



MODUL AJAR

BAHASA INGGRIS II



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It is hoped that this module will be beneficial for both lecturers and students in the *English II* learning process, and will contribute to improving the quality of education in the field of tourism.

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(Ghifary Ramadhan, S.Tr.Par., M.Par)

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CHAPTER 1 - The Role of English for Tourism

Learning Indicator

Students are able to explain the general role of *English for Tourism*.

Learning Outcomes

After completing this lesson, students are expected to:

1. Understand the importance of English in the tourism industry.
2. Identify situations in tourism where English communication is commonly used.
3. Explain how English supports professionalism and service quality in tourism.

A. Introduction

In today's global tourism industry, English has become the international language of communication. It is used between tourists and tourism professionals who may come from different countries and speak different native languages (Yohanes Octovianus L. Awololon et al., 2025).

Having good English skills allows tourism workers — such as tour guides, front office staff, travel agents, and restaurant servers — to communicate effectively, provide better service, and create a positive impression on visitors.

B. The Role of English in Tourism

1. As a communication tool
English helps connect people from different cultural and linguistic backgrounds. It allows tourism staff to give information, answer questions, and provide directions clearly.
2. As a promotional medium
English is widely used in promotional materials such as brochures, websites, and advertisements to attract international tourists.
3. As a professional skill
English proficiency increases competitiveness in the job market. Employees with good English are often more trusted and better paid.
4. As a cultural bridge
Through English, tourism professionals can share local culture, traditions, and attractions with visitors from all over the world.

C. Example Expressions in Tourism Context

Situation	Example Expression
Welcoming tourists	"Good morning, welcome to our university!"
Giving information	"This temple was built in the 9th century."
Offering help	"Would you like me to recommend a local restaurant?"
Promoting attractions	"You'll enjoy the beautiful sunrise view from the hill."

D. Learning Activity

1. Discussion:

In small groups, discuss:

- Why is English important for tourism professionals?
- In what situations do you think English is most needed?

2. Writing Task:

Write a short paragraph (100–120 words) about “*The Importance of English in the Tourism Industry*”.

3. Presentation:

Each group presents one example of how English can help improve service quality in a tourism business.

E. Reflection

- What did you learn about the importance of English in tourism?
- How can improving your English skills help your future career?

F. Summary

English for Tourism plays a vital role as a global communication tool, a medium for promotion, and a key to professional success in the tourism industry. Mastery of English enables tourism professionals to provide excellent service and build positive experiences for international visitors.

CHAPTER 2 — Formal Expressions in Self-Introduction and Institutional Description

Learning Indicator

Students are able to use appropriate formal expressions in self-introduction and in describing an institution (company, organization, or tourism office)(Prasetyo et al., 2024).

Learning Outcomes

After completing this lesson, students are expected to:

1. Use correct and polite formal expressions in self-introduction.
2. Describe their institution or workplace clearly using formal English.
3. Apply expressions appropriately in professional tourism settings.

A. Introduction

In tourism, first impressions matter. When introducing yourself or your workplace to guests, clients, or partners, formal English should be used to sound professional and respectful.

Formal introductions are common in:

- Job interviews
- Meetings with clients or business partners
- Guiding visitors in official settings
- Representing your organization or institution

B. Useful Expressions

1. Formal Self-Introduction

Function	Example Expression
Greeting	“Good morning, ladies and gentlemen.”
Name & position	“Allow me to introduce myself. My name is Rika Sari, and I am a front office staff at Apgret Coffee & Resto.”
Institution	“I represent the Tourism Study Program at XYZ University.”
Purpose	“I’m here to welcome you and provide some information about our institution.”
Closing	“It’s a pleasure to meet you. I hope you enjoy your visit.”

2. Describing an Institution Formally

Aspect	Example Description
Name & type	“Warkop Apgret is a local coffee shop located in Tangerang Selatan.”
Function	“It serves as a community space and tourism micro-enterprise promoting local culinary culture.”

