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German for Hospitality: An Analysis of the Structure, Content and Language Level of Text Book Used at Bali Tourism Polytechnic

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Abstract

This article presents a comprehensive analysis of the textbook *Zimmer Frei: Deutsch im Hotel* within the context of teaching German for hospitality studies at the Bali Tourism Polytechnic. The analysis includes an evaluation of the textbook's structure, content quality, and language level. The findings reveal that the textbook is well-structured with comprehensive components serving clear functions, high-quality content, and a language level aligned with the established curriculum standards. However, adjustments are needed regarding the allocation of teaching time and the German proficiency levels of the students. The textbook is also considered effective in supporting context- and situation-based learning but requires updates to its audio learning media for improved accessibility. This article aims to provide recommendations for the development of effective teaching materials to enhance the German language program in the hospitality field.

Keywords: *communication skills, German for Hospitality, textbook analysis*

A. INTRODUCTION

Teaching materials are an integral component of the curriculum, serving as a tangible implementation of the instructional plans that have been developed (Sukmawati, 2021). Their role extends beyond mere content delivery to include the structuring of learning experiences that are contextual and relevant to students' lives. In this context, teaching materials should be designed to bridge the gap between theory and practice, adapting to technological advancements and the increasingly complex learning needs (Sanjaya in Sholiha, 2021).

According to Sukmawati (2021), educators have full authority to determine teaching materials in alignment with the competencies and basic standards to be achieved in each learning activity. When selecting these materials, it is essential to consider the following: 1) Accuracy: the material presented should be thoroughly tested for accuracy and authenticity; 2) Relevance: the chosen content should be genuinely necessary for students and hold importance in the learning process; 3) Meaningfulness: the material should offer both academic and non-academic benefits; 4) Feasibility: the content should be suitable for study based on both its complexity and relevance to local conditions; 5) Engagement: the material should captivate students' interest, motivate them to delve deeper, and inspire curiosity, encouraging them to expand their skills independently.

Additionally, the functions of teaching materials for educators include: 1) Providing direction and guidance towards achieving objectives; 2) Clearly explaining the structure and sequence of instruction; 3) Offering a systematic framework for teaching; 4) Facilitating the instructor's control over the subject matter; 5) Supporting accuracy and precision in presenting materials; 6) Boosting the educator's confidence; and 7) Enhancing instructional quality. For students, teaching materials serve to:

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1) Increase learning motivation; 2) Diversify learning experiences; 3) Structure learning materials for easier comprehension; 4) Offer core information systematically to facilitate learning; 5) Stimulate focus and analytical thinking; 6) Foster a pressure-free learning environment; and 7) Help students systematically understand the content delivered by instructors through instructional media (Nabila et al., 2021).

In the language learning process, teaching materials play a crucial role as a tool for transferring knowledge and language skills to students. Effective teaching materials not only convey information clearly but must also be relevant, engaging, and support the achievement of learning objectives (Waraulia, 2020). Therefore, the analysis of the quality of teaching materials is essential to ensure that the materials used genuinely meet students' learning needs and align with good teaching standards.

Rösler and Würffel (2014) offer comprehensive guidelines on the development and evaluation of teaching materials within the context of language learning. They emphasize that teaching materials should be designed considering several aspects, including alignment with learning objectives, structural clarity, content authenticity, creativity, and visual appeal. Moreover, effective teaching materials should be adaptive and capable of reflecting diversity and inclusiveness, thus reaching students from various backgrounds and needs. The theory put forward by Rösler and Würffel provides a useful framework for analyzing the quality of teaching materials, especially in the context of foreign language learning. Through a holistic approach, this theory helps educators and material developers evaluate and refine existing learning content.

