Exploring student perspectives in amplifying students' speaking skills on English for hospitality internship

Beny Dele Bintang Ananta[1*], **Muhammad Firza Thoriq Sholahuddin**[2], **Alimin Adi Waloyo**[3]

[1]*Student of English Language and Education Department, Faculty of Teacher and Education, University of Muhammadiyah Malang, Malang, Indonesia; email: benny.dele07@gmail.com*
[2]*Student of English Language and Education Department, Faculty of Teacher and Education, University of Muhammadiyah Malang, Malang, Indonesia; email: firzathoriq22@gmail.com*
[3]*Ph.D. Candidate, Language, Literacy, and Technology Program, College of Education, Washington State University, Pullman, Washington State, the USA; email: aliminadi.waloyo@wsu.edu*

ABSTRACT

This research focuses on the experiences of hospitality internships in amplifying speaking skills. In particular, the objective of this research is to examine the students' perspectives in the hospitality program on enhancing speaking skills as well as the challenges they face and their solutions to these challenges. Qualitative research methods, including questionnaires and observations, were used to gather data from students in the English Language Education Department at the University of Muhammadiyah Malang, Indonesia. There were 28 students enrolled in COE English for Hospitality Program, who participated in the study. The results showed that students' opinions about their experiences with speaking education during their hospitality internships varied. Additionally, challenges in hospitality internships encompass three main areas: delivery, language, and interaction. Some strategies were also provided to assist in overcoming the difficulties identified. It is accordingly advocated that teachers and students need to prepare better in terms of delivery, language, and interaction. hospitality internships can be implemented in the class and Internship programs.

Keywords: Challenges; Hospitality; Internship; Perspectives; Solution.

*Corresponding Author:
benny.dele07@gmail.com
Article history:
Received: December 02, 2023
Revised: January 29, 2024
Accepted: February 02, 2024
Published: February 05, 2024

Citation: Ananta, B. D. B., Sholahuddin, M. F. T., & Waloyo, A. A. (2024). Exploring student perspectives in amplifying students' speaking skills on English for hospitality internship. English Learning Innovation, 5(1). https://doi.org/10.22219/englie.v5i1.30537

©Copyright: Ananta, B. D. B., Sholahuddin, M. F. T., & Waloyo, A. A.

This is an open access article under the CC–BY-SA license
P-ISSN 2723-7400
E-ISSN 2723-7419

INTRODUCTION

The widespread utilization of the term "hospitality" to refer to actions that are associated with hospitality in countries where English is the language has made it possible to investigate this topic not only in the social sector but also in other sectors, including education, among others. Currently, in Indonesia, there is a curriculum development called "Merdeka curriculum" with a program called Merdeka Belajar Kampus Merdeka (MBKM) where students are allowed to learn through an internship program (Hudjimartsu et al., 2022; Sintiawati et al., 2022). Since launching its internship program, Universitas Muhammadiyah Malang has unveiled a number of initiatives, such as the Center of Excellence (CoE) program, which aims to improve internship sites' skill sets (Dewi, 2022). The university's Centers of Excellence (CoEs) have undergone significant expansion, which is indicative of the industry's achievement in attracting students (Goh et al., 2017). Preparing students for professions in the highly competitive global industry sector is becoming more challenging for educators and underscoring the crucial role played by the CoE program in this endeavor (Goh & Lee, 2018; Robinson et al., 2014; Robinson et al., 2016). The Center of Excellence programs in the field of hospitality, known as English for Hospitality provides opportunities for students, industry, and

institutions (Self et al., 2016; Zopiatis & Theocharous, 2013). This program is designed to facilitate students to gain work experience and improve their English proficiency. It also helps to connect students with the hospitality industry, providing an opportunity for them to gain experience and build career opportunities. Moreover, this program has been the subject of research for many years and helps students gain access to new employment opportunities (Self et al., 2016; Zopiatis & Theocharous, 2013). These practices or internships are common on the other hand, there is an opportunity for hotel management to fail in creating a good employee to ensure company success. Although common hospitality internship only gives students a general understanding. Nonetheless, the establishment of an internship inquiry that is advantageous to the host company as well as the student with the effective execution of both approaches.

