.

1.1 Potential and Problems

Alfamart Class, a work based educational program offered by SMK Walisongo Rambipuji, prepares students for careers in modern retail. The program provides hands on experience through support facilities such as grocery stores, cash registers, and vocational training networks. These resources and activities provide students with valuable opportunities to start learning business skills at an early age. However, preliminary research suggests that today's English language textbook is very popular and does not discuss communication scenarios common in the Alfamart workplace. This indicates a discrepancy between the actual needs of students in the industry and the educational resources available.

According to the English teacher, students should have experience in English at work because the current material does not focus on the work environment in the field of the Alfamart.

“The materials we use today are very common and are not unique to professional Alfamart.” he says

Students need experience that can be directly applied to the job. This statement highlights the urgent need for appropriate textbooks. We hoped that this guide

would include practical actions tailored to the real retail situation. This strategy can help bridge the gap between classroom knowledge and actual professional requirements. Students also expressed similar concerns. One student said that he had difficulty communicating with English speaking clients during his internship.

“ I was confused when clients asked me about English during training program.” He remarked.

These types of sentences were not taught in the school, and the principal reiterated his strong support for the development of textbooks and emphasized the importance of incorporating Islamic values in order to preserve the identity of the Islamic boarding school. This support provides a solid foundation for product design and development. The purpose of this textbook is to meet the needs of students while maintaining a unique community identity.

1.2 Interview Responses

1.2.1 Instructor Reactions to Book Use

The teacher opinion of the book is very positive, based on their comments during the Alfamart survey. The teacher led book stated that it helps to combine English with practical professional situations in a retail store. They give new depth to the learning process, as earlier textbooks were considered too popular and inconsistent. Teachers also noted that the book facilitates simulation and practice based methods. Role playing activities and discussions about customer service have been shown to significantly increase student beliefs.

Because the guidelines in the book are clear and encourage students to think and participate, teachers feel their role as more active facilitators. Based on the evaluation of these materials, the materials presented are relevant to the purpose of learning various business topics related to the world of work. According to

teachers, students are better equipped to understand the true context of the retail profession after reading this book. The book also encourages students to practice speaking directly in situations that reflect situations they have encountered at work. This makes learning more interesting and meaningful. According to the English teacher conducted in this study,

"This book is useful because it gives students an understanding of what they might encounter in the world of work, not just learning theory."

Because they believed that English would be crucial to their future, they became more enthusiastic. Then the parameter says:

"The students' favorite parts are the role simulation and conversation."

He noted that by participating in the discussions in the book, students who are usually passive in English lessons become more engaged. This is because the materials presented are clearly contextual and designed to meet the needs of students in the industry. He says:

"The students who read the book felt inappropriate speaking English because they understood the context perfectly.."

For example, they understand why they ask, "Can I help?" because it's important to use it later in the store. The teacher's recommendation for development includes adding audiovisual content and using more engaging images. The use of QR codes and the addition of visual cues is also essential to facilitate technology based learning. After discussing all aspects, the teacher stated that the book is a comprehensive and modern study that supports this work. He also suggested using more skills from the book.

1.2.2 Student Responses to Book Use

Eleventh grade students at Alfamart responded positively to using this book. The interview showed that most students think that an English business book is better than a standard one. They call it a book:

"More realistic" and "directly related to work,"

The information they receive can be directly used while studying at Alfamart, which allows them to move forward and gives them clear guidance in the learning process. For students, the most exciting part is the role play sessions and discussions. They can practice business scenarios such as answering questions, providing product information, or customer service. This exercise makes learning more vibrant and exciting. Many students have noticed that the available QR code video helps them understand the verification procedures. The videos faithfully reflect the working conditions in commercial environments.

Although the feedback is mostly positive, it still faces some difficulties. Some students say they still have difficulty writing a report in English.. But the clear direction and explanation in the book help them. To complete the class, students also suggest adding multiple choice questions. They also felt that adding images would add a lot of interest to the book. Because the book is directly related to their professional careers in the field of Alfamart writing, many students feel that their English language skills are growing. One of the students commented,

"I didn't usually learn English, but after reading this book, I learned how to solve problems and immediately satisfy customers."

This turned out to be more useful for learning English. According to this review, it is effective in teaching contextual awareness, which is rarely found in popular textbooks. Another student said that part of the conversation was more enjoyable.

“When I practice my own conversations, I love this part.” One student commented,

“It was like I was working playing for money.”

This statement confirms the effectiveness of a pragmatic approach to building trust. Students suggest adding more illustrations and a variety of assignments in the future. The goal is to maintain motivation and motivation to learn.

1.2.3 Principal’s Response

The preparation and implementation of the book is fully supported by the Director of the Vocational School in Walisongo, Rambipuji. To get the most out of the book, the school has provided funding for teacher training and has developed a special teaching schedule since the first exam. He believes that it meets the real needs of the Alfamart category, which require practical skills to work in the industrial world. Some of the book's content has also been legalized by industry peers, who note that its use in the classroom has positively impacted students' beliefs during field research.

The most emphasized in the interview is that this textbook helps schools achieve the goals of integrating Islamic education into professional skills.

“From the beginning, we supported the trial process of the book due to the great need for its content,” he said.

This book helped children develop their work ethic while teaching English. They are especially suitable for Alfamart class that require a strong work ethic and mental readiness. The review found that this textbook balances the emphasis on developing professional attitudes with the student's technical skills. The director also stated that this book could serve as a model for other vocational schools with similar retail programs.

"I believe that this book could be an example of a national handbook for vocational schools to learn retail if it is developed and improved through digital media such as icons or videos," he continued.

This is especially true if the book supports the well established principles of Islam. This statement shows that the volume range of the book can be expanded. This potential will be even greater if innovative educational media relevant to today's generation are developed in parallel with books. The principal then suggested that teachers, students, and industry representatives participate in the book review process on a regular basis. This review should keep the content relevant to the ever changing demands of the workplace. He also encouraged continuous education of teachers.

"We would like this to be just the beginning," he said. There is a need for further action, such as teacher training or the creation of an auxiliary unit for Grade 12."

1.3 Initial Data Collection

A review of the core curriculum marketing document, interviews with teachers, program administrators, administrators, students, and feedback from the learning process form the basis for data collection. This study identified the following key competencies that can be included in the handbook:

Table 3. Book Chapters

Book Chapters	Subject Matter	Basic Competencies
Chapter 1	The World of Work at Alfamart	KD 3.6
Chapter 2	Professional Work	KD 3.7

Book Chapters	Subject Matter	Basic Competencies
	Character	
Chapter 3	Physical and Mental Preparation	KD 4.6
Chapter 4	Cashier Language and Skills	KD 4.7
Chapter 5	Shop Simulation	KD 4.6 & 4.7
Chapter 6	Self Evaluation	All KD

Rather than standing alone without context, this integration aims to ensure that English language learning can improve students' vocational competencies.

2. Design

The design phase was developed in response to the results of the analysis, which indicate that the learning of English previously used in Alfamart class at SMK walisongo rambipuji was very popular and did not take into account the needs of students in the world of communication in the retail sector. Feedback from teachers, pupils and school administrators highlights the need for practice and contextual materials in English that can be directly used for future training and careers. The main objective of this phase is therefore to develop a framework for the handbook that specifically addresses these needs.

This book is carefully written to depict the real Alfamart work environment. Linguistic and pedagogical factors are integrated to ensure that the material simultaneously enhances students' communication skills, job readiness, and character development. Islamic character values *shiddiq* (honesty), *amanah* (responsibility), *tabligh* (communication), and *fathanah* (intelligence) are also integrated into the curriculum to help shape students' moral integrity and

professional ethics. Relevant Quranic and Hadith texts on work ethic are also included to connect English language learning with self-reflection and work discipline.

Each chapter includes skills-based reading, speaking, writing, and listening exercises, vocabulary lists, contextual discussions, thematic content, and clear learning objectives. Reflection exercises are also included to help students connect the language material to personal experiences and workplace applications. The primary goal of this design is to make English learning relevant, engaging, and meaningful to students' future employment in retail environments.

The layout at the beginning of the design process was simple, mostly black and white text and no visual elements such as icons or images. Vocabulary is placed in the text without being formulated in a specific letter, and training instructions are still common. These weaknesses suggest that there is still room for improvement, clarity, and visual appeal. In the design phase, many expert and user courses are integrated to improve the quality of the product. To ensure that textbooks meet educational, linguistic and visual standards, two evaluation groups participate in the validation process Feedback and Validation Designer Professionals.

English teachers, as subject matter experts, focused their comments on the material's suitability to Alfamart operational environment, the appropriateness of language use, and its relevance to vocational learning objectives. They emphasized that the book effectively connects professional communication with English language learning. They also recommended the addition of role-playing activities, more detailed task instructions, and visual cues to increase student engagement in class.

Second, student feedback was obtained through interviews and in class trials. Students found the material easier to understand, more engaging, and directly related to their internship experiences. They reported that the conversation exercises and role plays were enjoyable and increased their confidence when speaking English with customers. Some students suggest adding more graphics and media, such as videos or icons, to make learning more interesting.

Third, design and media experts validation give opinions on the visual design, readability, and clarity of the instructional presentation. This highlights the importance of using solid colors and planning to increase engagement and understanding. Their information about the final project seemed interesting and practical for professional students.

According to the expert validation, the design of the book has been improved in many respects, such as glossary additions based on the following topics, interpretation of the store's operations, color differences, and more comprehensive work guidelines. These modifications make the textbook more visually appealing and practical for use in the classroom. By taking into account the principles of Islam and simulation of work, the books not only improve language skills, but also moral professionalism. This approach allows the design phase to transform the results of the analysis into a structured and delegated prototype of the product. Real life commentary and practical analysis shape the pedagogical form, content and fluency of the book. The approved project then becomes the basis for the development phase, which includes content creation, expert editing, and implementation testing to complete the English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in the Retail Sector.

2.1 Initial Product Design

Basic competence planning and the need for analysis form the basis of the initial design of the textbook. This book consists of six main chapters that cover teaching objectives, poems, speech, basic materials, contextual speeches, vocabulary, practice skills (reading, speaking, writing, listening), project tasks, and meditation.

Early design features:

A.1 Introduction to the World of Work		
<p>Entering the workplace is the first phase in one's career development, especially for vocational students (VDTs). This phase is designed to teach skills and knowledge relevant to their respective fields of expertise. The transition from education to the workforce is not simply a change of learning environment, but a significant leap that demands readiness across multiple dimensions.</p> <p>The workforce is a real-world arena where individuals are required to demonstrate integrity, responsibility, and the ability to complete tasks independently and collaboratively. The workplace requires a range of skills, including the ability to work effectively in a team, critical thinking, communication skills, adaptability, and an understanding of professional values.</p> <p>In school, students are accustomed to working under clear instructions from teachers, with final outcomes clearly defined. In the workplace, however, the environment is dynamic. The workplace demands the ability to take initiative, complete work within tight deadlines, and cope with the pressures of real-world situations, including dealing with customers with diverse perspectives.</p> <p>For Class A students who will undertake Field Work Practice (FWP) at modern stores like Alfamart, it's crucial to understand how retail organizations work, the type of tasks they'll face, and how to effectively perform them. This practical experience at Alfamart provides a bridge between the theory learned in school and real-world work experience.</p>		
A-type	World of School	World of Work
Schedule Determined by curriculum and teachers. Flexible and dynamic work shifts.	Schedule Determined by curriculum and teachers. Flexible and dynamic work shifts.	Schedule Determined by curriculum and teachers. Flexible and dynamic work shifts.
Assessment Based on academic performance, knowledge, and work ethic.	Assessment Based on academic performance, knowledge, and work ethic.	Assessment Based on academic exam results. Based on knowledge, skills, and work ethic.
Educational and social environment. Professional and competitive.	Educational and social environment. Professional and competitive.	Educational and social environment. Professional and competitive.
Objective: Improve student knowledge. Provide service and achieve targets.	Objective: Improve student knowledge. Provide service and achieve targets.	Objective: Improve student knowledge. Provide service and achieve targets.
Written rules in school regulations. Standard operating procedures (SOPs).	Written rules in school regulations. Standard operating procedures (SOPs).	The values in this vision and mission from the basis of the company's operations and must be applied in daily work activities by every employee, including interns.
A.2 Getting to know Alfamart		
<p>After understanding the challenges and inherent differences between school and the workplace, it's important for students to gain a deeper understanding of the companies where they will be working. This section introduces Alfamart, one of the leading retail chains in Indonesia. This introduction is not just basic information, but also a first step in developing a sense of responsibility, loyalty, and an understanding of the company's work values.</p> <p>A.3 History of the Establishment of Alfamart</p> <p>Alfamart is a chain of convenience stores under the auspices of PT Sumber Alfaria Trijaya Tbk. The company was founded by Dyo Sukarmo and officially opened its first store in 1999 in Kediri, East Java. With the growing demand for the supermarket, in 2001, the company opened its first outlet in Bandung, West Java. Now, in 2014, Alfamart has also expanded to the Philippines, establishing itself as a major player in the retail industry in Southeast Asia.</p> <p>From just one small store, Alfamart now has tens of thousands of outlets spread across Indonesia, both in major cities and remote areas. This expansion strategy is supported by a strong management system, continuous innovation, and a commitment to optimal service.</p>		
C. Alfamart's Strategic Role in the Retail World		
<p>Alfamart serves not only as a retailer selling daily necessities, but also as a distribution center supporting the local economic ecosystem. Through partnerships with MNCs, franchisees, and local governments, Alfamart's strategic programs aim to help Alfamart contribute to improving local communities and provide greater access to essential products for the wider community.</p> <p>With its modern logistics systems, efficient inventory management system, and integrated digital platform, Alfamart is changing the way a small company can compete globally without abandoning local communities.</p> <p>D. Why is it important to know the company?</p> <p>As part of an internship program, getting to know the company you're intern with isn't just about learning what the company does or what the company's structure, history, values, and culture. This is important because:</p> <ul style="list-style-type: none">Increases confidence when interacting with peers and customers.Helps students understand how each decision they make aligns with the company's mission and values.Creates a sense of belonging and loyalty to the workplace.Encourages a passion for learning and active contribution. <p>E. Interactive Guide</p> <p>Case 1: As an intern, initially consider her status at the time to be just another student. However, after participating in company introduction training and understanding how Alfamart impacts the community socially and economically, she became more interested in the company and decided to be part of the team, even as an intern.</p> <p>Lesson from this story: Understanding the company's background and values will strengthen motivation and work integrity.</p> <p>F. Comprehensive Exercise</p> <p>1. Write a short history of Alfamart's building and its significance to date.</p> <p>2. Explain Alfamart's core mission and their response to daily operations.</p> <p>3. Why is it important for students to get to know the company where they are interning?</p> <p>4. What social impact does Alfamart's presence have on the community?</p> <p>G. Conclusion</p> <p>1. Alfamart is a national and international retail chain that has grown rapidly since 1999. Alfamart's vision and mission serve as the foundation for work values that every employee follows.</p> <p>2. Familiarizing yourself with the company helps interns develop a loyal and professional work attitude.</p> <p>3. The values and mission of companies like Alfamart contribute significantly to product distribution, economic empowerment, and community service.</p>		

Image 2 Initial Design

The design of the book is still simple, the text is mainly black and white, with no color differences. It also lacks visual cues and illustrations that could help students better understand the material. Vocabulary is incorporated into the materials rather than arranged in a separate dictionary for easy access. Moreover, its instructions are vague and detailed. These features indicate that it needs to be restored to make it more attractive, practical, and easier to use.

3. Development

The development phase is based on the projects submitted in the previous phase. After verifying the structure of the prototype based on expert opinions, the content of the popular British business book was described in detail according to

the framework of the previously planned teaching system. At this point, content is created, learning components are added, space rules are updated to calculate validation results, and project validation is created in the final product.

During the development phase, the textbook content was divided into several thematic sections, each reflecting the Alfamart work environment. Relevant subtopics covered within each unit include the 3S work culture (Smile, Greet, Serve), Alfamart organizational structure, customer service Standard Operating Procedures (SOPs), an overview of the work environment, and customer complaint resolution techniques. Additionally, each lesson includes vocabulary enrichment, role-playing, reflection exercises, language practice, and digital learning opportunities through QR codes. These elements ensure the material remains engaging, relevant, and aligned with the principles of English learning for careers.

In response to validator feedback, the following changes were made:

Table 4. Initial and Revised Design

Aspect	Initial Design	Revised Design
Visual Display	Black and white, text dominant	Colorful, interactive layout
Use of Illustrations	There isn't any	Illustration of characters and shop activities
Vocabulary Structure	Hidden vocabulary	Thematic glossary at the end of the chapter
Practice Format	Simple filling	Variations: fill in, dialogue, project
Dialogue Context	General dialogue	Dialogue according to Alfamart SOP

Aspect	Initial Design	Revised Design
Ease of Use	It's quite easy	Easier with detailed instructions

In the development phase, he suggests that in this phase, the content should be changed not only to obtain the final product, but also to solve the practical problems identified during the validation of the researchers. For example, adding color, and illustrations to increase student engagement and understanding, while combining moderate guidelines with more specific guidelines to increase accessibility and usability. Modifications to the standard dialog box (Alfamart) increase the author's credibility and emphasize the importance of communication in practice.