Services	“We offer a wide range of coffee-based beverages and local dishes.”
Vision or goal	“Our mission is to provide authentic experiences that connect people through coffee and culture.”

C. Example Dialogue

Situation: A tourism student introduces themselves and their campus to a group of visitors.

Student:

Good morning, everyone.

My name is Dimas Pratama, and I am a student of the Tourism Study Program at XYZ University.

Our program focuses on sustainable tourism and hospitality management. We aim to prepare students to become professional and responsible tourism practitioners.

On behalf of our university, I would like to welcome you to our campus. It's an honor to have you here today.

D. Learning Activity

1. Speaking Practice:

Each student practices a short self-introduction (around 1 minute) including:

- Full name
- Position or role
- Institution
- Purpose of speaking

2. Writing Task:

Write a short paragraph (100–120 words) describing your institution (e.g., *Tourism Study Program, Hotel, or Travel Agency*) in formal English.

3. Role Play:

In pairs, create a short dialogue between:

- A tour guide introducing themselves to guests, OR
- A receptionist describing their hotel to a visitor.

E. Reflection

- What makes a good formal introduction?
- What are the differences between formal and informal language in tourism contexts?

F. Summary

Formal expressions are essential in professional tourism communication. Using correct introductions and institutional descriptions builds trust, shows professionalism, and creates positive first impressions.

CHAPTER 3 — Reservation Dialog and Vocabulary Accuracy

Learning Indicator

Students are able to perform reservation dialogues accurately and use appropriate vocabulary related to reservation activities.

Learning Outcomes

After completing this lesson, students are expected to:

1. Identify and use correct vocabulary related to reservation in tourism and hospitality.
2. Perform reservation dialogues clearly and politely.
3. Distinguish between formal and informal expressions used in reservation situations.

A. Introduction

In tourism and hospitality, reservations are essential for ensuring smooth operations and guest satisfaction. Whether it's a hotel, restaurant, or tour booking, staff must use accurate vocabulary and polite expressions to avoid misunderstandings (Yohanes Octovianus L. Awololon et al., 2025).

Using the wrong word or tone may confuse the customer or make the service sound unprofessional. Therefore, vocabulary accuracy is a key skill for tourism students.

B. Key Vocabulary in Reservation Contexts

Category	Vocabulary	Example in Sentence
Room Types	single room, double room, suite, twin bed	“I’d like to book a double room for two nights.”
Booking Terms	reservation, confirmation, availability, check-in, check-out	“Please send me a reservation confirmation by email.”
Time/Duration	date, night, stay, extension, cancellation	“Your check-in date is October 12, and check-out is on October 14.”
Guest Details	guest, name, contact number, nationality, special request	“May I have the guest’s name and contact number, please?”
Payment	deposit, rate, total amount, balance, payment method	“The room rate is 800,000 rupiah per night.”
Action Verbs	book, reserve, confirm, cancel, extend	“I’d like to cancel my booking for tomorrow night.”

C. Common Expressions in Reservation Dialogs

1. Guest Side

- “I’d like to make a reservation, please.”
- “Do you have any available rooms for this weekend?”
- “Could you please confirm my booking?”

- “I’d like to cancel my reservation.”

2. Staff Side

- “May I have your name and contact number, please?”
- “Let me check the availability for those dates.”
- “Your reservation has been confirmed.”
- “Would you like to make any special requests?”

D. Example Dialogue

Situation: A tourist calls a hotel to make a reservation.

Receptionist:

Good afternoon, Apgrat Hotel. How may I assist you?

Guest:

Good afternoon. I’d like to make a reservation for a double room for two nights, please.

Receptionist:

Certainly, Sir. May I have your name and contact number, please?

Guest:

My name is Dita Rahayu, and my number is 0812-3456-7890.

Receptionist:

Thank you, Ms. Dita. Your booking is confirmed for a double room from October 10 to 12. The room rate is 800,000 rupiah per night.

Guest:

Thank you very much. See you soon.

Receptionist:

You’re welcome. We look forward to welcoming you.

