

The Effect of Virtual Hotel Tours on The Speaking Skills of Eleventh Grade Students in The Hospitality Department at SMK PGRI 1 Giri Banyuwangi in the 2024/2025 Academic Year

Rachel Ayundi Tata Riski¹, Miftah Ayufiyanda Anggraini^{2✉}, Nur Alvy Sahrin³, Najwa Aprilianti Susanto⁴, Wageyono⁵

^{1,2,3,4,5} English Educational Department, Faculty of Language and Art, PGRI University of Banyuwangi

¹rachel63.ayundi@gmail.com, ²mifthaayufiyandaanggraini@gmail.com, ³nuralvy@gmail.com,

⁴najwaaprilianti@gmail.com, ⁵wageyono@gmail.com

✉ **Corresponding Author:** mifthaayufiyandaanggraini@mail.com

ABSTRACT

Speaking is a crucial component of language proficiency that supports students' communication skills, particularly in vocational contexts such as hospitality. This study was conducted to examine the effect of Virtual Hotel Tours on the speaking skills of eleventh-grade students in the Hospitality Department at SMK PGRI 1 Giri Banyuwangi during the 2024/2025 academic year. A pre-experimental design with a one-group pretest- posttest approach was employed. The participants consisted of 36 students from the eleventh-grade Hospitality class. Data were collected using a speaking performance test based on five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension, and analyzed using SPSS version 27. The results showed a significant improvement in speaking scores, with the mean score increasing from 56.78 in the pre-test to 73.89 in the post-test. The Paired Sample T-Test revealed a *t*-value of 38.919, which exceeded the *t*-table value of 2.030, with a significance level below 0.05, indicating a statistically significant difference. These findings suggest that the use of Virtual Hotel Tours had effect on students' speaking skills, particularly in the aspects of fluency, pronunciation, grammar, vocabulary, and comprehension, with pronunciation showing the highest improvement compared to the other aspects.

Keywords: Speaking Skill, Virtual Hotel Tours, Hospitality English, Pre- Experimental Design

Artikel Info

Masuk	Revisi	Diterima	Terbit
September 21, 2025	Oktober 28, 2025	November 22, 2025	Desember 29, 2025

INTRODUCTION

English for Specific Purposes (ESP) is an English language learning approach that adapts teaching to the specific needs of learners according to their field of expertise. ESP is defined as English language learning designed to meet the needs of learners in specific disciplines other than arts and languages (Räisänen and Fortanet-Gómez, as cited in Costa & Mastellotto, 2022). The ESP methodology uses activities from various disciplines designed for the field being served, and focuses on the language, lexis, grammar, discourse, and genre of the discipline. ESP differs from general English courses because ESP students generally already have a basic knowledge of English, and the learning objectives are more specific, namely to communicate in specific academic, work, or professional contexts. English for Specific Purposes (ESP) is an English language learning approach that adapts teaching to the specific needs of learners according to their field of expertise.



E-ISSN : 2722-3612

Hal: 228-239

This article is licensed under



CC BY-SA 4.0

Vol. 6 No. 2, 2025

<https://doi.org/10.46838/jbic.v6i2.1069>

Article

The ESP methodology uses activities from various disciplines designed for the field being served, and focuses on the language, lexis, grammar, discourse, and genre of the discipline. ESP differs from general English courses because ESP students generally already have a basic knowledge of English, and the learning objectives are more specific, namely to communicate in specific academic, work, or professional contexts.

English for Specific Purposes (ESP) has been developed since the 1970s in responding to the increasing use of English, which emphasizes the need for teaching a global language to help students and professionals communicate effectively in local and global contexts (Bolton & Jenks, 2022). In vocational education, ESP plays an important role in improving students' communication skills, especially in speaking, which is essential for hospitality students. Based on observations and teaching practices at SMK PGRI 1 Giri Banyuwangi, the main objective of learning ESP in the hospitality field at SMK PGRI 1 Giri Banyuwangi is to equip students with communication skills relevant to the hospitality industry, especially in the service and customer service departments. After taking this course, students are able to use expressions for asking and giving information in a transactional conversation, particularly in hospitality contexts, with correct intonation. With these skills, students can provide excellent service, convey information clearly about hotel facilities, and handle customer requests and complaints more confidently and professionally.

