

## **ENHANCING ENGLISH SKILLS FOR SHOPKEEPERS: A TAILORED ENGLISH TRAINING MODULE USING ADDIE MODEL**

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### **ABSTRACT**

*Based on the results of the needs analysis which revealed the inefficiency in transactions with the foreign customers due to limited English proficiency, this present study aims to develop an English training module for shopkeepers working at showrooms and workshops in the tourist village of Kasongan, Bantul Regency, Yogyakarta, Indonesia. By using the principles of ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model, the module was developed to hone the shopkeepers' English skills in serving the foreign customers. Ten participants consisting of 2 showroom and workshop owners as well as 8 shopkeepers participated in this study. Observations and questionnaires were used to gather the data during the needs analysis phase. The data were analyzed and used to design and developed the materials for the module. The present study did not perform the Implementation and Evaluation phases as the 2 phases are going to be done in the subsequent study. This study, therefore, highlights the importance of continuous improvement in the instructional design based on the feedback from both the stakeholders and the target learners in order to ensure the effectiveness of the module.*

**Keywords:** *ADDIE Model, English training module, English training for shopkeepers*

### **INTRODUCTION**

Kasongan, a tourism village located in Bantul regency is known as a village producing pottery and handicrafts (Saputra & Rindrasih, 2012). In Kasongan, most people who live there work as craftsmen and pottery entrepreneurs (Ismail et al., 2020). Known as its pottery industry, this village is also known as the central of handicrafts and souvenirs. This fact makes Kasongan a mostly-visited village by local tourists and foreigners to buy or order handicraft products (Lufiani et al., 2019). Because of this fact, there is a need for the shopkeepers in Kasongan area to be able to communicate using English as an international trading language (Suhaimi & Abdullah, 2017).

Dutta (2020) stated that English is an international language used as a first or second language in countries around the world. English has become the global language of health, law, business, and many aspects related to local and international contexts. Its status as an official language in the world of work is undeniable. Interestingly, within the realms of industry, business, and institutions,

the significance of English communication is perceived as a necessary tool for business growth, building an image building, and sometimes as a means of survival in the era of globalization where local businesses constantly faces tough competition from both local and foreign companies (Adnan et al., 2020).

Job markets demand proficiency in English for Specific Purposes (ESP). Certain fields require a higher level of English communication skills (Mawaddah, 2021). According to Hans & Hans (2015) stated that the term "specific" in ESP refers to the designated purpose of learning English. Students engage with the study of English language through a field that is familiar and relevant to them and for their need. This implies that they can apply what they learn in the ESP classroom to their work or studies. The ESP approach enhances the relevance of what the students are learning enabling them to use the English they know to learn even more, as their interest in their field motivates them to interact with speakers and texts. The ESP approach emphasizes the applicability of students' learning and empower them to use English they have learned.

ESP assesses the students needs and integrates motivation, subject matter, and contents in the instruction. English for shopkeepers is an example of ESP. According to Zahedpisheh (2017) English will pave a smooth path to help employees fulfil their professional linguistic requirements satisfactorily and ultimately improve the quality of service in their work.

There have been numerous studies investigating the needs of learning English as a foreign language for those who work in the fields of tourism and hospitality (for examples, Erazo et al., 2019; Pek et al., 2019; Sindik & Božinović, 2013, Zalil et al., 2022). Mastering English as an international language is imperative for those who work and deal with foreign tourists as English is a primary way to communicate and build interpersonal skills with the foreign tourists (Pek et al., 2019). In the results of their study, Erazo et al. (2019) investigated that acquiring English as a foreign language brought positive impacts in many areas of tourism sectors where local staff managed to build effective communication with the foreign tourists. Aligned with that, Zalil et al. (2022) found that mastering English might help tourism practitioners to improve the quality of the tourism service. Therefore, in this study the existence of English training for shopkeepers in Kasongan area

might be beneficial not only for the shopkeepers to manage effective communication with the foreign customers but also for the shop owners to improve the quality of the service.