Learning German for hospitality at the Bali Tourism Polytechnic requires teaching materials that are in accordance with the practical and professional needs of the world of work. One of the textbooks used as the main source for learning German at the Bali Polytechnic is the book "*Zimmer Frei: Deutsch im Hotel*", which has an important role in shaping students' German language competence. However, the extent to which the structure, content, and language level of the textbook meet the needs of German language learning, especially at the Bali Polytechnic, has not been researched. The incompatibility of teaching materials with the hospitality context can have an impact on the lack of relevance and effectiveness of learning (Mantasiah, et al., 2019). Therefore, an in-depth analysis of the textbooks used is needed to identify their suitability with learning objectives, student needs, and the demands of the hospitality industry. This issue is an urgency to be researched in order to provide recommendations for improvement or development of teaching materials that are more relevant and effective (Karsam & Agustina, 2018). Using Rösler and Würffel's theory as an analytical tool, this article aims to evaluate the book "*Zimmer Frei: Deutsch im Hotel*," which is used in German language learning at the Bali Tourism Polytechnic. This book was chosen because of its relevance to the context of tourism education, where German language skills are an added value for students who will later work in the hospitality industry.

The analysis of textbooks in German language learning has been extensively studied, focusing on aspects such as structure, content, and their relevance to educational needs. Karsam and Agustina (2018) conducted a comprehensive evaluation of the textbooks *Studio D* and *Netzwerk* to assess their alignment with teaching requirements at STBA YAPARI-ABA Bandung. Similarly, Nabila and Pujosusanto (2021) analyzed video materials from the *Learn German* YouTube channel for A1-level speaking skills, highlighting the role of digital media as a complementary teaching resource. Rahmawati and Saleh (2018), as well as Sholiha and Pujosusanto (2021), examined reading materials in the *Deutsch ist Einfach* textbook, specifically for grade XII students, emphasizing reading skill development. While these studies provide valuable insights, there is a lack of research focusing specifically on the evaluation of structure, content, and language level in textbooks used for German language instruction in the hospitality context, particularly at the Bali Tourism Polytechnic. This study aims to fill this gap by offering a significant contribution to understanding the effectiveness of German textbooks for hospitality education in vocational tourism institutions. This research is expected to provide insights into the importance of quality teaching material design and how Rösler and Würffel's theory can be practically applied to evaluate and develop effective teaching materials. The results of this analysis can

also serve as a reference for educators and teaching material developers in designing better learning materials in the future, particularly in the hospitality sector.

B. RESEARCH METHOD

This research employs a comprehensive textbook analysis method (*Lehrwerkanalyse*) developed by Rösler & Würffel (2014), conducted based on the structural composition (components and their functions), content quality, and language level of the textbook.

Textbook Structure: Components and Functions

In the analysis of the book *Zimmer frei: Deutsch im Hotel*, the components and functions of the textbook are examined based on elements according to Prastowo (2005), namely: a) Learning instructions; b) Competencies to be achieved; c) Learning content; d) Supporting information; e) Exercises; f) Work instructions/Worksheets; and g) Evaluation.

Content Quality

According to Rösler and Würffel (2014), the criteria that must be considered to ensure that the learning media content is of high quality are: a) Alignment with Learning Objectives, b) Clarity and Structure, c) Relevance and Authenticity, d) Diversity and Inclusiveness, e) Creativity and Visual Appeal, f) Adaptability and Flexibility, and g) Precision and Accuracy of Information.

Language Level of the Textbook

To assess the language level of a textbook, specific criteria are usually applied, which will not be used in this study. Instead, this research focuses on analyzing the language level (*Sprachniveau*) for learners according to the SKKNI curriculum standards. The language proficiency levels based on the *Gemeinsame Europäische Referenzrahmen für Sprachen (GER)* or Common European Framework of Reference for Languages (CEFRL) are deemed not aligned with the German language learning outcomes set at the Bali Tourism Polytechnic.

C. RESULTS AND ANALYSIS

This research conducts a comprehensive analysis of the textbook Zimmer Frei: Deutsch im Hotel, considering that this textbook has been used in the German language courses in the Hospitality department. The book, labeled as Lehr- und Arbeitsbuch, combines two functions in one: as a source of learning material (Lehrbuch) and as a place for exercises and assignments (Arbeitsbuch). This research mainly focuses on the evaluation of the structure, content quality, and language level, as follows.