Mastering English speaking skill is important but remains a significant challenge for many hospitality students (Vu et al., 2021). Several factors contribute to this issue, including the lack of an authentic practice environment, limited access to contextual learning media, and low confidence in using English in professional settings. Additionally, many students rely heavily on textbook-based learning, which often fail to reflect real-world interactions within the hospitality industry. The absence of regular communication with native or proficient English speakers further restricts their exposure to natural expressions, industry-specific terminology, and professional etiquette. Moreover, traditional classroom settings provide limited opportunities for spontaneous conversation, causing hesitation and fear of making mistakes. Despite years of English instruction in schools, overall proficiency in Indonesia remains relatively low. According to Dewan (2013, as cited in Fakish, 2024), Indonesia's English proficiency still requires significant improvement due to the misalignment between learning media and industry needs, as well as students' limited exposure to English in real-world contexts.

SMK PGRI 1 Giri Banyuwangi, as one of the vocational high schools in Banyuwangi faces a significant challenge in helping students improve their English-Speaking skills, especially for professional purposes. This issue was identified based on information obtained from the English teacher of the Hospitality Department who will be the subject of this study. According to Mr. Joko, the English teacher in the Hospitality Department, (personal communication, December 2, 2024), students in the hospitality department frequently struggle with using English, particularly in speaking and understanding English in the context of the hospitality industry. There are 38 students in the eleventh grade of the Hospitality Department in the academic year 2024/2025. The teacher reported that only 2 male students and 10 female students

have above-mean English-Speaking skills. They still face obstacles such as limited vocabulary, lack of opportunities to practice speaking in real situations, and pronunciation errors. This exposure makes them less familiar with other areas such as interactions in restaurants, room service, and other hotel facilities.

One solution that can be applied to overcome this challenge is the use of technology as a contextual and interactive learning media. Innovation in learning media plays a crucial role in enhancing students' English-speaking skills, particularly in vocational education. The integration of technology in language learning stimulates critical thinking and fosters an engaging, interactive environment that improves both cognitive and linguistic abilities (Merta et al., 2023). One technology that can be utilized is a virtual hotel tour. This medium allows students to explore the hotel environment virtually, understand the layout, facilities, and services available, so that they can practice using English in various accommodation service contexts. By immersing themselves in realistic hotel scenarios, students can develop confidence in using English for guest interactions, reservations, and customer service inquiries. This medium not only enhances their speaking ability but also familiarizes them with real-life communication challenges in the hospitality industry, making them better prepared for future careers.

To address the challenges in developing speaking skills among hospitality students, the use of Virtual Hotel Tours (VHT) presents an effective, technology-based learning solution. VHT allows students to explore hotel environments virtually such as rooms, services, and facilities using immersive tools like 360-degree images, interactive videos, and Virtual Reality (VR) (Alfaro et al., 2022). This approach supports students in practicing transactional conversations, especially in asking and giving information, as required by the school's ATP. Through VHT, students engage in realistic hotel scenarios, such as explaining facilities, handling inquiries, and managing guest complaints, which enhances their Fluency, Vocabulary, Pronunciation, Grammar, and Comprehension in professional communication contexts.

Research has shown that virtual tours are effective in improving speaking proficiency in English as a Foreign Language (EFL) (Eissa, 2021). These virtual simulations have been found to significantly boost students' confidence and oral communication skills. Moreover, immersive and authentic learning experiences play a crucial role in developing communication skills that directly influence guest satisfaction in the hospitality industry (Sonnenschein & Ferguson, 2020). Virtual Hotel Tours (VHT) provide students with contextualized speaking practice by simulating real-world hospitality scenarios, such as explaining hotel facilities, responding to guest inquiries, and conducting virtual room tours. This interactive medium encourages the use of appropriate expressions, accurate sentence structures, and professional intonation, helping students overcome speaking barriers and build confidence.