The opinion of experts is crucial in this process. The teacher emphasized that this improvement makes it easier for us to teach discussion topics and makes their work more relevant. Students respond positively to more expressive and interactive projects, noting that well structured language and visual aids can help them understand lessons better. Design experts say that better designs have improved eloquence and visual clarity, making them suitable for both class and self study.

Overall, this stage of development has transformed the adoption project into an advanced and easy to use catalog. Ensure the harmonious integration of elements of education, sight, spirituality, and language. The final result of the development phase, ready to be used in the classroom, is an important step in creating a real educational project.

3.1 Comparison of Initial and Revised Design:

Table 5 Visual Display

Visual Display																			
Initial Design	Revised Design																		
<p>1.1 Introduction to the World of Work</p> <p>Entering the workforce is a crucial plan in a career development, especially for vocational high school (VHS) students, who are equipped with basic skills and knowledge relevant to their respective fields of expertise. The transition from education to the workforce is an important phase in a student's life, as it marks the beginning of their professional life. This workforce is a real-world arena where individuals are required to demonstrate integrity, responsibility, and accountability in their professional roles.</p> <p>The workplace assesses not only cognitive abilities but also emphasizes the importance of work skills, such as time management, communication, teamwork, and problem-solving. In school, students are accustomed to working under clear instructions from teachers, with fixed lesson schedules, and relatively limited scope of assignments. In contrast, the workplace requires individuals to work independently, manage their time effectively, and cope with the pressures of real-world situations, including dealing with customers on the phone, managing inventory, and meeting deadlines.</p> <p>For Class A10 students who will undertake Field Work Practice (PKL) at modern stores like Alfamart, it's crucial to understand how retail organizations work, the types of tasks they'll face, and how to adapt their personal characteristics to be successful in PKL at Alfamart. This will help them better understand the theory learned in school and real-world experiences.</p> <p>A. Differences between the world of school and the world of work</p> <table border="1"> <thead> <tr> <th>Apabila</th> <th>World of School</th> <th>World of Work</th> </tr> </thead> <tbody> <tr> <td>Schedule Determined by curriculum and teachers, flexible and dynamic work shifts.</td> <td>Schedule Determined by curriculum and teachers, strict and dynamic work shifts.</td> <td>Schedule Determined by curriculum and teachers, strict and dynamic work shifts.</td> </tr> <tr> <td>Assessment Based on academic results, teacher evaluations, performance evaluation and work ethic.</td> <td>Assessment Based on academic results, teacher evaluations, performance evaluation and work ethic.</td> <td>Assessment Based on academic results, teacher evaluations, performance evaluation and work ethic.</td> </tr> <tr> <td>Educational and social environment, Professional and competitive.</td> <td>Educational and social environment, Professional and competitive.</td> <td>Educational and social environment, Professional and competitive.</td> </tr> <tr> <td>Objective: Improve student knowledge, provide services and achieve targets.</td> <td>Objective: Improve student knowledge, provide services and achieve targets.</td> <td>Objective: Improve student knowledge, provide services and achieve targets.</td> </tr> <tr> <td>Written rules in school regulations, Standard operating procedures (SOPs).</td> <td>Written rules in school regulations, Standard operating procedures (SOPs).</td> <td>Written rules in school regulations, Standard operating procedures (SOPs).</td> </tr> </tbody> </table>	Apabila	World of School	World of Work	Schedule Determined by curriculum and teachers, flexible and dynamic work shifts.	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In school, students are accustomed to working under clear instructions from teachers, with fixed lesson schedules, and relatively limited scope of assignments. In contrast, the workplace requires individuals to work independently, manage their time effectively, and cope with the pressures of real-world situations, including dealing with customers on the phone, managing inventory, and meeting deadlines.</p> <p>For Class A10 students who will undertake Field Work Practice (PKL) at modern stores like Alfamart, it's crucial to understand how retail organizations work, the types of tasks they'll face, and how to adapt their personal characteristics to be successful in PKL at Alfamart. This will help them better understand the theory learned in school and real-world experiences.</p> 
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Table 6. Use of Illustrations

Use of Illustrations	
Initial Design	Revised Design
<p>1.2 Getting to know Alfamart</p> <p>As part of the school system students will be involved in understanding the company's vision and mission, as well as its role in the community. This will help them to better understand the company's values and principles, and its contribution to society.</p> <p>A. History of the Establishment of Alfamart</p> <p>Alfamart is a chain of convenience stores, also known as PT. Emart Jaya Tirta. The company was founded by two brothers, Sigit and Suryadi, in 1999 in Samarinda, East Kalimantan. With the growing demand from the community, the company started to expand its operations to other cities in Indonesia. In 2002, Alfamart opened its first store in the Philippines, establishing itself as a major player in the Southeast Asian market.</p> <p>From just one small store, Alfamart has now become one of the leaders of retail giant across Indonesia. The company has expanded its operations to 10,240 stores across the country, becoming a major player in the retail industry.</p> <p>B. Company Vision and Mission</p> <p>As part of the school system students will be involved in understanding the company's vision and mission, as well as its role in the community. This will help them to better understand the company's values and principles, and its contribution to society.</p> <p>C. Company Expansion Map</p> <p>As part of the school system students will be involved in understanding the company's vision and mission, as well as its role in the community. This will help them to better understand the company's values and principles, and its contribution to society.</p> <p>D. Mission Diagram Alfamart</p> <p>As part of the school system students will be involved in understanding the company's vision and mission, as well as its role in the community. This will help them to better understand the company's values and principles, and its contribution to society.</p>	<p>1.2 Getting to know Alfamart</p> <p>After understanding the challenge and inherent differences between school and the real world of work, it is important for students to learn more about the retail industry, specifically the retail giant Alfamart. This will help them to better understand the company's vision and mission, as well as its role in the community. This will help them to better understand the company's values and principles, and its contribution to society.</p> <p>A. History of the Establishment of Alfamart</p> <p>Alfamart is a chain of convenience stores, also known as PT. Emart Jaya Tirta. The company was founded by two brothers, Sigit and Suryadi, in 1999 in Samarinda, East Kalimantan. With the growing demand for its convenience, and affordable prices, Alfamart has experienced rapid growth, becoming one of the leading retail chains in Indonesia. Alfamart's success can be attributed to its focus on providing quality products at affordable prices, and its commitment to customer service.</p> <p>B. Company Vision and Mission</p> <p>As part of the school system students will be involved in understanding the company's vision and mission, as well as its role in the community. This will help them to better understand the company's values and principles, and its contribution to society.</p> <p>C. Company Expansion Map</p> <p>As part of the school system students will be involved in understanding the company's vision and mission, as well as its role in the community. This will help them to better understand the company's values and principles, and its contribution to society.</p> <p>D. Mission Diagram Alfamart</p> <p>As part of the school system students will be involved in understanding the company's vision and mission, as well as its role in the community. This will help them to better understand the company's values and principles, and its contribution to society.</p>

Table 7. Vocabulary Structure

Vocabulary Structure																							
Initial Design	Revised Design																						
<p>After studying this chapter, students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Comprehensively explain the world of work and the various challenges in the workplace from school. 2. Explain the organizational structure of Alfamart's branding, its vision and mission, and its role in the national and international retail industry. 3. Identify the various types of employees in a modern store, including descriptions of the duties and responsibilities of each position within Alfamart. 4. Understand and apply the core values that apply to a professional work environment like Alfamart. 5. Develop a positive attitude through a professional attitude, basic skills, and strong adaptability before beginning the internship. <p>Concept Map:</p> <p>1.1 Introduction to the World of Work 1.2 Organizational Structure 1.3 Work Culture at Alfamart 1.4 Core Values and Mission 1.5 Duties of New Employees 1.6 Preparation Before Internship</p>	<p>After studying this chapter, students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Comprehensively explain the world of work and the various challenges in the workplace from school. 2. Explain the organizational structure of Alfamart's branding, its vision and mission, and its role in the national and international retail industry. 3. Identify the various types of employees in a modern store, including descriptions of the duties and responsibilities of each position within Alfamart. 4. Understand and apply the core values that apply to a professional work environment like Alfamart. 5. Develop a positive attitude through a professional attitude, basic skills, and strong adaptability before beginning the internship. <p>Vocabulary List</p> <table border="1"> <thead> <tr> <th>English Term</th> <th>Indonesian Meaning</th> </tr> </thead> <tbody> <tr> <td>Workplace</td> <td>Tempat kerja</td> </tr> <tr> <td>Employee</td> <td>Karyawan</td> </tr> <tr> <td>Responsibility</td> <td>Tanggung jawab</td> </tr> <tr> <td>Supervisor</td> <td>Atasan lengkap</td> </tr> <tr> <td>Adaptation</td> <td>Adaptasi</td> </tr> <tr> <td>Communication</td> <td>Komunikasi</td> </tr> <tr> <td>Teamwork</td> <td>Kerja sama tim</td> </tr> <tr> <td>Professionalism</td> <td>Profesionalisme</td> </tr> <tr> <td>Customer</td> <td>Pelanggan</td> </tr> <tr> <td>Attitude</td> <td>Siap kerja</td> </tr> </tbody> </table>	English Term	Indonesian Meaning	Workplace	Tempat kerja	Employee	Karyawan	Responsibility	Tanggung jawab	Supervisor	Atasan lengkap	Adaptation	Adaptasi	Communication	Komunikasi	Teamwork	Kerja sama tim	Professionalism	Profesionalisme	Customer	Pelanggan	Attitude	Siap kerja
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Table 8. Practice Format

Practice Format	
Initial Design	Revised Design
<p>C. Command and Communication Flow</p> <p>In a clear structure, the command flow is crucial for effective coordination. Interns, as part of the crew, are partially directly supervised by an A2L or SL. If any issues arise, questions or issues can be directed to the supervisor. For example, if there is a problem with the communication flow, the supervisor can be approached.</p> <p>Communication Flow Example: Cew – A2L – SL – Intern Office</p> <p>Effective communication helps create an orderly and professional work environment. Students are also taught how to submit daily work reports, report work challenges, and ask for guidance in accordance with the procedures.</p> <p>D. Case Study: Coordinating Function</p> <p>During one shift, promotional items were misplaced on shelves. This caused customer confusion and led to complaints. Through investigation, it was discovered that the crew had not received the correct instructions. In the end, it was found that the communication could have been avoided if communication had been conducted according to procedures.</p> <p>Lesson: Proper communication and coordination within the organizational structures will prevent problems that may arise in the future.</p> <p>E. Comprehension Exercise</p> <ol style="list-style-type: none"> 1. Describe the organizational structure of an Alfamart store and the positions within it. 2. Explain the organizational structure of an Alfamart store and the positions within it. 3. If two employees difficoltà carrying out their duties, who should they report to? 4. What are the various types of employees in an organization? <p>F. Summary of Subsection 1.4</p> <ul style="list-style-type: none"> • Alfamart's organizational structure consists of Store Leaders, Assistant Store Leaders, and Cashiers (assistant and sales assistants). • Each position has distinct complementary responsibilities in achieving operational goals. • Good communication and coordination between positions are crucial for creating efficient and effective work environments. • Students should recognize this structure as a guide in carrying out their duties and conducting themselves professionally. 	<p>Conversation Practice – "First Day of Internship"</p> <p>Setting: Intern arrives at Alfamart and meets the Supervisor.</p> <p>Supervisor: Good morning, welcome to Alfamart. Are you ready to start your internship?</p> <p>Intern: Good morning, Sir. Yes, I'm ready and excited to start.</p> <p>Supervisor: Great! Let's go over the basic rules and roles and responsibilities.</p> <p>Intern: That's great! I'd do my best.</p> <p>Supervisor: Excellent! You have all the qualities. But one is missing.</p> <p>Intern: Hm...thank you?</p> <p>Listening Task – Supervisor Briefing</p> <p>Title: "Introduction to Workplace Rules"</p> <p>Speaker: Supervisor</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What are three important responsibilities mentioned by the supervisor? 2. What are the basic rules and roles mentioned by the supervisor? 3. Why is punctuality important according to the supervisor? <p>Speaking Task – Group Discussion</p> <p>Title: "Challenge: I Didn't Know What"</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Divide in pairs. Each student will be the interviewer. • Student A is the interviewer. • Student B is the interviewee. • Switch roles after completion. <p>Writing Task</p> <p>Title: "50 Experiences about Internship at Alfamart"</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Write down 50 things about your internship. • What are the things you like about your internship? • What are the things you don't like about your internship? <p>Cartoon:</p> <p>Alfamart logo with a cartoon character thinking.</p>

Table 9. Dialogue Context

Dialogue Context	
Initial Design	Revised Design
<p>6.3 Simulation Example: Handling Customer Complaints</p> <p>Scenario: Customers complained because the prices on the shelves were different from those displayed at the counter.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Listen to the complaint with empathy and patience. 2. Offer a sincere apology. 3. Encourage the customer to check the price tag on the shelf. 4. If there is an error, report it to your supervisor and have the price corrected according to your policy. 5. Thank them for their understanding. <p>Class Discussion:</p> <ul style="list-style-type: none"> • How does a customer feel when they are treated politely? • How does one send a positive message? • How can we avoid mispricing products? <p>Note: Speed, honesty, and empathy are key to handling customer complaints professionally.</p>	<p>6.3 Simulation Example: Handling Customer Complaints</p> <p>Scenario: Customers complained because the prices on the shelves were different from those displayed at the counter.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Listen to the complaint with empathy and patience. 2. Offer a sincere apology. 3. Encourage the customer to check the price tag on the shelf. 4. If there is an error, report it to your supervisor and have the price corrected according to your policy. 5. Thank them for their understanding. <p>Sample Dialogue:</p> <ul style="list-style-type: none"> • Customer: "Excuse me, why is the price at the counter different from the price on the shelf?" • Cashier: "I'm sorry for the inconvenience. Let me correct the price tag." (The cashier walks to the shelf and corrects the price tag.) • Customer: "Thank you for your quick response. I appreciate your honesty and apologize for any inconvenience caused to you." (The cashier smiles and says, "You're welcome.") • Cashier: "We really appreciate your understanding. At Alfa-Mart, I will adjust the price tag as soon as possible." • Customer: "That's wonderful. Thank you for your help." • Cashier: "You're welcome. If you have any more questions, just let me know." <p>Class Discussion:</p> <ul style="list-style-type: none"> • How does a customer feel when they are treated politely? • How does one handle a negative message? • How can we avoid mispricing products? <p>Note: Speed, honesty, and empathy are key to handling customer complaints professionally.</p>

Table 10. Ease of Use

Ease of Use																
Initial Design	Revised Design															
<p>CHAPTER 1</p> <p>INTRODUCTION TO THE WORLD OF WORK AT ALFAMART</p> <p>1.1 Introduction to the World of Work</p> <p>Entering the workforce is a crucial phase in one's career development, especially for students. This chapter aims to introduce students to the world of work, which refers to their respective fields of expertise. The transition from education to the workforce is not simply a change of learning environment, but a significant leap for demands, readiness, and responsibilities.</p> <p>The workforce is a real-world arena where individuals are required to demonstrate integrity, responsibility, and accountability. The world of work at Alfa-Mart is unique. This workplace assesses not only cognitive abilities but also emphasizes the importance of work ethics, communication, and teamwork. In the classroom, students are accustomed to working under clear instructions from teachers, with fixed lesson schedules, and relatively limited scopes of assignments. In contrast, the world of work at Alfa-Mart requires students to be self-motivated, self-reliant, and cope with the pressures of real-world situations, including dealing with customers with diverse needs and expectations.</p> <p>For Class A10 students who will undergo Field Work Practice (FWP) in modern stores like Alfa-Mart, this chapter serves as a guide to help them understand what to expect when they face, and how to develop the perceptions of excellent entry-level workers. FWP at Alfa-Mart provides a bridge between the theory learned in school and real-world work experiences.</p> <p>A. Differences between the world of school and the world of work</p> <table border="1"> <thead> <tr> <th>Aspect</th> <th>World of School</th> <th>World of Work</th> </tr> </thead> <tbody> <tr> <td>Schedule Determined by curriculum and teachers.</td> <td>Schedule Determined by curriculum and teachers.</td> <td>Schedule Determined by curriculum and teachers.</td> </tr> <tr> <td>Flexibility and leniency with work shifts.</td> <td>Flexibility and leniency with work shifts.</td> <td>Flexibility and leniency with work shifts.</td> </tr> <tr> <td>Assessment Based on academic achievement, performance evaluation, and work ethics.</td> <td>Assessment Based on academic achievement, performance evaluation, and work ethics.</td> <td>Assessment Based on academic achievement, performance evaluation, and work ethics.</td> </tr> <tr> <td>Education and professional environment: Professional and competitive.</td> <td>Education and professional environment: Professional and competitive.</td> <td>Education and professional environment: Professional and competitive.</td> </tr> </tbody> </table>	Aspect	World of School	World of Work	Schedule Determined by curriculum and teachers.	Schedule Determined by curriculum and teachers.	Schedule Determined by curriculum and teachers.	Flexibility and leniency with work shifts.	Flexibility and leniency with work shifts.	Flexibility and leniency with work shifts.	Assessment Based on academic achievement, performance evaluation, and work ethics.	Assessment Based on academic achievement, performance evaluation, and work ethics.	Assessment Based on academic achievement, performance evaluation, and work ethics.	Education and professional environment: Professional and competitive.	Education and professional environment: Professional and competitive.	Education and professional environment: Professional and competitive.	<p>CHAPTER 1</p> <p>INTRODUCTION TO THE WORLD OF WORK AT ALFAMART</p> <p>Learning Objectives: Upon completion of this chapter, students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Introduce students to the world of work, particularly in a modern retail environment like Alfa-Mart. 2. Explain the basic organizational structure and the roles of each employee. 3. Develop a positive work attitude as a foundation for the workplace. <p>Learning Outcomes: After this chapter, students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Explain the history and vision of Alfa-Mart. 2. Explain the basic organizational structure and the roles of each employee. 3. List the basic duties of a beginning employee at Alfa-Mart. 4. Have an overview of work culture and culture in retail stores. <p></p>
Aspect	World of School	World of Work														
Schedule Determined by curriculum and teachers.	Schedule Determined by curriculum and teachers.	Schedule Determined by curriculum and teachers.														
Flexibility and leniency with work shifts.	Flexibility and leniency with work shifts.	Flexibility and leniency with work shifts.														
Assessment Based on academic achievement, performance evaluation, and work ethics.	Assessment Based on academic achievement, performance evaluation, and work ethics.	Assessment Based on academic achievement, performance evaluation, and work ethics.														
Education and professional environment: Professional and competitive.	Education and professional environment: Professional and competitive.	Education and professional environment: Professional and competitive.														

