

## **A Development of English for Tourism Book Based on Tourism Places in Dompu to Improve Students' Speaking Skills**

**Rusdin**

[surflakey@gmail.com](mailto:surflakey@gmail.com)

**Ismail**

[ismailadelembo@gmail.com](mailto:ismailadelembo@gmail.com)

**Safinah**

[pinuttweelnut@gmail.com](mailto:pinuttweelnut@gmail.com)

**Ulfatun Nuriah**

[ulfatunnuria@gmail.com](mailto:ulfatunnuria@gmail.com)

**STKIP Yapis Dompu**

### **ABSTRACT**

The aim of this research is to develop a valid, practical, and effective book of English for Tourism based on tourism places in Dompu. This study is a R&D (Research and Development) approach using the 4D model (Define, Design, Develop, and Disseminate). The book that had been developed was implemented in the English learning process at the class XI of Tourism Vocational High School Dompu, Department of Travel and Tourism Business with a total of 27 students, in academic year 2024. The validity test results of the developed book obtained from media expert is 88% (very valid) and 92% (very valid) from material expert. Moreover, the practicality test result from students and teacher was at the level "practical" with average score 3,8 or 76%. Lastly, based on students' speaking test result, the average total score obtained by 27 students is 77. On other word, 100% students or all 27 students obtained average scores more than or equal to 70. It means all students have successfully done the task with good scores. Based on that, the use of English for tourism book based on tourism places in Dompu is effective to improve students' speaking skill. Another remarkable finding in this research is that both teacher and students strongly agree that the material in book can stimulate students to be active in the learning process.

**Key words:** English Book, Speaking, Tourism Places.

### **INTRODUCTION**

Tourism Vocational School (SMK) is a school that focuses on tourism. This school provides education and training designed to prepare students for careers in the tourism industry, including hotel, restaurant, and tour management, (Astawa et al., 2017). As a medium of communication in the tourism environment, English communication skills in written and oral form are competencies that must be mastered by Tourism Vocational School graduates, especially those in Dompu

Regency because Dompu Regency, as an area famous for its natural beauty and cultural diversity, has become a tourist destination that is widely visited by foreign tourists. Based on data from the Central Agency of Statistics of Dompu Regency, the number of foreign tourists visiting Lakey Beach alone per year is 100 thousand - 200 thousand people, (Kurniansah & Wirawan, 2019). However, the demand for SMK graduates to be fluent in communicating orally and in writing in English is not in line with the existing reality. There are still many Tourism Vocational School students who say that English is one of the most difficult subjects in school.

Based on the results of the researchers' initial observations at Dompu Tourism Vocational School, in the English learning process, most students find it difficult to construct sentences or ideas to be spoken in English. One of the causes is that teachers still use irrelevant or uncontextual textbooks that contain information about foreign tourism or tourism on other islands in Indonesia such as Java, Bali, Sumatra and so on. Meanwhile, students do not have initial knowledge or backwards about these types of tourism, causing them to have difficulty in expressing ideas to be discussed. In fact, in speaking, students will not be able to speak fluently if they do not understand what they want to talk about. So that it affects fluency, the use of grammar and vocabulary, understanding, and pronunciation in English speaking.

From the results of the researchers' interview with Mr. Ruslan (An English Teacher at Dompu Tourism Vocational School), the use of tourism English books containing information about overseas tourism or outside Dompu is not effective in stimulating students to speak English. However, this had to be done because of the difficulty in obtaining English sources or books that specifically discuss Dompu Regency Tourism. Whereas the ability to explain various Dompu tourism places in English is a must for Dompu Tourism Vocational School students because in grade XI, they will undertake PSG (Dual System Education) and be placed in Dompu tourism places that are frequently visited by foreign tourists, such as Lakey Beach, Mount Tambora, Satonda Island, and so on.

