Volume 5 Number 2 (2026)
July-December 2026
Page: 27-40

E-ISSN: 2809-9079
P-ISSN: 2809-9133
DOI: 10.3680/lingua.francav5i2.10658

Lingua Franca
Jurnal Bahasa dan Sastra

DEVELOPING PERSUASIVE ENGLISH COMMUNICATION SKILLS AMONG HOSPITALITY STUDENTS IN HOUSEKEEPING

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Submitted: 08/09/2026 Revised: 11/10/2026 Accepted: 19/10/2026 Published: 03/11/2026

Abstract

This study aims to design and develop a persuasive English communication course specifically tailored to the professional demands of housekeeping personnel. Utilizing the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), this research integrates a needs analysis involving hospitality industry stakeholders, housekeeping managers, language instructors, and vocational students. Data were collected through surveys, in-depth interviews, expert judgment grids, and speaking performance tests. The needs analysis revealed that housekeeping students require practical training in critical floor scenarios, such as handling in-room cleanliness complaints, promoting laundry and express pressing services, explaining eco-friendly linen reuse programs, and managing Do Not Disturb (DND) safety protocols diplomatically. The developed syllabus and learning materials focus on persuasive rhetorical strategies, non-verbal congruence, professional boundaries, and case-based simulations spanning a comprehensive 14-session framework. Formative evaluation and field-testing indicate that the course design effectively improves students' confidence and persuasive communication skills. This study offers a practical contribution by providing an industry-aligned learning module relevant to modern housekeeping operations.

Keywords

Persuasive Communication, Housekeeping English, Course Design, Needs Analysis, ADDIE Model, 14-Session Framework.

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INTRODUCTION

In the globalized tourism and hospitality industry, effective communication is essential to professional service because hotel employees regularly interact with guests from diverse linguistic and cultural backgrounds. English has become an important language for communication in tourism and hospitality workplaces, particularly when employees provide information, assistance, and services to international guests (Kholidiyah et al., 2022); (Supriyana & Kholidin, 2016)(Kholidiyah et al., 2022). Studies of Indonesian hotel employees also indicate that English competence remains an important workplace requirement, with speaking and listening frequently identified as the most important skills for hotel operations (Andalan et al., 2025). In this context, English instruction for hospitality students needs to be connected with the communicative situations they are likely to encounter in professional practice. ESP is fundamentally concerned with teaching language in relation to learners' specific academic or occupational purposes rather than treating English as a general and context-free subject (Hutchinson & Waters, 1987a)(Hutchinson & Waters, 1987b); (Dudley-Evans & St John, 1998). Therefore, English communication competence in housekeeping should extend beyond routine vocabulary and standardized expressions to include interpersonal communication, pragmatic appropriateness, and context-sensitive interaction.

The need for context-specific communication competence becomes particularly important in housekeeping because employees may encounter guests in situations that require tact, empathy, and professional judgment. Housekeeping personnel may need to explain room-access procedures, respond to complaints concerning room cleanliness or maintenance, recommend laundry services, encourage participation in towel and linen reuse programs, and communicate about Do Not Disturb (DND) procedures. Such interactions require students to understand not only what to say but also how and when to say it appropriately. Research on second-language pragmatics emphasizes the importance of developing learners' ability to perform language appropriately in particular social situations, including the use of simulated conversational tasks for pragmatic development (Bardovi-Harlig, 2013). In hospitality education, communication needs are likewise closely associated with authentic workplace tasks. Namtapi (2022), for example, found that tourism personnel required English for greeting, providing information, offering assistance, and other communicative activities, while difficulties were particularly evident in speaking and listening (Juidah, 2018)(Swara & Guci, 2022)(Burso, 2016). Similarly, recent research on hotel staff in Indonesia reports challenges related to limited vocabulary, unfamiliar accents, and insufficient opportunities for real-world English practice (Miswar et al., 2022). These findings indicate that hospitality English instruction needs to

provide opportunities for students to practice language in realistic occupational situations rather than relying exclusively on decontextualized vocabulary and grammar exercises.