When it comes to speaking skills, not many students can implement them directly students feel anxious when they cannot do it. Hence, Amer & Amer, (2023) claimed that this study shows when employing new employees, speaking ability or communication abilities are typically given precedence over job experience, motivation, and academic credentials. Students with EFL knowledge typically encounter restricted chances to communicate in English beyond the class (Zhang, 2009). Moreover, student interactions with native English speakers and individuals from the international community are also limited. This potentially could be one rationale for educators to offer additional scenarios and exercises in order to enhance students' proficiency in oral communication. In addition, the Center of Excellence English for Hospitality at the University of Muhammadiyah Malang is beneficial for students who want to improve the skills that are needed today. Students who enroll in the Center of Excellence English for Hospitality will have the opportunity to learn not only hospitality skills but also English language speaking skills through interaction with hotel guests. For instance, in the Front Office department, interns have the obligation to handle hotel guests such as room check-in/check-out, complaints, and guest requests. Thus, students can practice their speaking skills whenever serving guests within the six-month internship period.

Student perception is the way students recognize and respond to knowledge or information around their environment. As stated by Mubaroq & Prasetyarini, (2021) perception has two types, namely positive perception and negative perception. Positive perception plays a pivotal role in addressing challenges related to amplifying speaking skills in the hospitality industry. Cultivating a positive self-view, maintaining an optimistic outlook on the learning journey, and fostering a positive perception of human interactions are essential elements in overcoming hurdles associated with improving speaking abilities within the context of hospitality (Akin et al., 2014; Icekson & Pines, 2013). By instilling a mindset that aligns positively with the demands of effective communication in the hotel industry, individuals can approach language development with confidence, resilience, and a constructive attitude, contributing to more proficient speaking skills in a professional hospitality setting. On the other hand, negative perception, characterized by the rejection or opposition of an assessed object, holds relevance in addressing challenges associated with the improvement of speaking skills in the hospitality industry. When individuals harbor negative perceptions, it can manifest as an obstacle to effective communication within a hotel setting. This type of perception may result in a skewed interpretation of information, presenting it in a manner that is either negative or unrelated to the subject being evaluated (Démuth, 2013; Rachel & Bidang, 2020; Sushy, 2017). Consequently, in the context of hospitality, negative perceptions can hinder the development of proficient speaking skills, as individuals may become more attuned to potential obstacles and challenges in their environment, impacting their ability to communicate effectively in a guest-centric and service-oriented industry. Overcoming these negative perceptions is crucial for fostering a positive and constructive communication environment within the realm of hospitality.

Some previous researches are related to this present study. In a recent study by Musa et al., (2023), qualitative research was conducted with undergraduate interns in Malaysia, utilizing semi-structured interviews. The findings show that the accounting team have important experience in English language skills during their training, but identified areas

for improvement. The study employed triangulation under supervisors' and managers' perspectives then validated in the hands of analysts. Similarly, Yen et al., (2023) also conducted the same research. Their study concentrated on employer reports about English majors' experiences with their industrial practicums in Vietnam using qualitative methods such as focus-group interviews. The results underscored the students' lacking skills and practical implications were suggested to enhance their employability skills, emphasizing the importance of practical experiences during university. Additionally, Chan, (2021) addressed the gap in ESP research related to interns students gain an understanding of workplace communication through work-integrated learning (WIL). The study in Hong Kong employed an interdisciplinary approach to the design of a WIL module, facilitating experiential and informal workplace learning. The module effectively enabled students to proactively learn workplace communication needs, emphasizing the necessity for a better emphasis on educational innovation and research in ESP.

While all the studies explore the development of communication skills, the research focused on hotel internship adds a novel dimension by investigating students' perceptions, challenges, and solutions in the context of enhancing speaking skills. This study highlights how students in this setting face specific challenges, potentially involving direct interactions with guests, colleagues, and hotel management. Moreover, it enriches the literature by delving into it from the student's perspective, specifically capturing their views on the needs and obstacles in improving speaking skills. The proposed solutions within the hotel internship context can offer valuable insights for higher education institutions and industry stakeholders in preparing students for communicative challenges in the hospitality sector. Additionally, tailored internship approaches addressing the specific needs of students in this sector can contribute significantly to advancing the teaching and learning of speaking skills in higher education.

