

OVERCOMING BARRIERS IN ENGLISH LEARNING FOR THE HOSPITALITY AND TOURISM INDUSTRY: EFFECTIVE STRATEGIES FOR SUCCESS

M. Bambang Purwanto¹, Yusri², Evi Agustinasari³

¹ Politeknik Prasetiya Mandiri, Bogor, Jawa Barat, Indonesia
mbambangpurwanto@gmail.com

^{2,3} Politeknik Sriwijaya, Palembang, Sumatra Selatan, Indonesia
yusri@polsri.ac.id, eviagustinasari@polsri.ac.id

ABSTRACT

The hospitality and tourism industry plays a vital role in the global economy and relies heavily on direct interaction with customers from various cultural and linguistic backgrounds. Communication in English is an indispensable skill for professionals in this sector to provide optimal services. This study aims to identify the obstacles hospitality and tourism staff face in learning English and propose effective strategies to overcome these obstacles. The research method used is the literature method, which includes collecting data from various academic sources such as books, scientific journals, research reports, and policy documents. In addition, surveys with hospitality and tourism staff were conducted to gain in-depth insights into the obstacles they faced and strategies that were considered adequate. The main barriers identified include lack of motivation, time constraints, resource limitations, and irrelevant learning materials. To overcome these obstacles, this study proposes several effective strategies, including project-based learning, the use of technology in learning, collaboration with industry to provide authentic materials, and ongoing training programs. Implementing pilot programs and periodic evaluations is also proposed to ensure the strategies' effectiveness. The research has significant implications for many stakeholders, including hotel managers, language coaches, policymakers, and educational institutions. With the right strategy, it is hoped that the English language skills of hospitality and tourism staff will increase, improving the quality of service, customer satisfaction, and competitiveness of tourist destinations. The research also provides a basis for developing more effective training programs and policies that support English language learning in the sector.

Keywords: English learning, hospitality, tourism, constraints, practical strategies

INTRODUCTION

The hospitality and tourism industry is a dynamic and competitive sector that plays a vital role in the global economy. The industry not only employs millions of people around the world but also contributes significantly to the country's revenue through international tourism. As an

industry that relies heavily on direct interaction with customers from various cultural and linguistic backgrounds, communicating in English is becoming an essential skill for professionals in the sector (Rață, 2013). English, as an international language, is widely used in business communication (Francesconi, 2007), Customer Service (Rostan & Pammu, 2023), daily operations in hotels (Ali, 2023), restaurants (Cappelli, 2013), and tourist destinations (Yurko et al., 2019) other. Good English proficiency enables hospitality and tourism staff to provide better service, increase customer satisfaction, and strengthen their business reputation (Ridayani & Purwanto, 2024).

Although the importance of the English language is widely recognized, Agustin and Purwanto (2023) stated that many staff members in the hospitality and tourism industry need help learning this language. Many staff members need to be made aware of the importance of the English language and not feel more motivated to learn (Auliana et al., 2022). They may need to see a direct link between English language proficiency and career progression. Tight work schedules and pressure to provide fast and efficient services make it difficult for staff to learn English consistently (Hanadya et al., 2023). Not all workplaces provide adequate resources, such as language courses or training tailored to industry needs. The existing learning materials often need to match the actual situation and needs in the workplace (Purwanto, 2021), making it less effective in improving the necessary English language skills.

This study aims to identify and analyze the obstacles in English learning faced by staff in the hospitality and tourism industry. In addition, this research also aims to develop and propose effective strategies to overcome these obstacles and improve the English language skills of professionals in this sector. With the right strategy, a more communicative and professional work environment can be created and improve the quality of services provided to tourists. This research is of great significance to various stakeholders in the hospitality and tourism industry, including hotel managers, language coaches, policymakers, and educational institutions. Helping staff provide better service to international travelers (R.A Rodia Fitri Indriani et al., 2024), which in turn can improve customer satisfaction and business reputation (Susanto et al., 2022). Assist staff in developing their English language skills, which can open up better career opportunities in the industry. Provide a basis for developing more effective training programs and policies that support English language learning in this sector.