The novelty of this study lies in its focus on vocational high school (SMK) students and the use of open-access Virtual Hotel Tours platforms instead of proprietary virtual reality (VR) applications. Unlike previous studies that often target higher education students or general speaking improvement, this research

emphasizes the development of transactional speaking skills, particularly in asking for and giving information in a hospitality context. Therefore, this study aims to examine The Effect of Virtual Hotel Tours on the Speaking Skills of Eleventh Grade Students in the Hospitality Department at SMK PGRI 1 Giri Banyuwangi in the 2024/2025 Academic Year.

RESEARCH METHOD

In this study, the researcher employed an experimental research design. This research used a pre-experimental design, specifically a one-group pretest- posttest design. The researcher chose this design to measure the effect of Virtual Hotel Tours on students' speaking skills by comparing the results of a pre-test and a post-test. Only one class was selected as the sample because the eleventh-grade Hospitality Department had only one class.

This design involved three main steps: (1) conducting a pre-test to assess students' initial speaking skills, (2) administering the treatment using Virtual Hotel Tours, and (3) conducting a post- test to evaluate students' speaking skills after the treatment. The treatment was conducted in four sessions, with each session focusing on different hotel-related speaking activities. The population of this study consisted of all eleventh-grade students at SMK PGRI 1 Giri Banyuwangi in the academic year 2024/2025. In total, there are 307 students across twelve classes from various departments, including Office Management and Business Services, Accounting and Institutional Finance, Marketing, Catering/Culinary, Hospitality, Computer Network Engineering and Telecommunications. This study employed purposive sampling as the sampling technique, which involved selecting participants based on specific characteristics aligned with the research objectives.

In this case, the Hospitality class was selected because it was directly related to the context of the treatment material and learning goals in the tourism and hospitality field. Therefore, the respondents of this study are the 36 students (8 males and 28 females) from the eleventh-grade Hospitality class at SMK PGRI 1 Giri Banyuwangi. To collect the data, the researcher used a speaking performance test as the main instrument. The students' oral performance was assessed based on specific indicators, and to ensure accurate evaluation, their performances were audio- recorded during the test using a mobile phone. The use of recording helped capture details such as pronunciation, fluency, and intonation, which were essential for later analysis.

After collecting the students' speaking scores from the pre-test and post-test, the researcher analyzed the data using the SPSS 27.0 application. The purpose of this analysis was to determine whether there is a significant difference in students' speaking skills before and after being taught using Virtual Hotel Tours. The results of this analysis were used to assess the effectiveness of the implementation of Virtual Hotel Tours in improving students' speaking skills.

RESULT AND DISCUSSION

This section presents the research findings based on data collected through pre-test and post-test assessments. The research was conducted from 13 to 23 June 2025 with 36 students from Class XI of the Hospitality Department at SMK PGRI 1 Giri Banyuwangi. The pre-test was administered on 13 June 2025 to assess students' initial

speaking ability. The treatment sessions were carried out on 16, 17, 19 and 20 June 2025, using Virtual Hotel Tours integrated with the Problem-Based Language Teaching approach. After the treatment, a post-test was given on 23 June 2025 to measure students' speaking performance. The results of the tests and statistical analysis are described in the following subsections.

1. Pre-Test Result of the Experimental Class

This research analyzed the results of the pre-test given to respondents. The pre-test assessed students' speaking skills based on five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Each aspect was originally rated on a scale from 1 to 5 and then converted to a scale of 100 to provide a clearer comparison.