To overcome the problem of students' lack of English-speaking skills and the absence of English textbooks that specifically discuss about Dompu Tourism Places as described above, this study uses Contextual Teaching and Learning (CTL) as a problem-solving model. CTL is a learning approach that emphasizes the relationship between topics or subjects in class with real life (contextual). The CTL model has been proven to have a positive effect on improving students' speaking skills, (Lisanty & Rahayu, 2023; Marpaung, 2020; Suadiyatno et al., 2020; Wulandari et al., 2021). This study links English learning with real-life contexts, activities, and situations that occur in tourism places in Dompu Regency. As the graduates from Dompu Tourism Vocational School are expected to be able to work directly in these tourism places, this learning model is closely related to the vision of the Merdeka curriculum which emphasizes learning that is related to the working world, (Arrasyid, 2023; Ismail & Muslimah, 2023).

There were many scholars or researchers developing English learning materials/books for English on Tourism such as (Handayani & Aprilliandari, 2022a; Irawan et al., 2022; Nurhalimah & Jannah, 2022). However, none of them developing English materials/books based on Dompu tourism places. Based on that, the formulation of this research problem is to develop a Book of English for Tourism Based on Tourism Places in Dompu Regency to improve students' speaking skills at Dompu Tourism Vocational School. The book contains authentic English materials that reflect real life, context, activities, and situations that occur in Tourism Places of Dompu Regency. This study aims to develop a valid, practical and effective English for Tourism Book to improve students' English-speaking skills.

## LITERATURE REVIEW

### Previous Related Study

As it is very crucial of developing English learning material/book for English for Tourism, there have been many scholars or researchers conducting research on developing learning materials/books for English on tourism. Firstly, Irawan et al., (2022), this research aims at developing an instructional model for vocational high school students in tourism zones. This study applied the procedural research and development (R&D) design. The R&D design follows the Borg & Gall and David design, which consists of pre-development and development stages. The product of this study was an instructional model, namely the tourism-based instructional (TBI) model for vocational high school students in the tourism zones. Secondly, Nurhalimah & Jannah, (2022), this study aims to develop English for Tourism and Hospitality teaching materials in accordance with the local needs of the tourism industry in Banyuwangi. This research was an R & D (Research and Development) using the ADDIE model. The result of this study is that Teaching English for Tourism and Hospitality students through teaching materials in accordance with the Banyuwangi local culture gave contribution and significant influence in the English for Tourism and Hospitality subject.

The next related previous study is (Handayani & Aprilliandari, 2022b), this research aims to develop and provide vocational school students with a cultural-based English textbook to understand English better. This study is Research and Development (R&D) by Dick, Carey, and Carey model, whose data analysis was conducted quantitatively by the Likert scale. The product developed is said feasible based on the expert assessments, teachers' evaluations, and students' post-test results. The score obtained from the content expert was 82%, the media expert shares 84.05%, the teachers' evaluations' score was 83.14%, and the students' post-tests reached 78.15, which was higher than the pre-test (67.95). It is summarized that developing a cultural-based English textbook is necessary and immediately necessary. Based on the related previous research above, it is clear that there has been no research that has developed an English book based on tourism places in Dompu Regency, therefore this research developed an English Book for Tourism

Based on tourism places in Dompu Regency to Improve students' Speaking Skills of Dompu Tourism Vocational School.

### **English for Tourism**

Learning English for tourism is essential for those working in guest-host relations departments such as hotels, travel agencies, restaurants, information centres, and tourist attractions. In industrial sectors, English has recently become a core subject, and hospitality training programs help employees obtain English proficiency to fulfil their job responsibilities, (Kuppan, 2008). English for Tourism Purpose (ETP) equips learners with specialized language skills and knowledge. As a result, mastering specialized English skills allows you to apply them properly and appropriately in your job, workplace, and discipline. As a result, a specific language need of the stated context plays an important role as a prerequisite to apply a successful language, (Shieh, W. (2012).

Proficiency in a foreign language is required for anyone working in the tourism and hospitality industries. The rationale for this is because it facilitates conversation with foreign tourists and helps them comprehend cultural differences, (Kurniawan et al., 2023). In fact, persons seeking employment in the tourism, hospitality, and service industries must maintain a high degree of motivation to be correctly fluent in a professional service language. As having a favourable attitude or desire toward learning English, learners will identify the technique that will assist them to solve the challenges encountered during the learning process, (Ismail, 2022; Ismail et al., 2023). Therefore, they must become skilled in English for tourism purposes. Therefore, it is very crucial for graduates of tourism vocational high school to be fluent in communicating orally and in writing in English for tourism purposes as they are expected to be able to work in the tourism places.

