

ENGLISH FOR TOURISM & HOSPITALITY:

*Students' Perspectives and
Teaching Practices*



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PREFACE

All praise is due to Allah, the Almighty, for His grace and blessings, allowing the author to complete this book. We also extend salutations and blessings to the Prophet Muhammad (SAW), as it is through his guidance that we are able to emerge from darkness into the light.

This book, "**English for Tourism and Hospitality: Students' Perspectives and Teaching Practices**" emphasizes the critical role of English in the globalized world, particularly in sectors such as tourism and hospitality, where effective communication is essential. With the increasing global demand for proficient English speakers, especially in industries that rely heavily on international interactions, it is imperative for educational institutions to equip students with the necessary language skills.

This book delves into the perspectives of students at the Politeknik Pariwisata Makassar on the English for Tourism and Hospitality course. It explores how students perceive the relevance and effectiveness of the language instruction provided, examining aspects such as input, content focus, language focus, and tasks. Additionally, it assesses how the course is delivered by instructors to meet the goals of the curriculum and prepare students for the demands of the tourism and hospitality industries.

The findings presented in this book show that students' perceptions of the course are overwhelmingly positive. They recognize the value of the subject matter and appreciate their instructors' efforts, who skillfully incorporate real-world experiences into their teaching, foster motivation, and ensure comprehension through various learning activities. Furthermore, the instructors' use of diverse teaching methods—such as group discussions and individual assignments—ensures that students fully grasp the material.

Through an examination of teaching practices in this specific context, this book provides valuable insights into the intersection of language learning and vocational education. It emphasizes the importance of aligning educational content with industry requirements and offers recommendations for further development in the field.

We would like to express our heartfelt gratitude to all the individuals and institutions that have supported the development of this book, from the writing process to the final print. Our thanks extend to colleagues, editors, publishers, and many others who have contributed in ways that are too numerous to mention individually. We hope that this book, serves as a useful and beneficial resource for readers.

Makassar, February 20, 2025

Authors

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1

INTRODUCTION

Indonesia is an island country that has more than seventeen thousand islands in all directions as well as is notorious for its tourism places. These places require competent human resources. It is proven by thousands of tourism places in every single province. Moreover, the era of revolution 4.0 forces people to be masters of English and other skills to compete finding a proper job. It is supported by (Masoumpanah & Tahirian, 2013) state that throughout interactions with clients, significant messages about their necessities and opportunities can be received by service staff for their immediate actions to create customer satisfaction. To increase employees' job opportunities in international tourism and hospitality industry, understanding foreign language such English language skills is a vital for people working in the tourism and hospitality sectors as it is for interactive with tourists and enthusiastic cultural differences (Leslie & Russell, 2006).

The Indonesian Ministry of Tourism and Economy Creative have been providing the best places to create human resource that ready to use. Those are Makassar Tourism Polytechnic, Medan Tourism Polytechnic, Palembang Tourism Polytechnic, Bandung Tourism Polytechnic, Bali Tourism Polytechnic, and Lombok Tourism Polytechnic. It is related in educational of Australia; mostly Asian students prefer to

enroll in Australian Higher Education Institution to learn hospitality related to cultural heritage (Barron & Arcodia, 2002).

Nowadays, according to Ayudhia (2018), hospitality and tourism industry is the second biggest national foreign exchange-earners. It is proven based on the United Nations report World Tourism Organization (UNWTO) cited in (Ayudhia, 2018), Indonesia's foreign exchange incomes from the tourism sector touched 14.2 billion US dollars in 2017. The cost increased compared to the 2015 gains of 12.2 billion US dollars.

Similarly, according to Yakup (2019) Firstly, the tourism and hospitality sectors as a foreign exchange earner to obtain capital goods used in the production process. Secondly, its development stimulates infrastructure development. Thirdly, encouraging the development of other economic sectors. Fourthly, contributing to increasing employment and income opportunities. Fifthly, leading to positive economies of scale. The tourism and hospitality industry is the largest and the fastest growing industry (Baum Tom, 2006). The students in tourism and hospitality majors are the potential employees and leaders of the sector, so it is essential that their perceptions are observed, as gaining a better understanding of them could assist educators foster positive attitudes, which will likely lead to greater attraction and retention of graduates in the future (Kusluvan & Kusluvan, 2000; Richardson, 2008).

There are many researches on the attitudes of employees in the tourism and hospitality industries have been conducted, comparatively few studies on the perceptions of students have been published (Brown, Arendt, & Bosselman, 2014; Richardson, 2009; Roney & Öztin, 2009; Walsh & Taylor, 2007).

According to Rahim & Tazijan (2011), in tourism and hospitality possibilities, the significance of English is generally promoted, with educators' claims that English competence is beneficial to future carrier.

Reflecting the perceived desires for communicative capability in English for business purposes (McKay & Bokhorst-Heng, 2008). The problem of student underachievement and unsatisfactory levels of proficiency in English could be endorsed to a thinkable mismatch between students' needs, interests, and aims, and the content found in current English-language courses (Alfehaid, 2014).

In Japan, the majority of English-language education research investigates the impact of interventions in particular teaching contexts, with relatively few focusing on students' attitudes because many issues relating to the students' tourism and hospitality students in Japan's perceptions of English remain to be explored (Bury & Oka, 2017).

English is the language of the present age and it is also a global language. Therefore, most of the tourist requires being competent in English, also to the local societies have to be able to speak English because English is now a common language for many people. It is being a concern on the government to develop appropriate human resources.

A recent estimation suggests that while around 375 million people speak English as their first language, another billion use it as a second language, or learning to do so (Barančíková & Zerzová, 2015). The role of teaching materials plays a significant part in the development of language. Teaching materials aims to provide the student with the chance to practice the language in their daily lives, especially in all activities linked to what they need in terms of language for survival (Tomlinson, 2013).

The existence of materials is based entirely on teachers' creativity and creative methods. Without a teacher, no one can assume even a single material because it is a teacher who efficiently utilizes the materials in the classroom and the students' participation reflects the efficient use of those materials. An English teacher has to prepare the students to be able

to communicate and comprehend in English well. In the reality, one should not master all of the English skill, but limited on how to communicate well and fulfill the job need in term of language. Thus, the teacher should know how to design a syllabus that can cover the students' need, developing a material that suits them, and the students' language needs in the real field (Afif & Fatimah, 2020).

One of the major issues that are usually faced by ESP students is the lack of learning materials, such as the limitation of textbook or the unsuitable syllabus. Hutchinson & Waters (1987) state that there are four main problems on ESP class related to the teaching materials: (1) these products may not be commercially accessible. (2) They may not be feasible due to import restrictions currency. (3) Materials are visible activity products, irrespective of whether such activity is even essential. (4) Understanding is often more difficult in the ESP classroom than in real life, as texts are taken in isolation. Hence, teachers have to create their own teaching materials and/or elaborate it with the existing teaching materials. With many things to do and prepare for a course, they still have another work. Will the teaching materials fulfill the students' need? What about the quality?

Furthermore, the researcher believes that the education is the first stage to obligate a bright carrier in tourism and hospitality industry. English for tourism and hospitality is the major to gain it. Therefore, the researcher will be exploring the students' perception towards its implementation.

Based on the background above, the urgent question that needs to be answered immediately are (1) What are the students' perceptions toward English for Tourism and Hospitality?, & (2) How do the lecturers carry out the course of English for Tourism and Hospitality in Makassar Tourism Polytechnic?

Next, the objectives of this study are as follows: (1) To examine how students perceive English for Tourism and Hospitality, with a focus on aspects such as the course content, language components, learning materials, and the tasks assigned, & (2) To evaluate how instructors at the Makassar Tourism Polytechnic implement and manage the English for Tourism and Hospitality course, and their approach to facilitating learning in this field.

This study is expected to give contributions and some informative inputs in teaching learning English as a foreign language in terms of the students' perception towards English for tourism and hospitality. For practical benefit, this study will give input for English lecturers, it can be identified the students' perception towards English for tourism and hospitality. Then, it is expected to help the students can improve their performance in learning English for Tourism and Hospitality. Next, for another researchers, hopefully that can develop and evaluate English teaching and learning process by the students' perception towards English for tourism and hospitality.

2

WHAT IS PERCEPTION?

This chapter presents a definition of perception, The Process of Perception, and The Concept of Perception

A. Definition of Perception

Perception involves the way people look at the world. In common terminology, Longman Dictionary of Contemporary English defines as “the way you think about something and your idea of what it is like”. Oxford Learner Dictionaries explains the word “perception” comes from the Latin words perceptio, percipio, and means “receiving, collecting, action of taking possession, and apprehension with the mind or senses.” Meanwhile, Qiong (2017) says perception is the process of attaining awareness or understanding of sensory information. Similarly, Hedge (2013) reported that perception is an active method through which the brain strives to create sense of sensory data and fit the data into a recognized pattern. While these stimuli are experienced positively in many cases, they can often be interpreted differently. That could be triggered by the perception's basic components. There are three basic aspects of perception such as; first, an observing person or perceiver; second, something is perceived (an object, individual, situation, or interaction); third, the context of the scenario in which objects, activities, or individuals are viewed is present.