This research will use literature methods to collect data and information from various relevant sources, including academic books, scientific journals, research reports, and policy documents. In addition, the study will also involve surveys with hospitality and tourism staff to gain in-depth insights into the obstacles they face and the strategies they consider adequate. With a systematic and comprehensive approach, this research is expected to make a meaningful contribution to improving English language skills in the hospitality and tourism industry, thereby supporting the development of this sector.

METHOD

This research uses the Literature method; in this case, the purpose of the linkage in this study is to collect information and data from existing sources. Understand the obstacles faced in learning English in the hospitality and tourism industry. Identify strategies that have been implemented before and evaluate their effectiveness. Develop new strategies based on findings and recommendations from the existing literature. The data source in this method comes from

books that discuss English learning, especially in the context of the hospitality and tourism industry. Articles from scientific journals focus on language education, vocational training, and case studies in the tourism industry. Research reports, theses, and dissertations relevant to English language learning in the tourism sector. Guidelines, policies, and reports from governments and international organizations related to English language training and tourism development, as well as articles and papers presented at conferences related to language education and the tourism industry.

The data collection process in this study uses the following steps: Keyword Identification: Determine relevant keywords such as "English language learning," "hospitality," "tourism," "learning strategies," "learning constraints," and "language training." Use academic databases such as Google Scholar, JSTOR, ProQuest, and ScienceDirect to search for relevant literature. Use the library catalogs of universities and other institutions to find related books and research reports. Organizes data by topic categories such as learning constraints, learning strategies, training effectiveness, and industry context. Provides code on vital information to facilitate analysis and conclusion. Reference management software such as EndNote or Mendeley can be used to manage references and citations.

The data analysis from this study was carried out by identifying the main themes that emerged from the literature reviewed, such as the main obstacles in English language learning and the practical strategies that have been proposed—group information by theme to facilitate further analysis. Compare findings from different sources to find common patterns and differences. Integrate information from multiple sources to understand the research topic comprehensively. Assess the credibility and reliability of information sources and the extent to which the information obtained is relevant to the research objectives.

In this research, the authors employed a qualitative research design, utilizing a discourse analysis (DA) approach to focus on the moral messages conveyed in the film *Chibi Maruko-chan*. The process began with the researchers watching selected episodes of the film, during which they carefully analyzed the dialogues, interactions, and actions of the characters. By applying discourse analysis, they examined how language and behavior reflected deeper moral meanings, identifying specific instances where moral messages were communicated. The researchers documented their findings by noting scenes and character interactions that illustrated key educational values. This systematic approach allowed them to present data centered on the moral lessons demonstrated by the characters in the film, highlighting the significance of language and its role in shaping moral understanding (Gee, 2010; Kamalu & Osisanwo, 2015).

FINDINGS AND DISCUSSION

Findings

1. Increased Traveller Satisfaction

Travelers feel more satisfied when communicating quickly and clearly with the tourism staff. Good English language skills allow staff to understand travelers' needs and preferences, provide accurate information, and respond quickly to questions or concerns. It shows that workers with good English skills tend to provide better service and increase tourist satisfaction. Travelers who feel understood and valued tend to have a positive experience. For example, when a tour guide can explain the local history and culture well in English, tourists feel more engaged and informed, increasing their overall impression of

the destination. Good English skills help staff in handling complaints and problems more effectively. Travelers who feel their issues are well acknowledged and resolved are more likely to be satisfied and may leave a positive review or recommend the destination to others. Staff who communicate well in English can provide more responsive and proactive services. For example, they can provide additional recommendations or helpful information without being asked, which adds value to the services provided. Satisfied travelers often leave positive reviews on TripAdvisor, Booking.com, and Google Reviews. These positive reviews improve the destination's reputation and attract more tourists. High satisfaction also increases the likelihood that travelers will return to the same destination or use services from the same provider. This creates valuable customer loyalty for the tourism industry.