E. Learning Activities

1. Vocabulary Practice

Match the vocabulary with its correct definition or example.

Example:

- “Check-in” → (a) The process of registering at a hotel upon arrival.
- “Suite” → (b) A large, luxurious hotel room with multiple sections.

2. Speaking Task

Work in pairs. Create and perform a short reservation dialogue (hotel or restaurant).

Pay attention to correct vocabulary and politeness.

3. Writing Task

Write an email to a travel agency to reserve a 3-day tour package. Include:

- Destination
- Dates
- Number of people
- Special requests

F. Reflection

- What new words did you learn related to reservation?
- Which expressions make your dialogue sound more polite and professional?

G. Summary

Using accurate vocabulary in reservation contexts is crucial for clear, polite, and professional communication.

By mastering reservation-related expressions, students can perform confidently in real tourism and hospitality situations.

CHAPTER 4 — Politeness in Expressions and Proper Check-in Procedure

Learning Indicator

Students are able to use polite expressions and follow the correct check-in procedure.

Learning Outcomes

After completing this lesson, students are expected to:

1. Identify and use polite expressions during guest check-in.
2. Understand the proper flow of check-in procedure in hospitality settings.
3. Demonstrate professional interaction between guest and receptionist.

A. Introduction

Check-in is one of the most important parts of the guest experience. The receptionist represents the image of the hotel, so politeness, tone, and clarity are essential.

A polite check-in process helps create a positive first impression and builds trust between guests and staff(Linda et al., 2025).

B. Useful Expressions

Receptionist Side

- “Good afternoon, welcome to Apgrat Hotel. Do you have a reservation?”
- “May I have your ID and booking number, please?”
- “Please fill in this registration form.”
- “Your room is ready. Here is your key card. Enjoy your stay.”
- “If you need any assistance, please don’t hesitate to contact the front desk.”

Guest Side

- “Good afternoon. I have a reservation under the name of Dimas Pratama.”
- “Could you please tell me where my room is located?”
- “What time is breakfast served?”
- “Thank you for your assistance.”

C. Example Dialogue

Receptionist:

Good afternoon, Sir. Welcome to Apgrat Hotel. Do you have a reservation?

Guest:

Good afternoon. Yes, under the name of Rina Putri.

Receptionist:

May I see your ID, please? Thank you, Ms. Rina. Your room is 305 on the third floor.
Here is your key card.

Guest:

Thank you very much.

Receptionist:

You're welcome. Enjoy your stay with us.

D. Activity

1. Role Play: Perform a check-in conversation (Guest vs. Receptionist).
2. Writing Task: Write the step-by-step check-in procedure in your own words.

E. Reflection

- Why is politeness important during check-in?
- Which expressions sound most professional?

F. Summary

Polite language and proper procedures ensure a smooth and pleasant check-in experience for both staff and guests.

CHAPTER 5 — Accuracy of Information and Communication

Learning Indicator

Students are able to deliver accurate information and use appropriate expressions in providing information.

Learning Outcomes

After completing this lesson, students are expected to:

1. Use correct vocabulary and grammar when giving information.
2. Provide clear and accurate answers to guest inquiries.
3. Demonstrate professionalism in handling questions about facilities, services, and directions.

A. Introduction

In tourism and hospitality, giving accurate information is part of excellent service. Guests rely on staff to provide clear details about facilities, schedules, or destinations.

Misinformation can cause confusion, complaints, and loss of trust (Linda et al., 2025).

B. Useful Expressions

Giving Information

- “Breakfast is served from 6:00 to 10:00 a.m.”
- “Our swimming pool is located on the second floor.”
- “The museum is open daily from 9 a.m. to 5 p.m.”
- “You can reach the airport in about 30 minutes by taxi.”

Asking for Clarification

- “Could you please repeat that, Sir?”
- “Do you mean the city tour or the island tour?”
- “Let me confirm that for you.”

C. Example Dialogue

Guest:

Excuse me, what time does the restaurant open?

