

Needs Analysis for Designing English for Tourism Practitioners at Lantan Village Using Language-Based Responsibility Model

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Abstract

This study discusses the English language needs of tourism practitioners in Lantan Village, Central Lombok. This study identified 16 tourism actors, including tour guides and traders, who had difficulty communicating effectively due to limited English language skills. The study was conducted in Lantan Village, Central Lombok using R&D approach. Data collection procedures included observation, interviews and documentation, while the instruments used consisted of observation sheets and interview sheets. The results of this study indicate that a syllabus was created for tourism practitioners in Lantan Village, utilizing the Language-Based Responsibility Model (LBRM), this study conducted a needs analysis to determine the essential language skills needed to interact with international visitors. The findings of the study highlighted the need for English language training that is tailored to the local cultural context, leading to the development of a relevant syllabus aimed at improving communication skills. Ultimately, this study emphasizes that improving English language skills is essential to improving service quality and enriching tourist experiences, thus contributing to the development of sustainable tourism in Lantan Village.

Keywords

English for Tourism, Language Based Responsibility Model, research and development

INTRODUCTION

English plays an important role as the main means of communication in global society. This language is used to convey thoughts and culture, as well as build good relationships between people in different countries. According to Mantra et al. (2019), mastery of English as an international language is a must for people in the current era of globalization to access information, technology, and communication between countries. English is designated as an integrated world Lingua Franca (Bruy  l-Olmedo & Juan-Garau, 2009; Foley & Deocampo, 2016). Since ancient times, English has been used as a language of communication, especially in the travel and tourism sector. Mantra et al. (2019) also stated that people living in international tourism areas need English skills to interact with tourists intensively. Therefore, practical knowledge of high English is very important for all tourism actors.

Tourism is a short travel activity carried out by visitors to a tourist destination, who then return to their place of origin (Suyitno, 2001). Tourism is a collection of wonders the connections resulting from tourists' travels and stays, and at a distance not intended for permanent residence and not related to livelihood activities (Arbain et al., 2021).

Lombok is an island that has many unique and rich tourism attractions, both in terms of tourist attractions and traditional food. Tourist attractions in Lombok are very diverse, ranging from beaches, waterfalls, hills, to mountains. Many visitors come to Lombok to enjoy its natural beauty and taste traditional foods spread throughout the island. Along with the development of the times, Lombok Island has experienced rapid progress, with the discovery of new tourist attractions on various sides of the island. The uniqueness and diversity of culture and tourism potential of Lombok are increasingly widely known. One of the relatively new tourist attractions in Lombok is Lantan Tourism Village.

Lantan Village, located in Batukliang Utara District, Central Lombok Regency, is known for its strong customs and reliance on agriculture and handicrafts. It attracts travelers seeking a quiet, natural vacation spot, featuring various traditional ceremonies with dances and music. The community is recognized for its handicrafts, such as weaving and rattan products, which are sold to tourists. As the natural beauty and local culture gained recognition, the community began to promote Lantan as a tourist destination, highlighting its waterfalls and scenic rice fields. With the tagline "Experience Nature and Local Community Life," the Lantan community aims to attract more visitors interested in authentic experiences and the beauty of nature.

The abundant tourism potential in Lantan Village needs to be supported by adequate human resources (HR) to achieve sustainability. However, many tourists are not yet aware of this potential. Although many young people are involved in tourism, they are often less able to provide adequate explanations due to their lack of knowledge of English language needs. Tourism practitioners, such as craft and coffee traders, have limited vocabulary and grammar, making it difficult to provide accurate information to tourists, which impacts their satisfaction. Lack of English language skills also hinder their competitiveness with practitioners from outside the village. Therefore, English language proficiency is very important for practitioners in Lantan Village.

The need for English in Lantan Village is closely related to the potential of local tourism, especially in the fields of cultural tourism and the creative economy. The local community created a tour package called "Be Lantaners" which means "Becoming a Lantan Citizen". This concept is rooted in ecotourism and includes three main aspects: environmental sustainability, preservation of local culture and traditions, and improvement of the local economy. Be Lantaners involves the community as the main driver of village tourism management, including utilizing residents' houses as

accommodation, which increases residents' income and allows guests to experience family values. In addition, in providing traditional food and drinks, they work together with village women, known as “*inak-inak*” (mothers), who act as instructors.

The “Be Lantaners” package directly relates to the need for English language training, as it is designed to provide an authentic experience for tourists who want to experience the daily life of the Lantan community. English language skills are essential, considering that many tourists come from different countries and do not speak the local language. According to research by the World Tourism Organization (2018), effective communication between tourists and locals can improve the overall tourism experience. By joining the “Be Lantaners” package, participants not only learn about Lantan culture and traditions, but also practice communicating in English, which allows for better interactions. This is in line with the need to improve English language skills among local people, so that they can provide better services to visitors.