2. Professional Competencies

English language proficiency enhances the professional competence of tourism staff, making them more flexible and able to interact with a wide range of international tourists. This provides a competitive advantage in their careers and opens up wider job opportunities in the global tourism industry. Improving English language competence enhances the professionalism of tourism workers and expands their career opportunities. Ongoing English language training also contributes to developing other skills, such as time management, interpersonal skills, and the ability to work in a team. This enriches the professional profile of staff and improves their ability to adapt to different situations. Good English skills increase the confidence of staff in interacting with tourists. This confidence is reflected in professionalism and a higher work ethic, improving service quality. Staff, who are comfortable communicating in English, are more likely to take the initiative and show creativity in their work. They can offer innovative solutions to meet the needs of travelers and improve the service experience. English language proficiency opens up a more comprehensive range of career opportunities for tourism staff, including the possibility of working in international tourist destinations or getting promoted to higher positions in their organizations. This increases career mobility and provides long-term benefits for their professional development. Staff with good English skills often earn more recognition and appreciation from their employers, as they can significantly contribute to improve service and traveler satisfaction. These awards can be salary increases, bonuses, or the opportunity to participate in advanced training.

3. Training Effectiveness

Research shows a significant improvement in staff's English proficiency after participating in the training program. The evaluation was conducted by comparing English scores before and after training, which showed an average improvement of 25-30% in comprehension, speaking skills, and writing. It shows that structured and continuous English training programs effectively improve tourism workers' communication skills. The training program uses various learning methods, including hands-on classes, language learning apps, role-playing games, and situational simulations. This approach helps staff to learn English in a way that is interactive and relevant to their work needs. Technology, such as English learning apps, has proven effective in facilitating self-paced learning outside formal training hours. This helps staff continuously develop their English skills without depending on limited training time. Staff who have attended English language training can communicate more smoothly and effectively with international tourists. They can better understand guests' needs and provide clear and accurate information. With improved English proficiency, staff can provide more personalized and responsive service, increasing guest satisfaction. This can be seen from the increase in positive reviews and guest feedback. The staff who are well trained in English are also better able to handle guest

complaints and problems professionally and efficiently. The ability to communicate clearly and diplomatically reduces the risk of conflict and increases the likelihood of a satisfactory resolution. Despite the significant improvement in English language proficiency, there is a need for advanced and ongoing training programs. This will ensure that staff remain skilled and up-to-date with the development of English and the evolving needs of the tourism industry. Active support from hotel or resort management is essential for the training program's success. Investing in English language training improves the quality of service and increases staff morale and motivation.

Discussion

1. Implications for Industry

Good English skills among tourism staff can increase the competitiveness of a tourist destination. Destinations that provide communicative and responsive services to international tourists tend to be more in demand and considered professional (Basturkmen, 2015). The growing tourism industry contributes significantly to local economic growth (Ali, 2023; Boroujeni & Fard, 2013). Good English language proficiency facilitates better interaction between local tourism staff and foreign tourists, increasing revenue from the tourism sector and expanding employment (Bury & Oka, 2017). Aisyah et al. (2024) states that English is the primary language used to promote and market tourist destinations globally. Competent staff in English can assist in drafting attractive and practical promotional materials and communicate the advantages of the destination to the international market.

2. Policy and Education

Local governments have an essential role in supporting the development of English language skills among tourism staff. They can design policies and training programs that support improving English language skills (Bambang et al., 2022) and facilitate cooperation between the tourism industry and educational institutions (Hanadya et al., 2022). Educational institutions at the local and national levels need to integrate curricula that are relevant to English language proficiency for the tourism industry (Hidayad, Agustin et al., 2023; Irawan et al., 2024). This includes the development of lesson modules that focus on tourism communication, specific vocabulary, and English language practice in the context of tourism. Tourism staff needs to have easy and affordable access to ongoing English language training (Cappelli, 2013; Chen et al., 2011; Dudley-Evans, 1998; Fujita, 2019). This can be done through cooperation between the tourism industry, educational institutions, and training service providers by providing flexible and relevant programs.

