



AN ANALYSIS OF ENGLISH LANGUAGE NEEDS FOR TOURISM STAKEHOLDERS IN PAGAR ALAM CITY TO SUPPORT SERVICES FOR INTERNATIONAL TOURISTS

Apriana^{1*}

¹ Institut Teknologi Pagar Alam
Email: aprianasalim1993@gmail.com

Accepted :
7 August 2026

Published :
8 August 2026

Corresponding Author:
Apriana

Email Corresponding:
aprianasalim1993@gmail.com

ABSTRACT

This study aimed to analyze the English language needs of tourism stakeholders in Pagar Alam City to support services for international tourists. A descriptive mixed-methods design was employed by integrating quantitative and qualitative approaches. Data were collected through questionnaires administered to 100 tourism stakeholders and semi-structured interviews with 15 purposively selected participants representing various tourism sectors. Quantitative data were analyzed using descriptive statistics, while qualitative data were examined through thematic analysis. The findings revealed that English was the most preferred foreign language (85%) among tourism stakeholders. Speaking and listening were identified as the highest-priority language skills, whereas speaking fluency, limited vocabulary, and listening comprehension were the major communication challenges. Respondents also emphasized the importance of English communication functions such as greeting tourists, explaining tourist attractions, giving directions, and handling customer inquiries. Furthermore, English for Tour Guiding, Hospitality English, and Tourist Information Services were identified as the most preferred training topics. These findings indicate that tourism stakeholders require workplace-oriented English training emphasizing communicative competence, authentic tourism interactions, destination interpretation, and customer service. The study provides practical implications for developing English for Tourism curricula and training programs that enhance service quality and strengthen the competitiveness of Pagar Alam as an emerging tourism destination.

Keywords: *English for Tourism; Needs Analysis; Tourism Stakeholders; English for Specific Purposes; Pagar Alam City.*

1. INTRODUCTION

Tourism has become one of the fastest-growing economic sectors worldwide, contributing significantly to employment creation, foreign exchange earnings, regional development, and cultural preservation (Goeldner & Ritchie, 2011; Pham, 2023; Malini et al., 2022). Beyond its economic contribution, tourism

also plays an essential role in promoting local identity, preserving cultural heritage, and encouraging sustainable community development. The increasing mobility of international tourists has transformed tourism into a global industry that requires destinations to continuously improve service quality and competitiveness (Xu et al., 2021; Suprayogi et al., 2024).

Consequently, governments in many countries have invested substantially in tourism infrastructure, destination branding, digital promotion, and human resource development to enhance their competitiveness in the international tourism market (UN World Tourism Organization, 2024; Badan Pusat Statistik, 2025).

Indonesia possesses abundant natural, cultural, and historical resources that provide strong potential for sustainable tourism development. In recent years, tourism has become one of the priority sectors supporting Indonesia's economic growth through the development of super-priority destinations, community-based tourism, and digital tourism transformation (Kementerian Pariwisata dan Ekonomi Kreatif Republik Indonesia, 2024). According to the Tourism Satellite Account Indonesia, the tourism sector continues to contribute positively to the national economy and has shown significant recovery following the COVID-19 pandemic (BPS, 2025). This recovery has encouraged local governments to improve destination management while strengthening the capacity of tourism human resources to meet the growing expectations of domestic and international visitors (UN Tourism, 2024).

One of the emerging tourism destinations in Indonesia is Pagar Alam City, South Sumatra Province. The city is well known for its mountainous landscapes, Mount Dempo, tea plantations, waterfalls, megalithic heritage, coffee plantations, and cultural attractions that attract both domestic and international visitors. Supported by its strategic geographical location and abundant tourism resources, the local government has continuously promoted Pagar Alam as a nature- and culture-based tourism destination. According to the Central Statistics Agency of Pagar Alam City,

tourist arrivals have shown a positive trend after the pandemic, indicating the growing attractiveness of the city as a tourism destination (Badan Pusat Statistik Kota Pagar Alam, 2025). This development requires tourism stakeholders to improve not only tourism facilities and destination management but also the quality of services provided to international tourists.