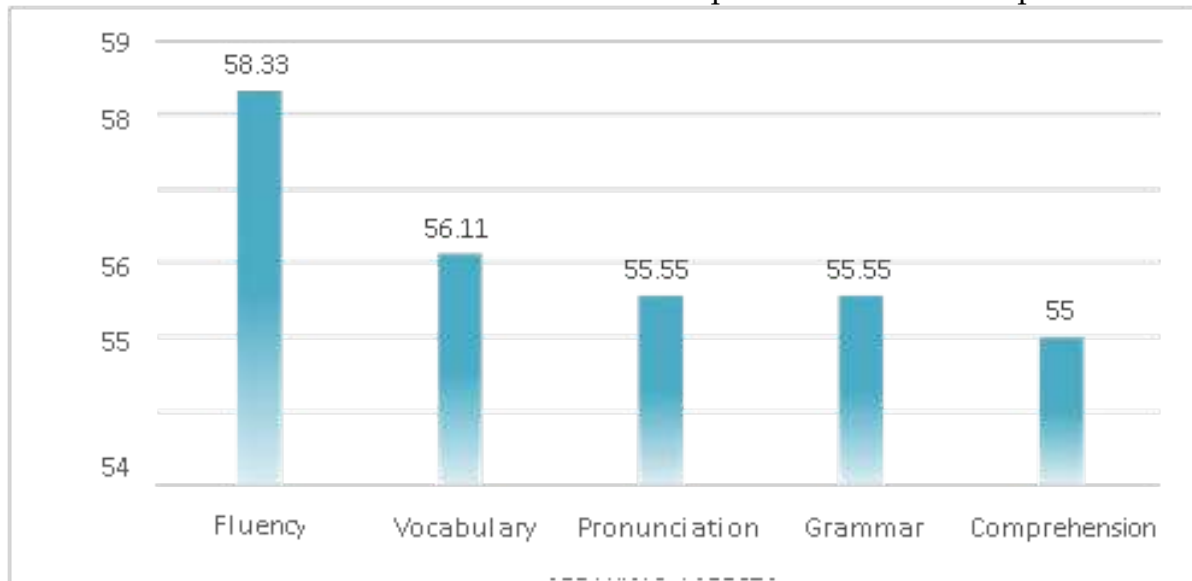


Figure 1. Pre-Test Mean Scores of Students' Speaking Aspects in the Experimental Class.

Based on the bar chart, the students' speaking ability before the treatment was relatively low across all speaking aspects. This was reflected in the mean score of the pre-test, which was 56.78 with a standard deviation of 6.749. The mean score for fluency was 58.33, followed by vocabulary at 56.11. Pronunciation and grammar each recorded a mean score of 55.55, and comprehension was at 55.00.

2. Treatment Implementation

The treatment in this research was carried out over four sessions in Class XI of Hospitality Department at SMK PGRI 1 Giri Banyuwangi. The instructional medium utilised was the Virtual Hotel Tour (VHT) website, integrated with a Task-Based Learning model. The purpose of this treatment was to enhance students' speaking skills, focusing on pronunciation, fluency, vocabulary, grammar, and comprehension, particularly in hospitality-related contexts through the use of the Virtual Hotel Tour (VHT) website combined with a Problem-Based Learning approach.

The first treatment occurred Monday, June 16th, from 07:00 to 08:20 WIB. The teacher began by showing a Virtual Hotel Tour of Gumaya Tower Hotel Semarang and explained that VHT is a learning media to help students understand and deliver information about hotel facilities and services. Students were divided into four groups to explore specific hotel sections. Using their own mobile phones, they searched for vocabulary and created informative sentences. After group discussions, each group

presented their findings. The activity ended with a class reflection and teacher feedback on their work and speaking performance.

The second treatment was carried out on Tuesday, June 17th, from 07.00 to 08.20 WIB. The teacher began by showing a Virtual Hotel Tour of Gumaya Tower Hotel Semarang to help students observe the facilities and services available. Students were asked to identify vocabulary and types of information commonly asked by hotel guests. They were divided into six groups and guided to complete a vocabulary table while watching the tour. Afterwards, students watched a dialogue video between a hotel front office staff and a guest, completing an uncompleted script (LKPD) with expressions related to asking and giving information. This was followed by a class discussion, where the teacher expanded the vocabulary list to include expressions used in other departments like restaurant, housekeeping, and maintenance. The lesson continued with a model dialogue on "Reservation via Phone," which the teacher demonstrated. Students then worked in groups to create and perform their own roleplays based on the topic "Room Inquiry," using the VHT as a contextual reference. Each group presented their roleplay in front of the class, and the session concluded with reflection, discussion, and feedback on both the learning process and student performance.