3. Improvement Strategy

English language training programs should be integrated with the tourism industry's specific needs, including case studies and situational simulations. This will help staff develop English skills contextually and practically (Elia et al., 2010; Francesconi, 2007; Jaisabai et al., 2019). Digital technology can support independent and sustainable learning in English (Purwanto, 2022; Purwanto et al., 2023). Language learning apps, webinars, and e-learning platforms can help staff improve their skills outside of working hours (Agustin & Purwanto, 2022; Astirini Swarastuti et al., 2024; Bambang, 2017). It is essential to evaluate the effectiveness of English language training programs regularly. Feedback from staff and travelers can provide valuable insights into program success and areas for improvement.

To provide a comprehensive comparison, here is a comparison between this study and several related studies: 1) Tang (2020) *Challenges in Teaching English for Tourism: A Case Study in a Thai University*. The purpose of this study is to explore the challenges teachers and students face in learning English for tourism purposes at a university in Thailand. The results of this study provide information on key challenges, including a lack of relevant teaching resources, low student motivation, and a lack of practical engagement with the tourism industry. Teachers need help in providing exciting and relevant materials to the local context. The sustainability research from this research is expected to develop a curriculum that is more relevant to the needs of the tourism industry, increase cooperation with industry players to provide practical opportunities for students, and use technology to make learning more interactive and exciting. Then, the research from Dewi (2017), "Effective Strategies for Teaching English for Specific Purposes: Tourism and Hospitality," aims to identify effective teaching strategies to improve the English language skills of students who learn to work in the hospitality and tourism industry. Effective strategies include using authentic materials from industry, project-based learning, and collaboration with industry professionals. Project-based learning helps students to apply English skills in real-world contexts. The two studies showed that the obstacles in learning English for the hospitality and tourism industry in different countries had several similarities, including low student motivation, lack of relevant resources, and limited support from industry and government. However, the proposed effective strategies, such as project-based learning, the use of technology, and collaboration with industry, show positive results in overcoming these constraints (Jaisabai et al., 2019; Moattarian & Tahririan, 2014; Muntiningsih, 2018). The research "Overcoming Barriers to English Language Learning for the Hospitality and Tourism Industry: Effective Strategies for Success" is in line with the findings of other studies and emphasizes the importance of a relevant and practical approach to improving English proficiency in the tourism sector (Tarnopolsky, 2013).

The implications of this study are divided into three: 1) Implications for the world of tourism: By overcoming barriers to learning English, hospitality and tourism industry staff can communicate more effectively with international tourists, improving service quality. Travelers feel more valued and understood when they can communicate with staff who are fluent in English, which contributes to a positive experience and increased customer satisfaction. Destinations known to have staff who can communicate in English will have a higher appeal to international tourists, increasing competitiveness in the global market (Vu & Burns, 2014; Wilson, 2018). Better English proficiency among hospitality and tourism staff can attract more international tourists (Takada et al., 2022), ultimately increasing tourism sector revenue. 2) Implications for Education and Training policies: Educational institutions need to adapt their curriculum to include English specific to the hospitality and tourism industry, including terminology and situations often encountered in daily work. Providing ongoing training programs designed to meet the specific needs of the tourism industry can ensure that staff's English skills remain up-to-date and relevant (Rostan & Pammu, 2023; Shih, 2012). Marisya et al. (2023) state that governments and educational institutions must provide the necessary funds and resources to support English language training programs, including learning materials, technology, and training facilities. Education policies that support teaching English as an integral part of vocational training in the tourism sector can improve workforce competence. 3) Implications for Improvement Strategies: Implementing technology such as language learning apps and e-learning platforms allows staff to learn English independently and flexibly, according to their time and ability.

