

**THE IMPACT OF ENGLISH FOR TOURISM CLASSES ON
ENGLISH DEPARTMENT STUDENTS' ENTHUSIASM FOR
THE TOURISM INDUSTRY**

THESIS

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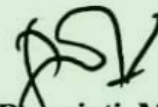
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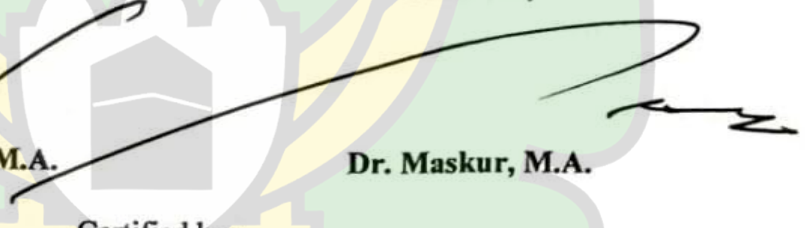
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The Impact of English for Tourism Classes on English Department Students'

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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.



Banda Aceh, 16 Juni 2025

Saya yang membuat pernyataan

Adib Arkan Hakim

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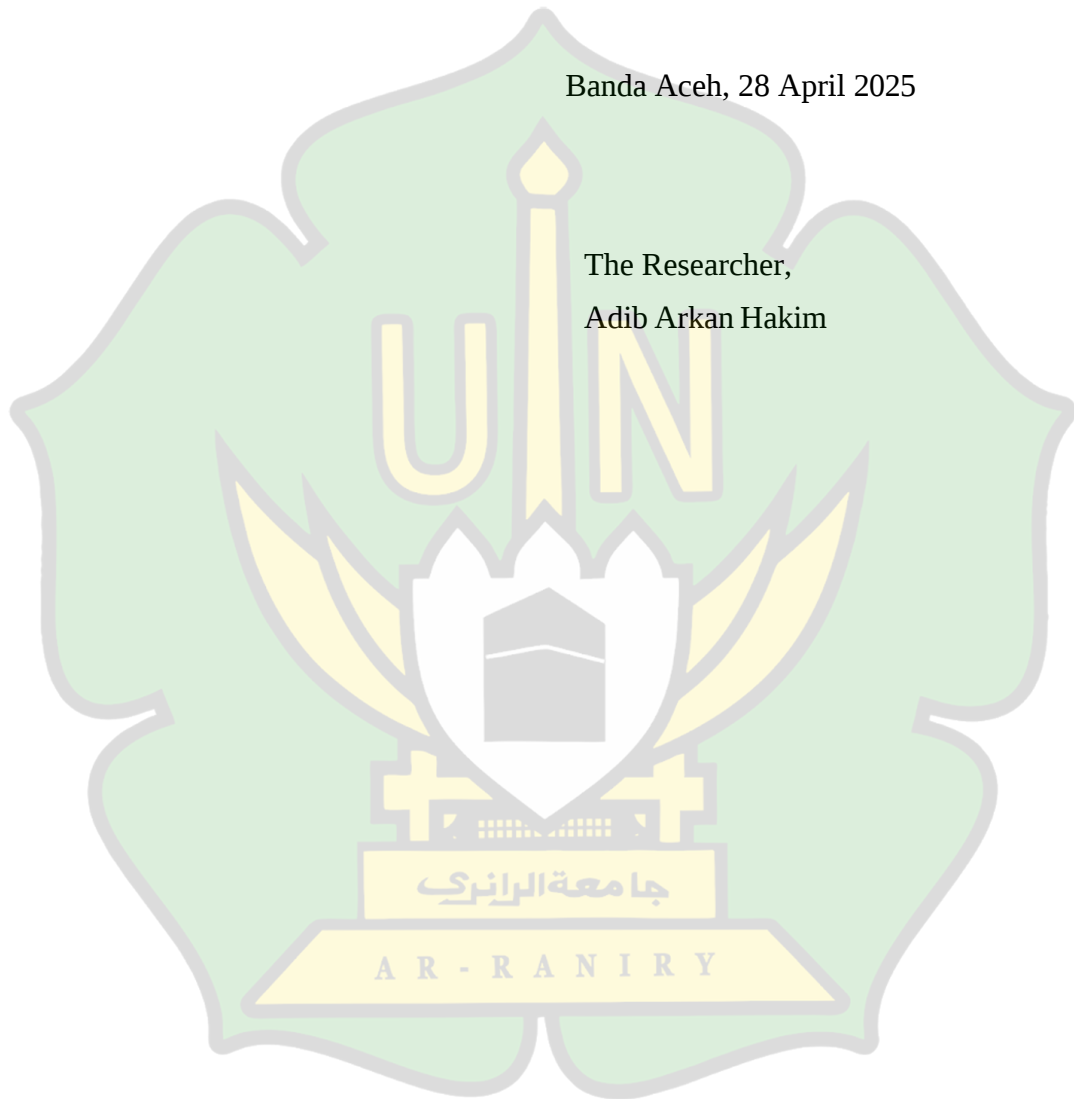
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ABSTRACT