B. The Process of Perception

Qiong (2017) proposes the perception process that consists of three stages: selection, organization, and interpretation.

1. Selection

Selection is the first phase of the perception process in which people transform the stimuli of the setting into meaningful experiences. The words heard, the accident witness, the ticking of a clock, just to name a few. Therefore, we only perceive part of the data through a selective method. To put it simple, when an individual makes a map one cannot put everything in it, instead, they have to make generalizations and deletions, so that the unnecessary or unimportant information is deleted or generalized, with the important information proportionately marked on the map. This is the reason why the students' perception about their English teaching materials is important. The student might perceive that the whole or part of the material is necessary or unnecessary. Thus, this will affect the teaching learning process in the classroom.

2. Organization

We need to organize it in some manner after choosing data from the outside world by discovering some meaningful patterns. This phase of organization is achieved by categorizing stuff or individuals, which is called categorization. The social and physical occurrences or items we meet will have shape, color, texture, size, etc. instantly in this phase of perception.

3. Interpretation

Once the chosen stimuli are classified into organized and stable patterns, by assigning meanings to them, people attempt to create sense of these patterns. But distinct individuals can offer the same stimulus distinct interpretations. Facing a physical object or event, nearly everyone agrees on its objective portion of significance, but what it

means to any person varies depending on previous experiences and cultural background of that person.

While the way one perceives external stimuli affects his/her physical make-up and social roles, both are fundamentally conditioned by our culture. Not only does culture provide the basis for the meanings we offer to opinions, but it also directs people to phrase particular types of texts and activities.

Brown (2002) states that there are distinct types of students because people are distinct and have distinct preferences and styles; therefore, people vary in how they learn and what senses and components of their brain are used in this process. Thus, some students are visual, some analytical, some impulsive or spontaneous. Some learners use their ears to know more than their hands or words. Others like to know by music, by numbers or drawings, or by combining items and ideas. Some learners like to read more than to talk. Others prefer writing, listening, or taking risks, while others prefer to think closely before making significant choices. In addition, some learners feel separately more comfortable working while others enjoy group work. Some learners are also keen in grammar teaching, but others may hate it.

Teaching is a dynamic profession that involves making numerous decisions that can greatly impact the success of language learners in the language acquisition process. Graves (2000) stated, “The more aware you are about your beliefs, the easier it is to make decisions”.

C. The Concept of Perception

This study also will conduct the students' perception towards the implementation of English for hospitality in Indonesia Vocational Higher Education. Perception describes as one's ideas or thoughts in understanding about differences of something and the way of someone's interpretation of something which includes senses, feelings, ideas, thoughts, and theories (Romanov, 2011). In addition, according to Sari &

Hadijah (2016), a perception refers to the students' subjective based on their experiences. People may have different perceptions. It

depends on their physiological process such as needs and motivation. A perception cannot be decided whether it is right or wrong. Each person has his or her right to have their perceptions as long as it can be proved with the facts.

Jones (1990), states that there are two types of perception, here are as follows:

1. External Perception

External perception is the perception that happens because of stimuli that come from outside of the individual.

2. Self-perception

Self-perception is the perception that occurs because of the stimulation that comes from within the individual.

Moreover, according to Irwanto (2002), the types of perceptions that are the result of interaction between humans and the object are two and perceptions are positive and negative perceptions, all of which are understood as follows:

1. Positive Perception

Positive perception is a perception that describes all information (known or unknown) positively. In another word, positive perception is evaluating on an object that involves their self which has a positive interpretation. Besides, someone who has a positive perception will accept and support the object that is perceived.

2. Negative Perception

Negative perception is perception that describes information (known/unknown) negatively or not suitable with the object perceived. In other words, negative perception is evaluating on object that involve their self which has negative interpretation. Besides, someone who has negative perception will reject the object that perceived.

Based on the explanation above it can be conclude that individual perception can realize and understand about the state of the surrounding environment or the state of the individual concerned (self-perception). Thus, positive or negative perception will always affect person to do an action. Moreover, positive or negative perception depends on how person describes any knowledge of an object that perceive.

3

THE IMPORTANT OF ENGLISH LANGUAGE

Some many colleges and institutes offer courses in English. Since the tourism and hospitality industry needs to come into contact with foreigners straightforwardly (Nazarian, Atkinson, & Foroudi, 2017).

The English is a very principal tool in the conversation and communication between tourists and tour guide of the tourists to the places and spots they want to visit (Almomani, AL-Smaiheen, Al-Dweik, & Alshatnawi, 2020). That is why; most of the tourists or even local societies are required to have proficient in English in addition to the native language spoken by the indigenous people of the country because English is now a common language for many people.

The importance of the English language is not less important than the skills of communication, politeness, protocol and the art of dealing with others, and this is the standard to the progress of any tourism industry or hotel internationally. The basic skill in the tourism industry and international hotel where English is very essential than another skill of communication, politeness, and protocol and the art sector (Avalos-Aguilera & Zapata, 2014).

Furthermore, the importance of English in Ecuador specifically the tourism and hospitality sector could make the foreigners feel more comfortable during their stays (Erazo, Ramírez, Encalada, Holguin, & Zou, 2019). That is why; having staff with good English language understanding could give a positive impact on the tourism and hospitality sector. Similarly in Taiwan, where English for Specific Purposes (ESP) for Hospitality College Students and Hotel Employees in Taiwan, the result of this study are important to the government of Taiwanese, hotel industries, educational organizations, pupils, and other researchers who may assistance from students of hospitality and hotel industries (Wu, Wu, & Huang, 2013).

Furthermore, the ability to communicate effectively in English enhances the overall experience of international tourists and creates a welcoming environment. Research by Hu (2016) highlights that tourists who interact with English-speaking staff tend to report higher levels of satisfaction due to better communication and the ability to access services more easily. In the hospitality industry, where customer service is critical, English proficiency enables staff to address the diverse needs of tourists from various cultural backgrounds, improving the quality of the service provided. Additionally, English-speaking employees can better understand the preferences and concerns of international clients, thus offering more tailored and responsive services.

In addition, English plays a crucial role in the global marketing of tourist destinations. According to Bhattacharjee and Das (2019), many tourism websites and promotional materials are primarily written in English to attract a global audience. This not only helps in reaching a larger market but also ensures that the information is accessible to international travelers who rely on English as their primary language for travel-related information. As tourism increasingly becomes a global industry, English proficiency has become a key factor in the success of

tourism marketing strategies, ensuring that destinations remain competitive in the global tourism market.

The growing influence of English on global tourism is not just about communication but also about cultural exchange. According to Suryawati (2018), language barriers can often prevent tourists from fully experiencing the local culture, but English can bridge this gap, enabling better interactions between tourists and local communities. In this sense, English acts as a medium through which cultural exchange and mutual understanding can occur, fostering positive relationships between travelers and their hosts. By breaking down linguistic barriers, English allows tourists to participate in cultural activities, engage with locals, and gain a deeper appreciation for the traditions and customs of the destination.

Moreover, proficiency in English can help tourism employees navigate various situations that may arise during their interactions with tourists. For example, in case of emergencies, having a staff member who can communicate in English can help mitigate misunderstandings and provide accurate assistance. As pointed out by Almomani et al. (2020), English allows tourism professionals to handle customer complaints, explain policies, and resolve conflicts more efficiently, contributing to a smoother and more enjoyable experience for visitors. This capability is particularly vital in the context of international tourism, where visitors often encounter unfamiliar environments and may feel vulnerable or uncertain.

The role of English extends beyond just the tourism and hospitality sectors. As globalization continues to reshape industries, the demand for English-speaking professionals is increasing across various fields, including healthcare, finance, and education. A study by Wu, Wu, and Huang (2013) suggests that integrating English for Specific Purposes (ESP) into vocational training programs for hospitality employees improves their effectiveness in the workplace and ensures that they are

prepared for the demands of international tourism. This also highlights the broader impact of English on professional development and the creation of a skilled workforce capable of operating in a globalized economy.