The quality of tourism services is closely associated with the communication competence of tourism stakeholders. Tourism officers, destination managers, tour guides, hotel employees, restaurant staff, transportation providers, tourism entrepreneurs, and local communities frequently interact with visitors from diverse linguistic and cultural backgrounds. Since English functions as the international language of tourism, effective communication in English has become an essential competency for tourism stakeholders. Adequate English proficiency enables tourism personnel to explain tourist attractions, provide travel information, respond to visitors' inquiries, promote local products, solve tourists' problems, and establish positive interactions with international visitors. Conversely, inadequate English communication skills often create misunderstandings, reduce visitor satisfaction, and weaken destination competitiveness (Nadiyah et al., 2023; Ananda, 2023).

Within the field of English for Specific Purposes (ESP), Needs Analysis is recognized as the foundation for designing effective language programs because it identifies learners' target communication needs, existing competencies, learning preferences, and workplace language demands (Hutchinson & Watres, 2017; Moore et al., 2023). Rather than emphasizing general English proficiency, English for Tourism focuses on the communicative functions required in authentic tourism settings, including

greeting visitors, providing destination information, explaining local culture, handling complaints, offering travel recommendations, and conducting intercultural communication. Therefore, identifying the actual language needs of tourism stakeholders is an essential step in developing relevant English training programs that correspond to workplace requirements (Long, 2016; Nation & Macalister, 2019).

Previous studies have consistently emphasized the importance of English language competence in supporting tourism development. Vuong thi hai et al. (2025) argued that foreign language proficiency is one of the primary supporting factors in the tourism industry because effective communication contributes directly to tourists' satisfaction and destination image. Similarly, Solikhah (2023) found that English communication skills significantly influence the quality of tourism services, particularly in destinations receiving international visitors. Towner and Wall (2019) also reported that tourism practitioners perceived English proficiency as an indispensable competency for interacting with foreign tourists and supporting sustainable tourism development. Likewise, Amalia et al. (2024) demonstrated that contextual English language training improved participants' confidence and communication skills when serving international visitors.

More recent studies have shifted attention toward English language needs analysis in tourism settings. Kholidi et al. (2022) found that speaking and listening were the most essential English skills required by tourism personnel in Malaysia, while tourism employees also needed communicative competence related to customer service, destination promotion, and intercultural interaction. Similarly, Namtapi (2022) reported that tourism practitioners required English materials

specifically designed for authentic workplace communication rather than general English instruction. Nguyen and Modehiran (2023) further revealed that tourism stakeholders emphasized practical communication skills, including explaining tourist attractions, giving travel directions, handling reservations, and responding to tourists' complaints. These findings reinforce the importance of conducting systematic needs analysis before developing English for Tourism curricula.

In Indonesia, several researchers have also investigated English for Tourism from various perspectives. Kurniawati and Malasari (2022) highlighted the importance of integrating local wisdom into English for Tourism materials to ensure that language instruction reflects the characteristics of local tourism destinations. Suparlan and Rizal (2025) emphasized that sustainable tourism development requires English learning materials that accommodate the communication needs of ecotourism practitioners. Furthermore, Farida et al. (2025) argued that locally contextualized English materials significantly improve learners' motivation and communicative competence because they are directly related to the tourism environment in which learners work. Research conducted by Jaya and Saputri (2025) also confirmed that English for Tourism should focus on workplace communication, hospitality expressions, and intercultural competence to improve service quality. Likewise, Pham (2023) concluded that tourism stakeholders require English learning materials based on authentic tourism situations and local cultural contexts.

Despite the growing number of studies concerning English for Tourism, most previous research has concentrated on tourism villages, tourism students, tour guides, or local communities in established tourism destinations such as Bali,

Yogyakarta, Lombok, and East Java (Dewi, 2023; Menggo et al., 2022). Comparatively little attention has been devoted to examining the English language needs of tourism stakeholders in emerging tourism destinations, particularly in Pagar Alam City. Existing studies conducted in Pagar Alam have predominantly focused on tourism marketing strategies, destination branding, tourist satisfaction, and digital promotion rather than the communicative competencies required by tourism personnel (Puspitasari, 2018). Consequently, empirical evidence regarding the English language needs of tourism stakeholders in Pagar Alam remains limited, creating a gap in the literature concerning the development of contextual English for Tourism programs.