There are various language learning media products available in different formats. These include hardcopy materials such as modules, learning aids, books, and dictionaries. Additionally, they can be in digital formats such as E-books, applications, programs for classroom learning, or resources for libraries (Branch, 2010). Poedjiastutie (2017) stated that ESP teachers might often use inappropriate materials which underscores the importance of selecting the learning media tailored to specific needs. Therefore, designing ESP module should be based on learner need analysis as they have specific learning goals (Marcu, 2020). Previous study by Ghany & Latif (2012) revealed the significance of designing ESP.

Drawing from theory adapted from Richards (2006), textbooks and modules hold an important role in the language instruction. An effective module should present contents in a clear, structured, and comprehensive manner facilitating independent study (Mawaddah, 2021). Module allows learners to use it as a reference in the learning process (Mawaddah, 2021).

In order to design a tailored an English training module for the shopkeepers in Kasongan area, an instructional framework is needed to create suitable module contents. The authors used the ADDIE model as a guide to design the module. According to Shelton & Saltsman (2006), ADDIE model in designing modules is a general instructional paradigm that offers a structured procedure for creating instructional materials. Developing modules for learning English communication skills can begin with an Analysis (A) of the participants' needs, followed by the Design (D) of modules based on those needs, the Development of the module (D), Implementation of the module contents (I), and Evaluation of the module outcome (E) (Torre, 2018). Torre (2018) stated that the ADDIE paradigm is a useful starting point for developing more student-centered learning modules. ADDIE was used as it is one of the mostly used frameworks to design and develop English training module (Torre, 2018).

This study on designing English training module for shopkeepers in Kasongan area is worth researching as the results of the needs analysis with the

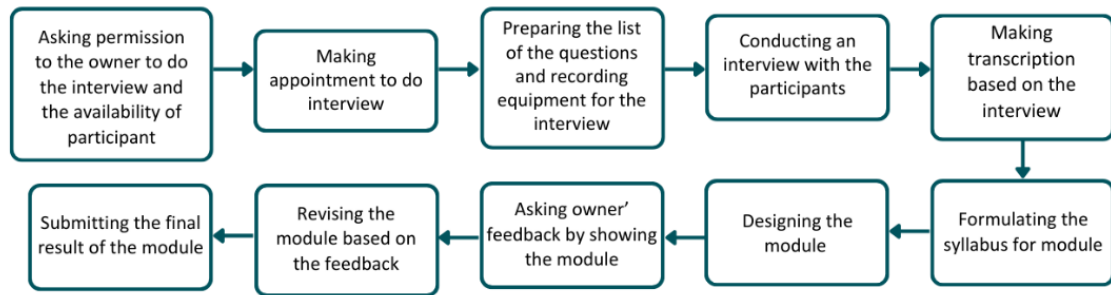
showroom and workshop owners as well as the shopkeepers showed that there is a need to improve and develop shopkeepers' English communication skills to provide good service for foreign customers. The present study aims to design an English training module for the shopkeepers in Kasongan by using ADDIE model.

## **MATERIALS AND METHOD**

This study employed ADDIE Model as the framework in designing the module. ADDIE comprises of phases, i.e., Analysis, Design, Development, Implementation, and Evaluation. The authors used the ADDIE model as the model provides a systematic approach to design an English training module and it provides customization to learners' needs (Handrianto et al., 2021). In designing this module, the authors implemented 3 phases of ADDIE model, namely Analyze, Design, and Develop. The other 2 phases, i.e., Implement and Evaluate are going to be done in the subsequent study.

The first step was Analyzing. The authors asked permission from the participants to do an interview. Second, an appointment was made to meet for an interview. Then, the authors prepared a list of the questions and recording equipment for the interview, such as an audio recorder and camera for both photos and videos. The authors conducted interviews with 2 showroom and workshop owners as well as 8 shopkeepers. Fifth, the interview results were transcribed and analyzed. In this stage, the authors learned and studied the results of the interview comprehensively in order to avoid misanalysis from the participants and to investigate the participants' needs.