### **Tourism Places of Dompu**

Dompu Regency is one of the regencies in the province of West Nusa Tenggara which has interesting tourist attractions to visit. The Spatial Planning of Dompu Regency in the Spatial Pattern Plan explains that tourism development in Dompu Regency is divided into natural tourism and cultural tourism. As a region famous for its natural beauty and cultural diversity, Dompu Regency has approximately 20 tourist destinations that are frequently visited by foreign tourists, such as Lakey Beach (famous for its waves for surfing), Tambora Volcano, Satonda Island, Pacoa Jara (Traditional Horse Racing), Ranggo Tourism Village, Wawonduru Tourism Village, and many more, (Kurniansah & Wirawan, 2019). Tourism places in this research are the tourism places which are commonly visited by local and foreign tourists in Dompu. They are the main objects discussed in the English for Tourism Book developed in this study.

## METHOD

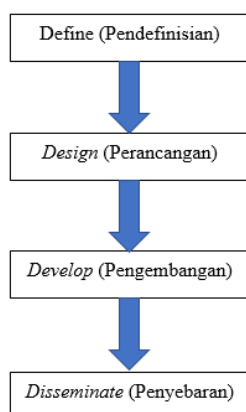
### Design and Samples

Since the aim of this research is to develop a valid, practical and effective English for Tourism Book, This study is a R&D (Research and Development) Dick, Carey, and Carey using the 4D model (Define, Design, Develop, and Disseminate). The main product of this study is an English for Tourism Book based on tourism places in Dompu. The book that had been developed was implemented in the English learning process of class XI of Tourism Vocational High School Dompu, Department of Travel and Tourism Business with a total of 27 students, in academic year 2024

### Instrument and Procedure

The instruments used in this study were (1) validation sheets from material and media experts to validate the English for Tourism Book Based on Tourism Places in Dompu. Both material and media validation sheets were adapted from (Reski, 2021). The second instrument to collect the data in this research is (2) students' response questionnaire to determine the practicality of using the English for tourism book. The questionnaire was adapted from (Ardianti et al., 2019). Moreover, to determine the effectiveness of the use of the book, this study adapted the Speaking Assessment Rubric from (Brown & Abeywickrama, 2019) which divides the assessment of speaking skills into 5 categories, namely grammar, vocabulary, comprehension, fluency, and pronunciation. Moreover, this R&D research consists of four steps, namely Defining, Designing, Developing, and Disseminating. The research procedure refers to the 4D model, (Supriyaddin et al., 2023).

**Picture 1. 4D moder Research Procedure**



## Data Analysis

In the validity and practicality analysis of the English for Tourism Book, the data from material expert, media expert, and students' response questionnaire were analysed by using the assessment of Likert scale below:

*Table 1: Likert Scale Assessment Score Category*

Score	Description
5	Strongly Agree, very valid, very good, very useful.
4	Agree, valid, good, useful.
3	Neutral, average, acceptable
2	Disagree, invalid, poor, useless
1	Strongly disagree, very invalid, very poor, very useless

After obtaining the score for media and material validators that determines whether or not the developed English for tourism book is valid to use, the following are several validation assessment criteria based on the results of the media and material expert validation instrument. The developed book is valid to be used in the learning process if it meets the valid and very valid criteria with a score of 71%-100%. The media and material validation criteria can be seen in table 2.

*Table 2: Media and Material Validation Criteria*

No.	Score	Description
1.	81 - 100 %	very valid
2.	71 - 80 %	valid
3.	61 - 70 %	Quite valid
4.	51 - 60 %	Invalid
5.	0 - 50%	Very invalid

At the stage of media practicality analysis, the level of practicality of the book is determined by the criteria of practicality. Practicality can be achieved if the assessment of practicality by students and teacher meets the minimum practical criteria (SC et al., 2020). The level of practicality can be seen in table 3

*Table 3: Practicality Level Criteria*

No.	Score	Description
1.	81 - 100 %	very practical
2.	71 - 80 %	practical
3.	61 - 70 %	quite practical
4.	51 - 60 %	less practical
5.	0 - 50%	not practical

In the effectiveness analysis of the use of the English for Tourism Book, this study uses the Speaking Assessment Rubric from (Brown & Abeywickrama, 2019). The use of the book is effective if the speaking score obtained by the students is more than or equal to 70% of the total speaking assessment score.