Proficiency in English is essential for local residents of Lantan Village to communicate effectively with foreign tourists, promote craft products, and share local stories and cultural values. This skill enhances the tourist experience and creates new economic opportunities for the community (Islami et al., 2023; Saptiany & Putriningsih, 2023). Therefore, developing English language skills is a strategic investment that optimizes local potential and improves the welfare of the residents.

Needs analysis is very important for the Lantan community, as this process forms the basis for designing an English language program for tourism practitioners in the village, in order to identify the specific language skills required for effective communication in the tourism sector. Needs analysis involves assessing the current level of proficiency of practitioners, understanding their daily interactions with tourists, and identifying common challenges they face in using English, in order to increase their confidence and competence. According to Richards (2001), the procedure used to process and obtain information about community needs is called needs analysis. Language needs analysis helps to understand the challenges faced by the community, such as lack of access to information, limited communication skills, and the need to understand new technologies.

English plays an important role in the development of specific purpose-based (ESP) curricula, especially in service sectors such as tourism, where speaking and listening skills are highly required. As a global language, English is the primary tool for international communication, negotiation, and transactions. Arias-Contreras & Moore (2022) emphasize that teachers must be able to teach general English and English that is appropriate to the specific needs of students. In the tourism industry, English proficiency supports organizational coordination and effective interaction with international tourists.

The tourism sector is one of the fastest growing industries and contributes greatly to the global economy. According to Aldohon (2014), this sector creates jobs and increases state revenues through various types of taxes (Thurlow & Jaworski, 2011). In this context, teaching English for Specific Purposes (ESP) becomes important to equip students with language skills according to their professional needs. Since its development in the 1960s, ESP has been designed to meet learning objectives, materials, and methods

that are relevant to the interests and future needs of students (Hutchinson & Waters, 1987).

Tourism practitioners in Lantan Village learn English through daily experiences and formal education, but English teaching for them is different from general teaching. In the past, there were English courses, but interest has now decreased, so their English skills do not meet tourism industry standards. To overcome this, a formal needs analysis is needed to design an appropriate syllabus. Sujana et al. (2022), emphasize that needs analysis is important in developing a syllabus based on real-world activities and authentic materials, so that learning is more relevant to field needs.

Language Based Responsibility Model (LBRM) reencourages effective communication between communities and tourism managers (Nomnian et al., 2020). This model includes basic English training and discussion forums to increase community participation. With LBRM, communities not only gain new skills but also feel responsible for the sustainability of tourism in their area.

RESEARCH METHODS

This study employed a Research and Development (R&D) approach, which facilitated the creation of instructional materials responsive to specific, localized needs. As stated by Borg and Gall (1989), R&D enabled researchers to identify contextual requirements and develop training resources that were better suited to the targeted learners. In the case of Lantan Village, tourism practitioners faced unique challenges that demanded a tailored English training program. The use of R&D allowed for a comprehensive needs analysis using both qualitative and quantitative techniques, such as surveys and focus group discussions (FGDs). This process ensured that the developed training materials aligned closely with the real-world communication demands encountered by practitioners in the tourism sector.

Moreover, the R&D model supported iterative development, allowing for continuous refinement of the program. After the initial design phase, a pilot test was conducted to gather feedback from participants, which informed necessary revisions. This cycle of testing and adjustment contributed to the development of a more practical and relevant training program. As noted by Sukmadinata (2015), R&D was not solely concerned with theoretical outcomes but emphasized practical implementation with tangible results—in this case, the enhancement of English communication skills among local tourism actors.

To gather relevant data, the researcher engaged tourism practitioners through various instruments, including surveys, structured interviews, FGDs, and observations. The participants included 16 active members of the tourism awareness group (*Pokdarwis*), consisting of tour guides, coffee vendors, souvenir sellers, and food/beverage providers, aged between 22 and 45 years. This participant group was selected based on their active roles and familiarity with English use in tourism contexts. Observations were conducted to identify authentic language practices and the types of communicative tasks performed by these individuals during their daily activities.

Structured interviews provided deeper insight into the specific English language needs, particularly in areas such as vocabulary, grammar, and functional communication (Creswell & Creswell, 2018). FGDs enabled collaborative discussion among participants, offering a broader range of

perspectives on their linguistic challenges and expectations (Ho, 2016; Krueger & Casey, 2015; Morgan, 1997). These instruments complemented each other, producing a well-rounded understanding of the linguistic demands within the local tourism industry.