3.2 Book template design

a. Background Section

The aim of this book is to show the importance of job readiness in vocational education. The book makes it clear that vocational schools should not only teach theoretical concepts, but also ensure that students understand the realities of the workplace. Using the book as a key context, it provides a clear example of the professional approach, staff responsibilities and operational procedures that students face during their work or work placements. To deepen this knowledge, the introductory part includes explanations such as graphs illustrating the relationship between education, professionalism and professional requirements. This visual interpretation helps students see how activities such as learning English phrases, practicing customer interaction, and understanding standard operating procedures directly support their readiness to work in a retail store. Thanks to this approach, the book is not only a source of learning, but also a preparation of a book that equips students with the skills, attitudes and beliefs necessary to work in practice.

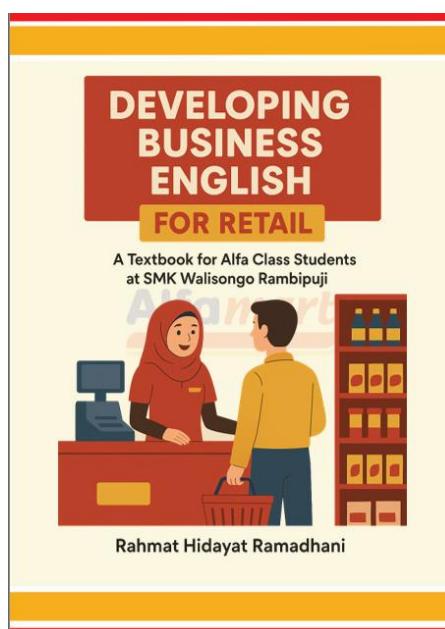


Image 3. Background

b. Spiritual Introduction

A spiritual approach that emphasizes the importance of ethical principles as the foundation of any profession. This section introduces selected verses from the Quran and Hadith to highlight core values such as honesty, discipline, integrity, and responsibility, which are not only a religious duty but also a basic standard of business conduct. This approach draws attention to those powerful, useless technical skills that can lead to ineffective and even harmful practices. By combining different spiritual resources, this guide teaches us that good ethical behavior and professional achievement are inextricably linked. He encouraged students to reinterpret their daily professional activities not only as economic activities, but also as a form of worship that carries responsibility towards God and society. By creating a framework that combines faith based character development with vocational training, the book prepares students not only to be competent workers, but also to be noble.

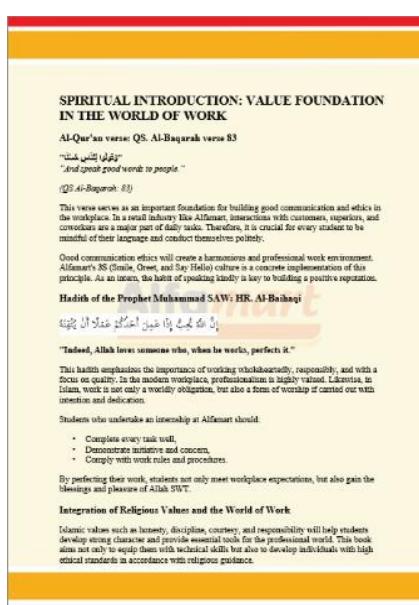
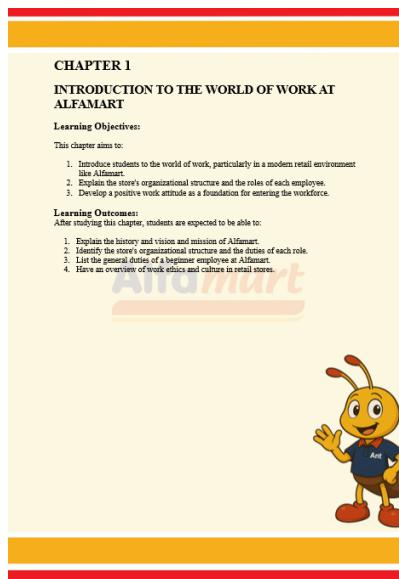


Image 4. Spiritual Introduction

c. Chapter Template

The discussion of the book begins with an introduction to the learning objective, which forms the basis of the entire learning process. Learning objectives define the general competencies that students need to master, including the development of professional attitudes, practical skills related to the work environment, and knowledge related to business activities. At the same time, learning outcomes are described as measurable indicators that allow teachers to assess whether students have achieved their goals. It increases accountability and clarifies the structure of the learning and assessment process. This methodological project helps keep both teachers and students focused by providing a map that guides the learning process from the beginning to the end of the class. It is based on the principles of modern curricula and ensures effective educational activities by formulating clear goals and measurable results.



d. Reflection Exercise

Reflection exercises also include increasing each student's personal interaction with the material. In this assignment, students should write down business goals, challenges, and strategies. This makes learning more personal and meaningful. Through reflection, students can combine theories and experiences, thereby increasing awareness of their strengths and weaknesses. The tables also show the visual stage in the world of work. This diagram describes a complex process into stages that can be handled and understood. Students can follow the process from preparation, through adaptation, to integration. These visual aids help you understand the bigger picture of professional development and ensure a smoother transition from education to work. At the end of each section there is a summary of that section. This summary helps students review the main ideas being discussed. Taking this information into account increases students' retention of materials. The summary also provides clarity before students move on to the next part. This handbook therefore encourages a better understanding and continuity of the learning process.

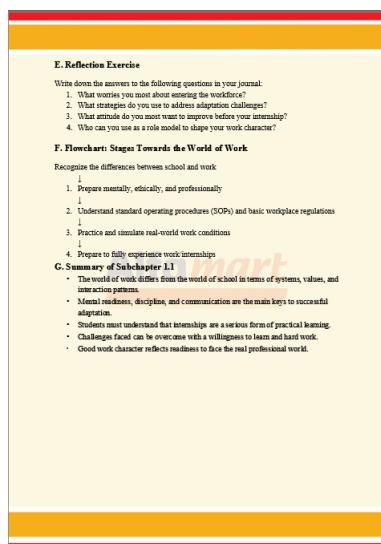


Image 6. Reflection

e. Concept Map

The concept of a map in this textbook refers not only to the logical order of the students whose subjects you will study, but also to the visual correlation between the main ideas in each class. A concept map starts with a common goal – such as understanding work – and then moves on to more specific topics such as family culture, job responsibilities, and work practices. Each of these elements shows how ethical values such as honesty, discipline, teamwork, and most importantly for retail employees relate to business challenges. With this structure, the concept of the map helps students understand the direct relationship between theoretical knowledge and readiness to act in the real world. By grouping information into sequences, a concept map makes it easier for students to understand, remember, and apply knowledge as they work. Finally, a concept map ensures that learning is done systematically and collectively, taking students from basic understanding to a higher level of proficiency.

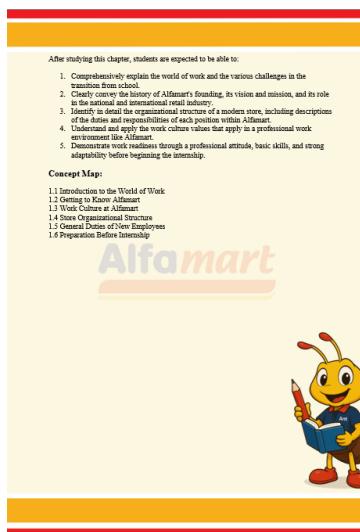


Image 7. Concept Map

f. Vocabulary List

The vocabulary lists included in the book contain important English words that are commonly used in business and everyday communication at work. Each word has been carefully selected to refer to real life situations that students may face, such as communication with a manager, customer service, or collaboration with a co worker. Vocabulary skills not only improve communication between students, but also build trust in teaching, accountability, and communication with customers in English. The vocabulary in each class is closely linked to speaking, role play exercises, and reading tasks, and ensures that language learning remains current, practical, and in line with preparation. As shown in the picture below:



English Term	Indonesian Meaning
Workplace	Tempat kerja
Employee	Karyawan
Responsibility	Tanggung jawab
Supervisor	Atasan langsung
Adaptation	Adaptasi
Communication	Komunikasi
Teamwork	Kerja sama tim
Professionalism	Profesionalisme
Customer	Pelanggan
Attitude	Sikap kerja

Image 8. Vocabulary List

g. Practice Task

To ensure that students have access to professional English and communication in the language, conversations and writing also encourage individual and group discussions on professional issues. This textbook is designed to help students improve their language skills while maintaining strong ties with the

professional community. Conversational exercises prepare students for real life situations by simulating interactions such as greeting a manager, customer service, or coordinating with employees. Drumming has facilitated listening practice by providing access to audio sources and improving communication in English outside of the classroom. Reading the text of the document and the scenarios translated into actions increases your understanding and understanding of the relevant terminology.

Conversation Practice – "First Day of Internship"

Setting: Interns arrive at Alfa Mart and meet the supervisor.

Supervisor: Good morning, welcome to Alfa Mart. Are you ready to start your internship?

Intern: Yes, Sir. I am ready to start my internship.

Supervisor: Today, you'll learn about the store layout and assist the cashier.

Intern: That's great. I'll do my best, Sir.

Supervisor: If you have any questions, feel free to ask.

Intern: Sure, thank you!

Listening Task – Supervisor Briefing

Title: "Introduction to Workplace Rules"

QR Code:

Listening Questions :

1. What are three important workplace rules mentioned by the supervisor?
2. What should you do if you make a mistake?
3. Why is punctuality important according to the supervisor?

Reading Task

Short Text:

"Entering the workplace means entering a new phase of life. Unlike school, working in retail stores such as Alfa Mart requires discipline, teamwork, and excellent communication. Interns must follow instructions and adapt quickly."

Question:

1. What is the main difference between school and workplace?
2. Mention two important skills needed in Alfa Mart.
3. Why is adaptation necessary?

Speaking Task – Group Discussion

Topic: "Challenges I Might Face at Work"

Instructions:

- Discuss in pairs three challenges you might face when starting an internship.
- Student A is the supervisor
- Student B is the intern
- Switch roles after completion

Writing Task

Title: "My Expectations about Internship at Alfa Mart"

Instructions:

Write 100-150 words about:

- What you hope to achieve during your internship
- Any concerns you have
- What interests you want to bring to your internship

Alfa Mart

Cartoon Character: A yellow ant wearing a blue shirt with the word "Ant" on it, thinking with a question mark above its head.

Image 9. Practice Test

h. Multiple Choice

Finally, the Multiple Choice section provides assessment tools to measure students' understanding. This section contains questions about work culture, accountability, and reputation. This approach allows students to objectively assess progress, and feedback from many teacher and student questions helps to effectively monitor and evaluate learning outcomes.

It is useful as a comprehensive and reliable source of research due to its consistent design, as shown in the attached image. Overall, this textbook is prepared as a style that can be applied to any class. Each chapter begins with a spiritual

background and introduction, and then systematically overcomes challenges, perspectives, practices, and reflections. Complete the evaluation section, thematic map, vocabulary, and book summary:

Multiple Choice Questions

Part 1

1. What is the main purpose of an internship at Alfa Mart?
 A. To earn money
 B. To gain practical work experience
 C. To learn about the company
 D. To work without supervision

2. Which of the following is NOT part of Alfa Mart's 3S culture?
 A. Safety
 B. Green
 C. Say Hello
 D. Smile

3. Who directly supervises interns at Alfa Mart?
 A. Store Leaders
 B. The Assistant Store Leader
 C. Fellow interns
 D. Managers

4. What is the main duty of a cashier?
 A. Keeping track of shelves
 B. Handling transactions
 C. Cleaning the store
 D. Conducting marketing campaigns

5. Which value is emphasized in the Health: "Allah loves someone who, when he works, pays attention to detail."
 A. Honesty
 B. Decency
 C. Excellence in work
 D. Professionalism

6. The main difference between school and the workplace is that school focuses on _____ while the workplace focuses on _____.
 A. Uniforms – Personal style
 B. Uniforms – Personal style
 C. Trends – Leisure time
 D. Trends – Leisure time

7. Which of the following is a challenge in adapting to the workplace?
 A. Different work culture
 B. Dealing with different personalities of customers
 C. Lack of assignments
 D. Large number of people

8. A good work character is reflected in...
 A. Laziness and lack of motivation
 B. Ignoring rules and responsibility
 C. Ignoring rules
 D. Leaving late without permission

9. Which of the following is an example of responsibility?
 A. Hiding mistakes
 B. Completing stock check before going home
 C. Refusing to take responsibility
 D. Blaming coworkers

10. Why is it important to understand a company's vision and mission?
 A. To increase salary
 B. To align work behavior with company goals
 C. To increase the number of tasks
 D. To ignore customer service

11. What is the meaning of 'First'?
 A. First Express, First Out
 B. Fast Entry, Fast Out
 C. First In, First Out
 D. First Employee, First Out

12. Which of the following is an example of good communication at Alfa Mart?
 A. Talking rudely to customers
 B. Listening carefully to instructions
 C. Ignoring customers
 D. Refusing to greet colleagues

13. In the following workplace, which one is UNPROFESSIONAL?
 A. Arriving on time
 B. Helping coworkers
 C. Giving timely responses
 D. Being polite to customers

14. Healthy habits include:
 A. Eating nutritious food and getting enough rest
 B. Ignoring bypasses
 C. Skipping meals and avoiding work
 D. Avoiding exercise

15. That is the best attitude to show if they face difficulties?
 A. Give up immediately
 B. Avoid asking questions
 C. Ask for help and receive feedback
 D. Blame the Store Leader

16. Which of the following is an example of cooperation?
 A. Refusing to help colleagues
 B. Helping to stock shelves when stock arrives
 C. Completing tasks on time
 D. Ignoring teamwork

17. Who is the best example of reflective exercises in the book?
 A. To punish students
 B. To guide self-improvement
 C. To ignore students
 D. To assess training time

18. Which of the following emotions should be controlled in the workplace?
 A. Contented
 B. Enthusiasm
 C. Anger
 D. Enthusiasm

19. How can we manage stress effectively?
 A. By ignoring tasks
 B. By doing more multitasking and positive thinking
 C. By quitting their job
 D. By avoiding supervisor

20. Which of the following is a sign of a work-ready mentality?
 A. Confidence, adaptability, and initiative
 B. Laziness and apathy
 C. Complaining about new rules
 D. Refusing to learn new skills

Image 10. Multiple Choice

3.4 Design Validation

Validation was carried out by the Head of the Expertise Program and English teachers with the following assessment criteria: readability, relevance to the work environment, suitability with core competencies (KD), and integration of Islamic character values.

"This book is very different from the ones we've used before. Students understand better because the material is directly related to their workplace."