Considering the rapid development of tourism in Pagar Alam and the increasing number of international visitors expected in the future, identifying the English language needs of tourism stakeholders has become increasingly important. Understanding these needs will provide valuable information for designing English for Tourism training programs, developing relevant instructional materials, improving tourism services, and strengthening the international competitiveness of Pagar Alam as one of Indonesia's emerging tourism destinations. Therefore, this study aims to analyze the English language needs of tourism stakeholders in Pagar Alam City to support services for international tourists. The findings are expected to contribute to the development of English for Specific Purposes (ESP), particularly English for Tourism, while providing practical recommendations for local governments, educational institutions, and tourism practitioners in improving tourism service quality.

2. METHOD

2.1 Research Design

This study employed a descriptive mixed-methods design, integrating quantitative and qualitative approaches to obtain a comprehensive understanding of the English language needs of tourism stakeholders in Pagar Alam City. The quantitative data were collected through structured questionnaires to identify participants' perceived English language needs, while qualitative data were obtained through semi-structured interviews to explore in greater depth the communicative challenges encountered by tourism stakeholders when interacting with international tourists (Neuman, 2019; Pratt, 2020). This design is widely recommended in English for Specific Purposes (ESP) needs analysis because it enables researchers to combine numerical trends with contextual explanations (Creswell, 2022).

2.2 Population, Sample, and Sampling Technique

The population of this study consisted of tourism stakeholders in Pagar Alam City, South Sumatra, including personnel from the Tourism Office, tour guides, hotel and accommodation staff, restaurant employees, tourism destination managers, transportation providers, souvenir sellers, and local tourism entrepreneurs. The participants were selected using purposive sampling, as they were directly involved in providing tourism services and communicating with domestic and international visitors. A total of 100 respondents participated in the questionnaire survey, while 15 participants representing different tourism sectors were purposively selected for in-depth interviews to obtain richer information regarding their English language needs and workplace communication experiences (Kvale, 2021; Gill & Baillie, 2018).

2.3 Data Collection

Data were collected through two instruments: a structured questionnaire and semi-structured interviews. The questionnaire was developed based on the framework of Needs Analysis in English for Specific Purposes (ESP) proposed by Amirbayeva (2024). It consisted of Likert-scale and multiple-choice items that explored respondents' English language proficiency, the frequency of English use in the workplace, communicative situations requiring English, perceived language difficulties, preferred learning materials, and preferred training models. Semi-structured interviews were conducted to gain deeper insights into participants' experiences in communicating with international tourists and their expectations regarding future English for Tourism training programs.

2.4 Research Instruments

The questionnaire comprised five dimensions: (1) respondents' demographic profiles and occupational backgrounds; (2) English language skills required in tourism services (listening, speaking, reading, and writing); (3) communicative functions frequently performed in tourism contexts, such as greeting visitors, explaining tourist attractions, giving directions, handling reservations, responding to complaints, and promoting local products; (4) challenges encountered when communicating in English; and (5) preferred English learning topics, instructional methods, and training duration. The interview protocol was designed to validate and enrich the questionnaire findings by exploring authentic workplace communication needs.

2.5 Data Analysis

The quantitative data were analyzed using descriptive statistics, including frequencies, percentages, means, and

standard deviations, to identify the dominant English language needs of tourism stakeholders. Meanwhile, qualitative interview data were analyzed using thematic analysis, involving data reduction, coding, categorization, theme development, and interpretation following the procedures proposed by Braun and Clarke (2019). The findings from both datasets were integrated to identify the target language needs, learning needs, and priority English competencies required by tourism stakeholders in Pagar Alam City. The analysis referred to the concepts of Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Needs, which are widely adopted in ESP needs analysis research.