The data collected were analyzed using a three-step process: data reduction, data display, and conclusion drawing, as suggested by Miles & Huberman (1994). During the data reduction phase, the researcher filtered and organized information around key themes such as cultural practices, tourism products, and communication barriers (Tong & Zuo, 2021; Braun & Clarke, 2006). The data were then presented in tabular form and narrative descriptions (Miles & Huberman, 1994), providing a clear and structured overview of the findings. Lastly, conclusions were drawn by identifying key variables supported by empirical evidence, thereby ensuring the reliability and credibility of the study's outcomes.

Based on these findings, the researcher designed a syllabus using the Language-Based Responsibility Model (LBRM), which emphasized contextualized and learner-centered instruction. The LBRM encouraged learners to take ownership of their language learning by engaging in real-life communicative tasks. Topics included in the syllabus reflected the practical needs of tourism practitioners, such as customer service, tourist interactions, and promotion of local products. Collaborative, project-based learning activities were integrated to foster both language competence and learner accountability. Evaluation was conducted through formative feedback and performance-based assessments to ensure the training program's effectiveness and relevance. Integrating formative feedback and performance-based assessment significantly contributes to the relevance and success of training programs. Formative feedback offers timely, targeted information that helps learners refine their strategies and improve outcomes (Shute, 2008). Meanwhile, performance-based assessment engages learners in authentic tasks that mirror real-world demands, providing a more meaningful and contextually grounded evaluation process (Gulikers et al., 2004). Together, these approaches support continuous improvement and align assessment with practical competencies.

RESULT AND DISCUSSION

After data collection and analysis, 16 tourism actors were found in Lantan Village, Central Lombok, consisting of one head guide, four guides, four coffee traders, four souvenir traders, and three food sellers. Each actor has different responsibilities in developing a curriculum that suits their needs. The Language-Based Responsibility Model (LBRM) is used to determine authentic tasks and texts that are relevant to the tourist location. The steps in developing the curriculum include identifying English language needs, developing contextual materials, and integrating active activities. It is hoped that this curriculum can improve the communication skills of tourism actors and the experience of tourists.

Table 1. Collecting Language Based Responsibility Model

Location	Tasks (responsibilities)	Texts (storyline)
1. First location: Hunting Local Food and	• Welcoming guests and explaining about the cooking activities, namely	• Greetings general information about the organizer and the location of the activity

Location	Tasks (responsibilities)	Texts (storyline)
Cooking Class	Ramputan and Serebuk while providing explanations on cooking techniques and the importance of local ingredients.	<ul style="list-style-type: none"> • Information about the activity • Information about the location of the activity • Information about the direction to the location of the activity
2. Traditional games and dances	• Explaining of Traditional Games and Dance	• Information about Traditional Games and Dance
3. Eco Crafting	• Explaining the types of products	<ul style="list-style-type: none"> • Information about waste reduction efforts • Information about craft items produced in recycling plastic waste
4. Empowering Women Group Through Local Product	• Explaining specific information about how many types of local products are made by village women's groups	<ul style="list-style-type: none"> • Information about the products in general and how the various products taste, namely coffee, chips and bags • Explaining the manufacturing process of these products • Information about the product manufacturing process • To learn the procedure for making the product
5. Padi Walks	• Explain how local farmers cultivate their land, and provide explanations about the different stages of farming each month, such as planting, tending, and harvesting.	• Information about the various ways of harvesting
6. Teaching English to Children	• Promotion and explanation of how guests act as English teachers for children	<ul style="list-style-type: none"> • Information about teaching activities • Information about children's language development • Information about knowledge and culture
7. Cultural Study Exchange	• Welcoming guests and explaining about customary activities, and aspects of daily life	<ul style="list-style-type: none"> • Greetings General information about the Sasak way of life • Information about increasing cultural awareness • Information about experiences such as trying on traditional clothing
8. Visit to the Traditional Market	• Explaining guests about the traditional market, and interacting with local vendors,	<ul style="list-style-type: none"> • Information about the daily life and traditions of the Lantan village community • Information about places, activities

After finding authentic tasks and texts from tourism practitioners in Lantan Village, the researcher conducted an instructional analysis. In designing a syllabus, there are several steps, namely translating responsibilities into communicative

needs, and then developing competencies into Teaching Materials. The syllabus is designed after these steps are achieved. The instructional analysis is presented as follows:

Table 2. Instructional Analysis

Responsibilities	Communicative Needs	Competency	Learning Needs
<ul style="list-style-type: none"> Welcoming guests, providing explanations about vegetable hunting techniques and how to cook traditional dishes 	Ability to explain the reasons for cooking Ramputan and Serebuk to guests.	<ul style="list-style-type: none"> Can welcome guests Can provide explanations about vegetable hunting 	<ul style="list-style-type: none"> Vocab: Lodgings, tour guide, and trekking organizer
<ul style="list-style-type: none"> Explaining the cultural meaning behind the games and dances taught 	<ul style="list-style-type: none"> Ability to explain the cultural meaning behind the games and dances taught 	<ul style="list-style-type: none"> Can explain the rules and how to play Beledok 	<ul style="list-style-type: none"> Vocab: function, culture Expressions: giving information
<ul style="list-style-type: none"> Explaining the importance of waste reduction and the positive impacts of eco crafting 	<ul style="list-style-type: none"> Ability to explain about eco crafting activities 	<ul style="list-style-type: none"> Can explain the plastic recycling process 	<ul style="list-style-type: none"> Vocabulary: local economy Expression: welcoming participants, sharing knowledge, providing instructions
<ul style="list-style-type: none"> Explaining the importance of local products and the role of women in the village economy 	<ul style="list-style-type: none"> Ability to explain about local products and the role of women in the village economy 	<ul style="list-style-type: none"> Can explain the role of women in the village economy 	<ul style="list-style-type: none"> Vocabulary: empowering, local product, traditional methods
<ul style="list-style-type: none"> Explaining the various stages of rice plants growth, from planting to harvest, and explaining the differences in experiences each month 	<ul style="list-style-type: none"> Ability to explain the various stages of rice plant growth, from planting to harvest, and explain the differences in experiences each month 	<ul style="list-style-type: none"> Can explain the process of rice farming, including planting, maintenance, and harvesting techniques 	<ul style="list-style-type: none"> Vocabulary: immersive, traditional farming techniques Expression: welcoming guests, sharing insight
<ul style="list-style-type: none"> Explaining teaching materials that are appropriate to the child's ability level, and the objectives and benefits of this activity 	<ul style="list-style-type: none"> Ability to explain teaching materials that are appropriate to the child's ability level, and the purpose and benefits of this activity 	<ul style="list-style-type: none"> Can explain the basic principles of teaching English Can explain appropriate methods for children 	<ul style="list-style-type: none"> Vocabulary: teaching, language development, interactive methods, cultural exchange Expression: welcoming participants, encouraging engagement, expressing gratitude

Responsibilities	Communicative Needs	Competency	Learning Needs
<ul style="list-style-type: none"> Explaining about Sasak culture, including traditional clothing, customs, and daily life 	<ul style="list-style-type: none"> Ability to explain Sasak culture, including traditional clothing, customs, and daily life 	<ul style="list-style-type: none"> Can explain the function of Sasak culture, including clothing, customs, and social values 	<ul style="list-style-type: none"> Vocabulary: traditional practices, cultural awareness, mutual understanding Expression: welcoming participants, encouraging sharing
<ul style="list-style-type: none"> Explaining how to interact with local vendors, including bargaining etiquette and how to value their products. 	<ul style="list-style-type: none"> Ability to explain how to interact with local traders, including bargaining ethics and how to assess their products. 	<ul style="list-style-type: none"> Can explain the differences in spices, handicrafts, and related cultural values. 	<ul style="list-style-type: none"> Vocabulary: cultural exchange, unique souvenirs Expression: inviting exploration, providing insight

After conducting the instructional analysis, the researcher then continued to the final stage, namely designing syllabus for tourism practitioners at Lantan village. The purpose of designing syllabus in this research is to support tourism practitioners with English language materials to be used in carrying out their work as tourism practitioners in Lantan village professionally. The syllabus is presented as follows:

Table 3. Syllabus Design

Place of activity	Learning Objectives	Methods	Sources & Media	Assessment	Time
Hunting Local Food and Cooking Class	The learners are able to introduce the main activities of Lantan Village to the guest	Role Play Pair Work	<ul style="list-style-type: none"> Greeting and introducing handout Role play cards about greeting and introducing Text about general overview of Desa Wisata Lantan 	Performance	This activity takes 1 hours.
Traditional games and dance	Students are able to explain about traditional games and dances	Role Play Pair Work	Text about the general description of traditional games and dances	Performance	This activity takes 1 hours.
Eco Crafting	Students are able to explain	Role Play Pair Work	<ul style="list-style-type: none"> Procedural text on how to 	Performance	This activity takes