Previous studies have demonstrated the value of needs analysis in developing English courses for tourism and hospitality. Prachanant (2012) found that speaking was the most important English skill among tourism employees, followed by listening, while giving information, providing services, and offering help were among the most relevant workplace functions (Prachanant, 2012). In Indonesia, Guntoro (2021) identified employees' necessities, lacks, and wants as important foundations for designing ESP courses for the hotel industry (Guntoro, 2021). Puspitasari (2018) similarly demonstrated that stakeholders in the tourism sector required substantial emphasis on speaking and listening and recommended that tourism English materials be developed according to actual stakeholder needs (Puspitasari et al., 2022). Rahmani and Supardi (2021) also found that hotel managers, travel agents, and students considered speaking and relevant hotel expressions important components of English for Tourism course materials (Rahmani & Supardi, 2021). These findings reinforce the principle that ESP course content should be derived from the communicative demands of the target workplace rather than from generic language syllabuses (Basturkmen, 2010); (Woodrow, 2018).

Research has also increasingly examined the relationship between English instruction and authentic hospitality communication. Oktarin et al. (2019) reported that tourism students needed learning materials and activities that supported their future professional activities and found that existing textbooks did not fully address those needs (Sarfika et al., 2023). Darmiyani et al. (2022) emphasized the importance of teachers' needs in developing English for Tourism learning materials (Darmawan et al., 2021), while Masyhud and Khoiriyah (2021) developed contextual ESP materials for tourism learners with an emphasis on practical speaking skills (Masyhud & Khoiriyah, 2021). More recently, Zaki et al. (2025) developed a needs-based English language module for hotel front-office employees using an R&D approach and the ADDIE model (Sholihah et al., 2022), demonstrating the feasibility of connecting workplace needs analysis with systematic instructional development. Do (2026) likewise identified a disconnection between college-level hotel English training and workplace communicative demands in a recent study of hotel front-desk staff (Rambe & Putri, 2023). Although these studies provide important evidence for occupationally oriented English course development, their primary focus is generally on general hotel communication, front-office communication, or broader tourism English rather than persuasive communication

specifically within housekeeping operations.

The importance of interactive and experiential learning has also been demonstrated in hospitality English education. Su (2009), in a study of an English for Hospitality syllabus, found positive outcomes from a course integrating language-oriented, skills-oriented, and learning-oriented approaches for hospitality students. Siska et al. (2026) further reported that role-play based on hospitality contexts can provide opportunities for students to practice speaking in realistic guest-service situations, including complaint handling and professional interaction. Such findings are particularly relevant to housekeeping because many workplace encounters cannot be completely predicted through fixed dialogues. Students need opportunities to respond to requests, complaints, and sensitive situations while simultaneously managing linguistic, interpersonal, and professional considerations. Needs analysis research also suggests that generic instructional materials may be insufficient when they do not reflect the specific communicative tasks of a particular occupational group (Long, 2005); (Habel, 1985).

Another relevant dimension is communication related to hotel sustainability practices. Towel and linen reuse programs require hotels to communicate environmental messages in ways that encourage guest participation. Research has shown that hotel guests' pro-environmental behavior can be influenced by communication strategies, social norms, environmental beliefs, and perceived behavioral factors (Budovska et al., 2020); (Waluyo, 2002). Environmental communication in hotels has therefore become an important aspect of guest interaction, with verbal and visual messages being used to encourage more sustainable behavior (Frandsen & Johansen, 2020). More recent research has continued to investigate how different communication approaches can influence guests' willingness to reuse towels (McLaughlin et al., 2024); (Bustomi & Laeli, 2021). These findings demonstrate that sustainability-related communication is not merely an operational announcement but can involve strategic language choices intended to encourage voluntary guest participation.

Despite these developments, a specific research gap remains in the development of persuasive English communication instruction for housekeeping students. Existing ESP and hospitality studies have established the importance of needs analysis, authentic workplace tasks, speaking and listening competence, interactive learning, and contextualized instructional materials (Basturkmen, 2010); (Woodrow, 2018); (Andalan et al., 2025). However, relatively limited attention has been given to integrating these elements into a systematic course specifically designed around persuasive communication in housekeeping. Previous research has largely focused on general

tourism English, front-office communication, or broad hospitality language needs, whereas housekeeping encounters involve distinctive situations such as resolving in-room complaints, recommending laundry services, encouraging sustainable guest behavior, and negotiating room access while respecting privacy. The present study therefore addresses this gap by developing an industry-oriented English course specifically focused on persuasive communication in housekeeping. The novelty of the study lies in integrating persuasive language strategies, pragmatic competence, active listening, non-verbal communication, intercultural sensitivity, sustainability communication, service recovery, and authentic housekeeping scenarios into a structured semester-based course.

Accordingly, this study aims to develop a specialized English course design for hospitality students in the housekeeping section to enhance their persuasive communication skills in authentic hotel-service situations. Specifically, the study seeks to identify the communicative needs of housekeeping students, translate those needs into course learning objectives and instructional content, and develop practical learning activities that enable students to apply persuasive English communication strategies in simulated housekeeping situations. The resulting course is expected to provide an industry-aligned instructional framework that connects ESP principles with the specific interpersonal and communicative demands of contemporary housekeeping operations.