3. RESULTS AND DISCUSSION

3.1 Respondents' Characteristics

A total of 100 tourism stakeholders in Pagar Alam City participated in the questionnaire survey, while 15 participants representing different tourism sectors were purposively selected for semi-structured interviews to provide deeper insights into their English language needs and workplace communication experiences. The participants included personnel from the Tourism Office, tour guides, hotel and restaurant staff, destination managers, transportation providers, souvenir sellers, café owners, homestay operators, and tourism entrepreneurs.

The respondents were between 20 and 58 years old, consisting of 57 males (57.0%) and 43 females (43.0%). Most respondents had completed senior high school (44.0%) and bachelor's degree (38.0%), while the remainder held diploma (12.0%) and postgraduate (6.0%) qualifications. The diversity of respondents' educational backgrounds and occupations indicates that the study captured English language needs across a

broad range of tourism service sectors in Pagar Alam City.

Table 1. Demographic Characteristics of Questionnaire Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	57	57.0
	Female	43	43.0
Age	20–29 years	31	31.0
	30–39 years	35	35.0
	40–49 years	21	21.0
	≥50 years	13	13.0
Education	Senior High School	44	44.0
	Diploma	12	12.0
	Bachelor's Degree	38	38.0
	Postgraduate	6	6.0
Occupation	Tour Guide	18	18.0
	Hotel Staff	22	22.0
	Restaurant/Café Staff	15	15.0
	Tourism Office Staff	10	10.0
	Souvenir Sellers	13	13.0
	Transportation Providers	12	12.0
	Destination Managers	10	10.0

The demographic profile indicates that the respondents represented diverse tourism professions that interact directly with visitors. Such diversity provides comprehensive insights into the English language needs across various tourism service settings in Pagar Alam City. Meanwhile, the interview data from the 15 selected participants complemented the quantitative findings by providing richer information regarding communicative challenges, workplace language demands, and expectations for future English for Tourism training programs.

3.2 Preferred Foreign Language

To identify the foreign language most needed in the tourism sector, respondents were asked to indicate the language they considered most important for supporting their daily work. The findings are presented in Table 2.

Table 2. Preferred Foreign Language

Language	Frequency	Percentage (%)
English	85	85.0
Mandarin	7	7.0

Japanese	4	4.0
Korean	2	2.0
French	2	2.0

As shown in Table 2, English was identified as the most important foreign language by 85% of respondents, followed by Mandarin (7%), Japanese (4%), and Korean and French (2% each). These findings indicate that English is the primary language required by tourism stakeholders in Pagar Alam for communicating with international tourists.

The predominance of English reflects its role as the global lingua franca in tourism. Respondents emphasized that English is essential for providing tourist information, explaining local attractions, offering recommendations, and handling daily interactions with foreign visitors. Although several respondents recognized the importance of other foreign languages, English remains the highest priority. Therefore, English for Tourism training should be prioritized while introducing basic expressions in other commonly used

languages as complementary learning materials.

3.3 English Skills Needed

Respondents were further asked to evaluate the importance of the four macro English language skills required in their workplace. The results are presented in Table 3.

Table 3. Priority English Skills

Skill	Mean	Category
Speaking	4.72	Very High
Listening	4.45	High
Reading	3.81	High
Writing	3.54	Moderate

Table 3 shows that speaking received the highest mean score ($M = 4.72$), followed by listening ($M = 4.45$), reading ($M = 3.81$), and writing ($M = 3.54$). These findings indicate that oral communication skills are the highest priority for tourism stakeholders in Pagar

Alam, as they interact directly with international tourists in their daily work.

Interview findings revealed that respondents frequently use English to greet visitors, explain tourist attractions, provide travel information, and answer tourists' questions, making speaking and listening the most essential skills. Although reading and writing were rated lower, respondents acknowledged their importance for handling reservation documents, reading tourism information, and responding to digital communication. Overall, the findings suggest that English for Tourism training should prioritize communicative speaking and listening activities through authentic workplace scenarios relevant to the tourism industry.

3.4 Difficulties in Using English

Respondents were also asked to identify the main challenges they encounter when communicating in English with international tourists. The results are summarized in Table 4.