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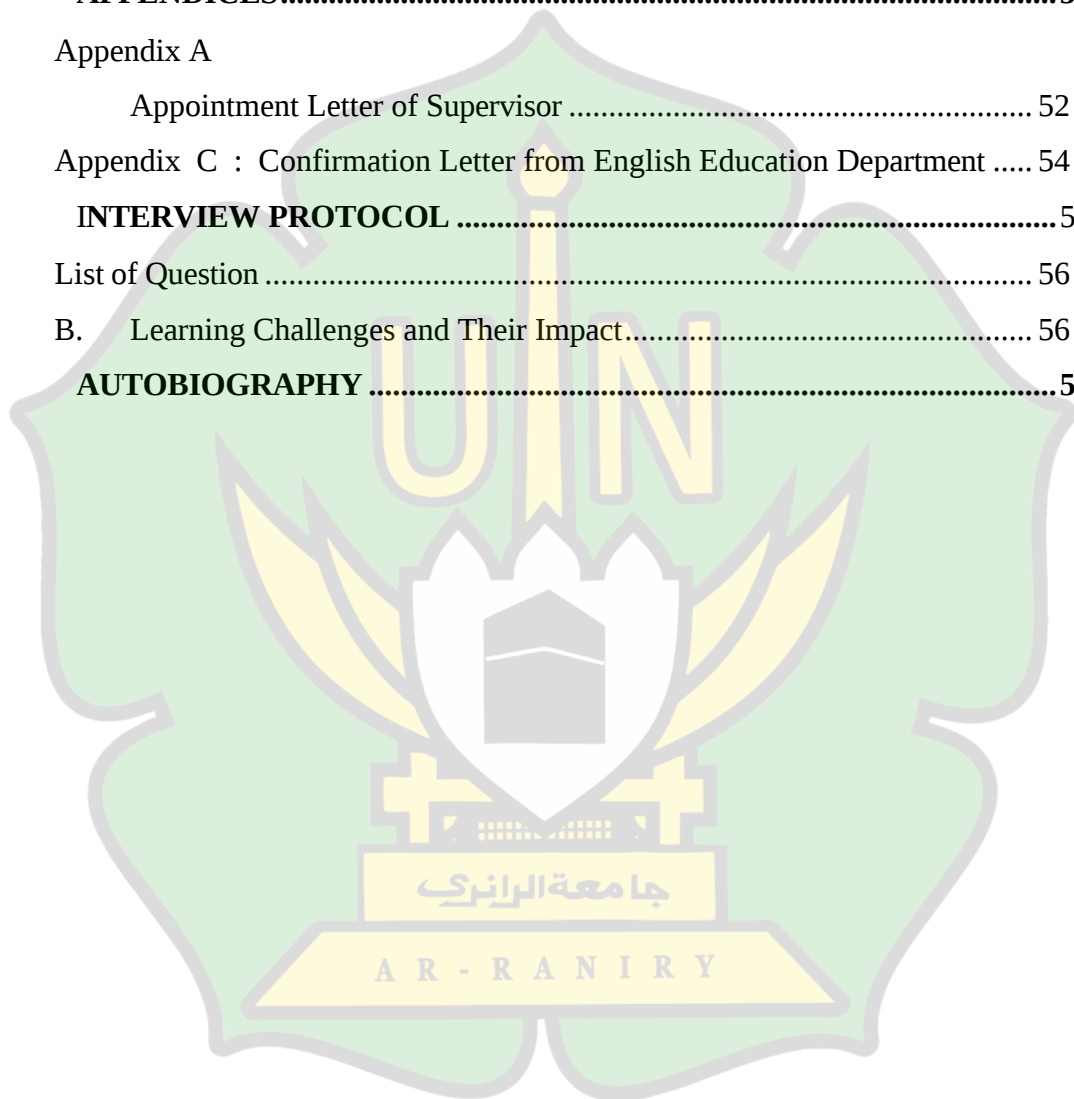
This study explores English Department students' perceptions of the relevance of the English for Tourism course in shaping their interest in the tourism sector. Using a qualitative descriptive approach, data were collected through structured interviews with 10 students who had completed the course. The findings reveal that students hold diverse perceptions. Some perceived the course as influential in developing specific tourism-related skills, such as industry-specific vocabulary, speaking practice, and cultural understanding, all contributed to the increasing awareness of career opportunities and fostering a personal interest in the tourism field. Others viewed the course as less relevant due to a misalignment with their personal goals or a lack of engaging materials. Additionally, challenges such as limited real-world practice, low speaking confidence, and difficulty understanding tourism-specific vocabulary were identified. Interestingly, while some students saw these challenges as motivation to improve, others reported a decline in enthusiasm or no effect at all due to their preexisting disinterest in tourism. Given these findings, future studies are encouraged to adopt mixed-method approaches, incorporating classroom observation or perspectives from lecturers and industry professionals to provide a more comprehensive understanding of how English for Tourism courses impact students' enthusiasm and career readiness.