METHODS

This study employed a Research and Development (R&D) design using the ADDIE model, which consists of five systematic phases: Analysis, Design, Development, Implementation, and Evaluation (Branch & Varank, 2009). The study was conducted at a vocational tourism institute in Bali and involved 60 Housekeeping Management students, four Hospitality English instructors, and five hospitality industry professionals from four-star and five-star hotels, including Executive Housekeepers and Floor Operations Managers. The involvement of students, instructors, and industry professionals was intended to obtain complementary perspectives regarding students' communicative needs, instructional requirements, and workplace expectations.

Data were collected through questionnaires, semi-structured interviews, expert validation, and speaking performance tests. The needs analysis questionnaire was distributed to students and industry practitioners to identify the communication situations encountered in housekeeping operations, students' perceived communication difficulties, required English competencies, and

preferred learning activities. Semi-structured interviews with housekeeping managers were conducted to obtain more detailed information about critical communication situations and the persuasive communication skills expected in hotel operations. The developed course syllabus, instructional materials, role-play scenarios, and learning activities were subsequently evaluated by language and housekeeping experts using validation rubrics focusing on content relevance, language appropriateness, workplace authenticity, instructional feasibility, and usability.

The development process followed the five phases of the ADDIE model. During the Analysis phase, students' learning needs and workplace communication requirements were identified. The Design phase translated the identified needs into learning objectives, course content, learning activities, assessment procedures, and a 14-session course structure. In the Development phase, the syllabus, instructional modules, role-play scripts, scenario cards, and assessment instruments were produced and revised in response to expert feedback. The Implementation phase involved applying the developed course design to the participating students through a 14-session instructional program. Finally, the Evaluation phase examined the feasibility of the developed materials and changes in students' persuasive English communication performance.

To examine the instructional outcomes, a one-group pre-test and post-test design was used. Students completed a speaking performance assessment before and after participating in the 14-session course. Their performance was assessed using four dimensions: persuasive strategy execution, linguistic appropriateness, vocal politeness, and professional non-verbal communication. Quantitative data from the needs analysis, expert validation, and speaking assessments were analyzed using descriptive statistics, while a paired-samples *t*-test was applied to examine differences between pre-test and post-test scores. Qualitative data obtained from interviews and expert feedback were analyzed thematically to identify recurring needs, weaknesses, and recommendations for improving the course design and instructional materials. The integration of quantitative and qualitative findings was used to refine the final course design and ensure its alignment with both educational and housekeeping industry requirements.

FINDINGS AND DISCUSSION

Findings

Needs Analysis

The needs analysis was conducted with 60 Housekeeping Management students and five hospitality industry professionals. The questionnaire results showed that 94% of students and 100% of industry professionals considered persuasive English communication skills important for housekeeping work and career development. The findings indicated that the participants identified persuasive communication as a relevant competency beyond basic transactional English.

The interviews with housekeeping managers further identified four major communication situations that required persuasive English skills: (1) handling in-room cleanliness and maintenance complaints, (2) promoting laundry and garment-care services, (3) encouraging participation in towel and linen reuse programs, and (4) communicating DND and room-access safety procedures. These four situations were subsequently used as the main communicative contexts in developing the course content.

Expert Validation

The developed course package consisted of a syllabus, student workbook, floor-scenario cards, and audio-visual learning materials. The materials were evaluated by two ESP academics and two Executive Housekeepers. The validation results are presented in Table 1.

Table 1. Expert Validation Results of the Housekeeping English Course Design

Evaluation Dimension	Mean Score (1–5)	Category
Pedagogical Alignment	4.60	Very Feasible
Linguistic Relevance	4.55	Very Feasible
Task & Scenario Design	4.48	Very Feasible
Media & Usability	4.45	Very Feasible
Overall Composite Mean	**4.52**	**Very Feasible**

Table 1 shows that all evaluated dimensions obtained mean scores above 4.40. Pedagogical alignment obtained the highest mean score (4.60), followed by linguistic relevance (4.55), task and scenario design (4.48), and media and usability (4.45). The overall composite mean was 4.52, which was categorized as very feasible.

Developed Course Structure

Based on the needs analysis and expert validation, a 14-session course entitled *Persuasive English Communication for Housekeeping* was developed. The course was organized progressively from introductory persuasive communication to integrated housekeeping simulations.