There is a glossary at the end of each class to make it easier to understand key vocabulary and terms, and the training guidelines have been updated to provide more detail so that students can complete the assignments effectively. The main goal of a review is to make the product more attractive, organized, and useful for

use in the classroom. Added illustrations to improve students' understanding and make them more visually appealing to the textbook.

This textbook was developed in stages using the ADDIE model as a guide. Therefore, it was not initially a finished product, but rather the result of several revisions based on needs analysis and input from various stakeholders. The first draft of the textbook covered a variety of topics, such as workplace conversations, Standard Operating Procedures (SOPs), and a summary of professions in the Alfamart retail environment. However, the data at this stage was still technical and did not reflect the identities of the students studying at the Islamic boarding school. The principal and English teacher interviewed felt that Islamic character principles needed to be integrated into the curriculum for greater comprehensiveness. In response to this feedback, the researchers added a "Spiritual Introduction" section at the beginning of the unit and used Quranic verses and hadith as chapter openings to connect job skills with Islamic values.

In response to students' feedback on the most interactive learning, researchers add role play activities, forms of communication, and real life simulations to the activities that teachers and students find most interesting during the learning process. This activity also envisaged a significant change in the project to increase student participation. Most of the tasks in the early versions are still passive literacy exercises.

The initial version of the book does not include visual aids such as symbols, images, or guides to help students understand the material; in response to the teacher's opinions, a label is added to the project distinguishing between teacher teaching, group and individual tasks; the second version also includes the development of thinking and character at the end of each lesson to provide useful

insights into the learning process; And a comparison of the initial and final versions indicates that the product has been gradually developed based on field observations, which indicates a specific approach. Highly planned systematic research and development.

3.5 Relevance and Approach

3.5.1 Product Relevance to ESP (English for Specific Purposes) Theory

The development of this book is based on the principles of English for Specific Purposes (ESP), which emphasizes the importance of tailoring English learning resources to students' specific needs. According to Hutchinson & Waters (1987), ESP is an English teaching methodology developed by reviewing the needs of specific learner groups. This method emphasizes language skills relevant to the students' intended field of study. The primary inspiration for developing this research content was requests from Alfamart students. Therefore, this final textbook focuses specifically on the retail sector.

English based ESP textbooks are a very effective way to introduce English learners to the professional environment. Students will be able to understand more easily by using materials related to retail ergonomics, such as those available at Alfamart. Topics such as Standard Operating Procedures (SOPs), customer service addresses, and retail language are shaped by real world experience. This approach makes learning more contextual and applicable, and supports the theoretical foundations of ESP that put the learner at the center of the learning process.

The materials in this book reflect the experiences students can have at work. This confirms Anthony's (1997) statement that the goal of ESP is to provide language skills that are consistent with a specific professional context. The teachers

involved in the production of the book claim that it facilitates the teaching process. They concluded that no significant modifications were needed when the book was used directly in educational activities. This suggests that it was designed effectively, based on an analysis of public needs.

The effectiveness of ESP methods can be seen in students' reactions to the book. Some students suggest that the material looks "more realistic" and "suitable for immediate action." This positive response indicates increased motivation and participation in the learning process. Teachers also claim that they are easier to understand than traditional textbooks. Therefore, it can be said that the intended goal of the study was achieved by using a special service in the creation of this manual

3.5.2 Contextual Approach and Task Based Learning

In addition to ESP, privacy based teaching concepts and contextual approaches are also used in the creation of books. This approach makes learning easier by doing real world tasks. Nunan (2004) states that learning based learning allows students to learn on the job, collaborate, and solve problems. As a result, students not only understand the theory but are also able to apply it to real world situations. The application of this concept proved necessary to meet the needs of the branches of the Alfamart.

The results of the book implementation show the effectiveness of role coaching, role play and simulated customer service in improving students' communication skills. These internships provide real life experiences that mimic a real world business environment. Students learn how to apply a style of expression to a real world social situation, not just understand it. This method also teaches

students to think quickly and adapt to changes in the work environment. As a result, learning becomes more meaningful.

This is also in line with Vygotsky's theory of research. The theory assumes that students learn by actively participating in various activities and interactions with their social environment. Interactions in the book take place through role playing, group projects, and discussion. Students benefit from this process by understanding the language skills they have acquired. Over time, learning to be active in groups improves social and language skills.

Reflection exercises at the end of each lesson also enhance the learning experience. Students are encouraged to reflect on their internship experience or write down work attitudes they would like to improve. Through these assignments, students are encouraged to connect language learning with personal development. This demonstrates that learning impacts both the emotional and cognitive domains. Therefore, this book can be used to improve language skills while fostering a professional work attitude.

3.5.3. Integration of Islamic Values in English Language Learning

This textbook outlines the advantages of learning English using Islamic spiritual principles. Each section is accompanied by a hadith or verse of the Qur'an on professional behavior and work ethics, strong verses, and basic ethical foundations. Rather than being taught as enlightened lessons, the core generation of writers masterpieces (*shiddiq*), effective communication (*tabligh*), and intelligence (*fathanah*) are incorporated into the activities and materials in each class. With the educational language and moral values it deserves, students can assimilate the development of Islamic character as a well deserved honor education.

The educational philosophy of Al Zarnuji (1995) and Al Attas (1990), which states that education is the development of moral integrity and moral consciousness beyond the mere transmission of knowledge, agrees with this approach. This concept is timeless in the context of the SMK Walisongo rambi, specifically the Islamic school of archaeology, which combines character development with skill based learning. The Foundation's mission is to attract students to scholarships... Although we are an Islamic identity, we are clearly a crocodile with a clear goal of spiritual exhaustion.

In an interview, the principal expressed his appreciation for this approach, emphasizing that the integration of Islamic principles into textbooks supports the institution's mission of character education. He stated that students should not view their work solely as a technical necessity, but rather as a form of worship. Understanding that daily tasks at Alfamart, such as serving customers, operating the cash register, or managing inventory, are part of their religious obligations, encourages students to carry out their work with integrity, responsibility, and discipline. The principal emphasized that this way of thinking helps students develop professional skills and spiritual awareness while viewing their work as a noble act of service.

By adhering to this ethical standard in their daily activities, they are known for actually bringing Islamic values into the workplace. Employees demonstrate the value of *shiddiq*, or fairness, when they accurately record transactions, provide reliable information to customers, and avoid fraud in product handling. The concept of *amanah*, or responsibility, is obvious when employees perform their duties conscientiously, take care of the cleanliness of the store and handle transactions intelligently. On the other hand, the way employees greet customers loyally,

explain promotions, and resolve complaints with patience and empathy are examples of teamwork or effective communication. Finally, the ability of an employee to make the right decision in store management, who can adapt to the needs of different customers and logically solve a problem, is an example of intelligence in itself.

In addition to the conceptual introduction, these values are incorporated into textbook exercises. For example, interns take responsibility for their work, communicate store policies clearly, are honest in answering customer questions, and tactfully resolve complaints through role play and conversation. Through these contextual duties, ethical concepts are taught in a practical way, not just academically. As a result, students gained the ability to combine linguistic functions such as presentations, excuses or solving cases with ethical actions based on Islamic values.

Therefore, in addition to teaching a language, this textbook also serves as a personal learning tool. This helps students understand the close relationship between professionalism in the workplace and ethical behavior. Good employees are not only competent, but also integrative, moral and communicative. Students learning English in this value based framework gain the knowledge and skills to remain honest and courteous in all aspects of their careers, as well as the skills necessary to succeed in the retail industry.

The integrated approach in the Business English textbook aims to produce ethical and competent graduates. They should be ready to enter the workforce with fluent English skills, while upholding Islamic principles such as responsibility, integrity, and reliability. Thus, this textbook serves a dual purpose of bridging

language competency and moral identity, preparing students for the workforce while upholding their moral and spiritual values.

4. Implementation

Teachers served as primary educators during the implementation phase, which included a small-scale pilot with eleventh-grade Alfamart students. Because the material presented was relevant to their work needs, observations showed that students were more enthusiastic and engaged. Teachers assessed that the practical activities and simulations of real-world work situations enhanced the learning process.

4.1 Product Implementation and Respondent Responses

The Business English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in the Retail Sector is given to Alfamart from Grade 11 at Walisongo Rambipuji Vocational School only after the design and development phase is completed. This activity is part of the ADDIE model implementation phase, which aims to test products in a real world state. It also evaluates how well the content meets the needs of the user, such as students and teachers. For a more reliable opinion the implementation takes place directly in the classroom. This allows researchers to clearly see how the textbook is used for learning.

The book provides a key source of learning during the implementation phase, which includes many English language courses. The material remains consistent with the original design, without any intermediate or additional changes. The focus on learning includes an overview of the work environment, customer service, and task based communication activities such as role playing and interactive

discussion. Each learning activity is designed to encourage students to actively participate in the assessment of physical uses in real world classroom situations. Since this data comes directly from the field use of the products, the information obtained is correct.

4.2 Results of Observations of the Learning Process

Researchers directly observed the teaching and learning process of 11th-grade Alfamart students during the implementation of the textbook. These observations were divided into three main groups: core activities, closing activities, and opening activities. The main objectives of these observations were to assess the level of student participation, the suitability of the material to the learning objectives, and the relevance of the textbook to real-world scenarios. The observations indicated that the use of this textbook can encourage more engaged, active, and practical learning. This suggests that the research objectives can be supported by this textbook.

At the beginning, the teacher warmly welcomed the class, creating a relaxed atmosphere during the lesson. Then, by asking questions or participating in informal discussions about the module, the teacher helps the students develop ideas. This approach allows students to combine new information with existing knowledge. The professor then explained the purpose of the course and the core competencies to be mastered during the course. This stage is very important to give students clear instructions before moving on to the main element.

Teachers primarily use textbooks as a guide to deliver materials and learning activities during core activities. To simulate real-world scenarios at Alfamart

stores, various techniques are used, including role-playing, group projects, and class discussions. By asking, answering, and providing suggestions, students are fully engaged in the conversation. Interactive conversations between customers and cashiers, which provide real-world English practice, are among the most popular materials. To enhance student understanding, teachers use a variety of media, including digital modules and projectors.

At the end of the activity, the teacher asks the students to summarize the most important things they have learned that day. Students have the opportunity to share their opinions, observations and other questions. Most of the students responded positively, stating that they believe that the knowledge gained will benefit their future careers. To explain this, the teacher also presents the materials planned for the next meeting. This last stage ensures that the learning process is focused and continuous..

4.3 Conclusion of Product Implementation

The Business English textbook has been successfully implemented on a limited basis at Walisongo Rambipuji Vocational High School, based on the overall implementation method. The book's success as a teaching aid has satisfied the administration, teachers, and students. The material is considered capable of bridging the gap between the demands of the retail industry and the needs of English language learning. The use of this textbook in the classroom has positively impacted students' readiness for fieldwork techniques. This demonstrates that developing textbooks that consider industry standards can make learning more relevant.

This implementation provides a solid basis for further product development. The results of the study suggest that qualitative and qualitative methods can lead to in depth analysis even without quantitative testing. Reflective data collection and the participation of different stakeholders lead to more contextual findings. In this way, these products ultimately have an academic basis and practical and ethical meaning. The student who used this book developed a strong work ethic ready for the world of work.

This chapter describes the development and application of the Business English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in the Retail Sector Walisongo Rambipuji. The ADDIE model is used in the R&D process for the production of this product. The data comes from observations, interviews and reflections, as they are conducted using qualitative and descriptive methods. The main objective of this development is to meet the linguistic and moral needs of students working in the retail sector. The results in this chapter suggest that there is a close relationship between design, implementation, and learning purpose.

The first part of this discussion examines in detail the structure, content, purpose of learning and the features of the book. It is a useful and relevant resource for the English language that responds to the requirements of the modern retail world. It is unique in that it incorporates Islamic principles such as honesty (*shiddiq*), responsibility (*amannah*), and intelligence (*fathanah*). These concepts help students develop a professional mindset while honing their skills. It is therefore a construction and educational tool.

The limited use of these products has yielded positive results. According to the learning monitors, the enthusiasm, activation and participation of students in

the learning process increased. Teachers report that their learning has become more focused and in line with professional requirements. Role playing exercises and customer service discussions have been shown to help students prepare for real world business scenarios. The director also praised the book, describing it as a creative work worth following.

Based on the results in this field, the product is compatible with ESP (English for Special Purposes) theory and affiliate science. Character based learning also enhances the learning process. In addition to teaching English, it promotes a work ethic that aligns with industry standards. The main advantages of this product are the ability to reflect on oneself, tasks of importance and context. This opens up opportunities to apply to other industry related vocational schools.

Therefore, it can be said that this textbook significantly contributes to vocational education, which is not characterized by personality or education related to it. A R&D construction process ensures product quality and compliance with user needs. The implementation suggests an opportunity to improve student development and language skills. A rare feature of the textbook is the consideration of linguistic and industrial background and ethical principles. The product shows how a qualitative approach to search and answers can lead to important and relevant breakthroughs in teaching.

The implementation results of this textbook demonstrate that the ADDIE model, combined with an R&D-based development process, can produce a product relevant to vocational learning needs. Positive responses from teachers, schools, and students demonstrate that this material aligns with the needs of partner industries. Another important advantage that distinguishes this textbook from similar learning resources is its effective application of Islamic teachings in

language learning. The validity of this product is also strengthened by the alignment of field findings with ESP theory and task-based learning. Therefore, the results of this research can be applied and further developed by educational institutions through other industry collaboration programs.

This research, which considers the entire process and its achievements, significantly advances the development of contextual teaching materials in vocational education. Each stage of the ADDIE process is guaranteed to improve the quality of the final product thanks to a systematic development approach. The implementation results also demonstrate that character development, job skills, and language proficiency can be integrated simultaneously. These findings provide a strong basis for drawing conclusions, implications, and recommendations. Therefore, the next chapter will provide an overview of the research findings, along with implications and suggestions for further research.

In addition, this textbook supports the national objective of strengthening the relationship and similarity between industry and vocational education. The context based curriculum and learning opportunities experience reflect the values of self reliance, with a particular focus on character development, practical competence and industrial cooperation. By combining real life cases of sharing with English learning, the book increased the student's flexibility and professional communication skills. Schools were also encouraged to implement innovative teaching methods that respond to real business needs. In this way, this product has not only achieved academic goals but also contributed to the broader goal of raising the level and importance of vocational education in Indonesia.

In addition, the implementation indicates that the guide encourages collaboration, critical thinking, and communication between students. Through

interactive activities such as role plays, group discussions, and problem solving scenarios, students are encouraged to use English effectively in their retail jobs. Not only have they developed language skills, but they have also developed hidden skills such as responsibility, collaboration, and self adaptation, which are essential in the rapidly changing retail sector. Teachers demonstrate the effectiveness of the textbooks in the theory and practice of customer bribery by observing that students become more confident in expressing themselves in English and show more initiative when simulating customer service.

Table 11. Implementation Schedule and Revisions

Date	Activity Description	Notes / Observations	Changes / Revisions
July 28–1, 2025	Initial introduction of the textbook to teachers and students	Teachers received orientation on book structure and use.	Minor layout adjustments based on teacher feedback.
August 4–8, 2025	Classroom implementation (Units 1–2: Workplace Overview, Organizational Structure)	Students showed active participation in discussions and dialogues.	Vocabulary clarified; added bilingual glossary terms.
August 11–15, 2025	Implementation (Units 3–4: Customer Service SOP, 3S Culture)	Students were more engaged during role play and customer service simulations.	Instructions simplified and tasks made more sequential.
August 18–22, 2025	Implementation (Units 5–6: Handling Complaints, Reflection Activities)	Students demonstrated better fluency and understanding of work ethics.	Added icons and visual aids for easier navigation.
August 25–29, 2025	Reflection and evaluation meeting with teachers, students, and principal	Positive feedback highlighted contextual content, Islamic value integration, and industry relevance.	Final adjustments to layout, visuals, and exercise clarity.

The implementation process takes more than three weeks in August 2025. Each session includes a teacher's meditation, a class test, and live observation. The implementation indicates that the textbook effectively increases the understanding of English expressions at work, their beliefs in communication and engagement. Most of the changes made during implementation are minor adjustments based on user feedback, such as a clearer layout, better vocabulary interpretation, and more reflective exercises to support the integration of Islamic business principles. This change has increased the writing, engagement, and aesthetics of high school students

5. Evaluation

Interviews with teachers, students, and teachers during the evaluation phase indicate that the book significantly improves the communication skills of students at Alfamart. One of the suggestions expressed in the comment was to add a source of visual sounds to enrich the learning process.

This comprehensive textbook combines industrial needs with the character development of students at all levels and meets English standards for specific English language learning. The study highlights the importance of the process, participant participation, and deep reflection of the participants directly involved in the implementation of this book. It is hope that this product will provide relevant, useful and valuable educational materials from an Islamic perspective. Other vocational schools with a similar program can also benefit from this book. In this way, these innovations make a significant contribution to vocational training that responds to the needs of contemporary retail industries.