This study focuses on understanding the perceptions, challenges, and solutions associated with hospitality internships in improving speaking skills. Based on the research objectives, this study has the following research questions:

1. "What are students' perceptions of their experience with the CoE English for Hospitality program during internships in the hospitality industry?"
2. "What are the key challenges faced by interns in developing speaking skills in CoE English for Hospitality, and what innovative solutions have interns come up with to overcome these challenges?".

By delving into students' perceptions, the study seeks to gain valuable insights into the integration of hospitality practices within language education and its impact on overall communication competence. Through this comprehensive investigation, the research aims to contribute evidence-based recommendations for refining hospitality internship programs and enhancing language learning in educational settings.

METHOD

The research was conducted using qualitative research methods which emphasize the diversity of analysis viewpoints (Creswell & Creswell, 2017). This qualitative research consists of questionnaires and observations of data. As the result, researcher is able to get a deeper topic comprehension and insight into the participants' perspectives. A qualitative method was chosen to examine oral and written data that describes the research object. This research was carried out at Universitas Muhammadiyah Malang, East Java, Indonesia, and involved twenty-eight (28) participants from the Department of English Education who enrolled in CoE for Hospitality. The data of this research was gathered from students regarding their internship experiences through the utilization of observations and an open-ended questionnaire was adapted by referring to previous research by Hadijah (2022) in which the questionnaire were derived from the analysis of the interview questions. Qualitative data analysis was conducted to understand participants' perspectives on hospitality internships as a means of enhancing speaking

skills. The questionnaire data were transcribed, imported, and analyzed for visualization and report. The participant observation was conducted to enrich the data, which was conducted during the internship by another researcher who was also participated in the CoE English for Hospitality. In this research, Nvivo 12 Pro was employed for data visualization. Transcripted data, importing data, sorting data, visualizing, and reporting (Jackson et al., 2019). The process includes creating a word cloud to represent students' perspectives on amplifying students' speaking skills based on hospitality internship, extracting significant phrases and frequently used words for insightful analysis (DePaolo & Wilkinson, 2014). For the second research question, according to research by Clarke & Braun (2017), thematic analysis is an approach to recognizing, analyzing, and reporting data patterns (themes). This method aims to organize and explain the data set in detail at a higher level. thematic analysis was used to identify challenges and solutions based on the questionnaire and data observation of a hospitality internship for speaking skills.

RESULTS AND DISCUSSION

1. "What are students' perceptions of their experience with the CoE English for Hospitality program during internships in the hospitality industry?"

3.1 Student Perception of Hospitality Internships

Based on data analysis, student perceptions of hospitality internships in the CoE English for Hospitality are shown with the word cloud in the following figure (Figure 1).

Figure 1. Word Cloud of hospitality internships

Experience

Most students expressed "Experience" as their perception, as this can be one of the supports in the work environment that occurs in hospitality internships. They further argued that the "experience" aspect offers something valuable to students in the world of work. This argument is validated by the student's responses in the questionnaire

> *"I want to have hands-on practical work experience as well as some new skills that I can acquire through this program." (Student 5)*
> *"Because there are many attractive offers, such as experience in the world of work" (Student 3)*

According to Cheong et al., (2014), hospitality work experiences play an important role in equipping students with essential knowledge and expertise, by practical abilities and fostering interpersonal relationships. These internships serve as a catalyst for future motivation in learning and contribute significantly to the development of students' social personalities. Additionally, participation in internships provides students with the

opportunity to explore their career interests and objectives, guided by professional supervisors or department heads. Direct engagement in real-world tasks within various facets of the hospitality field, such as Front Office, Housekeeping, and Food and Beverage services, gives learners an opportunity to put their theoretical knowledge into practice acquired in academic settings to practical situations. This hands-on experience creates an intersection between practice and theory, offering invaluable insights into the industry.

Interesting Experiences

Some students stated "interesting" as their perception, as it represents a way of expressing something that depends on the" interesting" that occurs in hospitality internships. They further contend that the interesting aspect is that they can explore and get a sense of the history of tourist attractions without going to other places. The student's statement in the questionnaire supports the argument.