## RESULT AND DISCUSSION

### 1) Validation of English for Tourism Book Based on Tourism Places of Dompu

To determine whether the developed English for tourism book is valid to use in the learning process, this study uses media and material validators. A media validator in this research was Mr. Andi Prayudi, M.Kom. He is the Chief of Technology Information Education Study Program at STKIP Yapis Dompu. Additionally, a material validator is Mr. Ruslan, S.Pd who is a teacher of English for Tourism at Tourism Vocational High School of Dompu. To determine the validity of the developed book, it can be seen from the following Validation Test Results of the two validators.

*Table 4. Validation Test Result*

Experts	Questionnaires																						Average	%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Media	3	5	4	5	5	4	5	5	4	4	5												4,4	88%
Material	5	5	5	5	4	4	5	4	4	5	5	5	5	4	4	5	5	5	4	4	4	5	4,6	92%

Based on the validation test result of the English for Tourism Book from both media and material experts above, it shows that the average score obtained from media expert is 4,4 with 88% total score. Moreover, the average score from material expert is 4,6 with 92% total scores. From the results, it can be concluded that according to media and material experts, the English for Tourism Book based on tourism places in Dompu regency is very valid to be used in the learning process. However, both media and material experts gave the same suggestions related to the book developed. They suggest that in the cover of the book, please correct the spelling of the author's name and academic title in accordance with standard writing rules. Another suggestion from the two experts is that in the page number 9, the speaking activity section needs to be in the page 10.

### 2) Practicality of English for Tourism Book Based on Tourism Places of Dompu

After the English for tourism book developed and validated by the two experts as explained above, the book was used as a main media for English learning in the class. Firstly, the book was used in the small-scale trial with 10 students and large-scale trial with 27 students. To determine the practicality of the book, the English teacher observed the researchers who teach English for tourism using the developed book then the teacher filled the practicality questionnaires. Apart from teacher, the

27 students also filled the practicality questionnaire. The practicality of the developed book can be seen from the following practicality respond results of the teacher and students.

Table 5. Teacher Practicality Test Result

Teacher Response Questinnaires														Average	%	
1	2	3	4	5	6	7	8	9	10	11	12	13	14			
Teacher	4	4	4	4	4	4	3	4	5	4	3	4	4	3	3,8	76%

From the table 5 above, it is showed that according to the teacher, the use of English for tourism book in the learning process at XI Class was at the level “practical” with average score 3,8 or 76%. Another fundamental finding in this study is that the teacher **strongly agrees** that the material in the developed book is in accordance students' real lives. It shows from questionnaire 9 (*the material in this book makes it easier for students to understand the learning material because it is in accordance with students' real lives*) with the score 5 whose mean is strongly agreed.