5.1 Implications for the World of Education and Industry

Interviews conducted with teachers, students, and the principal during the evaluation phase indicated that the Business English textbook significantly improved students' communication skills in the Alfamart workplace. Students demonstrated increased confidence, fluency, and comprehension of customer service expressions during role-plays and classroom simulations. Teachers also observed increased levels of responsibility and engagement after completing the assigned retail-based communication tasks. These results demonstrate the textbook's effectiveness in supporting English language acquisition in a real-world workplace.

The evaluation phase includes formative and summative assessments. Formative assessment was conducted during the limited pilot phase, focusing on gathering feedback from teachers and students regarding the material, language skills, and learning strategies. Based on this feedback, changes were made to refine the sequence of activities, ensure contextual relevance, and clarify instructions. Meanwhile, summative assessment was conducted after the textbook was fully implemented to assess its effectiveness, usability, and overall user satisfaction. Positive results from this phase indicate that the product successfully met its educational and character development goals.

One of the most important recommendations made in the responses was the integration of audio-visual resources to enhance the learning process and increase exposure to real-life communication in retail environments. By incorporating multimedia components, the upcoming edition can improve students' listening comprehension and pronunciation accuracy while adding dynamics and interest to the learning process. This textbook will better meet the needs of modern vocational

classrooms, where diverse learning styles must be accommodated through the integration of technology.

This comprehensive textbook integrates industry demands with student character development across all ADDIE phases, while meeting the criteria for English for Specific Purposes (ESP)-based English language learning. This research emphasizes the importance of a systematic approach, participant engagement, and reflective analysis from those directly involved in implementation. It is hoped that this product will be a useful, relevant, and valuable teaching material from an Islamic perspective. Furthermore, other vocational high schools with similar retail programs can adopt or modify this textbook to suit their needs. Thus, this innovation significantly advances vocational education that aligns with the needs of the contemporary retail industry.

4.2 Discussion and Analysis

This section uses qualitative methods to discuss the use of English in the Business English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in the Retail Sector. Then combine the implementation with the theoretical foundations and specific research goals. Products developed in the ADDIE stages of the R&D framework provide effective educational materials based on context, topicality and Islamic character. The results suggest that learner character development may occur in parallel with the integration of English language learning resources, in line with the requirements of the retail sector. The discussion also shows how the implementation has effectively demonstrated and even deepened the understanding of the theoretical concepts discussed in Chapter II.

4.2.1Product Strengths and Weaknesses

Eleventh-grade Alfamart students participated in a mini-experiment. The activities included creating store activity reports, role-playing with sales assistants, and role-playing with cashiers and customers. The students appeared more confident and enthusiastic. One student said,

“In this book, there are sentences used by the cashier. During my internship, I managed to get there quickly.”

According to teachers, the simple format of the book increases student engagement and simplifies the teaching process.

The results of the implementation show many benefits for the book, which increases the efficiency of the learning process. Because the materials are contextual and meet the needs of the retail industry, the book is relevant to the attitudes of future professional students. Learning and simulation in practice allow students to practice directly. Another valuable advantage is the application of the principles of Islam, which promote not only language learning but also personal development by promoting ethical and professional behavior. Moreover, based on the positive feedback from the students, the book teacher was well received and found useful for learning.

However, there are some gaps in the products that should also be considered for future improvements. The textbook still does not include multiple choice questions that enrich the students' experience and practice tests. Moreover, supporting digital media such as voice or code integration, which can facilitate self study, is not optimal. Some visuals are also less engaging and require more engagement to increase student engagement. These shortcomings underscore the

importance of further progress in the Handbook to make it more comprehensive and engaging in the subject. This gap is discussed in the second phase of model evaluation, which also allows for adjustments in the next phase of product development.

4.2.2 Material Expert Validation Results

To ensure the content of the Business English Textbook aligns with learning objectives and workplace demands, an English lecturer and teacher conducted expert validation. Several aspects evaluated included clarity of presentation, appropriateness of context, accuracy of language use, and relevance of content.

Table 12. Material Expert Validation Results

No	Evaluated Aspect	Maximum Score	Obtained Score	Percentage (%)	Category
1	Relevance of materials to learning objectives	5	4	80%	Good
2	Accuracy of language and sentence structure	5	5	100%	Excellent
3	Relevance of content to Alfamart class students' needs	5	4	80%	Good
4	Accuracy of business and retail contexts	5	5	100%	Excellent
5	Clarity of task and exercise instructions	5	4	80%	Good
Average		25	22	88%	Highly Feasible

Interpretation:

The verification indicates that the book perfectly corresponds to the quality of the materials, with an average of 88%. Content experts say that the topics offered are relevant to the retail industry, language is communication, and activities help students develop professional competencies.

4.2.3 Media Expert Validation Results

Media expert validation was conducted by instructional design specialists to assess the textbook's layout, color consistency, readability, and visual appearance. The results are shown below:

Table 13. Media Expert Validation Results

No	Evaluated Aspect	Maximum Score	Obtained Score	Percentage (%)	Category
1	Attractiveness of layout design	5	4	80%	Good
2	Consistency of color and font usage	5	5	100%	Excellent
3	Quality of illustrations and supporting visuals	5	4	80%	Good
4	Text readability and layout clarity	5	5	100%	Excellent
Average		20	18	90%	Highly Feasible

Interpretation:

Media experts estimate the textbook very realistically, with an average of 90%. The book designs are visually appealing and easy to read, made in solid colors and letters, and in a layout suitable for professional students. To increase the visual comfort of the reader, the authors propose spacing between readers.

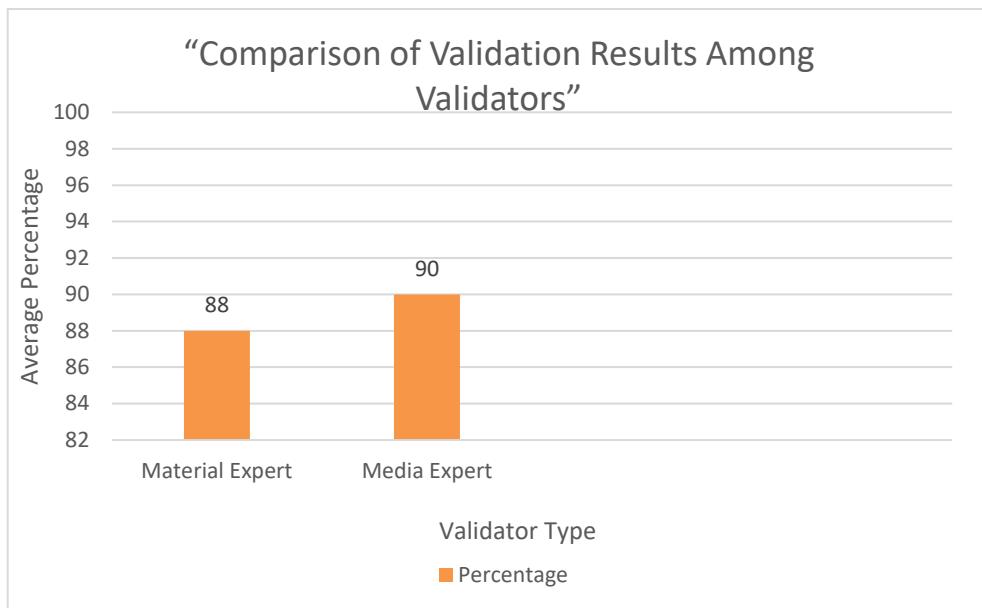


Diagram 1. Comparison of Validation

Comparison of Validation Results Among Validators

This chart presents a comparative summary of validation results from two groups of assessors: content experts and media experts. As shown in the chart, media experts achieved the highest score of 90%, followed by content experts with a score of 88%. Considering that both assessments fall into the "Highly Appropriate" category, despite slight variations, the Business English for Alfamart Classroom textbook meets the requirements of content relevance, design quality, and classroom usability. This consistency in scores indicates the extent to which the resulting product integrates pedagogical, linguistic, and visual components in accordance with the needs of vocational education. The high level of agreement across all validator groups attests to its academic rigor and practical utility at Alfamart.

4.2.4 Summary of Validation Results

Based on the validation results conducted by media experts and material experts, the overall average score was 87.67%, thus falling into the Very

Appropriate category. These results indicate that the Business English textbook for Alfamart Classes meets important standards related to content quality, visual appeal, and usability. Therefore, it can be concluded that this textbook is suitable for use in the learning process at Walisongo Rambipuji Vocational School, especially for Alfamart class students.

Quantitative and qualitative data collected during the R&D process will be presented and analyzed in this section. The quantitative analysis focuses on student learning outcomes, as measured through pre- and post-test results using the N-Gain calculation to compare improvements before and after using the Business English textbook. Meanwhile, the qualitative analysis evaluates the level of product acceptance and usability based on information from observations, interviews, and documentation.

4.3 Data Analysis Based on the R&D Process

The ADDIE model was used to analyze the data in this study in accordance with research and development (R&D) procedures. Data were collected through pre-tests and post-tests that assessed students' abilities before and after the textbook was used. Significant improvement was demonstrated by the average score, which increased from 53 in the pre-test to 86 in the post-test. N-Gain score analysis yielded an average of 0.75, which is considered high. These findings indicate that the developed textbook is effective in improving student learning outcomes.

4.3.1 Analysis based on Ngain Score with mini PTK

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	23	.50	1.00	.7478	.15327
Ngain_Persen	23	50.00	100.00	74.7826	15.32727
Valid N (listwise)	23				

Statistics	Pre Test	Post Test
Highest Score	60	100
Lowest Score	40	80
Average Score	53	86
Number of Student Completed	23	23
Percentage Completed	100 %	100 %

$$N\ GAIN = \frac{Score\ Posttest - Score\ Pretest}{Score\ Ideal - Score\ Pretest}$$

Note: The ideal score is the maximum (highest) available.

Table 14. Ngain Categories

<u>N GAIN SCORE DISTRIBUTION CATEGORIES</u>	
N Gain Score	Categories
$g > 0,7$	High
$0,3 \leq g < 0,7$	Mid
$g < 0,3$	Low

Table 15. Interpretation Categories

<u>N GAIN SCORE INTERPRETATION CATEGORY</u>	
Percentage (%)	Interpretation
<40	Very low improvement
40 - 55	Slight improvement
56 – 75	Moderate improvement
>76	High improvement

Quantitative analysis using the N-Gain Score calculation showed that the 23 students who participated in this study had a mean of 0.7478 and a standard deviation of 0.15327, with the lowest N-Gain value of 0.50 and the highest of 1.00. In percentage form, the N-Gain values ranged from 50% to 100%, with a mean of 74.78% and a standard deviation of 15.32%. These findings indicate that overall student learning outcomes improved significantly after using the developed textbook. With an average N-Gain score of 0.74, students' progress and understanding improved significantly after implementation, placing them in the "high improvement" group ($g > 0.7$).

A comparison of pre-test and post-test results further strengthens this conclusion. The highest pre-test score, 60, increased to 100, while the lowest score increased from 40 to 80 on the post-test. Furthermore, use of this textbook resulted in a significant increase in the average score, from 53 to 86. The overall quality of students' performance and depth of understanding improved significantly, even though all students had previously achieved the minimum initial mastery level (100%). This indicates that this textbook not only maintained students' mastery but also significantly improved their understanding and performance.

Based on the N-Gain Score interpretation category, the average percentage of 74.78% places the results in the "moderate to high improvement" range (56–75%), which is very close to the "high improvement" threshold (>76%). In other words, students' learning progress was significantly facilitated by the use of this textbook, as evidenced by the improvement in their test scores and their increased ability to use English in a real professional environment. The high N-Gain score and consistent performance improvement demonstrate how effective the Business English Textbook is in supporting students' development and preparing them to communicate in a retail environment.

Overall, the quantitative results of the N-Gain Score study indicate that the developed textbooks have a significant impact on student learning development. These quantitative data corroborate the qualitative findings, which indicate that students feel more confident, teachers rate the material as relevant and useful, and principals understand the textbook's role in bridging academic learning with business needs. Therefore, it can be concluded that these textbooks provide substantial learning benefits by improving students' professional attitudes, English language skills, and readiness for workplace communication.

This analysis also included observations, interviews, and documentation from the implementation phase. By reviewing and categorizing student reflections, instructor comments, and class notes, recurring patterns were identified. Four key themes emerged: integration of Islamic principles, confidence in communication, mastery of functional vocabulary, and relevance of the material to work. These themes indicate that the textbook not only enhanced students' knowledge but also helped them grow as individuals. This analysis demonstrates the rigorous product evaluation process in research and development (R&D).

The first theme focuses on how the learning process increases students' confidence in communication skills. Previously less active students began to participate in customer service simulations. One student admitted that the simple language in the book helps him express himself more freely. The school authorities also noticed that the students began to boast about their "customers". The goal of the construction phase is to emphasize the practice of speech in the real world and to be in harmony with this development.

The second theme was the use of book features to improve vocabulary. Each chapter contains key points such as "Changes," "Promotions," and "Receipts" to help students remember and use them. The students found that the dictionary makes it easier to understand the relevant terms. This idea fits into the efficiency planning developed at the design stage. As a result, students have a better understanding of business principles in English.

The third theme illustrates the importance of books in real business situations. The documents indicate that the students made a simple mistake by executing retail transactions according to standard operating systems. The instructor makes sure that the scenario reflects the true function of the store, preparing students for future tasks. The feedback received by practitioners during the verification phase may outweigh the significance of this phenomenon. As a result, students feel more confident when they finish their work.

The fourth theme is the integration of business ethics in Islam into textbooks. Each chapter begins with a verse or hadith from the Quran that touches on business ethics principles such as trust, honesty, and responsibility. Students noted that these verses remind them to maintain a positive attitude in professional situations. This

combination allows students to develop not only skills but also moral values. This finding highlights the goal of integrating personalised education into professional competences. Additional evidence of the value of the book can be obtained through interviews with teachers. One of the teachers said,

"The book is useful for students, combining the context of real life with working in English at this retail store."

These statements highlight how the developed textbook is viewed as both a learning resource and a valuable tool for connecting classroom learning with real-world workplace demands. Teacher comments emphasize how the product combines real-world retail scenarios, such as product transactions, customer service, and workplace communication, with English language proficiency. By connecting these, students are better prepared to apply what they learn in their future roles in the retail industry. The teachers' positive responses further demonstrate the textbook's ability to support contextualized learning, ensuring that English is taught as a functional skill aligned with real-world job requirements, rather than in isolation. This demonstrates how the textbook successfully bridges the gap between the specific needs of retail students and traditional English textbooks. Another teacher explained,

"The main challenge is the initial ability of the student, not the textbook itself. Indeed, the manuals facilitate the use of practice based methods."

Based on these statements, the difficulties students encountered during the learning process were primarily due to differences in their English proficiency, not errors in the textbook. Teachers stated that the materials were appropriately developed to enhance teaching and learning, particularly by providing

opportunities for practice and application. Because the textbook supports task-based and experiential learning methods, students were able to actively participate in role-plays, simulations, and real-world scenarios relevant to the retail context. Thus, teacher comments acknowledged the importance of considering students' diverse backgrounds and starting points while validating the value of the textbook. These responses indicate that the textbook design reduced teaching difficulties and facilitated the use of role-plays and simulations as intended during the Development stage of the ADDIE model. Other comments included,

“Role playing is very effective because it brings students closer to the actual work.”

These statements illustrate how effective this textbook is in promoting participatory learning and hands-on experience. The textbook provides students with opportunities to practice problem-solving, communication, and customer service in a safe and realistic environment through role-playing exercises. These activities allow students to simultaneously improve their language skills and professional competencies by modeling the real-world demands of the retail industry. Furthermore, teacher statements emphasize how role-playing strengthens students' ability to address real-world problems they may encounter in their future careers, while also increasing student engagement. Thus, the use of role-playing in this textbook provides valid evidence of its relevance and alignment with vocational education goals. By transforming theoretical knowledge into workplace-focused practice, this textbook demonstrates how the inclusion of role-playing exercises directly reinforces vocational English learning goals. Student feedback confirms the textbook's value from their perspective. One student stated,

“I prefer this book because it looks more realistic and requires practice.”

These responses indicate that students find this textbook important and relevant because it directly relates to their future careers. Unlike traditional English textbooks, which often emphasize grammar and general vocabulary, this textbook places language learning in the real-world context of a retail environment. Students can see how English is used in real-life situations such as customer service, transaction processing, and interpersonal communication through work-related activities, which also provide direction for the learning process. Students' preference for this textbook indicates that its design successfully motivates them by aligning classroom activities with their career goals. Another student stated:

“I would like to be able to speak during customer service, because there you can practice privately.”