> *"At first, I was curious about what the world of hospitality was like and had never learned before in the world of lectures. Then in this program has a lot of practice directly into the world of work so I think it will be very interesting to follow"(Student 19)*
> *"Because this program is very interesting and was held for the first time at the University of Muhammadiyah Malang." (Student 15)*

According to Mensah et al., (2023), cultivating students' interest in hospitality internships serves as a strategic approach to improving their mastery of practical competencies. This engagement not only contributes to the development of practical skills but also plays a role in improving proficiency in the English language. Essentially, however, hospitality internship programs are a beneficial way as a means of preparing students to enter the hospitality industry, providing them with the chance to be aware of the working industry, and building connections with hospitality workers and supervisors (Marinakou & Giousmpasoglou, 2013), Furthermore, learners will be able to control their expectations, thereby improving their chances of finding work in the future. Which is what makes students interested in participating in hospitality internships where they are able to get the opportunity to prospective developments within the hospitality sector (Appietu et al., 2019; Mensah et al., 2023).

Serious Experiences

On the other hand, some students expressed "serious" as their perception, as it is a way of expressing the "serious" that occurs in hospitality internships. They further argued that this aspect of seriousness is seen from the point of view of hospitality internship benefits which can never enjoy the real internship because several students only want the benefits of the program or they just follow their friends in the program. This argument is validated by the students' responses to the questionnaire.

> *"Because i'm follow my friend and i'm interested in many benefits." (Student 2)*
> *"This program says they delete thesis" (Students 1)*

In participating in the world of internships, students need to be serious, including the reasons they enter the internship program. Students should take the time to carefully consider why they want to enter the internship program, as well as the benefits they can gain from it. They should also have realistic expectations about the internship experience and be proactive in seeking to gain as much knowledge and experience from it as possible. In line with Lim et al., (2023), they stated that consequence awareness emerges as an important starting point in shaping the seriousness of ethical decision-making, something that is taken very seriously in the complex internship a landscape filled with ethical dilemmas. As interns grapple with the intricacies of professional challenges, the combination of consequence awareness with ethical decision-making models becomes

an invaluable asset. This thoughtful blend provides interns with a comprehensive toolkit. In a serious attempt to achieve ethical thinking, this integration empowers interns to navigate complex thinking during their internship experience with a heightened sense of responsibility and decision-making in a serious manner.

2. "What are the key challenges faced by interns in developing speaking skills in CoE English for Hospitality, and what innovative solutions have interns come up with to overcome these challenges?"

3.2. Challenges and Solutions in Using English in Hospitality Internships

Based on the data analysis, students' challenges in utilizing speaking skills in Hospitality internships, can be categorized into three main areas: Delivery, Language, and interaction issues. The following points will provide a detailed explanation of these three areas.

3.2.1 Delivery-Related Issues

In the context of delivery, the researchers discussed the two themes we identified. These themes include difficulty in conveying ideas and confidence issues. The authors will describe our research results relating to each of these themes in the context of delivery issues in hospitality internships.

3.2.1.1 Conveying Ideas

Conveying ideas focuses on situations where a person faces difficulties in conveying thoughts or ideas effectively. These problems include challenges in expressing ideas clearly and understandably to others. In this context, problems may arise in choosing the right words, constructing sentences, or organizing ideas so that the desired message can be conveyed properly. Individuals in this problem may experience communicative barriers that affect their ability to communicate effectively. The argument is supported by the student's statement in the questionnaire:

> *"I have trouble in ideas delivery when I've already thought about what I want to say." (Student 3)*
> *"The challenge I may face is the limitation in delivering answers to questions from overseas guests". (Student 5)*

These statements collectively explain that students struggle to express their thoughts effectively, especially when faced with complex or unfamiliar questions. This difficulty underscores their awareness of the important role of clear communication and their determination to improve their communication skills (Smallwood, 2013; Thu, 2021). At the same time, observations showing positive attitudes and adaptability in overcoming communication challenges reinforce this recognition. These findings signify a shared commitment among students to self-development and continuous improvement of communication skills, underscoring the importance of effective communication in learning contexts (Smallwood, 2013).

Based on the observation of addressing difficulties in delivering ideas even when premeditated, it's crucial to focus on refining communication skills. Consider incorporating structured frameworks or outlines when organizing your thoughts, helping to articulate ideas more coherently. Additionally, actively practice expressing your thoughts aloud, perhaps in front of a mirror or with a supportive friend, to enhance verbal fluency. To tackle the challenge of providing answers to questions from overseas guests, invest time in cross-cultural communication training. Familiarize yourself with common inquiries from diverse perspectives, and practice responding with clarity and cultural sensitivity. Cultivating a flexible and adaptable communication style will better equip you to overcome limitations and effectively engage with guests from various backgrounds. Continuous practice and a proactive approach to refining your communication abilities will contribute to more confident and comprehensive idea

delivery.