Table 6. Student Practicality Test Result

Students	Student Response Questinnaires														Average	%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
S. 1	4	4	3	3	4	4	5	4	4	3	4	3	4	4	3,8	76%
S. 2	4	4	3	4	3	4	5	3	4	4	3	4	3	4	3,7	74%
S. 3	4	4	3	4	3	4	4	4	4	3	4	3	4	4	3,7	74%
S. 4	4	4	4	5	4	4	5	4	4	4	4	5	4	4	4,2	84%
S. 5	4	3	3	4	4	4	5	4	4	3	3	4	3	3	3,6	72%
S. 6	4	4	4	3	4	4	5	4	4	4	3	4	4	4	3,9	78%
S. 7	4	4	3	3	4	4	5	4	4	3	4	3	4	4	3,8	76%
S. 8	4	4	3	3	4	4	5	4	4	3	4	3	4	4	3,8	76%
S. 9	3	3	3	4	3	4	5	4	4	4	3	3	3	3	3,5	70%
S. 10	4	4	4	3	4	4	5	4	4	4	3	4	4	4	3,9	78%
S. 11	4	4	4	3	4	4	5	4	4	4	3	4	4	4	3,9	78%
S. 12	4	4	4	5	4	4	5	4	4	4	4	5	4	4	4,2	84%
S. 13	4	4	3	3	4	4	5	4	4	3	4	3	4	4	3,8	76%
S. 14	4	3	3	4	4	4	5	4	4	3	3	4	3	3	3,6	72%
S. 15	4	3	3	4	4	4	5	4	4	3	4	3	3	3	3,6	72%
S. 16	3	3	3	4	3	4	5	4	4	4	3	3	3	3	3,5	70%
S. 17	4	4	4	5	4	4	5	4	4	4	4	5	4	4	4,2	84%
S. 18	4	4	3	3	4	4	5	4	4	3	4	3	4	4	3,8	76%
S. 19	3	3	3	4	3	4	5	4	4	4	3	3	3	3	3,5	70%
S. 20	4	4	4	5	4	4	5	4	4	4	4	5	4	4	4,2	84%
S. 21	4	4	4	3	4	4	5	4	4	4	3	4	4	4	3,9	78%
S. 22	4	3	3	4	4	4	5	4	4	3	3	4	3	3	3,6	72%
S. 23	4	4	3	3	4	4	5	4	4	3	4	3	4	4	3,8	76%
S. 24	4	4	4	5	4	4	5	4	4	4	4	5	4	4	4,2	84%
S. 25	4	3	3	4	4	4	5	4	4	3	3	4	3	3	3,6	72%
S. 26	3	3	3	4	3	4	5	4	4	4	3	3	3	3	3,5	70%
S. 27	4	4	3	3	4	4	5	4	4	3	4	3	4	4	3,8	76%
TOTAL AVERAGE															3,8	76%

Based on the table 6 above, the total average score is 3,8 or 76%. It means that the use of English for tourism book in the learning process at XI Class, according to the students, is at the level “**Practical**”. The other important finding in this research is that, from 27 students filling the questionnaires, there are 26 students whose scores are 5 (strongly agree) at the questionnaire number 7 (*Using this book, the learning materials I received became more real*). It means almost all students



strongly agree that the English for Tourism Book developed by the researchers is in accordance with the students' real lives.

From the result of the practicality test both from the teacher and the students (Table 5 and 6), the developed book of English for tourism based on tourism places in Dompu is practical with the average score 3,8 or 76%. The main other finding in this study is that both students and teacher strongly agree that the developed book is in accordance with the students' real lives. Every student in XI class surely has background knowledge about all tourism places in that book as they frequently visit those places. It is very important for teachers to link learning materials with students' real world to motivate students in the learning process. Students are more engaged and interested in a subject if it is clear how the information, they are learning is relevant to the world around them, (Lisanty & Rahayu, 2023). This is what we call authentic material, according to Briton (1991 cited in Rao, 2019) states, "Authentic materials relate more closely to learners' need, for they build a connection between the language classroom and the outside world. To promote the authentic materials in the learning process, the developed book in this research took some articles discussing about Dompu tourism places to promote students engaged in the learning process as the students in this study are originally from Dompu.

### 3) Effectiveness of English for Tourism Book Based on Tourism Places of Dompu

After learning process using the developed book, researchers assessed students' speaking skill by giving a task of presenting "some activities that can be done by tourists at Lakey Beach" in front of the class. In assessing students' speaking skills, this study adapted the Speaking Assessment Rubric from (Brown & Abeywickrama, 2019) which divides the assessment of speaking skills into 5 categories: grammar, vocabulary, comprehension, fluency, and pronunciation. The effectiveness of the use of the English tourism book can be seen in the following students' test result.