This claim highlights how the dialogue-based exercises in the textbook are perceived as practical and immediately applicable. By participating in customer service conversations, students model real-world workplace communication while honing their English grammar. These exercises allow them to practice the language used in retail operations, including greeting customers, offering assistance, explaining products, and addressing customer needs. Positive feedback from students indicates that the textbook encourages participation and gives them the confidence to use English in natural contexts. This demonstrates that, in line with the Design phase of the ADDIE paradigm, the integration of contextual dialogue successfully creates a meaningful and practice-oriented learning experience. This feedback indicates that the dialogue sections not only motivate students but also provide immediate application to retail service scenarios. However, there are also

challenges to consider:

“Writing a report in English is difficult, but the example in this book is helpful.”

This comment demonstrates how the textbook provides substantial support through easy-to-understand models and examples, even though students acknowledged the difficulty of writing reports in English—a skill that requires linguistic accuracy and an understanding of business formatting. The inclusion of report writing exercises demonstrates that in addition to verbal conversations, the material also covers important written tasks in retail operations, such as recording sales, inventory, or customer complaints. This remains quite challenging for students who have not previously written in English, but the book's suggestions simplify the process and encourage consistent improvement. This balance between acknowledging challenges and providing solutions further demonstrates the textbook's value and relevance for vocational English learning. It demonstrates that while writing remains a challenging skill, the book's structure and examples provide useful support. Another student focused more on vocabulary and standard operating procedures (SOPs), stating,

“Yes, now I know the terms used in the store..”

These comments indicate that the textbook successfully equipped students with the appropriate vocabulary for retail operations, including terms used in transactions, daily store activities, and at the checkout. This vocabulary is essential for students to function comfortably and effectively in their future careers. Regarding media use, one student stated:,

“I've seen this video and help me to understand the practice.”

These statements demonstrate how the integration of technology into the textbook enhances student understanding and engagement. The use of QR codes, multimedia materials, and other supplementary tools reflects the textbook's goal of providing a multimodal learning experience. These features enable students to better visualize and understand processes that might be abstract or difficult to grasp through text alone. As a result, the learning process becomes more interactive, practical, and aligned with modern vocational education pedagogy. An interview with the principal provided an institutional perspective, confirming that the textbook meets the needs of the school and its business partners. He stated,

“We have supported this book since the first phase because it meets the needs of Alfamart..”

This statement demonstrates that the school understood the importance of textbooks from the outset. Because the Alfamart Class program combines formal education with industry-specific training, support during the pilot phase was crucial, demonstrating the school's confidence in the textbook's suitability for the program's unique characteristics. This institutional support also implies that the product was not viewed as an add-on or external experiment, but rather as a complementary tool that enhances the school's existing curriculum. He emphasized,

“SMK students need contextual materials to be ready for direct work, and the book responds to our needs.”

The principal emphasized that the textbook's relevance lies in its contextualization of English language learning. Rather than focusing on abstract or

overly general language skills, the book provides resources directly relevant to the workplace, such as handling transactions, customer service conversations, and standard operating procedures. This particular feature demonstrates how well the textbook meets the school's goal of preparing students for a smooth transition into the workforce. Furthermore, by aligning the content with industry needs, the book ensures students acquire linguistic competence and vocational skills—two essential prerequisites for vocational education and training (VET). Most importantly, the principal added,

“Students' confidence has increased during the work.”

Finally, he noted that the textbook helps bridge the gap between academic learning and practical application by equipping students with the skills and mindset necessary for success in a professional environment. These findings demonstrate the textbook's tangible impact beyond the classroom, with students who feel better prepared for real-world work situations during internships or on-the-job training reporting increased self-confidence. In vocational education, where soft skills like communication, confidence, and problem-solving are just as important as technical skills, this is crucial.

“There is a lot of potential for adoption in other schools, especially if they are tailored to local needs,”

This final statement demonstrates that, in addition to being useful for the Alfamart Class at SMK Walisongo Rambipuji, this solution can also be applied in broader contexts. Regional differences in language use, customer culture, and institutional policies may require adjustments, even though retail operations share

some basic characteristics across schools. Acknowledging this flexibility demonstrates attention to the diversity of contexts. Therefore, the principal's comments emphasize the textbook's strengths and flexibility, positioning it as a tool that can be developed into a standard yet adaptable model for teaching vocational English across institutions.

Qualitative findings complement quantitative data when combined. Numerical data confirm significant improvements in student test scores, while interviews and observations illustrate how the textbook boosts students' confidence, expands their vocabulary, connects learning to real-world work situations, and integrates Islamic values into character development. This integration was not accidental, but rather carefully planned during the Design and Development phase of the ADDIE model. Therefore, in addition to being a valid and practical teaching tool, the Business English textbook can be viewed as an important educational innovation that connects language competency, industry demands, and moral education.

This comprehensive analysis confirms that the R&D objectives in developing a Business English textbook have been successfully achieved. Improved student scores align with positive classroom practices observed during the implementation phase. These results demonstrate the product's reliability, effectiveness, and suitability for use in vocational education. This achievement also aligns with the Development, Implementation, and Evaluation phases of the ADDIE model. Thus, this textbook integrates technical skills, job readiness, and Islamic principles into a cohesive whole.

Overall, this discussion demonstrates that the difficulties associated with learning English in vocational programs can be effectively addressed through a

product developed using quantitative and qualitative methods, as well as R&D strategies. This textbook is up-to-date and informative, combining the teaching of Islamic values, contextual learning, and an ESP approach. Students who use it develop not only language skills but also professional work attitudes. They gain ethical awareness and practical communication skills needed in the retail industry. Therefore, this textbook serves as a bridge between industry expectations and academic standards.

4.4 The Result of Product Try-Out

The product try-out was conducted to examine the quality of the developed Business English Textbook before it was used more broadly in the learning process. The try-out took place at SMK Walisongo Rambipuji and involved students of the Alfamart Class as the target users of the product. Prior to the activity, the students were given a brief explanation regarding the purpose of the try-out and how the book should be used during the learning activities.

After completing the learning activities using the developed book, data were collected through classroom observations, interviews with the English teacher, and students' responses during the learning process. The product try-out focused on three main aspects, namely practicality, usability, and feasibility, in order to obtain comprehensive information regarding the readiness and quality of the book as a vocational English learning material.

4.4.1 Practicality

The practicality aspect was examined to determine the ease of using the Business English Textbook in the classroom setting. This aspect focused on how clearly the learning objectives were presented, how systematically the materials

were organized, how understandable the instructions were, and whether the materials could be completed within the available instructional time.

Based on classroom observations, the learning objectives in each unit were clearly stated and helped both the teacher and the students understand the direction of the lesson. The organization of the materials, which began with work-related contexts followed by vocabulary introduction, dialogue practice, and simulation activities, supported the teacher in managing the learning process effectively.

The interview with the English teacher indicated that the book could be used directly as a main teaching guide without requiring significant adjustments or additional materials. The instructions provided in the book were clear enough for students to follow, which reduced the need for repeated explanations from the teacher. Furthermore, the learning activities could be completed within the allotted instructional time. These findings indicate that the developed *Business English* book demonstrated a good level of practicality for classroom use.

4.4.2 Usability

The usability aspect was evaluated to identify students' experiences when using the Business English Textbook, particularly in terms of comprehensibility, comfort, and effectiveness. This aspect focused on the suitability of the language level, the relevance of the content to students' vocational context, and students' engagement during learning activities.

The results of the product try-out showed that the language used in the book was appropriate for the students' level of English proficiency. The dialogues and vocabulary were closely related to real situations encountered in Alfamart, such as

serving customers, handling transactions, and responding to simple customer needs. This relevance helped students understand the materials more easily and apply them during practice activities.

Classroom observations revealed that students were more active and confident during role-play and simulation activities. The learning process became more interactive, and students showed greater participation compared to lessons using general English textbooks. These findings suggest that the developed Business English Textbook had good usability and effectively supported vocational English learning.

4.4.3 Feasibility

The feasibility aspect was examined to determine whether the Business English Textbook could be implemented effectively in the real school context. This aspect considered the alignment of the materials with the curriculum, the availability of school facilities, and the support from the school environment.

Based on the interview with the English teacher, the materials presented in the book were aligned with the curriculum and the objectives of the Alfamart Class program. The book could be used with the existing facilities at the school and did not require additional resources that were difficult to provide. In addition, the school showed positive support for the use of the book as a supplementary learning material, as it was relevant to vocational education goals and students' work readiness. Therefore, the developed Business English Textbook was considered feasible for implementation in the Alfamart Class.

4.4.4 The Revision of the Product

The product was revised based on the results of expert validation, practitioner feedback, and the findings obtained from the product try-out. The revisions were conducted to improve the quality, clarity, and effectiveness of the Business English Textbook so that it better met the needs of vocational English learning.

The revisions focused on improving the clarity of instructions in several learning activities to ensure that students could follow them more independently. Some dialogue examples were refined to make them more closely aligned with real customer service situations in Alfamart. In addition, several layout adjustments were made to enhance readability and improve the visual organization of the book. Brief guidance notes were also added to certain activities to support students during role-play and simulation exercises.

These revisions were intended to ensure that the final version of the Business English Textbook was more practical, usable, and feasible for use in vocational English learning at SMK Walisongo Rambipuji.

CHAPTER V

CLOSING

5.1 Conclusion

The result of this research is the successful development of a textbook for the Alfamart Class program at SMK Walisongo Rambipuji entitled "Developing a Business English Textbook for SMK Walisongo Rambipuji to Prepare Students for Employment in the Retail Sector". This textbook was developed through research and development (R&D) using the ADDIE model, which consists of the Analysis, Design, Development, Implementation, and Evaluation phases. This well-structured framework provides a systematic foundation to ensure this textbook meets educational objectives while being relevant to the industry. In addition, this product aims to improve students' English communication skills while preparing them for the real world of retail work, especially at Alfamart.

The English language resources in this textbook are relevant, contextual, and aligned with the needs of the modern retail workplace. To help students develop moral and professional character, the textbook applies Islamic principles such as fathanah (intelligence), shiddiq (honesty), and amanah (trustworthiness). Implementation results show significant improvements in students' language skills, self-confidence, and readiness for real-world work situations. By combining an industry-based curriculum and simulation exercises, students demonstrated improvements in the affective, cognitive, and psychomotor domains. Their ability to actively participate in customer service scenarios demonstrated improved communication skills and situational awareness. Furthermore, each chapter includes a vocabulary list to strengthen understanding of retail terminology, and the entire

content aligns with Alfamart standard operating procedures (SOPs), ensuring relevance in the workplace. Thus, this textbook significantly enhances vocational English learning and successfully achieves the research objectives.

5.2 Implications

The findings of this study have important implications for the development of teaching materials in vocational education. Task-based learning and English for Specific Purposes (ESP) have successfully adapted English language teaching to the demands of the real world of work. In addition to improving language skills, integrating Islamic concepts into the curriculum also fosters professionalism and moral integrity in the workplace. This development technique can serve as a model for educators, curriculum designers, and practitioners who wish to create similar industry-oriented learning resources in other subjects. Furthermore, keeping teaching materials up-to-date, relevant, and aligned with contemporary job market needs requires collaboration between academic institutions and industry partners such as Alfamart.

Vocational schools can use this textbook to provide more career-focused and contextualized training to students, equipping them with the skills and mindset needed for success after graduation. Teachers benefit from well-structured lesson plans and increased student participation, while students become more engaged through authentic learning environments. With necessary adjustments to suit business partners and their areas of expertise, other institutions may be able to replicate this development approach.

5.3 Suggestion

The researchers recommend that this textbook be used more frequently in school industry collaboration programs, particularly in vocational high schools (SMK) that focus on the retail and customer service sectors. Teachers are encouraged to implement active learning strategies, such as role-playing, group discussions, and work simulations, to maximize student engagement and learning outcomes.

To support technology-based learning, future researchers are advised to enhance this content with digital innovations, such as creating interactive e-book versions. Updating the material to reflect evolving retail norms and practices requires ongoing collaboration with industry partners. Regular evaluation is also needed to assess the extent to which this textbook enhances students' skills, motivation, and workplace readiness.

Finally, schools that have the same partnership, particularly with Alfamart or other retail companies to use this book as the main reference. The combination of professional ethics, industry oriented simulations and practical use of English can greatly help students with their career preparations. With an operational perspective that focuses on the day to day realities of visual journalism experience, this comprehensive manual is a quick and easy reference for making pictures that communicate clearly and get noticed.

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APPENDICES

Appendix I. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 2349/Un.03.1/TL.00.1/07/2025 22 Juli 2025
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada

Yth. Kepala SMK Walisongo Rambigundam Rambipuji
di
Jember

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

► Nama : Rahmat Hidayat Ramadhan
NIM : 210107110016
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Ganjil - 2025/2026
Judul Skripsi : **Developing Business English Textbook for SMK Walisongo Rambipuji Alfa Class To Prepare for Working in Alfamart**
Lama Penelitian : Juli 2025 sampai dengan September 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II. Survey Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email: fitk@uin-malang.ac.id

Nomor : 2338/Un.03.1/TL.00.1/07/2025 21 Juli 2025
Sifat : Penting
Lampiran : -
Hal : Izin Survey

Kepada

Yth. Kepala SMK Walisongo Rambigundam - Rambipuji
di
Jember

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Rahmat Hidayat Ramadhan
NIM : 210107110016
Tahun Akademik : Ganjil - 2025/2026
Judul Proposal : **Developing Business English Textbook For SMK Walisongo Rambipuji Alfa Class To Prepare For Working in Alfamart**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix III. Validation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : B-2368/Un.03/FITK/PP.00.9/08/2025 04 Agustus 2025
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Septia Dwi Jayanti, M.Pd
di –
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Rahmat Hidayat Ramadhan
NIM : 210107110016
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : DEVELOPING BUSINESS ENGLISH TEXTBOOK FOR
SMK WALISONGO RAMBIPUJI
ALFA CLASS TO PREPARE FOR WORKING IN
ALFAMART

Dosen Pembimbing : Dr. Alam Aji Putera, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Appendix IV. Instrument Validation Letter.

Instrument Validation Sheet of Interview Questions and Observation Sheet for Research Entitled

**"Developing Business English Textbook For
SMK Walisongo Rambipuji
Alfa Class To Prepare For Working In Alfamart"**

Validator : Septia Dwi Jayanti, M.Pd
NIP : 198909122023212051
Experise : English Writing
Instance : UIN Maulana Malik Ibrahim Malang
Validation date : 28 Agustus 2025

A. Introduction

This validation was made to obtain an assessment from the validator (Septia Dwi Jayanti, M.Pd) on the research instruments used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below:
 1. Very poor
 2. Poor
 3. Average
 4. Good
 5. Excellent
2. Please give comments and suggestion In the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of the textbook content with the competencies required at Alfamart (cashiering, customer service, product arrangement, teamwork, communication).					✓
2.	Relevance of dialogues and role plays with real workplace situations at Alfamart (transactions, handling complaints, promotions).				✓	
3.	Accuracy and appropriateness of vocabulary lists related to retail work in each chapter.				✓	
4.	Balance between theory and practice (contextual exercises based on retail store situations).				✓	
5.	Integration of Islamic values (Qur'an, Hadith) and professional work character building.				✓	
6.	Consistency of layout (titles, subtitles, margins, numbering) throughout the chapters.				✓	
7.	Clarity and readability of texts, tables, and diagrams for SMK students.				✓	
8.	Quality of illustrations, pictures, and icons that support understanding of the material.				✓	
9.	Attractiveness of color design and layout to enhance students' learning motivation.				✓	
10.	Practicality of the textbook for use both in printed and e-book formats.				✓	

D. Suggestion

1. Enrich your layout by adding more colorful and cheerful parts, and also cartoon or 3D character.

2. Highlight the Qur'anic value in order to get the point/

.....

.....

.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revisions.
4. The instrument can be used.