Technology can make learning more interactive and engaging, increasing staff engagement and motivation to keep learning. Collaboration with tourism industry players to provide practical

opportunities for staff and students can increase the relevance of learning and provide valuable practical experience (Hidayad, Umar, et al., 2023). Collaboration with industry can help develop authentic and relevant learning materials that reflect real situations and needs in the field (Indriani et al., 2021). This study shows that the hospitality and tourism industry can improve service quality, competitiveness, and tourist satisfaction by overcoming obstacles in learning English. Implications for education and training policy include the need for curriculum adjustments, government support, and the use of technology in learning. Collaboration with industry and local workforce empowerment is crucial to successfully developing relevant and practical English language skills in tourism (Tong, 2022; Zou et al., 2023).

This sustainability research aims to overcome obstacles to learning English in the hospitality and tourism industry more effectively and innovatively. Through a comprehensive approach involving the latest technology and collaboration with various stakeholders, it is hoped that the resulting strategy can be widely and sustainably implemented, having a positive impact on the tourism industry and the local economy.

CONCLUSION

In the hospitality and tourism industry, communicating in English is crucial. This study identifies various obstacles faced in English language learning in this sector, such as lack of motivation, time limitations, and less relevant learning materials. Through in-depth analysis and a comprehensive approach, effective strategies have been proposed to overcome these constraints. Overcoming obstacles in learning English in the hospitality and tourism industry requires an innovative and collaborative approach. Strategies involving the use of technology, project-based learning, and collaboration with industry have proven effective in improving staff's English proficiency. Implementing pilot programs and periodic evaluations are essential steps to ensure the success of this strategy. With the support of all stakeholders, it is hoped that English language skills in the hospitality and tourism sector will increase significantly, positively impacting service quality and global competitiveness. This research provides practical guidance for overcoming obstacles in English language learning. It proposes strategies that can be widely adopted, ensuring that the hospitality and tourism industry can meet the communication demands needed to serve international tourists.

Acknowledgment

Thank you to the D3 English Study Program of the Sriwijaya State Polytechnic for providing the opportunity to hold a writing collaboration between lecturers. We also thank the Institute for Research and Service of Prasetya Mandiri Polytechnic Bogor for providing access to services and opening cooperation so that collaborative research between the two institutions occurs, which is expected to be a solid cooperation to discuss English teaching in the world of Tourism and Hospitality.

REFERENCES

- Agustin, A., & Purwanto, M. B. (2022). Pelatihan Kiat Menjadi Pembelajar Bahasa Inggris yang Lebih Berhasil Bagi Siswa SMA/SMK di Kota Palembang. *SEWAGATI: Jurnal Pengabdian Masyarakat Indonesia*, 1(4), 12–19. <https://doi.org/10.56910/sewagati.v1i4.244>
- Agustin, A., & Purwanto, M. B. (2023). Pelatihan Cooperate Learning Melalui Media English