The third and fourth treatment sessions were conducted on Thursday and Friday, June 19th and 20th, from 07:00 to 08:20 WIB. In these sessions, the teacher divided the students into six groups and assigned three hotel themes Java Heritage Hotel Purwokerto, The Alana Hotel Yogyakarta, and Graze Grand Business Hotel Cirebon with two groups working on the same hotel. Students used their personal devices to watch the Virtual Hotel Tour (VHT) videos, taking notes on relevant vocabulary and observed information. The third session focused on hotel introductions and profiles, including the hotel name, location, number of rooms, general facilities, and a brief description of the hotel type. The fourth session focused on room types and room facilities, such as Deluxe, Suite, and Standard rooms, and amenities like beds, televisions, minibars, and bathroom essentials. In both sessions, students collaboratively created and practiced short dialogues related to asking for and giving information, which they later performed in front of the class. The teacher concluded each session with constructive feedback and a vocabulary review session to reinforce the language used during the activities.

3. Post-Test Result of the Experimental Class

After the treatment was given, the researcher analyzed the results of the post-test. The post-test assessed students' speaking skills through five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Each aspect was originally rated on a scale from 1 to 5 and then converted to a scale of 100 to provide a clearer comparison.

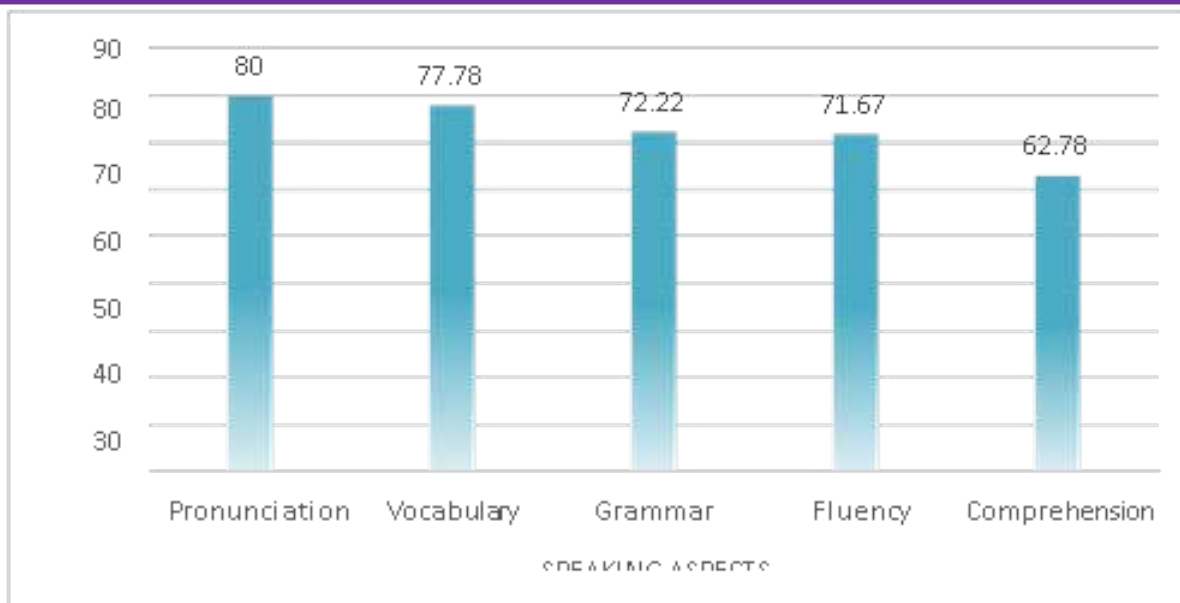


Figure 2. Post-Test Mean Scores of Students' Speaking Aspects in the Experimental Class.

Post-Test Mean Scores of Students' Speaking Aspects in the Experimental Class
 Based on the bar chart, the students showed difference in all speaking aspects after the treatment. This progress was reflected in the mean score of the post-test, which reached 73.89 with a standard deviation of 5.854. The mean score for pronunciation was 80.00, followed by vocabulary at 77.78. Grammar and fluency also showed considerable improvement, with mean scores of 72.22 and 71.67 respectively. Comprehension increased as well, reaching a mean of 62.78.