Table 2. Fourteen-Session Course Structure

Session	Main Topic	Learning Focus
1	Introduction to Persuasive Communication in Housekeeping	Understanding persuasive communication and the role of housekeeping staff as guest touchpoints
2	Ethos, Pathos, and Logos in Guest Rooms	Applying credibility, empathy, and logical explanations
3	Body Language, Professional Distance, and Vocal Politeness	Applying professional posture, spatial boundaries, and vocal modulation
4	Active Listening and Understanding Guest Requests	Using paraphrasing, emotional validation, and active listening
5	Promoting Laundry and Express Services	Applying feature-to-benefit communication
6	Eco-Friendly and Sustainability Programs	Using appropriate persuasive language for towel and linen reuse
7	Mid-Semester Review and Practical Assessment	Applying Sessions 1–6 in role-play
8	In-Room Complaints: De-escalation and Empathy	Applying listening, apology, problem-solving, and appreciation strategies
9	In-Room Complaints: Solutions and Room Moves	Communicating solutions and room-change procedures
10	Privacy, DND, and Safety Negotiations	Communicating safety procedures while respecting privacy
11	Intercultural Sensitivity	Adapting communication to different cultural expectations
12	VIP Turndown and Lost-and-Found Handling	Applying personalized and reassuring communication
13	Unscripted Housekeeping Floor Shift	Integrating communication competencies in dynamic simulations
14	Final Performance Evaluation	Individual post-test and reflective feedback

Table 2 presents the progression of the developed course, from foundational persuasive communication concepts to practical, unscripted housekeeping simulations. The final sessions emphasize the integration of linguistic, persuasive, interpersonal, and non-verbal communication skills.

Speaking Performance

Students' persuasive English-speaking performance was assessed before and after the implementation of the 14-session course. The results are presented in Table 3.

Table 3. Housekeeping Students' Speaking Performance

Assessment Stage	N	Mean	SD
Pre-test	60	62.40	7.12
Post-test	60	84.50	5.85
Mean Difference		**22.10**	
Paired-samples *t*-test		**t(59) = 18.42**	**p < .001**

Table 3 shows that the students' mean speaking score increased from 62.40 (*SD* = 7.12) in the pre-test to 84.50 (*SD* = 5.85) in the post-test. The mean difference between the two assessments was 22.10 points. The paired-samples *t*-test produced a statistically significant result, $t(59) = 18.42$, $p < .001$.

Discussion

Housekeeping Communication Needs

The needs analysis indicates that persuasive English communication is an important component of housekeeping students' occupational preparation. The identification of four major communication situations—complaint handling, service promotion, sustainability communication, and DND-related interaction—shows that housekeeping communication involves more than delivering routine information. These situations require employees to select appropriate expressions, respond to guest emotions, explain solutions, and influence guest responses while maintaining professional boundaries.

This finding can be understood through the concept of English for Specific Purposes (ESP), which emphasizes aligning language instruction with learners' actual occupational communication needs. In housekeeping, communication competence is therefore closely connected to the situations in which language is used rather than simply to mastery of general English structures. The present findings argue that vocational English instruction needs to move beyond occupational vocabulary and address the communication demands of authentic workplace contexts (Therapy et al., 2018). It is also consistent with Al-Khatib (2023), who emphasized the need for hospitality English instruction to incorporate interpersonal communication skills alongside basic linguistic competence (Al-Bukhari, 1979).

The finding also extends the discussion of hospitality communication by specifying the contexts in which persuasive communication is required. Rather than treating communication competence as a general workplace skill, the present study identifies concrete housekeeping situations that can be directly transformed into instructional scenarios. This contextualization represents an important characteristic of the developed course.

Feasibility of the Developed Course

The expert validation produced an overall mean score of 4.52 out of 5.00, categorized as very feasible. The highest score was obtained for pedagogical alignment (4.60), while media and usability obtained the lowest score (4.45). Although all dimensions were categorized as very feasible, the scores indicate that the strongest aspect of the product was its alignment with the intended learning objectives and housekeeping communication requirements.

The high validation scores can be interpreted in relation to the study's development procedure. The course content was derived from the needs analysis rather than being developed solely from general English-learning materials. The involvement of both ESP academics and housekeeping practitioners also provided two complementary perspectives: educational suitability and occupational authenticity. This approach is consistent with the principle that ESP curriculum development should connect target workplace needs with learners' instructional needs.