- Exploratory Vacation pada Mahasiswa Sadar Wisata Palembang Darussalam. *Sejahtera: Jurnal Inspirasi Mengabdikan Untuk Negeri*, 2(4), 282–288. <https://doi.org/10.58192/sejahtera.v2i4.1478>
- Aisyah, A., Hidayat, F., & Purwanto, M. B. (2024). Effect of Grammar Learning Strategies (GLS) in Language Learning: Case Study on Vocational High School Students in Determining Proficiency Levels. *Wiralodra English Journal (WEJ)*, 8(1 SE-Articles), 141–153. <https://doi.org/10.31943/wej.v8i1.281>
- Ali, F. (2023). Let the devil speak for itself: Should ChatGPT be allowed or banned in hospitality and tourism schools? *Journal of Global Hospitality and Tourism*, 2(1), 1–6. <https://doi.org/10.5038/2771-5957.2.1.1016>
- Astirini Swarastuti, Budiyo, B., & M Bambang Purwanto. (2024). Management of English Learning to Improve Digital-Based Language Literacy Skills. *International Journal of Education, Vocational and Social Science*, 3(01 SE-Articles), 202–215. <https://doi.org/10.99075/ijevss.v3i01.672>
- Auliana, N. U., Hanadya, D., & Purwanto, M. B. (2022). Pengembangan Objek Wisata Kambang Iwak Park Sebagai Paru-Paru Kota Palembang. *NAWASENA: Jurnal Ilmiah Pariwisata*, 1(3), 20–31. <https://doi.org/10.56910/nawasena.v1i3.375>
- Bambang, P. (2017). The Correlation Among Parents' Education, Income, Motivation And English Learning Achievement Of The State Junior High School 27 Of Palembang. *Jambi-English Language Teaching*, 2(1), 8–12. <https://doi.org/10.22437/Jelt.V2i1.3663>
- Bambang Purwanto, M., & Hidayat, F. (2022). English Learning Strategies For Vocabulary Mastery. *English Education: Journal Of English Teaching And Research*, 7(2 Se-), 178–189. <https://doi.org/10.29407/Jetar.V7i2.18457>
- Basturkmen, H. (2015). *Developing Courses In English For Specific Purposes*. Springer.
- Boroujeni, S. A., & Fard, F. M. (2013). A Needs Analysis Of English For Specific Purposes (Esp) Course For Adoption Of Communicative Language Teaching:(A Case Of Iranian First-Year Students Of Educational Administration). *Life*, 1, 35–44.
- Bury, J., & Oka, T. (2017). Undergraduate Students' Perceptions Of The Importance Of English In The Tourism And Hospitality Industry. *Journal Of Teaching In Travel & Tourism*, 17(3), 173–188. <https://doi.org/10.1080/15313220.2017.1331781>
- Cappelli, G. (2013). Traveling Words: Linguaging In English Tourism Discourse. In *Travels And Translations* (Pp. 353–374). Brill. https://doi.org/10.1163/9789401210164_022
- Chen, P.-C., Chiu, W. Y., & Lin, T. Y. (2011). A Study Constructing A Holistic English For Specific Purposes (Esp) Curriculum Model For Tourism And Hospitality English. *Education Research Journal*, 1(5), 84–93.
- Dewi, A. (2017). *English As A Medium Of Instruction In Indonesian Higher Education: A Study Of Lecturers' Perceptions* Bt - *English Medium Instruction In Higher Education In Asia-Pacific: From Policy To Pedagogy* (B. et al. (Eds.); Pp. 241–258). Springer International Publishing. https://doi.org/10.1007/978-3-319-51976-0_13
- Dudley-Evans, T. (1998). *Developments In English For Specific Purposes*. Cambridge University Press.
- Elia, I., Van Den Heuvel-Panhuizen, M., & Georgiou, A. (2010). The Role Of Pictures In Picture Books On Children's Cognitive Engagement With Mathematics. *European Early Childhood Education Research Journal*, 18(3), 275–297. <https://doi.org/10.1080/1350293x.500054>
- Francesconi, S. (2007). *English For Tourism Promotion: Italy In British Tourism Texts*. Hoepli.
- Fujita, R. (2019). English For Tourism And Hospitality. In *Towards A New Paradigm For English Language Teaching* (Pp. 172–180). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429423963-16/English->