4. The Result of T- Test Analysis

To determine the effectiveness of the treatment given in this research, the researcher conducted an analysis of the students' pre-test and post-test results. Before performing inferential statistical tests, a normality test was carried out using the Shapiro-Wilk method, as the sample size was fewer than 50. The results of the normality test showed that the significance value for the pre-test was 0.176 and for the post-test was 0.093. Both values are greater than the significance level of 0.05, indicating that the data are normally distributed. Based on these findings, the researcher proceeded with the paired sample t-test to determine whether there was a significant difference or not between the pre-test and post- test results.

Descriptive analysis showed that the mean score of the pre-test was 56.78 with a standard deviation of 6.749, while the mean score of the post-test increased to 73.89 with a standard deviation of 5.854. The paired sample t-test yielded a t-value of 38.919 with a significance value (Sig. 2 -tailed) of 0.001. Since the significance value is less than 0.05, it can be concluded that there is a statistically significant difference between the students' pre-test and post-test scores.

5. The Hypothesis Verification

Based on the results of the statistical analysis using SPSS, the t-test value obtained was 38.919, with a significance value (Sig. 2 -tailed) of < .001. Since the p-value (Sig. 2-tailed) is lower than the 0.05 significance level, it can be concluded that the use of Virtual Hotel Tours had a statistically effect on the speaking skills of

eleventh grade students in the Hospitality Department at SMK PGRI 1 Giri Banyuwangi. Therefore, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

6. Discussion

The results of this research provide strong evidence that the use of Virtual Hotel Tours significantly improved students' speaking skills. Based on the output of the Paired Sample t-Test from SPSS, the analysis showed a t-value of 38.919 with degrees of freedom (df) = 35. The significance value (Sig. 2-tailed) was < 0.001 , which is lower than the 0.05 threshold. This indicates that the probability of these results occurring by chance is extremely low. Therefore, it can be concluded that the observed improvement in students' speaking skills resulted from the implementation of Virtual Hotel Tours as a teaching medium.

In addition to the statistical significance, a detailed analysis of each speaking aspect provides deeper insight into the nature of the improvement. In the pre-test, the highest mean score was found in fluency (58.33), suggesting that students were relatively confident in speaking continuously, even though other aspects were weaker. Vocabulary followed at 56.11, while pronunciation and grammar were both at 55.55, and comprehension had the lowest score at 55.00. These results indicate that before the treatment, students' speaking abilities were fairly balanced across aspects, but overall still low, especially in understanding spoken content.

After the treatment, the post-test results revealed substantial progress. The highest mean score shifted to pronunciation, which rose to 80.00, demonstrating that the visual and auditory input from the Virtual Hotel Tours helped students pronounce words more accurately and confidently. Vocabulary also improved significantly to 77.78, showing that the contextualized and authentic hotel-related terms embedded in the tours were effective in enhancing students' lexical mastery. Grammar increased to 72.22, indicating moderate improvement in sentence structure and accuracy. Fluency reached 71.67, showing that students maintained and slightly enhanced their flow of speech. Although comprehension remained the lowest at 62.78, it still showed positive development from the pre-test. This change in the highest mean score, from fluency in the pre-test to pronunciation in the post-test, indicates that the use of Virtual Hotel Tours was especially effective in improving students' pronunciation. In the pre-test, fluency had the highest average score of 58.33, possibly because students were already more comfortable speaking spontaneously. However, after the treatment, pronunciation became the highest scoring aspect with a mean of 80.00. This significant improvement can be attributed to the learning process during the treatment, in which students frequently engaged in speaking tasks and received direct feedback from both the researcher and the teacher. These repeated speaking activities, combined with immediate correction and guidance, helped them become more aware of their pronunciation and gradually improve their accuracy.