According to various scholars, the English language plays a key role in multiple sectors of modern society. Based on Crystal (2003); Graddol (2006); Hellekjaer (2010); Warschauer & Grimes (2007); Jenkins (2003); Kachru (1992); Suryawati (2018); Bialystok (2001), there is a growing importance of English in global communication, education, and business. These roles can be categorized into nine key areas:

1. English as a Global Lingua Franca

English has emerged as the global lingua franca, meaning it serves as the common language for communication between speakers of different native languages. According to Crystal (2003), English is the most widely spoken language in the world, used by more than 2 billion people, both as a first and second language. This widespread usage is particularly evident in international business, diplomacy, and trade. English facilitates communication across nations, ensuring smoother global transactions and exchanges. Its dominance in international diplomacy and business negotiations is a testament to its significance as a unifying force in a globally interconnected world. As a result, proficiency in English is often regarded as an essential skill for participating in the global economy, bridging cultural divides, and fostering international cooperation (Graddol, 2006).

2. The Role of English in Education

English plays a critical role in education, particularly at the higher levels of study. Many of the world's most prestigious universities and academic institutions offer courses in English, and a significant portion of academic research and publications is conducted in this language.

According to Huang (2016), over 80% of academic articles and journals are published in English, making it a crucial tool for accessing and contributing to global knowledge. For students, mastering English allows them to attend top universities, read up-to-date research, and engage in academic discussions with scholars worldwide. Furthermore, in non-English-speaking countries, many students are required to learn English as part of their curriculum, which opens up avenues for international academic collaborations and learning (Graddol, 2006). The ability to communicate in English thus becomes a gateway to higher educational opportunities and intellectual growth.

3. English in the Workplace and Career Opportunities

In today's globalized job market, English is increasingly becoming a prerequisite for career advancement. Many multinational companies require employees to be proficient in English, as it is the language of global business. Graddol (2006) emphasizes that English is indispensable in industries such as finance, technology, and marketing, where international collaboration is a norm. Proficiency in English enhances employability, as it enables professionals to communicate effectively with colleagues and clients from different countries. Moreover, employees with strong English skills are often considered for leadership roles, as they can represent their companies on a global scale. Research by Hu (2016) also indicates that individuals with advanced English skills tend to have access to higher-paying positions and are better equipped to climb the corporate ladder, further underlining the importance of English in career development.

4. English in Technology and Innovation

The technology sector is another area where English plays a central role. Most software development, programming languages, and technological innovations are built around the English language.

According to Warschauer and Grimes (2007), English is the dominant language in the tech industry, from coding languages like Python to the manuals and user interfaces of software products. The global reach of tech companies like Google, Microsoft, and Apple relies on English as the primary language for communication, documentation, and instruction. Furthermore, English proficiency is critical for those wishing to stay up to date with technological advancements, as most online tutorials, technical resources, and innovations are available in English. The role of English in tech ensures that professionals can engage with the latest tools, collaborate on international projects, and contribute to cutting-edge developments in fields such as artificial intelligence, machine learning, and data science.

5. English in International Travel and Tourism

English is the dominant language in international travel and tourism. For tourists and hospitality professionals, English serves as a primary medium for communication. According to Erazo et al. (2019), tourists often encounter English-speaking staff in hotels, restaurants, and travel agencies, as it is the most common language spoken in tourist hotspots worldwide. This enables travelers to access services, ask questions, and resolve issues effectively during their trips. Moreover, the tourism industry often uses English in marketing campaigns to attract international visitors. Bhattacharjee and Das (2019) note that many travel websites, brochures, and advertisements are written in English to ensure that information is accessible to a global audience. Additionally, English facilitates the exchange of cultural ideas between tourists and locals, enhancing the overall travel experience. Whether for navigating airports or communicating with a tour guide, proficiency in English is essential for both tourists and hospitality workers to ensure smooth interactions.

6. The Impact of English on Cultural Exchange and Globalization

The role of English in cultural exchange and globalization is profound. English serves as the bridge through which people from different cultures share their stories, ideas, and creativity. Jenkins (2003) argues that English has become the dominant language of global media, with films, television shows, music, and books largely produced in English, making it the primary vehicle for cultural dissemination. As such, English allows people to engage with media from different parts of the world and fosters a sense of global interconnectedness. Additionally, social media platforms, which have become integral to modern communication, are largely in English, allowing individuals from diverse backgrounds to engage in conversations, share experiences, and participate in global movements. The spread of English facilitates cultural exchange, promotes diversity, and encourages cross-cultural dialogue, contributing to the development of a more interconnected world.

7. English and Social Integration

English plays a pivotal role in social integration, especially for immigrants, expatriates, and international students. In English-speaking countries like the United States, the United Kingdom, and Australia, proficiency in English is often necessary for successful integration into society. Research by Suryawati (2018) shows that immigrants who speak English are more likely to secure employment, interact with local communities, and access public services. For expatriates, speaking English enables them to navigate their new environment, engage with colleagues, and participate in social activities. Additionally, in multicultural societies, knowing English helps individuals build relationships across cultural boundaries, fostering social cohesion and creating a more inclusive environment. As such, English is not just a tool

for professional success, but also for building social connections and becoming an active participant in society.

8. The Cognitive Benefits of Learning English

Beyond its practical applications, learning English offers several cognitive benefits. Bialystok (2001) argues that bilingualism, which often includes proficiency in English as a second language, enhances cognitive functions such as memory, problem-solving, and multitasking. Studies have shown that bilingual individuals tend to exhibit better cognitive flexibility and can switch between tasks or languages more easily than their monolingual counterparts. Learning English also strengthens executive functions in the brain, such as decision-making and attention control. Additionally, mastering English boosts self-confidence, as it empowers individuals to express themselves more freely in academic, professional, and social settings. Thus, English proficiency not only improves communication but also enhances mental agility and overall cognitive development.

9. The Future of English in a Globalized World

As globalization continues to advance, the future of English remains bright. According to Crystal (2003), English will likely continue to be the dominant global language, though its role may evolve with emerging technologies like artificial intelligence and machine translation. While English remains the primary language for international communication, regional dialects and local languages are also gaining prominence, leading to an increased demand for multilingualism. New tools and technologies are making it easier for non-English speakers to communicate, but English will remain the lingua franca in many fields such as business, academia, and technology. Furthermore, as more people around the world learn English, it will continue to facilitate greater cultural exchange and the spread of ideas. English's role in global

connectivity, knowledge sharing, and cross-cultural collaboration will likely solidify its place as a key language in the future.

In conclusion, English proficiency is an indispensable skill for individuals working in the tourism and hospitality industry, especially in regions where international visitors are a significant part of the economy. It not only enhances the quality of service but also promotes cultural exchange, improves customer satisfaction, and helps businesses maintain a competitive edge in the global market. As the world becomes more interconnected, the demand for English in tourism will continue to grow, further cementing its role as a critical tool for success in the international tourism and hospitality sectors.

4

ENGLISH TEACHING MATERIALS

There is already an established tradition of ESP educators creating in-house materials for these and other reasons. These can then be distributed or even released to another organization, but they are generally written for the learners at that institution by the educators of a specific organization. Few have had any instruction in writing materials' abilities and methods. It also demonstrates a rather cavalier attitude towards the exercise of writing materials, suggesting that you can write materials if you can teach. On the other side, the method of writing materials can be asserted to assist educators become more conscious of what is involved in teaching and learning. (Hutchinson & Waters, 1987) proposed guidelines of teaching materials supposed to do:

1. Materials provide a stimulus for learning. Good materials do not teach. They are encouraging learners to learn by providing interesting texts, enjoyable activities, and opportunities for learners to use their knowledge and skills content that both learners and educators can deal with.

2. Materials assist to organize the teaching-learning process by offering a road through the complicated mass of the language to be learned. Good materials should provide a clear and consistent unit structure that guides teachers and learners through a variety of activities in such a manner as to maximize learning opportunities. This framework should assist the teacher to plan classes and promote learners to have a feeling of advancement and accomplishment. On the other side, materials should not be so tightly organized as to create a monotonous pattern of lessons.
3. A perspective of the nature of language and learning is embodied in materials.
4. Materials provide models of accurate and relevant use of language. Materials for language teaching should not be the kind of beginner's guide to Applied Linguistics, which is so prevalent in ESP.

The process of writing teaching materials is complex and involves more than just selecting appropriate content. Good materials are not designed to teach on their own, but rather to stimulate and guide the learning process. Hutchinson and Waters (1987) assert that effective teaching materials should be viewed as tools to engage students, rather than as the main source of instruction. Materials should provide a stimulus for learning through the use of engaging and stimulating texts, enjoyable activities, and opportunities for learners to apply their knowledge. These materials must also be adaptable and flexible, allowing educators and learners to interact with the content in ways that suit their learning preferences.

Materials in language teaching play a critical role in structuring the teaching-learning process. As Hutchinson and Waters (1987) point out, well-designed materials organize and present the language in a way that guides learners through the complex landscape of language acquisition. The materials should have a clear and consistent unit structure that facilitates learning by offering various activities designed

to support different skills and competences. A carefully planned progression of tasks ensures that learners feel a sense of advancement and accomplishment, enhancing motivation and engagement. However, it is important that the materials do not follow a rigid pattern that could stifle creativity and limit flexibility in teaching approaches. There should be a balance between structure and spontaneity, allowing both teachers and students to adapt based on the needs of the class (Tomlinson, 2003).