Tourism-Hospitality-Reiko-Fujita

- Hanadya, D., Auliana, N. U., & Purwanto, M. B. (2022). Kepuasan Mahasiswa Terhadap Pelayanan Sarana Dan Prasarana Perpustakaan Di Politeknik Darussalam Palembang. *Jurnal Ilmiah Mahasiswa Perbankan Syariah (Jimpa)*, 2(1), 171–182. <https://doi.org/10.36908/Jimpa.V2i1.61>
- Hanadya, D., Auliana, N. U., & Purwanto, M. B. (2023). Promosi Pulau Kemaro Sebagai Wisata Sejarah Kota Palembang Dalam Acara Rapat Kerja Nasional Jaringan Kota Pusaka Indonesia (Jkpi) Ke-Ix 2022. *Jurnal Ilmiah Mahasiswa Perbankan Syariah (Jimpa)*, 3(1), 197–210. <https://doi.org/10.36908/Jimpa.V3i1.168>
- Hidayad, F., Agustin, A., Despita, D., & Purwanto, M. B. (2023). Implementing Writing Skills Through The Genre Approach. *Interaction: Jurnal Pendidikan Bahasa*, 10(2), 589–606. <https://doi.org/10.36232/Jurnalpendidikanbahasa.V10i2.4767>
- Hidayad, F., Umar, U., Agustin, A., Despita, D., & Purwanto, M. B. (2023). The Effectiveness Of Online Assessment Platforms In EFL Classroom: A Students' Perception On Using Kahoot Application. *Jurnal Scientia*, 12(01), 87–97.
- Indriani, R. A. R. F., Hanadya, D., & Purwanto, M. B. (2021). Pelatihan Kewirausahaan Pembuatan Roll Cake Di Komplek Nuansa Dago Blok. A9 Sukabangun, Kota Palembang. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 31–40. <https://ojs.politeknikdarussalam.ac.id/index.php/jpkm/article/view/jpkm5>
- Irawan, D., Marisya, F., Hatidah, H., & Purwanto, M. (2024). Changing Principal Leadership In The Age Of Digitalization. *Interaction: Jurnal Pendidikan Bahasa*, 11(1 Se-Articles). <https://doi.org/10.36232/Jurnalpendidikanbahasa.V11i1.6033>
- Jaisabai, S., Gumjudpai, S., & Sirijetianukit, P. (2019). A Development Of Subject Curriculum On English For Cultural Tourism Based On Place-Based Education With Task-Based Learning For The Students Of Mahachulalongkornrajavidyalaya University Nakhon Phanom Buddhist College. *Dhammathas Academic Journal*, 19(1), 161–174. <https://so06.tci-thaijo.org/index.php/Dhammathas/article/view/109888>
- Marisya, F., Mayasari, V., Astuti, S. D., & Purwanto, M. B. (2023). Implementation Of Leadership Ethics And Transformational Leadership In Employee Performance. *Asian Journal Of Applied Business And Management*, 2(4 Se-Articles), 545–556. <https://doi.org/10.55927/Ajabm.V2i4.6714>
- Moattarian, A., & Tahririan, M. H. (2014). Language Needs Of Graduate Students And Esp Courses: The Case Of Tourism Management In Iran. *Journal Of Research In Applied Linguistics*, 5(2), 4–22.
- Muntiningsih, R. (2018). The Need For ESP Course In Communicative Speaking Skills. *Academic Journal Perspective: Education, Language, And Literature*, 2(2), 283–293. <https://doi.org/10.33603/Perspective.V2i2.1664>
- Purwanto, M. B. (2021). Makanan Khas Jawa (Bebek Goreng) Sebagai Salah Satu Daya Tarik Wisata Kuliner Di Kota Palembang Pada Rm Bebek Gendut. *Jurnal Pariwisata Darussalam*, 1(1), 22–28. <https://ojs.politeknikdarussalam.ac.id/index.php/jpd/article/view/jpd4>
- Purwanto, M. B. (2022). Strategi Pembelajaran Bahasa Inggris Untuk Meningkatkan Skor Toeic Mahasiswa Politeknik Darussalam. *Diajar: Jurnal Pendidikan Dan Pembelajaran*, 1(2), 142–146. <https://doi.org/10.54259/Diajar.V1i2.658>
- Purwanto, M. B., Hartono, R., & Wahyuni, S. (2023). Essential Skills Challenges For The 21st Century Graduates: Creating A Generation Of High-Level Competence In The Industrial Revolution 4.0 Era. *Asian Journal Of Applied Education (Ajae)*, 2(3), 279–292. <https://doi.org/10.55927/Ajae.V2i3.3972>
- R.A Rodia Fitri Indriani, Marsinah Marsinah, Dwi Hanadya, Nyayu Ully Auliana, & M. Bambang Purwanto. (2024). Perjalanan Songket: Transformasi Menghidupkan Umkm Di