3.2.1.2 Confidence issues

Confidence issues include situations where an individual experiences insecurity or lack of confidence when communicating. These issues, whose themes include challenges in conveying thoughts and ideas clearly, are often accompanied by feelings of lack of confidence. Individuals in this cluster may feel nervous, hesitant, or unsure when speaking, which can affect their ability to communicate effectively. Difficulties in overcoming confidence barriers can affect social interactions and communication in general. The argument is supported by the student's statement in the questionnaire:

> *"One of the challenges I faced was a lack of confidence because I was still afraid of being wrong." (Student 4)*
> *"I didn't have the confidence to go up to a tourist and offer to help." (Student 16)*

These statements collectively explain that to overcome significant challenges, students grappled with a lack of self-confidence stemming from a constant fear of making flaws. Students' lack of confidence in their ability to speak English is largely driven by their fear of committing flaws (Nety & Nurhaeni, 2020). Students are most afraid of making mistakes because they fear appearing silly in front of others. This insecurity specifically hindered my ability to approach and help tourists, as they lacked the confidence to initiate interactions. The solution to overcoming this difficulty was to make a deliberate effort to change mindset and recognize that making flaws is an essential part of learning. Learners can overcome their lack of courage by improving their sense of confidence (Nety & Nurhaeni, 2020). To enhance students' self-esteem, you can encourage them and conduct actual interactions with them while making recommendations. By applying a growth mindset, students gradually built confidence by challenging my fear of making mistakes and recognizing mistakes as opportunities for improvement. In addition, students took small steps to interact with travelers, gradually expanding my comfort zone. As students gained experience and learned from each encounter, my confidence grew, empowering me to approach tourists with newfound assurance and offer assistance without fear of making mistakes

3.2.2 Language Issues

In the context of language issues, the researchers discussed several theme we identified. These themes include difficulty in Accent issues. The authors will describe our research results relating to each of these themes in the context of language issues in hospitality internships.

3.2.2.1 Accent Issues

Accent issues, or accent difficulties, describe the challenges experienced when communicating with people who have different accents. In this context, individuals may find it difficult to understand articulations and intonations that differ from native speakers, resulting in barriers to effective communication. In these challenges, themes revolve around the need to adapt to accent variations and attempts to overcome difficulties in understanding language spoken by people with different accents. The argument is supported by the student's statement in the questionnaire:

> *"When meeting a foreigner who speaks English but has a different accent". (Student 13)*
> *"When providing some services with foreigners, the challenge is that we have to understand with their own accent." (Student 10)*

These statements collectively explain that students when encountering a foreigner who communicates in English but with a distinct accent, effective communication can become a challenge. In such situations, it is essential to approach the interaction with cultural

sensitivity and open-mindedness. One must actively listen, be patient, and make a conscious effort to comprehend the nuances of their accent. Utilizing non-verbal cues, such as gestures and facial expressions, can enhance understanding (Kita & Emmorey, 2023). Additionally, encouraging foreigners to express themselves freely and asking clarifying questions can help bridge the communication gap. Employing empathy and adapting one's communication style to accommodate diverse accents fosters a more inclusive and successful exchange of information and services.

3.2.3 Interaction Issues

In the context of Interaction issues, the researchers discussed the one themes we identified. These themes include difficulty in content issues The authors will describe our research results relating to each of these themes in the context of Interaction issues in hospitality internships.

3.2.3.1 Content Issues

Content problems refer to situations where a person faces difficulties related to the content or material to be conveyed in communication. Themes in this cluster include challenges in providing information or responding to questions correctly, possibly due to limited knowledge or lack of understanding of a particular topic. Content issues can affect one's ability to provide services or information that is accurate and understandable to the other party. In this context, efforts to address uncertainty or lack of knowledge may be a key focus. The argument is supported by the student's statement in the questionnaire:

> *"When I communicate with guests, the challenge is when I don't know the information about the guest's question." (Students 9)*