Table 4. Major Communication Difficulties

Difficulty	Frequency	Percentage (%)
Speaking fluently	45	45.0
Limited vocabulary	23	23.0
Listening comprehension	15	15.0
Grammar	10	10.0
Pronunciation	7	7.0

As presented in Table 4, the greatest challenge faced by respondents was speaking fluently (45%), followed by limited vocabulary (23%), listening comprehension (15%), grammar (10%), and pronunciation (7%). These findings suggest that tourism stakeholders experience greater difficulties in practical communication than in grammatical knowledge. Interview data further revealed that respondents lacked confidence in communicating with international tourists due to limited opportunities to practice English in authentic workplace situations.

Therefore, respondents expressed the need for practical English training that emphasizes speaking fluency, tourism-related vocabulary, listening practice, and interactive communication activities rather than grammar-focused instruction alone.

3.5 English Communication Functions Needed

To determine the specific communicative functions required in tourism workplaces, respondents evaluated several common English communication tasks. The results are presented in Table 5.

Table 5. English Communication Functions Required at Work

Communication Function	Mean	Category
Greeting tourists	4.80	Very High
Explaining tourist attractions	4.77	Very High
Giving directions	4.71	Very High
Recommending local products	4.53	High
Handling complaints	4.41	High
Hotel check-in/check-out communication	4.39	High
Emergency communication	4.25	High

Table 5 shows that greeting tourists, explaining tourist attractions, and giving directions received the highest mean scores, indicating that these are the most essential English communication functions required by tourism stakeholders in Pagar Alam. Interview findings revealed that respondents frequently provide information about local attractions, transportation, accommodation, and cultural destinations, highlighting the need for effective spoken English. In addition, the high ratings for handling complaints and hotel communication emphasize the

importance of customer service skills in ensuring visitor satisfaction. Therefore, future English for Tourism training should focus on practical communication through authentic role-play, destination interpretation, and customer service scenarios relevant to tourism workplaces.

3.6 Preferred English Training Topics

Finally, respondents were asked to identify the English learning topics they considered most relevant to their professional responsibilities. The results are presented in Table 6.

Table 6. Preferred English for Tourism Topics

Training Topic	Percentage (%)
English for Tour Guiding	88.3
Hospitality English	84.2
English for Tourist Information Services	81.7
English for Cultural Promotion	77.5
English for Culinary Tourism	71.7
Cross-cultural Communication	68.3
Digital Tourism Promotion	65.0

The findings indicate that respondents strongly preferred learning English for Tourism that is directly applicable to their professional responsibilities. English for Tour Guiding was identified as the highest priority (88.3%), followed by Hospitality English (84.2%) and English for Tourist Information Services (81.7%). Interview data further revealed that respondents expected practical training emphasizing authentic dialogues, tourism-specific vocabulary, intercultural communication, and role-play activities related to

introducing Pagar Alam's tourism attractions. Overall, these findings suggest that future English for Tourism programs should adopt a workplace-oriented curriculum focusing on communicative competence and authentic tourism interactions to improve service quality and strengthen Pagar Alam's competitiveness as an emerging tourism destination.

DISCUSSION

The findings reveal that English is perceived as the most essential foreign

language among tourism stakeholders in Pagar Alam City. This result supports the argument that English functions as the international lingua franca in tourism and remains indispensable for delivering quality services to international visitors. Tourism personnel increasingly require communicative competence rather than merely grammatical knowledge because their daily responsibilities involve providing information, promoting destinations, and interacting with tourists from different linguistic backgrounds (Farida et al., 2025; Jordan-Palomar et al., 2018; Saputri et al., 2025).

The dominance of speaking as the highest-priority language skill is consistent with previous English for Tourism studies. Respondents considered oral communication fundamental because they frequently greet tourists, explain tourist attractions, provide recommendations, and answer visitors' questions. Similar findings were reported by Kholidi et al. (2022), who found that speaking and listening were the two most critical English skills required in Malaysia's tourism industry. Likewise, Namtapi (2022) concluded that English courses for tourism personnel should prioritize authentic communicative situations rather than general English instruction.