Malang, 28Agustus 2025

Validator



Septia Dwi Jayanti, M.Pd
198909122023212051

Appendix V. Research Permit Approval Letter from the School

SMK WALISONGO RAMBIPUJI	
Alamat : Jl. Argopuro No. 83 Rambipuji 68152 Telp. 081919090999 e-mail: esemka_walisongo@yahoo.com	
TANDA TERIMA SURAT MASUK	
Tanggal Penerimaan Surat	: 28 Juli 2025
No. ID : 002	
Tanggal / Nomor Surat : 2338/Un.03.1/TL.00.1/07/2025	
Dari	: Tarbiyah dan Ilmu Keguruan UIN Malik Ibrahim Malang
Perihal	: Izin Survey
Lampiran	: Sifat Surat :
	Jember, 28 Juli 2025 

SMK WALISONGO RAMBIPUJI	
Alamat : Jl. Argopuro No. 83 Rambipuji 68152 Telp. 081919090999 e-mail: esemka_walisongo@yahoo.com	
TANDA TERIMA SURAT MASUK	
Tanggal Penerimaan Surat	: 28 Juli 2025
No. ID : 003	
Tanggal / Nomor Surat : 2349/Un.03.1/TL.00.1/07/2025	
Dari	: Tarbiyah dan Ilmu Keguruan UIN Malik Ibrahim Malang
Perihal	: Izin Penelitian
Lampiran	: Sifat Surat :
	Jember, 28 Juli 2025 

Appendix VI. Research Certificate Letter



YAYASAN PENDIDIKAN ISLAM SUBULUS SALAM SEKOLAH MENENGAH KEJURUAN SMK WALISONGO RAMBIPUJI

STATUS : TERAKREDITASI B, NSS : 344052415017, NPSN : 20548802

- Bidang Keahlian : Bisnis dan Manajemen, Program Keahlian : Pemasaran
- Bidang Keahlian : Teknologi Informasi, Program Keahlian : Teknik Komputer Jaringan dan Telekomunikasi

Alamat: Jl. Argopuro No. 83, Rambipuji Jember Telp. 081919090999 e-mail: esemka_walisongo@yahoo.com web-site: smkwalisongorbp-ibr.sch.id

S U R A T K E T E R A N G A N

Nomor : 008/SK.ISP/A2/SMK.WS.RBP/VII/2025

Yang bertanda tangan di bawah ini :

Nama : Zainul Arifin, S.Pd., M.Pd
Jabatan : Kepala Sekolah
Unit Kerja : SMK Walisongo Rambipuji

Menerangkan dengan sebenarnya bahwa :

Nama : Rahmat Hidayat Ramadhanai
NIM : 210107110016
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Universitas : UIN Malik Ibrahim
Judul Skripsi : Developing Business English Textbook For SMK Walisongo Rambipuji Alfa Class
To Prepare For Working in Alfamart

Yang bersangkutan diberikan izin dan melakukan penelitian di SMK Walisongo Rambipuji mulai bulan Juli sampai September 2025.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Jember, 28 Juli 2025

Kepala Sekolah,

Zainul Arifin, S.Pd., M.Pd

Appendix VII. Syllabus

Silabus Dasar - Dasar Pemasaran
Fase E
SMK WALISONGO RAMBIPUJI

Bab	Alokasi waktu	Tujuan Pembelajaran	Materi	Kata Kunci	Aktivitas Pembelajaran	Sumber Belajar
Bab 1 Proses Bisnis	36 JP	Peserta didik mampu menjelaskan proses bisnis	1. Ruang Lingkup Bisnis 2. Fungsi dan Peran Pemasaran 3. Konsep Pemasaran	1. Ruang Lingkup Bisnis 2. Fungsi dan Peran Pemasaran 3. Konsep Pemasaran	Aktivitas: Mendeskripsikan Mengidentifikasi Menyebutkan Menjelaskan Metode: Tanya jawab Penugasan Diskusi Demontrasi	Buku Dasar-Dasar Pemasaran, Kemendikbudristek, internet, majalah, jurnal, buku lain yang relevan
Bab 2 Perkembangan Teknologi	60 JP	Peserta didik dapat menjelaskan evolusi pemasaran dari tradisional ke penerapan teknologi modern	1. Perkembangan Pemasaran dari Era 1.0 sampai Era 5.0 2. <i>Internet of Things (IoT)</i> 3. Pemasaran pada Era Digital 4. Macam-macam Pemasaran pada Era Digital 5. Strategi Pemasaran <i>Omnichannel</i>	1. Perkembangan Pemasaran 2. <i>Internet of Things (IoT)</i> 3. <i>Pemasaran pada Era Digital</i> 4. Macam-macam Pemasaran pada Era Digital 5. Strategi Pemasaran <i>Omnichannel</i>	Aktivitas: Menjelaskan Menganalisis Metode: Tanya jawab Penugasan Diskusi Demontrasi	Buku Dasar-Dasar Pemasaran, Kemendikbudristek, internet, majalah, jurnal, buku lain yang relevan Modul dari Alfamart
Bab 3 Perilaku Konsumen	36 JP	1.1 Peserta didik mampu menjelaskan faktor yang mempengaruhi perilaku konsumen dalam pengambilan	1. Konsep Perilaku Konsumen 2. Karakteristik Konsumen	1. Perilaku Konsumen 2. Karakteristik Konsumen	Aktivitas: Menjelaskan Mendeskripsikan Berargumen	Buku Dasar-Dasar Pemasaran, Kemendikbudristek,

Bab	Alokasi waktu	Tujuan Pembelajaran	Materi	Kata Kunci	Aktivitas Pembelajaran	Sumber Belajar
		keputusan pembelian barang dan jasa 1.2 Peserta didik mampu mengidentifikasi sinyal-sinyal calon pelanggan agar dapat mewujudkan kepuasan pelanggan 1.3 Peserta didik mengetahui cara mendukung pemasaran yang tepat agar pelanggan tertarik dan puas membeli barang dan jasa yang dipasarkan	3. Faktor-Faktor yang Mempengaruhi Perilaku Konsumen dalam Pengambilan Keputusan Pembelian Barang dan Jasa 4. Sinyal-Sinyal Calon Pelanggan 5. Riset Pemasaran 6. Bahasa Pemasaran	3. Faktor yang Mempengaruhi Perilaku Konsumen dalam pengambilan keputusan Pembelian 4. Riset Pemasaran 5. Sinyal-Sinyal Calon Pelanggan 6. Bahasa Pemasaran	Metode: Tanya jawab Penugasan Diskusi Demontrasi	internet, majalah, jurnal, buku lain yang relevan
Bab 4 Pemasaran Barang & Jasa	60 JP	1.1 Peserta didik mampu menjelaskan konsep dan lingkup pemasaran (sudah dibahas pada materi Bab I) 1.2 Menganalisis STP <i>marketing</i> (<i>Segmentasi</i> , <i>Targeting</i> , dan <i>Positioning</i>) 1.3 Membuat rencana pemasaran, serta mampu memasarkan barang dan jasa yang sesuai dengan target pasar (<i>product-market fit</i>)	1. Segmentasi 2. <i>Targeting</i> 3. <i>Positioning</i> 4. <i>Revwawa</i> Pemasaran dan Bauran Pemasaran 4P dan 3P	1. Segmentasi 2. <i>Targeting</i> 3. <i>Positioning</i> 4. Bauran Pemasaran 4P dan 3P	Aktivitas: Mendeskripsikan Menguraikan Menganalisis Merinci Mengoordinasi Menganalisis Metode: Tanya jawab Penugasan Diskusi Demontrasi	Buku Dasar-Dasar Pemasaran, Kemendikbudristek, internet, majalah, jurnal, buku lain yang relevan

Bab	Alokasi waktu	Tujuan Pembelajaran	Materi	Kata Kunci	Aktivitas Pembelajaran	Sumber Belajar
Bab 5 Komunikasi dengan Pelanggan	60 JP	1.1 Peserta didik mengetahui cara berkomunikasi secara efektif sesuai tata bahasa yang baik dan benar 1.2 Peserta didik mampu menunjukkan penampilan yang menarik, berkesan, dan simpatik 1.3 Peserta didik mampu menentukan cara menjual yang tepat yang sesuai dengan konsumen yang dihadapi, serta berdasarkan jenis barang dan jasa yang dipasarkan.	4. Pengertian Komunikasi 5. Proses Komunikasi 6. Jenis Komunikasi 7. Komunikasi Efektif 8. Penampilan Diri saat Berkommunikasi 9. Teknik Menjual	<i>Ecocodiwg</i> <i>Decodiwg</i> Verbal Nonverbal <i>Personaw Selliwig</i>	Aktivitas: Menjelaskan, Mengidentifikasi, Menganalisis, Menerapkan, Melakukan Metode: Tanya Jawab, Penugasan, Diskusi, Demonstrasi	Buku Dasar-Dasar Pemasaran, Kemendikbudristek, internet, majalah, jurnal, buku lain yang relevan Modul dari Alfamart
Bab 6 Pelayanan Prima kepada Pelanggan	48 JP	9.1 Peserta didik mampu memahami pelayanan prima saat melakukan pelayanan penjualan 9.2 Peserta didik mampu memahami peralatan dan perlengkapan untuk barang dan jasa yang sedang dipromosikan	1. Pengertian Pelayanan Prima 2. Ruang Lingkup Pelayanan Prima 3. Konsep Pelayanan Prima 4. Peralatan dan Perlengkapan yang Mendukung Pelayanan Penjualan untuk Barang yang Dipromosikan	• Pelayanan prima • Dimensi kualitas • <i>Accouutability</i> • <i>Attitude</i> • <i>Poiwt of purchase</i> (POP)	Aktivitas: Menjelaskan, Mengidentifikasi, Menerapkan, Mempraktikkan, Menggunakan, Membuat Metode: Diskusi dan Penugasan, Demonstrasi	Buku Dasar-Dasar Pemasaran, Kemendikbudristek, internet, majalah, jurnal, buku lain yang relevan

Bab	Alokasi waktu	Tujuan Pembelajaran	Materi	Kata Kunci	Aktivitas Pembelajaran	Sumber Belajar
Bab 7 Kepuasan Pelanggan	48 JP	7.1 Peserta didik memahami tentang mengukur kepuasan pelanggan 7.2 Peserta didik memahami tentang mengatasi masalah keluhan dari pelanggan	1. Definisi Kepuasan Pelanggan 2. Faktor-Faktor yang Mempengaruhi Kepuasan Pelanggan 3. Pengukuran Kepuasan Pelanggan 4. Definisi Keluhan Pelanggan 5. Alasan Pengaduan Pelanggan 6. Penanganan Pengaduan Pelanggan	• Kinerja produk • Harapan pelanggan • Dimensi kepuasan • Mengukur kepuasan Pelanggan • Mengelola pelanggan	Aktivitas: Menjelaskan, Mengidentifikasi, Menganalisis, Membuat, Mengukur, Mempraktikkan Metode: Diskusi, Penugasan, <i>Project Work</i>	Buku Dasar-Dasar Pemasaran, Kemendikbudristek, internet, majalah, jurnal, buku lain yang relevan Modul dari Alfamart
Bab 8 Profesi dan Peluang Usaha Bidang Pemasaran	36 JP	8.1 Peserta didik menjelaskan profil pekerjaan/profesi (<i>job profile</i>) dalam bidang pemasaran pada masa sekarang dan pada masa mendatang, seperti: kasir, pramuniaga, <i>sales executive</i> , merchandiser, digital marketer, <i>public relations</i> , <i>infuewcer</i> , <i>marketiwig research</i> , dan sejenisnya	1. Pengertian Profesi 2. Karakteristik Profesi 3. Profesi pada Bidang Pemasaran 4. Ujian Sertifikasi Pemasaran 5. Peluang Bisnis dalam Pemasaran 6. Membangun Karier pada Bidang Pemasaran Sesuai Minat, Bakat, Renjana (<i>Passion</i>)	• Profesi • Karier • <i>Passiow</i> • Uji Kompetensi • <i>Digital Marketiwig</i>	Aktivitas: Menjelaskan, Mengidentifikasi, Menganalisis, Merencanakan Metode: Diskusi dan Penugasan	Buku Dasar-Dasar Pemasaran, Kemendikbudristek, internet, majalah, jurnal, buku lain yang relevan

Bab	Alokasi waktu	Tujuan Pembelajaran	Materi	Kata Kunci	Aktivitas Pembelajaran	Sumber Belajar
		8.2 Peserta didik menjelaskan peluang usaha di bidang pemasaran, seperti: <i>dropshipping, drop service, affiliate marketing, marketing agency, content creator</i> , dan sejenisnya 8.3 Peserta didik mampu menentukan karier di bidang pemasaran yang sesuai dengan bakat, minat, dan renjana (<i>passion</i>)				
Bab 9 Prosedur Kesehatan, Keselamatan Kejayaan	48 JP	1.1 Memahami keselamatan, dan keamanan	<ol style="list-style-type: none"> 1. Pengertian Keamanan, Keselamatan, dan Kesehatan Kerja 2. Tujuan Keamanan, Keselamatan, Keamanan Kerja 3. Arti Pentingnya Keamanan, Keselamatan, Keamanan Kerja 4. Prosedur Keamanan, Keselamatan, Keamanan Kerja 5. Menangani Keadaan Darurat 6. Standar Penampilan Pribadi 7. Umpam Balik Keamanan, Keselamatan, 	<ul style="list-style-type: none"> • Keselamatan • Kesehatan • Ergonomic • 5R (Ringkas, Rapi, Resik, Rawat, Rajin) • Menangani keadaan darurat 	Aktivitas: Menjelaskan Mengidentifikasi Menerapkan Merencanakan Melakukan Metode: Diskusi Penugasan Simulasi	Buku Dasar-Dasar Pemasaran, Kemendikbudristek, internet, majalah, jurnal, buku lain yang relevan Modul dari Alfamart

Appendix VIII. Pre-Test & Post-Test

Pre-Test

Name :

Class :

Subject: Business English for Retail (Alfamart Class)

Type: Multiple Choice Questions

Total Items: 10 Questions

1. When a customer enters the store, what is the proper greeting?

- a. Hey, what do you want?
- b. Good morning, welcome to Alfamart.
- c. Buy something or leave.
- d. Close the door, please.

2. If a customer says, “Excuse me, where is the sugar?” What should you reply?

- a. I don’t know.
- b. Please look by yourself.
- c. It is on aisle three, let me show you.
- d. Wait until I finish.

3. Which sentence is correct for offering help?

- a. You want help.
- b. Do you need any assistance?
- c. You must buy this product.
- d. Help me quickly.

4. A customer says, “The price on the shelf is different from the cashier.” What should you do first?

- a. Argue with the customer.
- b. Check the product and the price tag.
- c. Tell the customer to leave.
- d. Ignore the complaint.

5. Which phrase is polite for asking payment?

- a. Pay now.
- b. Your money, please.
- c. That will be fifty thousand rupiah, please.
- d. Give me the cash.

6. If a customer says, “Thank you,” the best reply is...

- a. Yes.
- b. Never mind.
- c. You’re welcome.
- d. Whatever.

7. What does “cashier” mean?

- a. The person who cleans the store.
- b. The person who arranges the shelves.
- c. The person who receives payment.
- d. The person who opens the store.

8. A customer says, “Do you have plastic bags?” The correct response is...

- a. Yes, would you like one?
- b. No, you cannot.
- c. Buy it or leave.
- d. Why do you ask?

9. Which sentence is correct when closing the transaction?

- a. Here is your change, thank you for shopping.
- b. Here money, bye.
- c. Finished, go.
- d. Okay done.

10. In retail, what does “customer service” mean?

- a. Helping customers politely and professionally.
- b. Arguing with customers.
- c. Forcing customers to buy.
- d. Ignoring complaints.

Post-Test

Name :

Class :

Subject: Business English for Retail (Alfamart Class)

Type: Multiple Choice Questions

Total Items: 10 Questions

1. When a customer enters the store, what is the proper greeting?

- a. Hey, what do you want?
- b. Good morning, welcome to Alfamart.
- c. Buy something or leave.
- d. Close the door, please.

2. If a customer says, “Excuse me, where is the sugar?” What should you reply?

- a. I don’t know.
- b. Please look by yourself.
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- d. Wait until I finish.

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- c. You must buy this product.
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- c. Tell the customer to leave.
- d. Ignore the complaint.

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- b. Arguing with customers.
- c. Forcing customers to buy.
- d. Ignoring complaints.

1. Tabel Nilai Pre-Test & Post-Test

No	Nama Siswa	Nilai Pre-Test	Nilai Post-Test	Selisih (Post - Pre)	Keterangan
1	Agis Rohman Wijaya	40	80	40	Tuntas
2	Ahmad Ibnu Raffi Faizin	40	80	30	Tuntas
3	Ahmad Reza Palevi	50	90	40	Tuntas
4	Basit M. Ubaidillah	60	80	20	Tuntas
5	Dimas Mujiyanto	40	80	40	Tuntas
6	Doni Febriansyah	50	90	20	Tuntas
7	Fitriyatus Zehiroh	60	90	30	Tuntas
8	Hikmah	40	80	40	Tuntas
9	Halimatus Sa'diyah	60	100	40	Tuntas
10	Ilyas Ababil	40	80	40	Tuntas
11	Imelda Ayu Prastica	60	90	10	Tuntas
12	Izza Atiroh	40	100	50	Tuntas
13	Muhammad Sahril Hidayah	60	80	20	Tuntas
14	Muhammad Lukman Hakim	40	90	30	Tuntas
15	Nabila Mei Risanti	60	80	20	Tuntas
16	Retno Puspitasari	50	90	40	Tuntas
17	Robit Puadi	40	80	40	Tuntas
18	Selo Ageng Aji Sentiko	40	80	40	Tuntas
19	Sigit Wardana	50	90	40	Tuntas
20	Sisilia Eka Wulandari	60	100	30	Tuntas
21	Sri Handayani	40	80	40	Tuntas
22	Vila Zahira Setia Putri	60	100	10	Tuntas
23	Zakky Oktavio Ramadhani	40	80	40	Tuntas

2. Rekapitulasi Hasil

Statistik	Pre-Test	Post-Test
Nilai Tertinggi	60	100
Nilai Terendah	40	80
Nilai Rata-Rata	53	86
Jumlah Siswa Tuntas	23	23
Persentase Tuntas	100 %	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	23	.50	1.00	.7478	.15327
Ngain_Persen	23	50.00	100.00	74.7826	15.32727
Valid N (listwise)	23				

Appendix IX. Result of Pre Test & Post Test

Pre-Test

Name : Zakky Octavio Ramadhan

Class : 11X1 Alfaclass

40

Subject: Business English for Retail (Alfamart Class)

Type: Multiple Choice Questions

Total Items: 10 Questions

1. When a customer enters the store, what is the proper greeting?

- a. Hey, what do you want?
- b. Good morning, welcome to Alfamart.
- c. Buy something or leave.
- d. Close the door, please.