Staff:

It opens at 7 a.m. and closes at 10 p.m., Sir.

Guest:

And where can I find the spa?

Staff:

The spa is on the third floor, next to the fitness center.

Guest:

Thank you very much.

Staff:

You're welcome. Have a nice day!

D. Activity

1. Speaking Practice: Provide information to guests about hotel facilities.
2. Writing Task: Describe your campus or a tourism attraction, focusing on accurate and clear information.

E. Reflection

- Why is accuracy important in giving information?
- How can we check that the guest understands what we say?

F. Summary

Accurate information builds guest trust and demonstrates professionalism in communication.

CHAPTER 6 — Responding to Guest Complaints Politely and Helpfully

Learning Indicator

Students are able to respond to guest complaints politely and offer appropriate solutions.

Learning Outcomes

After completing this lesson, students are expected to:

1. Identify types of guest complaints in tourism settings.
2. Use polite and empathetic expressions in response to complaints.
3. Offer practical and professional solutions to problems.

A. Introduction

Complaints are natural in service industries. What matters is how staff handle them politely and effectively (Yohanes Octovianus L. Awololon et al., 2025). A calm, helpful, and respectful response can turn an unhappy guest into a satisfied one.

B. Useful Expressions

Guest Complaints

- “Excuse me, the air conditioner isn’t working.”
- “I’m not satisfied with the room service.”
- “My order hasn’t arrived yet.”
- “The water pressure is too low.”

Polite Responses (Staff)

- “I’m terribly sorry for the inconvenience, Sir/Madam.”
- “Let me check that for you right away.”
- “I understand how you feel. I’ll ask maintenance to fix it immediately.”
- “Thank you for bringing this to our attention.”

C. Example Dialogue

Guest:

Excuse me, the Wi-Fi in my room isn’t working properly.

Staff:

I’m very sorry for the inconvenience, Sir. I’ll contact our technician to fix it immediately.

Guest:

Thank you. I appreciate your help.

Staff:

You’re welcome, Sir. Please let us know if you need anything else.

D. Activity

1. Role Play: Create a short complaint-handling dialogue (guest & staff).
2. Vocabulary Task: Match complaint types with appropriate solutions.

E. Reflection

- How should we react when a guest is upset?
- Which expressions show empathy and politeness?

F. Summary

Responding politely and providing quick, clear solutions are key to maintaining guest satisfaction and professionalism in tourism services.

CHAPTER 7- Etiquette in Telephone Conversations

Learning Objective:

Students are able to demonstrate appropriate telephone etiquette in professional tourism contexts, using polite expressions and clear intonation(Liu-Lastres, 2022).

Learning Materials:

1. Formal Expressions for Telephone Conversations:
 - *Good morning, Tourism Information Center, how may I help you?*
 - *Could you please hold on for a moment?*
 - *I'm afraid Mr. Dimas is not available at the moment. Would you like to leave a message?*
 - *Thank you for calling. Have a nice day!*
2. Key Vocabulary:
 - *hold on, put through, extension, voicemail, connection, inquiry, confirmation, availability*
3. Example Dialogue:

Receptionist: Good afternoon, Grand Horizon Hotel, how may I assist you?

Guest: Hello, I'd like to confirm my reservation for this weekend.

Receptionist: Certainly, may I have your name, please?

Guest: It's Rani Kusuma.

Receptionist: Thank you, Ms. Rani. I've found your booking. Everything is confirmed.

Activity:

- Role Play: Students practice handling different types of phone calls (booking inquiry, complaint, or information request).
- Listening Practice: Identify polite vs. impolite telephone expressions.

Evaluation:

Students perform a short simulated telephone conversation with correct etiquette, tone, and expressions.

CHAPTER 8 - Mid-Term Test (UTS)

Objective:

To assess students' comprehension and application of materials from Meetings 1–7, including greetings, formal expressions, reservations, handling complaints, and telephone etiquette (Djaetun, 2017)

Test Format:

1. Multiple choice – 20 questions
2. Short conversation completion – 10 items
3. Dialogue performance (pair work) – 1 role play

Sample Role Play Topic:

“A guest calls to make a hotel reservation, but the room type they want is fully booked. Handle the situation politely and offer an alternative.”