The sixth stage was to start making the syllabus by formulating the 7 topics that have been planned based on the needs. Designing the syllabus required accurate details and consistency. The 7 topics designed by the authors are 1) How to Greet Customers, 2) Describing Products, 3) Promoting Products, 4) How to Handle Negotiation, 5) How to Send Payment Requests by Email and Directly, 6) How to Do After-Sales Service, and 7) How to Handle Complaints. The next step was to design the module layout based on the content that has been made using Canva. Next, the authors asked participants' feedback about the module. Lastly, the authors revised the module based on the feedback received from the participants. Figure 1 shows the data collection and analysis.



**Figure 1: Data Collection and Analysis**

## DISCUSSION

The module can be used in ESP class instruction and can be utilized by both teachers and students. For teachers, the module can be used not only as classroom instruction, but also as a reference for developing additional materials. Meanwhile, for students, the module can be used for an independent study to help them improve their English proficiency. For students who use the module, there are some requirements to use the module. The first requirement is students should use a smartphone or a laptop to access the module as the format of the module is e-module. Second, they should have studied at least basic English senior high school.

In addition, valuable insights related to the use of the module were gathered from the feedback received from the showroom and workshop owners. First, the module could serve several purposes in the context of ELT. For the showroom and workshop owners, the module can be used as teaching guidelines for the English training. Showroom and workshop owners who have good English competences can use the module in the English training program. Moreover, they can also hire English instructors to teach the shopkeepers by using the provided module. For the shopkeepers, the module can be used as a guide during the English training and for their independent study to improve their English proficiency.

Nevertheless, the showroom and workshop owners mention that there might be some potential challenges that may be experienced by both module instructor and students. The initial challenge involves a lack of reading comprehension and unfamiliarity with English words, phrases, or expressions. Secondly, the module targets shopkeepers who may struggle to manage their time between their busy work schedule and learning English.

Despite the potential challenges, the module offers several advantages for both owners and shopkeepers. First, owner doesn't have to bother looking for modules or English learning resources for shopkeepers, because this module has been designed aligned with the needs. Second, shopkeepers can engage with topics related to their field of work to support their work performance. Third, this module can serve as a guide for a company to conduct English training for employees or shopkeepers. Fourth, shopkeepers can use the module for independent study to improve their English communication skill. Furthermore, learning English through this module might provide additional benefits for shopkeepers such as increased confidence, expanded network with foreigners, and improved English communication skills.

## **RESULTS**

Based on the results of needs analysis, the authors designed 7 topics in the English training module for shopkeepers. The structure of each topic is based on the complexity of the topic and the language use. In addition, the sequence of each topic is presented based on the activities done by the shopkeepers daily. The structure of the topics is as follow 1) greeting customers, 2) describing products, 3) promoting products, 4) handling negotiation, 5) sending payment request by email and directly, 6) doing service after sales, and 7) handling complaints.

For each topic, the sequence of learning activities uses task-based language learning and teaching method (Ellis, 2006) which comprises pre-task, during task, and post-task. Pre-task aims to prepare students to perform the task that promotes language acquisition. In the module, the pre-task is represented in **Let's Dig it** activity. In **Let's Dig It**, learners are given a brainstorming activity in essence so that learners know in general what will be learned on that topic, the contents are questions to explore learner understanding and video discussion activities. During task phase aims to provide opportunities for learners to perform the task. During ask phase is represented **Grab and Do It!** and **Core of Topic**. **Grab and Do It!** allows learners to practice the English skills or expressions being learned, implement them in context, and do the exercises provided. While **Core of Topic** contains a summary of important English phrases, expressions, and contexts related to the topic. The goal is for learners to learn the phrases or expressions used in the


topic and be able to implement them independently in context. The final phase, i.e., post-task aims to provide opportunities for learners to repeat the task and focus the learners' attention to certain forms. In the module, post-task phase is represented in **Spill Your Thoughts!** which contains real-world task for learners to implement what they have learned and to assess their understanding on the topic. Figure 2 shows the 4 activities in each topic in the module.