Textbook Structure: Components and Functions

There are several essential components that should be present in the structure of a textbook (Prastowo, 2015). Below is the analysis of the components and functions found in Zimmer frei: Deutsch im Hotel:

Learning Instructions

The structure of the textbook Zimmer Frei shows that it provides well-structured and clear learning guidance through a detailed table of contents. Each chapter begins with an introduction to a topic relevant to hotel work situations, such as welcoming guests (Gäste empfangen), managing reservations (Reservierungen verwalten), and handling complaints (Beschwerden bearbeiten). The instructions in each chapter also include interactive exercises such as reading exercises (Lesen Sie), speaking exercises (Sprechen Sie nach), listening exercises (Hören Sie und sprechen Sie mit), and role plays (Spielen Sie). Various symbols, letters, and images are used as guides for using the book, such as a compact disc image with two numbers beside it, indicating that the material is available on a specific CD track. If the CD symbol is blue, it indicates that the material is part of the Lehrbuch (LB), and if it is black, it signifies that the material is part of the Arbeitsbuch (AB). There is also an "i" symbol as a guide to

grammatical information, and a speech bubble icon to indicate tips for exercises. Below are some symbols as learning guides found in Zimmer Frei:

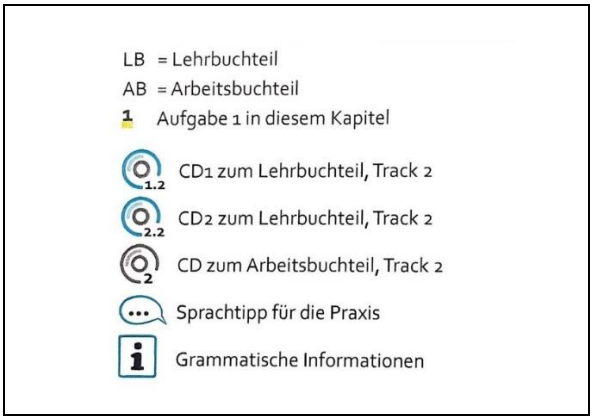


Figure 1: Several Symbols as Guides in the textbook *Zimmer Frei*

Competencies to Be Achieved

The main competencies in this book include German language skills used in the context of hospitality services, including welcoming guests, providing information, and handling customer complaints. The book is designed for a course program lasting 100 to 120 lessons (45 minutes per session), based on the Common European Framework of Reference for Languages (CEFRL). This material is aimed at beginner-level users (A1) who wish to improve their professional communication skills in a hospitality environment.

Compared to the German learning outcomes at Bali Tourism Polytechnic, which also refers to SKKNI, the competencies in this book exceed what can be taught at Bali Tourism Polytechnic due to limited lesson hours, where German is only offered for 28 lessons over 2 semesters. Therefore, the achievable competencies are limited to welcoming guests and providing information with simple sentences. Competencies such as handling complaints or guest misunderstandings are not yet covered in German **lessons at Bali Tourism Polytechnic.**

Learning Content

The learning material in this book covers a variety of hotel scenarios. The first topic is guest reception (check-in), which includes both formal and informal greetings, requesting identification, processing reservations, and providing basic information about hotel facilities. Example dialogues are provided to introduce effective communication methods with newly arrived guests, including polite ways to give directions and instructions. The second topic is room service, which teaches phrases used to offer room service, explain food options, and respond to guest requests and inquiries. This chapter also includes exercises on responding to additional requests, such as extra bedding or cleaning services. In German language instruction at the Poltekpar (Tourism Polytechnic), not all sections of this chapter are taught due to time constraints.

Next is reservations and telephone communication, which provides sample dialogues for taking, confirming, and rejecting room bookings both in person and over the phone. Students learn effective telephone communication techniques, including managing language issues and misunderstandings. However, for students in the Hospitality Department at Poltekpar Bali, instruction is limited to handling reservations, while managing misunderstandings cannot yet be covered. Similarly, the fourth section on handling complaints and special requests is omitted. This section emphasizes skills for professionally and courteously managing guest complaints, with key phrases for expressing apologies, offering solutions, and ensuring guest satisfaction. The fifth section, Additional Services and Hotel Information,

focuses on how to provide information about other hotel facilities, such as the restaurant, spa, or transportation services. This material helps students understand the various types of services that may be offered in a hotel and how to explain them to guests.