Furthermore, materials should embody a clear perspective on the nature of language and learning. The design of language materials reflects an underlying theory of how language is learned and used, and this theory shapes how the content is presented. For example, some materials might emphasize grammar and vocabulary acquisition, while others might focus on communicative competence or the development of cultural awareness. The materials should therefore be created with an understanding of the communicative and cognitive processes involved in learning a language. According to Richards (2001), language materials must reflect a coherent approach to language use, ensuring that they are relevant and meaningful to learners' goals.

In addition to providing a structured learning path, materials should also provide models of accurate and relevant language use. Language teaching materials should not be designed as overly simplistic guides or textbooks, but rather as resources that reflect real-world language use, especially in the specific field or profession the learners are preparing for (Morrow, 1981). For instance, materials for medical students should include terminology, phrases, and communication patterns used in healthcare settings, while business English materials should provide vocabulary and scenarios typical in the corporate world. These models help learners see the practical application of what they are learning, improving their ability to use the language correctly and confidently in real-world contexts.

Good teaching materials also encourage learners to become independent users of the language. They should not simply provide answers or solutions, but rather challenge students to think critically and engage with the language in a meaningful way. This requires the materials to encourage problem-solving, creativity, and critical thinking. Materials that integrate tasks that require learners to use the language in practical, real-life situations can significantly enhance their ability to communicate effectively. For example, role-play activities, case studies, and simulations are effective ways to encourage learners to apply their knowledge and develop their language skills in contexts that mirror authentic usage (Nunan, 2004).

Moreover, the cultural context in which the language is used is an essential aspect of any teaching material. Language is inseparable from culture, and materials should provide opportunities for learners to understand the cultural nuances associated with language use. In ESP courses, this is especially important, as language is often tied to professional or technical practices that vary widely across cultures. Materials should incorporate cultural references and scenarios that expose learners to diverse cultural perspectives, promoting cross-cultural communication skills that are vital in the globalized world. For instance, a course in business English should include materials that address cultural differences in communication styles, negotiation tactics, and workplace etiquette across various countries (Byram, 1997).

Another significant consideration in the creation of English teaching materials is the inclusion of technology and digital tools. With the rapid development of online learning platforms, interactive software, and mobile applications, integrating technology into language learning materials can provide learners with additional resources to enhance their learning experience. Digital materials can offer opportunities for self-paced learning, online collaboration, and immediate feedback, which are crucial for language learners to develop their skills outside of the

traditional classroom setting. Furthermore, using authentic materials such as podcasts, videos, and online articles can help learners connect language use with contemporary media and real-world communication (Godwin-Jones, 2003).

The quality of materials also impacts learners' motivation. Motivation plays a key role in language acquisition, and materials that are well-designed and engaging can help sustain learner interest. Hutchinson and Waters (1987) argue that materials should be designed with a focus on the needs, interests, and goals of the learners. Materials that are contextually relevant, relatable, and aligned with the learners' professional or academic goals will keep them motivated and engaged throughout the learning process. For instance, an ESP course for engineering students should incorporate materials related to technical jargon, project presentations, and communication in engineering fields to maintain relevance and engagement.

Lastly, while developing effective teaching materials is crucial, it is equally important for educators to assess and revise these materials continuously. The process of material evaluation and adaptation ensures that they remain relevant, effective, and responsive to learners' evolving needs. Regular feedback from students about the materials' usefulness, clarity, and appropriateness helps improve the overall learning experience. In this regard, material development is a dynamic and iterative process that requires educators to be flexible and responsive to the diverse needs of their learners (Tomlinson, 2003).

In conclusion, English teaching materials are a fundamental component of language education. They provide the necessary structure, motivation, and resources for learners to acquire language skills and use them effectively in their professional or academic fields. Well-designed materials are not just a tool for teaching; they are an essential part of the learning process that can influence learners' attitudes, motivation, and ability to use language in real-life contexts. By following the guidelines

proposed by Hutchinson and Waters (1987), educators can create materials that are engaging, relevant, and effective in promoting language learning.

5

MATERIALS DESIGN MODEL

Hutchinson & Waters (1987) the objective of this specific model is to provide a consistent structure for integrating the different elements of teaching while enabling sufficient space for creativity and diversity to thrive. The model is made up of:

1. Input: this may be a text, dialog, video recording, diagram or any location of communication, based on the requirements that have been identified in the analysis. There are a number of items in the input:
 - a. Stimulus material for activities;
 - b. New linguistic items;
 - c. Correct design of language use;
 - d. Theme for communication;
 - e. Chance for learners to apply their skills to process information;
 - f. Chance for learners to apply their existing knowledge about the language and the subject.
2. Content Focus: language is not an end in itself, but a means of conveying data and emotions about something. In order to create meaningful communication in the classroom, non-linguistic content should be applied.

3. Language Focus: the goal is to allow learners to use language, but it is unfair to provide learners with communicative duties and activities for which they lack of the language knowledge they need. Good materials should include both analytical and synthesis possibilities. Students have the opportunity to bring the language to bits in language focus, study how it operates, and practice placing it back together.
4. Task: the ultimate goal of language learning is the use of language; therefore, materials should be intended to lead to a communicative task in which learners use the content and language experience they have developed through the unit.

6

ENGLISH FOR TOURISM AND HOSPITALITY PURPOSES (ETP)

Indonesia is a rich country, which is consisting of more than a thousand islands. On every island, it has its tourism place such as Bali with beaches, Lombok with panoramas and ancient animals such as Komodo, Raja Ampat Papua with the beauty of beaches. Offering service or hospitality means that providing a welcoming environment to guests. Commonly, tourist is someone who travels away from home. However, not all the people are mentioned as tourists (Wagen & Goonetilleke, 2012).

In May 2015, fishermen of Acehnese saved over 1,800 immigrants of Rohingya who were abandoned in the Andaman Sea. At that moment, the Acehnese gave wonderful hospitality by giving them free accommodation, food, and affection as a human being. To identify how this could happen. Providing hospitality is measured and the value of contingency in generating pathways oriented towards 15 more hospitable responses to displacement (Mcnevin & Missbach, 2018).

The tourism industry is the sectors that provide such as accommodations, transports, tour operators, tour wholesalers, retail travel agents, attraction and theme parks, information service, events, including business Meeting Incentives, Conventional, and Exhibitions (MICE) (Wagen & Goonetilleke, 2012). Moreover, tourism is the area of the industry or business enterprises that provide goods and services to

visitors, visitors and all types of travelers while they are traveling(O'shannessy & Minett, 2008).

Meanwhile, hospitality is the idea of a host who receives, welcomes and caters to the needs of people temporary outside from home and that therefore the hospitality industry comprises business that does this (Dittmer, 2002). Furthermore, Wagen and Goonetilleke (2012), points out the definition of hospitality includes a sector in the tourism industry (often as accommodation and food and beverage). Moreover, the hospitality industry is also regarded as an industry in its own right since it meets the needs of customers other than a tourist.

Based on several definitions of the tourism and hospitality industry above, the researcher can conclude that English is crucial in providing goods and services. Hence, improving English for tourism and hospitality is required by the students of tourism and hospitality college.

English for Specific Purposes (ESP) has characteristics that can be seen in five points, Firstly, ESP relates to or designs for specific disciplines. Secondly, ESP can be used in specific teaching situations, a different approach from that of common English. Thirdly, ESP is designed for adult learners, both at a tertiary level institution and in a specialized work situation. Fourthly, ESP is commonly considered for intermediate or advanced learners. Fifthly, ESP courses adopt some basic knowledge of the language system, but it can be used with trainees (Dudley-Evans & John, 1998).

Currently, postindustrial society services have the greatest importance in meeting human desires. In the sector of services, tourism plays an important role.

To ensure the quality of hospitality services it is necessary to find a common language between supply and demand sides. Since English has become an international language, it has become increasingly necessary

for employees working in tourism to develop language skills to be able to fulfill the requirements of tourists. Communication is an essential element of the hospitality industry (Bobanovic, 2011).

English is a vital aspect of the hospitality sector since it allows providing the best service to foreign visitors who do not know the local language. It is supported by having had good oral and written communication skills are the greatly rated talents crucial for hospitality professionals at different levels (Prabhu & Wani, 2015). The same idea, people are required to use English at work for tourism and hospitality purposes essential to develop their talkative abilities, language fluency, and accuracy (Zahedpisheh, B Abu bakar, & Saffari, 2017).