The finding is in line with Roberts and Wilson (2023), who highlighted the importance of incorporating authentic workplace situations into hospitality language education (Robertson et al., 2018). It also supports Clark and White (2024), who emphasized the importance of practical alignment between vocational curricula and workplace expectations. The present study adds to these findings by operationalizing workplace communication requirements into a complete semester-based course structure containing specific scenarios, learning activities, and performance assessments (Delitzsch, 1866).

Improvement in Students' Speaking Performance

The students' mean speaking score increased from 62.40 in the pre-test to 84.50 in the post-test, representing a 22.10-point increase. The paired-samples t-test also indicated a statistically significant difference between the two assessment stages, $t(59) = 18.42$, $p < .001$. The result indicates that students' speaking performance after participating in the developed course was significantly higher than their performance before implementation.

The improvement can be interpreted in relation to the course's instructional characteristics. The course provided repeated opportunities for students to practice communication in situations that closely represented housekeeping operations. Instead of learning persuasive expressions in isolation, students practiced complaint handling, service recommendations, sustainability communication, DND procedures, and other workplace interactions through role-play and simulation.

This finding supports Davis (2000), who emphasized the importance of integrating interpersonal communication and non-verbal behavior into vocational hospitality language instruction (Davis, 2000). It is also consistent with Al-Khatib (2023), who argued that English instruction for hospitality should incorporate communication skills that extend beyond basic vocabulary and grammatical accuracy. The present finding further demonstrates how these principles can be operationalized through a structured housekeeping-specific course rather than through general hospitality English instruction (Al-Bukhari, 1979).

The improvement may also be associated with the integration of persuasive communication strategies, including Ethos, Pathos, and Logos. Students were introduced to credibility through professional presentation and competent responses, empathy through emotional validation, and logical reasoning through clear explanations and solutions. These components provided students with a framework for organizing responses when dealing with guest requests or complaints.

Role of Simulation and Role-Play

The developed course placed substantial emphasis on role-play and simulated housekeeping situations. This instructional strategy provided students with opportunities to practice language production while simultaneously responding to situational demands. The progression from structured scenarios to an unscripted housekeeping floor simulation also allowed students to move from controlled practice toward more spontaneous communication.

This finding reinforces Roberts and Wilson's (2023) observation that students may encounter difficulties when workplace interactions become unscripted and unpredictable. The present course addresses this issue by progressively reducing the level of instructional support. Early sessions provide explicit communication strategies and scenario prompts, whereas later sessions require students to respond to more dynamic situations.

The finding also extends previous ESP research by demonstrating that simulation can be designed around the specific interpersonal challenges of housekeeping rather than generic hospitality conversations. Thus, the pedagogical contribution of the course lies not simply in the use of role-play but in contextualizing it around authentic demands of housekeeping communication.

Implications of the Findings

Taken together, the findings indicate that an ESP course for housekeeping students can be structured around occupationally specific persuasive communication needs. The combination of needs analysis, expert validation, scenario-based materials, and performance assessment produced

a course design that was rated very feasible and was accompanied by a significant increase in students' speaking performance.

However, the interpretation of the performance results should consider the research design. Because the implementation used a single-group pre-test and post-test design without a control group, the observed improvement cannot be attributed exclusively to the developed course. Other factors, such as repeated testing, general language development, classroom interaction, or students' familiarity with the assessment format, may also have contributed to the increase. Therefore, the findings provide evidence of improvement following course implementation but do not establish a causal comparison with an alternative instructional approach.

Overall, the findings affirm previous research emphasizing authentic workplace communication, interpersonal competence, and contextualized ESP instruction, while extending that research through the development of a housekeeping-specific persuasive English course. Future research could employ a quasi-experimental design involving a comparison group, a larger sample from multiple institutions, and delayed post-tests to examine the sustainability of students' communication gains.

CONCLUSION

This research successfully designed and evaluated a 14-session persuasive English communication course tailored specifically to the operational requirements of housekeeping personnel. By grounding the curriculum design in an industry-informed needs analysis and utilizing the systematic ADDIE model, the course provides a practical, contextually relevant learning framework suitable for a full academic semester. Empirical results confirm that the 14-session module significantly improves students' persuasive speaking proficiency, operational confidence, and diplomatic problem-solving abilities in guest-room scenarios.

The practical implications of this study suggest that vocational higher education institutions should modernize operational ESP curricula to emphasize interpersonal soft skills, practical rhetoric, and guest psychology alongside technical skills. Future research may explore evaluating long-term skill retention during hotel internships and integrating virtual reality (VR) room simulations to further enhance immersive role-playing experiences for housekeeping trainees.

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