The book also includes a dedicated session on improving pronunciation and intonation, which is essential for clear communication. For grammar, the focus is on using verbs in their base form, modal auxiliaries, and simple sentence structures, which help learners use the language effectively and correctly. In terms of content, this book is highly suitable for German language education in the Hospitality Department at Poltekpar Bali, though it may need adjustments to align with time allocations.

Supporting Information

Each chapter in the book is divided into four sections, beginning with a situational introduction, making it easy to navigate through the chapter. The book provides various supporting information, such as thematic vocabulary, highlighting key words and phrases at the end of the chapter. It is also equipped with an alphabetical word list as a reference for students. Visual references and dialogues are included to help students understand the use of language in specific contexts.

Exercises

Various interactive exercises are available in the Arbeitsbuch (workbook) section. The workbook follows the same structure as the Lehrbuch (textbook). The main focus is on understanding and speaking skills, tailored to the communication needs in the workplace. Writing exercises are also provided contextually, according to the situation. Vocabulary exercises are given to reinforce the vocabulary already taught and encourage the use of a dictionary for deeper understanding. Pronunciation exercises are included as supplementary practice to improve and vary pronunciation. These exercises are designed to strengthen students' understanding of the language and vocabulary used in hotel services, as well as help them practice communication with customers.

Work Instructions/Worksheets

Each section is accompanied by worksheets that encourage students to practice the material they have learned. For instance, in the room reservation exercise, students are required to fill out a reservation form. Alternatively, students must respond to guest orders, both verbally and in writing, in a restaurant setting during breakfast, with examples of a Speisekarte (menu card) and Getränkekarte (drink list) provided for the restaurant. These worksheets facilitate the use of the language in real-life contexts.

Evaluation

Zimmer frei: Deutsch im Hotel provides task-based and situational evaluation methods, such as role-play scenarios where students must handle reservations or complaints from guests. This allows educators to assess students' communication competencies based on their ability to respond to real-world situations in a hotel environment. Overall, this book is designed to help students understand and use relevant German language in the hospitality industry, with a focus on practical exercises and direct communication.

Content Quality

Rösler and Würffel (2014) describe criteria that should be considered to ensure high-quality educational media content, including: a) Relevance to Learning Objectives, b) Clarity and Structure, c) Relevance and Authenticity, d) Diversity and Inclusiveness, e) Creativity and Visual Appeal, f) Adaptability and Flexibility, and g) Accuracy and Correctness of Information. Below is the content analysis of Zimmer frei: Deutsch im Hotel.

Relevance to Learning Objectives

This book is directly related to learning objectives aimed at improving German communication skills in a hospitality context. With this book, students can practice their professional scenarios in

German and prepare for real communication situations in the workplace. Each chapter is designed to strengthen the speaking, listening, reading, and writing skills needed, all of which are essential for working in a hotel environment at an adequate level of understanding. The main goal, which is to prepare students to communicate effectively with hotel guests, is clearly reflected in the topics covered, such as guest reception (check-in), room service, reservations and telephone communication, handling complaints and special requests, additional hotel services and information, and check-out procedures.

This aligns with the learning outcomes of the German Language course in the Hospitality department at Bali Tourism Polytechnic, where students are expected to: 1) Be able to communicate with guests in German politely; 2) Be able to write simple scripts in German about hotel activities; and 3) Be able to communicate/dialogue with hotel guests.

Clarity and Structure

The book has a systematic and clear structure. Topics are arranged sequentially based on the flow of guest services in hotels, from arrival to departure. Each section consists of subtopics that address a specific aspect of service, such as welcoming guests or processing payments. There is also repetition of key elements (vocabulary, phrases, and sentence structures) across different sections to reinforce learning. Additionally, instructions for exercises are delivered concisely and are easy to understand. However, in its use at Bali Tourism Polytechnic, guidance from lecturers is still needed to help students understand each part more quickly, due to the limited learning hours.