The quote shows that students struggle to describe places and things, especially in hotels (Argyriou et al., 2020). Lack of expertise in the topic area exacerbates this problem. However, they highlighted the hospitality context to enrich their descriptions, emphasizing the importance of knowing the background of the place or object (Zidianakis et al., 2021). With limited information, students may struggle to produce accurate descriptions, hence the students emphasized the importance of the hospitality context. Referring to the observations, in order to solve content-related problems, it is crucial to incorporate a holistic approach when gathering information. Instead of relying on only one source, students are encouraged to expand sources by reading various references, such as credible news and websites to ensure the accuracy and depth of information in conveying to hotel visitors comprehensive information about the tourist destination, and also related to the hotel facilities presented by the student interns (Godovykh et al., 2022; Lee et al., 2022; Lim et al., 2024; Nanni & Ulqinaku, 2021).

CONCLUSION

In summary, hospitality internships have significant potential to improve language proficiency and broaden experiences, even with different perspectives among student researchers, who found that the use of hospitality internships in improving speaking skills resulted in more positive perceptions than negative perceptions. In addition, it also contributed to positive perceptions of hospitality Internships, such as experiential and interesting. The opposite side of the coin is the negative perspective of hospitality internships, which makes it serious. These various perspectives are a testament to the educational richness offered by hospitality internships. However, the journey to realize its educational potential is not without challenges. Challenges in hospitality Internships cover three main areas: delivery, Language, and Interaction. Delivery-related challenges include difficulties in conveying ideas and confidence issues. Language issues involve accent problems in communication with tourists. In addition, interaction challenges include content-related issues. Instead of seeing these challenges as insurmountable

obstacles, they should be seen as opportunities to find solutions. Depending on each issue, it is important to remember that where there is a problem, there is a solution.

It is recommended that a robust support framework be established to maximize the educational potential of hospitality internships among diverse perspectives. This framework should include targeted training programs addressing delivery challenges, language enhancement initiatives to address accent issues, mentorship programs offering guidance from seasoned professionals, diversity and inclusion training to foster cultural sensitivity, and regular feedback mechanisms for effective learning.

Despite the limitations of the study, the findings provide some insight into CoE English for Hospitality's internship experience and perspective on the program. First, it is crucial to ensure that interns have both positive and negative views regarding their training program. Secondly, the researcher was required to conduct direct observations to obtain objective information regarding the obstacles participants encountered in improving their English language proficiency. Third, it is important to carefully consider the solution to their learning challenges. Conducting research during an internship may not be an appropriate time to collect research data, as the interns are on duty, which hinders the researcher's ability to obtain complete information. The current study provides a foundation for upcoming research into hospitality internship programs. In future studies, the limitations of the current study should be addressed using quantitative designs, as well as ensuring that data can be used to measure individual or group progress in English language skills so that various English language learning methods can be improved in internships to improve their effectiveness.

CONFLICS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Ananta, B.D.B.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (supporting), securing funding. Sholahuddin, M.F.T.: Conceptualization (supporting), methodology (supporting), writing – original draft (supporting), review, (lead) editing (lead). Waluyo, A.A.: Conceptualization (supporting), methodology (supporting), writing – original draft (supporting), review, (lead) editing (lead)

REFERENCES

Akin, B. A., Mariscal, S. E., Bass, L., McArthur, V. B., Bhattarai, J., & Bruns, K. (2014). Implementation of an evidence-based intervention to reduce long-term foster care: Practitioner perceptions of key challenges and supports. *Children and Youth Services Review*, *46*, 285–293. https://doi.org/10.1016/j.childyouth.2014.09.006

Amer, A. M., & Amer, A. R. (2023). The impact of some innovative strategies on developing EFL speaking skills of hospitality students. *International Journal of Tourism, Archaeology and Hospitality*, *3*(2). https://doi.org/10.21608/IJTAH.2023.186853.1057

Appietu, M. E., Asimah, V. K., & Mensah, C. (2019). Does perception of hospitality employment change post internship? *African Journal of Hospitality and Tourism Management*, *1*(2), 116–129. https://doi.org/10.47963/ajthm.v1i2.141

Argyriou, L., Economou, D., & Bouki, V. (2020). Design methodology for 360 immersive video applications: the case study of a cultural heritage virtual tour. *Personal and Ubiquitous Computing*, *24*, 843–859. https://doi.org/10.1007/s00779-020-01373-8