CHAPTER 9 - Clarity in Guiding Tourists through Gestures and Intonation

Learning Objective:

Students are able to use clear gestures, body language, and proper intonation when guiding tourists, ensuring effective and friendly communication.

Learning Materials:

1. Non-verbal Communication in Guiding:
 - Eye contact, hand gestures, posture, and facial expressions.
 - Smiling and using open body language to build trust.
2. Verbal Clarity and Intonation:
 - *This way, please.*
 - *On your right, you can see the Borobudur Temple.*
 - *Please be careful as the steps are quite steep.*
3. Example Scene:
Tour Guide: Good morning, everyone! Welcome to Prambanan Temple. Please follow me, and watch your step. On your left, you'll see the main shrine dedicated to Lord Shiva.

Activity:

- Demonstration: Each student practices guiding a small group around campus or a virtual destination.
- Peer Feedback: Students assess each other's clarity, confidence, and gestures.

Evaluation:

Students' guiding performance is assessed based on pronunciation, gesture use, and intonation.

CHAPTER 10 - Accuracy of Cultural Information and the Use of Appropriate Tenses

Learning Objective:

Students are able to describe cultural traditions or tourist attractions using correct and relevant English tenses (present simple, past simple, and present perfect) (Prasetyo et al., 2024).

Learning Materials:

1. Common Tenses in Cultural Descriptions:
 - Simple Present: for general facts.
 - *Batik represents Indonesia's cultural identity.*
 - Simple Past: for historical background.
 - *The temple was built in the 9th century.*
 - Present Perfect: for recent developments or achievements.
 - *The museum has become one of the most visited sites in Yogyakarta.*
2. Cultural Vocabulary Examples:
 - *heritage, ceremony, custom, belief, ritual, traditional attire, offering, folklore, sacred site*
3. Example Paragraph:

The Nyepi Day is a unique Balinese celebration that symbolizes self-reflection and renewal. It is celebrated every year based on the Saka calendar. During this day, the island becomes silent, as people stay at home to meditate and refrain from any activity.

Activities:

- Write a short paragraph describing one local cultural attraction using correct tenses.
- Group presentation about “*One Cultural Tradition from My Hometown.*”

Evaluation:

Accuracy of tense usage, cultural content, and fluency during oral presentation.

CHAPTER 11 - Appropriateness of Messages and Language for International

Audiences

Learning Objective:

Students are able to adapt their speech, tone, and vocabulary to communicate effectively with international tourists from diverse backgrounds.

Learning Materials:

1. Cross-Cultural Communication Tips:
 - Use simple, polite, and clear English.
 - Avoid idioms or slang that might confuse non-native speakers.
 - Be aware of cultural sensitivities (gestures, eye contact, etc.).
2. Polite and Neutral Expressions:
 - *Could you please...?*
 - *Would you mind if...?*
 - *Let me explain that for you in another way.*
 - *Please feel free to ask any questions.*
3. Example Scenario:
Tourist: Excuse me, could you tell me the best way to go to the traditional market?
Tour Guide: Sure! You can take the main street and turn left after the post office. It's about five minutes on foot.

Activities:

- Role-play: "Assisting a foreign tourist who asks for directions."
- Group discussion: "Common communication misunderstandings in cross-cultural tourism."

Evaluation:

Clarity, politeness, and appropriateness of expressions for international contexts.

CHAPTER 12 - Utilization of ICT Tools in English for Tourism

Learning Objective:

Students are able to use digital tools to support English communication in tourism contexts (creating e-brochures, video introductions, or digital itineraries).