There are some ways to teach ETP, such as integrating blog and face-to-face instruction. This research has found that could give a successful result for the learners of ETP also it can be more effective for the students (Shih, 2012).

The previous researcher studied the most significant skill for tourism and 17services employees where writing and travel agency employees used English more than banking staff at their workplaces. Thus, developing and instructing an ETP course is an important issue that has to take into account. The reason is that using professional strategies and sufficient language learning is required in the tourism field (Zahedpisheh et al., 2017). Similarly, another researcher studied about the gap between the English language communicative competence in implementing in English for hospitality-specific purposes program he has found that the inconsistency between learning needs in enrichment students' English communicative competence and teaching-learning process (Kardijan, Emzir, & Rafli, 2017)

7

RESEARCH DESIGN OF STUDENTS' PERSPECTIVES AND TEACHING PRACTICES

This chapter deals with the research design, time and location, population and sample, research variable and operational definition, the instrument of the study, methods of data collection, technique of data analysis.

This research applied a quantitative-qualitative method. It applied descriptive method in order to describe students' perception towards English for tourism and hospitality. This research began by determining participants, collecting data, analyzing data, interpreting data, and making conclusions.

This study was conducted on April - May 2021 in Tourism Polytechnic of Makassar. It was in Hospitality and Tourism Majors. Then, there were two study programs both were Hospitality and Tourism Destination Study Program.

The population and sample of this research was derived from the first year or the second semester students of English for Tourism and Hospitality from two study programs of Hospitality Management and

Tourism Management of Tourism Polytechnic of Makassar who had finished subject English for tourism and hospitality. The number of students were 79 of Hospitality Management and 60 of Tourism Management with total number was 139 respondents selected by total sampling.

In addition, the students' perception measured by the conducting questionnaires and interviews. The number of students was four persons those 2 students of Hospitality Study Program and 2 Students of Tourism Destination. Moreover, to support the data of interview the researcher conducted interview for lecturers were two persons that 1 lecturer of Tourism Management and 1 lecturer of Hospitality Management.

Variable in this research were students' perception and lecturers delivery. Students' perception of Hospitality Management and Tourism Destination Study Program was how the students perceive about the teaching materials for Tourism and Hospitality in terms of input, content focus, language focus and task. Then, how the lecturers carry out the lesson of English for Tourism and Hospitality to Hospitality Management and Tourism Destination Study Programs.

The Instrument of Study

The researcher utilized three instruments as the tools in collecting data. The instruments were questionnaire, interview, and observation.

1. Questionnaire

To obtain the data of the research, questionnaire was used. The purpose of the 21questionnaire is to get the data from the students' perception about the English teaching materials. A questionnaire is an efficient data collection technique if researcher knows the variable that will be measured and needed. Efficient meant the use of the cost and time can be minimized and questionnaire is written statements used to gather

information from respondent. The class activity was observed at the beginning, in the middle, and at the end of the course. And the researcher used an observation checklist to collect the data based on the activity.

2. Interview

The interview also used to obtain the data. Interview is usually a conversation, the art of asking question and listening. It is clear that interview at least consists of two persons between interviewers who give questions and interviewee who answer the questions. The interview used to get information deeply and clearly, video recording (zoom) to record the interview process.

3. Observation

The observation also used to obtain the data. The goal of observation is to understand complex interaction or situation in natural setting. In this research, the researcher observed the lecturers carried out the lesson. The researcher joined the zoom and google meet class.

Methods of Data Collection

The technique of collecting data was using some methods. There were several practices that researcher mainly use to collect data consist of observation, interview, record, documentation, questionnaire, social media, e-mail, journals, and conversations. To acquire the data required, this research applied questionnaire, interview, and observation.

1. Questionnaire

The questionnaire was delivered to the first year of hospitality management and tourism management students. Questionnaire was a list of issues in which participants types the responses. The questionnaire was distributed to the students when collecting the data from the questionnaire. The participants read the questions and interpreted the expectations and then wrote down the responses.

The questionnaire was written in Bahasa Indonesia to avoid misunderstanding. For students' positive perceptions about the English teaching materials were categorized (favorable statement).

Table 7. 1
Alternative Score of Research Instrument

Statements	Alternative Choices			
	Very Good	Good	Fair	Poor
Positive	4	3	2	1

2. Interview Sheet

Interview was conducted after the questionnaire deal. The interview sheets content several questions that were proposed to the lecturers and the students. The participants were interviewed in order to support and confirm the result of the questionnaire regarding the student's perception. The interviews were in the form of semi-structured with open-ended questions. The interview was initiated with semi-structured questions, which was recorded and analyzed after interviews. Semi-structured interview provided an openness to change of sequence and forms of questions in order to follow up the answers given by the respondents.

3. Observation

The class activity was observed at the beginning, in the middle, and at the end of the course. And the researcher used an observation checklist to collect the data based on the activity.

Technique of Data Analysis

In this study, data analysis was involved three items. Those were questionnaire data analysis, interview data analysis, and observation data analysis.

1. Analysis of Data from Questionnaire

The data from questionnaires was analyzed qualitatively. It analyzed the students' perception about English for tourism and hospitality. The type of questionnaire designed was Likert-Scale with four options, very good, good, fair, and poor (Oppenheim, 1992). The respondents were freely to choose between those options. Here the scoring of the options of the questionnaire as follows: For students' positive perceptions about the English teaching materials were categorized, the score started 4 to 1; very good (4), good (3), fair (2), and poor (1).

To know the contribution of each indicator to the variable, researcher applies this percentage:

$$\% \text{ Average Score} = \frac{\text{Research Score}}{\text{Ideal Score}} \times 100\%$$

Explanation:

Research Score= Frequency of Responses (f) x weighted value

Ideal Score = Lagging Score x number of respondents x number of items

Based on the Likert scale that was used to find the answer of five-option answer, the score was from 25-100. The range from the minimum score to the maximum score was 100.

Based on the data, researcher adapted the theory using four criteria answer (very good, good, fair, poor). The score was 25-100. The range from the minimum score to the highest was 100.

The categorization in analyzing the data of this research was:

1. Category 4 = Very Good
2. Category 3 = Good
3. Category 2 = Fair

4. Category 1 = Poor

Table 7. 2. *Table of Intervals*

No.	Scores	Criteria
1.	83 - 100	Very Good
2.	64 - 82	Good
3.	45 - 63	Fairly Good
4.	25 - 44	Poor

2. Analysis of Data from Interview

In analyzing interview data in this research, there were three steps that should be followed. First step was transcribing data obtained by interviewing. Afterward, through coding process identified the interviewees' answers about their perceptions about the quality of the English teaching materials. Lastly, describing the data in depth about important aspects of this focus, especially related to students' perceptions about the English teaching materials. In this first step, transcribing the data in investigating the overviews regarding students' perception.

The second step, the data was identified through coding process. The categories deal with students' perceptions about English teaching materials. The last step was data description. The data acquired through interview instrument was described, interpreted and summarized descriptively.

3. Analysis of Data Observation

The researcher was observed the class activity from the opening, in the middle, and at the end of the course. After that, the researcher used an observation checklist to collect the data based on the activity. The researcher used descriptive method of data observation that noted or highlighted on transcription assigned to make the researcher easy to understand and remind

8

STUDENTS' PERCEPTION OF THE ENGLISH TEACHING MATERIALS FOR TOURISM AND HOSPITALITY

As mentioned in the previous chapter, the study used quantitative-qualitative research. The sample of this research was Hospitality Managements Students and Tourism Management Students at Tourism Polytechnic of Makassar academic year 2020 – 2021. It investigated and analyzed the students' perception about the English teaching materials and they were input, content, language and task. To figure out and get the data of the study, the interview about perception was conducted. To support these data, the writer also takes supplementary action, questionnaire. Then, the data description of questionnaire described with scores revealed the frequencies of each variables, such as total score, mean, the highest and lowest score for students' perception. Moreover, and then, the research analyzes both of data.

A. Students' Perception on Input

1. Research Finding of Input

Table 8.1

Frequency and Percentage Distributions of Students' Perception on Input

Scores	N	Percentages	Categories
83 – 100	57	39.5%	Very good
64 – 82	76	56.0%	Good
45 – 63	3	2.5%	Fairly good
25 – 44	3	2.0%	Poor

Table 8.1 showed that most of the students who answered very good by 57 (39.5%) in the range (83-100) seen in the table above, while those who answered good were 76 (56.0%) students with a range (64-82). In addition, the mean score was 82.22% which is categorized into good.

This is supported by the student interviews with the initials MGA PPH Study Program, which says that:

"So far, the material provided by the lecturers has connected students' knowledge with the teaching materials being taught. Then, the concept of the material contained in the material is fairly easy to understand because the presentation uses illustrations, graphics, and tables so that when we receive the material, we never feel bored."