Another important finding concerns respondents' communication difficulties. Nearly half reported that speaking fluently remained their greatest challenge, followed by limited vocabulary and listening comprehension. These findings suggest that many tourism stakeholders possess basic English knowledge but lack confidence and opportunities to use English in authentic tourism contexts. This finding is in line with Nguyen and Modehiran (2023), who emphasized that tourism employees require continuous practice in workplace communication to improve communicative competence.

Regarding English language functions, respondents placed the highest priority on greeting tourists, explaining tourist attractions, and providing travel information. These communication functions represent the core responsibilities of tourism stakeholders and therefore should become the primary focus of English for Tourism training. Ma'fiyah and Sumardiono (2023) argue that ESP programs should be developed based on learners' target situations so that instructional materials correspond directly to workplace communication needs.

The preference for English for Tour Guiding and Hospitality English further confirms that respondents require practical and occupation-specific language instruction. This finding supports Kurniawati and Malasari (2022), who suggested that English learning materials should integrate local tourism characteristics and workplace communication. Similarly, Ratmanida et al. (2020) highlighted that authentic tourism scenarios and local cultural content increase the relevance and effectiveness of English for Tourism instruction.

Overall, the results indicate that tourism stakeholders in Pagar Alam require English training that emphasizes communicative competence, tourism vocabulary, intercultural communication, destination interpretation, and customer service. The findings also demonstrate the importance of conducting systematic needs analysis before developing English for Tourism curricula. By identifying actual workplace communication needs, local governments, educational institutions, and tourism organizations can design more effective English training programs to improve tourism service quality and strengthen Pagar Alam's competitiveness as an emerging tourism destination.

4. CONCLUSION

This study identified the English language needs of tourism stakeholders in Pagar Alam City and demonstrated that English is the primary foreign language required to support communication with international tourists. Speaking and listening emerged as the most essential language skills, while speaking fluency, limited tourism-related vocabulary, and listening comprehension were the main challenges encountered in workplace communication. Tourism stakeholders also highlighted the need for practical English functions, including greeting visitors, explaining tourist attractions, providing travel information, giving directions, and handling customer inquiries.

The findings further revealed that respondents preferred English training focusing on tour guiding, hospitality, tourist information services, and destination promotion through authentic, workplace-based learning activities. Therefore, English for Tourism programs should be designed based on a needs analysis approach that emphasizes communicative competence and real-life tourism scenarios. Such programs are expected to improve the quality of tourism services, strengthen the English communication skills of tourism stakeholders, and enhance the international competitiveness of Pagar Alam as an emerging tourism destination. Future studies are encouraged to involve larger samples and evaluate the effectiveness of English for Tourism training programs in improving workplace communication and visitor satisfaction.

5. REFERENCES

- Amalia, S., S, S., & Ulva, S. M. (2024). Differentiated learning integrated with social emotional awareness and digital learning media in improving the students motivation and learning outcomes. *Jurnal Penelitian Pendidikan IPA*, 10(1), 239–245.
<https://doi.org/10.29303/jppipa.v10i1.5354>
- Amirbayeva, D. (2024). *Needs analysis of English for Specific Purposes (ESP) in the tourism industry*. SSRN.
<https://doi.org/10.2139/ssrn.5046129>
- Ananda, E. P. (2023). Daya Minat Dalam Penggunaan Bahasa Inggris Dan Pengaruhnya Terhadap Komunikasi Masyarakat Indonesia. *HYPOTHESIS: Multidisciplinary Journal Of Social Sciences*, 1(02 Juni), 172–184.
- Badan Pusat Statistik. (2025). *Tourism Satellite Account Indonesia 2022–2024*.
- Badan Pusat Statistik Kota Pagar Alam. (2025). *Kota Pagar Alam Dalam Angka 2025*.
- Braun, V., & Clarke, V. (2019). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
<https://doi.org/https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W. (2022). *A Concise Introduction to Mixed Methods Research Second Edition*. SAGE Publications.
- Dewi, N. P. (2023). Pentingnya penguasaan bahasa asing sebagai salah satu pendukung faktor utama industri pariwisata. *Paryatka Jurnal Pariwisata Budaya Dan Keagamaan*, 2(1), 153–162.
<https://e-journal.iahn-gdepudja.ac.id/index.php/pyt/article/view/1291>
- Farida, M., Amelia, R., Handoko, & Rani, A. L. M. (2025). Tailoring Local Content into English for Tourism Materials: Needs of Tourism Students in Central Kalimantan.