Chan, C. S. C. (2021). Helping university students discover their workplace communication needs: An eclectic and interdisciplinary approach to facilitating on-the-job learning of workplace communication. *English for Specific Purposes*, *64*, 55–

71. https://doi.org/10.1016/j.esp.2021.07.002
Cheong, A. L. H., binti Yahya, N., Shen, Q. L., & Yen, A. Y. (2014). Internship experience: An in-depth interview among interns at a business school of a Malaysian private higher learning institution. *Procedia-Social and Behavioral Sciences*, *123*, 333–343. https://doi.org/10.1016/j.sbspro.2014.01.1431
Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, *12*(3), 297–298. https://doi.org/10.1080/17439760.2016.1262613
Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
Démuth, A. (2013). Perception theories. *Kraków: Trnavská Univerzita*, *2549*.
DePaolo, C. A., & Wilkinson, K. (2014). Get your head into the clouds: Using word clouds for analyzing qualitative assessment data. *TECH TRENDS*. 58, 38–44. https://doi.org/10.1007/s11528-014-0750-9
Dewi, R. (2022). Adapted work placement delivery method under COVID-19 towards students' job preparatory behaviours. *Industry and Higher Education*, *36*(6), 716–729. https://doi.org/10.1177/0950422222112874
Godovykh, M., Baker, C., & Fyall, A. (2022). VR in tourism: A new call for virtual tourism experience amid and after the COVID-19 pandemic. *Tourism and Hospitality*, *3*(1), 265–275. https://doi.org/10.3390/tourhosp3010018
Goh, E., & Lee, C. (2018). A workforce to be reckoned with: The emerging pivotal Generation Z hospitality workforce. *International Journal of Hospitality Management*, *73*, 20–28. https://doi.org/10.1016/j.ijhm.2018.01.016
Goh, E., Nguyen, S., & Law, R. (2017). Marketing private hotel management schools in Australia. *Asia Pacific Journal of Marketing and Logistics*, *29*(4), 880–889. https://doi.org/10.1108/APJML-09-2016-0183
Hadijah. (2022). The students' perception of small group discussion for developing EFL students' speaking skills. *ELT Worldwide Journal of English Language Teaching,* 9(2), 456-468. https://doi.org/10.26858/eltww.v9i2.37739
Hudjimartsu, S. A., Prayudyanto, M. N., Permana, S., & Heryansyah, A. (2022). Peluang dan tantangan implementasi merdeka belajar kampus merdeka (Mbkm) di fakultas teknik dan sains UIKA BOGOR. *Educate: Jurnal Teknologi Pendidikan*, *7*(1), 58–70. https://doi.org/10.32832/educate.v7i1.6245
Icekson, T., & Pines, A. M. (2013). Positive perception: A three dimensional model and a scale. *Personality and Individual Differences*, *54*(2), 180–186. https://doi.org/10.1016/j.paid.2012.08.034
Jackson, K., Bazeley, P., & Bazeley, P. (2019). *Qualitative data analysis with NVivo*. Sage.
Kita, S., & Emmorey, K. (2023). Gesture links language and cognition for spoken and signed languages. *Nature Reviews Psychology*, 1–14. https://doi.org/10.1038/s44159-023-00186-9
Lee, D., Ng, P. M. L., & Wut, T. M. (2022). Virtual reality in festivals: A systematic literature review and implications for consumer research. *Emerging Science Journal*, *6*(5), 1153–1166. https://doi.org/10.28991/ESJ-2022-06-05-016
Lim, W. M., Jasim, K. M., & Das, M. (2024). Augmented and virtual reality in hotels: Impact on tourist satisfaction and intention to stay and return. *International Journal of Hospitality Management*, *116*, 103631. https://doi.org/10.1016/j.ijhm.2023.103631
Lim, W. M., O'Connor, P., Nair, S., Soleimani, S., & Rasul, T. (2023). A foundational theory of ethical decision-making: The case of marketing professionals. *Journal of Business Research*, *158*, 113579. https://doi.org/10.1016/j.jbusres.2022.113579
Marinakou, E., & Giousmpasoglou, C. (2013). An investigation of student satisfaction from hospitality internship programs in Greece. *Journal of Tourism and Hospitality Management*, *1*(3), 103–112. https://doi.org/10.17265/2328-2169/2013.12.001
Mensah, C., Azila-Gbettor, E. M., & Wireko-Gyebi, S. (2023). Mapping hospitality and tourism internship research: A bibliometric and integrative review. *Journal of Hospitality & Tourism Education*, 1–33. https://doi.org/10.1080/10963758.2023.2175689
Mubaroq, A. D. M., & Prasetyarini, A. P. (2021). English teachers' perception of the shift from offline to online teaching and learning during covid-19 pandemic in sma n 1

gemolong. *Proceeding of The Progressive and Fun Education International Conference*, *3*, 7–15.