Relevance and Authenticity

The content presented is highly relevant and authentic to the communication needs within the hospitality industry. The book depicts real-world situations that hotel staff might encounter, such as reservation dialogues, correspondence with guests via fax or email, booking by phone, and handling guest complaints. The vocabulary and phrases taught also reflect the language genuinely used by professionals in the hospitality field, giving students a contextual and realistic learning experience.

The core of the situations prepared by Zimmer Frei is to train students to face real communication roles at work. Students are expected to understand and master these situations both in content and technical aspects, as well as to acquire the foreign language skills needed for communication in the workplace, especially in hospitality.

Diversity and Inclusiveness

This book provides insights into various hotel service situations without differentiating between types of guests or their backgrounds, reflecting an inclusive approach. Although it does not explicitly depict cultural or social diversity, the material remains relevant to anyone working in a hotel environment with diverse guests from different countries. Aspects of formal and informal language are also covered, allowing students to understand the differences in communication etiquette. For example, there are distinctions in phrases between addressing adult guests and children.

Creativity and Visual Appeal

Visually, the book uses relevant images to support students' understanding of the topics discussed. Diagrams and illustrations are used to clarify situations, such as maps for giving directions or images of hotel equipment to introduce new vocabulary. While the design is simple, the visuals used are quite effective in supporting learning, although they may not be highly aesthetically appealing.

Adaptability and Flexibility

The book is designed to be flexible for use in various teaching settings, both in-class and for independent learning. Each chapter can be selected and used separately, according to the students' needs or learning focus. This allows instructors to tailor the material to the students' skill levels or specific professional contexts. The material can also be easily modified or supplemented with additional exercises as needed.

However, with current technological developments, the use of CDs is becoming obsolete. This poses a challenge for some students, as not all computers or laptops are equipped with CD players. As a result, students may not be able to access learning materials optimally. To address this at Bali Tourism Polytechnic, the CD content has been transferred to MP3 format, allowing students to access it more easily.

Accuracy and Correctness of Information

The information presented in this book is accurate and relevant to real situations in the hospitality industry. The grammar, vocabulary, and sentence structures taught are consistent with correct German language standards. The book also includes explanations of pronunciation and grammar aspects necessary to ensure students can use the language correctly and effectively.

Language Level

The textbook Zimmer frei: Deutsch im Hotel is designed for beginners to lower-intermediate learners (A1 to A2) according to the Common European Framework of Reference for Languages (CEFR). This is evident from: 1). The use of basic vocabulary related to everyday activities in a hotel, such as welcoming guests, offering room service, and handling complaints; 2). Simple sentence structures that are easy to understand, focusing on basic sentences (SVO - Subject, Verb, Object) and the use of the present tense (Präsens), with the introduction of the past tense (Perfekt) and the use of modal verbs; 3). The inclusion of basic communication topics covering greetings, self-introduction, requesting and providing information, as well as simple explanations, aligned with the communication needs in a hotel work environment.

In connection with the 2021 curriculum implemented at Bali Tourism Polytechnic, which emphasizes a context-based and real-world learning approach, this textbook aligns well with these principles. The learning materials are drawn from real hotel work situations, such as receiving guests, answering phones, and processing reservations. The 2021 curriculum also encourages interactive and communicative learning, which is met by this textbook through the use of interactive exercises such as role-play, dialogues, and realistic listening exercises. Additionally, the focus on speaking, listening, reading, and **writing skills shows alignment with a comprehensive and integrative curriculum approach.**

The textbook is also relevant to the competency standards set out in the Indonesian National Work Competency Standards (SKKNI) for the hospitality and restaurant sectors, especially in Foreign Language Competence for Service Communication. It trains students in essential skills for hotel workers, such as greeting guests, processing bookings, and handling guest complaints. These competencies are consistent with SKKNI requirements for effective workplace communication. Several chapters provide exercises on how to respond to guest complaints politely and professionally, in line with the service standards in the hospitality industry. The textbook also includes dialogues related to receiving reservations and processing information via telephone, which are critical aspects of work in the hospitality and service sectors according to SKKNI. This textbook aids in the development of both verbal and non-verbal communication skills, which are essential components of hotel service in line with the 2021 curriculum and SKKNI standards. The use of authentic dialogue examples helps learners understand the cultural contexts and norms relevant when interacting with guests from diverse backgrounds, adding an aspect of intercultural skills that is often a focus in the latest vocational education curriculum.