*Table 6. Students Speaking Test Result*

Student	Score					Average
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	
S. 1	70	85	80	70	70	75
S. 2	75	75	70	80	70	74
S. 3	75	65	70	75	75	72
S. 4	80	85	85	90	80	84
S. 5	80	80	80	85	75	80
S. 6	75	70	70	70	65	70
S. 7	70	85	80	70	70	75
S. 8	75	65	70	75	75	72
S. 9	75	75	70	80	70	74
S. 10	80	80	80	85	75	80
S. 11	90	80	85	85	85	85
S. 12	80	80	80	85	75	80
S. 13	70	85	80	70	70	75
S. 14	80	80	80	85	75	80
S. 15	75	65	70	75	75	72
S. 16	75	75	70	80	70	74
S. 17	75	70	65	70	70	70
S. 18	90	85	85	80	80	84
S. 19	80	75	70	75	85	77
S. 20	80	80	80	85	75	80
S. 21	70	70	80	85	70	75
S. 22	70	85	70	80	70	75
S. 23	80	80	80	85	75	80
S. 24	85	75	70	75	80	77
S. 25	80	85	85	90	80	84
S. 26	90	80	85	85	85	85
S. 27	75	75	70	80	70	74
<b>Average Total Score</b>						<b>77</b>

The use of the developed English book is effective if the average total score of the students' speaking test more than or equal to 70. According to Supardi (2013: 164) effectiveness is an effort to achieve predetermined targets according to what is needed and also according to plan, through certain activities both physically and non-physically to obtain maximum results. According to Mulyasa (2014: 131) learning is also said to be effective if student learning outcomes have reached  $\geq 75\%$  of the number of students against the Minimum Completion Criteria (KKM) of the subject. The Minimum Completion Criteria score in Dompu tourism high school is 70. Based on students' speaking test result above, the average total score obtained by 27 students is 77. Moreover, 100% students or all 27 students obtained average scores more than or equal to 70. From the data, it can be concluded that all students have successfully done the task with good scores. Based on the result, the use of English for tourism book based on tourism places in Dompu is effective to improve students' speaking skill.

The main purpose of the learning process using the book of English for tourism based on Dompu tourism places is to improve students' speaking skill. Based on the result of students' speaking task, 100% of students obtained average scores more than or equal to 70 (Minimum Completion Criteria score). It means that the use of the developed English book is effective as the purpose of the learning process was well achieved. This is in accordance with Afifatu (2015); Deassy & Endang (2018) state that learning process is effective if the learning objectives can be achieved well.

## CONCLUSION

In conclusion of this research, the developed book of English for tourism based on tourism places in Dompu is valid, practical, and effective to be used in English learning process especially in English for tourism subject to improve students' speaking skills. Another remarkable finding in this research is that both teacher and students strongly agree that the material in book can stimulate students to be active in the learning process. Therefore, it is very crucial for English teachers to link learning materials with students' real world as students are more engaged and interested in a subject if it is clear how the information, they are learning is relevant to the world around them.

## REFERENCES

- Afifatu Rohmawati (2015) Efektivitas Pembelajaran. *Jurnal Pendidikan Usia Dini*. Volume 9 Edisi 1, April 2015.
- Ardianti, S. D., Wanabuliandari, S., Wanabuliandario, S., & Alimah, S. (2019). Respon Siswa dan Guru Terhadap Modul Ethno-Edutainment di sekolah Islam Terpadu. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 14(1), 1–24.