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to conduct field research
- Appendix C Confirmation Letter of Conducting Research at the English
Education Department



CHAPTER I

INTRODUCTION

This chapter will comprehensively delineate five fundamental components that are imperative for comprehending the contextual framework of the subject matter being investigated in this research. These components encompass the background of the inquiry, the research inquiries, the significance of the investigation, and pertinent terminologies.

A. Background of the Study

Tourism has emerged as an increasingly pivotal sector for economic advancement across numerous regions globally, with a notable emphasis on Indonesia, where the tourism sector plays a substantial role in augmenting both local and national revenue.

Prominent tourist attractions such as Sabang Island, Weh Island, Baiturrahman Grand Mosque, and the Aceh Tsunami Museum draw the interest of both domestic and international travelers, thereby facilitating economic progression within the region. The governmental advocacy for Islamic tourism and eco-tourism in Aceh has further enhanced the region's stature as a premier destination for travelers who are both culturally and environmentally conscious (Maulida & Hadi, 2021).

Visitors hailing from diverse global locales are progressively depending on English as the universal lingua franca to facilitate communication with local

tourism personnel. Mastery of the English language equips tourism professionals to proficiently assist international travelers, advocate for tourist attractions, and deliver exemplary service, which, consequently, enhances the overall tourist experience. Recognizing the importance of this skill, various educational institutions in Aceh, including universities, have integrated English for Tourism (EfT) courses into their curricula (Yoestara, M., Putri, 2021).

English for Tourism (henceforth EfT) is a sub-discipline of English Department of Ar-Raniry University, designed to prepare students for professional roles in the tourism. This course focus on teaching practical language skills tailored to tourism-related professions, including vocabulary specific to hospitality, tour guiding, and customer service, as well as intercultural communication skills that are critical in working with international tourists. EfT courses also emphasize real-life simulations and role-playing activities to help students practice communication in tourism contexts, such as assisting travelers, handling inquiries, and resolving complaints (Suyunovna,2023).

Research indicates that many students exhibit increased enthusiasm for tourism-related careers after completing the English for Tourism course. A study by Rahmi, Syafrizal, and Hamdani (2021) found that students who had taken the EfT course at UIN Ar-Raniry expressed a significantly higher interest in pursuing careers in the tourism industry compared to students who had not. According to the study, students reported feeling more confident in their ability to communicate with international tourists, and many felt that their English proficiency had improved in a way that was directly applicable to tourism-related jobs. The course's

practical focus on real-life tourism scenarios, such as handling inquiries and assisting tourists, contributed to the students' growing enthusiasm for tourism professions (Rahmi et al., 2021).

Students also appreciated the cultural aspects of the course, which taught them how to navigate the potential challenges of working in tourism within Aceh's Islamic cultural framework. Aceh is unique in its implementation of Sharia law, which influences daily life and interactions between locals and visitors. The EfT course addresses these cultural nuances by incorporating lessons on how to uphold Islamic values while still providing warm, inclusive hospitality to non-Muslim tourists. This balance between language skills and cultural sensitivity is critical for ensuring that tourism professionals can meet the expectations of diverse visitors while respecting local customs (Hasanah, 2020).