Added by the student with the initials AP Hospitality Management Study Program who said that:

"The course lecturers conduct a pretest with the aim of measuring students' abilities. So that lecturers can adjust to their level. Therefore, it is easy for us to understand the lesson."

Similarly, the lecturers when the teaching and learning process takes place. MAMS says that:

"We connect students' knowledge according to their level. Because the input of Makassar tourism polytechnic students is different, some are high, some are moderate, some are low, and some are very low. Of course, we try to see what is interesting at

each level. That is what we accelerate and adjust. Then, the presentation of the lecturer's teaching materials uses variations. Sometimes we have to use pictures, and sometimes we use nature as a medium of learning.

Furthermore, according to the student with the initial F regarding the input of the hospitality English course, it is:

"The concepts contained in the teaching materials are straightforward because the lecturer in charge of the course repeatedly explains until we understand. However, there are a few obstacles when carrying out conversations because we are still stuttering because of the lack of vocabulary."

It agreed with what was said by the DPA Study Program student with the initial T, who said that.

"So far, I think the English language for Tourism 2 is relatively easy because it relates to everyday life. We might need more vocabulary in tourism and hospitality so that we can speak more comfortably because there are many terms that we usually mention. However, we do not know what the English language is or what the term tourism is."

In addition, according to the lecturer in the initial MQ course, he explained that:

"Yes, actually we have connected English with Industry. For example, linking language in front office operational practice."

Therefore, it can be concluded that the dominant students commented that the input received was following what the students expected. It shows that good and very good answers dominated the data. Hence, the role of academics and lecturers in inputting material learning is carried out under the existence or need that binds to the established vocational curriculum. Another assumption built in this study is that the lecturer has acted professionally with the proper scientific base to achieve Makassar tourism polytechnic students who have been running according to the mechanism.

2. Discussion of Input

The input data obtained in this study shows that most students of the Hospitality and Tourism Destination Management Study Program answered in the very good and good categories. This is supported by the results of interviews and student questionnaires stating that English is significant in tourism and hospitality because many guests will come to the hotel to stay such as from Australia, America, and England. Thus, it takes skill and ability to speak English that is qualified. Therefore, learning hospitality English is mandatory for all students majoring in hospitality management. It is supported by Avalos-Aguilera and Zapata (2014) that the basic skills in the hospitality industry and international hotels where English is essential than other skills of communication, politeness, and protocol and the art sector.

Additionally, Lecturers do a pre-test to measure students' abilities. So that lecturers can adjust to their level. Hence, the students easily understand the lesson. Pre-task activities have primarily concerned language and promoted awareness and/or production of targeted grammatical or linguistic structures. The pre-task, however, can also be used to engage learners with the content of the task. Learners may think of ideas they want to express and even think of more thorough interpretations of the content of the task. Focusing on the content could be done in pre-task discussions but also be the result of the observation of similar tasks completed on video. These content-focused pre-tasks could evoke more complex interpretations of the task, which could lead to more complex task performances, which are necessary for the more complex meanings learners want to express (Willis, 1996).

In addition, according to Willis (1996), task-based consists of the pre-task, the task cycle, and the language focus; in the pre-task, teacher will present what will be expected by the students in the task phase. Additionally, the teacher may prime the students with key vocabulary or

grammatical construction, although, in “pure” task-based learning lessons, these will be presented as suggestions and the students would be encouraged to use what they are comfortable with in order to complete the task. During the task phase, the students perform the task, typically in small group, although this is dependent on the type of activity. And unless the teacher plays a particular role in the task, then the teacher’s role is typically limited to one of an observer or consular. Here the focus returns to the teacher who reviews what happens in the task regarding to language. It may include language form that the students use, problem that students have, and perhaps forms that need to be covered more or not be used enough (Willis, 1996).

Planning as pre-task activity does not only allow for a focus on language but also provides the opportunity for a focus on the content of the task. From an information processing approach, pre-task planning time could help learners overcome their limited attentional resources and improve their performance. The findings of a substantial amount of research on the effects of planning (both guided and unguided planning) on oral task performance demonstrate positive effects on fluency and complexity and mixed effects with respect to accuracy (Van de Guchte, Rijlaarsdam, Braaksma, & Bimmel, 2019).

In addition, in the implementation of Tourism and Hospitality English, the lecturer repeatedly explains until students understand. Lecturers also use basic grammar techniques used in the hospitality and tourism industry by collaborating with illustrations and power points. So, the concept of presenting the material is accessible.

Moreover, in the Input, the lecturer has connected students' knowledge with the teaching material that will be given. Following the statement of Hutchinson and Waters (1987), the Input must be in the form of text, dialogue, video recording, diagram, or any communication location, based on the requirements identified in the analysis. There are

several items in the Input: such as stimulus material for activities, new linguistic items, correct use of language design, communication themes, opportunities for students to apply their skills to process information, opportunities for students to apply existing knowledge about the language and the topic.

Therefore, it can be concluded that the dominant students commented that the Input received was following what the students expected, this shows that good and very good answers dominated the data, so it can be said that the role of academics and lecturers in inputting material learning is carried out under the existence or need that binds to the established vocational curriculum, another assumption built in this study is that the lecturer has acted professionally with the proper scientific base so that efforts to achieve competence of Makassar Tourism Polytechnic students have been running according to the mechanism.

B. Students' Perception on Content Focus

1. Research Finding of Content Focus

Table 8.2

Frequency and Percentage Distribution of Students' Perception on Content Focus

Scores	N	Percentages	Categories
83 – 100	71	50.5%	Very good
64 – 82	63	45.5%	Good
45 – 63	2	1.5%	Fairly good
25 – 44	3	2.5%	Poor

Table 8.2 showed that most of the students who answered very good by 71 (50.5%) in the range (83-100) seen in the table above, while those who answered good were 63 (45.5%) students with a range (64-82). In addition, the mean score was 84.45% which is categorized into very good.

PPH AP supported who said that

"In addition to books, which are the main reference sources used by lecturers. We were also given the opportunity to look for other references from the internet."

AP student added:

"The teaching materials provided by the lecturers are beneficial for the development of our soft skills because the benefits obtained are many. Like, knowledge of English itself can develop our public speaking skills because we are allowed to speak a lot".

In addition, another PPH MAG student stated the same thing:

"Good sources have supported the teaching materials provided by the lecturers because the materials are relevant to our department. The material provided is beneficial for developing our soft skills because we are given many opportunities to practice our English skills. So, we are expected to be able to communicate well at the end of the lecture."

From the results of interviews with AP students, it can be concluded that. The implementation of English for Hospitality in the PPH study program follows the Makassar Poltekpar's curriculum. According to the MAMS lecturer that:

"The curriculum used has been adapted to the curriculum we use, namely the National Competency Qualification Standard (SKKNI) and the ASEAN standard reference (ASEAN TOOLBOX). We try to look at these two references in terms of skills and qualification standards. So, we must do curriculum acceleration with industry. Then it is adjusted to the competencies that students in the field of English must meet."

MAMS added:

"For the development of students' soft skills, the most important thing is responsibility for what is learned. At least students can explain about the activities in the hotel or hospitality industry".

From the interview data obtained, According to F that

"English learning comes from books. as the main source integrated with moral values in everyday life and when getting a job later."

Student T added that.

"So far, the main source used by lecturers is the English for Tourism Book because all files have content about tourism. From this material, they were asked to explain the destination area or other tourist attractions. So, we really hone our speaking and then hone the structure of speaking in English."

It is in line with what the MQ course lecturer said, who argued that:

"The material we use is taken from teaching materials that already exist at the Poltekpar Makassar. Sometimes also on the internet. According to the conditions faced by students or according to their respective majors, the material provided is useful because the material follows students' needs."

The explanation above can be interpreted according to the interview findings that the dominant students commented that the content focus received was under what the students expected. It shows that the data is dominated by good and very good answers and is supported by the results of student interviews and lecturers. Therefore, it can be said that the role of academics and lecturers in conducting content focus on learning materials is carried out by the existence or needs that are binding with the established vocational curriculum. Another assumption built in this study is that lecturers have acted professionally with the proper scientific base. The achievement of Makassar Tourism Polytechnic student competence has been progressing according to the mechanism.attitude. Then the ability to knowledge (speaking), where students must have

2. Discussion of Content Focus

The Content Focus data obtained in this study showed that most Hospitality and Tourism Destination Management Study Program students answered in the very good and good categories. It is supported by the results of interviews and student questionnaires, which stated that valid sources supported the material provided. Students are also allowed to look for other reference sources from the internet and have plenty of time to practice English speaking, which aims to develop public speaking skills, encourage soft skills, and increase knowledge. Moreover, to help students to achieve the learning goals in term of content focus, teachers need some strategies. First, using humor as a thoughtful initiative. A high tension and devastation of students to understand the content can be minimized by the teacher through jokes and humor. Secondly, interactive and collaborative activities to encourage students to communicate in English with others through a pair work, group work and project work. When students do something together either in pairs or in groups, they interact with their teammates and exchange ideas to work on a project. Through their interaction, they share what they learn from the books or other references (Coyle, Hood, & Marsh, 2010).