Musa, F., Yunus, M. M., & Othman, Z. (2023). The english communication experiences of accounting undergraduates during internships. *Theory and Practice in Language Studies*, *13*(4), 901–910. https://doi.org/10.17507/tpls.1304.11

Nanni, A., & Ulqinaku, A. (2021). Mortality threats and technology effects on tourism. *Annals of Tourism Research*, *86*, 102942. https://doi.org/10.1016/j.annals.2020.102942

Nety, N., & Nurhaeni, N. (2020). Students self confidence in speaking english. *English Education Journal*, 8–16. https://doi.org/10.55340/e2j.v6i1

Rachel, R., & Bidang, L. (2020). Students'perception in using task-based instruction (tbi) in teaching english at mechanical engineering students of uki toraja. *Jurnal Andi Djemma| Jurnal Pendidikan*, *3*(1), 66–73. http://dx.doi.org/10.35914/jad.v3i1.339

Robinson, R. N. S., Kralj, A., Solnet, D. J., Goh, E., & Callan, V. (2014). Thinking job embeddedness not turnover: Towards a better understanding of frontline hotel worker retention. *International Journal of Hospitality Management*, *36*, 101–109. https://doi.org/10.1016/j.ijhm.2013.08.008

Robinson, R. N. S., Kralj, A., Solnet, D. J., Goh, E., & Callan, V. J. (2016). Attitudinal similarities and differences of hotel frontline occupations. *International Journal of Contemporary Hospitality Management*, *28*(5), 1051–1072. https://doi.org/10.1108/IJCHM-08-2014-0391

Self, T. T., Adler, H., & Sydnor, S. (2016). An exploratory study of hospitality internships: Student perceptions of orientation and training and their plans to seek permanent employment with the company. *Journal of Human Resources in Hospitality & Tourism*, *15*(4), 485–497. https://doi.org/10.1080/15332845.2016.1148571

Sintiawati, N., Fajarwati, S. R., Mulyanto, A., Muttaqien, K., & Suherman, M. (2022). Partisipasi civitas akademik dalam implementasi merdeka belajar kampus merdeka (MBKM). *Jurnal Basicedu*, *6*(1), 902–915. https://doi.org/10.31004/basicedu.v6i1.2036

Smallwood, J. (2013). Searching for the elements of thought: reply to Franklin, Mrazek, Broadway, and Schooler (2013). *Psychological Bulletin,* 139(3), 542–547. https://doi.org/10.1037/a0031019.

Sushy, S. (2017). Students' perception toward politeness and impoliteness of the lecturers of english department at UKI TORAJA. *Teaching English as a Foreign Language Overseas Journal*, *5*(3), 104–119. https://doi.org/10.47178/teflo.v5i3.448

Thu, H. N. A. (2021). A study on English communication skills at tertiary level. https://doi.org/10.31219/osf.io/tvm6q

Yen, P. H., Thuy, H. P., & Thuy, P. T. (2023). Employers' perspectives of english-major students' weaknesses during their industrial practicum. *Journal of Language Teaching and Research*, *14*(5), 1270–1278. https://doi.org/10.17507/jltr.1405.15

Zhang, Y. (2009). Reading to speak: integrating oral communication skills. *English Teaching Forum*, *47*(1), 32–34.

Zidianakis, E., Partarakis, N., Ntoa, S., Dimopoulos, A., Kopidaki, S., Ntagianta, A., Ntafotis, E., Xhako, A., Pervolarakis, Z., & Kontaki, E. (2021). The invisible museum: A user-centric platform for creating virtual 3D exhibitions with VR support. *Electronics*, *10*(3), 363. https://doi.org/10.3390/electronics10030363

Zopiatis, A., & Theocharous, A. L. (2013). Revisiting hospitality internship practices: A holistic investigation. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *13*, 33–46. https://doi.org/10.1016/j.jhlste.2013.04.002