- <https://doi.org/http://dx.doi.org/10.21043/edukasia.v13i2.3693>
- Arniati, F. (2016). DEVELOPING STUDENTS' SPEAKING ABILITY THROUGH SUGGESTOPEDIA METHOD AT SMA TOMAKAKA MAMUJU. *Jurnal Ilmiah Pena: Sains dan Ilmu Pendidikan*, 8(2), 157-165.
- Arrasyid, F. I. (2023). English Lecturers' Perception of Learning Model In Merdeka Belajar Kampus Merdeka (MBKM) Curriculum Implementation. *International Journal of Education and Humanities (IJEH)*, 3(2), 197–206. <http://i-jeh.com/index.php/ijeh/index>
- Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Pengembangan Tes Bahasa Inggris untuk SMK Pariwisata di Bali. *Jurnal Bakti Saraswati*, 6(September 2020), 140–149. [https://www.researchgate.net/publication/344227435\\_PENGEMBANGAN\\_TES\\_BAHASA\\_INGGRIS\\_KOMUNIKATIF\\_UNTUK\\_SMK\\_PARIWISATA\\_DI\\_BALI](https://www.researchgate.net/publication/344227435_PENGEMBANGAN_TES_BAHASA_INGGRIS_KOMUNIKATIF_UNTUK_SMK_PARIWISATA_DI_BALI)
- Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles and Classroom Practices 3rd Edition*. Pearson Education ESL. [https://www.libgen.is/search.php?req=Language+Assessment%3A+Principles+and+Classroom+Practices.&lg\\_topic=libgen&open=0&view=simple&res=25&phrase=1&column=def](https://www.libgen.is/search.php?req=Language+Assessment%3A+Principles+and+Classroom+Practices.&lg_topic=libgen&open=0&view=simple&res=25&phrase=1&column=def)
- Deassy May Andini & Endang Supardi (2018) Kompetensi Pedagogik Guru Terhadap Efektivitas Pembelajaran Dengan Variabel Kontrol Latar Belakang Pendidikan Guru. *Jurnal Pendidikan Manajemen Perkantoran*. Vol. 1, No. 2, hal. 1-7, Januari 2018.
- Handayani, R., & Aprilliandari, D. I. (2022a). Developing A Bangka Belitung Cultural - Based English Textbook Tourism Vocational Students. *Premise: Journal of English Education and Applied Linguistics PJEE*, 11(1), 23–35. <https://doi.org/https://doi.org/10.4108/eai.18-11-2020.2311798> Turmudi,
- Handayani, R., & Aprilliandari, D. I. (2022b). Developing A Bangka Belitung Cultural - Based English Textbook Tourism Vocational Students. *Premise: Journal of English Education and Applied Linguistics*, 11(1), 23–35. <https://fkip.ummetro.ac.id/journal/index.php/english>
- Irawan, L. A., Frank, T. O., & Dehghani, S. (2022). Developing an ELT Instructional Model for Vocational High Schools Students at Tourism Zones. *JOLLS: Journal of Language and Literature Studies*, 2(1), 1–11. <https://doi.org/https://doi.org/10.36312/jolls.v2i1.669>
- Ismail, I. (2022). Motivational Orientation towards Learning English: The Case of Indonesian Undergraduate Students at University Utara Malaysia (UUM). *Journal of English Language Teaching and Literature (JELTL)*, 5(2), 184–192. <https://doi.org/10.47080/jeltl.v5i2.2188>
- Ismail, & Muslimah, J. (2023). Students Exchange Alumni of Merdeka Belajar

- Kampus Merdeka (MBKM) Program Shared Voice for English Education Department Improvement at STKIP Yapis Dompu. *Jurnal Pendidikan Dan Media Pembelajaran (JUNDIKMA)*, 02(03), 67–73. <https://doi.org/https://doi.org/10.59584/jundikma.v2i3.53>
- Ismail, Rusdin, Prayudi, A., & Taufik. (2023). Students' Perception on Game-Based Learning Using Technology: Kahoot! As a Case Study. *INTERACTION: Jurnal Pendidikan Bahasa*, 10(2), 966–976. <https://doi.org/https://doi.org/10.36232/jurnalpendidikanbahasa.v10i2.5653>
- Karraske, A. U. I. (2018). The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMPN 1 Kabupaten Sorong. *Jurnal Interaction*, 5(2).
- Kuppan, A. (2008). An evaluation of an English course for hospitality management in a tertiary institution. Dissertation Abstracts International.
- Kurniansah, R., & Wirawan, I. G. N. P. D. (2019). Potensi Daya Tarik Wisata Kabupaten Dompu Provinsi Nusa Tenggara Barat. *Media Bina Ilmiah*, 13(10), 1639–1648. [https://www.researchgate.net/publication/344227435\\_PENGEMBANGAN\\_TES\\_BAHASA\\_INGGRIS\\_KOMUNIKATIF\\_UNTUK\\_SMK\\_PARIWISATA\\_DI\\_BALI](https://www.researchgate.net/publication/344227435_PENGEMBANGAN_TES_BAHASA_INGGRIS_KOMUNIKATIF_UNTUK_SMK_PARIWISATA_DI_BALI)
- Kurniawan, T., Suaidi, I., Ermawati, & Ikayanti, R. L. (2023). English For Tourism Industry : Descriptive Study On Economic Growth Appeal. *JREA Jurnal Riset Ekonomi Dan Akutansi*, 1(3), 90–101. <https://doi.org/https://doi.org/10.54066/jrea-itb.v1i2>
- Lisanty, F. I., & Rahayu, S. (2023). The Students' Perception of the Contextual Teaching and Learning Method in Learning Speaking in Senior High School. *Journal of English Language Teaching and Learning*, 4(4), 208–217. <https://www.foster.pbi-iainpalo.ac.id/index.php/contents/article/view/142>
- Marpaung, A. S. (2020). Improving the Students' Speaking Skills by Using Contextual Teaching and Learning Method at Grade X in SMK Negeri 1 Setia Janji in the School Year 2020. *Jurnal Pionir LPPM Universitas Asahan*, 5, 326–331. <https://core.ac.uk/download/pdf/322583636.pdf>
- Mulyasa, H. E. (2014) Pengembangan dan Implementasi Kurikulum 2013. Bandung: Remaja Rosdakarya
- Murniasih, D., & Nursalim, I. M. (2023). Improving Cognitive Skills Through Loose Part Media in Group B of the Principal State Kindergarten of Waisai, Raja Ampat District
- Nurhalimah, N., & Jannah, R. N. (2022). Developing English for Tourism and Hospitality Materials Based on Banyuwangi Local Needs. *Developing English for Tourism and Hospitality Materials Based on Banyuwangi Local Needs*, 15(1), 41–51. <https://iptek.its.ac.id/index.php/jsh/article/view/11389>