Despite the overall positive reception of the course, some challenges remain. Not all students are equally enthusiastic about pursuing careers in tourism, particularly those who face cultural and religious concerns regarding working closely with international tourists. Aceh's strict adherence to Sharia law presents a unique set of considerations for those in the tourism industry, and some students are hesitant to navigate the perceived tensions between religious values and the demands of a globalized tourism industry. These concerns highlight the importance of integrating more culturally responsive training into the curriculum to help students feel more comfortable with the idea of working in tourism while maintaining their religious and cultural beliefs (Hasanah, 2020).

In addition to these concerns, some students have expressed the desire for

more hands-on experience during the English for Tourism course. While the course emphasizes simulations and role-playing, students believe that real-world practice, such as internships or field trips to tourist sites, could further enhance their skills and boost their confidence in working in the tourism sector. This feedback reflects the growing recognition that practical experience is invaluable in preparing students for successful careers in tourism (Rahmi et al., 2021).

B. Research Question

According the background of the study, the research questions guiding this inquiry are:

1. How do English Department students perceive the relevance of English for Tourism classes in shaping their interest in the tourism sector?
2. What challenges do English Department students face in learning English for Tourism, and how do these challenges affect their work ethic for the tourism sector?

C. Aims of the Study

Based on the problem formulation presented, this research seeks to:

1. To examine the influence of English for Tourism courses on the enthusiasm of English Department students towards the tourism sector.
2. To assess the perceptions of English Department students regarding English for Tourism courses and their effect on enthusiasm for the tourism sector.

D. Significance of the Study

This study expected to be beneficial for the contribution in academic aspects, especially the students and educators in English Department, and practically for:

1. Students

By fulfilling the research goals, this study aims to provide insightful information on how English for Tourism classes influence the career intentions of 8th-semester students from the 2021 batch. As these students are about to graduate, the findings may help them explore their aspirations to work in the tourism industry. This material can be particularly useful for those seeking job opportunities in the sector and for future research on language instruction and tourism.

The focus of this study is limited to the perceptions and experiences of 8th-semester English Department students enrolled in English for Tourism courses, without extending to actual employment outcomes.

2. Educators

This research offers additional material for lecturers to assess the effectiveness of English for Tourism classes in fostering student enthusiasm for the tourism work fields. It provides insights that can help lecturers enhance their teaching methods and course content, ensuring that they meet students' needs and interests more effectively.

However, the study is limited to the perspective of students and does not include direct evaluation of teaching strategies or curriculum design from the educators' standpoint.

3. *The Other Researchers*

For scholars in the field, this research will augment the expanding corpus of literature pertaining to language education and its significance within vocational disciplines. The results may stimulate additional inquiry into the connection between language pedagogy and learner motivation in niche sectors, such as tourism.

The scope of this research is focused on the English for Tourism context within a single university setting, which may affect the generalizability of the findings to broader or international contexts.

E. *Terminologies*

1. *English for Tourism*

EfT course is designed to equip students with the language and communication skills necessary for the tourism industry, focusing on practical English use in real-world contexts. At UIN Ar-Raniry, it is a compulsory course for English Department students in their 4th semester, covering areas like guiding tourists, managing reservations, and interacting with international visitors.

2. *Students Enthusiasm*

Student fervour pertains to the degree of active involvement, interest, and emotional commitment that learners exhibit in a course, which considerably influences their motivation and educational outcomes. In the context of EfT curriculum at UIN Ar-Raniry, learners' fervour is frequently amplified by the pertinence of the course to their prospective career opportunities within the tourism sector.

3. *Tourism Industry*

Industrial Tourism encompasses visits to active, inactive, and future industrial sites, including museums, technology centres, and schools, focusing on industrial knowledge and heritage, reflecting a diverse approach within the tourism industry. This multifaceted approach to Industrial Tourism not only preserves the historical significance of industrial sites but also fosters a deeper understanding of contemporary manufacturing processes and technological advancements. For instance, visiting active factories allows tourists to witness firsthand the innovations in automation and sustainability that are reshaping industries today, highlighting the contrast between past practices and modern efficiencies.

This form of tourism not only educates visitors about industrial processes and innovations but also fosters a deeper appreciation for their generations. Moreover, Industrial Tourism can stimulate local economies by attracting visitors.