2. If a customer says, "Excuse me, where is the sugar?" What should you reply?

- a. I don't know.
- b. Please look by yourself.
- c. It is on aisle three, let me show you.
- d. Wait until I finish.

3. Which sentence is correct for offering help?

- a. You want help.
- b. Do you need any assistance?
- c. You must buy this product.
- d. Help me quickly.

4. A customer says, "The price on the shelf is different from the cashier." What should you do first?

- a. Argue with the customer.
- b. Check the product and the price tag.
- c. Tell the customer to leave.
- d. Ignore the complaint.

5. Which phrase is polite for asking payment?

- a. Pay now.
- b. Your money, please.
- c. That will be fifty thousand rupiah, please.
- d. Give me the cash.

6. If a customer says, “Thank you,” the best reply is...

- a. Yes.
- b. Never mind.
- c. You’re welcome.
- d. Whatever.

7. What does “cashier” mean?

- a. The person who cleans the store.
- b. The person who arranges the shelves.
- c. The person who receives payment.
- d. The person who opens the store.

8. A customer says, “Do you have plastic bags?” The correct response is...

- a. Yes, would you like one?
- b. No, you cannot.
- c. Buy it or leave.
- d. Why do you ask?

9. Which sentence is correct when closing the transaction?

- a. Here is your change, thank you for shopping.
- b. Here money, bye.
- c. Finished, go.
- d. Okay done.

10. In retail, what does “customer service” mean?

- a. Helping customers politely and professionally.
- b. Arguing with customers.
- c. Forcing customers to buy.
- d. Ignoring complaints.

Post-Test

Name : Zakiy Oktavia Ramadhani

Class : 11/XI Alfa class



Subject: Business English for Retail (Alfamart Class)

Type: Multiple Choice Questions

Total Items: 10 Questions

1. When a customer enters the store, what is the proper greeting?

- a. Hey, what do you want?
- b. Good morning, welcome to Alfamart.
- c. Buy something or leave.
- d. Close the door, please.

2. If a customer says, "Excuse me, where is the sugar?" What should you reply?

- a. I don't know.
- b. Please look by yourself.
- c. It is on aisle three, let me show you.
- d. Wait until I finish.

3. Which sentence is correct for offering help?

- a. You want help.
- b. Do you need any assistance?
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- a. Argue with the customer.
- b. Check the product and the price tag.
- c. Tell the customer to leave.
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- c. You’re welcome.
- d. Whatever.

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- a. Here is your change, thank you for shopping.
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- c. Finished, go.
- d. Okay done.

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- a. Helping customers politely and professionally.
- b. Arguing with customers.
- c. Forcing customers to buy.
- d. Ignoring complaints.

Appendix X. Observation Table

Observation table inside class

No	Aspek yang Diamati	Ya	Tidak	Keterangan
I.	Kegiatan Pembuka			
1.	Guru menyapa dan menanyakan kabar siswa	✓		Guru menyapa dengan ramah, menciptakan suasana kelas yang nyaman dan komunikatif.
2.	Guru memeriksa kehadiran siswa	✓		Kehadiran siswa dicek satu per satu untuk memastikan keterlibatan mereka sejak awal.
3.	Guru melakukan brainstorming	✓		Brainstorming dilakukan dengan pertanyaan pembuka yang relevan dengan materi.
II.	Kegiatan Inti			
	A. Pelaksanaan Pembelajaran			
1.	Guru mengatur pelajaran sesuai dengan tujuan pembelajaran	✓		Materi disampaikan sesuai dengan kompetensi dasar dan tujuan pembelajaran.
2.	Guru melakukan tanya jawab tentang soal kuis yang diberikan sebelumnya kepada siswa	✓		Guru mengulas soal dengan melibatkan siswa aktif menjawab.
3.	Guru meminta siswa mengumpulkan hasil pekerjaannya di meja guru	✓		Siswa dikondisikan mengumpulkan tugas ke meja guru secara tertib.
4.	Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi	✓		Guru memberi waktu dan motivasi kepada siswa untuk bertanya.
5.	Guru mendorong siswa untuk berpartisipasi aktif dalam pembelajaran dengan menanyakan pertanyaan tentang materi	✓		Guru sering melempar pertanyaan dan menanggapi jawaban siswa secara positif.

6.	Guru memfasilitasi interaksi guru-siswa dan siswa-siswa	✓		Guru mengarahkan diskusi kelompok dan dialog antara siswa.
7.	Guru menunjukkan sikap terbuka terhadap tanggapan siswa dengan memberikan masukan atau mengapresiasi pendapat mereka	✓		Setiap pendapat siswa dihargai dan diberikan masukan membangun.
8.	Guru mendampingi siswa dalam kegiatan pribadi		✓	Guru mendekati kelompok atau individu untuk membantu secara langsung.
9.	Guru menjalankan pembelajaran dalam batas waktu yang telah ditetapkan	✓		Kegiatan dimulai dan diakhiri sesuai jadwal.
B. Pemanfaatan Media Pembelajaran				
1.	Guru mendemonstrasikan kemampuan menggunakan media	✓		Guru menggunakan proyektor dan modul digital dengan lancar.
2.	Guru menggunakan media secara efektif dan efisien	✓		Media disesuaikan dengan materi dan membantu pemahaman siswa.
C. Keterlibatan Siswa dalam Pembelajaran				
1.	Siswa memperhatikan penjelasan guru dan fokus mendengarkan	✓		Siswa menunjukkan perhatian melalui kontak mata dan mencatat.
2.	Sebagian besar siswa bekerja dalam kelompok berpartisipasi aktif dalam diskusi	✓		Diskusi berlangsung dengan pembagian tugas yang adil dalam kelompok.
3.	Siswa bertanya tentang hal-hal yang belum dipahaminya.	✓		Beberapa siswa aktif bertanya saat menemukan kesulitan.
III.	Kegiatan Penutup			
1.	Guru dan siswa merangkum hasil pelajaran	✓		Guru meminta siswa menyimpulkan hasil pembelajaran.

2.	Siswa melakukan refleksi	✓		Siswa diajak menyampaikan kesan dan pelajaran yang didapat.
3.	Guru memberi tahu siswa tentang rencana pembelajaran untuk pertemuan berikutnya	✓		Guru menjelaskan topik yang akan dibahas selanjutnya.

Appendix XII. Interview Table

Teacher's Interview Questions

Questions	Answers
1. Bagaimana pendapat Anda tentang pengembangan buku <i>Business English</i> untuk siswa kelas Alfamart di SMK Walisongo?	<i>Buku ini sangat membantu siswa dalam mengaitkan Bahasa Inggris dengan konteks kerja nyata di toko.</i>
2. Menurut Anda, materi apa saja yang paling dibutuhkan siswa untuk dipelajari dalam konteks kerja di toko ritel seperti Alfamart?	<i>Materi tentang pelayanan pelanggan, percakapan kasir, dan deskripsi produk sangat relevan.</i>
3. Apa kelebihan dan kekurangan buku teks yang sebelumnya digunakan dibandingkan buku <i>Business English</i> ini?	<i>Buku sebelumnya terlalu umum, sementara buku ini lebih aplikatif dan kontekstual.</i>
4. Apa tantangan utama yang Anda hadapi dalam menggunakan buku <i>Business English</i> ini? Apakah tantangan tersebut berasal dari siswa, media, atau isi buku?	<i>Tantangan terletak pada kemampuan awal siswa yang bervariasi, bukan pada buku itu sendiri.</i>
5. Bagaimana penggunaan buku ini mempengaruhi metode pengajaran Anda selama ini? Apakah mempermudah atau menyulitkan?	<i>Buku ini memudahkan saya menggunakan pendekatan berbasis praktik dan simulasi.</i>

<p>6. Bagaimana Anda memandang peran Anda sebagai pengajar dalam mendampingi siswa menggunakan buku ini?</p>	<p><i>Saya menjadi fasilitator aktif yang membimbing dan memberikan umpan balik sesuai konteks Alfamart.</i></p>
<p>7. Apakah buku ini mampu memfasilitasi keterampilan komunikasi dan pelayanan pelanggan yang dibutuhkan siswa di Alfamart? Jika ya, bagian mana yang paling efektif?</p>	<p><i>Ya, terutama pada bagian roleplay dan dialog interaktif yang mengajarkan ekspresi kerja.</i></p>
<p>8. Jenis latihan atau aktivitas seperti apa yang paling berhasil diterapkan saat menggunakan buku ini (misalnya: roleplay, presentasi, diskusi, latihan menulis)? seperti apa buku ini cocok digunakan?</p>	<p><i>Roleplay sangat efektif karena mendekatkan siswa pada realita kerja.</i></p>
<p>9. Menurut Anda, seperti apa karakter siswa yang paling cocok menggunakan buku ini (misalnya: kemampuan dasar bahasa Inggris, minat, latar belakang)?</p>	<p><i>Siswa dengan motivasi kerja tinggi dan dasar Bahasa Inggris minimal sangat terbantu.</i></p>
<p>10. Apakah tampilan, layout, dan urutan materi dalam buku ini mendukung proses belajar siswa? Jika tidak, bagian mana yang perlu diperbaiki?</p>	<p><i>Secara umum menarik, namun akan lebih baik jika dilengkapi ikon-ikon instruksi visual.</i></p>
<p>11. Menurut Anda, apakah penggunaan media atau teknologi seperti video, audio, atau QR code akan memperkuat buku ini? Jika ya, pada bagian apa?</p>	<p><i>Sangat memperkuat, khususnya bila disertai video pelayanan pelanggan dan QR code kuis.</i></p>
<p>12. Apakah Anda memiliki saran atau masukan konkret untuk penyempurnaan buku <i>Business English</i> ini?</p>	<p><i>Tambahkan latihan mendengar melalui audio dan evaluasi kompetensi tiap akhir bab.</i></p>

Student's Interview Questions

Question	Answer
1. Apakah kamu lebih suka belajar menggunakan buku <i>Business English</i> ini atau buku teks biasa? Mengapa?	<i>Saya lebih suka buku ini karena lebih nyata dan ada latihan kerja.</i>
2. Bagian mana dari buku ini yang paling kamu sukai dan kenapa?	<i>Dialog percakapan saat melayani pelanggan, karena bisa langsung diperaktikkan.</i>
3. Bagian mana yang menurutmu paling sulit dipahami atau membingungkan?	<i>Menulis laporan dalam Bahasa Inggris agak sulit, tapi terbantu dengan contoh yang ada.</i>
4. Apakah buku ini membantumu memahami Bahasa Inggris yang relevan untuk bekerja di Alfamart? Jelaskan bagaimana caranya.	<i>Ya, saya jadi tahu istilah yang digunakan di kasir dan toko.</i>
5. Apakah kamu merasa materi dalam buku ini sesuai dengan situasi kerja nyata di toko seperti Alfamart?	<i>Iya, terutama bagian SOP dan pelayanan pelanggan.</i>
6. Bagaimana perasaanmu saat belajar menggunakan buku ini? Apakah kamu lebih semangat, terbantu, atau malah kesulitan?	<i>Lebih semangat karena merasa ini berguna saat magang nanti.</i>
7. Menurutmu, apakah buku ini sudah cukup menarik secara tampilan? Jika belum, apa yang bisa diperbaiki?	<i>Cukup menarik, tapi kalau bisa ditambah gambar atau warna biar lebih hidup.</i>
8. Jenis latihan apa yang paling kamu sukai dari buku ini? (Contoh: dialog, kuis, latihan berbicara, membaca, dll)	<i>Saya suka latihan dialog dan roleplay karena aktif dan tidak membosankan.</i>
9. Apakah kamu pernah menggunakan bantuan teknologi saat belajar dengan buku ini (seperti video, audio, atau aplikasi)? Jika iya, bagian mana yang paling membantu?	<i>Pernah lihat video kasir dari QR code, sangat membantu pahami praktiknya.</i>

10. Menurutmu, apakah buku ini cocok juga digunakan oleh siswa dari kelas lain atau sekolah lain? Mengapa?	<i>Cocok, asal ada penjelasan dasar karena tidak semua siswa sudah terbiasa dengan kerja toko.</i>
11. Jika kamu bisa memberi saran, bagian mana dari buku ini yang perlu diubah atau ditambahkan?	<i>Mungkin bisa ditambah soal-soal pilihan ganda juga untuk variasi.</i>

Principal's Interview Questions

Question	Answer
1. Bagaimana awal mula Anda mengetahui dan mendukung penggunaan buku <i>Business English</i> untuk kelas Alfamart?	<i>Kami mendukung sejak tahap uji coba karena sesuai dengan kebutuhan Alfamart Class.</i>
2. Apa yang menurut Anda menjadi alasan utama pentingnya pengembangan buku ini bagi siswa SMK?	<i>Siswa SMK perlu materi kontekstual agar siap langsung bekerja, buku ini menjawab kebutuhan itu.</i>
3. Apa bentuk dukungan konkret yang diberikan oleh sekolah terhadap pengembangan dan penerapan buku ini?	<i>Sekolah memberi waktu khusus di jadwal, serta pelatihan untuk guru yang mengajar dengan buku ini.</i>
4. Bagaimana respon guru dan siswa sejauh ini terhadap buku <i>Business English</i> dalam proses pembelajaran?	<i>Positif, guru merasa terbantu dan siswa lebih antusias belajar</i>
5. Apakah ada hasil nyata atau peningkatan tertentu yang terlihat setelah penggunaan buku ini di kelas Alfamart?	<i>Ada peningkatan dalam kepercayaan diri siswa saat praktik kerja lapangan.</i>
6. Tantangan apa yang paling besar Anda temui dalam implementasi buku ini di sekolah? Apakah dari segi SDM, waktu, atau kurikulum?	<i>Kadang penyesuaian kurikulum dan waktu pelaksanaan menjadi kendala.</i>

<p>7. Menurut Anda, apakah buku ini sudah sesuai dengan kebutuhan kerja nyata di Alfamart? Apakah ada masukan dari pihak industri?</p>	<p><i>Sudah sesuai, bahkan beberapa materi sudah divalidasi oleh mitra industri Alfamart.</i></p>
<p>8. Apakah buku ini berpotensi untuk dikembangkan lebih lanjut di sekolah lain atau SMK lain yang memiliki kelas serupa?</p>	<p><i>Sangat potensial, apalagi jika bisa disesuaikan dengan kebutuhan lokal masing-masing sekolah.</i></p>
<p>9. Apakah sekolah berencana mengevaluasi atau merevisi buku ini secara berkala di masa depan? Jika ya, seperti apa bentuk evaluasinya?</p>	<p><i>Kami berencana evaluasi tahunan dan merevisi berdasarkan masukan guru, siswa, dan Alfamart.</i></p>
<p>10. Apa harapan Anda terhadap buku <i>Business English</i> ini dalam jangka panjang bagi lulusan SMK Walisongo?</p>	<p><i>Lulusan kami siap kerja dengan etika dan kemampuan komunikasi yang sesuai kebutuhan industri.</i></p>

Appendix XII. Documentation













Appendix XIV Curiculum Vitae

CURRICULUM VITAE



Nama Lengkap	: Rahmat Hidayat Ramadhani
Tanggal Lahir	: Jember, 8 th November 2002
Kelamin	: Laki-laki
Agama	: Islam
Fakultas, Jurusan	: FITK, Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang
Alamat Rumah	: Jl. Argopuro no. 42 Rambigundam, Rambipuji, Jember
No. HP/Telepon	: 083876259274
Alamat Email	: rahmathidaya87576@gmail.com
Nama Wali	: Yus Handoko
Riwayat Pendidikan	:
1.	TK. Al Hidayah Rambigundam, Rambipuji, Jember 2008 - 2009
2.	SDN Rambipuji 02 Rambipuji Jember 2009 - 2015
3.	MTs. Zainul Hasan Genggong Probolinggo 2015 - 2018
4.	Ma Model Zainul Hasan Genggong Probolinggo 2018 - 2021
5.	UIN Maulana Malik Ibrahim Malang 2021-sekarang.