- Acitya: *Journal of Teaching and Education*, 7(2), 270–284. <https://doi.org/10.30650/ajte.v7i2.4459>
- Gill, P., & Baillie, J. (2018). Interviews and focus groups in qualitative research: an update for the digital age. *British Dental Journal*.
- Goeldner, C. R., & Ritchie, B. J. (2011). *Tourism: Principles, Practices, Philosophies*. John Wiley & Sons.
- Hutchinson, T., & Watres, A. (2017). *English for Specific Purposes*. Cambridge University Press.
- Jaya, A., & Saputri, K. (2025). *English for Tourism*. PT. Star Digital Publishing.
- Jordan-Palomar, I., Tzortzopoulos, P., García-Valldcabres, J., & Pellicer, E. (2018). Protocol to manage heritage-building interventions using heritage building information modelling (HBIM). *Sustainability (Switzerland)*, 10(4), 0–19. <https://doi.org/10.3390/su10040908>
- Kementerian Pariwisata dan Ekonomi Kreatif Republik Indonesia. (2024). *Statistik Pariwisata Indonesia*.
- Kholidi, M. A., Azhan, N. A. S., & Ariawan, S. (2022). Needs Analysis of English Language Use in Tourism Industry in Selangor, Malaysia. *LSP International Journal*, 9(1), 123–136. <https://doi.org/10.11113/lspi.v9i1.18285>
- Kurniawati, L. A., & Malasari, S. (2022). Local Wisdom in Designing ESP for Community-Based Tourism Practitioners: A Study of Needs Analysis. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 3(2), 147–162. <https://doi.org/10.21460/saga.2022.32.135>
- Kvale, S. (2021). *Doing Interviews*. Sage Publications.
- Long, M. (2016). *The role of the linguistic environment in second language acquisition*. Handbook of Second Language Acquisition.
- Ma'fiah, I., & Sumardiono. (2023). English Language Needs for Hotel Service and ESP Program: The Case of Hospitality Vocational Secondary School. *Journal of Innovation in Educational and Cultural Research*, 4(3), 429–437. <https://doi.org/10.46843/jiecr.v4i3.680>
- Malini, N. L. N. S., Sukarini, N. W., Yadnya, I. B. P., & Maharani, S. A. I. (2022). Exploring needs analysis of English language training: An evidence from small hotel and restaurant employees in Nusa Lembongan, Bali, Indonesia. *Indonesian Journal of Applied Linguistics*, 12(1), 212–223. <https://doi.org/10.17509/ijal.v12i1.46437>
- Menggo, S., Su, Y. R., & Taopan, R. A. (2022). Pelatihan Bahasa Inggris Pariwisata di Desa Wisata Meler. *Widya Laksana*, 11(2), 85–97. <https://ejournal.undiksha.ac.id/index.php/JPKM/article/view/34908>
- Moore, B., Dudley, D., & Woodcock, S. (2023). The Effects of a Martial Arts-Based Intervention on Secondary School Students' Self-Efficacy: A Randomised Controlled Trial. *Philosophies*, 8(3), 43. <https://doi.org/10.3390/philosophie8030043>
- Nadiyah, H., Hermansyah, H., & Kartikasari, D. (2023). Transcribing Tourism Cultural Content Video To Enrich Students' Reading Materials. *Esteem Journal of English Education Study Programme*, 6(2), 257–269. <https://doi.org/10.31851/esteem.v6i2.12325>