Learning Materials:

1. Introduction to ICT in Tourism Communication:
 - Online platforms: Canva, Google Slides, Padlet, or short video apps.
 - Using AI translation tools responsibly.
 - Writing professional English captions for social media promotions.
2. Examples:
 - *Creating an English digital flyer about your local tourism destination.*
 - *Recording a short video introducing a cultural site.*
3. Digital Vocabulary:
 - *content creation, virtual tour, caption, upload, share, digital promotion, online booking*

Activities:

- Workshop: Design an English-language e-poster about a tourist attraction using Canva or PowerPoint.
- Pair project: Make a 1-minute English video promoting a local destination.

Evaluation:

Creativity, correct English usage, relevance of tourism content, and effective use of ICT tools.

CHAPTER 13 - Ability to Create a Draft for Guest Interaction

Learning Objective:

Students are able to compose written and spoken drafts for guest interactions in tourism contexts (e.g., welcoming, assisting, and responding politely).

Learning Materials:

1. Types of Guest Interaction:
 - Welcoming guests
 - Giving information
 - Offering help or services
 - Closing interaction politely

2. Example Drafts:

Front Desk:

- *Good morning, welcome to Apgret Coffee! May I help you with your order?*
- *Here's your receipt. Please enjoy your drink and have a great day!*

Tour Desk:

- *Welcome to Tangerang Selatan City Tour. Before we start, let me give you some safety information.*

3. Useful Phrases:

- *Allow me to assist you with that.*
- *Would you like me to explain more about this package?*
- *Thank you for visiting us today.*

Activities:

- Create a written draft for a short guest interaction.
- Practice the dialogue with a partner, focusing on clarity and politeness.

Evaluation:

Accuracy of expressions, natural flow of dialogue, and appropriateness for the tourism setting.

CHAPTER 14 - Quality of Intonation and Language Accuracy

Learning Objective:

Students are able to demonstrate accurate pronunciation, appropriate intonation, and fluent language delivery in tourism communication.

Learning Materials:

1. Focus on Pronunciation and Intonation:
 - Word stress and sentence stress in hospitality phrases.
 - Rising and falling intonation in questions and statements.
2. Examples:
 - Rising: *Would you like some coffee?*
 - Falling: *Welcome to our resort.*
3. Tips for Clear Speech:
 - Speak slowly and clearly.
 - Emphasize key words.
 - Smile while speaking — it changes tone naturally.

Activities:

- Listening and repetition drills using recorded dialogues.
- Role play: simulate a short conversation with correct pronunciation and intonation.

Evaluation:

Pronunciation clarity, fluency, intonation control, and confidence.

CHAPTER 15 - Accuracy in Content, Grammar, and Final Report

Learning Objective:

Students are able to produce a written or spoken final project that demonstrates grammatical accuracy, complete information, and coherence in tourism English.

Learning Materials:

1. Final Project Components:
 - Title and purpose of interaction/project.
 - Clear, logical flow of ideas.
 - Correct grammar and vocabulary.
2. Common Grammar Review:
 - Tenses (Present Simple, Past Simple, Future).
 - Articles, prepositions, and sentence structure.
 - Linking words: *therefore, however, in addition, as a result.*
3. Example Task:

Write a short report (150–200 words) describing your experience assisting tourists during a local event. Include challenges and solutions.

Activities:

- Group editing session to check grammar and content.
- Peer review: students give feedback on each other's drafts.

Evaluation:

Grammar accuracy, completeness of ideas, structure, and presentation quality.

CHAPTER 16 - Final Examination (UAS)

Objective:

To evaluate students' comprehensive understanding and practical communication skills in English for Tourism based on the semester's materials.

Test Format:

1. Written Test (50%)
 - Grammar and vocabulary (20 items)
 - Short essay on a tourism topic
2. Speaking Test (50%)
 - Individual presentation or role play simulating real tourism interaction.

Sample Speaking Task:

You are a front office staff at a hotel. A guest has just checked in but found the air conditioner not working properly. Handle the situation politely and effectively.

Evaluation Criteria:

- Fluency and pronunciation
- Grammar and vocabulary accuracy
- Politeness and problem-solving ability

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