- Nurteteng, N. (2022). The High School Students Readiness' to Learn English Via Online During Covid-19 Pandemic. *ELLITE: Journal of English Language, Literature, and Teaching*, 7(2), 61-69.
- Rao, P. S. (2019). The Effective Use of Authentic Materials in the English Language Classrooms. *International Journal of Arts, Science and Humanities*, 7(1), 1–8. <https://doi.org/https://doi.org/10.34293/sijash.v7i1.556>
- Reski. (2021). *Developing Tourism Bookfor Students of Natsir Eco School Course in Tana Toraja*. IAIN Palopo.
- SC, P., Maimunah, M., & Hutapea, N. M. (2020). Pengembangan Perangkat Pembelajaran Matematika Menggunakan Pembelajaran Berbasis Masalah Untuk Memfasilitasi Pemahaman Matematis Peserta Didik. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 4 (2), 800 - 812. <https://doi.org/10.31004/cendekia.v4i2.286>
- Shieh, W. (2012). Hotel employees' perception on their workplace English use: An example from Taiwan. *US-China Foreign Language*, 10(11), 1729-1733.
- Suadiyatno, T., Firman, E., Hanan, A., Sumarsono, D., & Education, E. L. (2020). Examining the Effect of Cotextual Teaching-Learning and Anxiety towards Students' Speaking Skills. *JOLLT Journal of Languages and Language Teaching*, 8(1), 13–14. <https://doi.org/https://doi.org/10.33394/jollt.v8i1.2266>
- Supriyaddin, Putra, A., & Prayudi, A. (2023). Pengembangan Game Edukatif Literasi Numerasi Budaya Lokal Dompu Berbasis Android. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 4(3), 130–135. <https://doi.org/https://doi.org/10.54371/ainj.v4i3.282>
- Supardi (2013) *Sekolah Efektif: Konsep Dasar dan Praktiknya*. Depok: Raja Grafindo
- Tamamala, S., Setiawan, A., & Nursalim, N. (2020). The Implementation of Ice Breaking to Increase Students Motivation in English Learning at Yamueti Kokoda. *INTERACTION: Jurnal Pendidikan Bahasa*, 7(2), 53-62.
- Wulandari, A., Yusnita, E., & Sari, S. N. (2021). Developing English Speaking Material Based on Contextual Teaching and Learning ( CTL ) for Junior High School Students. *Proceedings of the 3rd Green Development International Conference (GDIC 2020)*, 205(Gdic 2020), 482–484. <https://creativecommons.org/licenses/by-nc/4.0/>.