**Figure 2: The Sequence of Learning Activities**


Topic 1 in the module focuses on how to greet customers. In this topic, learners are expected to be able to mention and understand polite phrases and appropriate sentences when greeting customers so that the customers feel comfortable. In Let's Dig It! the learners can access a video entitled "Poor vs Great Customer Service" and respond to provided questions. Following this, there is Grab & Do It! section. Here, learners engage with a conversation followed completing related tasks. Subsequently, the Core of Topic section provides learners with the opportunities to familiarize themselves with words, phrases, and expressions to greet the customer. The last section is Spill Your Thoughts where learners compose a written conversation illustrating how to greet a customer. Figure 3 shows topic 1 and its corresponding activities.

### TOPIC 1: How to Greet Customers



**Learning Objective:**  
Participants are able to use phrases and expressions for greeting the customers appropriately.

**Let's Dig It!**  
1. Watch the video above about Poor vs Great Customer Service!



Source: [https://www.youtube.com/watch?v=2YR-8S\\_L88E](https://www.youtube.com/watch?v=2YR-8S_L88E)

2. Do you agree that your store's sales are also determined by the quality in greeting and interacting with potential buyers?  
3. Mention what are the differences between the two parts in the video by filling in the table below!

**1**

Topic 1: How to Greet Customer

#### Poor Customer Service VS Great Customer Service


**Grab & Do It!**  
1. Read the conversation below in pairs, Ainun as The Shopkeeper and Meli as The Potential Buyer.

Ainun : Hello, Good Afternoon, welcome to our showroom, please have a look at our collections.  
Meli : Hi there, good afternoon, thank you. I am interested to see your collections  
Ainun : Yes please Miss, I'm Ainun, I'm a shopkeeper here. If you have something to ask, please let me know. May I know your name Mrs?  
Meli : My name is Meli  
Ainun : Okay Mrs. Meli, I'm happy to assist you.  
Meli : Thank you for your warm greeting!  
Ainun : My pleasure, Mrs. Meli

2. Answer the following questions by choosing the right letter (A, B, C, D, E, or F) based on the answer choices on the right side of the questions:

What do you say after the customer says thank you?.....	A. Hello, Good Afternoon!
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[continue next page](#)


**2**

Topic 1: How to Greet Customer

When the customer comes to the store after lunch, what greeting do you say?.....	B. I'm happy to assist you, please let me know if you have any questions about our products!
How do you introduce yourself to the customer?.....	C. May I know your name Mrs?
What do you say to the customer after you greet them?.....	D. My Pleasure!
The potential customer is an old woman, how do you ask her name?.....	E. Please come inside and see our collections.
A potential customer standing in front of the store, what do you say?.....	F. My name is Ainun, I'm a shopkeeper here.

**Core of Topic**

1. Basic greetings to the customer:
  - a. Hello!
  - b. Welcome to our showroom/store!
2. Greetings based on the time situation:
  - a. Good morning (morning until 11 AM)
  - b. Good afternoon (11 AM-3 PM)
  - c. Good evening (3 PM-5 PM)
3. Formal titles in English:
  - a. Sir (adult male of any age)
  - b. Ma'am (adult female)
  - c. Mr + last name (any man)
  - d. Mrs + last name (married woman who uses her husband's last name)
  - e. Ms + last name (married or unmarried woman, common in business)
  - f. Miss + last name (unmarried woman)




**3**

Topic 1: How to Greet Customer

4. Excellent Customer Service Expression:

- a. Smile! show an enthusiastic face when greeting customers.
- b. Do not raise your tone and speak confidently.
- c. Say "Please" to convey caring and respect, and "Thank you".