- Namtapi, I. (2022). Needs Analysis of English for Specific Purposes for Tourism Personnel in Ayutthaya. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 409–439. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/256730>
- Nation, I. S. ., & Macalister, J. (2019). *Language Curriculum Design* (2nd ed.). Routledge. <https://doi.org/10.4324/9780429203763>
- Neuman, W. L. (2019). Social research methods: Qualitative and Quantitative approaches. In *Pearson* (Seventh Ed). Pearson New International Edition. https://www.amazon.co.uk/Social-Research-Methods-Quantitative/dp/0205786839/ref=sr_1_5?s=books&ie=UTF8&qid=1461496914&sr=1-5&keywords=social+research+methods+qualitative+and+quantitative+approaches
- Nguyen, T. D., & Modehiran, P. (2023). English for tour operators and tour guides: Learning needs from stakeholders' voices. *Scholar: Human Sciences*, 15(2), 207–217. <https://doi.org/10.14456/shserj.2023.47>
- Pham, C. K. (2023). Needs Analysis: Hotel Receptionists' Use of English. *European Journal of Education Studies*, 10(1), 173–185. <https://doi.org/10.46827/ejes.v10i1.4634>
- Pratt, S. M. (2020). A Mixed Methods Approach to Exploring the Relationship between Beginning Readers' Dialogue About their Thinking and Ability to Self-correct Oral Reading. *Reading Psychology*, 41(1), 1–43. <https://doi.org/https://doi.org/10.1080/02702711.2019.1674434>
- Puspitasari, I. (2018). Developing english for tourism materials trough stakeholders' needs analysis. *English Review: Journal of English Education*, 7(1), 147–156. <https://doi.org/10.25134/erjee.v7i1.1534>
- Ratmanida, Fatimah, S., Al-Hafizh, M., & Chair, I. M. (2020). Need Analysis on English for Hotel at the Faculty of Tourism and Hospitality at Universitas Negeri Padang. *Proceedings of the Eighth International Conference on Languages and Arts (ICLA-2019)*, 463, 48–53. <https://doi.org/10.2991/assehr.k.200819.010>
- Saputri, K., Mortini, A. V., Jaya, A., Yuliani, S., & Irawan, D. (2025). *English for tourism: guiding technique and tour management*. PT. Star Digital Publishing.
- Solikhah, N. A. (2023). Impact of Technology in Teaching and Learning English as Foreign Language : TESOL Context. *Journal Corner of Education, Linguistics, and Literature*, 3(1), 83–91. <https://doi.org/10.54012/jcell.v3i1.194>
- Suparlan, S., & Rizal, S. (2025). Developing English for Sustainable Tourism: A Needs Analysis of Eco-Tourism Practitioners. *Ournal of Advance in Language, Literature, and Education*, 1(1), 17–21. <https://doi.org/10.64616/joalle.v1i1.6>
- Suprayogi, Y., Luckyardi, S., Kurnia, D., & Khairusy, M. A. (2024). Linguistic Technopreneurship in Business Success Digitalization for Small Medium Enterprises in West Java: Implication for Language

- Education. *International Journal of Language Education*, 8(2), 343–358.
<https://doi.org/10.26858/ijole.v8i2.64117>
- Towner, J., & Wall, G. (2019). *Histories of Tourism: Representation, Identity and Conflict*. Channel View Publications.
- UN World Tourism Organization. (2024). *World Tourism Barometer*.
- Vuong thi hai, Y., Nguyễn Quỳnh, A., & Trịnh Thị, L. (2025). Study on Speaking Anxiety of Senior Students in the Process of English Language Learning At Hanoi Metropolitan University, Vietnam. *Scientific Journal of Tan Trao University*, 10(3).
<https://doi.org/10.51453/2354-1431/2024/1210>
- Xu, Z., Sukumar, A., Jafari-Sadeghi, V., Li, F., & Tomlins, R. (2021). Local-global design: entrepreneurial ecosystem approach for digital gaming industry. *International Journal of Technology Transfer and Commercialisation*, 18(4), 418–438.
<https://www.inderscienceonline.com/doi/pdf/10.1504/IJTTC.2021.120204>