Overall, the analysis of this textbook indicates that it offers adequate completeness and clarity in terms of its components and functions, thereby fully supporting learning needs. The content is highly relevant for German language programs in the field of hospitality, though it may require adjustments according to students' language proficiency levels and the available instructional time. However, from the perspective of advancements in educational media technology, this textbook would benefit from updates, particularly in the audio aspect. Enhancing the audio quality to be clearer, easily accessible, and user-friendly would significantly enrich students' learning experience.

This research is supported by the analysis of German textbooks (lehrwerkanalyse) conducted with similar techniques by Karsam and Agustina (2014), where the urgency of their study pertained to the implementation of updated teaching materials and media within study programs to meet the demands of a new curriculum. Consequently, scholarly recommendations are needed to provide insights into the strengths and weaknesses of the official textbooks intended for use.

However, this study has limitations in the scope of the analysis, namely limited to analyzing the structure, content quality, and language level of textbooks without directly measuring their impact on student learning outcomes or effectiveness in the context of classroom learning. The study also does not include the perspective of textbook users, such as lecturers or students, which can provide additional insights into the relevance and applicability of the material in practice. Therefore, further research is suggested to expand the scope of the study by integrating the evaluation of **the impact of textbooks on learning outcomes, as well as collecting data from user experiences and perceptions to produce a more comprehensive analysis.**

D. CONCLUSION

The textbook *Zimmer frei: Deutsch im Hotel* has proven to be an effective teaching resource for learning German in the hospitality context, particularly at the Bali Tourism Polytechnic. Adopting a comprehensive approach that integrates instructional content with worksheets, the textbook offers real-life scenarios that facilitate the understanding and practical application of the language in professional settings. Its systematic structure, complete with clear components and functions, encompasses learning instructions, expected competencies, learning content, supporting information, exercises, task instructions/worksheets, and evaluation measures.

With authentic content and interactive exercises, students can practice professional scenarios in German, preparing them for real communication situations in the hospitality industry. The book provides insights into various hotel service situations without discriminating based on guest type or background, reflecting an inclusive approach. Visually, it incorporates relevant images to support students' comprehension of the discussed topics. The textbook is designed to be flexible for use in diverse teaching settings, whether in-class or for self-directed learning, allowing instructors to adapt the material to students' proficiency levels or specific professional contexts. However, given current technological advancements, updates to its audio learning media are necessary to enhance accessibility.

Zimmer frei: Deutsch im Hotel is tailored for beginner to lower-intermediate learners (A1 to A2) according to the Common European Framework of Reference for Languages (CEFR). This aligns with the 2021 curriculum implemented at the Bali Tourism Polytechnic, which emphasizes a context- and real-world-based learning approach, focusing on speaking, listening, reading, and writing skills. Moreover, the textbook corresponds to the competency standards outlined in Indonesia's National Work Competency Standards (SKKNI) for the hospitality and restaurant sectors, particularly in the area of Foreign Language Competence for Service Communication.

The limitations of this study lie in the scope of the analysis, which focuses solely on examining the structure, content quality, and language level of the textbook without directly assessing its effectiveness in classroom learning contexts. Additionally, the study does not incorporate the perspectives of textbook users, which could provide valuable insights into the relevance and practical applicability of the material. Therefore, future researchers are encouraged to broaden the scope of the study by integrating evaluations of the textbook's impact on learning outcomes and collecting data from user experiences and perceptions to produce a more comprehensive analysis.

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