These findings suggest that Virtual Hotel Tours had the most notable impact on pronunciation and vocabulary, likely due to the visual-rich, real-life inspired simulations that made language more concrete and memorable. Although Virtual Hotel Tours are not fully immersive VR environments, they share several key features such as interactivity, contextual realism, and spatial orientation. Recent studies have

shown that such virtual settings can enhance language acquisition. Learners exposed to virtual simulations experienced significant improvements in several aspects of speaking performance, including vocabulary mastery and pronunciation clarity, due to repetitive exposure, contextual cues, and real-time visual references (Yan et al., 2024). Spatial interaction and engagement with virtual objects help learners encode and retain new vocabulary more effectively, which in turn supports clearer pronunciation and more accurate word recall (Lin & Lan, 2015). These findings support the effectiveness of VHTs as a semi-immersive tool for improving learners' speaking performance in vocational English contexts.

On the other hand, aspects such as grammar, fluency, and comprehension, although improved, showed relatively smaller gains. Such aspects often require more explicit instruction and sustained practice (Ahmadi, 2023). Grammar development benefits from focused explanation and feedback, while fluency tends to improve with repeated speaking practice and automaticity-building tasks. Similarly, listening-based comprehension skills are best strengthened through exposure to diverse input and active listening strategies. Therefore, combining VHTs with complementary activities such as structured grammar instruction, guided speaking drills, and interactive listening exercises could foster more balanced progress across all speaking skill areas.

This significant result supports the explanation by Field, n.d. who states that if the p -value is below 0.05 and the t -value exceeds the t -table value based on the df , the null hypothesis should be rejected. In this research, the high t -value and very low p -value clearly validate that the Virtual Hotel Tours had a meaningful effect on students' learning outcomes.

These results are in line with previous studies. (Eissa, 2021) found that online virtual tours significantly enhanced EFL students' speaking abilities, particularly in terms of fluency and confidence. Similarly, Rendi (2023) reported that VR-based learning in hospitality education led to notable gains in speaking achievement, which aligns with the improvement found in this study. Vu et al., (2021) also confirmed that virtual learning environments such as Second Life positively influenced students' speaking development through contextual and immersive practice. Although this research did not use a fully immersive VR platform, the Virtual Hotel Tours provided a more accessible yet equally engaging context-based simulation for vocational learners. Moreover, the vocabulary improvement in this study supports the findings of Khairanisya & Syafitri (2024)), who highlighted the effectiveness of audiovisual media in enhancing vocabulary mastery in hospitality and tourism education.

Furthermore, the findings are also consistent with the research of Tandipayuk et al., (2023) who found that role-play-based speaking activities significantly improve learners' fluency, comprehensibility, and vocabulary use by engaging them in meaningful and interactive tasks. The visual and contextual nature of Virtual Hotel Tours allows students to engage with realistic hospitality environments, helping them use language in relevant and practical situations. English for Specific Purposes (ESP) instruction should reflect learners' real workplace needs, and media such as Virtual Reality can support this by providing simulated professional experiences that enhance engagement and communication skills (VEGA et al., 2024). Furthermore, Nation

(2013) highlights that vocabulary learning is more effective when taught in context. In this research, Virtual Hotel Tours were used as an interactive and visually-rich media, giving students exposure to authentic hotel-related vocabulary and enabling them to practice speaking through real-life inspired conversations and roleplays. This exposure builds confidence and accuracy in communication.

CONCLUSION

Based on the result and analysis of the data in the previous chapter, it can be concluded that the use of Virtual Hotel Tours (VHT) had effect on the speaking skills of the eleventh-grade students in the Hospitality Department at SMK PGRI 1 Giri Banyuwangi in the 2024/2025 academic year. This is supported by the difference in students' speaking scores after receiving treatment through the implementation of VHT as a context-based digital learning medium. The statistical result of the paired sample t-test showed a highly significant difference between the pre-test and the post-test. In other words, it can be concluded that the use of Virtual Hotel Tours contributed to helping vocational high school students in the hospitality field communicate more confidently and clearly in English, particularly in pronunciation, which showed the greatest improvement compared to the other aspects.