In addition, the lecturers use the National Competency Qualification Standard (SKKNI) curriculum and the ASEAN Reference Standard (ASEANTOOLBOX). These two references are collaborated according to industry needs. Then, attitude is the main thing for the development of students' soft skills. Then students are taught to have a sense of responsibility for activities in hotels or industries. Furthermore, curriculum and teaching quality are also crucial in order to deliver the lessons' content. Curriculum quality indicators include exposure to core content topics, content-based academic language as well as opportunities to develop higher-order cognitive functions. Teaching quality refers to teachers' understanding of the content in relation to what is known to be

effective for English Learners (ELs) (Darling-Hammond, 2000). That is, teacher's ability to deliver content to ELs that results in appropriate curriculum access and development of their knowledge systems. Curriculum access includes strategies that have documented evidence in providing ELs with increased access to the curriculum, such as scaffolded instruction, sheltered content instruction, and explicit instruction. These

instructional activities foster development of deep understanding of the content and language, including opportunities for extended discourse, group work, and feedback to students through informal or formal classroom assessments (Aguirre-Munoz, 2014).

The results show that appropriate content focus may encourage deep interactions among lecturers and students that lead to meaningful communications to understand the lessons easily. Hutchinson and Waters, (1987) stated that non-linguistic content should be applied to build meaningful communications. Non-linguistic results showed that lecturers let the students freely speak up and explore more references.

Therefore, it can be said that the role of academics and lecturers in carrying out content focus on learning materials is carried out following the existence or needs that bind to the established vocational curriculum. Another assumption built in this research is that lecturers have acted professionally with the correct scientific base to achieve Makassar tourism polytechnic student competence according to the mechanism.

C. Students' Perception on Language Focus

1. Research Finding of Language Focus

Table 8.3

Frequency and Percentage Distribution of Students' Perception on Language Focus

Scores	N	Percentages	Categories
83 – 100	76	53.5%	Very good
64 – 82	56	40.5%	Good
45 – 63	4	3.5%	Fairly good
25 – 44	3	2.5%	Poor

Table 5 showed that most of the students who answered very good by 76 (53.5%) in the range (83-100) seen in the table above, while those who answered good were 56 (40.5%) students with a range (64-82). In addition, the mean score was 83.96% which is categorized into very good.

Based on the interviews conducted by researchers with PPH students and English lecturers for Hospitality, language focus is following the learning objectives.

MAG Student supported that:

"Regarding the material, the lecturers have used language that is easy to understand. However, maybe some students do not understand the language used by the lecturer. Regarding the clarity of the information on the teaching materials that are delivered, it is accurate. At the end of every meeting, the lecturer always re-explains the material given to avoid miscommunication when working on assignments."

Similiarly, AP said that

"Lecturers use universal or familiar language so that we can easily understand what is being taught by the lecturer. Furthermore, if there is an explanation that is not understood, we are allowed to ask questions."

Student T said that.

"Every class on zoom or google meet, the lecturer uses 90% English. However, the language used is a very simple language. Sometimes the lecturers also give instructions to read some writings and then practice them."

Added by student F argues that

"Lecturers, when giving lessons, use Indonesian and English. So that we students easily understand. So, Indonesian becomes an alternative if there are difficult materials."

It is in line with the opinion of the MQ lecturer, who argues that:

"We use language that is easy to understand because it is adjusted to the level, there are intermediate, pre-intermediate 1 and 2, then advance. We also refer to the use of RPS as a reference for teaching materials. So that the teaching and learning process runs as expected."

Seeing the opinions above, the researcher can conclude that language focuses on teaching and learning activities as desired by students. Starting from the material to the language used by the lecturer is in line with the course. Therefore, students easily understand the material provided, and students are given the opportunity to ask questions if there is still something they do not understand. Furthermore, according to MAMS, a lecturer in the subject said that:

"Of course, the material provided is easy because it adapts to the "work" orientation—the basic orientation in the field. So, when they work, for example, in the reception department, students are allowed to demonstrate activities between guests and staff. In the end, students can integrate the knowledge they get in other fields of study or other subjects."

The explanation above can be interpreted according to the interview findings that the dominant students commented that the content focus received was under what the students expected. It shows that the data is dominated by good and very good answers and is

supported by the results of student interviews and lecturers. Therefore, it can be said that the role of academics and lecturers in conducting content focus on learning materials is carried out by the existence or needs that are binding with the established vocational curriculum. Another assumption built in this study is that lecturers have acted professionally with the proper scientific base. The achievement of Makassar Tourism Polytechnic student competence has been progressing according to the mechanism.

2. Discussion of Language Focus

The language focus data obtained in this study showed that most Hospitality and Tourism Destination Management Study Program students answered in the good and very good categories. This was supported by the results of interviews and questionnaires. Students stated that during the lecture the lecturer used a universal language, easily understood by students, and was given the opportunity to ask questions if there were things that were still not understood. In addition, lecturers use English and Indonesian. Then, the lecturer usually uses the end of the session for questions and answers. Student-centered-learning implementation is quite helpful to encourage students in using English speaking. It leads students to play a significant role in learning. Playing active roles in the classroom provides the students with the chance to use the language in discussions, sharing sessions, and practicing concepts they learn (Collins & O'Brien, 2003).

This is in line with what the lecturers who teach courses use materials that have adapted to work orientation. Students are also given the opportunity to demonstrate departmental activities at the Hotel. In the teaching process, lecturers also motivate students with several principles. First, learning a language is easy. Second, English is not a mother tongue, so students do not hesitate to make mistakes. Finally, the

lecturer uses Indonesian if there is material that has not been understood by students. In addition, to facilitate improvement on students' language focus competence, the activities should encourage the students to use the language. In relation to this, Rosario (2011) considered that a classroom is a learning society where the students can learn from people around them. While they are finishing a certain project or task with their friends, they learn both the target language and the content from their friends. That is why cooperative activities are more suggested in learning rather than individual activities (Rosario, 2011).

From the results of the interpretation above, it can be said that the role of academics and lecturers in conducting language focus learning materials is carried out in accordance with the existence or needs that are binding with the established vocational curriculum, another assumption built in this study is that lecturers have acted professionally on a scientific basis so that efforts to achieve competence of Makassar tourism polytechnic students have been running according to the mechanism.

D. Students' Perception on Task

1. Research Finding of Task

Table 8.4

Frequency and Percentage Distribution of Students' Perception on Task

Scores	N	Percentages	Categories
83 – 100	84	59.0%	Very good
64 – 82	48	35.5%	Good
45 – 63	5	4.5%	Fairly good
25 – 44	2	1.5%	Poor

Table 8.4 showed that most of the students who answered very good by 84 (59.0%) in the range (83-100) seen in the table above, while those who answered good were 48 (35.5%) students with a range (64-82).

In addition, the mean score was 83.99% which is categorized into very good.

This is supported of the results of interviews, according to AP students:

“Assignment cannot be separated from the material that has been taught. The tasks vary, such as independent and group assignments and even small discussion activities. After that, each group leader reports the results of their discussion. Furthermore, during the lecture process like this, I felt something different from myself where I was much more confident to speak up, and also I was able to think faster about what words to say.”

Added by MAG student said that.

“Yes, sir, all the materials are sequential from the first material to the last material. So, students are not confused about answering questions or answer sheets given by the lecturer because the questions given are written very well and clearly. So far, the lecturers have given assignments related to independence and group, sir. Moreover, recently, we were given group assignments, and every English assignment was challenging. Therefore, always challenging, sir. Moreover, the lecturers always give assignments to make videos, and this task is the most challenging.”

The MAMS course lecturer then adds it.

“For daily assignments, we give various assignments, and sometimes there are assignments that must be written, there are times when they have to make videos, there are times when they have to explain pictures. Because if it is monotonous, students will feel bored.”

MAMS added that

“Assignments, some are independent, some form groups, why should there be groups, why should there be independent ones. The first, if they are independent, have a sense of responsibility to build a sense of responsibility related to their duties. The

second, Why do groups need to build a sense of social and social communication that needs to be built, which must use the two methods given."

According to Student F that

"During the learning process, at the end of every meeting, the lecturer always gives assignments, either in the form of individuals or groups. So that every given, we feel challenged and can stimulate our desire to learn more."

In addition, Student T said that.

"Every meeting, there must be assignments for both individuals and groups. Then share with other friends."

The lecturer MQ added it.