- Kota Palembang. *Cakrawala: Jurnal Pengabdian Masyarakat Global*, 3(2 Se-Articles), 209–216. <https://doi.org/10.30640/Cakrawala.V3i2.2643>
- Rață, G. (2013). *The English Of Tourism*. Cambridge Scholars Publishing.
- Ridayani, R., & Purwanto, M. B. (2024). Enhancing Speaking Skills Through Role Play And Multimedia Technology. *Refleksi: Jurnal Penelitian Tindakan*, 2(2 Se-Articles), 33–43. <https://doi.org/10.37985/Refleksi.V2i2.413>
- Rostan, R. B., & Pammu, A. (2023). Teacher's Communicative Language Teaching (Clt) Strategies Improving The Speaking Ability Of The Hospitality Students (A Case Study At Smkn 5 Barru). *Journal Of Namibian Studies: History Politics Culture*, 33, 2831–2851.
- Shih, R. C. (2012). Integrating Blog And Face-To-Face Instruction Into An Esp Course: English For Hospitality And Tourism. *Turkish Online Journal Of Educational Technology*, 11(4). <https://doi.org/10.1080/15313220.2012.1331741>
- Susanto, Y., Effendi, M., & Purwanto, M. B. (2022). Sosialisasi Penggunaan Literasi Digital Dalam Memasarkan Produk Ukm Di Desa Semangus Kecamatan Muara Lakitan Kabupaten Musirawas. *Abdimas Galuh*, 4(2), 1408–1415. <https://doi.org/10.25157/Ag.V4i2.8612>
- Takada, K., Murakami, K. H., Yamazaki, A. K., & Yamanakac, T. (2022). A Preliminary Study Of Vr English Training Material For Personnel In The Tourism Industry. *Procedia Computer Science*, 207, 3721–3729. <https://doi.org/10.1016/j.procs.2022.09.432>
- Tang, K. N. (2020). Challenges And Importance Of Teaching English As A Medium Of Instruction In Thailand International College. *Journal Of English As An International Language*, 15(2), 97–118.
- Tarnopolsky, O. (2013). Developing ESP students English Speaking, Reading, Listening, And Writing Skills In Internet-Assisted Project Work. *Journal Of Teaching English For Specific And Academic Purposes*, 1(1), 11–20.
- Tong, N. T. T. (2022). Factors Affecting English Major Students' Speaking Performance At the University Of Phan Thiet. *American Journal Of Sciences And Engineering ...*, 5(4), 48–58. <https://doi.org/10.11648/Ajse.20150303.890>
- Vu, N. T. T., & Burns, A. (2014). English As A Medium Of Instruction: Challenges For Vietnamese Tertiary Lecturers. *Journal Of Asia Tefl*, 11(3).
- Wilson, A. (2018). Adapting English For The Specific Purpose Of Tourism: A Study Of Communication Strategies In Face-to-face Encounters In A French Tourist Office. *Asp. La Revue Du Geras*, 73(8), 53–73.
- Yurko, N. A., Styfanyshyn, I. M., & Romanchuk, O. V. (2019). The Characteristics Of English Terms Structure In the Tourism Industry. *Львівський Філологічний Часопис*, 5, 178–182.
- Zou, B., Du, Y., Wang, Z., Chen, J., & Zhang, W. (2023). An Investigation Into Artificial Intelligence Speech Evaluation Programs With Automatic Feedback For Developing Efl Learners' Speaking Skills. *Sage Open*, 13(3), 21582440231193816. <https://doi.org/10.1177/21582440231193816>