Students are encouraged to actively engage with Virtual Hotel Tours (VHTs) not only as an innovative learning medium, but also as a means to simulate real hotel communication. They should make use of VHTs regularly to practice speaking, especially focusing on vocabulary, pronunciation, and fluency. To maximize their learning, students are advised to record their practice, review their performances, and participate in group roleplays that mimic real guest-staff conversations. This proactive involvement will help build professional communication skills required in the hospitality industry. English for Specific Purposes (ESP) instruction. To make learning more contextual and engaging, VHTs can be used to design situational speaking tasks, problem-solving activities, or customer service simulations. Teachers should also consider combining VHTs with collaborative techniques such as peer feedback, task-based learning, or rubric-based evaluations to ensure that students not only practice, but also improve through structured feedback. By doing so, teachers can foster a classroom environment that mirrors real-life hospitality scenarios.

REFERENCES

- Costa, F., & Mastellotto, L. (2022). The role of English for specific purposes (ESP) in supporting the linguistic dimension in English-medium instruction (EMI). *CLIL: Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 5(2), 37-52. <https://doi.org/10.5565/rev/clil.91>
- Fortanet-Gómez, I., & Räisänen, C. A. (Eds.). (2008). *ESP in European higher education: Integrating language and content*. John Benjamins Publishing. <https://doi.org/10.1075/aals.4>
- Bolton, K., & Jenks, C. (2022). World Englishes and English for specific purposes (ESP). *World Englishes*, 41(4), 495-511. <https://doi.org/10.1111/weng.12604>
- Nguyen, N. V., Vo, T. L., Van Nguyen, T. T., & Nguyen, T. H. (2021). Effectiveness of second life virtual learning environment for language training in hospitality

- and tourism. In Proceedings of the AsiaCALL International Conference, 17(1), 19–28. <https://doi.org/10.2991/assehr.k.210226.003>
- Fakish, M. (2024). Improving English Proficiency in Indonesia: Using Literary Works and Educational Challenges. *English Language and Arts Education Journal*, 1(2)108-117. <https://doi.org/10.31004/elaej.v1i2.14>
- Merta, L. W., Ratminingsih, N. M., & Budasi, I. G. (2023). The integration of technology in English language teaching to stimulate students' critical thinking. *Language Circle: Journal of Language and Literature*, 17(2), 333–341. <https://doi.org/10.15294/lc.v17i2.39097>
- Alfaro, L., Rivera, C., Suarez, E., & Raposo, A. (2022). 360 virtual reality video tours generation model for hostelry and tourism based on the analysis of user profiles and case-based reasoning. *International Journal of Advanced Computer Science and Applications*, 13(11), 751–760. <https://doi.org/10.14569/IJACSA.2022.0131187>
- Eissa, S. M. (2021). The effectiveness of Online Virtual Tours in Developing EFL Speaking Skills among Secondary School Students. *Egyptian Journal of Educational Sciences*, 1(1), 109-136. <https://doi.org/10.21608/ejes.2021.202981>
- Sonnonschein, K., & Ferguson, J. (2020). Developing professional communication skills: Perceptions and reflections of domestic and international graduates. *Journal of University Teaching & Learning Practice*. 17(3), Article 5. <https://doi.org/10.53761/1.17.3.5>
- Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Edisi ke-4. California: SAGE Publications.
- Yan, Z., Wang, L., & Chen, M. (2023). Enhancing EFL learners' pronunciation and vocabulary acquisition through virtual simulation environments. *Computer Assisted Language Learning*, 36(5), 455–472. <https://link.springer.com/article/10.1007/s10055-024-01061-5>
- Lin, T. J., & Lan, Y. J. (2015). Language learning in virtual reality environments: Past, present, and future. *Journal of Educational Technology & Society*, 18(4), 486-497. <https://www.jstor.org/stable/jeductechsoci.18.4.486>
- Ahmadi, S. M. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.29252/ijree.3.2.115>
- Field, A. (2024). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). Thousand Oaks, CA: SAGE Publications Ltd.
- Pramasta, R. G., Setiyadi, A. B., & Yufriзал, H. (2023). Teaching English for Hospitality Through Virtual-Reality Based Learning to Improve Students' Speaking Achievement. *IOSR Journal of Research & Method in Education*, 13(4 Ser. I), 28-33. <https://doi.org/10.9790/7388-1304012833>