**Spill Your Thoughts!**  
Write down a simple conversation that contains greeting expressions addressed to a young female customer and read the conversation.



**4**

**Figure 3: Topic 1. How to Greet Customers**

The second topic is describing products. Within this topic, learners learn how to effectively describe products based on attributes such as shapes, colors, sizes, patterns, materials, and prices. Being able to describe product is very important for shopkeepers so that the customers have no misunderstanding when buying certain products. Let's Dig It section offers a video about describing the products. In *Grab Volume 13 (1) May 2024, page 79-91* Copyright ©2024, ISSN: 2252-7818 E-ISSN: 2502-3543



and Do It! learners engage with a conversation between shopkeeper and customer, followed by answering comprehension questions. Additionally, they are assigned to match between the pictures with corresponding products. Core of topic section offers vocabulary related to colors, shapes, materials, textures, patterns, and numbers. They also learn phrases and sentences to describe products. Spill Your Thoughts section involves creating a conversation with the customer by using phrases and expressions of describing products.

Moving to the third topic, it focuses on promoting product. Learners learn English phrases and sentences to engage customers' interest and persuade customers to buy the products. Let's Dig It prompts learners to identify expressions for promoting products. Grab and Do It section provides exercises for the learners. Core of Topic allows learners to learn words, phrases, and sentences useful for promoting products. Spill Your Thoughts section requires learners to make a digital advertisement for promoting a product.

The fourth topic focuses on handling and negotiating with customers using polite and good English. This topic is important because negotiate using appropriate sentences is needed to deal with the customers. Let's Dig It features a about negotiating price. Grab and Do It involves reading comprehension and answering questions. In the Core of Topic, learners comprehend phrases and sentences used for negotiation. In the Spill Your Thoughts engage in a conversation about negotiating with customers.

The fifth topic addresses payment inquiry, both in person and via email. In this material, learners get the knowledge about phrases and sentences that should be used when asking payments from customers, using correct English sentences. Choosing polite and appropriate sentences when asking for payment is very important, to avoid the misunderstanding with the customers. In Let's Dig It, learners are asked to answer some questions. In Grab & Do It, learners are asked to read some conversations and answer the questions. Core of Topic section gives some examples of phrases/sentences to ask for payment. In the Spill Your Thoughts, learners are asked to compose an email on payment inquiry.

The sixth topic focuses on after-sales service using good English to customers to maintain relationships and business development. By choosing correct words,

phrases, and sentences, learners are expected to build good business relationship with the customers encourage customer return. Let's Dig It presents a video and associated questions about after-sales service. In Grab and Do It, learners complete blanks in a conversation. Core of Topic, learners comprehend phrases or sentences used in after-sales services. In Spill Your Thoughts, learners draft an email using phrases/sentences they learn about after-sales service.

The seventh and last topic is about handling complaints from customers in a professional manner using good English phrases and sentences. By choosing the appropriate sentences, learners are expected to be able to help the customers to solve the problems in a polite way. Let's Dig It section features a video and associated questions for discussion. In Grab & Do It, learners are asked to read the conversation and fill the blanks with phrase/sentences in the box provided. In Core of Topics learners learn about the phrases/sentences which can be used to handle the complaints. In Spill Your Thoughts, the learners are asked to make a conversation about handling complaints. Figure 4 shows the activities within topic 7.

**TOPIC 7:  
How to Handle Complaints**

**Learning Objective:**  
By using the appropriate phrases and expressions, participants are able to handle the answers to customers' complaints.

**Let's Dig It!**  
1. What kind of phrases do we usually use to handle complaints?  
2. What sentences can we use when we don't know the solution/answer to the complaint?  
3. Watch the video below in minutes 3:38-5:10 and answer the questions.