Place of activity	Learning Objectives	Methods	Sources & Media	Assessment	Time
	the process of making Eco Crafting		make bags and wallets • Video	Final project	4 hours.
Empowering Women Group Through Local Product	Students are able to explain the types of products	Role play Presentation	Various types of chocolate and other products	Performance	This activity takes 3 hours.
Teaching English to Children	The learners are able to explain the condition, and the activities	Role play Presentation	• Text about the condition, activities of Lantan village • Sentences about escorting guests • Video	Performance	This activity takes 2 hours.
Cultural Study Exchange	Students are able to explain about Cultural Study Exchange to guests	Presentation	Text about the condition	Performance	This activity takes 2 hours.
Visit to the Traditional Market	Students are able to explain the types of products produced from Lantan such as spices, vegetables	Role play Presentation	• Various types of local products in traditional markets • Video	Performance Final project	This activity takes 2 hours.

This study used the Language-Based Responsibility Model (LBRM) to identify the communication needs of tourism practitioners in Lantan Village. It was found that they needed the ability to provide accurate information about the village and local culture. Eight authentic tasks were developed, and the curriculum was validated experts through a questionnaire. The results showed that relevant English language skills are important to improve tourist services and experiences. The LBRM ensures that learning materials are appropriate to the social and cultural context, improving communication skills in Lantan Village.

Discussion

In this research, the researcher used the Language-Based Responsibility Model (LBRM) to identify authentic tasks and texts relevant to tourism practitioners in Lantan Village. LBRM emphasizes the importance of social and cultural context in language use, so the first step taken was to identify the specific communication needs faced by tourism practitioners. Through interviews and observations, the researcher found that they needed the ability to provide

accurate and interesting information about Lantan Village, including explaining tourism activities, local products, and local culture. From here, the researcher developed eight authentic tasks that included activities such as explaining the cooking process, providing information about traditional games, and explaining local crafts. The authentic texts produced also included narratives and procedures relevant to the tourism context, such as texts explaining how to make crafts from plastic waste. After finding authentic tasks and texts, the researcher continued with instructional analysis using LBRM. At this stage, the researcher transformed authentic tasks into more specific communicative needs, referring to the analysis of the theory of needs proposed by Dudley-Evans and St John. the researcher identified the competencies required for each task, such as the ability to explain processes and provide relevant information. With this approach, the researcher was able to formulate clear achievement indicators and appropriate learning materials, so that each task and text could be integrated into the larger curriculum.

After completing the instructional analysis, the researcher designed a syllabus for tourism practitioners in Lantan, still using LBRM as a guide. The first step taken was to conduct a needs analysis to better understand the context and challenges faced by tourism practitioners. Furthermore, after the syllabus was completed, the researcher validated it with one of the lecturers. who is a lecturer in the English Department of the University of Mataram (UNRAM), and a tourism practitioner in Lantan Village by providing a questionnaire. from the University of Mataram and a tourism practitioner in Lantan by providing a questionnaire to ensure that the materials prepared are in accordance with real needs in the field. The results of the revision showed that applicable English language skills are very important to improve the quality of service and tourist experience in their locations. By mastering phrases and phrases relevant to the tourism industry, such as communicating with visitors, explaining local sightseeing, and conveying information about local culture, practitioners can interact more effectively and provide accurate information.

In conclusion, based on the needs analysis conducted using LBRM, the researcher found that the learning needs for tourism actors in Lantan are the ability to provide accurate and interesting information about the village, tourism activities, and local products. In addition, LBRM is also implemented in the syllabus design by ensuring that each learning material is relevant to the social and cultural context faced by the actors, so that they can communicate effectively and responsibly in interactions with tourists. This comprehensive approach not only improves the English skills of practitioners, but also contributes to improving the overall tourism experience in Lantan Village.

CONCLUSION

The researcher analyzed the needs of tourism practitioners in Lantan in using language to convey accurate and interesting information about the community, local culture, tourism products, and communicate effectively with tourists. After these needs were identified, an instructional analysis was conducted to describe these competencies into more specific and operational learning objectives. This stage involves mapping the language skills needed to complete real-world tasks faced by students. The results of this analysis then

became the basis for designing a contextual syllabus, where each learning material was arranged to be relevant to the social and cultural situations faced by students. The resulting syllabus also integrated authentic tasks, real texts, and strategies for developing responsible communication skills in accordance with the LBRM method.

Furthermore, LBRM is also implemented by researchers when designing the syllabus by ensuring that each learning material is relevant to the social and cultural context faced by tourism practitioners, and ensuring that tourism practitioners can communicate effectively and responsibly in interactions with tourists, by developing the competencies needed for each task, such as the ability to explain processes and provide relevant information, and integrating authentic tasks and texts into the larger curriculum.

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