"In writing questions or giving assignments, we will adjust the level of ease of questions, first from very easy to difficult. Then it is adjusted according to the weight of the value."

The explanation above can be interpreted according to the interview findings that the dominant students commented that the content focus received was under what the students expected. It shows that the data is dominated by good and very good answers and is supported by the results of student interviews and lecturers. Therefore, it can be said that the role of academics and lecturers in 35conducting content focus on learning materials is carried out by the existence or needs that are binding with the established vocational curriculum. Another assumption built in this study is that lecturers have acted professionally with the proper scientific base. The achievement of Makassar Tourism Polytechnic student competence has been progressing according to the mechanism.

2. Discussion of Task

The Task data obtained in this study showed that most Hospitality and Tourism Destination Management Study Program students answered in the good and very good categories. Dominant students commented that the task received was following what the students expected. This shows that good and very good answers dominated the data. It is supported by student activities in giving various assignments such as individual assignments, groups and assignments that cannot be separated from the material. The lecturers give assignments with sequential material ranging from easy to complex. Task Based Language Teaching can be defined as teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problems or objective. Furthermore, defining a task as an activity (or method) where students are argued to accomplish something or solve some problems using their language. Preferably, this activity is open-ended; there is no set way to accomplish their goal (Nunan, 2004).

Mulyono (2011) finds out that students taught by using task-based language teaching get better achievement in reading comprehension. Task based language teaching can facilitate the students learning by involving them actively during teaching and learning process. Besides that, task-based language teaching involves several stages in its implementation. So, it makes the students be able to follow the lesson step by step. Consequently, the students can get better understanding on the materials and get good achievement especially in reading comprehension (Mulyono, 2011).

It is in line with what is done by lecturers who provide various independent and group assignments because with independent and group assignments, students feel they have a sense of responsibility and build a social sense and build emotional relationships with fellow

students. So, students feel challenged with the task. Task- Based-Language-Teaching is advantageous to the students because it is more student-centered, allowing for more meaningful communication, and often providing for practical extra-linguistic skill building. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and learn, rather than just the 'target language' of the lesson (Kumara, Patmadewi, & Suarnajaya, 2013).

Thus, the role of academics and lecturers in inputting learning material is carried out following the existence or needs that are binding with the established vocational curriculum. Another assumption built in this study is that lecturers have acted professionally with the proper scientific base to achieve the competence of Makassar Tourism Polytechnic students who have run according to a mechanism.

E. Summary

In terms of this study the researcher concludes that: Based on the analysis of the combine scores of the 2 study programs. It is found that it was very good. The English for Tourism and Hospitality was under what the students expected. It shows that the data is dominated by very good answers and is supported by the results of student interviews and lecturers. Therefore, it can be said that the role of academics and lecturers in conducting input, content focus, language focus and task on learning materials is carried out based on the objective of vocational curriculum.

9

IMPLEMENTATION OF ENGLISH FOR TOURISM AND HOSPITALITY PURPOSES (ETP)

A. Implementation of ETP

Researchers' observations conducted twice found that the lecturers of English for tourism and hospitality courses in the hospitality management and tourism destination study program and tourism destination had taken several steps in the teaching and learning process such as the initial step, including the lecturer asking students to pray before starting the lesson. The student who led the prayer was the student who acted as class president that day. The goal is to ask for blessings and can motivate students before studying. Then, the lecturer asked the students about their willingness to learn English.

After that, the lecturer took several steps in the core activity, including asking questions about the previously studied teaching materials. Then students respond to the lecturer's questions. The lecturers also explained the learning objectives to be achieved at that time. Then the lecturer explains the material to the students and allows students to ask questions. Lecturers also provide ice-breaking and games in between the learning process. In the final activity, the lecturer

concludes the material being studied and evaluates questions about the material being reviewed. Finally, the lecturer closed the class and thanked the students.

The learning platform used by the Makassar tourism polytechnic is SIAKAD-EDLINK-ZOOM. These three platforms are synchronized making it easier for lecturers and students in the teaching and learning process, such as checking student attendance, giving assignments, and giving grades. However, the obstacle faced by both lecturers and students in the online teaching and learning process is connection. Thus, it is not uncommon in the teaching and learning process to suddenly disconnect because the network does not support it. However, the enthusiasm of students is very high. It can be seen from their activities. Almost all students answered all the lecturer's questions using English, participated in a series of teaching and learning processes enthusiastically, and enjoyed some games given by the lecturer.

In learning activities, lecturers provide equal opportunities to all students. Nothing is distinguished from one another. So that students have the chance to talk a lot. Because it only focuses on developing speaking skills rather than grammar skills. Based on the activities above, it can be interpreted that the results of observations made by researchers are the lecturers are good at carrying out apperception by giving guiding questions related to student experiences in everyday life to foster student motivation and understanding. Moreover, they formed groups into several heterogeneous groups, gave assignments to each individual and group so that students can understand them well and provided evaluations of the learning process to students, such as giving individual written tests to know the extent to which students understand the material studied.

Based on the observations showed that the lecturers of English for tourism and hospitality in the hospitality management and tourism destination study program that had several steps in the teaching and

learning process such as the initial step, core step, and closing steps. It is supported by Muslich (2007) the sub-components of the implementation of learning are directed at three aspects of activities, namely 1) pre-learning activities 2) Core activities 3) Closing activities Learning outcomes are the result of the interaction of external stimuli with students' internal knowledge. Then, the student led the prayer before the class started. The goal is to ask for blessings and can motivate students before studying. Similarly, according to Rumiyati (2008) that factors from outside (external), namely the stimulus and environment in learning events and factors from within (internal), namely factors that describe the state and cognitive processes of students. Then, the lecturer asked the students about their willingness to learn English. Moreover, the lecturers required questions about the previously studied teaching materials. Then students respond to the lecturer's questions. The lecturers also explained the learning objectives to be achieved at that time.

After that, the lecturers took several steps in the core activity, mostly both used speech teaching method, demonstration, and discussion. Rumiyati (2008) explaining the learning method can be interpreted as the method used to implement the plans that have been prepared in the form of real and practical activities to achieve learning objectives. Then the lecturer explains the material to the students and allows students to ask questions. Lecturers also provide ice-breaking and games in between the learning process. In addition, the lecturers implemented learning in the classroom with using media that made students will become active and there will be interactions in the learning process so that learning materials can be digested easily. Media is something that is material-immaterial or behavioral or personal which is used as a vehicle for ease, fluency and success in the learning process (Winataputra, 2008).

In the final activity, the lecturer concludes the material being studied and evaluates questions about the material being reviewed. Finally, the lecturer closed the class and thanked the students.

The learning platform used by the lecturers are SIAKAD-EDLINK-ZOOM. These three platforms are synchronized making it easier for lecturers and students in the teaching and learning process, such as checking student attendance, giving assignments, and giving grades.

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B. Summary

Based on the observation activities, it can be concluded that Lecturers properly carry out apperception by asking questions about student experiences in daily life to foster student motivation and understanding. Lecturers are good at forming groups; students are grouped into several heterogeneous groups. Lecturers are good at giving assignments to each individual and group so that students can understand them well. Lecturers are good at providing evaluations of the learning process to students, such as giving individual written tests to know the extent to which students understand the material studied. Another statement in this study is that lecturers have accomplished professionally with the proper scientific base. The achievement of Makassar Tourism Polytechnic student competence has been progressing according to the mechanism.

Based on the findings and conclusions above, several suggestions are recommended for other studies in the present. First, in the developing and establishing teaching materials, developer, teachers, stake holder can consider the target perception. the implementation of using varied materials in English for Hospitality and Tourism classroom is beneficial for the students. Hence, lecturers should select suitable and or alter teaching materials considering students' needs, interests, and language proficiency. Second, the difficulties faced by the lecturers can be manipulated by preparing a lot before teaching. Lecturers also can ask students to search or bring the material before the lecturers delivering it into the class in order to get prior knowledge about the issues will be discussed in the class. And the last, the researcher can conduct similar research with different level of participants concerning this issue.

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ENGLISH FOR TOURISM & HOSPITALITY:

Students' Perspectives and Teaching Practices

This book, "English for Tourism and Hospitality: Students' Perspectives and Teaching Practices" emphasizes the critical role of English in the globalized world, particularly in sectors such as tourism and hospitality, where effective communication is essential. With the increasing global demand for proficient English speakers, especially in industries that rely heavily on international interactions, it is imperative for educational institutions to equip students with the necessary language skills.

This book delves into the perspectives of students at the Politeknik Pariwisata Makassar on the English for Tourism and Hospitality course. It explores how students perceive the relevance and effectiveness of the language instruction provided, examining aspects such as input, content focus, language focus, and tasks. Additionally, it assesses how the course is delivered by instructors to meet the goals of the curriculum and prepare students for the demands of the tourism and hospitality industries.



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