**Grab & Do It!**  
1. Read the conversation and fill in the blanks with the phrase/sentence in the box below.

Andre : Hello Good afternoon. Can I talk to the owner?  
Lisa : Good afternoon Sir. I am Lisa. The Customer Service. Who am I talking with?  
Andre : I am Andre. I bought some stools last week.  
Lisa : OK Mr. Andre. The owner is not here at the moment. ....?  
Andre : All the stools are broken. The legs are not strong enough. What can I do now?  
Lisa : Do you mean, the legs broke apart or they were taken off from the seat?  
Andre : They are broken apart.  
Lisa : ..... Sir. But would you please take pictures of them and send them to us so .....  
Andre : Ok.  
Lisa : We look forward to receiving the pictures Sir.....  
Andre : Thank you  
Lisa : You're welcome Mr. Andre, have a good day!

well noted	we can make the decision
we will do our best to solve this matter	may i help you?

Topic 7: How To Handle Complaints

2. Fill in the blanks with the sentences in the box below.

Email from customer:  
Dear Sonia,  
I received my order today. But I am surprised that the quantity is not the same as what I paid. I ordered 12 pcs, but I just received 10 pcs. What is the solution for this? I am waiting for your reply. Thank you.

The reply from Sonia:  
Dear Mr. Tony,  
Thank you for your email. We would like to \_\_\_\_\_ for the \_\_\_\_\_. We I checked our warehouse and this is purely our \_\_\_\_\_. We would like to \_\_\_\_\_ you the \_\_\_\_\_ and you can choose which options to \_\_\_\_\_ this issue. We will send you 2 pcs or we will return your money for 2 pcs. Looking forward to receiving your advice. Thank you very much.  
Best regards,  
Sonia

offer	solutions	inconvenience
solve	apologize	mistake

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Topic 7: How To Handle Complaints

**Core of Topic**  
Basic phrases/sentences can be used to handle the complains:  
a. We would like to apologize for the inconvenience  
b. We will do our best to solve this issue  
c. We would like to offer you the solutions  
d. I am sorry about the misunderstanding

**Spill Your Thoughts!**  
A regular customer complained that the color of the last table he bought was not the same as what he normally buys. Please make a conversation by using the phrases and expressions learned previously to handle this situation.

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**Figure 4: Topic 7. How to Handle Complaints**

## CONCLUSION

The aim of study is to design and develop an English training module tailored to the needs of shopkeepers. After conducting need analysis through interviews, 7 topics were formulated and organized into this module. The first topic is “How to greet customers” focusing on polite phrases and an appropriate sentence when greeting customers. The second topic is “Describing products” which equips shopkeepers with the skills to describe products based on attributes such as shapes, colors, sizes, patterns, materials, and prices. The third topic “Product promotion” guides shopkeepers to learn to use English phrases and sentences to engage customers’ interest. The fourth topic is “Learning how to handle and negotiate with customers using polite and good English”. The fifth topic is “How to ask for payment directly and by email”. The sixth topic is about how to do after-sales service using good English to customers to maintain relationships and develop their business. The seventh topic, which is the last topic, is how the shopkeepers can handle complaints from customers in a professional manner using good English phrases and sentences.

There are some implications of this study. First, the designed module addresses the language needs of shopkeepers to improve their English

communication skills to effectively communicate with the foreign customers and to increase service for the foreign customers. Secondly, the designed topics were based on English daily language used in the workplace while interacting with the foreign customers. Therefore, this might lead to the increased foreign customer satisfaction. Lastly, the module provides advantages not only for the shopkeepers, but also for the showroom and workshop owners. The module allows owners to provide English training based on the shopkeepers' language needs.

Future studies could continue the last 2 phases in ADDIE used in the design and development of this module. They are Implementation and Evaluation. Future studies could also evaluate the effectiveness of the module in enhancing shopkeepers' English skills and their communication with foreign customers. The results of the evaluation, therefore, can be used to revise and redevelop the module.

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